

Linwood School

VITA Curriculum Handbook



"a curriculum to meet the diverse learning needs of our children and young people, to ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life"



Springwood
Campus



Littlewood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE

"Entitlement plus opportunity"



Contents page:

1. Linwood School Curriculum Vision
2. Linwood School Curriculum Pathways
3. Vita Curriculum Rationale
4. Vita Curriculum overview and Domains
5. Overview of Intent, Implementation and Impact in Vita
6. Evidencing Learning; a basket approach to assessment
7. Processes and Procedures in Vita
8. Enabling Environments
9. Vita at Springwood Campus; an autism specific approach
10. References

Our Curriculum Vision

We take into consideration the diverse learning needs of our children and young people. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each child's and young person's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

In order to meet our vision we:

- Promote a happy, caring, respectful community in which all children and young people feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare children and young people for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our children and young people with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our children and young people to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their children's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.



Springwood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

Linwood Curriculum Pathways

At the heart of all our curriculum pathways is a strong focus on preparation for adulthood and equipping our children and young people with the skills they need to be life - long learners.

The outcomes on our children and young peoples' Education Health Care Plans are integral to their personalised provision, whichever curriculum pathway they follow.

Early Years Foundation Stage	Alma Curriculum : Pre- formal curriculum
Learners follow the EYFS curriculum throughout Early Years and up to year 2. The EYFS provides a set of common principles and standards for learning, development and care. The delivery of this curriculum is non-prescriptive although recommends a high level of free play and child-initiated opportunities for children to engage in their environments and for practitioners to observe the children's learning through both skills' development and motivation; we refer to this as the characteristics of effective learning. Teachers assess pupils within 7 areas of learning; the prime areas (Personal, social development, communication and language and physical development) underpin the more specific areas of Literacy, Maths, expressive art and design and understanding of the world. Teachers will ensure competency in skills within the prime areas of learning before moving on to more specific areas. During the child's time in the Early Years, teachers will be assessing and planning the best future curriculum pathway for each individual learner.	Some of our youngest students with PMLD and complex learning needs, often with co-occurring medical conditions, embark on their Early Years Foundation Stage through the Alma Curriculum Pathway.

Alma Our <u>pre-formal curriculum</u> for students with PMLD and complex learning needs	Vita Our <u>semi-formal curriculum</u> for students with SLD and working below NC key stage 1 expectations.	Personalised National Curriculum A <u>formal curriculum</u> for students working on the National Curriculum, adapted to meet individual need.
<i>Connecting and Responding</i>	<i>Life skills and Engagement</i>	<i>Rich subject based opportunities</i>
<ul style="list-style-type: none"> • Social Relationships and Emotional Development • Communication • Conceptual Development • Sensory Responses • Understanding of Time and Place • Orientation, Movement and Mobility • Responses to Routines and Changes • Ownership of Learning 	<ul style="list-style-type: none"> • Communication • Thinking, Problem Solving and Engagement • Personal and Social Development • Understanding of the World • Literacy • Maths • Physical and Mental Wellbeing • Expressive Arts and Design • Independence <p><i>KS4 work towards the Equals Moving On Accreditation alongside Vita assessment maps.</i></p>	<ul style="list-style-type: none"> • The national curriculum subjects in KS3 adapted to suit the needs and interests of learners. • A KS4 curriculum where students work towards Entry Level, AQA unit awards, BTEC and GCSE qualifications according to their abilities.
Provided at Linwood Campus	Provided at Linwood and Springwood Campuses; and at Woodford Campus	Provided at Linwood and Springwood Campuses



Springwood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

POST 16 Provision

All of the Post 16 curriculum pathways are highly personalised and encompass a range of experiences to support transition to a fulfilling and purposeful life beyond Linwood School.

Alma	Vita (Springwood)	The Link	CHI	Summerwood Campus
Student profile	Student profile	Student profile	Student profile	Student profile
Students with PMLD and complex learning needs who have been accessing the Alma Curriculum in KS4 and for whom this continues to be the most suitable curriculum pathway.	All P16 students at Springwood follow OCR Life and Living Skills. KS4 students who have progressed from Vita stage 6, may begin OCR at KS4.	Students with severe learning difficulties who benefit from a nurturing environment to develop life skills and have opportunities to engage in the community. Some students access work based opportunities.	We have a wide variety of students from specialists schools and mainstream who have access to specialist provision. Students are working from EL1 and above in English and maths and are keen to gain paid employment and employability skills.	Personalised academic learning programme for students with high functioning autism/ Asperger syndrome.
Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview
The 8 Learning domains as above. <ul style="list-style-type: none"> • SRED • C • CD • SR • UTP • OMM • OL • RRC 	<ul style="list-style-type: none"> • OCR Life and Living Skills • Diploma Entry level 1/ 2. 	<ul style="list-style-type: none"> • OCR diploma in Life and Living skills • Functional Skills in English and Maths • ABC practical Horticulture certificate • AQA Travel Training 	The CHI programme is designed to enable students to develop employability skills alongside gaining recognised qualifications. The students have opportunities to participate in a wide variety of work placements to then find their skill set and to gain paid employment in an area that interests them.	<ul style="list-style-type: none"> • GCSE curriculum, focusing on English, maths and Science • Level 2 BTEC cooking • ASDAN Cope (life skills focus) <p>Students have the option to pursue a college course with support.</p>

19- 25 Provision

The Link+

The Link+ supports students with severe learning difficulties with the transition into adulthood. These students benefit from accessing a nurturing academic setting that is small enough to personalise provision to meet individual needs.

Curriculum Overview:

- Key focus on Independence and community living skills; and communication and listening skills
- Daily opportunities for learners to access local community facilities to promote healthy and active life styles
- Travel training
- Pre-entry and entry level diplomas
- Functional English and maths skills
- Employability - opportunities to experience and gain skills in a range of vocational contexts (horticulture, animal care, catering, social enterprise)

Rationale

Our mission:

To provide a curriculum to meet the diverse learning needs of our students and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

Rationale:

The Rochford Review recommends that schools adapt assessment arrangements to reflect the unique needs and progress of individual pupils and the school's curriculum pathway. The recommendation is to assess development in all four areas of need: cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical. The new Ofsted framework has challenged us to focus on the substance of children and young people's learning, with a strong focus on the provision and quality of education and of the curriculum offer.

