

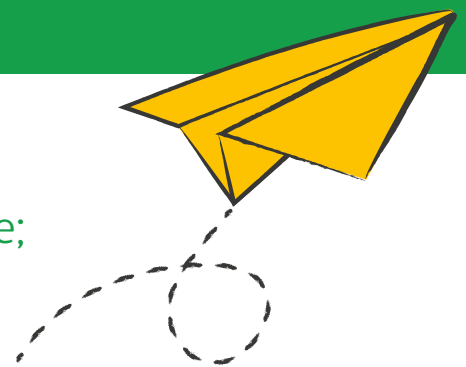


The Children's Trust School Curriculum Guidance

Where curriculum and meaningful learning meet

Mission:

To support children to live the best life possible;
achieving excellence in education, health,
therapy and care.

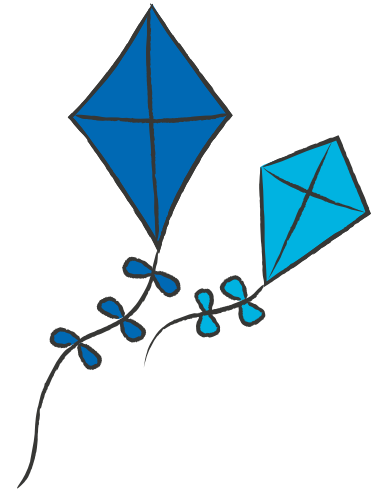


**Artsmark
Platinum Award**
Awarded by Arts
Council England



Contents

1. Curriculum overview
2. Approaches to learning
– pupil charter
3. School curriculum map
4. Topic cycle
5. The school curriculum
– Intent/ Implementation/
Impact
6. Sounds of intent
7. DEYO – EYFS
8. Special yoga
9. ImPACTS/ How it works for the
child and young person
CLL
Cognition
PSHEWB
RSHE
ECT
Physical
10. Sixth form
11. Careers
12. Roles and responsibilities
13. The virtual approach



“

Pupils benefit from a bespoke, tailored curriculum which suits them and their Special Educational Needs and Disabilities very well. Leaders ensure that pupils' learning is particularly well organised and planned. Leaders have developed a school curriculum which enables pupils to build their knowledge and skills over time, in small, achievable yet aspirational steps. These steps enable pupils to successfully work towards their personal education, health and care plan (EHC plan)

OFSTED Inspection report:
The Children's Trust School 15 and
16 November 2022

”

Curriculum overview

At the Children's Trust School, we pride ourselves on providing the children and young people with a personalised and sequential educational offer. Our clear intent, implementation and impact ensure a meaningful curriculum that allows children to make progress and reach their intended outcomes. The bespoke, tailored curriculum enables pupils to build their knowledge and skills over time in achievable steps.

We acknowledge that:

The curriculum is at the heart of everything we do.

Children attending the school follow ImPACTS – Sounds of Intent – Special Yoga

The Early Years Children follow DEYO – ImPACTS – Sounds of Intent – Special Yoga

So why... ImPACTS?

ImPACTS:

Individualised

m

Profile

Assessment

Curriculum

Target

Setting

Since its initial development in 2008 the most up-to-date research and findings about learning, teaching, neurological and physical development have underpinned the ImPACTS curriculum across 5 core subjects of Communication, Language and Literacy (CLL), Cognition, Physical, Environmental Control Technology (ECT) and Personal, Social, Health, Emotional and Wellbeing (PSHEWB). The continual evolution of this curriculum provides an evidence-based approach to key skills which are sequential with a clear assessment framework that profiles small-step progress, maintenance and regression.

So why... DEYO?

The Differentiated Early Years Outcome (DEYO) reflects the achievements of our children with Special Educational Needs and Disabilities within the early years. The 2021 revised version of DEYO is aligned with Birth to 5 Matters. Each range within the area of early years learning has been carefully analysed and developed by representatives from Bristol Early Years Specialist settings. The researched model ensures the progress of all children can be recognised by breaking each objective into smaller, more achievable steps.

So... why Sounds of Intent?

Music education at the school is underpinned by the Ofsted-endorsed Sounds of Intent framework which aims to promote the musical development of children and young people with learning difficulties. The framework is an effective tool for mapping students' musical profiles, gauging their engagement, measuring progress as well as setting objectives. The principles are used to inform musical development against three domains: Reactive, Proactive and Interactive. Effectively, young people are learning to listen and respond, create and control sounds and finally, interact and communicate with others through sounds, rhythms, songs, and group performances.

So... why Special Yoga?

Special Yoga's methodology focuses on the practices of movement, relaxation, connection breath work, mindfulness, sound, massage, and body awareness including working with the feet. Staff have trained in the principles, techniques and applications to be able to support every child.

Our chosen curriculum offer enables pupils to successfully work towards their education, health, therapy and care plan.

Approaches to learning

At the Children's Trust school, we believe that each pupil has the right to learn within an environment that is personalised, supportive, age-respectful, caring and challenging. Teaching styles used by all staff are flexible and adapted according to their needs and age.

The Pupils' Charter sets out the expected practice when considering teaching approaches and must always be taken into account.

Pupils' charter

I have the right to...

Be taught in an exciting, stimulating, enjoyable and caring environment making sure I have fun.

Know you are present in the moment, connecting with me, giving me your complete attention and noticing any initiatives I may make.

Be given time to enjoy an activity and to learn from the situation without being rushed.

Be offered good quality education that is meaningful to me.

Be given privacy and respect when meeting my personal needs.

Hear those around me talking positively with me about my family friends and/or carers.

Know that my feelings and emotions will be understood and supported.

Be given the opportunity to be occupied.

Always to be told what is about to happen to me and why.

Always be included in any conversation about me.

Know that you will be patient respectful and calm when supporting me.

Expect you to take every opportunity to help me make sense of the world.

Be as comfortable as possible with good positioning to maximise my learning.

Be given choices whenever possible.

Know I am respected, and valued as a person first.

Be listened to and have my personal preferences and/or feelings recognised including when I say no.

Support that is age respectful, that takes into account my chronological age alongside my cognitive stage of development.

Have my food and drink presented in an appetising way, that is appropriate to my needs.

Learn in an environment that is right for me.

My voice being listened to and you advocating my wishes and concerns.

Expect a certain level of routine and consistency of staff in order to give an ordered world to relate to.

Be allowed my own time and space.

Feel safe and secure at all times.

EYFS / KS 1

This table provides a breakdown of the DEYO curriculum, categorising it into its key areas of learning.

Prime areas			Specific areas			
Communication and language	Physical development	Personal, social and emotional development	Literacy	Numeracy	Understanding the world	Expressive arts and design

Frameworks used for assessment and learning:

DEYO and ImpACTS

KS 2 – 4

This table provides a breakdown of the ImpACTS curriculum, categorising it into its key areas of learning.

Pre-Intentional, Intentional and Formal	Concrete learning, Establishing concepts and Generaliser
ImpACTS Curriculum Subject areas: <ul style="list-style-type: none"> • Communication, language and literacy • Cognition • Environmental control technology • Physical (fine and gross motor) • Personal, Social, Health, Emotional and Wellbeing 	Extended ImpACTS Curriculum Subject areas: <ul style="list-style-type: none"> • Extended communication, language and literacy • Extended cognition • Extended environmental control technology • Physical (fine and gross motor) • Personal, social, emotional wellbeing including RSE • Bespoke phonics offer

ASDAN accreditation from Year 9 and upwards

Post 16 provision

This table provides the categories of delivery to support Preparation for Adulthood.

Same as KS 2 – 4 but with Preparing for adulthood focus areas:

Preparing for adulthood			
Independent living	Being as healthy as possible	Participating in the community	Preparing for employment

ASDAN accreditation continues and Social Enterprise participation increases.

The Children's Trust School topic cycle

Lower school

	Year 1 The world I live in	Year 2 Identity	Year 3 Belonging
Autumn	Staying safe and healthy If you go down to the woods today... Christmas and Winter	Me, myself, and my community People Who Help Us Christmas and Winter	Cultures and spirituality Magic Christmas and Winter
Spring	What's going on out there? Ticket To Ride On The Farm	Changing and growing Down at the Bottom of the Garden Plants	Feelings and emotions Traditional Tales & Nursery Rhymes Dinosaurs
Summer	Looking after our world Treehouses, Towers and Turrets Under the Sea	Celebrations and festivals Circus The Seaside	The same but different Superheroes Animal Antics

RSE links to topics

Upper school

	Year 1 The world I live in	Year 2 Identity	Year 3 Belonging
Autumn	Staying safe and healthy On the move People who help us Looking after myself	Me, myself, and my community My ancestors Stepping back in time Historical figures	Cultures and spirituality Magic Myths and legends Folklore
Spring	What's going on out there? Space Transport Journeys	Changing and growing Life cycles Nature Body awareness	Feelings and emotions Authors Personal identity Positive relationships
Summer	Looking after our world Endangered species Climate change Marine Life	Celebrations and festivals Festivals Religious celebrations Circus	The same but different Habitats Music Patterns & colour

RSE links to topics

Sixth form

	Year 1 The world I live in	Year 2 Identity	Year 3 Belonging
Autumn	Staying safe and healthy	Me, myself, and my community	Cultures and spirituality
Spring	What's going on out there?s	Changing and growing	Feelings and emotions
Summer	Looking after our world	Celebrations and festivals	The same but different

RSE links to topics

The school curriculum offer – ImPACTS / DEYO / Sounds of intent

The intent of our curriculum offer – what we want our children to know and be able to do.

Our curriculum offer has an evidence-based start point, clearly identified developmental steps in learning and skill acquisition – with the focus of each’s pupils learning personalised to them.

