



# Curriculum Policy

**Review Date: March 24**

**Next Review Date: March 25**

## **Curriculum Policy**

The Curriculum at the Gwenllian Education Centre (GEC) meets the Independent School Standards (Wales) Regulations 2013 in that it provides pupils with experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical
- Aesthetic and creative

The curriculum is designed specifically to meet the needs of our pupils with autism and related conditions. We endeavour to provide our pupils with enjoyable and positive experiences that will enable our pupils to be motivated to learn, will accept and enjoy the educational experiences, will develop independence and therefore develop as social and communicative individuals. The curriculum is therefore individualised and tailored to our individual pupils, and pays particular attention to communication and social skills.

### **The GEC aims:**

- To provide a curriculum that is broad, balanced, relevant and purposeful.
- To ensure that every learner, parent/carer and member of staff can make a positive contribution to an environment in which they are kept and feel safe and valued through the promotion of health, achievement and enjoyment.
- To enable pupils to develop the skills that they need for future life
- To build on pupils' prior experiences, skills knowledge and understanding.
- To strive for our pupils to experience and demonstrate continuous progress and achievement.
- To effectively assess pupils to inform the learning needs.
- To provide a dynamic and flexible curriculum to meet changing needs.
- To make explicit what is taught and how the intended teaching and learning takes place.
- To provide stimulating learning environments.
- To create effective partnerships with carers, parents and other professionals.
- To provide opportunities for pupils to celebrate success and achievement.

### **Assessments**

All pupils are assessed on entry to the Gwenllian Education Centre and, using this information and the information provided from feeder schools, educational programmes are developed specifically for each pupil.

*A range of assessments may be conducted to help inform future learning, however the main assessments applied include the Welsh Progressions Steps and Pre-Progression Steps, VB-Mapp, Assessment of Basic Language and Learner Skills – revised (ABLLS-r), Assessment of Functional Living Skills (AFLS), Autism Progression Steps, Autism Progress Framework and National Curriculum Levels.*

This ongoing cycle of information gathered is used to ensure that relevant educational plans are maintained by teachers, in liaison with the department Behavioural Analyst. Regular meetings with relevant professionals including the Speech and Language Therapist, Occupational Therapist, and contributions from parents all contribute to the individualised curriculum experienced by pupils.

*For further information about our ARR procedures, please refer to the ARR policy.*

### **Programmes of Work**

We recognise that we provide education to pupils with a wide age range, age 5 through to 19. We support the education of pupils with a wide range of educational requirements. Many pupils will follow programmes to enable them to master prerequisite skills to learning, prior to progressing to more academic type lessons, while other pupils will follow more traditional academic programmes.

The needs of the pupils can be quite diverse, including their educational priority areas. We therefore operate 2 educational departments to allow us to operate both departments independently to ensure that the programmes of study are relevant to the educational requirements of both departments, however some aspects of both Programmes may be relevant for both departments.

Each pupil's programme of work is unique to that pupil, but developing systems and practises within each department allows the resources to be allocated and utilised most effectively.

### **Adran Las**

Adran Las provides education to children and young adults with a Severe Learning Disability. The identified priority areas for all pupils in Adran Las include accessing additional support with communication, behaviour, cooperation, access to learning, focus and attention, community access, and aspects of personal care. All pupils in Adran Las typically achieve academically within the P levels and National Curriculum Level 1.

Priority area targets and programmes of work will be developed individually for pupils, based on the individual assessments conducted, and developed in Liaison with key therapists, parents and the Department Behaviour Analyst. In addition to the individualised programmes, pupils in KS1 to 3 will access activities based on the New Curriculum for Wales. We have developed a Rolling programme of themes that is the basis for our Long Term Curriculum Plan. Teachers use this to base teaching activities within the class and will be used to identify individualised and group teaching activities.

Equals is utilised to assist with ensuring breadth and balance is achieved when exploring the teaching of some activities.

Pupils are taught skills relating to SRE at an appropriate level to pupils as identified.

