



The Explorers curriculum Baginton Fields School

At Baginton Fields we have a large cohort of students with a diagnosis of ASC, who because of the complexity of their needs require a bespoke, personalised curriculum to access learning.

Students may

- Have complex communication difficulties.
- Be reluctant to engage.
- Demonstrate behaviours that challenge.
- Have idiosyncratic, self-stimulatory behaviours that may be regimented.
- Have significant vestibular, proprioception, interoception and sensory processing difficulties.

Intent: The Explorers curriculum aims to

- Recognise the unique needs of each learner by providing a range of opportunities and experiences that allow them to fulfil their potential while responding to their preferred learning style/s.
- Provide learning experiences that minimise the ASC Triad of Impairments and individual barriers to learning.
- Develop student communication and interaction with the world and others around them.
- Encourage flexibility so that students are able to accept changes to routine.
- Make learning enjoyable and utilise the 'yellow thing', the personal motivator for each student.
- Improve student ability to attend and sustain engagement on a task.
- Encourage student curiosity by offering opportunities to explore and find their voice, to make their own decisions.
- Support students prepare for life beyond school by being active participants in their community.

Implementation:

These students are non-subject specific learners and as such the subject title on the timetable is primarily a conduit to develop essential life skills i.e. the core purpose of a sensory story might be for students to develop their ability to attend and focus on the speaker, to tolerate the proximity of a peer, to explore a sensory resource with adult support or to vocalise in response to stimuli while experiencing text.

Learning takes place in the classroom, various specialised rooms in school, outdoor spaces and in the local community.

To contextualise learning and to allow students to make connections between discrete areas of study students explore different topics of interest each term. Lesson delivery adopts a multi-sensory approach to cater for all learning styles. This is further enhanced by adaptive teaching.

To consolidate and embed learning, activities offered are regularly repeated to instil confidence as a learner and ensure students experience success.

For the majority of their learning throughout the year students remain with the same adults for consistency, enabling them to build positive and trusting relationships. Staff are sensitive to, and adept at, recognising and responding to individualised means of communication whilst developing strategies to successfully manage behaviours and the sensory demands of the students. Students are supported to self-regulate and manage their emotions.

The in-depth understanding and knowledge class staff have of their students' prior learning ensures that target setting, assessment and identification of realistic yet challenging next steps are well-matched for each individual and show progression.

Assessment lies at the heart of the processes of promoting student learning. It provides a framework for setting educational objectives and monitoring and communicating progress as well as improving individual and group outcomes.

Assessment is incorporated systematically into teaching strategies to diagnose misconceptions/problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment is a daily part of the life of the school. Informal assessments, through the monitoring of engagement and understanding of concepts and their skills are used by teachers to inform their teaching. More formal methods of assessment provide feedback on student progress and ensure a rigorous approach to curriculum delivery.

The curriculum is broad and covers 6 main areas of learning. However, communication and promoting student independence /student voice underpins all lesson activities. We believe that students are entitled to a broad and balanced curriculum but only if the breadth and balance added are meaningful for the student. The Explorers curriculum is relevant and personalised to student need and supports them develop as individuals so that they are ready for adulthood.

During their school life we acknowledge that many students with complex ASD will remain within "developmentally early intellectual parameters" therefore the curriculum they receive must specifically relate to the difficulties they experience and support them to acquire the necessary skills they will need to participate in the community post school. If we rely on linear developmental progression we risk not recognising the substantive progress students make and therefore the opportunity to celebrate their success as learners.

Progress for this cohort of students is rarely linear, often students present with a 'spikey profile'. Therefore, the curriculum for each student is sequential depending on prior learning and the next essential step for them in their learning journey and in supporting them towards adulthood.

Class staff will work with a range of external professionals to support student growth and progress

- Speech and language
- Occupational therapy
- Children's Community Learning Disability Team
- Children's Disability team
- Education Psychology
- Sensory support services

In KS5 students learning and progress is documented and used as evidence towards their ASDAN qualification, Diploma in Personal Progress Entry Level 1.

