

Curriculum Approach and Model



The Bridge London
Integrated Learning Space

Pride
Passion
Partnership
Professionalism
Positivity

Contents

1. Introduction	2
2. The values and Principles of the ILS Curriculum	2
3. Integrated Work	3
4. Curriculum Aims	3
5. Accessing the Curriculum	3
6. The Strands	5
7. The Curriculum Areas/opportunities for engagement	5
8. The Framework for the ILS	6
9. Trans-Disciplinary work	7
10. Culture of Teaching and Learning	8
11. Partnership with families	8
12. Assessment	9
13. Enrichment Curriculum	11
14. Reading and Maths	11
15. Personal Social Health Education [PSHE] & Physical Development [PD] at the ILS	13
15. Equal Opportunities	13

1. Introduction

The Integrated Learning Space (ILS) was opened in January 2015. It is a Free School in Islington, coming under the umbrella of the Bridge MAT. The inspiration for the ILS came from the acknowledgement that a small group of students who had attended The Bridge School (a special school for pupils with severe learning difficulties and autism) required an enhanced level of support, over and above what a typical Special school setting could provide, to ensure their access to an education offer.

2. The values and Principles of the ILS Curriculum

The ILS curriculum is underpinned by our core values.



The value **(Meet me where I am)** relates to whatever our student's way of expressing themselves is at a given time and these being acknowledged and met with **(Unconditional positive regard)**. By validating all the ways our young people are engaging with, on and through the world we seek to promote and enhance a positive view of neurodiversity **(All ways of being)** and experiencing the world and reinforcing that all our young people should have a voice and stake in their society. Our students represent themselves in their own unique ways which means we must always adapt and adopt a **(Total communication)** approach and start with our student's particular communication profiles.

The overarching focus of the ILS is to provide a curriculum driven by the individual learner's needs. Effectively this means that every student has their own curriculum, developed with them, based on their own skills, strengths and desired outcomes. The ILS therefore provides an approach to the notion of a 'curricula' that is highly eclectic in nature as it derives wholly from the student **and is built around the student's presenting profile**. This approach combines best practices and techniques to educational intervention that enable a highly specific focus on individual needs.

The ILS curriculum utilises a model based within a family of highly interactive methodologies that include 'Dynamic Assessment' (DA) and 'Response to Intervention' (RTI). The key feature of these methodologies is that they blend assessment and educational provision in one holistic activity. To ensure this happens the ILS provides a truly integrated service that brings together specialist skills and knowledge to deliver the curriculum in natural contexts both in and outside the school.

This curriculum approach is therefore broad as it includes all aspects of the learner's development and it is balanced as it weighs up, specifically for the students, the level of input and support that is required to achieved desired outcomes. Above all, at its core, it is about being meaningful to each student and their family.

3. Integrated Work

The Integrated working approach that we have adopted at the ILS puts the learner and their family, at the centre of decision making – meeting needs and improving lives. Its core principles involve:

- Combining expertise, knowledge and skills in a transactional model of support.
- Identifying needs, risk and impact earlier – proactively, with families, carers, and other professionals.
- Delivering transparent and coordinated packages of support.
- Collaboration on all levels across all services.
- Presenting professional challenge through strong management and leadership across all agencies.

4. Curriculum Aims

The ILS curriculum aims to promote:

- A Student-Centred Model.
- Positive Behaviour Support.
- Negotiated outcomes involving our students and their communication partners.
- The development of spontaneous communication across contexts and partners.
- A Focus on independence and functional skills across contexts.
- For students to developing self and mutual regulation skills.
- Supporting your people to be part of their wider communities and to achieve this make successful transitions across different settings.
- Maximised potential for learning and engagement.

5. Accessing the Curriculum

The ILS is set up for young people with autism who present with different styles of learning and a range of different cognitive profiles. These different ways of learning can be linked to; sensory processing difficulties, using forms of language which do not always link up with typical systems of communication, and behaviours which may occasionally present challenge for the staff in support. Because of this, professionals at the ILS use a bespoke student-centred approach that addresses primarily the student's emotional regulation, communication, sensory processing and behaviour, enabling each learner to make progress within their own capacity and at their own pace.