*For our pupils with Early Learner Profiles, programmes are based on the following skill areas*

- Cooperation and Reinforcer Effectiveness
- Visual Performance
- Receptive Language
- Imitation
- Vocal Imitation
- Requests
- Labelling
- Intraverbals
- Spontaneous Vocalizations
- Syntax and Grammar
- Play and Leisure
- Social Interaction
- Group Instruction
- Following Classroom Routines
- Generalized Responding
- Reading Skills
- Math Skills
- Writing Skills
- Spelling
- Dressing Skills
- Eating Skills
- Grooming
- Toileting Skills
- Gross Motor Skills
- Fine Motor Skills

### **Adran Borffor**

Pupils in Adran Borffor typically present with a diagnosis of High Functioning Autism or Aspergers Syndrome. Pupils often present initially with Challenging Behaviour and require additional support to improve social skills and independence. Pupils typically have a history of disrupted schooling and although cognitively able to perform in some subjects, pupils have missed a significant amount of education in comparison to similar aged mainstream peers.

Pupils are provided with an individualised learning programme based on their assessments, and identified learning pathway identified between the school, external professionals and parents. A proportion of learning is topic based and where appropriate, pupils will follow

subjects and traditional schemes of work at KS3, 4 and 5, in preparation for accredited learning opportunities in KS4 and 5.

A significant proportion of the curriculum will allow for pupils to develop Functional Living Skills. This is typically delivered using the Equals Moving on Curriculum, although teaching allows pupils to gather evidence through structured activities to gain certification through the completion of ASDAN modules. Other resources are also utilised including AFLS and ABLLS.

Pupils are able to follow GCSE courses and sit examinations at GEC. Pupils will follow aspects of the Curriculum as discrete sessions, as part of a topic or as part of an individual work programme.

All pupils will experience Expressive Arts, Health and Well-Being, Humanities, Language/Literacy and communication, Mathematics and Numeracy, and Science and Technology.

### **Teaching**

ICT will be used widely as a resource to deliver the curriculum and make learning motivating and reinforcing, as well as a means of Digital Competency.

In addition to set timetabled sessions, pupils' skills are assessed throughout the school day during Natural Environment Teaching (NET) opportunities, where staff will assess a range of functional skills including the use of Literacy, Numeracy and ICT skills.

Personal and Social Education (PSE) is taught for many pupils through timetabled sessions, in addition to the teaching of self-help skills, promoting independence and other incidental teaching opportunities as skills are generalised throughout the school day.

Sex and Relationship Education (SRE), is delivered to pupils at suitable stages of development and need, as well as accessing a programme to support their awareness of feelings, emotions and relationships. Pupils that will benefit from support will be provided with a relevant and suitable SRE programme following discussions with parents and the team surrounding a particular pupil.

### **Post 16**

Post 16 pupils will follow a similar curriculum to their peers, but will be encouraged to access increased self-directed activities, explore new special interest areas, as well as to continue to follow identified educational plans. Pupils in KS5 are also supported to access additional activities specifically for Tertiary aged pupils.

### **Inclusion**

We make our resources available to other independent and state schools and organisations in the community. We welcome all aspects of inclusion within the school, community and educational facilities and promote these opportunities to provide experiences for our pupils

whenever possible. We also promote education in the community as we strongly believe learning should not be restricted to the classroom.

When appropriate, we encourage our pupils to access mainstream activities in local schools. Pupils achieving suitable levels of social and academic functioning, would be provided with opportunities to transition to a mainstream based placement, with regular support being maintained by the GEC if required.

Pupils have the opportunity to interact with each other at the Centre, and although there may be a significant range in pupils' ages at the centre, pupils may be taught and supported to access activities based on their social, educational and behavioural skills, rather than age. All pupils will have opportunities for inclusion providing it can be managed safely and positively.

### **Teaching**

Pupil programmes are based on the use of Positive Behaviour Support, utilising Applied Behaviour Analysis and Person-Centred Planning.

Positive structured sessions will be coordinated throughout the school day including group work and individual sessions. Positive reinforcement will be key to learning and effective reward systems are evident throughout all activities. Intensive Interaction may also be used as a means of engaging and interacting with pupils in the Gwenllian Education Centre.

A wide range of teaching approaches are used to deliver the curriculum to pupils. The GEC implements a multisensory approach to teaching and endeavours to adopt approaches that will offer the most beneficial learning opportunities to our pupils. Pupils may be taught using Visual, Auditory, Kinaesthetic and Tactile Learning Styles to offer a breadth of experiences.

At the Gwenllian Education Centre, we encourage a willingness to grow and develop. We will always embrace new ideas and review procedures as new guidelines become available that may benefit the pupils and the school, in accordance with the Every Child Matters Agenda and the 5 key outcomes: Be Healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being.