Examples of the units of study are:

- Getting on with people
- Following instructions
- Looking after your own home.
- Preparing drinks and snacks
- Having your say

Impact:

- Most students have personalised functional strategies to communicate preferences, needs, feelings and emotions.
- Most students understand their place in the community. They actively engage and access resources relating to personal interests.
- Most students are enabled to make genuine valued choices.
- Most students have developed their independence, self-help and life skills.
- Most students have developed their ability to self-regulate emotion.
- Most students have broadened their interests and be able to cope with changing environments.
- All students are prepared for their next destination.
- All students leave with an ASDAN qualification.

Timetabled Lessons	Learning Opportunities	Core Strands	Steps to success
<p>Teachers will deliver a variety of timetabled sessions to support the development of skills, knowledge and understanding within the 6 key areas.</p> <p>These areas are not mutually exclusive and allow for necessary opportunities to repeat & practice tasks.</p> <p>The below list is not exhaustive but ensures students receive a 'rich educational diet'.</p> <p>Sensory learning via bucket tasks & attention autism</p> <p>Yoga/mindfulness</p> <p>Cooking</p> <p>Music</p> <p>Horticulture</p> <p>Animal care</p> <p>Sensory storytelling, poetry & drama</p> <p>PE / Sensory Circuit</p> <p>Rebound</p> <p>Swimming</p> <p>RSE</p> <p>Practical maths</p>	<p>Communication</p> <ul style="list-style-type: none"> • <i>Intensive Interaction.</i> • <i>Student specific sensory environments.</i> • <i>PECS/communication books</i> • <i>Total Communication.</i> • <i>Personalised communication strategies.</i> • <i>Social stories.</i> • <i>Choice making.</i> <p>Citizenship</p> <ul style="list-style-type: none"> • <i>Functional skills.</i> • <i>Community visits.</i> • <i>Residential visits.</i> • <i>WRL.</i> <p>Discovery</p> <ul style="list-style-type: none"> • <i>Rambling.</i> • <i>Food technology.</i> • <i>Bamboozle.</i> • <i>Expressive arts/music.</i> • <i>Sensory learning.</i> • <i>Attention Autism</i> <p>Independence</p> <ul style="list-style-type: none"> • <i>Practical life skills.</i> • <i>Functional maths.</i> • <i>Building Learning Power.</i> • <i>Task completion.</i> • <i>Space to learn.</i> 	<p>Communication</p> <ul style="list-style-type: none"> • <i>Students adopt personalised functional strategies to communicate preferences, needs, feelings and emotions.</i> <p>Citizenship</p> <ul style="list-style-type: none"> • <i>Students understand their place in the community. They actively engage and access resources relating to personal interests.</i> <p>Discover</p> <ul style="list-style-type: none"> • <i>Students make valued choices resulting from an irresistible opportunity to learn.</i> <p>Independence</p> <ul style="list-style-type: none"> • <i>Students increase their self-help ability and master skills for life.</i> 	<p>By end of KS3 most will know and demonstrate a genuine desire to communicate with other people and, understand that communication is a two-way process. Most will know and be able to communicate within the structure of the school community to build up, and communicate about, recognisable routines.</p> <p>By end of KS4 most will have know and have consistent strategies developed to communicate a range of choices, needs and desires. Most will respond consistently to familiar instructions, predict school routines and developing their skills in a range of different environments.</p> <p>By the end of KS5 most will know and be able to use a combination of symbols to make choices of activities, express basic hygiene needs and give an indication of emotions. Most will know and be able to advocate for themselves by using a universally recognisable range of communication strategies.</p> <p>By end of KS3 most will know and understand their place within a class group and tolerate their peers in close proximity. Most will start to understand turn taking.</p> <p>By end of KS4 most will know how and be able to co-operate with their peers.</p> <p>By end of KS5 most will be know how and be able to adapt their behaviour to various community settings and follow social norms.</p> <p>By end of KS3 most will know how to observe adult modelling of exploration of new resources and environments, and with encouragement fleetingly participate.</p> <p>By end of KS4 most will show an awareness of problems and be able to try different ways to solve them.</p> <p>By end of KS5 most will show a genuine interest in exploring and problem solving, with multiple resources and in multiple environments, independently.</p> <p>By end of KS3 most will know and be able to follow the class routines of toileting, hand washing and dinner time, including safety rules.</p> <p>By end of KS4 most will know how and be able to undress, shower themselves, get dressed in a safe manner and with dignity.</p> <p>By end of KS5 most will have developed self-help skills to an extent that they can look after themselves by making basic snacks, washing, dressing themselves and understanding safety rules in the wider community.</p>