Through reflection and discussion with our team of teachers and other professionals, we articulated frustration that the existing curriculum required such dilution in order for our learners to access it, that it was no longer fit for purpose. We decided that our curriculum should be centred around the child/young person and that the starting point would be their four areas of need as described in their Education and Health Care Plan. Our curriculum would be designed to develop crucial skills that would enable our young people to be independent, purposeful, life-long learners. Equal value is to be given to areas of learning such as self-care, social skills, engagement, problem solving and wellbeing as is given to more academic learning such as English and maths. Our intention is for the small steps of progress in these areas, that make the most significant difference to our children and young people's lives, and that of their families, to be recognised and celebrated with equal emphasis as their academic learning.

The process:

The Vita curriculum has been developed from the solid foundation of the Early Years Foundation Stage curriculum and builds upon the good practice and ethos of the Alma curriculum. A sound understanding of how children and young people learn and develop, along with a knowledge of their individual needs, underpins the Vita curriculum.

"Pedagogy is the understanding of how children learn and develop, and the practices through which we can enhance that process. It is rooted in values and beliefs about what we want for children, and supported by knowledge, theory and experience."

From Stewart, N. and Pugh, R. (2007) *Early Years Vision in Focus, Part 2: Exploring Pedagogy*, @Shropshire County Council. Used with kind permission.

The merging of the National Curriculum subject areas into the nine domains and development of each assessment map has been designed in close collaboration with subject leaders, drawing from their expertise. Statutory requirements of the National Curriculum for Key Stage 1 are embedded in the domains.


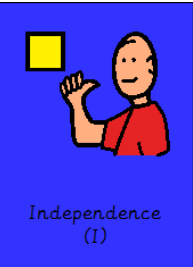
Who:

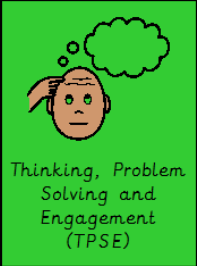
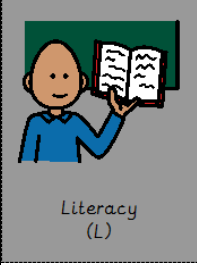
The Vita curriculum is designed for learners with moderate, severe and complex learning needs. They are working below Key Stage 1 expectations for the majority of their learning. It is designed to meet the diverse needs of a large cohort and feeds into the Personalised National Curriculum so that the most able learners within the phase can access some of their subjects through the National Curriculum offer at Linwood. The children and young people who access the Vita curriculum present with varied learning profiles, demonstrating a wide range of strength in some areas and significant challenges in others. The curriculum supports this by enabling students to access their learning across and demonstrate progress across different stages in each domain. The four levels of mastery reflect progress as learners move from engaging in their learning opportunities, to developing skills with support, to achieving these in specific contexts, and then to generalising these in a range of real-life scenarios. We anticipate that for our children and young people with autism (and for many others), the process of generalising their skills is the most challenging and progress may slow at this point.

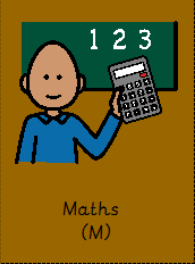

The Vita curriculum is offered at Linwood and Springwood Campuses from KS2 – KS4, at which point young people are supported to achieve accreditation through Equals Moving On or OCR.

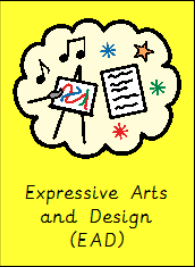
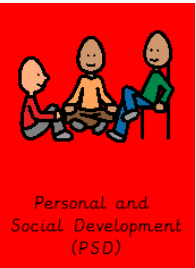
Vita is embedded within enabling learning environments. At Springwood Vita is delivered through autism specific approaches.


Vita Curriculum Overview

Learning Domain	Overview	Provision and interventions that contribute to the coverage of the domain	National Curriculum Links
 <p>Communication (C)</p>	<p>The focus of this domain is to help learners to develop the skills they need for effective communication. This includes the development of receptive and expressive communication, language skills, listening and attention. Through a Total Communication approach, we support children and young people to communicate in different contexts. Our children and young people may communicate using speech, signing, picture exchange or through technology. This domain is the foundation upon which all other learning is built, and therefore it is essential that incidental opportunities to develop communication skills are capitalised. The development of narrative skills is crucial to this domain, enabling children and young people to tell their stories and share their experiences.</p>	<ul style="list-style-type: none"> • Speech and Language plans • Communication groups • Play and leisure • Circle times • Total Communication approach • Daily routines • Attention and Listening groups 	<ul style="list-style-type: none"> • English • Drama • PSHE
 <p>Independence (I)</p>	<p>Children and young people are supported to develop the skills they need to be as independent as possible in their adulthood. They are equipped to become more self-directed, make choices, organise and plan tasks. They develop skills to manage their own self-care through overlearning of daily routines. Through opportunities for work related learning, children and young people develop the skills needed for the work-place and future pathways. Children and young people develop the skills they need to access their communities through regular opportunities to learn and rehearse these in the contexts they will be used. For example, learners may access travel training so that they are able to shop for the ingredients they will cook when learning to prepare a meal.</p>	<ul style="list-style-type: none"> • Educational visits • Work related learning • Routines throughout the day (ie unpacking bags, snack, lunch, changing for swimming) • Travel training • Food technology 	<ul style="list-style-type: none"> • PSHE • Food Technology (DT)

