

CURRICULUM OVERVIEW

Introduction

The Loddon School® curriculum and approach to learning - PLUSS® – Personalised Learning for Life Using Supportive Strategies – is a creative and innovative curriculum, which empowers all our young people to make progress in their learning. The curriculum is adapted for each individual to meet their needs and is centred on personalised learning.

Pupils experience a waking day curriculum and learning begins when they wake up and develop their self-help skills of washing and dressing and continues throughout the day with opportunities for community visits and clubs. (See Appendix for The Loddon Day Diagram)

PLUSS focuses on developing skills in six key areas:-

1. Communication
2. Independence
3. Relating and Interacting
4. Transitions
5. Leisure and Wellbeing
6. Access to Learning

Objectives for Early Literacy and Early Maths (Rochford, 2017) are taught through all learning activities throughout the day. Pupils are taught new skills through their preferred activities. Core subjects (Literacy, numeracy, science, PE and technology) are taught via the preferred activity, for example during art or cooking the child can also focus on reading, counting, discovering and investigating..

THE SIX KEY AREAS OF THE PLUSS® CURRICULUM

Communication:

Communication, language and interaction skills underpin all work at the Loddon School® and are developed in every activity and at every opportunity as part of the pupils' daily life. This also includes basics of early writing and reading.

Pupils are encouraged to develop the ability to:

| | |
|--------------------------------------|----------------|
| respond | Anticipation |
| listen | Curiosity |
| Understand | Discovery |
| interact and communicate with others | Initiation |
| make choices | Investigation |
| turn-take and co-operate | Persistence |
| Initiate. | Responsiveness |

Pupils at Loddon are mainly unable to communicate formally with speech. The Loddon School® uses Total Communication across all aspects of its work, providing visual language (PECS, photos and objects of reference) signing (Makaton) and basic verbal language. Total communication ensures that every child has supported language development and is able to communicate without frustration.

Communication aids are used and are specific to each pupil's requirements based upon an assessment of their needs by the speech and language therapist.

INDEPENDENCE:

Pupils at the Loddon School® are reliant on adults for their help and support. Pupils need to learn to become independent in those skills that will specifically help them to prepare for adult life. Our pupils are encouraged to practise a range of independent life skills in our setting. Once established they may be able to progress to using these skills in a wide range of community settings, appropriate for the individual.

RELATING AND INTERACTING:

When entering the Loddon School® pupils generally have significant difficulties in building relationships with adults and peers, understanding appropriate means of interacting and controlling their own behaviour; relating and interacting forms the basis for acquiring new skills.

Pupils need to learn to accept the close proximity of others, accept physical contact, tolerate being in a variety of group sizes and accept shared attention. The pupils can also experience whole school activities including assemblies, festivals, celebrations and concerts.

Pupils have opportunities to develop a sense of themselves and others through everyday activities including sharing and group work, personal care and citizenship.

TRANSITIONS:

Pupils at the Loddon School® have difficulties with transitions in the broadest possible sense. Transitions include changes of staff, changes of activity, new routines, beginning and ending, changes of décor and environment and travelling. Pupils that have difficulty accepting change often use their behaviour to avoid situations.

Pupils are taught to follow routines using photographic aids and are prepared for known changes using these. Pupils are helped to accept the end of an activity through countdowns either verbally or with sand or coloured light timers. They have opportunities to find their own way around the environment and to choose an alternative activity.

Pupils are also helped to cope at these times by learning to use “go” symbols, photographic social stories and visual and verbal countdowns.

LEISURE AND WELLBEING:

Pupils have access to a variety of leisure activities that will be available to them when they leave school and become adults. These activities provide a range of experiences and interactions that the pupils can understand and make sense of.

Pupils frequently have little or no intrinsic motivation to keep fit and can show little understanding of, or interest in team games and sport. The school provides through its comprehensive PE curriculum, a range of physical activities to help maintain fitness and develop skills on a daily basis.

Apart from the specialist PE teacher led sessions, pupils also access physical and leisure activities that are functional and enjoyable. These are often the pupils preferred activities and provide a means of teaching core skills.

The school runs evening clubs such as youth club, cinema club, exercise club and community club as well as themed weekends. There are also opportunities for pupils to experience professional theatre performances either at the school or at the theatre.