Measuring the impact/progress

We recognise our students do not follow neuro-typical learning pathways and require repeated engagement opportunities to practice different skills/behaviours across contexts and over time. This means that curriculum activities are repeated on a yearly/(or other) cycle to provide students optimal experiences to integrate/assimilate new knowledge and apply this to their daily life. Placing the student at the centre of all discussions and curricula's enables the community to continually reflect on the student's past knowledge and their ability to apply this effectively across different contexts and with different communication partners.

We use MAPP (Measuring Attainment and Personal Progress) to track each strand area of the EHCP and this data can be traced back over the time that a student attends the ILS. MAPP targets are evaluated and challenged in progress review meetings on a ½ termly basis to ensure they remain appropriate meaningful and impactful, and these are set in partnership with families. Challenge is provided and captured to support teachers to be ambitious in the targets they set and reinforce the sequential steps that may be required to achieve the desired outcomes. Daily reflection and recording provide dynamic information about student's engagement and learning and reporting termly and annually collates this together to enable us to build pupils learning sequentially year on year.

The concept of progress of students is under regular review at the ILS. It is further measured and captured through several other lenses/systems.

Behaviour: The use of IRIS Adapt allows us to track the frequency/duration/intensity of incidents where a young person's emotional regulation has tipped into the red (as seen on our daily traffic light recording). We review these frequently at whole school and more importantly individual levels. Progress can be indicated when incidents are reducing. This data is vital to help us identify and address wider support needs (family/transport/other provider) as well as internal and external drivers (where transactional supports need to be adjusted/increased – whether environmental or interpersonal).

Community participation/presence is another measurement that is used to support knowing if the school is being impactful in delivering the outcomes that make the difference to students and their families lives. This work begins from transitions between spaces (home / taxi / school building) and goes as far as the student can (within reason) to access wider community amenities.

Multi-agency work: Through our multi-agency work TAC/s (Team Around Child/Student), CIN (Child In need), Support planning and other partnership meetings we are constantly striving to support others to deliver coordinated and consistent models of transactional support as we know that this is the most effective way to support meaningful learning and outcomes for our students and families. This work is captured in a range of ways including via: Bromcom MIS (Management information system) as well as in meeting minutes (both statutory and non-statutory).

The outcomes for our young people are often seen in relation to outside school agencies and developments e.g., housing adaptation/respite provision/support planning. These initiatives are driven by school wide systems that recognises that continuity and joined up work across all settings particularly home with school is crucial for our young people to achieve optimal outcomes across all domains of their lives.

There are a range of approaches/systems that are used to support the students within this person-centred approach including;

- PECS – Picture Exchange Communication
- Makaton signing
- Alternative and Assistive Communication (AAC) Low and High Tech.
- Intensive Interaction - a core of the curriculum
- Sensory diets and Sensory integration programs
- Sensory stories and Multi-sensory approaches
- TEACCH and other structured teaching approaches (**where imperative**)
- Use of range of visual supports including: timetables, schedules, key rings Objects of reference
- Zones of regulation
- Attention Autism- known as “bucket”
- Exploratory, Messy and Heuristic Play
- Call and Response and musical interaction
- Hydrotherapy / swimming / Water play
- Proprioceptive massage
- TAC PAC
- SCERTS [Social Communication / Emotional Regulation / Transactional Support]
- PBS [Positive Behaviour Support]

6. The Strands

Students are provided with opportunities for learning across the Strands in all lessons that are delivered at the ILS. It is learning that takes place all day in every type of situation /location and activity. The Strands are used to guide thinking ensuring that a holistic view of learning is addressed.

The Strands headings are:

- Social and Emotional
- Communication & Interaction
- Physical & Sensory
- Independent Living
- Knowledge & Understanding / Cognition

The Strand objectives evolved in part from the EYFS (Early Years Foundation Stage) and Social Communication, Emotional Regulation and Transactional Support (SCERTS) framework.

7. The Curriculum Areas/opportunities for engagement

In conjunction with the Strands there are subjects for each lesson – these can be found within each of the relevant curriculum areas. The subjects fall into six broad categories which the timetabled activities link to.

The broad subject areas are:

Functional skills

- Creative development
- Physical development
- Independent living skills
- Community awareness
- Technology

Each student has an Individualised curriculum that originates from their Education Health Care Plan outcomes, addressing the theme of each of the Strands and is delivered using strategies which are matched to their learning styles.

