

Mavisbank School

Curriculum Policy

Rationale

"The curriculum is more than curriculum areas and subjects: it is the totality of experiences which are planned for pupils and young people through their education - a canvas upon which their learning experiences are formed" (A Curriculum for Excellence progress and proposals page 9)

The curriculum represents all opportunities for learning provided for our pupils throughout the course of the school day. The curriculum is theme based in order to promote contextualised learning experiences. Life skills are included and made meaningful within the theme based learning environment. We are highly committed to promoting independence within our pupils therefore even routine activities are carefully designed to be valuable opportunities for learning. We try to do things with the pupils rather than for them.

Our curriculum in Mavisbank School reflects the Scottish Government's vision of a rich and challenging curriculum that allows all young people to achieve their full potential.

In order to provide a curriculum that is flexible and able to meet the needs of individual pupils we follow the guidelines of:-

- A Curriculum for Excellence
- Barr's Court
- St. Margaret's Curriculum
- The Supported Units from the National Qualifications.
- ASDAN
- Flo Longhorn's Sensory Curriculum

The vast majority of our pupils are operating at an experiential level and the above curricula's targets and related teaching suggestions are appropriate to a sensory curriculum.

Pupils S4 - S6 are offered internally moderated National Qualifications Supported Units at Access 1. National Qualifications place emphasis on the following Core skills: Interaction, Listening and Responding, Physical Education, Healthy Basic Cooking, Art and Producing a Musical Sound

Pupils can also work on ASDAN Transition Challenge modules. Their work is externally moderated and pupils leave school with well deserved, nationally recognised certificates of attainment. ASDAN promotes a culture of success

We help to prepare our pupils for life after school by providing experiences in their local community and by developing links with the Social Work Department who will be responsible for providing post school care and education. Pupils are given opportunities to familiarise themselves with the settings that they will encounter in adult life, including community leisure activities, and experience further education colleges to facilitate a smooth and happy transfer.

Curriculum for Excellence (*Entitlements*):

- includes a wide range of activities which broaden the life experiences of young people and supports them in moving into a positive and sustained destination
- equips young people with the skills needed for the future with a continued focus on literacy, numeracy and health and wellbeing.
- allows support and more choice to meet the needs of individual young people.
- provides a coherent 3-18 framework
- *allows young people to experience a broad general education*
- *allows pupils to experience a senior phase where they can develop the four capacities and ensures that assessment and certification support learning*

In essence, is inclusive, is a stimulus for personal achievement and offers our pupils broad experiences of the world so that they might play their full part within it.

Purposes

Our aspiration is that all pupils should be

Successful learners with

- enthusiasm and motivation for learning
- openness to new experiences
- clear routines and structures
- *support* to reach high standards of achievement
- *support during transitions at key stages*

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- link and apply different kinds of learning to new situations

Confident individuals with

- self respect
- a sense of physical, mental and emotional wellbeing
- a sense of security and anticipation
- ambition

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own needs and choices
- live as independently as they can
- achieve success in different areas of activity.

Responsible citizens with

- respect for others
- awareness of their local, national and global environment
- involvement in partnerships and home learning
- involvement in turn taking activities

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- *experience* different beliefs and cultures
- make informed choices and decisions
- take part in assemblies, special events and parties

Effective contributors with

- an enterprising attitude
- resilience
- self-reliance
- involvement in inclusion and community based learning

and able to

- communicate in different ways and in different settings
- interact with others
- take the initiative and lead
- create and develop
- solve problems
- take an active role in the community and focus weeks

The opportunity for pupils to develop these four broad capacities will strongly depend upon

The Environment for Learning

We as a staff acknowledge that the most important pieces of teaching equipment that we have, readily available, are our faces, bodies and voices.

"It is we and we alone who have the power to change the interactive potential of those with whom we work. Indeed it could be hypothesised that a learner's

success as a potential communicator depends upon how much exposure they have to quality human interaction."

