



Curriculum and Assessment Policy and Handbook

Review of Policy	Summer 2024
Members of staff responsible	SLT
Policy History	Ratified
People involved	Head Teacher Deputy Head Teacher LGB
Signed by Chair of LGB	Christine Robertson
Date	26/4/24
Date for Review	Summer 2027

The Curriculum at Wyvern Academy



Aims:

INTENT What are we trying to achieve?	The Wyvern Curriculum aims to enable all of our students to become				
	Curriculum aims	Successful learners Who have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals.	Confident Individuals Who feel confident, safe, happy, independent, respected, and treat others with respect. Who have had the experiences and relationships that lead towards their goals.	Responsible Citizens Who nurture a sense of wonder about the world, feel included, and who have a sense of belonging.	
		Focus for Learning	Engagement Nurture, life-skills, Structures and Systems	Skills Communication and Literacy, numeracy, physical, life-skills	Knowledge and Understanding Humanities, science, RE, creativity, cultural awareness

Individualised learning pathways:

Each of our pupils is a unique individual with their own personality, abilities and challenges. Essentially, our curriculum has been designed to provide the flexibility and clarity of *intent* to allow a high degree of individualisation. This means that all pupils engage in the most relevant, targeted learning, regardless of their age or ability. In short, the curriculum adapts to the individual rather than the individual having to adapt to it. This individualisation is also determined in pupils' Education, Health and Care Plans and is reviewed annually in Person Centred Planning meetings that give rise to termly Individual Education Plans. There are **four broad curriculum pathways** that our pupils follow:

Nurture*	EYFS	Pre-Formal	Semi-Formal
Nurture based intervention based on safety and engagement Pupil led curriculum based on interests Bespoke IEP targets Nurture	Communication and Language (Communication and Early Literacy Skill) Physical Development (Physical development Curriculum) PSED (Nurture*) Literacy (Communication and Early Literacy Skill) Mathematics (Early Maths Skills) Understanding the World TOPIC BASED engagement activities Expressive Arts and Design TOPIC BASED engagement activities	Bespoke Engagement curriculum (IEP based) Communication and Early Literacy Skills Early Maths Skills Structures and Systems Nurture* TOPIC BASED engagement activities based on 3 year cycle including Expressive arts (Art/Music) and Humanities (RE/British values/Geography/History/Science/ SMSC) Physical development Curriculum Lifeskills (Preparation for adulthood and PSHE)	Bespoke curriculum (IEP based) Literacy Curriculum Mathematics Curriculum Structures and Systems Nurture* TOPIC BASED 3 year cycle including Expressive arts (Art/Music) and Humanities (RE/British values/Geography/History/Science/ SMSC) Physical development Curriculum Lifeskills (Preparation for adulthood and PSHE)
			<i>Qualification for 6th form (ASDAN)</i> <i>Work related learning</i> <i>6th Form options</i>

*Pupils will often follow a combination e.g. Semi-Formal and Nurture

What is a pathway? **This helps to identify the curriculum needed for a pupil.** Progress is not linear and so pupils will **broadly** fit into one of these pathways. They may be in a **combination**:

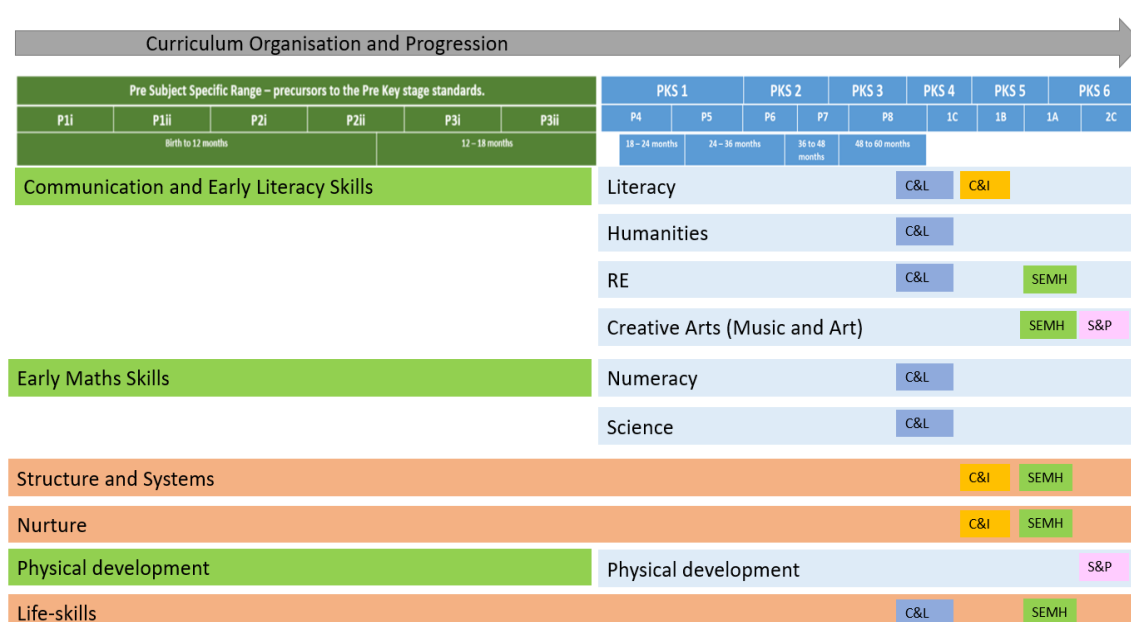
e.g. Pupil working at pre-subject specific range but with significant barriers to engagement and needs a focus on nurture

The IEP (Individual Education Plan) curriculum is based on the 4 areas of the EHCP and includes targets for Preparation for Adulthood:

Cognition and Learning Pre-formal	Cognition and Learning Semi-formal	Communication and Interaction	Social, emotional, and mental health difficulties	Sensory and Physical needs	Preparation for Adulthood
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Pathway Progression:

Pathway progression for each pupils is highly individual and reviewed regularly.



Example of progression:

Pre subject specific progression guidance - Communication						
Pre Subject Specific Range – precursors to the Pre Key stage standards.						
P1i	P1ii	P2i	P2ii	P3i	P3ii	
Birth to 12 months				12 – 18 months		
Encounter, may be passive/resistant, may show reflex responses. Participation fully prompted.	Emerging awareness, periods of alertness, intermittent/ inconsistent reactions/responses.	Beginning to respond consistently to familiar people, events, objects. Reactions observed, may begin to show interest, accept co-active exploration	Begin to be proactive in interactions. Communicate consistent preferences. Recognise familiar people/events/ activities. Perform simple actions and remember learnt responses over time.	Begin to communicate intentionally. Seek attention through eye contact, request (e.g. by pointing) Participate with less support, focus for short periods, explore in more complex ways and observe results of own actions.	Use emerging conventional communication, greet people, may initiate interactions, remember learnt responses over increasing periods, may respond to simple choices with actions or gestures, e.g. nod/shake head.	
1	2	3	4	5	6	Links to subject specific curriculum
Communication pathway – particularly for AAC users – switches, VOCAs, multi message devices – not proloquo2go – that is within the PECs pathway.						
No established interests – all adult supported. All personal care activities are fully prompted. All life choices are adult supported and interpreted.	Pupil to interact with activity or object (this may be more with brief gaze/attention (where physical capacity is reduced). (Engagement)	Accepts and engages in co-active exploration of switches.	Pupil communicate consistent like/dislike responses to activities through their behaviours. Adults interpreting for more and finished.	Pupil uses single message switch to communicate simple message repeatedly, e.g. "hello" Using switch to ask for more.	Communicate choices using multiple switch options. Uses two switch set ups for binary choices instructions e.g. more/finished or stop/go, fast/slow.	Literacy communication curriculum – specifically. Communication is the first and most significant independent living skill. Communication is key in all other curriculum areas.

Assessment and Evidence:

It is essential that teachers record the pupils' curriculum progress to ensure continuity and progression. Wyvern Academy has developed an effective system to capture and profile progress across the age and ability ranges.

Assessment must be:

- Part of effective planning for teaching and learning.
- Focused on how pupils learn.
- Central to classroom practice.
- Valued as a key professional skill.
- Sensitive and constructive (because all assessment has an emotional impact).
- Fostering of motivation
- Promoting understanding of learning goals and assessment criteria.
- Helpful to learners in knowing how to improve
- Developing the capacity for self-assessment
- Recognizing all educational achievement.

Assessment is used to:

- To support the manageable collection of rich evidence to support assessment decisions and form the basis of discussions with all interested parties.
- To ensure the collection of reliable data that reflects the progress and attainment of pupils.
- To produce informative and personalized contributions to Person –Centred Reviews and Annual Reports.