8. The Framework for the ILS

EHCP core domains	Communication and Interaction (total communication)	Social and Emotional	Interdependence	Sensory and Physical	Knowledge and Cognition
Approaches that support learning	Intensive interaction Makaton Learning supports PECS TEAACH	Zones of regulation Attention autism/Bucket Relationships Sex Education	Travel Training	Sensology TAC PAC Sensory circuits Swimming Sensory diets	Attention Autism
Knowledge Skills behaviours and contexts	Communication foundations <ul style="list-style-type: none"> Engagement Attention regulation Turning Taking Speaking and Listening Vocabulary and concepts Reading and Pre-reading	Social understanding Self and Mutual regulation	Personal hygiene Cross roads Using the community Using money Making transitions	gyms/pools/velo	Causal understanding Understanding concepts Place/Object/number Numeracy and literacy
Frameworks to support thinking and practice	Social communication Emotional Regulation Transactional Support (SCERTS)		Autism Education Trust	Positive Behaviour Support	
School core Values	Meet me where I am	Total Communication	Unconditional positive regard		All ways of being

Do we incorporate a Strands lite (in Frameworks) repeat it 2 x per year?

The overlap in subject areas of timetabled activities is recognised and it is intended to give a shared language and framework to reflect the range of learning that is taking place across the ILS for each student.

9. Trans-Disciplinary work

At the ILS, professionals provide students with a dedicated specialised setting both in terms of physical space they use, and the range of professionals working alongside them in a locally accessible provision.

The ILS is staffed by a multidisciplinary team comprising teachers, lead Special Needs professionals, (LSNP) Special Needs professionals (SNP), Speech and Language Therapists, Occupational Therapists, Psychologist, CAMHS staff, parent support professionals and apprentices supported by premises, HR and admin. The specialist knowledge and experience of the staff alongside input from the student's families and other associated agencies is used to determine the priorities for each of the Strand areas mentioned above.

Everyone who works with the young people at the ILS, has the knowledge and skills to offer the consistency and continuity of support to optimise the student's access to learning and communication. This often involves a high level of support from experienced staff that can readily identify and maintain the learning environment that each young person requires. For example: noticing the subtle stimuli that can have a significant impact upon an individual's ability to self-regulate and focus; picking up a tension in the student that may have arisen unpredictably because of something in their environment.

All therapies are considered an integral part of students' education. The multi-disciplinary team works together to provide a holistic approach to encourage independence, opportunities for greater access to the curriculum, and pupils' general wellbeing.

As a team we strongly believe that our students should be contributing within their communities. This involves ensuring that staff have the knowledge and skills to always support students and that we can teach our students skills in self and mutual regulation effectively, in order to access a wide range of community provision in a calm and controlled manner.

10. Culture of Teaching and Learning

All class teachers have a responsibility to:

- Liaise with their Senior Teacher/Assistant head to produce appropriate student centred programmes of work that take into account the wide range of abilities and needs of students.
- Prepare differentiated lesson plans and materials.
- Ensure Special Needs Professionals understand the contents of a programme of work/lesson plan and assist with planning, as appropriate.
- Use Special Needs Professionals to assist and supervise when the teacher is engaged in one-to one teaching or group teaching.
- Give Special Needs Professionals clear guidance about the objectives of an activity, how to approach it and what the outcome should be.
- Make classroom resources accessible so that students can collect their own materials, where appropriate.
- Be flexible, changing approach if students seem confused or uninterested.
- Provide a stimulating/calm environment, as appropriate.
- Have high expectations.
- Critically evaluate the curriculum on a regular basis.
- Apply and promote a reflective culture on a daily basis to ensure that learners are engaged and targets are evaluated on a regular and timely basis.
- Drive the student centred approach across the school at all times.
- Develop negotiated outcomes and collaboratively arrived at consequences, which share control with the student.
- Apply and promote a reflective culture on a daily basis to ensure that learners are engaged and targets are evaluated on a regular and timely basis

11. Partnership with families

At the ILS we believe that parents and carers are equal partners in framing meaningful outcomes for their sons/daughters, and the ongoing involvement of families in the student's learning and the ways in which students are empowered to have control over the development of the work is for us, a key aim. In order to gain the viewpoints and opinions of the parents, semi-structured interviews are carried out with them regarding their expectations about how the ILS support them and their child. Demographic information is also collected for each student and their family as part of the creation of a successful Educational Health Care Plan [EHCP].