We want our children to:

- have the best start in their education
- develop communication skills
- acquire relevant and purposeful functional skills
- acquire a sense of agency and control
- be socially active, participate in school, local and community life
- be healthy with a focus on their wellbeing
- be safe
- succeed and enjoy a quality of life
- learn in a meaningful and purposeful manner
- recognise their own talent and achievements

The implementation of our curriculum offer – how we teach:

We:

- employ staff with relevant skills and upskill and train on an ongoing basis
- know all of the children are unique and individual and we plan for their holistic needs across their education, health, therapy and care
- recognise all of our learners require unique access and we plan activities relevant to them
- challenge perceived norms, have ambition, plan and support children and their families to take assessed risks to move children on
- work to solve problems that affect change in every session
- adopt flexible teaching styles adapted to a child’s likes, dislikes, motivators, emotional, health, and well-being which we know can impact their access to learning
- value and acknowledge that most of the children are ‘sensory beings’ living amongst ‘linguistic’ adults! We limit our speech, accept that ‘less is more’ and adopt relevant communication modes to support them
- do not seek to change them being ‘sensory beings’ but deliver a sensory curriculum to support their needs
- acknowledge processing time is key to a child being able to make sense of and respond to their environment
- know that responses can be reliant on relationships and interpretation on our part, so we actively share our observations amongst our teams
- we know that all behaviours are communication and we seek to find out what those responses are and what they tell us.

In addition, we also take into account:

- research
- families/carers
- integrated therapeutic interventions
- personalised learning
- age respectful learning
- communication and interaction
- preparation for learning
- learning through routines
- teaching strategies
- the learning environment
- assistive technology
- working with outside agencies
- preparation for learning

The impact of our curriculum offer – making progress and reaching intended outcomes:

Assessments and curricula are designed to meet the unique needs of our children. Pupils are assessed on an individual basis gathering a wide range of evidence to show pupils learning and their progression. The multi-disciplinary integrated approach provides a detailed and shared understanding of a learner’s needs from education, health and therapy and care.

The ImPACTS / DEYO / SOI identifies this secure baseline, subsequent progress, and also any early indicators of regression for some pupils with degenerative conditions.

We demonstrate achievements for all pupils by a red, amber, green-graded recording of their engagement to access a given learning target. In doing so, the leaders of learning can adapt their teaching as necessary to maximise every learning opportunity.

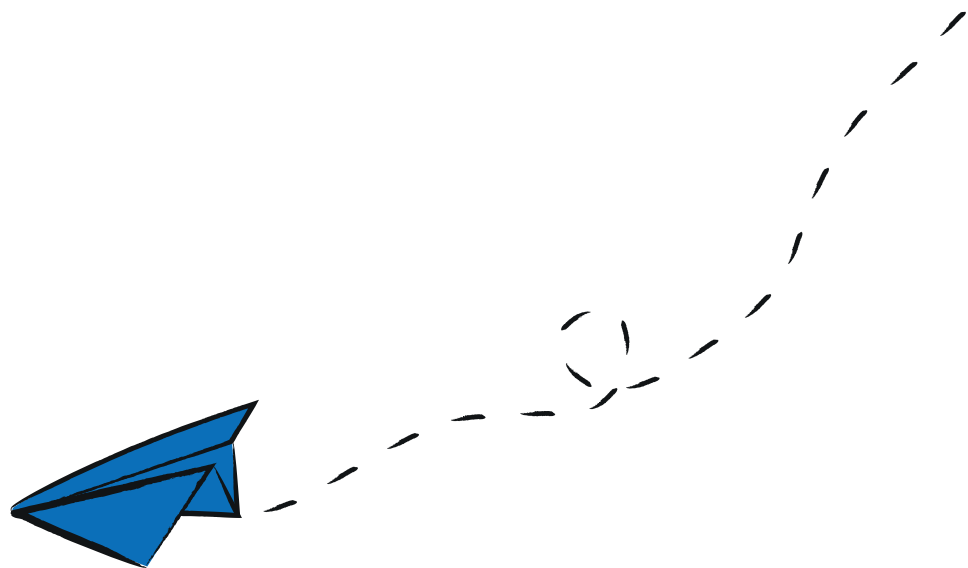
We celebrate all achievements and progress. We recognise and value the maintenance of the skills of all children.

The Sounds of Intent framework allows the often-known motivator of ‘music’ to maximise individual learning.

We value the need for all children to participate and be actively engaged in meaningful and fulfilling activities that are personally enjoyed.

In addition, the curriculum systems allow for overall monitoring, and highlights the school development need and further work. This is undertaken and overseen by our MUSST (Making Us Subject Specialist Teams). The impact and value of money (if allocated budget) are part of school evaluation and direct impact on learning outcomes.

The school also measures impact from therapy using Goal Attainment Scaling (GAS) and Goal Based Outcomes. Goal Based Outcomes and GAS enable the team to capture any progress and allow for the Therapy team to measure the extent to which patient's individual goals are achieved within the course of intervention. Where possible, all goals are agreed with the young person and family before intervention starts so that everyone has a realistic expectation of what is likely to be achieved. All goals are reviewed on a termly basis for each young person.



“

Effective multi-disciplinary working is an absolute strength of the school. The well organised approach to delivering therapy ensures pupils' quality of life is at the heart of all the school does. Pupils benefit greatly from the range of useful interventions and personalised support, delivered by staff with relevant, specific expertise.

**OFSTED Inspection report: The Children's Trust School
15 and 16 November 2022**

”

Sounds of intent

Statement of intent

At The Children's Trust School, we firmly believe that education in music is not only desirable but also an essential component of our curriculum. Extensive research has demonstrated that music has far-reaching benefits, including the promotion of physical and mental wellbeing, as well as overall development. Moreover, music showcases itself as an innate ability in a significant number of children, including those with disabilities and sensory impairments. As a result, we are committed to providing comprehensive music education to all our young learners.

'We are all musical, we just need the opportunity for our musicality to be developed and celebrated. Such is the prime purpose of music education.'

Welch, 2005

Sounds of Intent identifies six levels in total of musical engagement that occur sequentially in human development and each level builds on those that precede. Typically, engaging with music happens at several different levels at once: listening to the quality of the sounds; intuitively picking up on patterns and hearing how notes form recognisable groups; following the narratives of pieces as they unfold in time, and being aware of their place in a wider musical culture.

In addition to these six levels, Sounds of Intent identifies three different ways of engaging with music, called 'Domains'. These are 'Reactive', 'Proactive' and 'Interactive'. Effectively, young people are learning to listen and respond, create and control sounds and finally, interact and communicate with others through sounds, rhythms, songs and group performances.

Our music curriculum is designed primarily for students who are assessed as being at level 1 - 5 on the Sounds of Intent framework and its focus is to develop the student's awareness and knowledge of the following elements of music, through exploring contrast within these elements:

Dynamics – volume level of the music i.e. loud vs. quiet

Pitch – high vs. low sounds

Tempo – speed/pace of the music i.e. fast vs. slow

Texture – density of sound, how many sounds being played at once i.e. single sounds vs. cluster of sounds (or chords)

Duration – long vs. short sounds

Timbre – different sound qualities produced by instruments/sound makers e.g., dull vs. bright

It also looks at the following contrasting aspects of music-making:

Sound vs. silence – start vs. stop, pauses between sounds

Musical mood – upbeat vs. downbeat, happy vs. sad

Solo playing vs. group playing (linked to texture)

Our curriculum is designed to provide our young people with as many musical opportunities as possible through:

- Being exposed to a variety of musical sounds
- Having access to a variety of musical instruments
- Exploring different ways of playing instruments
- Experiencing and exploring the different elements of music
- Developing a deeper understanding of the elements of music by exploring musical contrast
- Having the opportunity to sing/vocalize
- Having the freedom to express oneself through music
- Having fun through music-making with others.

The students will develop their knowledge of and skills in the following areas:

- Elements of music e.g., dynamics, tempo, etc.
- Musical contrast e.g., loud vs. quiet, fast vs. slow
- Playing instruments (real and/or virtual)
- Vocal skills through songs and other activities which involve the voice
- Playing patterns in sound
- Playing music as part of a group
- Using music as a vehicle for self-expression.

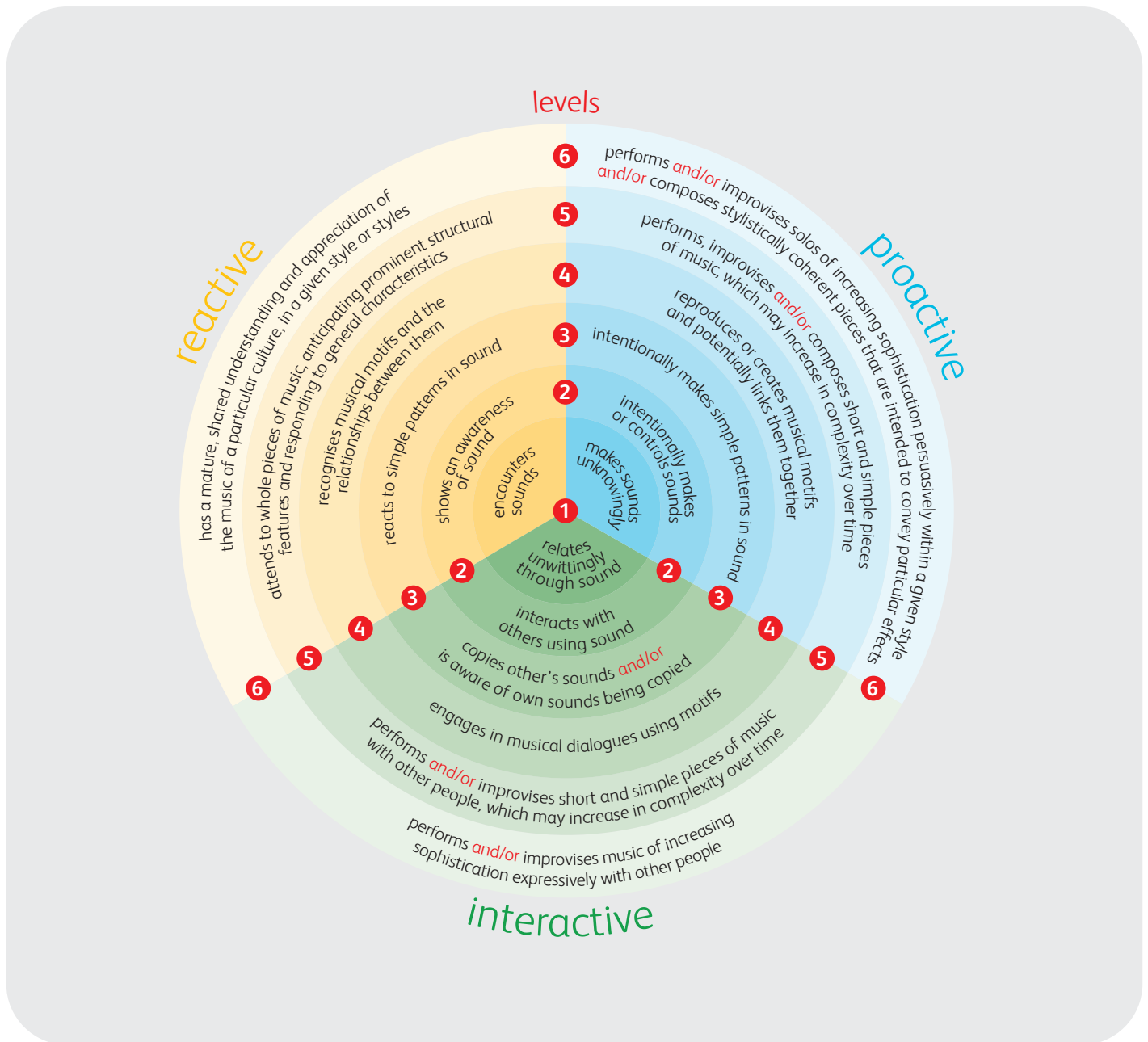
Through exploring these elements and aspects of music-making young people will develop their musical skills and sensitivity, as well as social and other non-musical skills such as:

- Making choices and showing preferences
- Taking turns and sharing
- Language and listening to others
- Working closely and cooperating with peers and staff members
- Gross/fine motor skills (through playing instruments)
- Body awareness and coordination
- Building confidence/self-esteem
- Improving concentration and memory
- Awareness of cause and effect
- Following instructions
- Leading activities themselves

'Each person is an active participant in the activities they engage in, their actions and responses.'

Core & Essential Service Standards, 2017

The Sounds of Intent Framework of Musical Development



Further reading / viewing

PMLD link – The importance of music education at The Children’s Trust School
 Music for the Brain Cards by The Children’s Trust with SOI

DEYO – EYFS / stage 1

Statement of intent

To create an inclusive, fun and engaging environment in which children feel safe, valued and supported, allowing them to achieve their full potential and begin a lifelong love of learning.

We do this by...

Topic themes are planned on a two-yearly cycle to allow all the children to experience a variety of activities as they progress through the EYFS from 2-5.

Topic planning takes place on a half-termly basis with plans regularly reviewed to take into account any emerging preferences and interests.

Planning is broken down into the Prime and the Specific Areas of Development to ensure that all areas are covered when a topic or activity is planned.

The children's individual learning styles and abilities feed into this planning, helping them to achieve their ISP targets and EHCP outcomes where applicable.

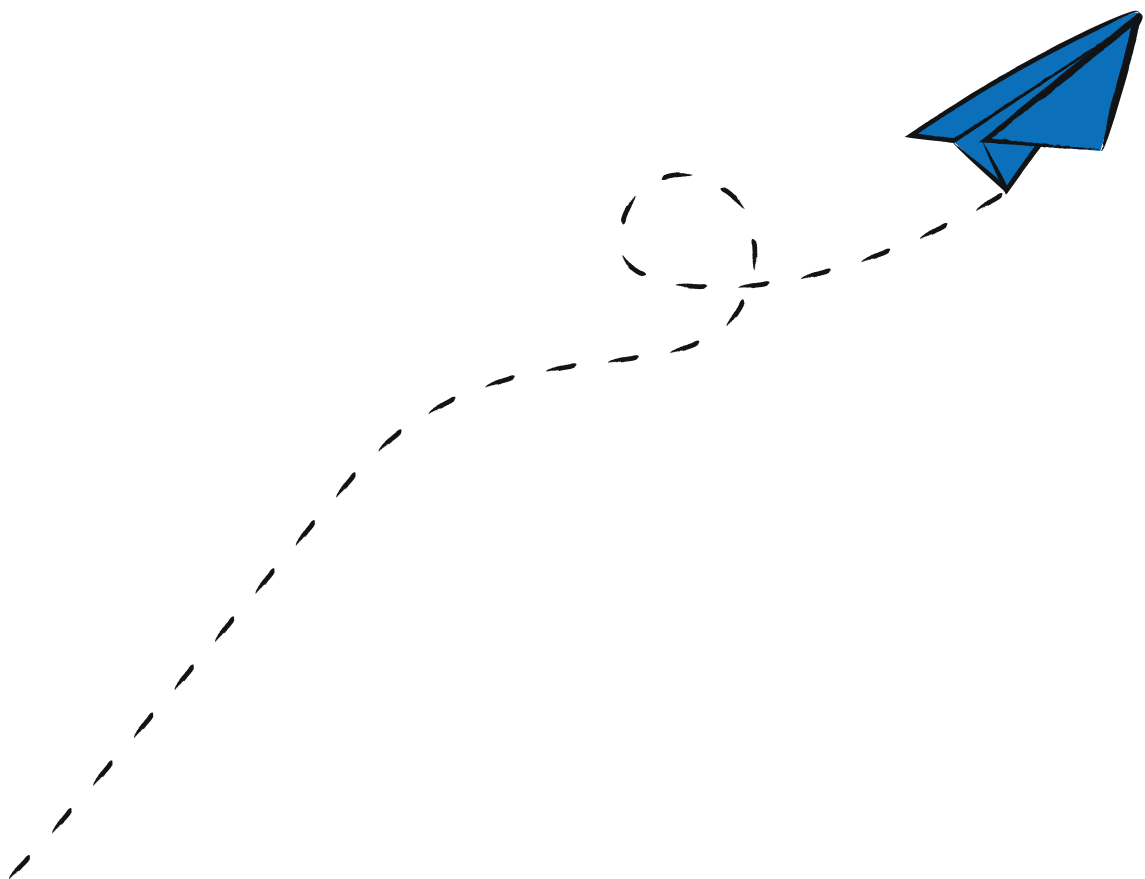
Adult-focused and children's independent learning are planned on a weekly basis.

The children have the opportunity to work in all learning areas within the classroom and outdoors.

The staff plan group, whole class, and individual activities which enables the children to develop skills in all areas of the curriculum including how to effectively work towards their individual targets.

Planning for pre-linguistic, phonics, literacy and maths is carried out on a daily basis, including the use of songs, books, and opportunities for mark-making, to provide further opportunities to consolidate these skills. Early Years Foundation Stage (EYFS)

Staff also take into account the individual needs, routines – (including medical and personal), interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. In planning and guiding the children's activities, practitioners reflect on the different ways that the children learn and include these in their practice. The supportive qualities of the adults allow the children to flourish and develop to be the best they can be.



Tadworth Tots: DEYO Curriculum

The curriculum is split into 7 different areas, which are categorised in the following way:
Prime:

- Personal, Social and Emotional Development, (PSED)
- Communication and language
- Physical development

Specific:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area can be linked in a cross-curricular manner, not solely to educational content but also to routines for learning.

Characteristics of Effective Learning

- Playing and exploring – engagement, investigation and experiencing
- Active learning – motivation, resilience, enjoying achievements
- Creating and thinking critically – developing ideas and creating links



Communication and Language

Our chosen activities provide the opportunities of learning in the Prime area of Communication and Language. The children being exposed to:

- Cooking
- Resonance board / Stomp!
- Attention bucket
- Listening group
- Parachute games
- Music and massage
- Story massage
- Hydrotherapy
- Resonant Tails



Personal, Social and Emotional Development (PSED)

Where possible, PSED is linked to our halfterm topic but may also be taught discretely, relating to wellbeing and self. PSED features in:

- PSED (discrete session)
- Good Morning Group
- Light story
- Snack and lunch
- Personal care
- Relaxation story
- Foot group
- Music and massage
- Story massage

Physical Development

Physical development involves Moving & Handling as well as Health & Self-Care. Each of these are integrated into daily activities, routines or carried out as a session:

- Yoga
- Soft play
- Outdoor area
- Music and massage
- Relaxation stories
- Parachute games
- Sound story
- Foot group
- Snack and lunch
- Personal care



Literacy

Pre-literacy skills, including mark-making and early reading are encouraged and nurtured through cross-curricular work:

- Sensory story
- Story time
- Playdough play
- Cooking
- Mark making Tuff Trays and area
- Reading in the Book Corner



Mathematical development

Maths is used throughout the Early Years classroom and is even incorporated into Good Morning Group by counting how many friends are in class each day! It is also related to the current topic and cross-curricular where possible.

- Maths bucket
- Cooking
- Tuff Tray activities, including maths, (such as colour, shape and number work)
- Maths area
- Maths songs



Expressive Arts and Design

The artistic possibilities within this area are endless and offer many opportunities to explore different textures, work on preferences, physical skills and creativity – all whilst having a fabulously messy time!

- Art
- Mixology
- Cooking
- Funky Fridays Music club
- Tuff Tray activities, including messy and sensory play
- Exploration in sensory stories



Understanding the World

It is even more important for our learners to have a sense of themselves, their environment and where they fit into it. In addition to working and collaborating with other classes, school trips and role play, the children work on their understanding of their world through:

- ECT switching, including Bugzi
- Nature detectives
- Role play area
- Light story
- Hydrotherapy
- Science
- Magic carpet



Special yoga

Statement of Intent

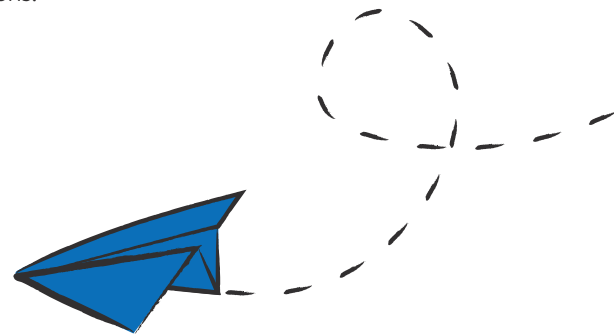
To provide the classical yoga practices of movement, breathing, deep relaxation combined with sound, rhythm, massage, and sensory integration techniques. The pure intention is to create a practice that encourages children and young people to reach their fullest potential. Our yoga celebrates the strength within each child and works from there, it is a practice aimed to develop inner peace and calm.