Assessment at Wyvern:

At EYFS, and for the majority of new starters, we have developed baseline assessments which allow staff to quickly evidence abilities and needs in early skills and readiness for school. Pupils in EYFS will then be tracked using an assessment method called **MAPP**.

Alongside this the class produces a **Learning Journal** that graphically displays their achievements and next steps and which makes a valued record of this crucial stage for their family to keep.

All pupils benefit most from a fully *personalised* curriculum based on their **IEP** and the **MAPP** assessment system is used.

For pupils who are not yet ready for subject specific learning on the **Pre-formal pathway** we use the **Engagement profile**.

Pupils on the **Semi-formal pathway** can engage with, and benefit from a broader curriculum and a more structured assessment pathway. For these pupils the academy has devised an additional assessment system of **DOLA** (Depth Of learning Assessment).

All pupils at KS4 and KS5 have the opportunity to take part in the ASDAN **accredited qualification – Personal Progress**. This is a nationally recognised qualification within the Qualifications and Credit Framework (QCF) and encompasses a wide range of curriculum areas, including Numeracy and

English and it is primarily aimed at developing Preparing for Adulthood outcomes. A portfolio of evidence is gathered and is externally moderated prior to certification being given.

Pupils at KS3 complete an ASDAN Award called My Independence which focuses on activities supporting Preparing for Adulthood outcomes.

Progress is shared with pupils' families in termly parent consultation meetings and at their Person Centred Annual Review (PCR) meeting and via termly progress reports in relation to IEP targets.

Areas	Cognition and Learning Pre-formal	Cognition and Learning Semi-formal	Communication and Interaction	Social, emotional, and mental health difficulties	Sensory and Physical needs	Preparation for Adulthood
Assessment	IEP targets MAPP Engagement Profile	IEP targets MAPP DOLA	IEP targets MAPP DOLA	IEP targets MAPP	IEP targets MAPP	IEP targets MAPP ASDAN Personal Progress KS4 & 5 and My Independence KS3
Additional sources of evidence			SALT targets	Roots and fruits Risk reduction plan Behaviour risk assessments Anxiety map Behaviour scatterplot	Move targets Physio plans Sensory diet	Preparation for Adulthood passport Transition plans Independent careers advice meeting reports
Further Reporting	Annual reports Annual reviews Parent consultations Termly IEP progress reports	Annual reports Annual reviews Parent consultations Termly IEP progress reports	Annual reports Annual reviews Parent consultations Termly IEP progress reports Therapy reports	Annual reports Annual reviews Parent consultations Termly IEP progress reports Therapy reports	Annual reports Annual reviews Parent consultations Termly IEP progress reports Therapy reports	Annual reports Annual reviews Parent consultations Termly IEP progress reports

Moderation, Monitoring and Evaluation:

Moderation

The main purpose of moderation is to ensure that teachers have a common understanding of expectations at specific levels, so that they can make “best fit” judgements at the end of the Key Stage. Agreement trialling also enhances teachers’ confidence in their own judgements and those of colleagues.

Judgements about levels are made through the moderation of work:-

- Moderation takes place through teachers meetings, department and whole school meetings
- There are opportunities for moderation with other schools including the TADSS subject leaders groups

Scrutiny of evidence

In addition to teacher moderation of evidence it is key that the leadership team, middle leadership and subject co-ordinators carry out programmed scrutiny exercises. Our understanding of the progress made within the school is informed by assessment judgements recorded by teachers. Scrutiny of the evidence supporting these judgements underpins the reliability of our whole approach to data. In order to be in a secure position, where we can have confidence in the accuracy of internal assessments, for accountability purposes the leadership team must maintain a record of moderation and scrutiny exercises.

Monitoring and Evaluation

The monitoring and evaluation of the assessment policy is the responsibility of the Assessment Co-ordinator who is responsible to the Headteacher and the Trustees for the development of assessment throughout the school. This is to be achieved in a variety of ways:-

- Pupil progress meetings;
- ensuring that assessment opportunities are built into planning across the school;
- regular classroom observation with department leaders working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate;
- reviewing assessment outcomes and data to evaluate overall standards throughout the school, by key stage, gender and various other characteristics;
- arranging appropriate CPD opportunities;
- monitoring the quality of Annual Reviews (Person Centred Review) AR1’s;
- monitoring the quality of IEPs and subject targets.

Interventions and Integrated therapies:

Due to the nature and extent of our pupils’ needs their curriculum necessarily contains a significant therapeutic element. This may come from physiotherapy, the MOVE programme, occupational therapy, speech and language therapy or a medical, psychology, mental health or behaviour intervention professional.

Direct therapy sessions and assessments are inserted in the timetable when needed though generally the therapies inform daily practice so are integrated and completely continuous with the rest of the curriculum instead of standalone features.

During the course of a week for any individual or class, therapy or therapy-led timetabled curriculum features may include for example:

Speech and Language Therapy session, group session or class activity	Physiotherapy session or exercises in class	MOVE Programme session, or exercises in class
Hydrotherapy session	Rebound Therapy session	Sensory Diet activity or choice
Occupational Therapy session	<i>Attention Autism</i> session	Drama therapy
ELSA	Emotional regulation activities	Behaviour intervention activities
Forest school	Play Therapy	SWIFTS

Cultural Capital:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

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At Wyvern we understand that development of our young people depends on the experiences and opportunities that we enable them to access. The broader the cultural experiences, the more skills and knowledge we equip our young people with, to prepare them for adulthood.

At Wyvern we include a wide range of experiences including:

Trips to our local areas	Visiting Drama Productions	Music Appreciation
Celebration of beliefs and traditions and family heritage	Educational Visits	Animal Care

Competitions	Languages	Travel skills
Developing our own interests	Assemblies and daily traditions	Sports and Art days
Charity days	Broad curriculum through topic based learning	Culture weeks

The changing topics provide a stimulating, enjoyable context and a vehicle for delivering the core teaching and learning. The format is hence flexible enough to meet widely ranging needs, even within the same class.

British values:

‘use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain’

Ofsted Inspection Handbook 2024

At Wyvern we aim support our young people to feel confident, safe, happy, independent, respected, and to treat others with respect. We want our young people to nurture a sense of wonder about the world, to feel included, and to have a sense of belonging.

This will allow them to become adults who are caring and respectful, and who will have the skills and confidence to engage in their local communities in modern day Britain.

Key Skills are:

Democracy	Individual Liberty	The rule of law	Tolerance and respect
Building our communication skills to understand/listen to others	Building our communication skills to understand choices	Building our communication skills to understand instructions	Being aware of others
To play cooperatively,	Express our feelings, needs and personal boundaries.	To understand making good choices	Playing alongside others
			Showing kindness and care to others and our environment

taking turns, or as a team To take part in conversations To problem solve To vote on issues relating to our school (Schools' Council) and wider community.(UKYP elections)	Develop our own interests and opinions as an individual To have a wide range of experiences and activities available to us	To have an appreciation of our behaviour on others To take part in routines and structured activities To successfully take part in a social activity	Enjoying being with others and developing strategies to enable us to tolerate social situations Successfully communicating with others Understanding and responding to the needs of others
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Pupils at Wyvern also undertake a comprehensive PSHE programme which covers democracy and the process of voting, rights and responsibilities, citizenship, healthy relationships, and the recognition of discrimination in different forms appreciating that it is not acceptable behaviour.

Pupils at Wyvern take part in voting for the school Council and Youth Parliament elections.

Curriculum: Intent, Implementation, and Impact

Nurture
Intent - To deliver a curriculum which prepares them for a fulfilling and purposeful adult life. - To deliver a curriculum which generates positive experiences for our pupils. - To deliver a curriculum which generates positive feelings and raises pupil's self-esteem. - To deliver a curriculum which supports the development of positive behaviours. - To reduce anxiety and reduce incidents of difficult and dangerous behaviours.

Implementation

- The Nurture Curriculum is **pupil led**.
- The pupil works towards **bespoke IEP targets** that concentrate on engagement and regulation
- Individual roots and fruits are used to support the planning of interventions, strategies, and activities.
- Pupils can follow this curriculum model in an **individualised teaching area** for a time limited period, this is agreement with the LA and Locality SEN
- Increased access to learning beyond the classroom e.g. additional off-site visits
- Increased staffing ratios to facilitate activities and experiences
- Therapeutic approach to behaviour management (**Dorset Therapeutic Thinking**) including individual roots and fruits and individual risk management plans.
- Use of therapies including SaLT, OT, physio, play therapy, ELSA, Forest School and drama therapy.

Impact

- Individual pupils achieve their best possible outcomes.
- Pupils experience positive, pro social feelings.
- Pupils display positive, pro social behaviour.
- Reduction of serious incidents and incidents resulting in the use of restrictive physical intervention.
- Over time, increased time spent within class with peers, participating in adult led activities.