<p>Thinking, problem solving and engagement</p>  <p>Thinking, Problem Solving and Engagement (TPSE)</p>	<p>Children and young people are engaged in active learning through meaningful opportunities to generalise and apply their skills. This focus on metacognition, explicitly supporting the process of learning, helps learners to sequence, order, classify, compare and predict. Activities are designed to support learners to make links between cause and effect, investigate, generate possible solutions, make choices and try out alternative approaches. Children and young people are given opportunities to make connections between learning in different contexts. They are supported to develop ownership of their learning and are encouraged to self-advocate. As they become more self-directed, they can manage their learning in new situations and in the longer term.</p>	<ul style="list-style-type: none"> • Educational visits • Lego therapy • ICT (programming) • Work related learning • Enterprise • School council • Science week 	<ul style="list-style-type: none"> • ICT • Design Technology • Maths • Science
<p>Literacy</p>  <p>Literacy (L)</p>	<p>Through language- rich classroom environments where staff engage and communicate with students, children and young people acquire and build on early language skills and comprehension. A love of reading and books is prioritised and immersive story- telling experiences are a part of the classroom culture. All students access a structured reading scheme which includes a wide range of fiction and non- fiction. Enjoyment of literature is encouraged through stories, rhymes, poetry, drama and songs. Early reading and writing skills are developed throughout the curriculum but also through discrete and systematic teaching of phonics and spelling which are delivered through personalised multi-sensory experiences. We ensure that children and young people are provided with meaningful contexts in which to write. It is important that learners have a purpose for writing and therefore we ensure they have rich first- hand experiences from which to draw.</p>	<ul style="list-style-type: none"> • SaLT groups • Interventions • e.g Fisher Family Trust, Breakthrough to Literacy and Turnabout • Library • Letters and Sounds • Booster phonics • Spelling • Daily reading • PECs • Signalong • Book week 	<ul style="list-style-type: none"> • English

<p>Maths</p>  <p>Maths (M)</p>	<p>Learning opportunities ensure that a concrete understanding of number concepts is consolidated and generalised in different contexts. This forms the foundation for future learning, moving from concrete to abstract. Overlearning secures mathematical knowledge and it is deeply embedded across the curriculum.</p> <p>The teaching of Numeracy should incorporate the use of a wide range of multi-sensory practical resources ensuring that learning is meaningful.</p> <p>Problem solving and reasoning are vital skills that are developed in learners through hands-on practical experiences. Where pupils are actively engaged, they begin to make connections. This supports their generalisation of mathematical skills in real life contexts, for example working with money and cooking.</p>	<ul style="list-style-type: none"> • Food tech/ cooking • Shopping on education visits • Class tuckshop • Play and leisure • Enterprise • Work related learning • Daily routines, ie snack time 	<ul style="list-style-type: none"> • Maths • Food Technology (DT)
<p>Understanding of the world</p>  <p>Understanding of the World (UW)</p>	<p>This domain is focused on developing a holistic understanding of everyday events, activities and experiences.</p> <p>Learning opportunities support students to make connections between events, activities and experiences, and extend their understanding beyond that which is immediately apparent.</p> <p>Topics are relevant, current and local with extensive opportunities to get out and about in the community so that learners directly encounter and engage with the topic. A key part of all topics selected for study, is their potential for developing skills in narrative.</p> <p>The out-of-classroom learning opportunities within the local community support and enrich the development of cultural capital, ensuring that children and young people participate in common shared experiences.</p>	<ul style="list-style-type: none"> • Educational visits • Assemblies • Topic • Themed days/ weeks • Science week 	<ul style="list-style-type: none"> • Science • Geography • History • Religious Education • Modern Foreign Languages • ICT

<p>Expressive Arts and Design</p>  <p>Expressive Arts and Design (EAD)</p>	<p>This domain knits together the expressive and creative aspects of learning. Creativity uses the right side of our brain which deals with emotion and feelings. When we are fully engaged in a creative process our ability to play, have fun, and further explore is increased, thus boosting positivity and well-being.</p> <p>Expressive Arts stimulates creativity and imagination. It provides multi- sensory experiences and an outlet for individual expression and realisation. Students use different medium and processes to communicate what they see, feel and think. Expressive Art offers opportunities for children and young people to explore, take risks, inquire, persevere and learn to make practical decisions.</p> <p>Expressive Arts is a vehicle to explore the world around us; learning about the diversity in different times and cultures is an important aspect of this domain.</p>	<ul style="list-style-type: none"> • Art and Design • Music • Dance • Music therapy 	<ul style="list-style-type: none"> • Art and Design • Music • Dance • Drama • Design Technology
<p>Personal and Social Development</p>  <p>Personal and Social Development (PSD)</p>	<p>Through this domain, we support our children and young people to develop self-awareness and an understanding of their place in the different social groups in which they find themselves.</p> <p>Daily routines support children and young people to acknowledge, identify and name their emotions. Approaches enable children and young people to develop strategies to begin to manage their own behaviour in a range of situations. Opportunities for self-reflection are an important part of every day.</p> <p>A focus on developing social skills is aimed at supporting children and young people to understand how their actions and words affect others. Developing skills of turn -taking, sharing and co-operating are embedded in our daily routines.</p> <p>The British values of democracy, the rule of law, individual liberty, mutual respect, and</p>	<ul style="list-style-type: none"> • SEAL- Rainbow scheme • Relationships and Sex Education scheme (discrete teaching) • E-Safety (discrete teaching) • Anti- bullying, keeping safe, Prevent strategy (discrete teaching) • Social skills groups • Play and leisure • Circle times • Snack and lunch times 	<ul style="list-style-type: none"> • Personal Social Health Education • Relationships and Sex Education • Citizenship • ICT (e-Safety) • British Values

	tolerance of those with different faiths and beliefs are deeply embedded in this domain.		
<p>Physical and Mental Wellbeing</p>  <p>Physical and Mental Wellbeing (PMW)</p>	<p>Physical wellbeing incorporates the skills needed for movement, awareness of the body, gaining a sense of space and understanding the components of a healthy lifestyle.</p> <p>We aim to establish good habits from an early age so that there is a long-term positive attitude towards healthy lifestyle choices and enjoyment of the intrinsic benefits of physical activity.</p> <p>Building confidence, self-esteem and resilience is an important part of our wellbeing programme.</p> <p>Children and young people are offered opportunities to engage in activities that support them to learn to self-regulate, calm and relax.</p> <p>Recognising their own emotional state and being equipped to implement strategies to manage this is an important life skill.</p>	<ul style="list-style-type: none"> • Swimming • Dance • Horse riding • Yoga • PE • Mindfulness sessions (inc Go Noodle) • Fun with Foods groups • Sensory circuits • Play • Health week 	<ul style="list-style-type: none"> • Physical Education • PSHE

