

CURRICULUM OVERVIEW

AIMS

The Pines School curriculum aims are to provide a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. We offer a curriculum that includes individualised learning and follows the National Curriculum, at an appropriate level to the learners needs. Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress. Our Curriculum is underpinned by our school vision. Our vision is to create a safe and happy environment for our children to develop life-long communications skills to become a values member of modern day society ensuring that we Protect, Inspire, Nurture, Embrace and Succeed.

The purpose of this document is to provide a comprehensive overview to share with staff, governors, other professionals, families and other interested stakeholders.

At The Pines School the curriculum supports the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children leaving The Pines School to

- ★ Be confident to communicate with a wide range of people.
- ★ Make successful transitions into adulthood, living as independently as possible.
- ★ Enjoy learning in the school environment and beyond.
- ★ Feel confident and self-assured.
- ★ Be able to manage change by self-regulating their emotions.
- ★ Be able to forge positive relationships with other young people and adults.
- ★ Be proud of their achievements

★ Respect others cultures, religions and genders.

★ Have reached appropriate levels of functioning in the core skills.

This curriculum overview incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at The Pines School. In order to secure the best outcomes for our pupils we will provide a curriculum and the expectation that all pupils are active participants in their learning.

Our curriculum will:	Children will:
Have a total Communication approach	Listen attentively, make choices, initiate and maintain conversation, make and maintain friendships and express their own ideas and opinions verbally or symbol supported.
Have high expectations and aspirations creating opportunities for student.	Be confident to persist within new and unfamiliar tasks. Have an enquiring mind with the confidence to explore through trial and error
Build on a variety of approaches to learning and teaching.	Be engaged and motivated to learn.
Be broad and balanced and introduce new ideas and experiences to all.	Learn to acquire information from various sources and to record findings in various ways including the use of digital technology..
Create a learning environment that is relevant, stimulating, challenging, motivating, rewarding and fun.	Be curious and investigate through personalised learning pathways.
Promote healthy and safe lifestyles	Appreciate the joys and benefits of physical education and experience a range of sporting activities. Be aware of the rewards and dangers of society.
Develop curiosity and broaden horizons by exposing pupils to the world around them	Access an education that uses real experiences as a foundation for learning.
Provide an education that allows development and expression through creative opportunities.	Use music, drama and art/craft forms as a means of creative expression.
Prepare pupils them for successful, inclusive, enjoyable, rich and active lives.	Show respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions.
Promote and support the development and understanding of fundamental British Values.	Be active members of their community.

THE NINE AREAS OF EXPECTATION

These expectations are embedded as part of the school culture. They form the basis of professional conversations and the focus of learning walks for all staff and governors. The areas of expectation ensure that all learning is purposeful and provides rigour and challenge for all, irrespective of the individuals starting point, age or level of need.

Communication	Assessment	Planning and Curriculum delivery
<p>Clear communication between all that lead to better outcomes. You will see:</p> <ul style="list-style-type: none"> • Appropriate use of augmented communication such as PEC's, Makaton and use of ipads. • Awareness of the needs of those whose communication needs are less apparent but still require unambiguous language. • Consistent use of familiar word/phrases to aid understanding • Visual supports to aid language understanding and development. • Clear communication between all staff. 	<p>Assessment that signposts next steps in learning. You will see:</p> <ul style="list-style-type: none"> • Clear learning intentions in every lesson that are differentiated appropriately. • Regular quality feedback that takes individual needs into account. • Appropriate questioning that challenges and sets up next steps in learning. • Children are aware of what they need to do in order to achieve lesson expectations. 	<p>Evidence of well-planned lessons that engage, stimulate and lead to better outcomes. You will see:</p> <ul style="list-style-type: none"> • Clear lesson structures. • Good subject knowledge and time management. • Appropriate pace and personalisation through differentiation. • Evidence of cross curricular learning will be apparent in all lessons. • Teachers should ensure that social, spiritual, moral and cultural considerations are part of lessons. • Highly structured approaches to teaching such as TEACCH boxes and use of direct instruction. • Teachers responding to the needs of the individual pupil.
Behaviour management of pupils	Challenge and expectations	Knowledge of pupil's needs
<p>Clear structures and strategies that support expectations for behaviour. You will see:</p>	<p>Appropriate challenge and expectations for all pupils. You will see:</p>	<p>Strong understanding of supporting pupils with autism. You will see:</p> <ul style="list-style-type: none"> • Staff demonstrating clear