Measuring Impact

- Engagement profile
- IEP MAPP assessed targets
- Roots and Fruits
- Risk Reduction plans
- Anxiety Mapping
- Individual Risk assessments
- Behaviour records and scatterplots
- Incident/injury/near miss records
- Annual reviews
- Annual reports
- Parent consultations
- Therapy reports

Pre-formal	
Intent	• To deliver a curriculum that meets the needs of our pupils who are not yet ready for formal subject specific learning and prepare them for a fulfilling and purposeful adult life. • To ensure that each individual has access to a bespoke curriculum that creates the opportunities for IEP progress • To understand the engagement profile of our pupils and therefore increase pupils' engagement in learning and adult directed activities through play and sensory activities • To enable pupils to lead the learning process wherever possible. • To support pupils to develop independence and communication strategies so pupils have a voice.
Implementation	• The Pre-Formal curriculum is flexible in curriculum delivery and meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory , and Preparation for Adulthood. • Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility. • A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal. • Intensive Interaction, Attention Autism, Total Communication, PECS, symbols, PEIC-D and signalong, • routines and structures which reduce anxiety, support engagement and allow progression • Learning beyond the classroom including contextualised trips and visits and exploring the local community. • Personalised learning including IEPs, EHCP's, annual reviews, individual targets, and outcomes. • Use of therapies including SaLT, OT, physio, play therapy and drama therapy. • Therapeutic approach to behaviour management (Dorset Therapeutic Thinking) supporting and teaching regulation techniques
Impact	• Individual pupils achieve the best possible outcomes. • Pupils demonstrate increasing engagement and participation in an increased breadth of activities. • Pupils complete tasks independently, they show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment. • Pupils are able to complete tasks with an increased level of fluency. • Pupils are able to maintain skills, retaining competency through repetition. • Pupils are able to generalise their skills and combine skills over time and in a range of circumstances, situations, and settings. • Pupils develop methods of communication. • Pupils develop a range of responses to social interactions with individuals and in groups, from resisting contact with others to tolerance, passive cooperation, and supported involvement, to enjoying social interaction and experiences and develop strategies which enable them to access social situations more easily • Pupils move from dependence on a secure or predictable routine to a greater degree of autonomy, shown by increased risk-taking and increased confidence.

• Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression. • Some Pupils progress their attainment to be able to access subject specific learning (Pre-formal Pathway). • Pupils develop an understanding of everyday events, activities, and experiences. • Pupils develop the skills needed to access their community facilities such as shops, playgrounds, and cafes. • Pupils develop confidence, self-esteem, and resilience. • Pupils are able to make successful transitions to Adulthood
Measuring Impact • Engagement Profile • IEP target MAPP Assessment • Observations and video evidence • Internal Moderation • Roots and Fruits • Behaviour record and scatterplots • Incident/injury/near miss records • Risk Reduction plans • Anxiety Mapping • Individual Risk assessments • Annual reviews • Annual reports • Parent consultations • Pupil progress meetings • Therapy reports
Semi-formal
Intent • To deliver a curriculum that meets the needs of our pupils who are ready for subject specific learning, and prepare them for a fulfilling and purposeful adult life. • To enable pupils to engage with a positive learning environment, a range of curricular activities and resources. • To ensure that each individual has access to a bespoke curriculum that creates the opportunities for IEP progress • To understand the engagement profile of our pupils and therefore increase pupils' engagement in learning and adult directed activities • To support pupils to develop independence and communication strategies so pupils have a voice. • To provide opportunities for the pupils to feel part of and understand their community and wider world as well and encouraging social communication and opportunities to apply these skills in their local community. • To support pupils to develop skills to help them successfully transition to adulthood.
Implementation • The Semi-Formal curriculum is flexible in curriculum delivery but provides a more formal curriculum based on the national curriculum in Mathematics and Literacy.

• The Semi-Formal curriculum meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory , and Preparation for Adulthood. • Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility. • A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal. • Intensive Interaction, Attention Autism, Total Communication, PECS, symbols, PEIC-D and signalong. • Learning beyond the classroom including contextualised trips and visits and exploring the local community. • Personalised learning including IEPs, EHCP's, annual reviews, individual targets, and outcomes. • Use of therapies including SaLT, OT, physio, play therapy and drama therapy. • Work related learning at appropriate level including role play shops, life skills teaching and for older pupils' enterprise and travel training as part of preparation for adulthood skills. • An environment with more routines and structures. • Therapeutic approach to behaviour management (Dorset Therapeutic Thinking) supporting and teaching regulation techniques	Impact • Individual pupils achieve the best possible outcomes. • Pupils demonstrate increasing engagement and participation in an increased breadth of activities. • Pupils develop their early reading, writing and numeracy skills. • Pupils develop the skills needed to be effective communicators in different contexts. • Pupils develop their skills to take turns, share and co-operate with others through daily routines. • Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression. • Pupils develop an understanding of everyday events, activities, and experiences. • Pupils develop the skills needed to access their community facilities such as shops, playgrounds, and cafes. • Pupils develop confidence, self-esteem, and resilience. • Pupils are able to make successful transitions to Adulthood
Measuring Impact • Engagement Profile • IEP target MAPP Assessment • DOLA Assessment • Observations and video evidence • Internal Moderation • Roots and Fruits • Behaviour record and scatterplots • Incident/injury/near miss records • Risk Reduction plans • Anxiety Mapping • Individual Risk assessments • Annual reviews • Annual reports • Parent consultations	

• Pupil progress meetings • Therapy reports • Accreditation for KS4 and Sixth form pupils.
EYFS
Intent • To deliver a curriculum which generates positive experiences for our pupils and meets the diverse learning needs of our pupils. • To offer an environment which is creative and exciting and promotes learning. • To encourage the children to be aware, active, and independent in their choices and their learning. • To give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace. • To enable the children to work and play in a curriculum that will give them the opportunity to work towards the Early Learning Goals of the Foundation Stage. • To value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school, and other professionals.
Implementation • EYFS curriculum is flexible in curriculum delivery and meets the key targets for each pupil based on their IEP and links to their EHCP's and outcomes specifically in the five key areas of Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory , and Preparation for Adulthood. • Topic based approach providing stimulating learning experiences using a variety of approaches to support individualisation and accessibility. • A range of approaches as informed by the engagement profile: teaching styles and lessons including sensory, experiential, exploratory, stimulating, relevant and personal. • Responding to pupils' play, ensuring time to build relationships, share in joint attention, following their interests and adding to the environment to further develop learning. • Child initiated opportunities that enable the pupil to control the direction of the narrative of their play and meaningful leisure opportunities. • Enabling environments that foster independence, invite pupils to engage and present stimulating resource and learning opportunities. • Structures and routines including visual timetables, first -then, and the use of objects of reference. • Total communication approach including signalong, PECS, PEIC-D, Attention Autism, and intensive interaction. • Learning beyond the classroom including contextualised trips and visits and exploring the local community. • Use of therapies including SaLT, OT, physio, and drama therapy. • Therapeutic approach to behaviour management (Dorset Therapeutic Thinking) supporting and teaching regulation techniques
Impact • Pupils make good progress towards Early Learning goals • Pupils are curious about the world around them. • Pupils develop methods of communication.

- Pupils show a reduction in the frequency or severity of behaviour that inhibits attainment and an increase in more appropriate behaviour that encourages progression.
- Pupils demonstrate increasing engagement and participation in an increased breadth of activities.
- Pupils complete tasks independently, they show a reduced need for support in carrying out tasks, for example from another person, technology, or individualised equipment.
- Pupils are able to complete tasks with an increased level of fluency.
- Pupils are able to maintain skills, retaining competency through repetition.
- Pupils are able to generalise their skills and combine skills over time and in a range of circumstances, situations, and settings.

Measuring Impact

- Engagement Profile
- Observation recordings
- Early years profile
- IEP target MAPP Assessment
- Observations and video evidence
- Internal Moderation
- Roots and Fruits
- Behaviour record and scatterplots
- Incident/injury/near miss records
- Risk Reduction plans
- Anxiety Mapping
- Individual Risk assessments
- Annual reviews
- Annual reports
- Parent consultations
- Pupil progress meetings
- Therapy reports

Recovery:

Pupils have been through significant difficulties in the past 4 years, throughout the COVID pandemic. The impact is considerable and the effects continue into this year. Children have suffered loss during this time, and the potential anxiety and trauma it has caused may have a significant impact on their ability to learn effectively.

Our healthy recovery curriculum will be based on the following five areas:

Relationships – Friendships and relationships in schools may need time and support invested in them to help them be restored.

Community - Classes and the whole school have not worked together for a long time, and many activities they once did have faced changes to meet certain guidelines like social distancing. The focus needs to be re-building a sense of community within their classroom and the school.

