SLD

at

Kingsland

School



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1. What is the SLD pathway?

SLD stands for Severe Learning Difficulties and at Kingsland School, refers to a strand of the curriculum designed for learners with a range of barriers to learning, typically associated with SLD. These learners require specific and specialist teaching approaches, drawing upon the most relevant aspects of the National Curriculum, in order to meet their needs.

1.1 Key Definitions

Pupils with SLD often have difficulty with everyday tasks and learning, and need a high level of support to complete or take part in day to day activities. They may take longer to learn and need support to develop new skills, process information and communicate with others (*MENCAP website, accessed July 2020*).

1.2 Educational Needs of a SLD Learner at Kingsland School

At Kingsland School, learners on our SLD curriculum pathway have Severe Learning Difficulties (SLD) identified as either their prime or secondary need on their Education, Health & Care Plan (EHCP). They may also have Autism (ASD) identified as either their prime or secondary need on their EHCP.

Learners with SLD at Kingsland School may also present with severe communication difficulties, physical and/or sensory disabilities, and complex health needs.

2. Overview of the SLD curriculum pathway

Our whole school curriculum model is underpinned by three main curriculum drivers which link closely to our overarching curriculum objective *(more detailed information is available in the Overview of Curriculum Pathways booklet).*

We aim for all of our pupils to leave Kingsland as:-

- confident individuals
- responsible citizens
- successful learners

Five key strands underpin this curriculum model in order to best promote an approach to teaching and learning that meets the needs of learners on all of our curriculum pathways:-

- communication
- cognition
- community
- life skills
- physical, personal health & wellbeing

2.1 Curriculum Intent

Learners on our SLD curriculum pathway access a subject-specific curriculum model. Within this model, outcomes identified on each pupil's EHCP document thread through the curriculum, as evidenced within twice yearly Individual Education Plan (IEP) reviews.

National Curriculum subjects deemed to be the most beneficial to our SLD pupils are identified as 'Curriculum Fundamentals' and are planned for on a termly basis. Other subjects are delivered through the Project Based Learning strand of our subject-specific curriculum, whereby it is felt that a thematic approach to learning is most appropriate. This includes the subject of RE. Project Based Learning is also planned for on a termly basis.

2.2 Areas of Learning: Implementation & Impact

Learners on our SLD curriculum pathway access sessions across the following strands of curriculum provision:-

English & Communication

- *Focused teaching sessions to develop communication/spoken language, reading and writing skills*
- *Implementation of the Little Wandle phonics scheme*
- *Provision of AAC including PECS, critical communication skills, Manual Communication Boards, Voice Output Communication Aids, symbols, signing*
- *Speech & Language Therapy input and support*
- *Cross curricular activities that use and develop pupils' English and Communication skills in a purposeful context*

Maths (including Enterprise)

- *Classroom-based sessions*
- *Life-skills based sessions*
- *Enterprise*

Natural Sciences & Outdoor Learning

- *Classroom-based sessions*
- *Forest Schools*

PSED (including Life Skills)

- *Life skills (lower & upper SLD)*
- *Play (lower SLD) & Safety (upper SLD)*
- *Community visits*

PE

- *PE*
- *Hydrotherapy / Swimming*
- *Club sessions delivered by sports coaches*
- *Physiotherapy & Occupational Therapy*

Computing

- *Classroom-based sessions*
- *Computing in the community*
- *E-safety (to link to PSED)*

Music

- *Classroom-based sessions*
- *Choir rehearsals & events*
- *Specialist sessions delivered by outside agencies e.g. drumming and electronic music groups*

Project Based Learning (including RE)

- *Art & Drama*
- *Design & Food Technology*

- *Enterprise*
- *Non-natural sciences*
- *Humanities*
- *RE*

2.2.1 English & Communication

The English and Communication curriculum strand delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about: -

- spoken language – learning to listen, understand, respond and interact effectively in a range of contexts
- reading – learning to decode and understand symbolic representation, including objects, photographs, pictures, symbols, letters, words, sentences and texts
- writing – learning to convey meaning in a representational way through objects, photographs, pictures, symbols, letters, words, sentences and texts

Skills for Life including: -

- developing functional communication skills using non-verbal, verbal and written strategies
- making and expressing choices
- obtaining information
- developing and expressing creativity and imagination
- developing a sense of self, for example identifying with a character in a story, interacting with others
- developing the ability to access leisure skills for example reading a brochure, enjoying a magazine
- developing the ability to use technology to gather and convey information

This curriculum strand is implemented through a variety of evidence-based approaches and strategies. These are planned for in line with pupil individual learning objectives, EHCP outcomes and Kingsland progression maps. Pupils may be working within a number of the listed strategies and approaches in Literacy and Communication including:-

AAC including PECS, signing, symbols & VOCA

Enabling children to use expressive communication skills to ask for their wants and needs.

Speech & Language Therapy

Speech & Language therapy programmes are delivered in a variety of ways, including sessions with therapists and classroom-based staff. SALT provide reports

and individual targets, as part of the annual EHCP process. This then informs the input and training for staff and pupils across the school. Therapy programmes range from PECS, attention autism and Lego Therapy (this list is not exhaustive). SALT work closely with SMT and class teachers to plan the most appropriate and effective input for individuals and groups of pupils.