(Margaret Corke - Approaches to Communication through Music)

We believe the heart of any learning experience is the quality of interaction between pupil and adult so the Intensive Interaction model is used to promote language, cognition, motivation and sociability. There are no targets, since this may influence perceptions of a child's success. Instead, the ALLOW principle (always look, listen observe, wait) is employed whilst supporting, repeating, commenting upon and expanding the pupil's spontaneous behaviour.

The Choice of Teaching and Learning Approaches

Our pupils do not necessarily follow expected patterns of development, indeed progress may be lateral rather than linear, they can find transferring skills challenging. It is essential to employ a variety of strategies to ensure that effective teaching and learning takes place -

- **To plan programmes of work that are based on ongoing observation, monitoring, assessment and evaluation**
- **To set targets in small incremental steps**
- **To use teaching approaches appropriate to individual learning styles in order to develop knowledge, skills and understanding**
- **To facilitate access to activities with appropriate support, aids and adaptations**
- **To provide opportunities for lateral progression as necessary**
- **To provide consistency within a structured timetable to support a sense of security and anticipation**
- **To respond to the pupils' sensory needs**
- **To collaborate with allied health professionals as they all contribute to the holistic learning of the pupil**
- **To foster Strong links with families to support the continuation of work undertaken at school**
- **To build and maintain strong links with families**
- **To provide Age appropriate activities and resources**
- **To provide opportunities for inclusion in the local community**

The Ways in which Learning is Organised

The list is endless and includes planned experiences in environmental, mathematical, linguistic, scientific and aesthetic contexts. In our school more specialist therapeutic contexts are used. Discrete subjects, cross curricular and whole school approaches ensure breadth and relevance. Pupils also learn through *whole school* activities, events, celebrations and day to day experiences of life. Taken together these experiences provide a motivating and enriching blend to suit all pupils.

CURRICULAR AREAS

LITERACY

Communication is a basic human need. It lets people form and maintain relationships through the sharing of thoughts, feelings, wants and intentions. People who have difficulty in communicating may therefore be excluded accidentally or deliberately from the social exchanges of everyday life. This is why communication has an important place in the curriculum of all school pupils irrespective of their age or ability. Nowhere is it more important than in the curriculum of pupils who have difficulty in learning (Early Communication Skills. G. MacKay and W. Dunn)

The ability to communicate is central to the holistic development of each individual. In Mavisbank School therefore, Literacy permeates the whole curriculum and we should therefore apply the principles of communication during all teaching situations, which, in the case of our pupils, means throughout the school day.

We do, however, focus attention specifically on Literacy at certain parts of the timetable, most notably during the Welcome Session in each class, which takes place at the start of the school day, as soon as the pupils have had their jackets removed. During this session we are encouraging our pupils to use their different senses in an interactive context.

Communication for our pupils can take many forms, the most common of which are:-

Eye contact - from the child to another child or adult

Eye to object contact - e.g. from the child to a toy

Movement of any kind - e.g. lifting/turning head, lifting hand, reaching out, opening mouth

Facial expression - smiling, frowning, looking unsure

Gesture - waving, clapping, patting, hitting, pushing away

Listening - lifting head, turning towards source of sound

Vocalising - babbling, making sounds, crying

Body language - stilling, extending, wriggling, pulling away.

Any response or overtone made by the pupils is treated as an attempt to communicate and all responses are recorded.

Language used should be simple but still grammatical, with emphasis placed on the key words as appropriate. e.g. When asking "Sarah, do you want a drink?", stress the words Sarah and drink.

Each child's name should be used at the beginning of any language directed at him:-

e.g. "Liam, look!"

(Further advice on this should be sought from S&L therapists.)

Each child must be given enough time to respond to sensory stimulation, and the classroom environment should be such as to maximise the child's potential to communicate.

(Refer to the Environmental Audit and Janette Montague's Interaction In Practice)

Staff observe each child's responses in terms of individual targets and record their observations on individual recording sheets. Recording and monitoring the pupils' responses takes place throughout all areas of the curriculum.