Managing feelings and emotions - Many students will have isolated at home, there may have been a wide variety of experiences for individual pupils. Some children may take more time to readjust, and others may need help rebuilding their confidence. We will help support students in rebuilding their confidence through class activities, and intervention such as drama therapy and ELSA.

Physical health and wellbeing – Many pupils have been isolated at home and have not had access to community activities to support their physical health and wellbeing. Physical health needs to be a priority to support mental health.

Achievement and Enjoyment – Changes to the school, absence, and a lack of continuity have limited the achievements pupils will have had in school and this has an impact on their enjoyment. Many pupils will be anxious and have lost the confidence in routines. It is important to build these routines in.

Topic based learning:

3 Year Topic Overview Example

Celebrations & Festivals	All Around the World	Shops, Food & Farming
Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Self-Awareness/ Managing Feelings Science: Describing & Sorting Materials History/Geography: Celebrations around the world Arts: making cards, festival music RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	Literacy: Poetry/Postcards Numeracy SSM: PHSCE: The World I Live In/Healthy Lifestyles Science: Habitats History/Geography: Maps and comparing countries Arts: Traditional art forms and music from around the world RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I), holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	Literacy: Non-fiction & fiction Numeracy SSM: PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Plants and Animals/lifecycles History/Geography: Land Use Arts: Art from nature – Andy Galsworthy RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,
Machines & Transport	Rainforests	Seaside
Literacy: Non-fiction & Fiction Numeracy SSM: PHSCE: Self-Awareness/ Managing Feelings Science: Forces/Electricity & Magnetism History/Geography: History of transport & key machines in history Arts: Art/DT using recycled materials RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	Literacy: Poetry & Songs Numeracy SSM: PHSCE: The World I Live In/Healthy Lifestyles Science: Minibeasts & classification History/Geography: Land use & protecting the environment/habitats Arts: Collage/textiles/Henri Rousseau RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I) holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	Literacy: Fiction & Postcards Numeracy SSM: PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Weather History/Geography: How the seaside has changed Arts: DT making boats/sand sculpture RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,
Space	Traditional Tales	Dinosaurs & the Jurassic Coast
Literacy: Non-fiction & Fiction Numeracy SSM:	Literacy: Fiction Numeracy SSM:	Literacy: Non-fiction & Fiction Numeracy SSM:

PHSCE: Self-Awareness/ Managing Feelings Science: Space/Light & Sound History/Geography: The history of space travel Arts: DT Paper Mache Planets RE/British Values: Advent, Christmas (C), Diwali(H) Rosh Hashanah, Yom Kippur, Sukkot & Hannukah (J) Guru Nanaks Birthday Halloween, Bonfire night, Armistice /Remembrance Day, St Andrew's Day, Children in Need, Jeans for Genes Day, Macmillan Coffee morning	PHSCE: The World I Live In/Healthy Lifestyles Science: Human body History/Geography: Setting Arts: IT/DT Animation/Moving books RE/British Values: Epiphany, Lent, Easter, Holi (H) Chinese New Year, Parinirvana Day (B) Purim (J) Pesach (J) Baisakhi (S) Ramadan (I) holocaust memorial Day. St Valentines' Day, Shrove Tuesday, Queen's Birthday, St David's Day, St George's Day, St Patrick's Day, Mothering Sunday World Book Day, Sport/Comic Relief	PHSCE: Changing & Growing/ Self-Care, Support and Safety Science: Changing Materials & Suitability History/Geography: History of the earth and geology Arts: Clay work RE/British Values: Ascension Day, Pentecost, Wesak (B) Dharma Day (B) Shavuot (J) Eid-Al Fitr (I) Eid-Al-Adha (I) Fathers Day Midsummer Day, Armed Forces Day,
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Individual Topic plans (example)

Topic:	Year:	Term:
Literacy		
Communication		
Reading		
Writing		
Numeracy		
Number		
Shape Space and Measure		
Primary to use support materials from White Rose Maths Secondary to use support materials from ASDAN Life Skills Challenge focusing on PfA		
Science		
Materials Changes Physical Changes Living Processes		
Working scientifically		
Primary to use support materials from White Rose Science Secondary to use support materials from ASDAN Life Skills Challenge focusing on PfA		
PHSCE		
Primary		
Secondary		
History		
Geography		
Art		
DT/FT		

Artist: Medium:	DT	
	FT	
Future Pathways		
Primary	Secondary	
Life skills		
RE & British Values		
Primary	Secondary	
IT		
PE		
Key experiences:		
Music		
Sensory Ideas		
Cultural Capital		
Books		
Fiction	Non-Fiction	
Songs/Poetry		

Shared ideas/Resources	
Available books	
Non- Fiction	Fiction
Nurture	EYFS
Pre - Formal	Semi-Formal

Numeracy

Aims:

- Provide meaningful experiences which reflect the programme of study at a level which is appropriate to the ability of the pupils
- Plan and teach numeracy in an enjoyable and meaningful way.
- Introduce mathematical concepts through practical experiences.
- Provide pupils with the opportunities to use their mathematical knowledge in everyday life.
- Develop an ability to recognise and predict changes in amounts and patterns in their immediate environment.
- To develop confidence and understanding of the numbers and the number system.
- Develop logical thinking and problem solving skills which can be used in all aspects of daily life
- Develop practical and functional understanding of the way in which information is gathered and presented.
- Explore the features of shape and space and develop measuring skills in a range of contexts.

Curriculum organisation, Planning and Assessment:

Numeracy is central to everyday life and many of the practical day-to-day activities which we undertake. Following the Rochford Report we have since revised and adapted our scheme of work and assessment outcomes to reflect the Pre Key Stage Standards, the needs of our students and the potential practical application of the skills to be taught.

Numeracy is taught and reinforced within each of the classes within school and through a variety of activities within the wider community through whole class teaching, paired or small group work and on an individual basis as appropriate to the needs of the pupils and the topics being taught. The following emphases are placed on specific Key Stages.

Numeracy is assessed based on the Pupil pathway (MAPP Based IEP & DOLA – based on pre-key stage standards)

Pre Subject Specific Range – precursors to the Pre Key stage standards.						PKS 1		PKS 2		PKS 3		PKS 4		PKS 5		PKS 6	
P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8	1C	1B	1A	2C			
Birth to 12 months				12 – 18 months		18 – 24 months		24 – 36 months		36 to 48 months	48 to 60 months						
Early Maths Skills						Numeracy											

EYFS

Planning for Mathematical development is done in relation to the Early Learning Goals “Problem solving, reasoning and numerical development” strand. The majority of learning in the foundation stage happens through structured play and exploration.

We recognise the importance of play in the development of early learning. For Pupils at the foundation stage it is relevant to draw on materials from the *Early Years Foundation Stage Framework*.

Pre-formal

We recognise the importance of play and exploration in the development of Mathematical learning across the school. Teachers are encouraged to develop learning activities that are fun and engaging and use pupils' interests. Teachers use the engagement profile to create targets that support the engagement in numeracy. Teachers are also encouraged to present Mathematical learning in real life contexts that help pupils to connect their learning with day to day life. Some pupils who struggle with engagement and require a more flexible approach to learning may still access some numeracy content at PKSS levels if appropriate.

Example of progression:

Pre subject specific progression guidance – early Maths skills						
Pre Subject Specific Range – precursors to the Pre Key stage standards.						
P1i	P1ii	P2i	P2ii	P3i	P3ii	
Birth to 11 months					16 to 26 months	
			8 – 20 months			
Encounter, may be passive/resistant, may show reflex responses. Participation fully prompted.	Emerging awareness, periods of alertness, intermittent/ inconsistent reactions/responses.	Beginning to respond consistently to familiar people, events, objects. Reactions observed, may begin to show interest, accept co-active exploration	Begin to be proactive in interactions. Communicate consistent preferences. Recognise familiar people/events/ activities. Perform simple actions and remember learnt responses over time.	Begin to communicate intentionally. Seek attention through eye contact, request (e.g. by pointing) Participate with less support, focus for short periods, explore in more complex ways and observe results of own actions.	Use emerging conventional communication, greet people, may initiate interactions, remember learnt responses over increasing periods, may respond to simple choices with actions or gestures, e.g. nod/shake head.	
1 PKS S1	2 PKS S1	3 PKS S2	4 PKS S3	5 PKS S4	6 PKS S5	
Cause and effect						
No established interests –	Pupil shows awareness of (withdrawal/still/activity) in relation to supported sensory explorations.	Accepts co-active exploration of switches play or cause and effect play activities e.g. tower building/ knocking down.	Shows more consistent reactions within cause and effect play. Shows more proactive involvement in supported cause and effect play.	Contingency responding – Cause... Performs actions to see/ experience the outcome.	Contingency awareness – cause and effect. Play and activity conveys an understanding that know actions produce known results.	Maths – shape, space, measure (geometry)

Semi-formal

As pupils progress through the Secondary department work related learning and independence skills become increasingly important parts of their curriculum. It is important that teachers make explicit connections between Mathematics and working life and independence wherever possible. Concrete resources such as numicon will be used to develop understanding of new mathematical number concepts at levels appropriate to individual pupils. Assessment is based on pre-key stage standards using our own DOLA assessment tool.