ACCESS TO LEARNING AND UNDERSTANDING

Access to Learning and Understanding is essential for the pupils to begin to develop knowledge and make sense of the world around them. Skills are taught through preferred activities and in functional settings.

Pupils are encouraged to develop their learning and understanding throughout the waking day. Some opportunities will be experienced based and skills develop over time and with repetition. The pupils at Loddon may have short attention spans and this means that time is spent encouraging pupils to stay for longer each time.

Access to Learning and understanding incorporates elements of maths, science, and environmental science, computing and thinking skills, delivered in a creative and sensory way.

TEACHING AND LEARNING:

LEARNING:

The pupils need to repeat activities so that they feel secure in understanding expectations and can begin to learn. They have difficulties generalising skills or applying skills to new situations and learning opportunities, so the same skills are taught in a variety of settings and with a range of staff.

The learning day is not class based this enables all pupils to be exposed to a wider variety of activities happening around them, in context and have opportunities to observe and begin to join in with daily life thus extending their experiences.

Activities and consequently learning take place in the naturally occurring environment so that pupils learn skills in the appropriate setting and at a time when it naturally occurs. Learning outdoors is highly popular and a calming environment which the school has taken full advantage of with their Forest Schools work, Horticultural curriculum and work/therapies related to the animals at the school's paddocks.

Children carry rucksacks that become portable classrooms and contain timetables, lesson plans, recording sheets, communication aids, incentives, toys and a reading book, massage oils, symbols and photos, and other resources as needed for the day's work.

Whilst each child's individual timetable is carefully planned and activities have set time slots there is flexibility for sessions to be extended if the pupil is benefitting from the experience, or reduced if not coping.

The pupils at The Loddon School® need a long-term, flexible approach to learning where small steps and achievements are celebrated and built upon and the maintenance of skills is seen to be as important as learning new skills.

TEACHING:

Effective teaching is vital to progression for each and every pupil, within the school. Alternative skills will be taught to enable the child to have a wider repertoire of positive behaviours and behaviours which can replace those which are a serious challenge and restrict opportunities to learn and enjoy life in the community.

Teachers will:

· Make sure teaching is relevant to the assessed level of progress across all areas of learning, the long term targets and Engagement profile will demonstrate this.

- Will offer a range of teaching styles and approaches to cater for the individual learner.
- Identify meaningful and functional personal learning objectives for young people based what they need to achieve to progress into adulthood.
- Have high expectations of all learners.
- Use other adults as individual teachers who will support learning effectively and purposefully
- Provide differentiated resources that take into consideration the needs of individual young people
- Provide activities that extend learners and promote independence, as a result learners make progress in real opportunities.

- Offer and plan a wide range of activities.

ASSESSMENT:

The child's learning needs are informed by their initial assessments on admission, and twice yearly reviews of the school's EHC plans. Records are kept throughout the 24 hours day and assist the teacher, care support team and psychology staff as they develop strategies to support learning and development of the individual.

Children will be assessed to ensure learning opportunities are maximised in terms of location, preferences, learning needs, and choice of staff.

Each child has within their review of progress report:

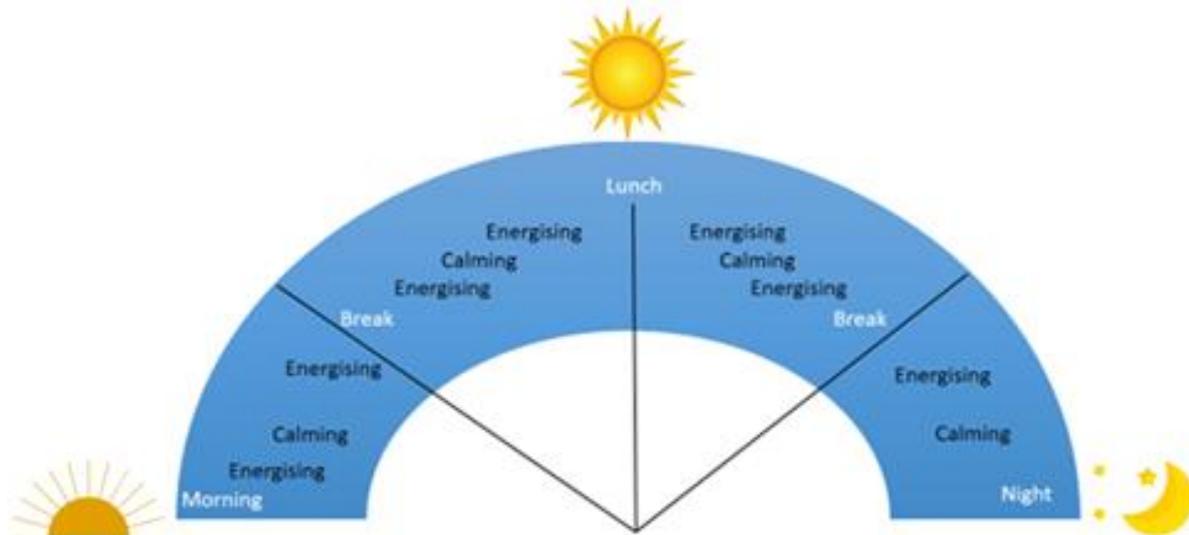
- Long term development skills under the PLLUSS® Curriculum
- The Engagement Profile
- Learning needs
- PEP targets
- Preferred activities, people and locations
- Restrictive Behaviour support needs
- Therapy support

Each child will have an annual review of their EHCP.

The Loddon School® will also offer pupils access to the AQA awards unit and for the 16-19 pupils the ASDAN programme of study. The School offers opportunities to access the Arts via Artsmark accreditation as well as Forest schools and The National Gardening awards.

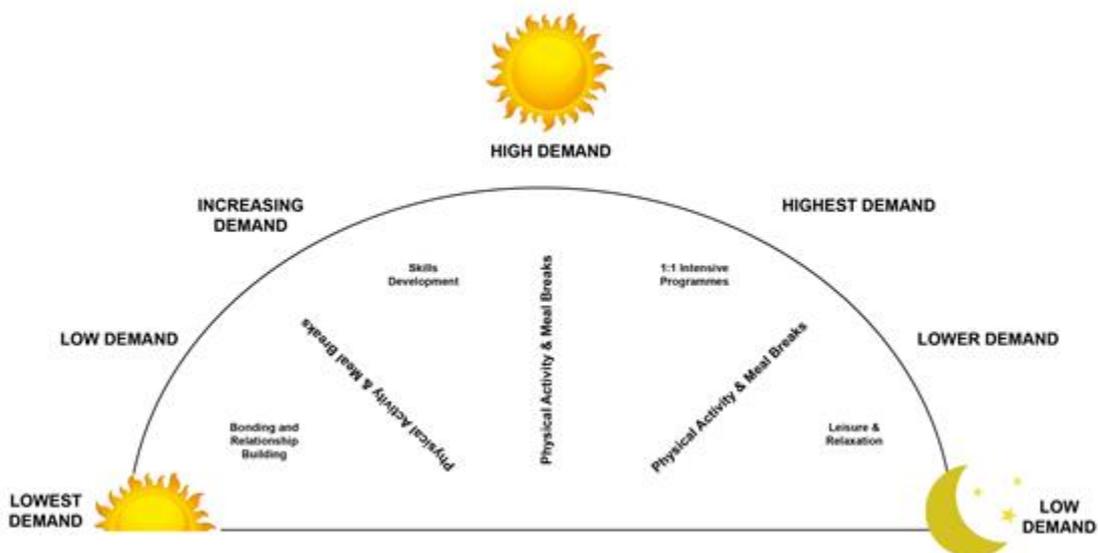
Appendix 1

The Loddon School Day



The Loddon School day is designed to keep every child in balance with themselves and their environment. Each child's sensory diet provides what they require to keep them 'alertly calm' and therefore ready to learning.

