

**ROSEWOOD FREE SCHOOL**

**Title: Curriculum Policy**

**Lead Reviewer: Head Teacher**

**Who this is aimed at: All Staff**

<b>Version</b>	<b>Reason for Change</b>
V2	Update and Review July 2022

<b>Date Initially Implemented</b>	
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<b>Frequency of review</b>	5 yearly	<b>Review due</b>	2027
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## **Policy Statement**

Learners at Rosewood follow a non-subject specific curriculum and we therefore use the Engagement Model and our ImPACTS Approach with every learner. This allows us to plan learning around the assessed needs and interests of each individual, and to continually reflect on and review their progress.

## **Aims**

1. To provide an effective learning environment where, through assessment, a detailed and shared understanding of a learner's needs is known by all the professionals from education and therapy.
2. To provide a consistently responsive environment within which every learner's ability to communicate is respected, responded to, and developed.
3. To provide throughout the day a range of consistent routines and meaningful opportunities that allow learners to develop intentionality and exercise control of their learning environment.

## **Application**

This Policy applies to all learners at Rosewood School.

## **ImPACTS Key Skills Approach**

The ImPACTS Key Skills is an active research based and continually evolving approach. It is practitioner designed and refined to reflect new learning and developments both in education, neuroscience and emerging medical conditions.

ImPACTS:

I ndividualised  
m  
P rofile  
A ssessment  
C urreiculum  
T arget  
S etting

The ImPACTS Key Skills are owned and continually developed by the school team to ensure that the learner and their needs are at the centre of the assessment and planning process.

The system is an assessment model that leads directly into a curriculum and provides target setting information to improve personalised learning as well as the potential for whole school improvement.

### **Key Skill Areas:**

There are five Key Skill areas, not dissimilar to the seven areas of Learning and development outlined in the Early Years Foundation Stage (EYFS):

Communication; Cognitive skills; Physical Skills (Gross & Fine Motor); Physical, Personal, Social & Emotional Well Being (PSEWB) and Environmental Control Technology (ECT). Refer to Appendix 1.

We agree with the EYFS that the three prime areas identified as Personal, Social and Emotional Development; Communication and Language and Physical Development are the areas to strongly focus on with the developmentally very young.

### **How to use ImPACTS**

#### **Assessment Questions:**

Each Assessment is divided into strands and developmental levels. There are three Developmental Stages: Pre-Intentional, Intentional and Formal. The strands are areas of learning, for example 'Use of hands' in the Communication ImPACTS.

By answering the questions, the results of data entered will be tallied and then marked onto the learner's individual Profile. The scoring requires two out of three questions to be answered YES in order for a strand box to be etched on the profile.

The assessment is electronically based in a workbook format and allows for summaries of progression to be detailed.

A professional, carer, or more ideally a team will look through the questions and answer YES/NO if the learner can demonstrate that

skill; on a first assessment a learner may be above the developmental level of some of the earlier questions but also tick to give a meaningful tally at the end.

If, during the assessment, a professional does not know the answer or the team are unsure, set up activities in that area to find out. By looking at the curriculum suggestions for that strand stage, you will find ideas and resources that may support the completion of the assessment.

It is recommended that the Assessment is completed annually as part of end of year data collection, and prior to the learner's Annual Review.

### **The Individual Profile**

Following the completion of each assessment the scores for each section are translated onto the profile. If a learner achieves two out of three YESSES for a section, then the box is completed. The results are then visually collated on the profile, and offer professionals an overview of strengths, development points and if any progress has been achieved. The numbers of Yeses are also tallied and form part of the data collection for individual and whole school target setting. If a learner has already achieved a skill and is developmentally beyond the statement, they would also be awarded as a YES.

Once an assessment is finished, the Profile will indicate areas of strength and weaknesses. The Profile will also indicate if the learning pattern is in line with expected developmental progress or are there areas of idiosyncratic learning. It is recommended that professionals should consider the range of curriculum targets suggested for the last etched box before looking to move onto a box with one or no yeses. This ensures that learning is kept within the learner's zone of proximal learning and allows for success.

It is recommended that once an assessment has been completed staff etch the boxes in a different colour and date these, so that progress over time can be visually recorded and any regression may also be clear.

## **The Curriculum**

Once the profile has been completed, staff can now look at the curriculum for suggested objectives, activities, and resources for a learner at the assessed developmental level. The curriculum targets are developmentally sequenced, but we recognise that individual progress may be even finer, and we offer suggestions rather than prescribed target options.

We use the objectives to set Annual Review targets as well as to inform individual and group schemes of work. It is not necessary or practical to set a target for every strand assessed and we recommend professional debate as to the priorities for a learner.

The curriculum offers both suggestions and teaching points (Therapy Points in Physical Skills) that indicate background knowledge and understanding necessary to meet the learners' requirements at the developmental level indicated. These are often indicators to INSET required and references to other materials and resources used within the field that support learning at the level indicated.

## **Informed SCRUFFY**

The school has used the research of Dr Penny Lacey coupled with good early years practice to coin a pedagogical approach to Teaching and Learning entitled: Informed SCRUFFY.

At Rosewood the INFORMED is described above, how we use detailed assessment and prioritise key areas to be worked on. These sit within the three developmental parameters for PMLD learning of Pre Intentional, Intentional and Formal.

The SCRUFFY acronym has been developed for the Rosewood approach to focusing on Involved learning and engaged staff to mean:

**S** Student – led

**C** Creative

**R** Relevant/Responsive

**U** Unspecified

**F Fun**

**F Facilitated by**

**Y YOU!!!!**

## **Target Setting**

Once targets are set from the Curricula, they together form the personalised Learning Intentions profile for the learner. The activities planned to achieve these should take account of the preferences, motivators and interests of the learner and be respectful of their chronological age.