Effective use is made of signifiers, objects of reference, pictorial timetables and Movement, Gesture and Sign (MGS) to help pupils understand their environment and the use of communication technology (BIG Macks) enhance pupils' learning experiences.

Expressive Arts

Pupils receive broad and balanced experiences in drama, dance, music and art and have lots of opportunities to showcase their work and perform for others.

Music

It is generally agreed among professionals that music plays a very important part in the lives of pupils with complex additional support needs. Music is used to promote motor skills and body awareness through rhythm, tempo, style and mood to enhance the learning experience of all our pupils in many curricular areas.

Music helps our pupils to:

- Become aware of themselves and others (Confident individuals)
- Experience the excitement of performing and being part of an audience (Responsible citizens)
- Experience working and communicating with different people (Effective contributors)

Music and musical activities can be vivid, intelligible experiences which require no abstract thought. The experience of the emotional language of music can be extremely seductive. Musical activity can motivate a child to use his limbs or voice expressively; its rhythmic, melodic structures then support his activity and induce an order in his control that promotes co-ordination. Music therefore becomes a sphere of experience, a means of communication and a basis for activity in which pupils can find freedom, in varying degrees, from the malfunctions that restrict their lives.

Music activities in Mavisbank are used in a variety of settings, including one-to-one (focused interaction aimed at building relationships and developing fundamental communication skills) and group work which promotes peer interaction and communication skills.

Music activities are generally incorporated into the daily routine of each class as music is used to promote anticipation and convey meaning to many aspects of the curriculum (e.g. singing pupil's name during activities, using music to signify aspects of the timetable, using specific music for the start and end of the day

Pupils in the senior class will have the opportunity to be presented for SQA qualification at Access 1

Pupils are also encouraged to listen to different types of music in order to develop the ability to show preference e.g. in terms of tempo or style or mood.

Music should not, however, be played constantly in class; there should be times of silence, so that pupils might introduce their own little sounds or be able to pick up on noises that are happening around them.

Drama

In many ways drama for pupils with complex additional support needs is a difficult concept because drama for our pupils is essentially about make-believe and role-play. Nevertheless drama is a very worthwhile and productive area of the curriculum which can fulfil many functions. It is very much a group activity but it allows for pupils to "wax and wane" throughout the drama in terms of their attending skills, becoming more attentive when their interest is engaged etc.

It is essential during drama lessons to create a sense of theatre, i.e. literally dramatising or exaggerating everything, being "over the top" in order to reach and engage our pupils. Providing contrast, whether of sound, movement, touch or vision also helps to increase awareness.

Creating an atmosphere or mood through the use of e.g. music, smell or silence and having the appropriate setting conditions are invaluable in terms of setting the tone for the ensuing drama.

The language used in the drama is basically a hook on which to hang all the sensory aspects of the drama. However, much can be done with the language despite the fact that it may be unintelligible to the pupils for the most part; the tone and modulation of the voice, the volume and speed used and dramatic rhythm can all contribute greatly to the drama experience.

Total staff commitment and involvement in the drama are essential; personal inhibitions are a barrier to effective communication with the pupils, and although it can be difficult for some staff members to develop a theatrical style, the end results make all their efforts worthwhile.

The ideas and methods explored during a drama session can be exploited further to the ultimate benefit of whole school development and cohesiveness

during school assemblies when all staff and pupils come together to participate in a shared dramatic experience.

For new staff members, probably the best method of learning how to "do" drama with our pupils is to observe an experienced staff member leading a drama lesson, and thereafter the sky is the limit!

As a school we tend to work towards a particular theme which enables staff to focus on a specific topic on which to base drama sessions. The basic principle which must be at the forefront of any drama lesson (and the majority of other curricular areas) is that each lesson must provide a multi-sensory experience for the pupils; the story of the drama must be enhanced by the use of a variety of props to look at, touch, smell, hear or even sometimes taste in order to develop the sensory awareness of the pupils.