PKS 1		PKS 2		PKS 3	PKS 4	PKS 5		PKS 6	
P4	P5	P6	P7	P8	1C	1B	1A	2C	
18 – 24 months		24 – 36 months		36 to 48 months	48 to 60 months				

Engagement precursor areas	1 - PKS S1 P4	2 - PKS S1 P5	3 - PKS S2 P6	4 - PKS S3 P7	5 - PKS S4 P8	6 - PKS S5 L1	7 - PKS S6 L2
Number - Comparison	Responds to words like lots or more (Bto5M)	Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' (Bto5M)	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> (Bto5M)	Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size (Bto5M)	Can identify if a number is more or less than another number up to 20 and can estimate if a groups of objects up to 20 has more or fewer than another group.	Can identify if any given number to 100 is more or less than another	

6th Form

Mathematical learning in the 6th form is developed through a functional skills programme. There continues to be a strong emphasis on promoting an awareness of the importance of Mathematics, particularly the areas of number, time and money. Pupils working on MAPP targets will continue to follow a more individualised and, where appropriate, sensory curriculum. Pupils working within the Pre-Key Stage Standards work towards ASDAN qualifications which focus on life skills and which contain units which include the practical application of numeracy.

Communication and Literacy

Literacy

Aims

At Wyvern Academy we aim to equip pupils with functional literacy skills which will enable them to communicate effectively and to develop reading and writing skills which are necessary for them to become as independent as possible within school and the wider community.

Objectives

Through the teaching of speaking and listening, to:

- develop language skills through a variety of strategies
- give all pupils a means in which to communicate needs and make choices
- create an environment where pupils participate as active listeners, take turns and respect each other's means of communication

Through the teaching of reading, to:

- provide an environment that will foster pupil's enthusiasm for reading and a love of books, which will stay with them for life
- provide the necessary functional literacy skills to become as independent as possible within the wider community
- teach the skills of reading

Through the teaching of writing, to:

- create a literacy environment where pupils' writing is valued and encourage enthusiasm for writing

- support the pupils' emerging mark making and writing, with opportunities to write for different purposes and different audiences
- To use ICT to supplement/replace hand writing for pupils where it meets their needs
- enable pupils to produce own signature

Organisation of Teaching and Learning

Literacy is central to everyday life and many of the practical day-to-day activities which we undertake. Following the Rochford Report we have since revised and adapted our scheme of work and assessment outcomes to reflect the Pre Key Stage Standards, the needs of our students and the potential practical application of the skills to be taught.

Literacy is taught and reinforced within each of the classes within school and through a variety of activities within the wider community through whole class teaching, paired or small group work and on an individual basis as appropriate to the needs of the pupils and the topics being taught. The following emphases are placed on specific Key Stages.

Literacy is assessed based on the Pupil pathway (MAPP Based IEP & DOLA – based on pre-key stage standards)

Where a phonics route can be productive, it is used by teachers.

Pre Subject Specific Range – precursors to the Pre Key stage standards.						PKS 1		PKS 2		PKS 3		PKS 4		PKS 5		PKS 6	
P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8	1C	1B	1A	2C			
Birth to 12 months				12 – 18 months		18 – 24 months		24 – 36 months		36 to 48 months		48 to 60 months					
Communication and Early Literacy Skills						Literacy											

EYFS

Communication and language is part of the prime area of learning. This is where each child's individual communication and language skills are developed using a total communication system including use of PECS, signing, eye pointing and visual clues. Language is developed as part of a play based curriculum and may incorporate PEIC'D and attention autism depending on the communication and learning needs of each child. Listening and understanding are developed through storytelling and the use of simple instructions. Literacy is one of the specific areas of learning. Reading, letters and sounds are introduced as part of the Early Years curriculum. Sensory stories are used to enhance the children's experiences of stories and TAC PAC is used as a sensory, tactile therapy session through music.

Pre-formal

We recognise the importance of play and exploration in the development of literacy learning across the school. As in EYFS this is developed using the play curriculum (as above). Teachers are encouraged to develop learning activities that are fun and engaging. Teachers use the engagement profile to create targets that support the engagement in literacy. Teachers are also encouraged to present literacy learning in real life contexts that help pupils to connect their learning with day to day life. Pupils are assessed using MAPP based IEP targets. . Some pupils who struggle with engagement and require a more flexible approach to learning may still access some literacy content at PKSS levels if appropriate

Example of Communication progression:

Pre Subject Specific Range – precursors to the Pre Key stage standards.					
P1i	P1ii	P2i	P2ii	P3i	P3ii
Birth to 12 months			12 – 18 months		
Encounter, may be passive/resistant, may show reflex responses. Participation fully prompted.	Emerging awareness, periods of alertness, intermittent/ inconsistent reactions/responses.	Beginning to respond consistently to familiar people, events, objects. Reactions observed, may begin to show interest, accept co-active exploration	Begin to be proactive in interactions. Communicate consistent preferences. Recognise familiar people/events/ activities. Perform simple actions and remember learnt responses over time.	Begin to communicate intentionally. Seek attention through eye contact, request (e.g. by pointing) Participate with less support, focus for short periods, explore in more complex ways and observe results of own actions.	Use emerging conventional communication, greet people, may initiate interactions, remember learnt responses over increasing periods, may respond to simple choices with actions or gestures, e.g. nod/shake head.
1	2	3	4	5	6
Visual engagement/awareness.					
Not responding to visual stimuli	Fleeting awareness of visual stimuli Visual stimulation stage.	Sustains attention on visual stimuli and begins to track for a short distance/brief period. Early eye tracking activities – sensory room/ <u>uv</u> room/ dark room activities. <i>Gaze at familiar face. Watches adult movements.</i>	Pupil is able to hold their attention on a stimulus (e.g. glitterball), visually scanning, taking in detail and holding the stimulus in their field of vision while visually exploring/ processing. Object recognition – starting to demonstrate understanding of names of key objects, matching objects. Visual tracking across pages (big books/screens) Interactive visuals , e.g. touch and feel books.	Picture object association – matching pic to pic or obj to pic. Visually attends to text (images) when being read simple predictable or familiar stories. Developing familiarity and enjoyment with specific story books. Able to focus attention for slightly longer periods, e.g.	Shared attention reading/activities. Books with more detailed illustrations. Looking/ pointing/ Saying
					Links to subject specific curriculum Literacy – reading – being able to visual engage with big books, picture books and other media, e.g. programmes, videos. Skills development also pertinent to Engaging with texts, sources and artefacts in other subject areas, particularly in relation to humanities, science, arts, and RE.

Example of Literacy progression:

Pre Subject Specific Range – precursors to the Pre Key stage standards.					
P1i	P1ii	P2i	P2ii	P3i	P3ii
Birth to 12 months			12 – 18 months		
Encounter, may be passive/resistant, may show reflex responses. Participation fully prompted.	Emerging awareness, periods of alertness, intermittent/ inconsistent reactions/responses.	Beginning to respond consistently to familiar people, events, objects. Reactions observed, may begin to show interest, accept co-active exploration	Begin to be proactive in interactions. Communicate consistent preferences. Recognise familiar people/events/ activities. Perform simple actions and remember learnt responses over time.	Begin to communicate intentionally. Seek attention through eye contact, request (e.g. by pointing) Participate with less support, focus for short periods, explore in more complex ways and observe results of own actions.	Use emerging conventional communication, greet people, may initiate interactions, remember learnt responses over increasing periods, may respond to simple choices with actions or gestures, e.g. nod/shake head.
1	2	3	4	5	6
Communication pathway – particularly for AAC users – switches, VOCAs, multi message devices – not proloquo2go – that is within the PECs pathway.					
No established interests – all adult supported. All personal care activities are fully prompted. All life choices are adult supported and interpreted.	Pupil to interact with activity or object (this may be more with brief gaze/attention (where physical capacity is reduced). (Engagement)	Accepts and engages in co-active exploration of switches.	Pupil communicate consistent like/dislike responses to activities through their behaviours. Adults interpreting for more and finished.	Pupil uses single message switch to communicate simple message repeatedly, e.g. “hello” Using switch to ask for more.	Communicate choices using multiple switch options. Uses two switch set ups for binary choices instructions e.g. more/finished or stop/go, fast/slow.
					Links to subject specific curriculum Literacy communication curriculum – specifically. Communication is the first and most significant independent living skill. Communication is key in all other curriculum areas.