Dedicated to delivering inspirational learning experiences.

<p>Lego/construction</p> <p>ICT</p> <p>Classroom Café</p> <p>Functional English/matha</p> <p>Bamboozle</p>	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> • <i>Sensory diets/physical curriculum.</i> • <i>Tac Pac.</i> • <i>Body awareness.</i> • <i>Massage.</i> • <i>Rebound therapy.</i> • <i>Swimming.</i> • <i>The "yellow thing".</i> • <i>Supported to self-regulate.</i> 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> • <i>Students feel safe, balanced, happy and able to self-regulate emotion.</i> 	<p>By end of KS3 most will know how to express their emotions consistently through facial expressions, gestures or vocalizations.</p> <p>By end of KS4 most will know how to intentionally communicate emotions to staff and cooperate with staff to regulate these emotions.</p> <p>By end of KS5 most will know and be able to use their own strategies to self-regulate in a socially appropriate way.</p>
<p>Personal Care</p> <p>Out in the community</p> <p>Thrive</p>	<p>Flexibility</p> <ul style="list-style-type: none"> • <i>PSHE - relation / friendships/turn taking.</i> • <i>Independent problem solving.</i> • <i>Broadening interests.</i> • <i>Controlled environment changes.</i> • <i>Learning to manage disappointment</i> 	<p>Flexibility</p> <ul style="list-style-type: none"> • <i>Students broaden interests and cope with changing environments.</i> 	<p>By end of KS3 most will take part in a group activity that is not of their choosing.</p> <p>By end of KS4 most will accept being diverted from a set routine to complete a task in a different way.</p> <p>By end of KS5 most will have a range of activities in which they can take part confidently within several different environments. Most will be able to accept change of routines without showing distress.</p>

What is Bamboozle?

Bamboozle sessions were created during a project undertaken with the theatre company of the same name. The below are the beliefs and principles of working using this method.

1. Two Beliefs

- *Children, whatever their abilities or disabilities, know more than we might think, and can do more than anyone yet realises.*
- *Removing judgemental praise enables learning; it is therefore our job to create an enabled space in which children can explore the world.*

2. Five Principles

- *We create an enabled space which is free from interruption, respectful of everyone in it and where people are valued and neither praised nor criticised.*
- *We let go of the need to get a result. This does not mean that we don't have a desired outcome. We do. It does mean though that we are not driving children's responses in any particular direction. We are all therefore free to explore together.*
- *We let go of any expectations of what a child can or can't, will or won't do. Then we are free to focus on what's possible.*
- *We give the very highest quality of attention and look for every possible indicator of communication.*
- *We go to where the children are physically and emotionally in order to build rapport, before making invitations to engage.*

Bamboozle website

Bamboozle sessions in school aim to

- Provide a relaxed working environment where students are free to explore the space and resources, at their own pace and on their terms.
- Value each child as an individual.
- Ensure students have sufficient processing time, this may mean they watch, observe and appear inactive in the early stages before they feel comfortable and ready to initiate activity that arouses their curiosity.
- Encourage staff to attune to student responses and allow communication to be subtly developed but led by the student using non-directive offers.
- Make learning fun and enjoyable by offering an 'irresistible invitation to learn'.