Different pupils have different levels of sensory awareness and the intimate knowledge of the pupils which staff develop through daily contact with the pupils enables them to individually tailor drama lessons to suit the individual needs of the pupils. This intimate knowledge of the pupils is of course an invaluable asset in planning lessons and activities across the curriculum and staff are thereby able to detect subtle differences in the levels of awareness demonstrated by the pupils.

STAGES of SENSORY AWARENESS

JUST BEING THERE

-learning to accept and tolerate their world; passive and seemingly unresponsive, showing no discernible signs of awareness

SLIGHT AWARENESS

-showing reflex responses, eye movements, nostrils flaring, turning head, subtle body movements

LIMITED AWARENESS

-showing positive or negative reactions to stimuli, environment or changes in the environment via facial expression or body language

SOME AWARENESS

- looking occasionally, giving fleeting glances, beginning to reach out or make slight movements, showing different facial expressions, vocalising

INCREASED AWARENESS

-engaging in activity more often than not via eye-contact, reaching out, touching, grasping / mouthing if possible, vocalising

In order to enable our pupils to increase their level of awareness it is essential that staff encourage the pupils to be active participants in the learning process. Presenting pupils with sensory experiences to which they have no active input actually ignores their ability and does little or nothing to nurture their development. For pupils whose disability is particularly profound a slow pace is essential, allowing them time to formulate a response. In addition, the environment must be such that there are no distractions whatsoever which could in any way prevent the child from learning from the experience being offered.

Art

Art is a means for pupils to experience a variety of media and have freedom to discover and choose ways in which to interact with them. Art can be particularly challenging for pupils who are tactile defensive and these pupils are skilfully supported e.g. hand under hand prompting, encountering materials in areas other than hands e.g. arms, feet etc.

Art is a very good example of where a cohesive approach to learning is employed since movement skills, visual awareness, sensory awareness, numeracy (e.g. pattern making), literacy (choice making, responding to media) can all be contained within the one learning experience.

Pupils are encouraged to work as independently as possible and we regard the process as being much more important than the product. Pupils' work is celebrated and this is an excellent opportunity for the promotion of self esteem and peer awareness.

Aims

- To develop pupils visual awareness through sensory experiences and exploration.
- To develop motor, cognitive, sensory, and social skills through art experiences.
- To stimulate an interest and need to explore through supported work with paint, print, collage, 3/D and sensory work.
- To encourage personal responses to specific art activities and materials.

- To take an active role in the art sessions. Children will learn by doing.
- To promote communication/interaction between pupils and between pupils and staff.
- To increase confidence by becoming familiar with art materials and processes.
- To develop enjoyment in artistic expression.

Teaching and Learning

- Children learn by doing. There should only be staff intervention when pupils need encouragement to participate. There is no value in doing the work for them. The children's work should reflect their ownership thus increasing self- esteem and confidence.
- There should be opportunities for the pupils to make choices and decisions for themselves.
- The process is as important as the end product. Often there will be no end product, for example in sensory work.
- Pupils will be presented with a range of opportunities and ways to experience and explore.
- At each stage the pupils undertake a balanced programme which takes into account abilities, aptitudes, sensitivity, and intellectual development.

Things to look for

- Level of concentration
- Motivation
- Interaction, using materials to play with someone, having fun.
- Initiating a response to the stimulus.
- Communication - through words, sounds, gesture, facial expression and body language.

- Method of exploring - mouthing, using hands, using art tools.
- Exploring things separately or using two things together eg spreader and glue.
- Understanding of simple art process.
- Level of involvement in activity.
- Eye contact with people, materials and activity.
- Ability to work independently.
- Ability to make choices.
- Awareness of mark making.
- Problem solving
- Sense of ownership, response to praise.

Dance

Dance is another area where freedom of expression is promoted, as opposed to structured dance routines. This allows for a pace and range of movement appropriate to the abilities of each child. Turn taking, paired work and peer awareness can be incorporated into dance experiences as can sensory awareness (especially visual) and communication of enjoyment / preferences. We have begun working with Independence and intend to develop the dance curriculum.