Semi-formal

Teachers use learning objectives to plan a range of activities, experiences and opportunities that include the specific teaching of appropriate developmental skills, informed by assessment and monitoring of the needs of the individual within each group. A variety of teaching styles are used, such as whole-class teaching, small group work and individual teaching, in the recognition that a balance of all these methods is necessary to enable the pupils to develop a variety of literacy

skills. Pupils are encouraged to work as independently as possible in some activities and also are taught to work in pairs or small groups developing co-operative skills as well as language skills.

We use the TWINKL phonics scheme to support the development of phonics and this is taught at a pace that reflects the needs of individuals. Topic related books across a range of genres and content are used to develop not only a love of reading but also an interest in the world around us, as a stimulus for communication and access to imaginative ideas. A range of strategies are used to support the development of literacy including PEIC D and Derbyshire Language where appropriate alongside IT tools such as iPads, interactive whiteboards and computers which are loaded with software that support communication, writing and reading.

Speaking and Listening

There are opportunities for speaking and listening activities, both linked to the teaching of reading and writing and in other curriculum areas. Teachers' plan a range of situations in which this is part of the learning process and children can develop and improve their skills for different purposes and audiences.

Some of these include:

- responding to teachers' questions
- following simple instructions
- taking part in class discussion
- group activities such as Derbyshire language sessions, Sulp groups
- 'Communication Group' led by SALT in school
- paired activities
- reading to others, paired and group reading
- discussing first hand experiences or observations
- listening to music and literature
- circle time in PSHE
- social times within the classroom and when out in the community i.e. snack time or going to a shop, café or restaurant

Children are encouraged to use language effectively and are introduced to specialist language support where appropriate. They are given the opportunities to acquire the confidence to develop their preferred means of communication with a wide range of audiences.

Reading

We aim to promote reading in as many ways as possible so that each individual can develop their interests and skills. We follow the TWINKL phonics scheme at a pace that reflects the needs of individual pupils whilst also supporting pupils to recognise and remember key words and social sight vocabulary that will make access to the community easier. Functional reading is supported at the same time as a love for books, stories and information.

We do this in various ways:

- Teaching reading skills through the use of TWINKL phonics
- Using the Rhino reading scheme to support the PHONICS programme and access to books from the Oxford Reading Tree and Wellington Square to support a range of texts at an appropriate level

- Using whole word strategies based on TWINKL tricky words and the words first approach
- Creating our own multi-sensory texts using a range of media including ICT equipment, switches, light and dark room equipment, objects, music, drama, sensory room which will engage pupils and develop a literacy knowledge and understanding.
- Sharing 'ready made' book bags
- Encouraging the sharing of literature and books. This may include listening to a taped story, reading in pairs or guided reading sessions, browsing through books and/or magazines or talking stories on the computer or iPad.
- Creating a positive reading environment. Creating reading areas within classrooms where book collections are kept. Pupils can browse or read there and teachers try to make these as welcoming as possible and may provide cushions or chairs.
- Using the iPad to read interactive books and to create books and stories
- Exposing pupils to social sight vocabulary in the community so that they can recognise, read and respond to important cues within that community

We aim to provide a good range of age-appropriate reading. The range should include some of the following:

challenging age-appropriate subject matter	books with a variety of structural and organisation features	picture books	multi-sensory books
multi-sensory stories in the sensory room	photographic books	class books	texts from different cultures
myths, legends and traditional tales	poetry	significant children's authors	familiar stories and easy reads
teenage fiction	magazines, newspapers and leaflets	interactive books on the iPad	non-fiction texts

We promote different reading experiences by:

- teachers reading to classes
- adult reading as a model
- ebooks
- class storybooks
- teachers and pupils reading poems or parts of stories to the class
- watching stories on video
- discussing books and their reading with pupils
- reading for information
- using ICT to promote reading
- labels and recipes
- social sight vocabulary when out in the community
- books on the iPad
- 'Bag books' – sensory and interactive story boards

Writing

The Literacy Scheme of Work ensures different structures, themes and purposes for writing are met through text work and pupils are given opportunities to follow these in writing activities.

The computer, iPad and ICT equipment play an important role in development writing skills for pupils at Wyvern as many have poor fine motor skills.

We encourage good quality writing by:

- developing the gross and fine motor skills necessary as pre-requisites for writing via the MOVE programme, PE Scheme of work and sensory circuits.
- valuing all forms of writing and mark making across the curriculum, including art
- providing IEP targets for individual pupils
- modelling different types and uses of writing or mark making e.g. sending texts, writing shopping lists, playing games, taking part in art activities,
- the provision of opportunities to participate in group writing through the use of objects, symbols and simple words
- encouraging the use of dictionaries, word banks and predictive text
- using a variety of word processing programmes, including writing with symbols, symwriter and Prologue2go which can be used as tools for writing activities
- specific writing programmes on the iPad to develop fine motor skills and creative writing

Spelling

Spelling skills are taught through the TWINKL phonics programme which develops skills of blending to form words and the knowledge of writing some whole words. A multisensory approach to mark making and spelling is used to support different learning styles and the embedding of skills and knowledge.

We encourage good spelling by teaching children to:

- use word lists, word banks, words around the classroom and predictive text to support their writing
- use the look, cover, write and check method of learning to spell
- collect their own personal bank of spellings in their vocabulary books thus enabling them to use and learn words that they find difficult

Handwriting and Presentation

We aim to teach handwriting through a multisensory approach and to expose pupils to writing in a range of forms and styles around school and in the community.

Equal Opportunities

All pupils are entitled to have equal access to the literacy curriculum and we organise the teaching and learning accordingly by the way we differentiate work to suit individual needs. The management and renewal of resources, particularly reading materials, is carried out with the aim of ensuring that all pupils have equal access to reading books. All classes have digital cameras and an iPad, which are crucial to the development of good quality literacy materials.

Communication

Communication is fundamental to learning and interaction across the curriculum and the whole school day. Some of the less structured parts of the school day such as; snack, lunch time, play and choose times are central to the development of communication as they provide motivating opportunities for pupils to extend and consolidate communication skills.

Total communication is a philosophy that enables students to access the curriculum and to succeed in all areas of life. At Wyvern Academy we aim to provide total communication. This means that pupils and staff are encouraged to use every available form of communication, with a particular emphasis on what is relevant to individuals.

Communication is central to the individual's psychological, social, emotional and cognitive development. It is through communication that a child learns and develops.

Total Communication and Alternative Augmentative Communication (AAC) methods include the following modalities:

- AAC 1 word level. This may be via pictures, symbols or objects, dynamic screen displays.
- AAC phrase / sentence. Also as above
- facial expression
- Eye-point. Including informal adult-facilitated choices, e-tran frames and eye-gaze technology.
- Eye contact. As distinct from eye pointing.
- body movements
- Enhanced Natural Gestures (ENG). Including idiosyncratic movements.
- Vocalisation – sound/ word
- objects of reference
- Signalong signing
- Communicate in Print Symbols
- TOBIs/PECS/symbol books
- communication software such as Proloquo2Go and the PECs app which run on iOS devices such as iPads
- communication passports for children

AAC is understood to mean “any method of communicating that can supplement the ordinary method of speech where this is impaired”.

We aim to:

- give every pupil the right to have an effective means of communication regardless of their disability
- empower pupils to make choices and exert control over the environment
- ensure carefully managed transition throughout the school and at key stages of transition to other placements
- ensure continuity of provision throughout all classes and departments within school
- keep informed of developments in the rapidly changing field of AAC, in particular ICT-based AAC
- actively foster a total communication environment giving equal status to all methods of communication

- When possible, to enable pupils to be responsible for determining their preferred method of communication
- provide motivating situations in which pupils can develop their language skills using total communication in meaningful, functional and enjoyable ways both to effect social interaction and to access the curriculum
- provide effective training both accredited and informal in all aspects of total communication
- provide effective, high quality and multidisciplinary input
- inform the wider community to the value of total communication to those with speech difficulties
- work in partnership with parents/carers
- provide opportunities for interaction with other aided speakers through effective class groupings and the creation of user groups
- monitor and review the effectiveness of this policy

We provide:

- Multidisciplinary input at a variety of levels, initial assessment, ongoing assessment, target setting, report writing and evaluation
- Initial training for all teachers in PECS, PEIC-D, Signalong
- Opportunities for all staff to attend in-house training, workshops, communication aid meetings etc.
- Training days to extend staff skills in a variety of communication methods.
- Access to technical services and appropriate support

ASSESSMENT

Each pupil's communication needs are to be detailed in their IEP and should be reviewed regularly. If it is appropriate that a pupil has some form of AAC, the Speech and Language therapist, in conjunction with multidisciplinary team help, will create SALT targets and planning.

OBJECTS OF REFERENCE

An object of reference is an object acting as a cue that will be presented to the young person in order to indicate the start of a forthcoming activity, to make choices or sequence events of the day.

