



The ASD Pathway 3 Sensory Curriculum at Charlton Park Academy

Mission Statement

Our Pathway 3 Sensory ASD (Autistic Spectrum Disorder) Department for students in KS3, KS4 and KS5, has a Student-Centred Approach, with our students being at the heart of the curriculum. Our curriculum is individualised through exploration, experiencing, interactive and evolving through the sensory experience. It is a play-based curriculum where our students learn best; through play, exploration, experiences to engage and immerse learners in learning.

Intent

Our school values are:

- Communicate
- Persevere
- Achieve

Our curriculum provides all students with the life skills that they need to become independent and confident through each stage of their life's journey.

The Pathway 3 Curriculum is designed to enable our students to:

- Learn in a safe, caring and stimulating environment.
- Learn how to communicate their wants and needs through a total communication approach, ensuring that communication flourishes through purposeful and meaningful interactions.
- To be active learners.
- Learn through a play-based approach that will create opportunities to learn by using exploration and sensory experiences to engage learners.
- Develop their safety in the wider world and within the digital world.
- Build upon prior knowledge and experiences through sequential learning.
- Develop students' self-regulation skills to support students to manage their own behaviour through positive support.
- Access to a clear routine and structured day using visual supports to enable the students to recognise and understand their individual routines.

Our focus areas within the curriculum are:

- Communication and Literacy
- Cognition and Learning
- RSE/Health
- Physical Development
- Social Skills
- Creative and Cultural Learning

- Staying safe
- Live skills and Independence
- Social, Emotional and Well-being.
- Preparation for adulthood
- Learning outside of the classroom.

Our students within this pathway are provided with a unique learning journey, that is tailored to meeting their needs through an individualised approach to learning in the classroom and out in the wider world. Our cohort of students are working at a lower cognitive level, therefore by individualising their curriculum we can incorporate essential life skills and experiences whilst connecting with the wider world.

Implementation

Our curriculum design is tailored to the individual needs of the students in this pathway. We ensure that students EHCP (Education, Health, Care Plan) Outcomes can be achieved by being broken down into short-term outcomes using SMART targets. Through this curriculum we support our students in preparation towards adulthood, providing students with the necessary skills to enable them to access the wider world around them.

Planning is individualised and personalised to student. Planning is based on their EHCP outcomes, developmental levels, sensory, physical, and medical needs. Within our planning we incorporate therapy outcomes into everyday learning.

Our students require learning to be repetitive to enable them to gain the skills and knowledge that is being taught. Our curriculum uses scaffolding of learning following the Pedagogy of Rosenshine Principles; prior learning, new materials, questioning and responses, modelling, practice, understanding, success, scaffolding, independent practice and engage students in reviews.

Our curriculum provides our students with sequential learning that is interconnected creating positive experiences that require repetition to enable learning to occur. Our students learn through consistent routines and structures within in their school day, creating opportunities to predict sequences and process information using supports that have been adapted to meeting individual needs, for example: individualised schedules, now and next boards, now boards, visual timetables.

Our curriculum allows for the opportunity for skills taught to become transferable between school and home and out in the community, enabling our students to become an active member of the wider community in which they reside.

The curriculum approach is personalised to ensure that students are at the 'heart' of our curriculum and that by carefully planning, teaching, and learning, there will be continual growth within learning of new skills or building upon pre-existing skills, to equip our students with essential skills that will enable them to transfer skills into the community and wider world as they progress towards adulthood.

Within our curriculum our students are encouraged to take part in fun activity days, this may include dressing up, taking part in projects either class based or in the

school community and being given the opportunity to experience different events within the school calendar.

As a Sensory Pathway it is important to celebrate all the achievement that our students make each week, whether this be for learning, self-regulating, independence, communication or trying their best. Our students are celebrated and valued as individuals, within our curriculum that is designed and tailored to meeting individual needs, we follow the same approach as the whole school through 'I can' approach and attitude.

Impact

Our curriculum needs to meet the individual need of the students, observing their learning experiences and analysing data and progress achieved.

Teachers use formative assessment to track progress and to identify students starting points and plan purposeful learning experiences to ensure that progress is being made with classes, year groups, individuals, or students with EAL (English as an Additional Language).

Evidence of students learning is collated using observations, pictures, and videos to enable teachers and their teams to reflect upon progress that is met by individual students.

Progress is recorded using formative and summative assessment. All staff record against students' progress using EARWIG and recording sheets that have been developed by the class teacher. Students' progress is matched to their EHCP's using EARWIG. Progress is tracked on EARWIG by teachers, teachers are responsible for uploading evidence to match the descriptors to show progress, this is completed daily or weekly.

Progress in KS4/5 follow the above, and in conjunction to these students learning through ASDAN Life Skills Challenge Accreditation, which students will receive certificates for completed units of study.

Our sensory curriculum and delivery ensure that students make progress from their starting point in the sensory department. We believe our curriculum offer alongside our rigorous assessment using both formative and summative assessment our students make holistic progress as they move through the school from Key Stage 3 through to Key Stage 5. Our students have a rich diet of balanced learning experiences which undoubtedly is the best way to develop happy curious students.

Students with ASD may have more than one disability, but the most significant of which is sensory processing difficulties.