Parents and carers communicate daily with the school through home school books, they take part in target setting meetings every term and attend an end of year review. Parents and carers also have regular and frequent opportunities to engage with staff through Child In Need [CIN], Child Protection [CP], Community Education and Treatment Review [CETR] and Team Around the Child [TAC], looked after child [LAC] meetings. We believe that by engaging and working at this level of close collaboration with families, carers and other stakeholders of our students we can understand our students better, be more aware of their aspirations, and hear their voice in decision making.

12. Assessment

In order to enable teachers to assess how well the students are making progress within their own individualised curriculum the ILS has two main areas of focus:

1. Baseline measures around the strands: (regulation, social communication, independence, life skills and learning cognition) - This is where the strands were fitting in (to inform the setting of the targets)
2. Ongoing assessment of pupil's progress which is unique to each individual student and determined by the multidisciplinary team.

At the ILS we work around the position that where possible – 'The assessment fits the individual rather than the individual having to fit the assessment'.

Assessment and the setting of goals is done collaboratively with families and over time becomes the language used in TAC (Team around the child)/ CIN (Child in Need)/ LAC (Looked after child) meetings and when completing the EHCP. The goals are functionally based and focussed on core areas of spontaneous communication, emotional and sensory regulation and independence skills as from the research these are the most important predictors of long-term positive outcomes for young people with the profiles that the ILS serves.

Student's achievement is captured in a range of different ways including:

- Qualitatively through 3 Termly reports reporting to core strands of the curriculum.
- Use of 'Earwig' [Electronic recording system]. And Seesaw
- On each individual students baseline/MAPP Targets.
- Via meetings with families.
- Written notes captured on students individual recording sheets.

***MAPP** (Mapping and Assessing Personal Progress) is an assessment tool used to assess and record student's progress in relation to personal learning intentions. It provides a way of recognising lateral progression. MAPP targets typically drawn from the themes for future learning found in Section E of the student's EHCPs.

Recording

Formative assessment is carried out around the central Strand targets and within each lesson. At the end of the day the class teams meet to discuss and reflect on the student's progress throughout the day. Different forms of formative tracking are used to allow teachers to be creative in relation to the learner and how to gather meaningful data around their work.

Assessment of Behaviour

The ILS is a Positive Behaviour Support (PBS) school, and we recognise that there are many reasons why the students may present with the behaviours that they do. Therefore, attempting to identify the function of their behaviour through a sensitive form of functional analysis is key. By understanding the functions of a behaviour the strategies put in place by staff to support the student decrease behaviours of concern and lead to increased learning and development opportunities.

To measure the occurrence of different forms of behaviour at the ILS a number of tools utilised:

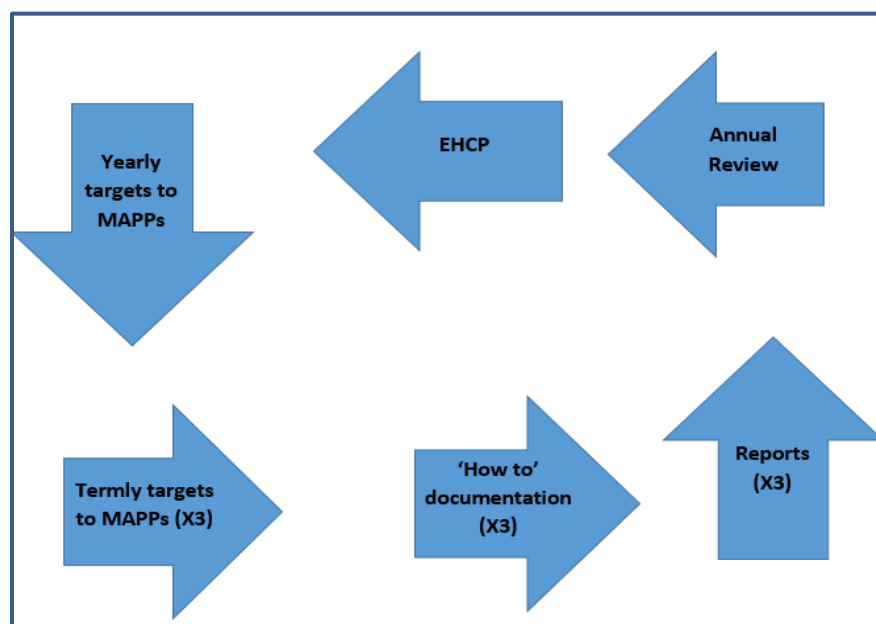
- IRIS Adapt – This is an electronic behaviour tracking system that measures the occurrence of behaviour; it is an online tool for logging and analysing pupil behaviour/incidents; giving information about triggers, antecedents, interventions, calming strategies and follow up requirements. It utilizes an ABC approach to capturing incidents.
- Daily traffic light data – A low tech system and putted into a weekly spread sheet. This is completed electronically at the end of the day by the whole team, and aims to capture and record levels of regulation/dis-regulation