Overview of Intent, Implementation and Impact in Vita

Intent

- Curriculum vision and aims
- SEN code of practice
- Areas of Need as outlined in EHCPs
- Effective Learning Attributes

Implementation

- Aspects of Engagement
- 9 Domains and 4 levels of Mastery
- **Components:**
 - **Planned lessons:** a range of approaches, teaching styles, differentiation, personalisation
 - **Learning beyond the classroom:** accessing the community, generalising learning in real life contexts
 - **Child-initiated learning opportunities:** play and meaningful leisure opportunities
 - **Therapies:** Speech and Language therapy, Occupational Therapy, Physio, care plans
 - **Total communication:** Sign-along, PECS, tablets, intensive interaction, Peic-D, Attention Autism
 - **Personalised learning:** EHCPs, PLPs, Learning Journals, accreditations
 - **Positive approaches to behaviour:** Behaviour Guidelines, Sensory Profiles and Diets, Positive Handling approach, anti-bullying policy
 - **Enabling environments:** fostering independence, invitation to engage, reflects classroom practice, sensory circuits
 - **Structures and routines:** Opportunities for SMSC (Social, moral, spiritual, cultural), TEACCH approaches (Springwood)
 - **Work related learning:** Enterprise, life skills teaching, travel training, Equals Moving On accreditation

Measuring Impact

- **Basket approach to Assessment:** Assessment maps (attainment and progress), EHCP outcomes, learning journals, Behaviour records, SaLT reviews, Attendance, physio programmes, sensory profiles, evaluations of interventions e.g Fun with Foods
- **Learning and Achievement reviews** (dialogue between class teams and phase leaders)
- **Pupil outcomes and future pathways**
- **Engagement with parents, professionals and other stakeholders**
- **Wellbeing**
- **Data analysis used to identify learners' achievements and inform next steps. Identifies areas for support/ development**
- **Peer to peer mentoring and moderation**



Springwood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE

"Entitlement plus opportunity"



Evidencing Learning: a “basket approach” to assessment

Ongoing assessment is an important part of the Vita curriculum. It is imperative that we closely monitor the progress that each child/young person is making so that we can offer early intervention and adapt teaching to meet their individual needs. Assessment of progress and attainment is an evidence-based process that considers more factors than simply analysing academic outcomes. It is important that we know whether learners are making or exceeding expected progress, and this is measured on a personalised scale. In order to know what “expected progress” should look like for each of our children and young people, we consider their learning profile and unique context. This means that, in general, learners with moderate learning difficulties would be expected to make at least 30% progress across their assessment maps in a year, while learners with more severe learning difficulties would be expected to make at least 20% progress. Each child/young person’s learning profile is discussed and agreed by a group of professionals who know them well, so that expectations for progress are realistic and aspirational. We also take into consideration specific features of the child/young person’s diagnosis. For example, it is common for many of our learners with autism to make rapid progress in developing early number or reading skills, but for progress to slow significantly once they move toward generalising and applying these skills, ie in problem solving and inferential interpretation of text.

Levels of Mastery

We assess our children and young people’s learning in each of the 9 domains of the Vita curriculum using four levels of mastery. Each of the four levels has equal weighting when analysed to monitor progress. This enables our children and young people to make progress by demonstrating their skills in a wider range of contexts, embedding these and developing deeper understanding and ownership of their learning. Our children and young people benefit from opportunities for overlearning and rehearsing their skills; moving from a willingness to engage to working with scaffolded support, towards greater independence and mastery of skills. The expected % progress for a learner will be made up of a combination of the levels of mastery; ie one young person may make 20% progress with a willingness to engage in new learning experiences, while another may make 20% in developing and achieving skills in specific contexts, and even generalising some of their existing skills, building on from prior learning.

Willingness to engage	The learner co-operates with adult’s prompt to experience an activity and shows awareness of the stimuli. This is a willingness to explore and tolerate experiences presented to them.
Developing	The learner is beginning to make steps in developing this skill, with support or specific scaffolding.
Achieved in specific contexts	The learner consistently uses this skill in some but not all of the situations in which it could be used, within a structured setting (student is not dependent on an adult/staff member leading them through the steps of the task).
Generalised	The learner consistently uses this skill in all appropriate situations, although s/he may need prompting in unfamiliar settings or activities

It is important to remember that the statements on assessment maps are steps of development and not a checklist of skills to be taught.

Below is an example of a learner’s attainment of developmental steps in maths stage 6. The bottom table shows the learner’s attainment across all 6 stages.

		6a	6b	6c	6d	6e	6f	6g	6h	6i	6j	6k
Stage 6	Eng											
	Dev											
	Ach											
	Gen											

Overall Maths Stage 6 Completed	36.36
---------------------------------	-------


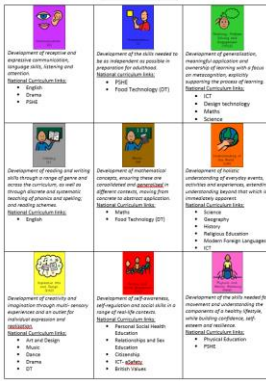
Current status by stage : Maths %	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	100.00	100.00	100.00	95.45	81.82	36.36

“Basket” of Indicators that evidence progress:

The following indicators contribute to the assessment process and support our judgment about whether a child/young person had made expected progress:

- EHCP outcomes met, reflected at Annual Review
- Personalised Learning Plan (PLPs) targets achieved, demonstrated on tracking sheets
- Speech and Language plans
- Learning journals
- Maths and English Once a Term book
- Dialogue with teachers following Learning and Achievement Reviews (LARS)
- Phonics assessment (KS1)
- Annual reading tests
- External accreditations: Moving On and OCR
- Attendance
- Behaviour Guidelines and incident recording could reflect progress made in developing self-regulation
- Engagement model: children and young people make progress in developing the characteristics of effective learners; curiosity, responsiveness, initiation, investigation, persistence, anticipation and discovery
- Evaluations of specific interventions, for example Fun with Foods

Vita curriculum documents and processes

What	Where	Details and description	When																																																																																				
<p>EHCP (Education Health Care Plan)</p> 	<p>Arbor- individual pupil academic notes</p>	<p>Statutory document detailing the needs of individual children and young people under 4 areas of need. All children and young people who attend Linwood school have an EHCP. It outlines the provision in place to meet their needs and includes long term outcomes and short-term steps towards these.</p>	<p>Reviewed annually through statutory review process. In some circumstances, interim reviews may be called. Timetable for this is provided through Tammy Horne. Pre-review paperwork is provided for teachers to populate and should be saved in Arbor. As the deadlines are set within statutory requirements, it is important that they are adhered to when completing each stage of the review process.</p>																																																																																				
<p>Annual Review Assessment info</p>  <p>Semi-Formal Curriculum Profile Summary Sheet</p> <p>Name: 0</p> <table border="1" data-bbox="99 1386 363 1806"> <tr> <td>Current status by stage: Maths %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Current status by stage: Personal & Social Development %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Current status by stage: Physical & Mental Wellbeing %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Current status by stage: Independence %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Current status by stage: Expressive Arts & Design %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Current status by stage: Understanding the World %</td> <td>Step 1</td> <td>Step 2</td> <td>Step 3</td> <td>Step 4</td> <td>Step 5</td> <td>Step 6</td> </tr> <tr> <td></td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </table>	Current status by stage: Maths %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	Current status by stage: Personal & Social Development %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	Current status by stage: Physical & Mental Wellbeing %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	Current status by stage: Independence %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	Current status by stage: Expressive Arts & Design %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	Current status by stage: Understanding the World %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		0.00	0.00	0.00	0.00	0.00	0.00	<p>Vita- Assessment- Annual Reviews- Vita Domain Overview for Annual review</p> <p>Vita- Assessment- Tracking sheets- class- Pupil- Summary of Achievement icon</p>	<p>Section D2 of EHCP Review pre-review paperwork, entitled School assessments: age 4-16 years</p> <p>Attach the Vita Domain overview together with the summary sheet for the pupil to the annual review pre-review paperwork</p>	<p>Annually in preparation for pupils' annual reviews, as scheduled by Tammy Horne.</p>
Current status by stage: Maths %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	
Current status by stage: Personal & Social Development %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	
Current status by stage: Physical & Mental Wellbeing %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	
Current status by stage: Independence %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	
Current status by stage: Expressive Arts & Design %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	
Current status by stage: Understanding the World %	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6																																																																																	
	0.00	0.00	0.00	0.00	0.00	0.00																																																																																	

PLP (Personalised Learning Plan)

PERSONALISED LEARNING PLAN (PLP)	
Review date	Review date
COGNITION AND LEARNING Long Term Outcomes	COMMUNICATION AND INTERACTION Long Term Outcomes
Steps Towards Outcomes/Targets	Steps Towards Outcomes/Targets
SOCIAL EMOTIONAL AND MENTAL HEALTH Long Term Outcomes	PHYSICAL AND/OR SENSOR Long Term Outcomes
Steps Towards Outcomes/Targets	Steps Towards Outcomes/Targets

Targets	Review one date	Review two date	Final review
CA1	CA1	CA1	CA1
CA2	CA2	CA2	CA2
CA3	CA3	CA3	CA3
CA4	CA4	CA4	CA4
CA5	CA5	CA5	CA5
CA6	CA6	CA6	CA6
CA7	CA7	CA7	CA7
CA8	CA8	CA8	CA8
CA9	CA9	CA9	CA9
CA10	CA10	CA10	CA10
CA11	CA11	CA11	CA11
CA12	CA12	CA12	CA12

Template is saved in <J:\Curriculum\Semi Formal - VITA\PLPs>

Completed PLPs should be saved on Arbor-individual pupil academic notes

Linked to the EHCP outcomes. The short-term steps set at annual review inform the PLP targets. There will be a maximum of 12 targets spread across the 4 areas of need.

PLPs are set at annual review then monitored at four and then eight months using the review sheet attached. The final review should be done in anticipation of the following annual review and will inform further target setting.



Springwood Campus



LINWOOD TEACHING SCHOOL ALLIANCE

"Entitlement plus opportunity"



Assessment Maps

Learning Domain	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Communication and Literacy
Mathematics
Science
History
Geography
Art
Music
Physical Education
Personal, Social and Health Education

Masters are saved in [J:\Curriculum\Semi Formal - VITA\Assessment\Assessment Maps](#)

There is one assessment map for each of the 9 learning domains in Vita, except for Communication and Literacy, which have two. The maps describe developmental steps in learning, within 6 stages. Learners may be working on developmental steps across more than one stage; they do not have to complete a stage before moving on to the next. The map should be a current overview of a learner's development in each domain.

Ongoing
Refer to for moderation purposes
Refer to termly for progress tracking
Refer to as part of annual review process

Tracking sheets

Semi-Formal Curriculum Profile Summary Sheet: Independence

Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Stage 1
Stage 2

The master is saved in [J:\Curriculum\Semi Formal - VITA\Assessment\Tracking sheets](#)

The tracking sheets are an excel document; there is one page for each of the assessment maps. A numerical code will inform you, which number you should enter each term that you update these, for example, April 2020 is number 3. You should type 3 in each box that corresponds to a statement the learner has achieved on the assessment map. You will need to refer to the assessment maps and levels of mastery each time you update the tracking sheets.

Ongoing, update termly
These are monitored by phase leaders and Teresa Brennan.
They are used to inform our attainment and progress reviews.

