

Curriculum Overview: P3 & Below and Complex Needs – Enterprise and Haven Hubs

Communicative Development

Overarching aim: to develop intentional communication, affording learners with a degree of autonomy, control and choice

Sensory awareness

To develop sensory awareness and react/respond to sounds, voices, touch (people and objects), sight (people and objects)

Anticipation

To develop anticipation in a range of familiar contexts

Language comprehension

To react/respond to and recognise own name

To listen to and react/respond to familiar words, sensory cues, tactile signs etc. in context

To understand familiar words, sensory cues, tactile signs etc. in context

Interactions

To interact with a range of communication partners

To sustain alertness and motivation during interactions

To make body movements and gestures during interaction

To make facial expressions and vocalise during interactions

To imitate actions or sounds

To take turns in interactions and games

Signalling

To seek attention of familiar adults and peers through vocalisations, expression, gestures or AAC in a range of contexts

To make requests through vocalisations, expression, gestures or AAC in a range of contexts

To make choices through vocalisations, expression, gestures or AAC in a range of contexts

Vocalisation and speech development

To develop vocalisations in a range of contexts, with a range of communication partners.

To increase the range of different sounds created by varying pitch, duration and consonant/vowel combination

To develop an expressive vocabulary through repletion of consonant/vowel combinations and word-like vocalisations

Sensory and Cognitive Development

Overarching aim: to develop self-engagement skills and environmental awareness

Sensory awareness

To react/respond to visual, auditory and tactile stimuli

To show awareness of body positioning and react/respond to body movement, smells and tastes

Development of attention skills

To sustain and increase levels of alertness

To focus attention on people, objects or tasks

To react/respond to incidental stimuli

Environmental awareness

To demonstrate awareness and expectation of the environment and events

Concept development

To show awareness of an object

To use actions in order to cause an effect

Exploratory behaviours

To explore objects visually and in a tactile manner, responding to their properties with appropriate actions

Play

To manipulate objects, combine them and act appropriately to different problem solving activities

Joint interactions

To accept direction from another person to attend to stimuli

To attend jointly to activities

To gain attention and signal a desire for attention

To be able to turn take

To imitate people

Personal, Social & Emotional Development and Life Skills

Overarching aims:

To promote awareness of self and others as separate entities and develop methods of interacting with others

To incorporate all skills into daily living activities optimising learner's ability to anticipate and participate

Interactions with adults and peers

To show interest and sustain attention to another person in close proximity

To react /respond to and initiate physical contact

To react /respond to and initiate vocalisations and speech

To react differently to familiar and unfamiliar people. Forming and demonstrating attachments

To be aware of imitation of vocalisations/gestures and to imitate others

To initiate and participate in playful; interactions and games

To participate and co-operate in familiar routines and activities, with verbal and physical cues as appropriate

Awareness of self

To react/respond to themselves in a mirror or photograph

To show different reactions/responses to their own image, recognise themselves

To assert their wants, needs and preferences

To protest and reject undesired activities or experiences

To test others and show awareness of positive and negative reactions

Expressing emotions

To express a range of emotions e.g. pleasure surprise, anger

To express different emotions consistently in different contexts

Sensory awareness

To develop sensory awareness and respond to movement, touch, sound, smells and taste

Understanding

To develop anticipation in a range of contexts, supported by touch cues, OoRs, musical cues, repetition and routines

To demonstrate understanding of language, people and objects in familiar contexts and react/respond accordingly

Cognitive awareness

To increase and sustain motivation by making simple choices and requesting continuity of activity

Physical participation

To participate actively in daily routines (dressing, undressing, toileting eating, drinking)

To experience and become familiar with a range of settings in school and the local community

Physical and Motor Development

Overarching aim: to encourage the development and maintenance of motor control, motor skills and physical independence

Ability to maintain postures

To develop and sustain pupils' ability to maintain postures, as directed by physiotherapists in individual plans and through a range of activities e.g. hydrotherapy, rebound therapy, dance massage etc.

Motor abilities

To develop and sustain pupils' motor abilities, as directed by physiotherapists in individual plans e.g. swimming, hydrotherapy, rebound therapy etc.

Independence

To develop and sustain movement to promote independence, as directed by physiotherapists in individual plans e.g. swimming, hydrotherapy, horse riding etc.

Context

These four areas are the foundation skills for our Complex Needs Curriculum and are taught in an integrated way through activities. Pupils will develop these skills from a personalised sensory curriculum, incorporating the following:

Literacy and Numeracy: e.g. sensory stories, Intensive Interaction, communication activities based on individual LOs

Science and Art: multi-sensory activities and exploration of the physical environment, Nature Detectives

Computing: sensory room/class based sensory areas, switch/touch-screen progression

PHSE: Circle time, Sulp, massage stories, SRE, PINK Curriculum

PD: PE, Rebound Therapy, Individual Physiotherapy programs, swimming, hydrotherapy, dance massage etc.

Life Skills: cooking, community visits and trips

Music: music interaction, music groups

Humanities and RE: thematic projects exploring different religions and cultures, community visits, Reflection Time