Initially creating a calm state Yoga offers potential for everybody to:

- Experience less physical pain and emotional trauma
- Form rewarding relationships with all those around them
- Learn practical communication skills and techniques
- Improve natural sleep and digestion patterns
- Develop cognition, fostering a greater capacity to learn
- Build strength, coordination and flexibility
- Develop self-regulation techniques

Here at the school our intention for practice is based on the following:

- All learners are special and deserve to experience peace and joy to fulfil their potential and purpose.
- We support learners to feel safe, grounded, embodied, comfortable in their own skin, calm and connected.
- Our sessions are never about how many yoga poses might or might not be achieved but rather how settled and relaxed the learner feels during and after the session.
- It is always learner led and based on intentions rather than expectations.



We do this by...

Benefits of Yoga	Curricula link
Manage emotions Reducing anxiety Self-regulating	PSWEHB
Increase concentration and attention Autonomy and control	Cognition / Communication
Develop inner peace and calm	PSWEHB
Increase circulation	Physical
Develop body awareness Develop Self awareness Develop awareness of others	Physical / Cognition
Developing proprioception – grounding	Physical / PSWEHB
Deep relaxation	Physical / PSWEHB
Breath awareness	Physical / PSWEHB
Develop connections	Communication
Have a voice	Communication
Develop communication skills	Communication

We do this through....



Our yoga mantra

You are peace.
You are joy.
You are love.
You are light.

You have a beautiful light inside your heart that was given to you when you were born and because of that light you are not afraid of anything.

ImPACTS – an assessment model that leads directly into a curriculum

Designed and researched by Rosewood Free School – Zoe Evans

The children and young people follow a non-subject specific curriculum, and we, therefore, use the Engagement Model and our ImPACTS Approach with every school learner.

This allows us to plan learning around the assessed needs and interests of everyone, and to continually reflect on and review their individual progress.

Using ImPACTS allows us 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, health, therapy, and care.
- Provide a consistently responsive environment within which every learner's ability to communicate is respected, responded to, and developed.
- Provide throughout the day a range of consistent routines and meaningful opportunities that allow learners to develop intentionally and exercise control of their learning environment.
- By being 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.

We do this by....

The five skill areas communication, cognition, physical, ECT and PSHEWB (TCT have added H for Health) each have its own designed assessment.

Each assessment is divided into strands and developmental levels. There are three Developmental Stages: Pre-Intentional, Intentional and Formal. Within the extended ImPACTS curriculum there is Concrete, Establishing Concepts and Generaliser.

The strands are areas of learning, for example 'Vision / Use of Hands / Vocalisation / Hearing' in the ImPACTS.

Communication and for example Expression / Questioning / Comprehension in the extended communication (all strands are identified in subsequent pages of this guidance) .

Each strand has a number of sequential questions requiring a yes/no (leave blank) answer. The MDT approach with the family is to take each question and evidence a Yes/No (leave blank) response. Each 'yes' response is given a score point.

If, during the assessment, a professional does not know the answer or the team around the child is unsure, then age-respectful activities will be planned. The curriculum does have several suggestions and resource ideas that may support the completion of the assessment.

On completion of each assessment the scores are translated onto the baseline (first time) or profile (progress over time). The results are visually collated and offer professionals an overview of their strengths, development areas, and progress. This helps to confirm if the individual's learning pattern is in line with their expected developmental progress.

Following the assessment, the targets are set. In the first instance, the MDT professionals consider which identified strand, the last point recorded as a yes, and the individuals EHCT plan outcome to ensure the next step in learning is kept within the learner's zone of proximal learning, gives appropriate challenge, and allows for success.

“ Adept teachers ensure that pupils' personal targets are based on detail and accurate assessments of their progress. Their targets are carefully crafted and meticulously woven throughout the school day. Every moment is treated as an opportunity to learn and develop crucial life-enhancing skills.

OFSTED Inspection report: The Children's Trust School 15 and 16 November 2022 ”

The ten targets set out below follow the principle and research of SCRUFFY target setting by Dr. Penny Lacey

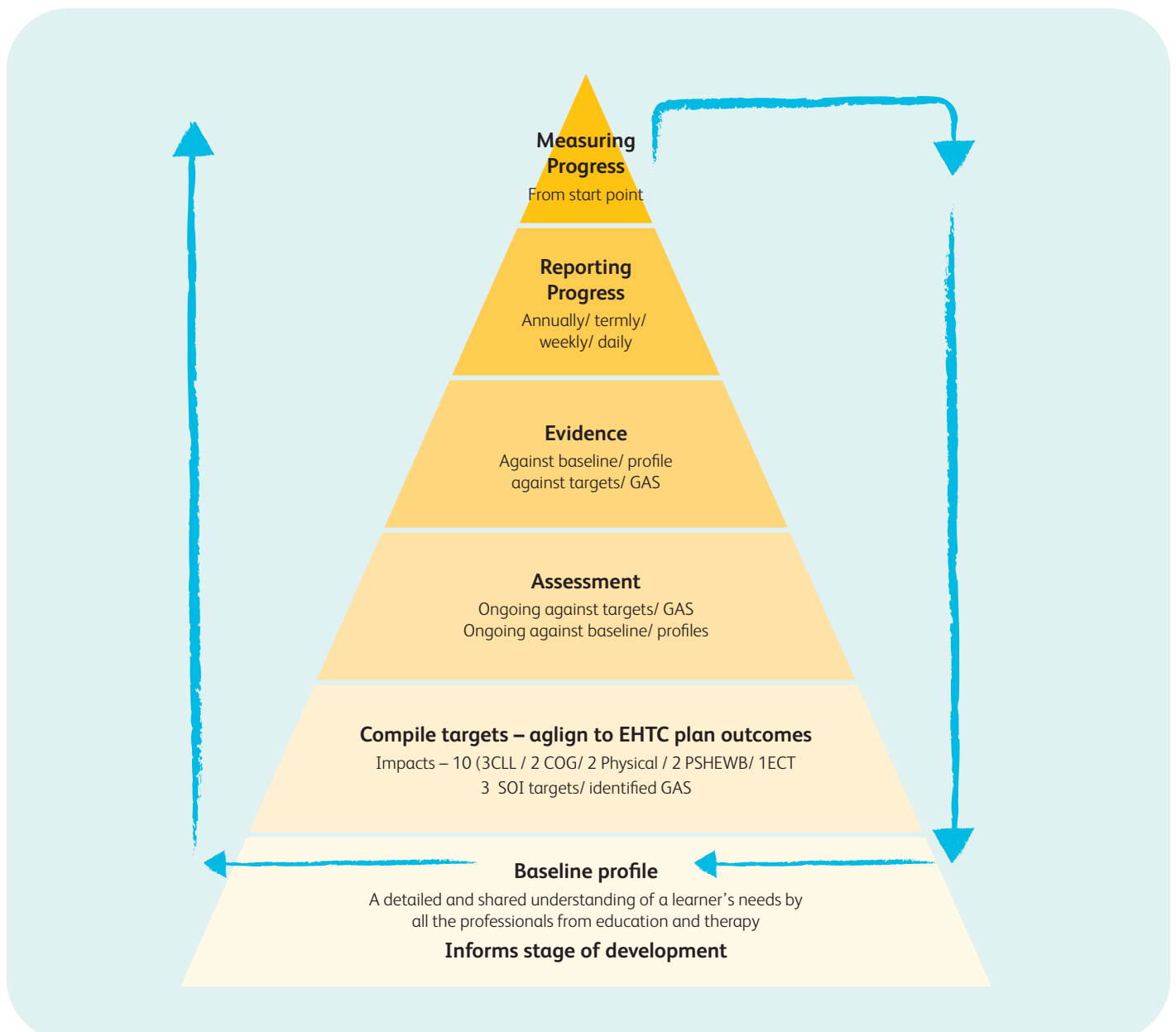
SCRUFFY stands for:

- Student-Led
- Creative
- Relevant
- Unspecified
- Fun
- For
- Youngsters

This approach ensures that the professionals around the child work together to plan personalised meaningful and age-respectful activities. They also take into account the preferences, motivators and interests of the learner.

Throughout the year the learners progress is evidenced through observation and discussion. These are undertaken by the known adults of the MDT team.

How it works for the child / young person



Pre Intentional Learners

Social and sensory awakening

What I can do	What do I need	Remember (What I can't yet do)
<ul style="list-style-type: none"> • I live completely in the now – sensory free fall • Beginning to be aware of and respond to strong stimuli • Single sensory processing (person or object) • Responses may be small, but not conventional or reliable, and not intended to convey meaning • Move some parts of my body, but not under my control. Movement is not deliberate (reflexes and emotionally led -whole body tonal responses) • I may respond particularly to whole body experiences – movement, vibration • Smell and touch likely to evoke responses • Learning to use my vision and my hearing in near space – they are probably not reliable • I am my emotions • Beginning to build attachments 	<ul style="list-style-type: none"> • Adult to bring / mediate the world to me. I can't access learning without help • Strong and distinctive changes are most likely to alert me • One thing at a time • Micro-sphere -my world is small • Adult's need to be up close and personal -be with me • Expectancy from the adult(facial expression / tone) • Lots of time to process -patience • Adults need to observe / watch whole of me for any indication I have responded to something • Adult to match pace to my needs – don't change too quickly, but if I am not responding you need to change the game • Adult may need to be invisible-care not to interrupt • Adults generally need to be highly attuned and responsive • Adults respond to all my responses – minimal or no spoken language (Language free interaction) -or use voice responsively • Echo back or extend my sounds • Stop / start and repeated patterns can be alerting • Intensive interaction • Rich and responsive environments • ACA Stage 1 and 2 (same developmental level) • Consistent routines • Repetition, repetition, repetition • Waiting with no meaningful stimuli / adult contact = abandonment • Regulate learner's emotions and anticipate / meet every care need • Meet learner in joy and pain – both high intensity levels of emotional arousal • Key person • Use your gut to determine if I am responding and how I am feeling • I need the adult to get it right for me, if they get things wrong there is nothing I can do about it! 	<ul style="list-style-type: none"> • I can respond but not request • I may just notice that something has changed – not yet an emotional like / dislike response • I can't do anything reliably or on purpose • I can't adapt what I am doing or my position etc • I don't know that I can influence anything -including you • I cannot self regulate • I can't learn in a group without adult mediator in close proximity • I cannot learn from my peers • I don't understand any spoken language -language does not convey information • I cannot make a choice • I cannot ask for more • I cannot learn from the un-adapted world • Switch work will be tricky!