What is attention Autism?

Attention Autism is an approach devised by Gina Davis, a Speech & Language Therapist. The strategies she suggests are widely used in the special school sector.

Below is a summary of the methodology.

What are the Aims of Attention Autism?

As well as the ultimate goal of developing natural and spontaneous communication skills in children with autism, there are several other aims that Attention Autism strives to achieve. These include:

1. To engage attention.

Dedicated to delivering inspirational learning experiences.

2. To improve joint attention.
3. To develop shared enjoyment in group activities.
4. To increase attention in adult-led activities.
5. To encourage spontaneous interaction in a natural group setting.
6. To increase non-verbal and verbal communication through commentary.
7. To build a wealth and depth of vocabulary.
8. Most importantly, to have fun!

There are 4 stages to Attention Autism

Stage 1: The Bucket to Focus Attention

The first stage of Attention Autism involves having a bucket with visually engaging toys that aim to help students learn how to focus their attention. The adult presents the toys to the group while commenting on the item using simple repetitive language. The other adults model how to focus attention and repeat words used by the leader.

Stage 2: The Attention Builder

This stage involves introducing the group to highly appealing and visually stimulating activities. This stage aims to build and sustain attention for a longer period of time.

Example activities:

- Flour castles - these can be built like sandcastles. You will need flour, a bowl and any other moulds you wish to make a castle out of.
- Glowing Balloons - blow balloons up and place a glowstick inside each balloon. Turn the lights off for a fun, glowing, visual activity

Pinterest is a good resource for ideas for stage 2 activities.

Stage 3: The Interactive Game - Turn-Taking and Shifting Attention

The adult leader will demonstrate a simple engaging activity (this may be the same activity from stage 2). Sometimes another adult will be invited to help or to take a turn. The adult then invites students to have a turn. Students do not always get to take a turn, this supports students self-regulate, the adults who do not take a turn will model how to manage disappointment.

Stage 3 supports students learn how to shift their attention to their own participation and then back to the rest of the group. This will also teach them about the importance of sharing, turn-taking and waiting.

Stage 4: Individual Activity - Focus Shift and Re-engage Attention:

The adult will demonstrate a simple creative task and then ask each student to copy it. This may include building a pattern with different coloured blocks.

Students will focus their attention as part of a group to watch the demonstration, then shift their attention to work on their individual task, and then finally shift their attention back to the group to

show their completed task. This stage also aims to build independent working skills and following instruction skills.

What is intensive interaction?

Intensive interaction is an approach that aims to support learners who are at the very early stages of communication or who appear reluctant and disinterested in those around them. It aims to support learners enjoy being with others and to give their attention to another person in a concentrated way no matter how fleeting to begin with.

Staff will work with the student to encourage communication and interaction between themselves and the learner in a 'conversational' way, this could be through gesture, vocalisation, movement, facial expression, language.

The approach is led by the learner, the member of staff is their communication partner. As the partner the adult observes the student carefully and responds to the student by joining in with the behaviour. At the beginning of the relationship the adult might repeat or mirror the student's actions/vocalisations. As in any conversation they will pause after their response to allow the student to 'reply' then offer another response. In this way a dialogue is established.

As students develop confidence and recognise that their behaviour can influence another, the adult can gradually start to share the lead in a natural, reciprocal way so that there is genuine opportunity for turn taking. They may extend the length of their responses, they may become more animated in gesture/tone/pace so that the exchange starts to develop and imitate the natural rhythms of conversation.

The adult can use a range of motivators they know the student likes to engage their interest i.e., music, sensory toys.

<https://www.intensiveinteraction.org/>

<https://www.sense.org.uk/information-and-advice/communication/intensive-interaction/>

Other relevant documents:

Assessment policy

Curriculum Policy

ASD Pathway