Classes will each have a folder saved in Docs- curriculum-Vita- Assessment-Tracking sheets. Each learner has a folder within this. Baseline tracking sheet must be saved as pupil name + baseline. Another copy should be updated each term and saved with just the pupils' name.

Levels of Mastery

Level of Mastery	Description
Willingness to engage	The pupil co-operates with adult's prompt to experience an activity and shows awareness of the stimuli. This is a willingness to explore and tolerate experiences presented to them.
Developing	The pupil is beginning to make steps in developing this skill, with support or specific scaffolding.
Achieved in specific contexts	The pupil consistently uses this skill in some but not all of the situations in which it could be used, within a structured setting (student is not dependent on an adult/ staff member leading them through the steps of the task).
Generalised	The pupil consistently uses this skill in all appropriate situations, although s/he may need prompting in unfamiliar settings or activities.

This is saved in both the curriculum handbook, and in [J:\Curriculum\Semi Formal - VITA\Assessment\Levels of Mastery](#)

This document describes 4 levels at which a learner may master the steps on the assessment maps. This will help us to evidence the small steps of progress from willingness to engage to generalising skills.

Ongoing
Refer to when using tracking sheets and assessment maps

Long term plans

Map of Statutory Content across the domains of the new National Curriculum (2020-2021)

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English
Mathematics
Science
History
Geography
Art
Music
Physical Education
Religious Education
Personal, Social and Health Education
Foreign Languages
Computing
Design
Physical Education
Religious Education
Personal, Social and Health Education
Foreign Languages
Computing
Design

These are saved in <J:\Curriculum\Semi Formal - VITA\Curriculum planning 2020-21> (choose academic year)

Long term plans are written by the phase leaders in collaboration with subject leaders. They incorporate statutory requirements from National Curriculum KS1 (as pupils following the Vita curriculum are working below end of KS1 expectations). The long-term plans also incorporate some coverage from years 3 and 4, in order to ensure opportunities for extension. Provision in the Personalised National Curriculum phase builds on from this to ensure a robust curriculum across Linwood School.

Devised and made available one academic year in advance.

Medium term plans

Topic Overview - Topic

Domain	Week 1	Week 2	Week 3	Week 4	Week 5
ICT					
Art					
PE					
Music					
RE					
Swimming					
Topic assemblies					
Reading					
Writing					
Phonics/spelling					
Communication					
Independence					
Food Tech					
Continuity with					
ICT					
High Quality					
Assessment					
Reflection					

A suggested template master is saved in <J:\Curriculum\Semi Formal - VITA\Planning\Medium Term Planning>

Completed plans should be saved in the same folder (Vita-planning) in your class folder in either the Linwood or Springwood folder.

Teachers refer to the long-term plan when devising the medium-term plan for their class.

The template provided is a suggested format; it is not prescriptive. However, there is an expectation that coverage in the 9 domains for the half term is clear and demonstrates a systematic process of learning that builds on from one lesson or planned opportunity to the next.

Medium term plans must be ready to be shared on the system at the start of each half term. They must be accessible to all subject leaders and phase leaders, therefore should be saved in the allocated folder in Docs.

Continuous planning

VITA Continuous Provision Plan		Session Plan: Snack time	
Overview: 10/10/2020			
Potential Learning Opportunities	Structure	Resources	
<p>Activity</p> <ul style="list-style-type: none"> Each member begins preparation for what is to be discussed in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session <p>Assessment</p> <ul style="list-style-type: none"> By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session 	<p>Resources</p> <ul style="list-style-type: none"> Snack time Snack time Snack time Snack time Snack time <p>Assessment</p> <ul style="list-style-type: none"> By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session 		

A suggested template master is saved in [J:\Curriculum\Semiformal - VITA\Planning\Continuous planning\Continuous provision planning master.doc](J:\Curriculum\Semiformal-VITA\Planning\Continuous planning\Continuous provision planning master.doc)

Completed plans should be saved in the same folder (Vita-planning) in your class folder in either the Linwood FE folder or Springwood folder.

These should be made easily accessible to all staff in the classroom, either in a planning folder or displayed on a notice board.

Each moment of every day is a learning opportunity. Therefore, we plan to capitalise upon learning that can occur within our daily routines. It is these routines that provide a context for developing communication, social skills, problem solving and independence. The way in which routine sessions such as hello circle or snack time are planned, enables us to maximise on opportunities to develop these skills, which often reflect the 4 areas of need in EHCPs. These routine sessions are a valuable part of our curriculum and lend themselves to addressing PLP targets. They are the real-life contexts in which maths and literacy skills are generalised.

Examples of sessions which require continuous planning are: morning routine, hello circle, snack, play, lunch, self-care routines, end of the day routine

Once a year, reviewed termly and updated as necessary

They must be accessible to all subject leaders and phase leaders, therefore should be saved in the allocated folder in Docs.

Weekly/ daily planning

VITA Continuous Provision Plan		Session Plan: Daily	
Overview: 10/10/2020			
Potential Learning Opportunities	Structure	Resources	
<p>Activity</p> <ul style="list-style-type: none"> Each member begins preparation for what is to be discussed in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session Each member encouraged to set goals for what they will do in the next session <p>Assessment</p> <ul style="list-style-type: none"> By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session 	<p>Resources</p> <ul style="list-style-type: none"> Snack time Snack time Snack time Snack time Snack time <p>Assessment</p> <ul style="list-style-type: none"> By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session By the end of the session, each member will be able to prepare for the next session 		

A suggested template master is saved in [J:\Curriculum\Semiformal - VITA\Planning\Weekly planning](J:\Curriculum\Semiformal-VITA\Planning\Weekly planning)

Teachers may choose to save these on J:/docs as above, or in the Vita planning folder on one drive. Some teachers may prefer hard copies

The purpose of the daily plan is to ensure that all staff in the class know what is intended in each session, what their role and expectations of them are and how learning might be personalised for each learner.

A daily plan gives structure to the day. It reflects the medium-term plan in more detail and refers to continuous planning for routine activities.