Intentional Learners

Social and sensory agency

What I can do	What do I need	Remember (What I can't yet do)
<ul style="list-style-type: none"> • Increased attention to objects / people • Noticing pauses – may change behaviour in response eg may smile at end of song (not as a request, as a response) • Clearer responses for adults to respond to and interpret • Communicate my dislikes and dislikes more clearly and consistently – adults can interpret more confidently • Establishing preferences -resisting or seeking • Learning to repeat an action to get the same response • Beginning to join in /restart with games during a session (eg rocking), or familiar part in routine • Noticing adults responses • Exploring more intentionally • Beginning to learn I can influence people and objects (agency)– within a play session initially • Begins to exhibit behaviours which indicate they notice something has stopped, and later that they would like more of it • Beginning to link familiar objects with activity – eg opens mouth for spoon • Beginning to be able to attend to an adult and then an object -not yet both together • Noticing an adult copying my sounds / actions • Act or vocalise with pauses • Early turn taking controlled by an adult • Ability to play / self occupy independently is increasing -expanding range of exploratory strategies • More attentive to adult voice /tone/stop start • Developing memory enables me to link events • May reach or look to one of 2 objects offered • Developing memory enables me to link events • May reach or look to one of 2 objects offered 	<ul style="list-style-type: none"> • Lots of opportunities... • ...to influence objects and people (cause things to change) • ...to communicate likes and dislikes • ...for anticipation • Shared power – opportunities for learners to influence • Adults who provide 'pregnant' pauses, / build in opportunities for turn taking • Shared partnership in interactions – adult may start but learner might restart using own behaviours • Adults might start to label these as 'more' • Adults who follow the child's lead, and also extend their play/exploration • Time for discovery play /to explore real objects / heuristic play • Predictable environments in which to learn control • Switch work with favourite rewards • Adults who respond consistently (ACA 3) – know individual responses • Adults who offer appropriate challenge – moving resources a little, reducing support (as much help as necessary..) • Paired down meaningful use of language that conveys emotion / movement / or responds to my responses and sounds (eating example) • Consistent routines with pauses / opportunities to join in /begin to control • Increasingly aware of peers • Help to manage my emotions -I need to be met in joy and pain • Adult to reflect back my emotions • Use your gut to determine if I am responding and how I am feeling • I need the adult to get it right for me, if they get things wrong there is nothing I can do about it! 	<ul style="list-style-type: none"> • I cannot derive any meaning from spoken language -might recognise and respond to my name • I will give responses that you can interpret, but initially I am not doing these to communicate to you (eg I am not smiling so you know I am happy) • I haven't learned cause and effect in many situations yet – but I will get better at this as I head towards formal • I cannot 'choose' yet • I cannot answer a question (including do you want more)

Formal Learners

Social and sensory confidence

What I can do	What do I need	Remember (What I can't yet do)
<ul style="list-style-type: none"> I can show clear like and dislike preferences I have reliable responses interpreted by a wider range of communication partners My communication can be interpreted by a less familiar adult My memory is developing. I'm recognising familiar routine and anticipate activities by cues I can use previous knowledge and experience in new situations May recognize disliked objects Shows recognition of disliked objects I show understanding of social experiences I can select from 2 I RESPOND TO 'MORE' in a familiar context I begin to initiate/ request I understand some single words- routine words, I expect a response from you I'm developing persistence I have control and I anticipate in wider range of less familiar situations I begin to initiate my favourite games/ activities- Simon round and round I communicate deliberately I show understanding of cause and effect I have the awareness of the effect of my own actions on others and ability to control others in structured situations My communication is becoming more consistent, especially in familiar situations I can make the link between my actions and the effect causes I'm learning to control ACA4 I have clear like and dislike responses that can be understood by a range of people I do show recognition to my own things I extend my exploration I react to changes I use switch for effect I'm looking for hidden objects I can use objects to manipulate another I will get your attention in a variety of ways purposefully I can link and anticipate body cues/ transfer cues I show understanding of body sign/ ofc/ oor and I might use them too Anticipate a change of room react if wrong room I start to pay visual attention to 2d- photos, symbols I can establish maintain and reengage in an interaction I use my voice intentionally- there's a meaning I can imitate with my vocalisation I also have really like behaviours 	<ul style="list-style-type: none"> I need responsive environment Consistent routines Intensive interaction, body cues, and transition cues Learning partner who uses my responses by setting up situation of control Look for my initiation Situations where I'm learning to request, problem solve, sabotage You to use key words- I still don't like clutter Me requesting for more Teach me how to express I want more by my lead I need consistent routines but you can try to sabotage it I need opportunities for me to lead learning and for you to know my ZPD Give me choices Modelling! 	<ul style="list-style-type: none"> I can't understand your long sentences Or questions, keep it simple I'm just getting familiar with OOR and symbols photos, don't rush them Not initiating – limited options controlled by adult I'm still learning to control my emotions I don't have functional communication skills

Communication, language and literacy

Statement of Intent – Communication, Language and Literacy

We identify, offer, and use individualised modes of communication, language and literacy for children and young people. We support the upskill of EHTC staff in communication across the waking day and plan for Accessible Communication Approaches across the organisation.

Understanding the factors that support successful communication is important in seeking to enhance the communication experiences of both partners. Achieving this goal facilitates more satisfying and sustainable interactions and thereby positively impacts both participants in such interactions. Griffiths (2016)

We do this by...

Communication, Language and Literacy is one curriculum area with 8 named strands.

IMPACTS Communication Skills Strand

- Early sensory awareness
- Use of Hands
- Tactile
- Vision
- Interaction
- Vocalisation
- Hearing
- Expression

Communication, language, and literacy are deeply intertwined although they are three separate skill pathways. Therefore, we implement strategies and set a target against each pathway that meets the personalised needs of the young person's EHTC plan outcomes.

Pre-intentional Communication

At pre-intentional level we start with observing and the adult asking, what are you doing? The CLL curriculum offers a structure for known adults to understand what a learner means by these behaviours e.g. facial expressions, body movements, vocalised sounds. At this stage we see....

Communication	Language	Literacy
Simple and usually automatic responses to changes either in the body or in the immediate surroundings. Inconsistent subtle vocalised sounds Observable changes in breathing, movements and tone.	Momentary reflex responses to touch/ smell/symbols/tone of voice etc Someone alerting to stimuli may: <ul style="list-style-type: none"> • Still • Look • Move • Vocalise 	Awareness of books and pictures: <ul style="list-style-type: none"> • Turning towards books and pictures • Responds to change of tone in reader's voice. • Attends to reader's voice. • Responds to consistent and familiar stories. • Supported attempts at mark making.

At this stage for pre-intentional level, we offer opportunities to develop shared understanding, letting the learner know... "I see you and I GET YOU"

Intentional Communication

At intentional level we start with the premise of the adult asking, what do you mean? At this stage we see...

Communication	Language	Literacy
<ul style="list-style-type: none"> • Responses becoming more consistent. • Early turn taking • Vocalising with intent • Wider range of non-verbal communication 	<ul style="list-style-type: none"> • Anticipation • Facial expression • Attending • Tracking • Engaging • Responses to familiar voices • Initiating an interaction 	<ul style="list-style-type: none"> • Early appropriate anticipation to familiar books and stories • Consistent responses to familiar stories • Symbol recognition • Show preference to a story when offered a choice. • Increased attempts at independent mark making

At this stage for intentional level, we have identified behaviours and are assigning meaning to them.

Formal Communication

For our formal learners we focus on establishing a consistent link between behaviours and meanings.

At this stage we see...

Communication	Language	Literacy
<ul style="list-style-type: none"> • More consistent turn taking • Vocalisations with a purpose 	<ul style="list-style-type: none"> • Understanding of sequencing • Understanding of the concepts of now and next • Small range of consistently used words • Recognition and use a small range of high frequency symbols 	<ul style="list-style-type: none"> • Symbol/visual use to communicate. • Starting to explore letters • Using preferred communication method throughout a story with context • Independent mark making with a purpose (shapes/letters)

At this stage at formal level, we offer opportunities to develop consistency and clarity of communicative responses.

Extended curriculum – Concrete symbolic communication

At this stage we see...

	Communication	Language	Literacy
Concrete Learner	<ul style="list-style-type: none"> • Established/consistent responses • Developing an understanding around emotional responses 	<ul style="list-style-type: none"> • Accurately selecting appropriate symbols in context 	<ul style="list-style-type: none"> • Can spell words with some accuracy • Word matching • Text has meaning • What happens next
Establishing Concepts	<ul style="list-style-type: none"> • Using consistent gestures • Able to demonstrate some wants and needs – increased sense of self • Able to identify key emotions 	<ul style="list-style-type: none"> • Able to understand an increasing range of symbols and know their meaning 	<ul style="list-style-type: none"> • Can spell with increased accuracy • Starts to form simple sentences
Generaliser	<ul style="list-style-type: none"> • 2 way conversation in context • Able to give opinions • Mixed modality communication 	<ul style="list-style-type: none"> • Advanced questioning • Information seeking 	<ul style="list-style-type: none"> • Accurate sentence forming from selected words/symbols

We do this through...



Further reading / viewing

- [TASSELS information](#)
- [Communication Access UK](#)
- [Project CORE](#)
- [Phonics](#)
- [Communication Bill of Rights](#)
- [Communication strategies](#)
- [Intensive Interaction](#)
- [Makaton](#)

Cognition

Statement of intent – cognition

The Children’s Trust School successfully identifies how each child learns best. By monitoring engagement, we can identify and celebrate the pupil’s progress, including both linear and lateral. We use our approach to gain accreditations and validations.

‘Engagement is a journey that connects a child and their environment (including people, ideas, materials, and concepts) to enable learning and achievement without engagement there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress’ (Carpenter 2010)

We do this by...

Effective use of the engagement model aligned to the strands of the IMPACTS cognitive strand. Following baseline/profile update the child is allocated 2 cognitive targets which are aligned to their next step in learning and EHCP outcomes.

