

AS Complex needs at The Milestone School

Intent

The key principles and purpose of our curriculum:

- To equip pupils with portable skills for life, living and work.
- To be adaptive and responsive to individual needs, strengths and interests.
- To be skill and context based
- To focus on developing the key skills of communication, cognition, independence, physical development and self-care, all transferrable skills that equip pupils for life beyond the school.

Implementation

Our Complex AS needs curriculum focuses on a pupil led approach utilising the school pathways, teachers are able to identify pathway outcomes with the input from parents and external services identifying an individualised curriculum suited for the pupils individual needs based on the current level they are working at.

Our curriculum recognises that pupils, regardless of developmental stage, should be regulated and build relationships before the implementation of any meaningful learning.

- School Pathways identifies curriculum content and coverage are identified for each learner.
- A clear accreditation pathway for pupils that underpins their learning for KS3 & 4 Learners through ASDAN Life skills challenges.
- Frequent and regular opportunities for pupils to repeat, retrieve and generalise knowledge and skills across contexts.
- Real-life application of knowledge and skills to prepare pupils for increased independence.
- Individual priorities (as identified in EHCP Outcomes) are embedded in daily learning

We aim to offer pupils a structured, personalised and flexible curriculum which can be adapted to meet individual needs. We use a combination of teaching methods in line with the TEACCH approach, and adapt them to support the pupils learning styles and needs within individual classes. Staff are expected to adopt phase approaches within their class rooms to support consistency and to support future transitions.

We recognise and understand that at times our pupils can become dysregulated due to a range of factors it is vital for our pupils to be ready to learn prior to asking them to attain to a session. This is why lessons are not always presented to pupils as an event in themselves. They are part of the process of learning and therefore we do not expect pupils to always complete learning within a lesson. Many lessons will carry on over several days, weeks or even months until a pupil is able to demonstrate the required degree of understanding.

Many lessons will involve multiple learning objectives, some of which may be encountered for the first time whilst others are being revisited in a new context.

Communication and PSHE will overarch all outcomes as a priority and pupils should be given opportunities to work towards these outcomes throughout the day.

Impact

The impact of the implementation of the AS curriculum can be seen through ongoing assessment and discussion throughout the year. This includes but is not limited to:

- Updating Evidence for learning
- Pupil progress meetings
- EHCP Reviews
- Internal/external moderation
- End of year reports
- Evidence through Learning spaces and Finger gym

The curriculum is monitored and evaluated to ensure that it is working, by curriculum TLR's. Specialist pathways for AS classes are monitored and evaluated by the AS lead and the subject lead for that area.

Because learning is a change to long-term memory it is not always possible to see impact in the short term. Classes are expected to evidence in line with the AS assessment grid assessing outcomes and uploading photos or video evidence assessing against the AS marking policy every three weeks per area to evidence for learning.

Weekly assessment is completed during Learning Spaces and finger gym structured sessions in line with the AS marking policy, during assessment weeks evidence should only be uploaded to Evidence for learning by the class teacher and/or class LP.

Each year, progress is measured by looking at the percentage increases and this is reported to parents. Where pupils are not making progress, barriers to learning e.g. absence, escalation in behaviours will be addressed within the pupil progress meetings with members of SLT.