Reading

We teach our children to read using the Little Wandle Phonics scheme. All children on the SLD pathway and SCERTS pathway access Foundations for Phonics. We assess pupils to determine when they are ready to access Phase 2 phonics and pupils then progress through the rest of the scheme at an appropriate pace. We promote the love of reading through daily 'Everybody Read' sessions and pupils practice their reading skills during regular 'Reading Practice' sessions.

Information about, and the **Impact** of, English and Communication provision for our SLD learners is documented through the following means:-

- English (SLD) progression map (ongoing basis throughout school year)
- Communication Journeys (termly basis)
- Progress on Colourful Semantics Levels and Blanks Levels of questions
- PECS progress (termly basis)
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, 'my school journey' files, pupil progress files (ongoing basis)
- Progression through phonics levels (ongoing basis)
- Speech & Language Therapy reports
- End of year reports

2.2.2 Maths (including Enterprise)

The Maths (including Enterprise) curriculum strand delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- number & place value including knowing number names, number order, the value of 'one' and 'many', ordinal numbers and applying understanding of number in real-life situations such as when shopping
- addition and subtraction including grouping objects, adding and removing objects from a group, key terms such as 'more', 'less' and 'total'
- fractions, multiplication and division, including how to share and divide objects, key terms such as 'more', 'half' and 'quarter'
- statistics including understanding that things can be different, that people can be different, that information can be collected about people and objects, and that information can be presented using different charts and graphs

Skills for Life including:-

- independence and resilience
- problem solving with numbers, including addition and subtraction problems
- self-confidence, self-awareness and self-esteem
- developing and communicating preferences for activities and environments
- fine and gross motor skills – including using wider spaces and tools
- physical exploration
- functional skills (maths, communication, life skills)
- creative decision making and making choices
- creating with a purpose
- following personal hygiene routines, for example, when cooking

Information about, and the **Impact** of Maths (including Enterprise) provision for our SLD learners is documented through the following means:-

- Maths (SLD) progression map (ongoing basis throughout school year)
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, 'my school journey' files, pupil progress files (ongoing basis)
- End of year reports
- Enterprise plan/do/review booklets
- Whole school display folders (for Enterprise evidence in particular)

2.2.3 Natural Sciences & Outdoor Learning

The subject of Natural Sciences and Outdoor Learning delivered within the SLD curriculum pathway aims to promote:-

- a **'hands on'** approach for activities that connect children to the natural world
- a **'hands off'** for supervision, in order to promote independence and risk taking, in a secure environment

And aims to provide pupils with **knowledge** about:-

- the natural world through Natural Science topics including:- Seasonal Changes, Animals including Humans, Living Things and their Habitats, and Plants (covering trees, bulbs and seeds, and flowering plants and vegetables)
- a range of outdoor environments and opportunities these present for exploration and investigation
- the wider world beyond the classroom environment, gathered through opportunities such as school trips and encouraged in other familiar places such as home

Skills for Life including:-

- independence and resilience
- self-confidence, self-awareness and self-esteem
- imagination, awe and wonder

- a respect for nature and caring for the environment
- reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
- communication with, and working with, others
- being able to identify hazards and risks
- being able to take risks in a controlled environment, including fire safety, open spaces and climbing
- fine and gross motor skills – including using wider spaces and tools
- health benefits gained through physical exploration
- healthy living, including mental wellbeing
- developing a lifelong love of the outdoors

Information about, and the **Impact** of provision for Natural Sciences and Outdoor Learning for our SLD learners is documented through the following means:-

- Natural Sciences & Outdoor Learning (SLD) progression maps (ongoing basis throughout school year)
- Outdoor learning passports (ongoing basis) showing the following tiered levels of skill progression:-
    - Outdoor Exploration
    - Outdoor investigation
    - Wider Learning
    - Forest Schools
    - Advanced Skills
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, 'my school journey' files, pupil progress files (ongoing basis)
- End of year reports

2.2.4 PSED (including Life Skills)

The subject of PSED delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- a sense of belonging for all
- the principles for distinguishing between right and wrong
- the encouragement of mutual respect and dignity
- equality of opportunity and challenging discrimination and stereotyping
- self-esteem, emotional well-being and the importance of forming worthwhile and satisfying relationships
- becoming advocates for themselves and to promote lifelong learning
- making healthy choices

Skills for Life including:-

- making choices and decisions

- developing personal autonomy by having a degree of responsibility and control over their lives
- developing their self-esteem and form effective, fulfilling relationships with others
- making a difference or make changes by their individual or collective actions
- finding out that there are different viewpoints which lead to a respect for the opinions of others
- participation in a wide range of activities across and beyond the curriculum, contributing as fully as possible to the life of their school and the wider community
- organisational skills

Information about, and the **Impact** of PSED provision for our SLD learners is documented through the following means:-