A plan should be written out for each day and made available to class staff in the morning. The format of this is at the discretion of the teacher. A visitor to the class would be able to access a daily plan and know what is intended at any given time during the day. It is understood that there are times when planning may need to be adapted at very short notice during the day.

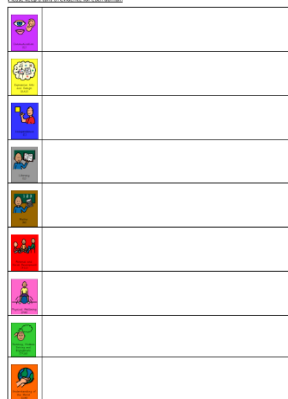
Learning Journals

Name: _____ Date: _____
 Comments: _____

Level of support: PP GP VP I

PSD	C	TPSE
UW	PMW	I
EAD	M	L

Here are a selection of evidence domains



Templates for annotation stickers and tally sheets are saved in <J:\Curriculum\Semiformal-VITA\ClassroomResources>

These are to be printed onto specifically ordered stickers.

The learning journals evidence and celebrate learning in the 9 domains. They may include photographs, samples of work, photocopies of white boards, comment sheets. These should all reflect new learning and developments. Where students have practised a skill, such as overwriting their name, only one example of this needs to be included in the journal, unless a second copy demonstrates progress from the first. The evidence in these journals should reflect the learner's stages on assessment maps and will be used for moderation when articulating your judgements.

All evidence in the journals should be annotated using the annotation stickers. As much of the evidence reflects learning in more than one domain, please indicate which domains the evidence relates to. In order to ensure sufficient evidence is gathered in each domain, please complete the tally sheet in the front of the learner's journal each time you add a piece of evidence.

Learning journals are ongoing evidence of learning across the domains. At Springwood these are lever arch folders (a different colour for each academic year). At Linwood journals are in large workbooks. A minimum of 5 quality pieces of evidence should be added to the journals each week. They should be kept for a whole academic year after completion before being sent home to parents/ carers.

Maths and English Once a Term books

LINWOOD SCHOOL
 Maths Once a Term Book Annotation - Vita stage 5

STUDENT'S NAME: _____
 DATE: _____
 CURRENT YEAR GROUP: _____
 TEACHER: _____
 TOPIC: _____

LEVEL OF SUPPORT (where possible this should be unimpeded/independent): UP/PP/GP/VP

Count reliably to 10 and beyond
 Make number bonds to 10, recognising that you can split a group of 10 in different ways and the total is still the same
 Understand & means 'times'
 Demonstrate an understanding of 'rows' and 'cols' in practical situations

Recognise numbers 1-10 and relate to sets of objects
 Write numerals 1-10
 Order numbers 1-10

Make simple estimates up to 10 and check by counting
 Recognise and use patterns in shapes and numbers

Recognise and use vocabulary to describe position and where an object is in relation to another, using words or symbols
 Identify an object in different and does not belong to a given category

Estimate and measure using non-standard units of measurement. Is how many billy clips do I need to measure the table? How many cups of water fill a jug?

Show awareness of time through familiarity of days of the week, months of the year and order significant events in the day

Identify shapes by their properties, and respond to mathematical language such as 'straight', 'circle', 'curved' and pick out a described shape from a collection



Use 1p coins to make an amount to 10p

NEXT STEPS

Templates for vita annotation sheets for each stage in maths and English are saved in <J:\Curriculum\Semiformal-VITA\Assessment\Once a term annotation sheets>

Pupils who are working mostly within stage 3 and above will have Once a Term books which evidence their attainment, at the stage which best reflects their development. This may include a photograph or photocopy of a piece of work which is annotated on the Vita proformas. Teachers should highlight the statement which best describes the evidence and then write a brief comment about a learner's next steps.

Once a term, as prescribed by the maths and English learning leaders. These books will be used to support your judgements about pupil attainment and used at moderation meetings.

<p>End of year reports</p> 	<p>Templates for the Vita End of Year Report are saved in J:\Curriculum\Semiformal - VITA\Assessment\End of Year Reports</p>	<p>In the progress column next to each domain, the table cell should be coloured as follows: Green- exceeded expected progress Yellow- expected progress Orange- less than expected progress. Please refer to individual's learning profiles for % parameters of expected/ outstanding progress. In the comment box next to each domain, please ensure that there is an appropriate balance between highlighting strengths and pinpointing areas for development. 2- 3 sentences for each domain should suffice. The report should be kept to one side of A4. Parents/carers receive in-depth reports and insight into their child's progress towards their EHCP outcomes at annual review. They will also be sent learning journals to keep after one academic year.</p>	<p>Reports are prepared during the summer term and are passed on to the phase leader to be checked, commented on and then signed by SMLT. The deadline for teachers completing their part of the reports is usually the end of the first week back after half term, but specific dates are given on a yearly basis. A covering letter, including an overview of the domains, topics covered that year and colour code for the progress column, will be written by the phase leaders to be sent home with the reports.</p>
<p>Home school diaries</p> 	<p>Templates for home school diary stickers are saved in J:\Curriculum\Semiformal - VITA\Classroom Resources</p>	<p>For the remainder of the academic year 2019-2020, please use these home school diary stickers on the blue books. From September, new books will be printed with the pages appearing as they do on the stickers, with space for parent/carer comments. These are designed to reduce workload, while being able to communicate a highlight of the day, reminders and requests to parents. Please leave a small space on each page under the sticker to allow for parent/carer comments in the book.</p>	<p>Daily. These should be completed by the class teacher, HLTA or cover teacher.</p>

Enabling Environments in Vita

“Children feel your energy before they even hear your words” The Curiosity Approach.

Within Vita we are creating an approach which reflects our vision and our purpose. From the moment you walk into our classrooms you should feel our curriculum.

We have taken inspiration from a range of evidence-based approaches and sound pedagogy; and together with our own knowledge, values and experiences have created our curriculum and learning environments.