Numeracy

As our pupils are at the earliest stages of development, we feel it is more relevant to focus on shape, information handling and problem solving, rather than the abstract concept of number. However, number still offers valuable opportunities to promote peer awareness via sharing and turn taking.

Directionality can be explored through dance and team games. We believe helping pupils become aware of the concept of time is an extremely important aspect of helping them to make sense of their world. We employ signifiers such as music, smells and pictorial timetables to help develop anticipation skills and a sense of security and wellbeing.

Time and measurement can also be delivered through cooking experiences where our pupils learn about the changes in the ingredients over the passage of time and measuring ingredients for recipes.

Technologies

We promote the concept of cause and effect and the use of switches is embedded throughout the curriculum.

Through ICT, our pupils gain self confidence, social skills, communication skills, gross and fine motor skills, problem solving skills and a wide range of abilities and knowledge needed to enable them to participate within society. The use of appropriate software, various switches, the interactive plasma screen and associated assistive devices provide a variety of tools to increase the probability that they will interact with their world with as much independence as possible.

Learning through the technologies can equip young people with important practical skills for daily life e.g. preparing food. Switches and powerlinks enable our pupils to access everyday electrical appliances such as hoovers, hairdryers and food mixers and thus participate meaningfully in everyday contexts.

Science

Through science, pupils are supported to develop curiosity by exploring the world using all of their senses e.g. via gardening activities and encounters with animals. They experience toys (sometimes made more accessible by the use of mobile arches) and common electrical appliances (accessed via switches and powerlinks).

Pupils are also supported to explore the material world through e.g. water play and messy play. The concepts of light and dark are employed throughout the curriculum to promote visual awareness and make links with the daily patterns of life.

The concept of forces are explored in a variety of ways e.g. pushing / pulling games in PE, bouncing on the trampoline during rebound therapy, during water play etc.

The nature of sound is explored through communication and music activities and is supported by technology e.g. microphones, sound pads, ipads as well as musical instruments.

Sustainability is explored via recycling of paper, textiles, spectacles and ink cartridges.

Inter disciplinary learning (science and health and wellbeing) can be designed via body awareness activities such as TACPAC, finger / on body rhymes (or massage stories at the later stages)

Social Studies

In social studies pupils learn about their environment and about their community in real life settings e.g. Amazonia, Dynamic Earth, leisure facilities and local services. Social studies provide valuable contexts to enable pupils to transfer skills e.g. communicating with the public, eating in a social setting etc.

Pupils are encouraged to develop good citizenship skills through participation in an extensive range of enterprising activities. These activities provide opportunities for inter disciplinary learning e.g. communication activities at the Red Nose Day Cafe, exploring and matching textures during Mary's Meals, gardening activities during Marie Curie Pots Of Care and peer awareness activities at the Teddy Bears Picnic.

Religious and Moral Education

Religious education within Mavisbank School is concerned with the development of experiences of religion. We acknowledge that trying to achieve a spiritual dimension to RME in our school would be for the most part inappropriate; however we hope that through careful planning of the curriculum our pupils will benefit from sensory rich experiences, readily available in the world of religion, which have a basic framework and structure peculiar to RME lessons.

Aims:

Responsible citizens: our pupils are encouraged to develop an awareness of both Christianity and other religions with associated customs.

Confident individuals: our pupils are encouraged to develop skills in personal relationships. Developing a sense of self awareness is seen as important - the pupils should feel the security of being valued as individuals.

Effective contributors: our pupils will begin an awareness of what it means to be a member of society, putting values and beliefs into action to benefit others - locally, nationally and globally.

Successful learners: our pupils will be provided with opportunities to develop their appreciation of the beauty, mystery and complexity of life, offering an insight into human beliefs, Values and behaviour.

Health And Wellbeing

Learning in health and wellbeing develops mental, emotional, social and physical wellbeing in order to promote the ability to make choices,

experience challenge and enjoyment and experience positive aspects of healthy living.

Everyone in our learning community shares the responsibility for the promotion of health and wellbeing. We collaborate closely with inter agency staff in order to support pupils holistically in their learning.