Other conditions that students may have:

- Sensory processing difficulties
- Global Learning delay
- Significant learning delay
- Visual
- Hearing
- Anxiety
- Challenging behaviours
- ADHD, ADD, OCD, Pica
- Medical – Epilepsy, eating and drinking, asthma

The ASD Sensory Curriculum is based around 6 core areas of development.

1. Cognition and Learning (Maths, Science, and ICT)
2. Communication and Literacy
3. Relationships and sexuality education and health education
4. Independence and Life Skills
5. Creative and cultural learning
6. Physical Development



The 6 core areas of development.

1. Cognition and Learning (Maths, Science, and ICT)

Developing students' ability to understand and process the world around them in their environments.

- Sensory awareness – trouncing, feeling, hard, soft, rough, smooth, hot, cold
- Attention skills – looking and listening.
- Early number work – number songs, counting, more and less.
- Joint interactions and intensive interactions
- Problem solving – puzzles, shape sorters, cake cases
- Sorting and matching, clothing, animals, transport

- Mathematical thinking
- Object permanence- locating objects, hide and seek.
- Play- dolls, cars, balls, beanbags, skittles.
- Exploration – stacking and building, weighing, mixing, rolling.
- Life skills- following recipes, weighing, mixing, adding.

2. Communication and Literacy

Developing our student's communication will enable them to have control and express choices using their own individual communication styles.

- Reading- sensory stories, book bags, story boxes, pictures, symbols, photos, objects of reference, sharing books, sound books, touch and feel books.
- Writing- exploration of items to make marks, tracing, feeling letters and words, painting, making patterns in sand, art lessons, making marks in cornflour, using cutters to make marks, using scissors to develop hand-eye control and fine motor skills.
- Speaking and Listening- Attention Autism, intensive interaction, PECS (Picture Exchange Communication System), Now and Next, Topic boards, Photographs, Objects, Core Words, Body language, BSL (British Sign Language), Gestures, Eyes, sound cues, bigmack switches, key word instructions- using individual learning styles. (Remember to give processing time for the students to understand and respond)

3. Relationships and Sexuality Education and Health Education.

RSE (Relationship & Sexual Education) (Relationships and Sex Education) is not taught as a separate subject, it is incorporated into our activities throughout the day.

- Relationships and Friendships- supporting students to interact with each other using Sherbourne, Handy Pac and games, turn taking games and activities, doing jobs, helping each other, attending weekly assemblies.
- Understanding of themselves by using the correct terminology when naming parts of the body in the bathroom- penis, vulva, bottom, hands, face, teeth.
- Teaching private and public, self-advocacy, resilience, expressing likes and dislikes.

We support our students with their own health and hygiene, we encourage students to take an active part in their own personal care, wiping themselves in the bathroom, washing hands and face, brushing teeth, dressing, and undressing, feeding themselves and tidying after themselves. We work with our students to enable them to become independent, managing their own health and hygiene.

4. Independence and Life Skills including Work Related Learning.

Independence and life skills are delivered daily, these are incorporated into lessons and there are also planned teaching lessons that are delivered.

- Understanding of myself and others – emotional well-being, building relationships, social rules, understanding self and others, self-advocacy and making choices.
- Mini Enterprises and Economic Wellbeing- experiencing money, buying products, selling products, saving money, enterprise skills.
- Looking after myself and my environment- following healthy recipes, preparing, and cooking healthy foods, keeping an optimum level of fitness using the gym, playground, swimming, and structured walk breaks around the environment or out in the community. Developing independence in personal care (washing hands, brushing teeth, wiping own body parts), independence skills wiping tables, sweeping floors, tidying away resources.
- Understanding my environment- transitioning around my environment, joining in with school events (assembly, parties, fund raisers), going out into the community, knowing the roles of different staff in the school (nurse, cook, teacher, caretaker etc)

We support our students to become independent, we create opportunities for students to take an active part in their own learning promoting independence.

5. Physical Development and Movement

Our students follow programmes that are written by the OT (Occupational Therapy) and Class Teacher. Students have a sensory profile that has been written to identify their sensory needs. Sensory interventions are integral within our curriculum and worked on throughout the week.

Physical activities appropriate to the student to maintain greater physical development and optimum movement level.

Activities may include:

- Structured movement breaks
- Sensory circuit
- Sensory room
- Modulation room
- Sherbourne
- Handy Pac
- Tac Pac
- Hydrotherapy
- Using the gym
- Transitions
- Using playground equipment

6. Creative and Cultural Learning

Includes celebrating religious festivals from other faiths, cultural events linking arts and music, celebrations from around the world, experiencing tastes, smells, textures, and sounds. Arts and music developing a sensory experience using different tempos and genres of music and art.

Activities may include:

- Life skills – cooking
- Sensory Journeys
- Sensory stories
- Books
- Arts
- Music
- Dance
- Games
- Celebrations – assemblies

Our sensory curriculum is a child centred approach, with the child at the heart of the curriculum.

‘I might hit developmental and societal milestones in a different order than my peers, but I am able to accomplish these small victories in my own time’ –

Haley Moss.

‘I am different. Not less’ – Dr Temple Grandin