At the end of a term or year as appropriate, staff review all observations and recording, complete the Assessment Workbook, which produces a score for each Key Skill. Combined scores are calculated, and progress can be demonstrated (and in some cases regression). Individual rate of achievement can then be analysed against ipsative learning and against other learners at similar levels. It also opens discussion on the relevance of targets set, whether the learning environment has been sufficient to allow achievement and whether further support from other professionals is required in a particular area.

In addition, the system allows for overall monitoring, and highlights Key Skills, strands, and developmental stages that need to be prioritised and targeted for further improvement at a whole school level. It also allows value for money to be considered against achievement. For example, we invested in additional training and INSET time to improve the understanding and quality of delivery of Intensive Interaction. We were then able to use the data collected from the ImPACTS Communication Key Skill – Interaction strand to see if we had impacted directly on the learners and were able to measure outcomes.

## **Delivery through Routines**

Through research we know that learners with PMLD are most likely to learn through the repetition offered in routines. The School have mapped out how all strands of learning are achievable through well delivered routines supported by Essential Schemes of Work and some Additional learning opportunities.

## **Planning Expectations**

Planning is expected in the following areas:

### **ROUTINES:**

- Start/end of day
- Drinks
- Lunchtime (Mats to be adapted)
- Preparation for Learning
- Bathroom
- Body Cues
- Sensory Readiness
- Transition Cues

### **LONG TERM PLANNING:**

#### **Essential:**

- Hello/Goodbye
- ECT (Environmental Control Technology)
- Intensive Interaction
- ACA (Affecting Communication Assessment)
- MSR (Multi-Sensory Room)
- Play/Discovery Time/Self Occupying
- Physiotherapy
- Hydrotherapy

*The above may last longer than a term and would only need to be reviewed if the needs of the group changed or as part of a class cycle of review for continuous improvement/refinement.*

**Additional:** *(These would again last longer than a term and may only sometimes appear on a timetable)*

- Massage
- Looking Club
- Hand Class
- Motor Skills

- TAC PAC
- Story bag
- AKKA
- Sherborne
- Rebound
- Resonance Boards
- College

**Enrichment:** Schemes of Work under the selected theme should include the following areas:

- Physical development
- Communication
- Cognitive
- Creative

**Enrichment Days:** To be planned and agreed termly by whole teacher team. These days are open days for families to come into the school and share the learning activities alongside their child.



## Appendix 1

### Schemes of Work

Schemes of work	Start /End of day	Drinks	Lunchtime	Preparation for learning	Bathroom	Body Cues	Transition cues	Hello/Goodbye	ECT	Intensive Interaction	ACA	MSR	Play	Physio	Hydro	Motor Skills	Massage	TAC PAC	Story bag	AKKA	Sherborne	Rebound	Resonance Boards	College	Looking Club	Hand Class	
<b>Communication:</b>																											
Use of hands				*		*	*							*	*												
Tactile			*	*	*	*	*							*	*		*	*						*			
Vision			*	*	*		*	*				*		*	*			*	*						*		
Interaction	*		*	*	*			*		*	*	*	*	*	*		*	*						*			
Vocalisation	*		*	*	*			*		*	*		*	*	*												
Hearing				*				*				*		*	*			*	*				*				
<b>Cognitive skills:</b>																											
Engagement		*	*	*	*			*					*	*	*												
Object Permanence				*								*						*	*						*		
Actions On Objects		*	*	*			*	*	*			*	*	*	*			*		*			*				
Properties of Objects				*																							
Cause and Effect	*		*	*	*	*	*		*	*	*	*	*	*	*		*	*		*			*				
Problem Solving				*					*			*	*						*	*							

E.C.T.																				
Physical Access				*					*				*	*					*	
Switch Control				*					*				*						*	
Cause and Effect				*				*	*				*						*	
Physical Refinement				*					*				*							
Stimulus Response				*					*				*	*						
Motivation				*					*	*		*	*						*	
Control for Independence				*				*	*			*	*						*	
Communication				*					*				*							
Schemes of work	Start /End of day																			
	Drinks																			
	Lunchtime																			
	Preparation for learning																			
	Bathroom																			
	Body Cues																			
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	Physio																			
Hydro																				
Motor Skills																				
Message																				
TAC PAC																				
Story bag																				
AKKA																				
Sherborne																				
Rebound																				
Resonance Boards																				
College																				
Looking Club																				
Hand Class																				
<b>Physical Skills: Gross Motor</b>																				
Supine				*	*							*		*	*			*	*	*
Sitting				*	*				*			*		*	*	*		*	*	
Prone				*							*		*	*						
Standing				*	*				*			*	*	*	*					
Sequencing				*	*							*	*	*				*		

<b>Physical Skills: Fine Motor</b>																							
Reaching			*	*	*		*	*	*			*		*	*	*				*	*		*
Grasping		*	*	*	*		*	*	*			*		*	*	*				*	*		*
Releasing		*		*				*			*				*								*
Manipulating		*	*	*			*	*	*			*	*										*
<b>P.S.E.W.B: Towards Self Help</b>																							
Eating		*	*	*																			*
Drinking		*	*	*																			*
Toileting			*	*	*																		
Bathing			*	*	*		*							*	*								
<b>P.S.E.W.B: Towards Advocacy</b>																							
Body Awareness				*	*	*			*	*		*		*	*					*	*	*	
Advocacy	*			*	*	*	*	*	*	*	*	*							*				*
Emotional				*	*			*		*													
Attachment	*			*	*			*		*	*			*	*								*
Enjoyment		*	*	*				*	*	*	*	*	*	*	*					*	*	*	*