Although there are discrete subjects such as PE, hydrotherapy, rebound therapy and food exploration; Health and Wellbeing permeate every aspect of our curriculum. Motor skills and positioning are extremely important aspects of the curriculum as they are essential prerequisites to learning, since each pupil has to be appropriately positioned in order to access the curriculum to the best of his ability.

Motor development can be divided into two main areas -
Gross motor skills involving the whole body e.g. standing, moving arms, legs etc.

Fine motor skills e.g. picking up, using fingers to explore etc.

Maximising a child's motor skills is vital to allow the to become

Successful learners, who can sit, look, listen and attend

Confident Individuals who can be as independent as possible and assist in washing, dressing etc.

Responsible citizens who can explore the immediate environment

Effective contributors who can communicate in different ways. Indeed movement activities are essential as they help to give the pupil a body to communicate with.

Mental wellbeing is promoted through structured routines which promote a sense of security, supported by signifiers which help the pupils' sense of anticipation and general understanding of what is happening around them.

Mental wellbeing is supported through activities which produce a sense of fun, risk taking and / or exhilaration e.g. competitive games, rebound therapy, hydrotherapy, speed boating, adapted skiing and carriage riding. These energetic activities are complemented by relaxation sessions (e.g.

massage, Watsu, and horse therapy) where the focus is on one to one interactions with another living being.

It is important to acknowledge the inter dependency of physical and mental wellbeing and we use relaxation activities as described above to decrease physical tone so that the pupil's range of movement can be extended, so allowing him to access the environment more easily. Similarly, relaxation activities can increase the pupil's tolerance to new experiences.

Eating and drinking are important life skills and these are explored in the handling of food during science and technology lessons or just as relevantly, at snacktimes and lunchtimes. Staff support pupils to eat and drink safely, helping them to develop and maintain effective eating and drinking skills e.g. bringing a loaded spoon to their mouth, closing lips over food on the spoon etc.

Care routines e.g. toothbrushing are a useful vehicle for promoting independence and interaction.

Social wellbeing is explored by pupils being encouraged to be more aware of their peers through turn taking e.g. during games and group activities throughout the curriculum.

Positive relationships with peers in mainstream schools are promoted during inclusion sessions where pupils work together e.g. in drama activities. Our pupils also visit other schools for specific projects e.g. metalwork at St. Margaret's Technology department, pottery at Airdrie Academy's Art department.

All aspects of a pupils' experience at home, in school and outwith school contribute to Health and Wellbeing and these experiences of everyday situations in all settings helps our pupils to become responsible citizens.

Pupils acquire skills that lead to a greater self awareness, higher self esteem, develop better interpersonal relationships and therefore become more confident individuals.

Pupils' achievements are showcased and celebrated at monthly ethos assemblies, which promote self esteem, peer awareness and an understanding of the nature of achievement at Mavisbank.

Principles *look at our 7 principles stuff*

7 Principles

1. Challenge & Enjoyment

We design learning experiences with our pupils' interests / aptitudes/learning intentions in mind and where they can truly participate.

We monitor SMART targets robustly in order to support and challenge the pupil according to their ability.

We encourage pupils to remain motivated and participating via highly skilled interactions with highly skilled staff and the use of innovative and individualised resources.

We encourage pupils to practise movement and co-ordination activities.

We promote independence e.g. dressing, feeding, hygiene programmes, transfers, sitting.

We give our pupils choice wherever possible e.g. sequence of activities, types of activities, continuation / cessation of activities.

We offer pupils experiences which they may initially reject but they are supported and encouraged by familiar staff members who celebrate every tiny step along the way from rejection through acceptance until the pupils begin to show enjoyment of the experience.

We support pupils to experience different environments (HWB0-07a)

We support pupils to explore real and imaginary situations in order to understand the world (EXA 0-12a)

Other people's perception of our children is also challenged e.g. Enterprise Topic Mary's Meals gives pupils the opportunity to help others (RME 0-09a)

2. Breadth

We ensure pupils are given the space, resources and opportunities to respond to experiences throughout the curriculum.