IMPACTS Cognitive Skills Curriculum Strand		Engagement Model Area
Responsiveness	Curiosity	Exploration
Discovery	Investigation	Realisation
Anticipation		Anticipation
Persistence		Persistence
Initiation		Initiation

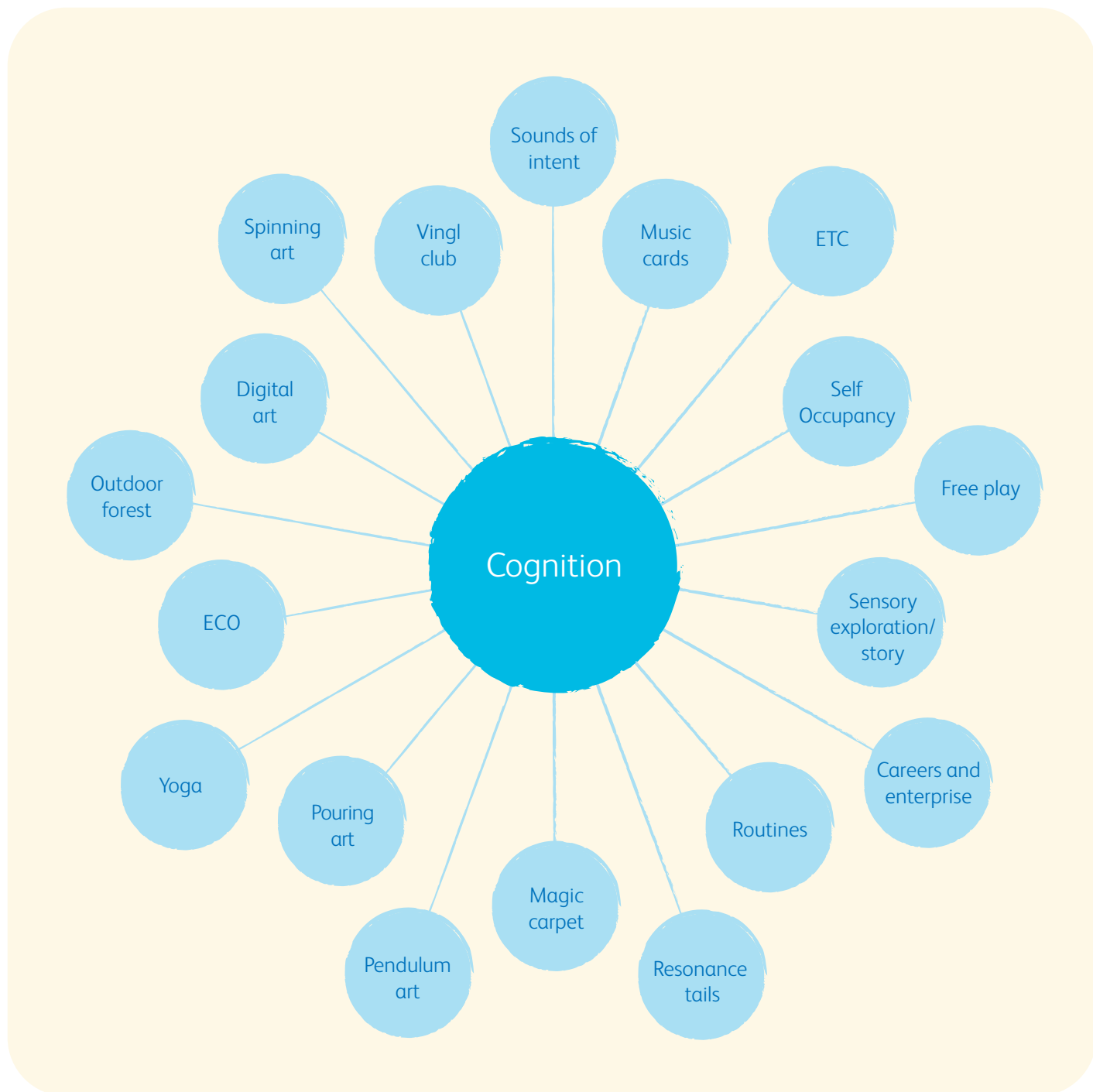
At pre-intentional level, learners are mainly offered experiential cognitive learning and experiences. Pre-intentional learner’s responses to these experiences are often accidental or due to innate reflexes.

At intentional level, learners are aware and interested in what they are being offered and experiencing. Intentional learners show consistent signs of being curious of the world and are beginning to become active learners.

Formal learners are focusing on the completion of learning tasks, understanding process, and starting to self-direct some of their interest in their own learning.

When the young people move into our extended curriculum, they are focusing on the generalisation of their skills and become more autonomous and independent problem solvers – opening their experiences of learning to include new challenges. At this stage the curriculum is broken into subheadings of predicting / remembering / empathy / reasoning / time / functional numbers / money / problem solving / choices / humour.

We do this through...



Success is ... ARTSMARK PLATIMUN AWARD / MUSIC MARK / SILVER ECO STATUS / BRONZE UNICEF

Personal, social, health, emotional and wellbeing (PSHEWB)

Statement of intent – PSHEWB

To provide inspiring, meaningful and personalised opportunities for each child and young person to live their best quality of life – building resilience, confidence, physical and mental health.

We do this by following two strands from this curriculum. These are Self-Advocacy and Self-Help. Self-Advocacy entails the following themes: body awareness; advocacy; enjoyment; attachment and emotions. Within the Self-Help strand, there is a focus on: oral routine; preparation for eating and drinking; eating; drinking; toileting; dressing and undressing; mouth hygiene and washing. Following baseline/profile update the child is allocated 2 cognitive targets which are aligned to their next step in learning and EHTC plan outcomes.

At pre-intentional level we...

At this stage, our children and young people start to express themselves through body language and facial expressions to show awareness of themselves and the world around them. This may not always be intended to convey meaning but supporting adults encourage the young people and will add meaning for them. Sensory cues and interaction from familiar staff support the young people to encounter and experience daily routines building steps towards anticipation and participation. This may be subtle and small responses at this stage.

At intentional level we...

At this stage, the children and young people may demonstrate a sense of 'agency' and build on my expression of body awareness, enjoyment and advocacy skills. The young people are just beginning to understand self-care routines and may anticipate and start to participate elements of the routine. The young people are beginning to attempt to convey meaning through increasing engagement with the world around them.

For our formal learners we...

At this stage the young people are demonstrating agency and autonomy over their choices and daily routines such as toileting and choosing their outfits for the day. The young people can communicate their wants and needs to both familiar and unfamiliar staff members to advocate for themselves. Regulation of their own emotions is now at a level where they can comfort themselves if distressed. Learners at this stage will also show awareness of their actions on others and use previous knowledge to further their active involvement in their learning.

RSHE (Relationships, Sex and Health Education)

Our RSE intent is to provide opportunities that are embedded within the curriculum to explore the following themes:

- Consent
- Body parts
- Life cycle
- Difference and diversity
- Feelings and emotions
- Public and private
- Relationships

We do this by carefully planning daily contextualised routines supported by all those close to the young person. We offer opportunities within our school day that are presented for pupils to experience a one-to-one personalised approach when needed and identifying what each individual learner needs and planning is specifically prepared for this. We can access and revisit topics more frequently when necessary. We aim to include RSHE teaching in a flexible manner so we can ensure that we can adjust any planning to meet the learner's needs.

At pre-intentional level we...

At this stage for the pre-intentional level we offer opportunities to experience touch or body movement activities; experience and encounter different stages in human and other life cycles; encounter people who are different; be able to indicate pleasure; be aware of personal care taking place in a specific area; and experience and react to familiar people through vision and/or sound.

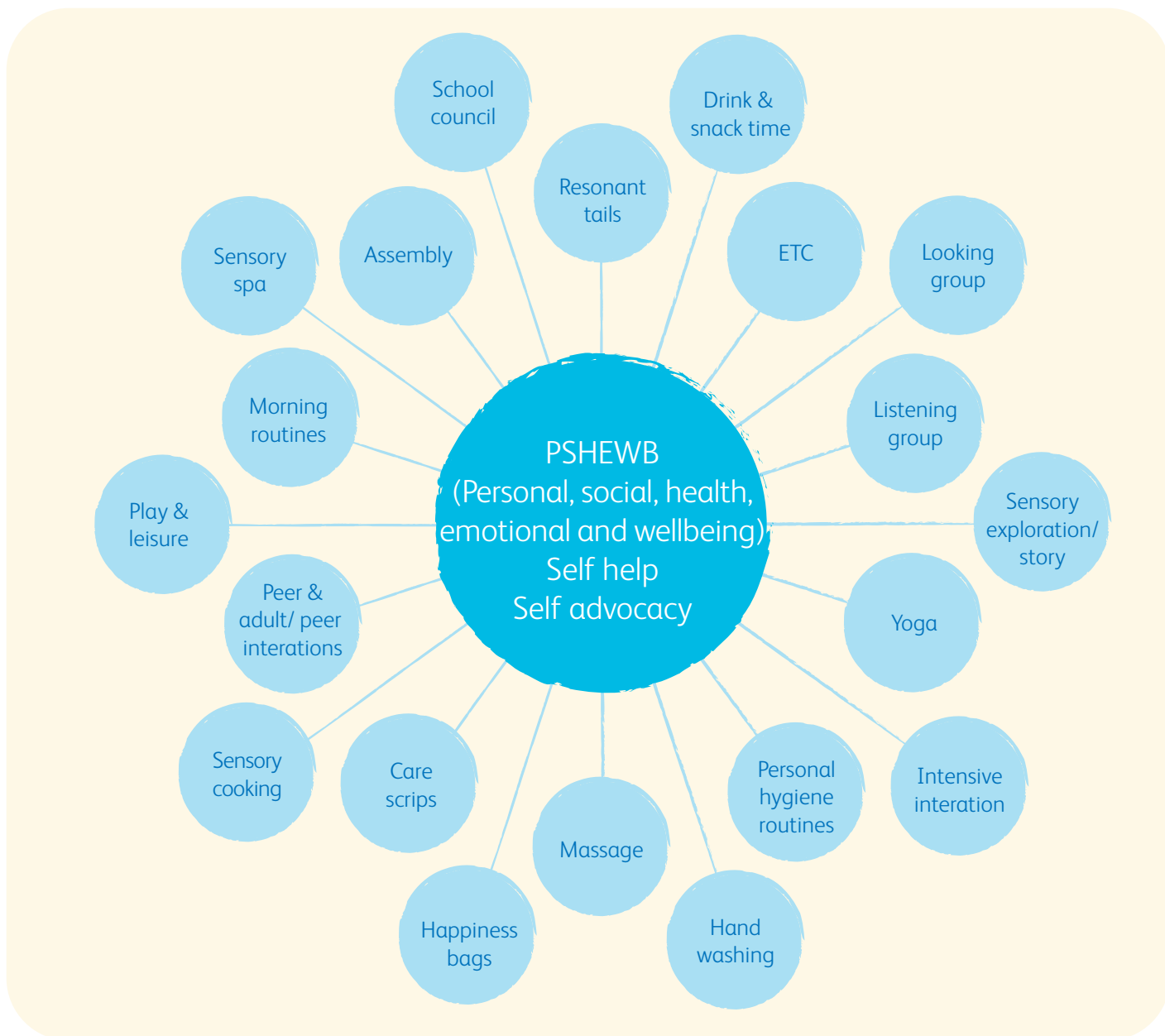
At intentional level we...