The environment reflects the school values and vision. Staff create a calm and positive atmosphere where they are present and ready to respond in the moment. There is a strong sense of togetherness where all staff and children are valued equally. Relationships in the classroom are built on mutual respect, trust, and support. We value parents and carers and work together to establish a successful partnership in order to facilitate their child’s learning and development.

We know that children and young people learn best when they are actively engaged; demonstrating high levels of interest, energy, enthusiasm and motivation. This comes from the individual following their own interests and the staff joining them; building relationships, teaching new skills, sharing resources and having fun at each learner’s own level. Having opportunities to initiate their own pathway enables learning to take off with purpose in a meaningful direction. Staff are skilled in supporting the children and young people to achieve their personal targets through observations, careful guidance and scaffolding of skills. Incidental opportunities are built upon and the environment supports this by providing rich and varied resources and activities.

Our young people, following the Vita curriculum...

*“are experiencing and learning in the **here and now**, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘**teachable moment**’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (**observation**), always thinking about what it tells us about the child’s thinking (**assessment**), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (**planning for the next moment**)”*

Learning playing and interacting, Good practice in the Early Years Foundation stage.

The indoor environment contains resources which are meaningful, well maintained and appropriately accessible for children and young people. Indoor spaces are planned so that they can be used flexibly and a carefully considered range of activities is provided. Colours are carefully chosen to complement the calm, rather than over stimulate, helping the children to focus on the relevant sensory stimuli.

The outdoor environment encourages children and young people to be active and supports learning in different ways. Similar to an indoor learning environment, the outdoor space should be safe, organised and include planned activities as well as a wealth of opportunities for making choices. Outdoor learning lends itself towards appropriate risk-taking and problem solving, and to opportunities to develop social communication skills. Learning and playing outdoors can enhance physical health and mental well-being.

We provide a physical routine for the children and young people so they understand where they need to be and the related expectations for that part of the day. The activities and resources used within these sessions will change but the learners feel safe and secure knowing where they need to be. The children and young people who access the Vita curriculum benefit from the security provided by the structures and routines in the setting.

'Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.' **Early years inspection handbook. January 2019, No. 180040. pg 32.**

Vita at Springwood

Many of the children and young people at Linwood school have a diagnosis of autism alongside moderate or severe learning difficulties. All students who are placed at Springwood have autism with significant sensory needs and benefit from accessing their learning in a low arousal environment with an autism specific approach. Therefore the delivery of Vita at Springwood is different, in some ways, to the way in which it is delivered at Linwood main campus. The majority of children and young people who access the Vita curriculum at Springwood have severe learning difficulties, although a few have moderate learning difficulties. The Vita students at Springwood have significant difficulties with communication and require a Total Communication approach, with visual information to support their understanding and independence. The classes are small, with the typical model being 6 students in a class, supported by a teacher and three teaching assistants.

Springwood offers a highly structured environment within a secure setting. The physical environment supports the behaviour of students, some of whom lack a sense of danger and have a history of absconding. The maglock doors placed intermittently along the corridors enable students to move freely in secure sections of the campus, ensuring their safety while allowing them space from other people.

Due to difficulties with flexible thinking, many of the children and young people at Springwood find unstructured environments and activities stressful. They find it challenging to consider how they could meaningfully access equipment or activities that are 'open ended', often resorting to repetitive behaviours. For this reason, 'child-initiated learning' is particularly challenging for them. They may find it difficult to explore and make choices. Child/ Student-initiated learning looks different at Springwood campus: options of resources may be limited to prevent overwhelming them, and presented in a way that supports students to make sense of how they may be used. Staff carefully model appropriate use of equipment, scaffolding the way in which a learner moves from noticing, engaging, exploring to meaningfully using it for an intended purpose. Similar activities and resources are used in a range of contexts to support learners in generalising their skills.

Factors that make our environments enabling for students may be different from what is in place at Linwood main campus. A low arousal environment reduces distraction and sensory input, supporting children and young people to feel calm. The typical "busy" classroom environment that is traditionally considered to be stimulating for learners is overwhelming for our learners and adds to their anxiety. They experience overload and are unable to focus on and process relevant information in such settings. Therefore, our classrooms are free from clutter and resources are kept in trays or cupboards until they are required for use. Visual information is intended to support the learners' independence and displays are kept to a minimum. The transition spaces (corridors) at Springwood are free from distraction; the wide corridors have consistent flooring throughout and the walls are painted a calm light blue.

In order to facilitate and promote independence, principles of structured teaching approaches are embedded into the provision at Springwood. This includes the way in which tasks are presented, daily routines are supported with visual instructions and explicit teaching of independent working through personalised work systems. Children and young people follow individualised visual timetables which are presented with photos, objects of reference, symbols or words. These enable the child/ young person to understand the expectations of the day and support them through transitions, reducing anxiety. Ironically, it is these structured approaches which enable our learners to develop flexibility and learn to cope with change, as these can be communicated to them through the systems they have learnt to rely on, instead of rigidly relying on internal routines.

It is within these evidence-based autism specific approaches that the Vita curriculum is personalised and delivered to the children and young people at Springwood Campus. They access their learning through whole class, 1:1 and small

group interventions and teaching. Within these structures, our learners are able to engage with the curriculum and develop the life skills they need for their future pathways.

References:

The Vita curriculum and assessment tools have been developed after careful research of existing good practice in SEN pedagogy and curriculum. The following documents have been referred to in this process and adapted to support the provision of a personalised and aspirational life-skills based curriculum for our children and young people.

- Equals Semi-formal Curriculum units
- Equals forum - Peter Imray's Basket of Assessment Approach
- National Curriculum 2014
- SEN code of practice 2014
- P scales: attainment targets for pupils with SEN. DfE descriptors
- Pre-Key stage 1 and 2 standards
- Rochford Review 2016
- Rochford Review 7 Aspects of Engagement
- New Ofsted Inspection Framework 2019
- AET Progression Framework
- EYFS Development Matters
- Linwood I Can statements
- Employability Framework (Karen Taylor)
- Swiss Cottage School Curriculum information training day



Springwood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE

"Entitlement plus opportunity"