Objects of reference are used for those pupils who are at the earliest stages of communication or who have visual impairment or for those for whom an object is more motivating than other communication systems.

Some Objects of Reference are standardised across the school, e.g. soft play and the sensory room. However, where there is a need for an individual referent, (e.g. "dinner" for a child who is tube-fed) then this will individually deployed for that child. Objects of Reference are to be used only as communication aids and not as part of general classroom equipment.

Wyvern Academy is a signing environment.

SIGNALONG is to be used as the predominant signing method. If a sign is required that is not present in the Signalong vocabulary an alternative should be used taken from the British Sign Language vocabulary. Signing is to be used for Key Words and sentence structure should follow the

normal pattern for English grammar. All signing is to be supported by speech. Staff are encouraged to attend regular training sessions to improve and update their skills. Parents will receive opportunities to attend training events.

SYMBOLS

Symbols should be used to support learning in all areas of the curriculum, not only in speaking and listening.

School computers have Communicate in Print (previously Widgit) available on them.

Some pupils require alternative symbol systems to ensure compatibility with their communication aids.

SPEECH OUTPUT DEVICES (e.g. Big Macs, Eyegaze, iPad)

- Pupils who require Speech Output Devices are offered one to one teaching support on a regular basis.
- Appropriate devices are generally selected by the speech therapist, following a multi-disciplinary assessment. Requests for funding should be made to the relevant authorities via the speech therapist.
- Before the aid is introduced to a pupil the class team will receive training covering basic maintenance of the machine, to be provided by the AAC representative in liaison with the speech therapist.
- If further training is required the speech therapist will work alongside the pupil's class team.
- Programming and choice and inclusion of new vocabulary is in the first instance to be carried out by the SALT in liaison with class teacher, parents and pupils. After training the speech therapist assistant and pupil's parents/carers may programme the devices. The AAC co-ordinator for each class team is also expected to be conversant with the operation of all AAC devices.

Speech Output Devices should be available to pupils at all times during the school day.

- Inappropriate responses should be dealt with in the same way as any other pupil speaking out of turn.
- Speech Output Devices may be taken home and this should be encouraged. Insurance arrangements should be in place for equipment in all circumstances.
- It is recognised that pupils who use Speech Output Devices require opportunities to interact with other aided speakers. Where possible class groupings will take account of this. Additionally pupils will be encouraged to attend meetings with other aided speakers on a regular basis.
- Staff should familiarise themselves on a regular basis with the new vocabulary included on the machine in order to ensure that they are asking relevant questions.
- Where possible, pupils should be encouraged to take the responsibility for using their aids.

EQUALITY OF OPPORTUNITY

The school regards AAC as having similar status to speech. It is the fundamental right of pupils for their appropriate AAC equipment to be used in all appropriate situations throughout the day to supplement the use of spoken language.

Life-skills (PSHE, RSHE, Careers)

RSHE

RSHE is covered by its own Policy (Wyvern RSHE Policy).

From the statutory guidance for 'Relationships Education, Relationship and Sex Education and Health Education Guidance' - DfE 2021, all pupils should have an awareness of:

Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs/Alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body
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RSHE is incorporated into the **life-skills framework**.

Aims

At Wyvern our intention is that we will prepare all of our students with the skills and confidence needed to live their best possible life.

Life-skills education aims to foster self-esteem, independence and resilience and to give pupils the knowledge, understanding and skills they need to keep themselves safe and healthy, both emotionally and physically. It is also designed to help pupils to form and maintain healthy, respectful relationships, to develop a sense of responsibility, and to function as successfully as possible in the wider community.

Careers Education will form part of a curriculum designed to achieve this by developing individual students' awareness of the opportunities and responsibilities that are part of adulthood. We will use Cosmic Futures Guidance, local employers, local further education providers and social care providers to ensure that all of the relevant information is shared with students and families in a manner which is appropriate and accessible to them. We will use the Preparing for Adulthood Pathways of Employment, Independent Living, Community and Inclusion to structure the content of the curriculum and we will aim to meet the Gatsby Benchmarks in the provision of our careers guidance.

Organisation of Teaching and Learning

Life-skills and Careers education are delivered through a three year topic plan.

Life-skills topic overview:

3 Year Life Skills Overview

Black text = Whole unit Blue – Topics within the unit Red – Whole school events

Autumn Term	Spring Term	Summer Term
Space	All Around the World	Shops, Food & Farming
1. Personal Hygiene Hand Washing Teeth Brushing Face Washing Hair washing and brushing Body and bathing Continence All about me	1. Clothes and dressing Naming clothes Dressing and undressing Clean and dirty Sorting and storing clothes	1. Food and cooking Drinks Equipment and utensils Simple meals Snacks Health and safety in the kitchen Wyvern Cafe Wyvern Summer Disco
Machines & Transport	Rainforests	Dinosaurs & the Jurassic Coast
1. Housework Laundry Surfaces Sweeping Vacuuming Washing up & Drying up Using a dishwasher Making a bed All about me	1. Shopping Food planning Fridge freezer and cupboard Shopping list	1. Travel Bus pass and travel Finding the way (key places) Modes of transport Road safety 2. Community Local Facilities Social behaviours Wyvern Cafe Wyvern Summer Disco
Polar Regions	Traditional Tales	The Seaside
1. Personal Organisation & Safety Answering the door Home hazards Routines Schedule Using communication technology Work Flow All about me	1. Leisure Hobbies Home activities Local facilities	1. Social skills Hobbies Social events 2. Eating and drinking Identifying objects for eating Mechanics of eating Oro – Motor and Dysphagia Sensory and Behavioural Wyvern Cafe Wyvern Summer Disco

Assessment and Progression via: Lifeskills EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND below

Future pathways topic overview: (Secondary):

3 Year Future Pathways Overview

Autumn Term		Spring Term		Summer Term	
Space		All Around the World		Shops, Food & Farming	
Feel positive about themselves and know that some backgrounds and identities are different to theirs	Knowing who they can ask for help and being confident to ask for help	Try new things and new challenges	Recognising when they have success and identifying next steps	Try new things and new challenges	Recall, explore, comment on and record their achievements
Know subjects they are learning and how these will help in the future	Recognise which aspects of jobs they like/dislike	Exploring jobs in school/caring jobs	Exploring harvesting, making and providing jobs	Exploring how jobs are similar/different	Exploring clothing worn for jobs
Planning and reviewing goals	Enjoying work and making choices	Planning and reviewing goals	Exploring decision making	Planning and reviewing goals	Problem solving
Knowing who can help them to achieve their goals	Working/playing/co-operating with others	Inventing and leaning about new jobs	Following instructions and carrying out delegated tasks	Engaging with visitors talking about their jobs	Reflecting on achievements and what they would do differently
Exploring jobs in the home and sharing these jobs. Being fair.	Helping others and how charities help others.	Why do people work? Going to work, coming home and starting/changing to a new job	Work and leisure/rest	Keeping safe at school and work.	Understanding money and making decisions about saving, spending and budgeting
Exploring work in stories	Exploring how work has changed through time.	Exploring how technology is used in work		Exploring outdoor jobs	Exploring jobs that help us
Machines & Transport		Rainforests		Dinosaurs & the Jurassic Coast	
Feel positive about themselves and know that some backgrounds and identities are different to theirs	Knowing who they can ask for help and being confident to ask for help	Try new things and new challenges	Recognising when they have success and identifying next steps	Try new things and new challenges	Recall, explore, comment on and record their achievements
Know subjects they are learning and how these will help in the future	Recognise which aspects of jobs they like/dislike	Exploring jobs in school/caring jobs	Exploring harvesting, making and providing jobs	Exploring how jobs are similar/different	Exploring clothing worn for jobs
Planning and reviewing goals	Enjoying work and making choices	Planning and reviewing goals	Exploring decision making	Planning and reviewing goals	Problem solving
Knowing who can help them to achieve their goals	Working/playing/co-operating with others	Inventing and leaning about new jobs	Following instructions and carrying out delegated tasks	Engaging with visitors talking about their jobs	Reflecting on achievements and what they would do differently
Exploring jobs in the home and sharing these jobs. Being fair.	Helping others and how charities help others.	Why do people work? Going to work, coming home and starting/changing to a new job	Work and leisure/rest	Keeping safe at school and work.	Understanding money and making decisions about saving, spending and budgeting
Exploring work in stories	Exploring how work has changed through time.	Exploring how technology is used in work		Exploring outdoor jobs	Exploring jobs that help us
Polar Regions		Traditional Tales		The Seaside	
Feel positive about themselves and know that some backgrounds and identities are different to theirs	Knowing who they can ask for help and being confident to ask for help	Try new things and new challenges	Recognising when they have success and identifying next steps	Try new things and new challenges	Recall, explore, comment on and record their achievements
Know the subjects they are learning and how these will help them in the future	Aware that tasks make up jobs and recognise which aspects they like/dislike	Exploring jobs in school/caring jobs	Exploring harvesting, making and providing jobs	Exploring how jobs are similar/different	Exploring clothing worn for jobs
Planning and reviewing goals	Enjoying work and making choices	Planning and reviewing goals	Exploring decision making	Planning and reviewing goals	Problem solving
Knowing who can help them to achieve their goals	Working/playing/co-operating with others	Inventing and leaning about new jobs	Following instructions and carrying out delegated tasks	Engaging with visitors talking about their jobs	Reflecting on achievements and what they would do differently
Exploring jobs in the home and sharing these jobs. Being fair.	Helping others and how charities help others.	Why do people work? Going to work, coming home and starting/changing to a new job	Work and leisure/rest	Keeping safe at school and work.	Understanding money and making decisions about saving, spending and budgeting
Exploring work in stories	Exploring how work has changed through time.	Exploring how technology is used in work		Exploring outdoor jobs	Exploring jobs that help us