Termly Behaviour Data – [Aberrant Behaviour Questionnaire] – This provides us with information that can assist us to reflect on the primary functions of a students’ behaviour and the evidence based interventions that address these behaviours when they are located.

Guidance in the way in which behaviour is analysed is provided by the Clinical Psychologist and Positive Behaviour Support Coaches who work within the school. The use of structured and semi structured observations form a key part of the assessment. These can be done by members of the team working directly with the students but also by external observers (psychiatry, psychologist, therapists). Structured observation schedules will be developed for each relevant intervention. Staff also organise ongoing staff meetings to discuss progress and uses multiple observers to validate opinions. Measures of treatment fidelity are also taken as part of ongoing assessment. These measures are essential to measure the efficacy of interventions but also for evaluating the quality of evidence supporting the use of school-based interventions. End of term reports of student’s progress are completed by class teachers with input from the in-therapy team and shared with families.

Setting and reviewing targets:

From Section E [‘Goals and Outcomes’] of each student’s EHCP (Education Health Care Plan) one target for each of the 5 Strands is set for the coming year. These 5 targets are then transferred onto the MAPP (Mapping and Assessing personal progress) assessment grids and broken down into 3 termly IEP Strand targets. The MAPP assessment grid is then populated across 4 areas [prompting; fluency; maintenance and generalisation] with a baseline measure made at the beginning of the term and ‘progress made’ - informed by daily formative assessment [within these 4 areas of each of the targets - filled in at the end of the term. Formative progress is captured through daily recording and Earwig throughout each day and in the class reflection meetings with class teams (including Speech and Language and Occupational therapy). Planning for the IEP targets [i.e what the staff actually do with the students to support their progress], is shown on the IEP ‘How to’s’ and on the lesson plans. IEP targets are ‘highlighted’ on lesson plans when they are linked with subject targets, however certain key areas of learning such as; ‘emotional regulation’, ‘sensory regulation’ and ‘social communication’ are being worked on all of the time. Information around all of these IEP [Strand] targets is available on the IEP target sheets, which can be found [1] displayed in the class room [2] in the teaching file. Formative assessment is carried out around the central IEP targets and within each lesson, and the whole class team contributes to this assessment. This formative assessment underpins the routine summative assessment. The whole target/planning process is described in the Flow Chart below.



13. Enrichment Curriculum

- Educational Visits to; art galleries, cinemas, museums, Squidz [a nightclub for people with complex learning needs]
- Dance Therapy
- ART THERAPY
- DRUMMING
- 11 BY 11 offer
- Hydrotherapy
- Cycling scheme at the Emirates

14. Reading and Maths.

Principles that guide our work

Functional: The focus of the work in these areas is on functional outcomes that relate to concepts and language of their day e.g. activities and stories about their lives. For literacy, this will involve using the most appropriate representational medium for each young person according to their cognitive and language profile. Due to our student's level of engagement in formal assessment this requires ongoing dynamic assessment across contexts to best establish and will often be changeable depending on the student's emotional regulation. The decision of which medium or (combination of mediums) is guided by student responses to mediums presented over time and in context in discussion with their family school staff and the multi-disciplinary team. We know from auditing our young people's communication levels that there are some students who access information from objects while others who are beginning to show emerging recognition of written letters and numbers

Where a young person is assessed as being able to recognise a representational medium the team will seek to ensure there is a suitable communication system.

