CLDD

at

Kingsland

School



Contents

1. What is CLDD?
    1.1 Key Definitions
    1.2 Educational needs of a CLDD learner at Kingsland School

2. Overview of the CLDD curriculum pathway
    2.1 Curriculum Intent
    2.2 Areas of Learning: Implementation
        2.2.1 Communication, Language and Music
        2.2.2 Cognition & Learning (including Outdoor Learning)
        2.2.3 Personal Social Emotional Development (PSED)
        2.2.4 Physical

3. Measuring Impact
    3.1 Termly Assessments
    3.2 Quest for Learning
    3.3 CLDD reporting procedures: The Engagement Model

1. What is CLDD?

CLDD stands for Complex Learning Difficulties and Disabilities and at Kingsland School, refers to a strand of the curriculum designed for learners with the most complex and diverse learning needs. These learners require specific and specialist teaching approaches, within a bespoke curriculum model, in order to meet these unique needs.

1.1 Key Definitions

The following definition is taken from The Complex Learning Difficulties and Disabilities Research Project (Carpenter, 2011; *accessed July 2020*):-

Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs…they need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile.

1.2 Educational Needs of a CLDD Learner at Kingsland School

At Kingsland School, learners on our CLDD curriculum pathway may have Profound and Multiple Learning Difficulties (PMLD) identified as either their prime or secondary need on their Education, Health & Care Plan (EHCP).

Learners with PMLD typically have profound and multiple disabilities, including learning disabilities, severe communication difficulties, physical and/or sensory disabilities, and complex health needs (www.pmldlink.org.uk; *accessed July 2020*).

Pupils require a high level of multiagency adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation, and a curriculum broken down into very small steps and access to specialist resources. Our individualised curriculum is constructed from an in-depth understanding of each pupil.

2. Overview of the CLDD Curriculum Pathway

2.1 Curriculum Intent

Our whole school curriculum model is underpinned by three main curriculum drivers:

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

- Confident individuals
- Responsible citizens
- Successful learners

Learners on our CLDD curriculum pathway access a non-subject specific curriculum model. Within this model, outcomes identified on each pupil's EHCP document are at the heart of curriculum provision, as evidenced within individual termly plans. Embedded within our CLDD curriculum pathway are two fundamental priorities: that engagement of pupils is at the core of the curriculum and that learning is personalised.

Learners on our CLDD curriculum pathway are *"likely to be at the earliest stages of development in either one, a combination of, or all of the 4 areas of need as set out in the SEND code of practice: communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs. This means that the assessment of their progress needs to be holistic…targeted intervention should be incorporated into lesson plans and used by teachers to personalise the curriculum for each pupil"* (DfE Engagement Model, *accessed July 2020*).

In order to meet these bespoke learning needs, the curriculum areas of:-

- Literacy and Communication
- Cognition and Learning
- PSED
- Physical

are deemed to be the most relevant to our CLDD pupils, and are identified as 'Curriculum Fundamentals'. These are planned for on a termly basis. Project Based Learning makes up the other strand of our non-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.

The Engagement Model
Our CLDD curriculum pathway is responsive to individual pupil learning styles, abilities and potential for engagement in learning. Our aim is to ensure children with CLDD are active learners, with a view to *"releasing their motivation, unlocking their curiosity and increasing their participation"* (Carpenter, 2011; *accessed July 2020*).

In line with the DfE's Engagement Model guidance (published July 2020), we view an Engagement Model as a priority because:-

- It identifies, values and celebrates all types of progress (both linear and lateral), including the consolidation and maintenance of knowledge, skills and concepts
- It helps us, as a school, to keep our CLDD curriculum offer under constant review, to ensure it is meeting the needs of every CLDD learner effectively and is continually supporting them to progress to the best of their ability
- It aligns well with observational approaches and strategies already well-embedded within CLDD pedagogy and practice at the school, whereby qualitative recording on an individual pupil basis is viewed as the most important and meaningful way of reviewing pupil progress within a continual cycle of 'assess - plan – do – review'

The ethos underpinning our CLDD provision is that effective personalised learning can only be fully achieved when a child is engaged in learning. Thorough recording systems help us to gather an informed knowledge base of a child's successful learning pathways, so that strategies can be identified, high expectations set and incremental progress recorded on their journey towards optimal engagement in learning.