- PSED (SLD) progression map (ongoing basis throughout school year)
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, 'my school journey' files, pupil progress files (ongoing basis)
- End of year reports
- Communication Journeys (termly basis)

2.2.5 PE

The PE curriculum strand delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- how to master basic movements such as running, jumping, throwing and catching
- how to develop balance, agility and coordination
- team games and tactics associated with these, such as attacking & defending
- dance and movement, and how to follow a sequence of movements
- different sports & games, both from the present day and from different times/cultures
- how to behave safely around water
- how to use a range of strokes effectively when swimming, such as front crawl, backstroke and breaststroke
- perform safe self-rescue in water

Skills for Life including:-

- competence in a range of physical activities
- being physically active for sustained periods of time & feeling the benefits of this as part of a health & active life
- having the opportunity to engage in competitive sports & activities

- team work
- gross motor skills, developed through ball games, parachute games, floor work, use of soft play etc.
- fine motor skills, developed through dressing and undressing for PE/swimming sessions
- swimming skills, specifically different strokes & safety skills in and around water
- turn taking through group games and activities

Information about, and the **Impact** of PE provision for our SLD learners is documented through the following means:-

- PE (SLD) progression map (ongoing basis throughout school year)
- ILP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example workbooks, learning journey files (ongoing basis)
- Significant hydrotherapy/swimming progress as and when observed
- Physiotherapy & Occupational Therapy reports

2.2.6 Computing

The subject of Computing delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- cause and effect - that their actions cause different effects on objects
- how to make choices based on their preferences
- the ability to wait patiently for the correct time to get what they want
- how to use technology as a means of communication and action
- how to use technology to find information and to access their favourite things such as games, videos and music
- the ability to wait for short periods to get the things they want
- using the internet safely and what to do when they are unsure

Skills for Life including:-

- functional communication (using fundamentals of communication & PECS/verbal language)
- fine motor skills
- computer/digital literacy
- choice making
- waiting skills
- turn taking
- ability to use a range of household common appliances and objects safely
- internet safety

Information about, and the **Impact** of Computing provision for our SLD learners is documented through the following means:-

- Computing (SLD) progression map (ongoing basis throughout school year)
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, 'my school journey' files, pupil progress files (ongoing basis)
- End of year reports
- 'From switch to mouse and beyond' & other computing observation/assessment sheets

2.2.7 Music

The Musical curriculum strand delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- a wide range of sounds, both musical and non-musical, of differing pitch, dynamic, tempo and timbre;
- pitch names and/or relationships depending on whether pupil has absolute pitch
- the beat of music at various tempi
- simple rhythms with one or two notes per beat
- how to make and control sounds using the voice, body, objects or instruments, including relevant music technologies
- reading and creating notation, such as stick notation and graphic scores
- creating own sounds using knowledge acquired about pitch and rhythm
- how to interact with others using sound, including possibility of simultaneity
- music from different traditions, styles, genres, time periods
- how to perform with others, including following key musical instructions from a conductor

Skills for Life including:-

- communication skills
- following instructions and social rules – working with others
- experience of performing, and therefore developing confidence and gaining a sense of achievement
- engaging with and enjoying a wide range of music as a listener, a participant and a creator
- cause and effect skills
- fine and gross motor skills
- emotional well-being
- access to a creative outlet
- developing memory of musical patterns including song lyrics and musical motifs

Information about, and the **Impact** of Music provision for our SLD learners is documented through the following means:-

- Music (SLD) progression map (ongoing basis throughout school year)
- Individual pupil EHCP & IEP reviews (three times per year, pupil specific timescales)
- Possible video clips of pupils' engagement in music
- Informally through pupil performances

2.2.8 PBL (including RE)

The subject area of Project Based Learning (PBL) delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- different places, people, times and cultures
- their local community
- different groups of people within their community and wider
- how the wider world can be represented through story, role play, art and design, and cookery
- famous figures and their impact on the world e.g. famous artists, famous scientists etc.
- objects and materials, and how these can be used to design, create, make and cook

The subject of RE delivered within the SLD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- themselves – what makes them special and how they fit into different groups; how they are similar and different to others
- different groups of people within their community and wider
- different religions – particularly the key features of Christianity, Hinduism, Islam and Judaism
- and how they can make choices about their own life and behaviour

The subject areas of PBL and RE both provide pupils with **Skills for Life** including:-

- development of spiritual, moral, social and cultural development of individuals, and of groups and communities
- development of self-confidence and awareness
- an understanding of the world they live in as individuals and members of groups
- an opportunity to bring their own experiences and understanding of life into the classroom
- development of positive attitudes towards others, respecting their beliefs and experience

- reflection
- an ability to deal with issues that form the basis of personal choices and behaviour
- respect for all
- open-mindedness
- appreciation and wonder

Information about, and the **Impact** of PBL (including RE) provision for our SLD learners is documented through the following means:-

- PBL & RE recording sheets (termly basis)
- IEP and EHCP outcomes (three times per year, pupil specific timescales)
- Records of pupil work for example pupil workbooks, ‘my school journey’ files, pupil progress files (ongoing basis)
- End of year reports