Reading and Literacy

Students are exposed to foundational skills of early reading through a broad and balanced life skills curriculum linked to the students EHCP (Education Health Care Plans). Engagement through opportunity is recognised as a foundation skill for emergent readers, particularly students with learning differences. We support and develop this through specific 'Curriculum Opportunities for Engagement' including intensive interaction, sensory stories, dance, drumming, community presence, music, attention autism (*bucket) TAC PAC and call and response sessions.

There are a range of learning supports used at the ILS that are developmentally appropriate which recognise the range of our students cognitive and communication levels. These differentiated supports are used strategically in the journey towards engaging in formally reading for meaning. These include: the use of Objects of reference, pictures, symbols, Makaton signs, and other visual media. These mediums are used consistently in our environment and recognise the importance for our students to support expressive communication and understanding at a pre-reading and foundation levels of learning.

We know that a student's literacy level is identified through consideration of:

- Their cognitive profile
- Engagement, attention and listening skills
- Speech and language development

These areas are identified through a person's EHCP, historical data (PIVATS/MAPPs), Speech and language information as well as observation and informal assessment across contexts. For a small number (changeable year on year); where letter to sound work is beneficial and indicated they will be taught reading using Systematic Synthetic Phonics (SSP). At the ILS we have started using Read Write Inc. This system is combined with developing phonological awareness for all students through daily exposure to environmental sounds, letter sounds whole words through actions, songs, and stories throughout the school day.

For emergent formal readers the focus is learning the letter sounds and learning letter formation using a multi-sensory approach. This approach supports the requisite skills for speech development/communication as well as letter identification and reading comprehension

In Read Write Inc the letter sounds are taught in a specific order, not alphabetically, which enables pupils to begin to build words to read as early as possible.

Numeracy and Mathematics at the ILS

At The ILS we approach the teaching of numeracy/mathematics through a range of different learning situations that students are involved in throughout the day. These will include: Community Awareness, Communication snack session, Attention Autism (Bucket), Good Morning/Afternoon session and Hygiene Skills. During sessions, our students will have the opportunity to use their mathematic skills in practical situations linked to their targets and the five strands (from their EHCPs).

We work to ensure that mathematics is embedded throughout all areas of the curriculum and that where possible linked to the areas set out in Section E of the EHCP (Education and Health Care Plan). The staff consider what opportunities for engagement in mathematical activities there are throughout the day - and work to develop meaningful access to the knowledge and experiences that numeracy can provide for our learners.

The ways in which numeracy is promoted at the ILS depends on the sensory, communication, learning style and cognitive ability of the student, and for this reason all applications of maths are 'bespoke' for each learner. We always work to ensure that students have access to an mathematics curriculum that is appropriate to their level in order to meet their individual learning needs and with activities which are appropriate and suitably challenging.

Examples of mathematics/numeracy at the ILS

Problems solving, reasoning, and organizational aspects; For example, during communication snack sessions: 1:1 correspondence with bowls, cups, symbols boards/ 1 or more? / counting/ taking turns/tidying up back and putting things back in the box.

Developing spatial reasoning: including shapes, and space measure; For example, lunch/snack times – matching/counting/more/less/chairs/tables/cutlery/utensils alongside the use of phrases such as – in /out / up / down / inside / outside / on top / underneath etc...

Counting: For example, in community awareness: door numbers (name them to become familiar)/buses/ short-long walk/ number of the bus/ items in the shop/countdown traffic lights/ shopping list/ waiting for your turn (queue)/ money exchange/ counting money/ items in the bag/ cafe: wait for your turn/ wait for your order/ pay/ wait for the others to finish. Attention Autism Bucket: 2nd stage: taking turns/counting to 3-5 or more

Breaking down tasks into a simpler step: for example, during personal care session the student sequence might be to check the toilet is empty/ undress/ use toilet/ wipe/ dress/ wash and dry hands-

Learning about time: for example, waiting for the toilet to be available in a cafe in the community, how many people in front, how long we need to wait. Good morning/ afternoon/Assembly: chairs correspondence/ chairs colours/ choosing shapes/ my picture-my turn / now & next

Visual supports aid understanding around different concepts, including comprehending; time, sequence, number, and quantity. These resources can be used for whole classes, small groups or individualized for each student depending on the student's needs and the session.