<ul style="list-style-type: none"> • Clear incentive based systems that promote positive behaviour. • The identification and removal of early triggers/antecedents. • Consideration will be given to the communicative functions of behaviour with clear de-escalation strategies. • Clear strategies for responding consistently to incidents where behaviour can be a challenge. 	<ul style="list-style-type: none"> • Pupils' knowledge and understanding extended through well planned challenging tasks. • Staff adapting tasks to increase challenge and expectations when necessary. 	<p>understanding of the different needs within the classroom.</p> <ul style="list-style-type: none"> • Understanding of how to support children through their preferred learning style. • Staff draw upon and apply advice from Speech and language, Occupational therapist and other therapists. • Staff work together to find out what works and are willing to adapt in order to achieve this. • Teaching sessions broken up into shortened chunks with regular, planned breaks for rewarding activities or activities to address sensory differences.
<p>Promoting independence and choice making</p>	<p>Classroom Environment</p>	<p>Home-School partnerships</p>
<p>The school environment promotes independence. You will see:</p> <ul style="list-style-type: none"> • Appropriately planned independent activities in each lesson and the wider school environment. • Scaffolded tasks that increase independence. • Language that provides choice for all pupils. 	<p>All classroom environments are organised appropriately to support children with ASC. You will see:</p> <ul style="list-style-type: none"> • Calm, tidy and visually supportive classrooms that enhance learning and promote independence. • Classrooms are distraction free and all displays should have relevance. • Support given for changes in the routine of the day or the environment. 	<p>Home-school link is of vital importance to achieve better outcomes for all pupils and their families. You will see:</p> <ul style="list-style-type: none"> • Positive supportive working relationships between home and school through: home school link book and/or regular direct contact (phone calls, meetings or dojos). • Effective strategies shared between home and vice versa.

EXTENDED AND MAIN CLASS RATIONALE

The curriculum at The Pines School is founded on two distinct pathways extended and main. Whilst we recognise that pupils may make progress at a different rate, we still maintain high expectations and aspirations for all pupils. Opportunities for classes to join together are catered for where appropriate. The pupils in the Extended stream have a greater complexity of need and need a clearly differentiated approach to teaching and learning. As our most complex learners they are in a smaller group (maximum of 8 pupils) with 3 members of staff.

Our main class pupils still require a specific approach to teaching and learning, however they are more able to access whole group sessions and can access learning in a slightly larger group of 12 pupils with 3 adults.

Extended curriculum class:

The curriculum recognises that many of the pupils have a range of complex learning needs associated with autism. The curriculum is designed to meet learning needs by a personalised learning approach. The needs of the pupils within this group can be characterised in the following ways::

- The majority of the pupils will be working within the P levels with some accessing the bridging the gap level.
- Pupils will have significantly limited functional language and communication.
- Pupils engagement is emerging or fleeting, they require a higher level of staffing to ensure progression in learning.
- Repetitive verbal and physical behaviours are frequent requiring a high level of support to regulate their emotions.
- Sensory differences impact on learning on a daily basis. Planned breaks for rewarding activities or activities to address sensory differences are planned for.
- Sensory processing and modulation leads to heightened anxiety levels.
- There are significant difficulties with short and long term memory, sequential memory and have limited working memory
- Curriculum requires very specific and individualised differentiation, adaptation and modifications to account for difficulties pupils encounter in accessing learning
- Pupils have bespoke learning plans that often incorporate therapeutic support and intervention such as structured and frequent learning breaks. The curriculum is based largely around physical and sensory learning activities that build on prior understanding and learning.

Main curriculum class:

The curriculum recognises that many of the pupils have a range of learning needs associated with Autism. The curriculum is designed to meet learning needs incorporating a range of learning opportunities and experiences. The Curriculum will largely be a combination of whole group, small group and sometimes individual teaching. The needs of the pupils within this group can be characterised in the following ways

- Pupils work through the P levels and over time are able to access National Curriculum expectations over time.
- Pupils will have limited functional language or communication, pupils use communication intentionally and seeks interaction although not always appropriately.
- Pupils engage for short periods of time on learning tasks with differing levels of support
- Pupils need clearly defined roles and expected behaviour as they may lack understanding of classroom conventions.
- A higher level of support for emotional regulation and sensory needs at times.
- Curriculum requires very significant differentiation, adaptation and individualisation to account for difficulties pupils encounter in accessing learning.
- Pupils will make progress at a good rate from their starting point.
- Pupils will need to access an environment that is sympathetic to their needs, incorporating visual cues to enable them to make sense of the world around them and the expectations in place.

CURRICULUM THEME CYCLE

Year group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EY	All About Me	Colours	Our Natural World	Changes	Out and About	Out and About
1	Whatever the Weather Everyday materials seasonal change	Come and Join the Celebration Festivals and key events	Fairies and Frogs Exploring stories through the arts	People who help us locality	How does your Garden Grow? Plants, living things in their environment	Happy Families Changes to our way of life
2	Pirates! Speed, sound, motion/continents and oceans	The Spirit of Christmas Traditions and customs around the world	The Famous Five Famous people and events	Neighbourhood Watch Our local area	Where the Wild Things are Living things, humans and animals	Paddington at the Seaside Place and time
3	It's all Greek to Me! Ancient Greece	Come and Join the Celebration Festivals and key events	Out of the Box Healthy food project	Green Fingers Plants	Ug! Stone Age to Celts	The World around us Locality, UK and beyond
4	All Things Magical Materials	In the Spirit Traditions and customs around the world	Rainforest Place and location	Chocolate Local history	Living things Plants	Under the Sea Animals
5	Abracadabra Materials –properties and behaviour	Come and Join the Celebration Festivals and key events	Where do I live? Living things and their habitats		Birmingham and Beyond Local history, Earth and the solar system	
6	In Your Element Earth, air, water, fire	The Spirit of Christmas Traditions and customs around the world	That's life Episode 2 Life and living things in the environment	The Maya – Cities of Stone Non-European Society	Music, Lights, Action! Sound and light, Electricity	Environmental Changes Sustainability and transition

Themed weeks are held at least termly these include enterprise, one world and science week.