We ensure pupils are given the opportunity to use all of their skills e.g. sensory skills, movement and communication skills while learning.

We ensure pupils are given the opportunity to make choices in their learning whilst ensuring they also have the opportunities to experience situations they may naturally opt out from.

We use programmes of learning to give structure and planned progression during learning experiences.

We incorporate the development of switch skills in order to facilitate pupils to access a variety of learning experiences e.g. Communication, I.C.T., Food Technology, familiar environments, the community.

We provide opportunities for pupils to broaden their experiences by learning through a variety of contexts e.g. consistent whole class lessons, one to one activities, pair work (e.g. turn taking), working with other professionals, small group work, inclusive work with mainstream pupils, positioning, interaction and co-operation during personal care, light and dark environments, noisy and calm environments, familiar and unfamiliar environments, different areas of the school e.g. (rebound therapy, hydrotherapy, music and art activities in GP room, school cafe, assemblies), outings in the local community, the natural world and also by the use of homework.

We acknowledge learning should be happening throughout the day, not just at lesson times e.g. during eating and drinking, promoting independence during hygiene programmes.

We recognise that incidental learning may be as important as the planned outcomes which we hope take place during learning experiences.

3. Progression

We consult with interdisciplinary colleagues in order to plan appropriate learning intentions for our pupils to work on.

We match our opportunities and our resources to the developmental stage of our pupils.

We share our ideas with parents so they can support their child to progress at home e.g. showing the parents how they can help their child to begin the initial stages of self feeding. We also provide homework to promote learning opportunities.

We recognise our pupils' learning follows a different path from the traditional way. Their learning is lateral therefore we provide opportunities for them to experience the same learning intention in different contexts e.g. touching different materials, encountering different songs etc.

We structure our learning intentions into tiny steps (e.g. the steps involving sit to stand), since linear progression, where it exists, may be very small. In this way, progression is more readily visible.

We may plan for progression by reducing prompts e.g. sitting with a seat strap undone for a little while in order to experience the feeling of not being physically supported all of the time.

We know our pupils well so through careful planning and monitoring we assess any small responses rigorously and record them through written accounts or photographic evidence.

We evaluate progress three times a year which then informs our next steps for learning.

We have a planned sequence of learning i.e.

Encounter: being present during an experience

Awareness: noticing that something is going on

Response: showing surprise, enjoyment, dissatisfaction

Engagement: directed attention, focused looking, listening, showing interest, recognition or recall

Participation: sharing, turn taking, anticipation, supported involvement

Involvement: active participation, reaching out, joining in, doing, vocalising

Achievement: gaining, consolidating, practising, skills, knowledge, concepts, understanding etc.

4.Depth

We repeat learning experiences in order to promote pupils' anticipatory skills.

We give pupils many opportunities to practice developing and emerging skills e.g. drinking independently from a cup.

We ensure pupils are given the time they need to explore items / make responses.

We work with specialists e.g. Scottish Sensory Opera, Independence, Visual Awareness, Art, Music, Intensive Interaction and Massage specialists in order to enhance pupils' experiences and deepen staff knowledge and skills.

We collaborate with interagency colleagues e.g. In the Communication Group, where each adult provides support from their own area of knowledge in order that a pupil can be supported holistically.

We run specialised groups e.g. the Visual Awareness group for pupils from within and outwith the school. Parents, visual awareness specialists and school staff come together to share knowledge of activities, resources and pupils' needs and abilities. Pupils are given time to explore the resources in carefully structured sessions and responses are noted and built upon in subsequent sessions.

We design Focus weeks, Enterprise Activities, Eco activities and Assemblies which concentrate on particular areas of learning e.g. Visual Awareness Week allows us to provide a variety of innovative learning experiences based on vision and focus attention on different ways to stimulate pupils' visual abilities.

5. Personalisation & Choice

We design highly individualised learning experiences using our intimate knowledge of our pupils' interests / aptitudes/learning intentions.