At this stage for the intentional level we offer opportunities to be able to demonstrate some awareness of some body parts; indicate some awareness of different stages of lifecycles (human and other); recognise and be able to distinguish between a variety of different people; show increasing awareness of personal care taking place; communicate (in whatever way) both likes and dislikes; respond to or anticipate a routine; initiate attention from particular / familiar people.

For our formal learners we...

At this stage for the formal learners we offer opportunities to be able to demonstrate awareness and control of some particular body parts; indicate increasing awareness of different stages of lifecycles (human and other); display and express preferences towards a range of familiar and unfamiliar people; begin to assist in parts of personal care; communicate consistently likes and dislikes to a wide range of stimulus; anticipate more than one routine; initiate attention from a range of people (both familiar and unfamiliar).

We do this through....



“ Important topics such as consent and relationships are carefully woven into the curriculum for individual pupils. Teachers use sensory stories to highlight the key messages pupils need.

OFSTED Inspection report:
The Children’s Trust School 15 and 16 November 2022

”

ImPACTS Environmental Control Technology (ECT)

Statement of intent

To provide, modern, fun, and relevant ECT equipment that is used in innovative ways to engage and empower pupils giving the best opportunities for learning and to share best practice internally and externally.

We do this by...

Environmental control technology is one curriculum area with 6 named strands. Following the baseline/profile update, the child is allocated 1 ECT target which is aligned to their next step in learning and EHCT plan outcomes.

ImPACTS ECT Skills Strand

Awareness of effects

Physical access

Control of switch

Motivated by the effect

Control for independence

Communication

At pre-intentional level we offer opportunities to use ECT equipment to enhance learning experiences and enable the learners to become more aware of their environment and potentially learn simple cause-and-effect skills. We assess each learner's motivators and learning style to maximize learning. Accessible technology is crucial for our learners to raise awareness of their learning environment and the immediate world around them.

- At this pre-intentional stage I may use random eye movements to look at screens.
- I am responding innately & instinctively to something that is happening around or with me.
- I may use random body movements to touch equipment, I may only respond to very highly motivating effects.
- My communication is mostly through a sensory exploratory approach.

At the intentional level we offer ECT opportunities to enable each learner to demonstrate that they can have increased control of aspects of their environment, that they can have an influence over their surroundings and that their actions can cause effects.

Each learner's controlled movement is assessed to identify switches or eye gaze devices to ensure that the learner and

young people have access to the assistive technology that enables them to access all classroom activities.

- At this intentional stage I am beginning to develop movement awareness and I may have some purposeful activation.
- I have increased awareness of effects leading to me being able to pause to enjoy the effect.
- My control is inconsistent and influenced by a strong external motivator.
- I am showing responses and recognition.

For our formal learners, we offer ECT opportunities to promote independence and it is used in a range of contexts with increased consistency. Learners are able to make clear choices when it is offered to them, initiate interactions and actions, and they want to communicate with a range of partners across a range of contexts at a range of times.

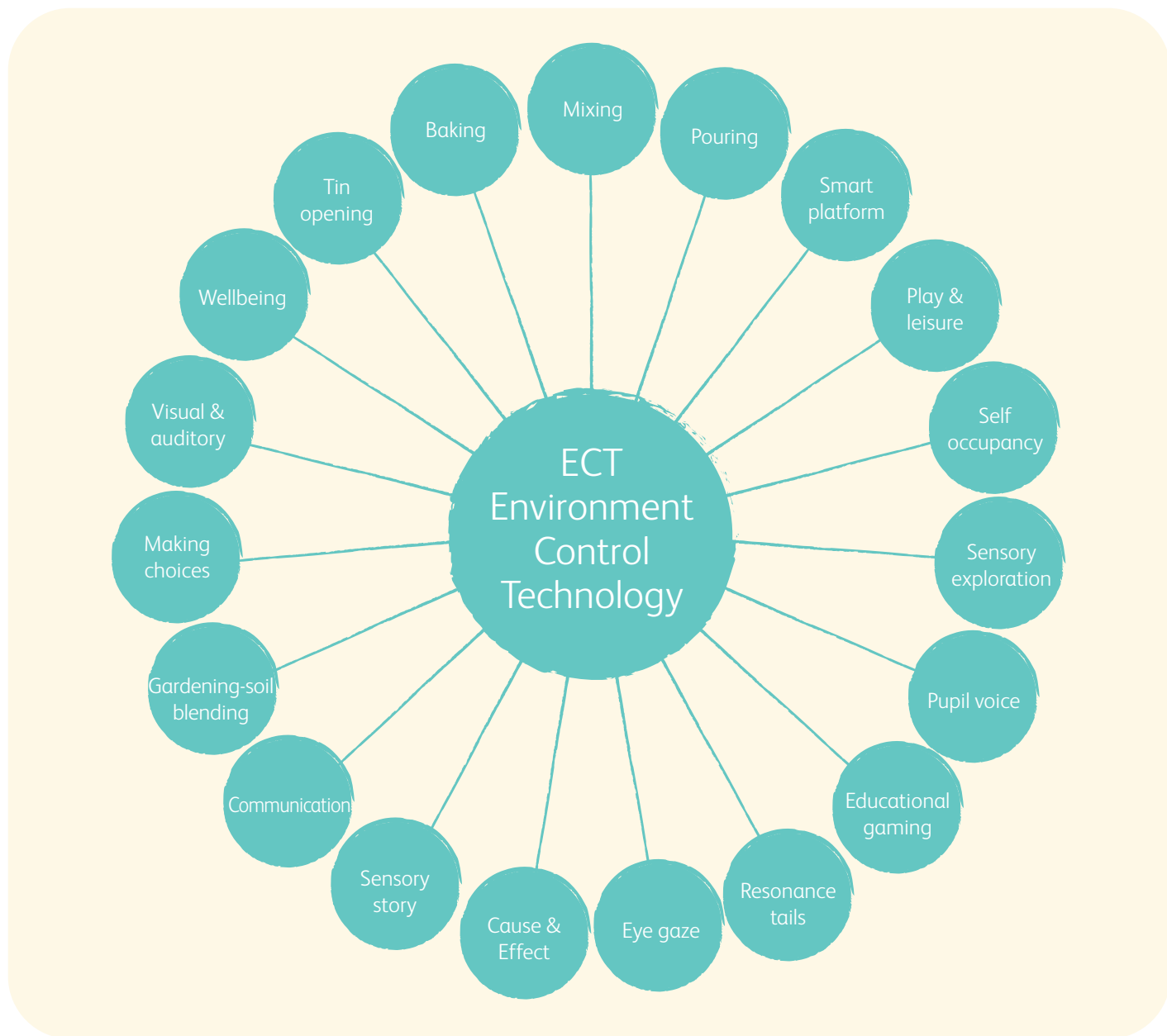
- At this formal stage I have refined movements and can control activation linked to an effect and will react when the effect stops.
- I am aware of ECT before it is linked up, displaying functional effects.
- I have control of activation to gain an effect and the effect is self-rewarding.
- I am interactive with ECT and can wait for a turn to take and independently participate once set up.

Learners have the right to access any language system that will meet their needs. High-tech systems provide features that low-tech systems cannot come close to matching, and they are available to all individuals no matter their age, perceived language stage, or surmised intellectual level at the time of intervention.

When the learners move onto our extended ECT curriculum, we focus on enabling pupils to recognise themselves as an individual, we will strive to ensure that everyone will make sustained; and where possible; accelerated academic and personal progress. We will help to develop the learners own skills such as communication, responsibility, and confidence, preparing them for an active role in society. Learners and staff are supported to recognise the dangers of inappropriate use of mobile technology and social media.

Sometimes our learners require a little extra help in the classroom. Assistive technologies help students overcome obstacles to reach their full potential.

We do this by... a few examples!



Further reading / viewing

[Art made Accessible](#)

ImPACTS

Physical – fine motor and gross motor

Statement of intent

To maximise opportunities to move and explore for both fine and gross motor development across the 24-hour waking day evidencing and sharing impact.

We do this by...

Physical is two curriculum areas with 6 named strands for fine motor skills and 11 named strands for gross motor skills. Following baseline/profile update the child is allocated.

ImPACTS fine skills strand	ImPACTS gross skills strand
Reflex Tests	Early sensory awareness
Positions and preparations	Supine
Reaching	Supported side lying
Grasping	Prone
Releasing	Sitting
Manipulating	Standing
	Rolling
	Crawling
	Sitting
	Walking with aids
	Walking

At the pre-intentional level we offer physical opportunities to the learners who require higher levels of support and / or intervention to experience or encounter a greater range of movement or physical activity. Such as, supported sitting, standing, floor programmes, limb mobilisation programmes and Innowalk.

- I am responding innately and instinctively to something that is happening around or with me.
- I may use random body movements reacting to a stimulus or a supported movement or intervention.
- My movements are mostly supported, random and reflex linked.