Some of these skills/goals may be part of the student's targets (MAPP), while some may not necessarily be a main priority for the students/ family/ school. However, they will be included in the student's curriculum where relevant but may not be one of the five student focus areas.

To ensure that all our students have an opportunity to develop their mathematic knowledge and skills, teachers will meet with their mentors and discuss the targets once per term.

15. Personal Social Health Education [PSHE] & Physical Development [PD] at the ILS

At the ILS we strive to deliver PSHE/PD in a meaningful, wholly person-centered way that incorporates a wide range of different aspects of the learner's development across the domains of physical, personal, social and health education. Some of the concepts that we are working on are provided below.

P – Who am I? What do I look like? Gender, other characteristics (size, colouring, age), body parts, developing the concept of private time / going through adolescence & puberty / toileting independently / hygiene, showering, hand washing, hair, nails, brushing teeth, dressing & undressing, touching & not touching, public & private, appropriate & inappropriate, intimacy & relationships, menstruation,

S – Community access, being with, being alone, sharing time with others, dancing, drumming, intensive interaction, choosing, transition post 19 for leavers, transport buses/trains, money, expressing discomfort, pain, anxiety, fear

H – My body, change, health/diet/hygiene, my well-being, the well-being of others [empathy], medication and me, personal sensitivity [intra-seption], sensory regulation, emotional regulation

Cross curricula links – communication & interaction, transition, reading, literacy and numeracy, moving between spaces, relating with, duration/time, mood/tone/atmosphere

Our intention is that all students will have equal access to a programme of work that covers all aspects of PSHE/PD at a level which is appropriate for their age and physical development, with adaptations made for those whose learning style/profile would typically be a barrier for this kind of curriculum area.

Within the delivery of this work, we always place the utmost importance on sharing equal and joint responsibility with parents and strive to work in an 'integrated' way with families and other agencies [health, social care, escorts, after school provision]. Through working in partnership in this way we do our best to find out from parents [and other key people in the young person's life] if there are any religious or cultural views that may impact on the teaching of certain elements of the RSE areas of this curriculum.¹²

We know that our students have unique sensory profiles that needs an individualised programme of activities and resources (sometimes called a sensory diet) to allow them to regulate their sensory processing and maximise their learning and participation.

We aim to promote and encourage physical and sensory development across all aspects of the curriculum, setting challenges around balance and co-ordination, body strength and body awareness. We are always seeking to incorporate skills to develop fine and gross motor skills to grow independence in all aspects of our student's development including personal care, cognitive tasks and leisure activities.

15. Equal Opportunities

Nationally a number of factors have been identified that affect consistent underachievement in schools across a range of different curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can therefore be attributed to 'pre-conceived expectations' and 'attitudes' of teachers/support staff, as well as to teaching styles and the content and delivery of the curriculum. When planning the curriculum approach at the ILS, content is drawn from human ['the students and their families'] and material ['what is meaningful'] resources; both in school and from the wider community and every effort is made to give equal representation to the students own and others cultures. The school has a large number of students for whom English is not their first language, and we are committed to raising our awareness of equality of opportunity and inequality by examining any and all factors that might inhibit the students' development in any way. Appropriate provision is made for students who need to use:

- A means of communication other than speech, including computers, technological aids, signing, symbols, pictures, photographs, objects of reference etc;
- Aids or adapted equipment to allow access to particular activities within and beyond school.

¹ See RSE policy document for more detail

We recognise that

- All members of staff need to ensure that all students are treated equally at all times.
- That all resources need to demonstrate the relevance and validity of all races, abilities, ways of being and genders.
- That teachers and support staff always have the highest expectations of the students and what they can achieve.
- That all forms of communication are responded to and are considered as having equal value to formal language-based systems.
- All staff should embody 'total communication' approach which promotes high achievement of all students.
- The notion of 'Disability' is always challenged as a label, and when used is always projected positively throughout the school.
- At the ILS all ways of being are celebrated.