The Loddon Day Process



Example of the overall Timetable offer.



| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|--|--|
| Start of the day activity 9.30-10am | Sensory Circuit BEAM <u>Tacpac</u> Circle time & singing Animal Care | Sensory Circuit BEAM <u>Tacpac</u> Circle time & singing Animal Care | Sensory Circuit BEAM <u>Tacpac</u> Circle time & singing Animal Care | Sensory Circuit BEAM <u>Tacpac</u> Circle time & singing Animal Care | Sensory Circuit BEAM <u>Tacpac</u> Circle time & singing Animal Care |
| Main morning activities 10-1pm (AT LEAST 6 X 30 MINUTE SESSIONS) | Life books session (Nnenna 10-1pm) Construction Class (juniors/seniors sessions in OT room: 10am -12pm) Music therapy (Beccy 10am-1pm) Art lessons (10am-1pm) (Michael) Animal care (Sonner, Jack, Lottie) Swimming (10am-1pm) Community trips Horticulture sessions (Linzi 10-1pm) | PE (Kamila 10-12.30) Music (Dave 10-12) Community swim (10-12.30pm) Art lessons (Michael 10-1pm) BASRAM (Monthly) (Diane 10-1pm) Phonics (Kirsty 10-1pm) Swimming (10am-1pm) Horticulture sessions (Linzi 10-1pm) | Swimming lessons (10-12.00 noon Lorraine) Osteopath massage (Howard 10-1pm) Drama/Music sessions (Katy & Dave 10-1pm) Art lessons (Michael 10-12) Active Life (Kingfishers) 12.30pm The Jump Factory (11-1pm) Forest Schools (11.30-12.30pm Emily) Horticulture sessions (Linzi 10-1pm) School Assembly 12.45pm | Technology – Cooking (Roy 10-1pm) Aromatherapy (Sarah 10-1pm) Horticulture sessions (Linzi 10-1pm) Construction Class (FE in OT room: 10-1pm) Horsology (10-1pm) Sonner & Jack Art lessons (Michael) Music sessions (Dave 10-1pm) Swimming (10am-1pm) Yoga (10.30 Ruth) Community trips | Sensory Story sessions (9.45-11.15 am) Juicing & Healthy eating (Howard 11-11.30am) Horticulture sessions (Linzi – 10am-1pm) Art lessons (Michael) Animal care /Pony carting Forest Schools (11.30-12.30pm Emily, Lottie) Swimming (10am-12.30pm) Music Therapy (Winchester 9-11am) Community trips & letter Posting. 12.45pm – Celebration assembly |
| 1.45pm | Sensory Circuit | Sensory Circuit | Sensory Circuit | Sensory Circuit | Sensory Circuit |
| Afternoon Activities 2-4pm (AT LEAST 4 X 30 MINUTE SESSIONS) | Drama (Katy 2-4.30pm) Dance (2-3- Rachel) Music Therapy (1.40-3.45pm Beccy) Art lessons (Michael) Animal care (Sonner, Jack, Lottie) Phonics (Kirsty 2-4pm) Forest Schools (Emily 2-3pm) Community Swimming | Work experience – (2-4pm-Kamila) Taplow – Sensory Play (Penguins/Robins/Ravens 2-5pm) Art lessons (Michael 2-4) The Jump factory (3pm onwards) Discovery Club (Science – Maria) Lego Therapy (Nicola/Catherine 2-4pm) Life Books (Nnenna 2-4pm) | Massage Story (2-3pm – Emily) Sensory Room (2-4.30pm) Work Experience (outreach houses) Community Trips (Valenta/PBS department) Young explorers (2 –4.30pm.) Horticulture sessions (Linzi 2-4pm) | Aromatherapy (2-4.30pm Sarah) Camp Mohawk (Rachel 1-4pm) Art lessons (Michael) Horticulture sessions (Linzi 2-4pm) Donkey Walking (2-4pm jack and Sonner) Community trips Sculpture Club (Grounds 2-3.30pm Michael) | Drama sessions (Katy 2-3.30pm) Messy Sensory session (2-3pm – Catherine) Discovery Club (Science 2 – 4pm) Horticulture sessions (Linzi 2-4pm) Tuck shop (3.30pm) |

| | | | | | |
|-------------------------------------|---|--|--------------------------|---|---|
| | (3-4pm) Horticulture sessions (Linzi 2-4pm) | Horticulture sessions (Linzi 2-4pm) | | | |
| Evening clubs 5pm onwards | Art Club (Michael) Adventure Club 6.30pm Messy Sensory Club | Exercise Club 5pm Pub Trip – 5.30pm | Youth Club 6.30pm | Cookery Club 6.30pm Art Club 6.30pm | Cinema Club 8pm (Night staff) |