At intentional level we offer physical opportunities that enable learners to demonstrate their developing physical skills. Support is most likely still required but I have some control of my head, arms and body and may reach for grasp and explore objects. I may turn my head. I am more aware and involved with my physical programmes and routines.

- At this stage I am beginning to develop awareness of my movement.
- I have an increased awareness of my physical actions and their impacts upon objects and my environment and may reach for, hold or release a ball or object.
- I may have some control of my body / head and can move or alter my actions in response to external factors or motivators such as verbal support or appearance of an object i.e. a ball.

At formal level we offer physical opportunities that enable learners to develop more independent movements which they are learning to use more consistently.

- At this formal stage I have refined movements and can actively manipulate objects with less support.
- I am aware the impact of my movements on objects and within environments.
- I have control of activation to gain an effect and the effect is self-rewarding.
- I am responsive to games and activities and can take turns with increasing independence.

When the young people move beyond our current physical curriculum, we focus on... a physical development model which enables learners to be as independently mobile and as active and healthy as possible. The MOVE programme has been introduced to provide a further tool for assessing individual movement priorities and capturing and evidencing progress as well as the maintenance of individual learners' existing physical skills.

Sixth form

Statement of intent

To consistently and extensively promote age-respectful, personalised and ambitious learning offer – giving the young people access to wide, meaningful, rich set of learning opportunities to enable a successful preparation for adulthood

We do this by...

The young people have a highly personalised timetable based on each young person's interests, aspirations, and future journeys into adulthood. They are encouraged to experience activities and opportunities both in school and in the community. There is a continued focus on developing the functional skills set out in the ImPACTs curriculum. All the young people within the sixth form are allocated the 10 Impact target / 3 SOI targets / GAS goals which are aligned to their next step in learning and EHTC plan outcomes.

An MDT approach ensures that the young person's views are fully considered, and their individual learning is relevant and meaningful. Students are encouraged to make choices about what they learn and experience, and there is a greater focus on life outside school, including social enterprise and meaningful career choices.

We do this through...

Preparing for employment <ul style="list-style-type: none"> • Explore vocations • Working with others – gardeners, creative team etc. • Enterprise project. • Whole School Sale • ASDAN • Personal Profiles 	Independent Living <ul style="list-style-type: none"> • Participating in own routines • Experiencing domestic skills • cleaning, cooking and controlling aspects of the environment. • Making choices / clothes to wear etc
Being as healthy as possible <ul style="list-style-type: none"> • Hydro • Rebound • Physical programmes • Inclusive sports • Yoga • My Physical workout • Mindfulness and relaxation • Spa sessions • Innowalk • Cooking 	Participating in society (friends relationships and community) <ul style="list-style-type: none"> • Onsite activity – Mansion • Whole school events • Sports day • Special assemblies • Main school • School grounds • Shopping • Leisure in local community • Library
Enrichment	
Sounds of intent / music / drama / props and projects / ECT through play and Leisure	

Careers

We recognise the importance of careers education.

“ High quality careers education and guidance in school or college is critical to the young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding..... This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

DfE Careers guidance and access for education and training providers
January 2023

”

We do this through...

GATSSBY BENCHMARK	How we make the benchmark meaningful.
A stable careers programme	Development of a careers skills factory cycle such as – hair and beauty / admin and office / horticulture and gardening
Learning from Career & Labour Market Information	By the age of 14 all our learners have experienced (linked to personal interest and preference): <ul style="list-style-type: none"> • Collaboration with The Children’s Trust staff (gardening team, events team, fundraising, creative team etc) • Work related learning / internal work experiences on or off site • Class enterprise projects • Whole school careers fair • Whole school market / sale
Addressing the needs of each pupil	A personalised age respectful, accessible delivery – recognised for breaking barriers to learning as seen with the TCT accessible art offer (spinning / pendulum / digital / popping).
Link curriculum learning to Careers	ImPACTS / SOI / Gas appropriate target is identified against the career opportunity. <ul style="list-style-type: none"> • SOI target for CedarSuperSound and music industry. • ImPACTS for Sensory baking, Chinese, Indian, French link to the skills and qualities in the hospitality industry.
Encounters with employers and employees	Whole school career fair experiences <ul style="list-style-type: none"> • Sandra Bullock and TCT fashion show • Proveca and accessible art • The Children’s Trust retail
Experiences of workplaces	Enterprise opportunities provide first hand meaningful experiences of the workplace <ul style="list-style-type: none"> • Platinum candles (Ashley shopping centre) • Platinum plants (gardening / winter market / indoor stall)
Encounters with further and higher education	Cedar building is designed to provide the age respectful environment for sixth form learners. Adult social providers do become involved as the young person prepares for adulthood
Personal guidance	Opportunities are planned to meet unfamiliar people from the community and world of work. Our more concrete learners through use of their communication devices can experience ‘interview’ scenarios.

Further reading/ viewing

The Children’s Trust Transition booklet 2023

Everyone in the school community is known as a Leader of Learning to achieve best pupil outcomes.

We recognise every opportunity is a learning opportunity.

We do What Matters.

Role and Responsibilities.

	Curriculum
Educational governance committee	Oversee that a robust framework is in place for setting curriculum priorities, which are ambitious, complies to its funding agreement and teaching an age respectful, meaningful curriculum. Carry out focus visits to be familiar with and ensure implementation of the curriculum, observe teaching and learning in practise.
School management – Headteacher	Ensure that there is a broad, balanced, meaningful curriculum in place. Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board Involve the governing board in decision-making processes that relate to the breadth and balance of the curriculum. Ensure proper provision is in place for all our pupils with different abilities and needs. Ensure that the school environment is best used to support successful implantation of the curriculum. Have overall responsibility for the whole school curriculum priorities set out in SEF and SDP Joint Lead and review and adaptation of the SDP project plan
School management – Deputy Headteacher	Lead the monitoring and observation processes. Monitor standards in all skill areas of the curriculums. Further develop and implement interventions within the curriculums. Prioritise key actions to address underachievement. Organise parent/carers communication platforms and the sharing of curriculum progress & achievements. Ensure that long term planning and medium-term curriculum overviews are in place. Joint Lead and review and adaptation of the SDP project plan
School management – PETAL	Ensure a high quality CPD provision for all areas of the curriculum Joint Lead and review and adaptation of the SDP project plan
School management Head of therapies	Joint Lead and review and adaptation of the SDP project plan
MUSST Leads	Engage with research developments (conferences/blogs/ articles/ peer visits) for their curriculum areas. Undertake regular supportive, ungraded ‘drop in/peer’ observations. Monitor standards in their skill area of the curriculums. Further develop and implement personalised & meaningful interventions. Prioritise key actions to address underachievement. Hold ownership of the Project Plan for curriculum area. Ensure that high quality assessments are in place. Analyse summative assessment data.
School staff / MUSST members	Follow the whole school curriculums / ImpACTS / DEYO / SOI Participate in reviews of the curriculum. Have a very good understanding of the curriculum and use this to inform classroom practise. Use the known supportive qualities of ‘leaders of learning’ to deliver well planned engaging lessons. Respond to snapshot feedback and proactively improve practice.
Parents/carers	Ensure their child has the best attendance possible. Ensure their child is prepared for learning. Inform relevant staff if there are matters outside of school that may affect a child’s performance. Promote a positive attitude towards school and learning.

The virtual approach

Statement of intent

As a school we strive to look forward to ensure that we break down unnecessary barriers, meaning that in times of remote learning, all pupils are able to access the required quality of provision as those who are attending face-to-face school.

We do this by... a blended approach.

The class teacher/specialist teacher is responsible for:

- Ensuring blended learning as part of planning for medium term and weekly/daily so that learning can be easily adapted and inclusive.
- Ensuring that the pupils' mental health and emotional well-being is put at the forefront of the blended learning offer.
- Following a timeline of the blended learning offer and liaising with the class therapists to allocate who is sending resources home.
- Creating and sharing a combination of pre-recorded audio and visual, and live sessions, where appropriate.
- Ensuring that digital safety and safeguarding continue to be a priority.
- Keeping in touch with pupils who aren't in school, and their parents.

The supporting classroom staff are responsible for:

- Supporting the class teacher with developing resources suitable for blended learning.
- Contributing to the recording of progress using observation and showcasing through Dojo.
- Contributing to pre-recorded and live sessions, where appropriate.
- Ensuring that digital safety and safeguarding continue to be a priority.

The supporting house staff are responsible for:

- Maintaining communication with the school via the class teacher.
- Engaging in the blended learning as fully as possible, liaising with the class teacher to develop the offer so that it is specific to the children they are supporting.
- Sharing engagement in learning with the class teacher via Dojo.
- Ensuring that digital safety and safeguarding continue to be a priority.

The senior management are responsible for:

- Overall co-ordinating of the Blended Learning offer for pupils who are not able to attend the school.
- Ensuring that all families are supported to send their child to school when it is safe to do so.
- Ensuring a considered approach to blended learning (face-to-face teaching and remote learning) is taken so that the teachers workload is manageable, containing breaks and PPA.
- Maintaining staff well-being and mental health as a priority.
- Ensuring that digital safety and safeguarding continue to be a priority.
- Ensuring educational opportunities for all pupils is fair.
- Celebrating the successes of the blended learning offer with pupils, families, teaching teams, therapists, and health and social care.

Further reading

The Home Learning Policy

School website virtual learning resource and support

Final Message

If our actions inspire

Children to

Dream More

Learn More

Become More

We are the leaders of learning.

(adapted from John Quincy Adams)

WE DO WHAT MATTERS – We connect the LEARNING

Get in touch

The Children's Trust School

Tadworth Court
Tadworth
Surrey
KT20 5RU

 01737 365 810

 school@thechildrenstrust.org.uk

 thechildrenstrustschool.org.uk

 TCTSchool


 TCTSchool

Please contact us if you'd like this prospectus in an alternative format.

Arrange a visit

We welcome visits from parents, carers, children, family members and professionals.

To arrange a visit to meet our education, therapy and care teams, please contact us on:

 01737 365 080

 placements@thechildrenstrust.org.uk

 thechildrenstrustschool.org.uk

To make a referral, please visit our website above and download, complete and return a referral form. Alternatively, a form can be found enclosed.