We develop individualised profiles for Visual Awareness, ICT and Eating and Drinking. Some pupils have hydrotherapy programmes and rebound programmes. All pupils have CSPs and ASPs. Parents are invited to suggest learning experiences which they feel might be of interest to their child and their peers or areas of development that they would like to see included in their child's ASP.

We ensure pupils are given the time and opportunity to make choices in the way that best suits them.

We allow pupils plenty of time to process information and make a response and we acknowledge any attempt to communicate. We employ the ALLOW principle (Always Look, Listen, Observe, Wait).

We give our pupils choice wherever possible e.g. sequence of activities, types of activities, continuation / cessation of activities.

We take full account of smiles, frowns, vocalisations, body movements, eye pointing and stilling to determine pupils' agreement during the planned learning experience. If a pupil is not enjoying a learning experience, we offer a new one (although over time we are mindful to give the pupil further opportunities to encounter the initial learning experience offered).

We ensure pupils have access to preferred body positions, chill out times, opportunities to be outside and to be in different areas of the room /school. We offer resources to a pupil in the way that best suits them e.g. from left hand side, from upper visual field etc.

We give pupils the opportunity to work within different settings e.g. group setting, pair work, one to one basis.

We provide one to one support from an adult e.g. help with positioning (perhaps assisted sitting on a physio bench) or help with head control, so that any visual or physical ability a pupil has is maximised.

We build upon pupil interest e.g. soil for a tactile defensive pupil in the "Underground" topic led to bulb planting in the "Rainforest" topic.

We plan personal opportunities into our learning experiences e.g. family weddings, moving house, new baby.

6.Coherence

We use detailed assessment of pupils' participation, enjoyment and responses to inform our forward planning of interdisciplinary topics, Rebound Therapy etc.

We build upon previous experiences and levels of participation.

We support pupils to developing skills within a familiar setting and with familiar people. From there they move on to using that skill in an unfamiliar setting, supported by a familiar adult. Next they may move on to where they can use the skill in an unfamiliar place with an unfamiliar adult.

We plan for the transfer of skills practised from one theme to another.

Health & Wellbeing and Communication permeate the whole curriculum.

7. Relevance

We involve parents and other agencies in setting targets which will be relevant to the pupil's age, developmental stage and individual needs and which will enhance and enrich the pupil's life e.g. life skills such as self feeding, independent sitting.

We use our intimate knowledge of the pupils and their families to offer a range of learning experiences that are motivating to both pupils and also their families. This means the families can become involved in the pupils' learning via homework activities which might engage siblings and encourage them to assist with their brother / sister's learning.

We use MGS and signifiers in order to aid pupil comprehension of what is happening in their environment.

Management Arrangements

- The Head Teacher has overall responsibility for the curriculum in Mavisbank School.
- The S4 - S6 curriculum including NQ and Asdan are the responsibility of the SQA Co-ordinator.
- A system of co-ordinators, working groups and committees encourage all staff to contribute to the curriculum and have responsibility for maintaining high standards.
- The forward plan is the tool for organising and implementing the curriculum. It is produced termly and monitored by promoted staff.

Staff Development

- Induction of new staff is provided as well as practical support from co-ordinators, specialists and promoted staff.
- Ongoing development for other staff is based on identification of individual and whole school needs.

Resources

- Resources are varied to suit the pupil age and need within the school. They are held both centrally and in classes. Co-ordinators maintain these and replenish and extend as need dictates.

Monitoring and Evaluation

We are subject to national and local curricular guidance and adjust our framework accordingly. We re-visit curricular areas on a rolling programme through the development planning process.

Each pupil has an ASP which is formulated on an annual basis by teaching staff from ongoing assessments, discussion with parents and other professionals and considerations of the pupils' strengths and interests. ASPs are constantly monitored by teaching staff and reviewed regularly by the senior management team. It is acknowledged that each pupil is an individual and therefore differing approaches are tailored to each pupils needs.

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