Grow throughout life

Explore possibilities

Manage career

Create opportunities

Balance life and work

See the big picture

Future pathways topic overview: (Primary)

3 Year Primary Careers Overview

Autumn Term		Spring Term		Summer Term	
Space		All Around the World		Shops, Food & Farming	
During topic role play jobs relating to space e.g. astronauts, count down technicians, making space food		During topic role play and explore travel jobs such as travel agents, air stewards, pilots...		During topic role play and explore jobs in retail, food manufacture, catering and farming.	
Visit from astronaut????		Visit travel agents and airport. Visit from air steward		Visit cafes, farms, supermarkets Visit from ranch	
		Create photo pack/display of job types, clothing & equipment		Create photo pack/display of job types, clothing & equipment	
Machines & Transport		Rainforests		Dinosaurs & the Jurassic Coast	
During topic role play and explore jobs in transport e.g. lorry drivers, train drivers, boat pilots, stewards...		During topic role play, stories and and explore jobs relating to the environment e.g. school gardeners, refuse collectors, park keepers, road sweepers, ecology groups.		Through role, play, story and sensory activities explore jobs relating to the Jurassic coast such as	
Visit train station, ferry port Visit from ...		Visit to Lorton meadows, Borough gardens, Abbotsbury gardens pond dipping		Visits to County museum. Etches Collection, fossil centre at Charmouth/Lyme Regis.	
Create photo pack/display of job types, clothing & equipment		Create photo pack/display of job types, clothing & equipment		Create photo pack/display of job types, clothing & equipment	
Polar Regions		Traditional Tales		The Seaside	
Through role, play, story and sensory activities explore jobs relating to snow and ice such as polar explorers, road <u>gritters</u> , ski instructors		Through role, play, story and sensory activities explore jobs relating to writing, drawing or story telling e.g. book shops, newsagents.		Through role, play, story and sensory activities explore jobs relating to the seaside e.g. fish and chip seller, <u>fair ground</u> staff, beach cleaner...	
Visit <u>Warmwell</u> dry ski slope, have Visit from road <u>gritter</u> ?		Visits to book shop, newsagents Visit from story teller/author/illustrator.		Visits to Weymouth/local beaches and fairground	
Create photo pack/display of job types, clothing & equipment		Create photo pack/display of job types, clothing & equipment		Create photo pack/display of job types, clothing & equipment	

Examples of Progression for Life-skills and Future Pathways (careers)

			Lifeskills Progression Guidance							
			Nurture dependent on abilities and interests							
			Pre-formal				Semi- formal			
			Early Engagement	1 (PKS 1)	2 (PKS 1)	3 (PKS 2)	4 (PKS 3)	5 (PKS 4)	6 (L1)	7 (L2)
My personal care and health	Personal Hygiene	Hand washing	Can engage in water play with the hands. Can attend to a sink area with support.	Can tolerate water, soap and adult touch. Can identify relevant objects for the activity.	Co-operates with an adult supporting them to wash their hands with verbal or gestural prompts.	Can wash their hands with gestural prompts.	Can wash hands sufficiently without any help.	Purposefully washes dirt off (knows hands are clean)	Is able to talk about why cleaning hands is important.	Can explain about germs and spreading of viruses without hand washing.
		Tooth brushing	Can attend to the activity with adult support.	Can pick up or hold relevant objects to the activity. Can tolerate a toothbrush in or near the mouth.	Can wet the toothbrush and apply toothpaste with verbal and gestural prompts.	Can wet the toothbrush, apply toothpaste and put into mouth with gestural prompting.	Can brush teeth sufficiently without any help.	Can purposefully brush their teeth as part of daily routine.	Is able to talk about why cleaning teeth is important.	Talks about things that might be bad for teeth.
		Face washing	Can attend to the activity with adult support.	Can pick up or hold relevant objects in hand.	Can use a tap with adult support to regulate the water temperature.	Can locate and wet a flannel with gestural prompts. Can locate a towel to dry their face with gestural support.	Can wash face sufficiently without any help.	Can purposefully wash their face when dirty.	Can understand why it is important to wash their face.	Can explain why it is important to wash their face.
		Hair brushing	Can attend to the activity with adult support.	Can tolerate the hairbrush touching their hair.	Can pick up or hold the objects relevant to the task.	Can identify the objects needed for the task. Can tolerate hair brushing with adult led verbal or gestural prompts.	Can brush their hair with gestural prompts.	Can brush hair sufficiently without any help.	Can purposefully brush their hair as part of the daily routine.	Can explain why it is good to brush your hair and what may happen if you don't.
		Body/hair washing and bathing	Can attend to the task with adult support.	Can hold or pick up objects from the task with hands. Can tolerate water on or near the body in a shower or bath environment.	Can tolerate adult support with bathing/washing. Can wash body or bath with verbal or gestural prompts.	Can wash body or bath sufficiently with gestural prompts.	Can wash body or bath sufficiently without help.	Can purposefully wash dirt off their body (knowing when they are clean or dirty).	Can understand the reason for needing to bath and wash the body.	Can talk about the consequences of not bathing or washing.
		Continence	Can accept transitions to the toilet/bathroom.	Can tolerate nappy/pad changing. Can hold or pick up objects from the task with hands.	Can actively cooperate with nappy/pad changing. Can point to or identify objects needed.	Can communicate that I need to use toilet as necessary. Can use the toilet with verbal or gestural prompts.	Can use a toilet without help.	Can adjust clothing to use the toilet. I can adjust my clothing when finished using toilet.	Can maintain privacy when using the toilet.	Can respect privacy of others in toilets.
		Female Hygiene	Can attend to the object or task with adult support.	Can hold or pick up objects from the task with hands.	Can point to or identify objects needed.	Can remove dirty sanitary towel from pants and locate sanitary towel bin.	Can locate clean sanitary towels.	Can open new sanitary towel wrapper independently.	Can stick clean sanitary towel in pants correctly.	Can manage menstruation effectively – change a sanitary towel and discard dirty pads in the correct bin with minimal support.

Careers Progression Guidance									
Nurture dependent on ability and interests									
Some students who are accessing a pre-formal curriculum may have PKS skills and knowledge which we would aim to develop and enhance through sensory or play-based activities.									
Early Engagement Pre-formal									
1 PKS S12 PKS S13 PKS S24 PKS S35 PKS S46 L17 L2									
Grow throughout life									
Feel positive about themselves and know that some backgrounds and identities are different to theirs				feeling positive about who they are	feeling positive about people whose identities and backgrounds are different to theirs	relating to people whose identities and backgrounds are different to theirs	being aware of heritage, identity and values	reflecting on their heritage, identity and values	discussing and reflecting on the impact of heritage, identity and values
Knowing who they can ask for help and being confident to ask for help				being aware of people who can help them	being confident to request help	being able to explain how they acted on help	Being aware of the sources of help and support available and responding positively to feedback	responding positively to help, support and feedback	Actively seeking out help, support and feedback
Try new things and new challenges				being willing to try something new	being willing to challenge themselves	being willing to take on challenges that help them to grow	being willing to challenge themselves and try new things	recognising the value of challenging themselves and trying new things	seeking out challenges and opportunities for development
Recognising when they have success and identifying next steps				being aware how they feel when they have learnt something new	recognising their successes in learning	recognising what they want to learn next and when they are successful	being aware that learning, skills and qualifications are important for career	positively engaging in learning and taking action to achieve good outcomes	taking responsibility for their learning and aiming high
Recall, explore, comment on and record their achievements				recalling what they have experienced and achieved	exploring what they have experienced and achieved	recording and commenting on what they have experienced and achieved	recording achievements	reflecting on and recording achievements, experiences and learning	reflecting on and recording achievements, experiences and learning and communicating them to others