2.2 Areas of Learning: Implementation

Learners on our CLDD curriculum pathway access sessions across four strands of curriculum provision. The Engagement Model is incorporated across these four strands as a means of ensuring provision is personalised.

<u>Literacy and Communication</u>

- *Communication and Language*
- *Intensive Interaction*
- *Early Literacy Skills: Reading*
- *Early Literacy Skills: Writing*
- *Music and Music Interaction*

<u>Cognition & Learning (including Outdoor Learning)</u>

- *Early Maths Skills (transporting, trajectory, enveloping, transforming, connection, rotation, positioning, enclosing)*
- *Early Functional Maths (early awareness of number, early measurement skills)*
- *Early Natural Science and Outdoor Exploration*
- *Early Computing Skills*
- *Early Food and Design Technology Skills*

<u>PSED (including Life Skills)</u>

- *Play Skills*
- *Building Relationships and Social Times*
- *Safety including Online Safety*
- *Self Help Skills*
- *Managing Self and Self-Regulation*

Physical

- *Early Physical Skills*
- *MATP*
- *Fine Motor Skills*
- *Gross Motor Skills*
- *Hydrotherapy and Physiotherapy*
- *Horse Riding (where accessed)*

2.2.1 Literacy and Communication

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

Knowledge about:-

- The fundamentals of verbal and written communication
- How to interpret and convey feelings, opinions, thoughts and information through appropriate augmentative and alternative communicative strategies
- The wider world - developing awareness of, interest in and control of the world around them with the support of appropriately presented activities and materials
- A wide range of sounds, both musical and non-musical, of differing pitch, dynamic, tempo and timbre.
- The beat of music and how to respond to it
- How to anticipate repetitive structure or sequence in music
- How to make and control sounds using the voice, body, objects or instruments, including relevant music technologies
- How to interact with others using sound

Skills for Life including:-

- The means to use functional and spontaneous communication in a variety of situations with different familiar and unfamiliar people
- The means to use functional and spontaneous communication in a variety of situations for different purposes
- Early ready and writing skills
- Developing a love of stories and books
- Developing communication approaches that are preferred by learners
- Listening, responding and interacting with the wider world
- Being able to express thoughts, choices and decisions
- Developing positive relationships with others
- The fundamentals of communication – listening, responding and interacting
- The foundations of mathematical understanding – number, time, pattern and sequence
- Following instructions and social rules – working with others
- Developing memory of musical patterns including song lyrics and key riffs – anticipating and responding to them
- Creative decision making & making choices
- Leisure skills - developing & extending musical preferences

- Being in control, 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
- Strategies to support emotional well-being

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 and EHCP outcomes, underpinned by the Engagement Model and the Quest for Learning framework. Pupils may be working within a number of the listed strategies and approaches in Literacy and Communication including:-

PECS and critical communication skills

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

Intensive interaction

Aims to develop pre-speech fundamental communication skills for children at early stages of development. Techniques such as turn taking, mirroring, rhythm and repetition, and sharing personal space can be used to support communication exchange that is initiated and led by the person, and in turn promotes a positive interaction.

Sensory literacy

Multisensory teaching which incorporates learning through more than one sense, whilst taking each child's sensory needs into account. These techniques are used to encourage early literacy skills including sensory stories, sensory mark making, sensory writing activities and sensory reading activities which incorporate a range of sensory materials.

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.

Sensory Environments

MSI interventions are delivered in a variety of ways, including sessions in one of specialist sensory spaces such as the sensory room, sensory pod, sensory integration and sensory music room. MSI specialist teachers provide reports and set individual targets as part of the annual EHCP process. This then informs the input and training for staff and pupils across the school. The MSI team, school SENCO and positive looking coordinator work closely with SMT and class teachers to plan the most appropriate and effective input for individuals and groups of pupils when using these spaces and as part of general classroom teaching.

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

- IEP and EHCP reviews (three times per year, pupil specific timescales)

- Records of pupil work (E4L – ongoing basis)
- Termly Assessment using the Engagement Model
- Quest for Learning framework
- Speech & Language Therapy reports / Multi-Sensory Impairment reports
- End of year reports
- Pupil performances, for example, in Christmas concerts, end of year assemblies, choir events etc.

2.2.2 Cognition & Learning (including Outdoor Learning)

The Cognition and Learning curriculum strand delivered within the CLDD curriculum pathway aims to provide pupils with:-

- *Early Maths Skills (transporting, trajectory, enveloping, transforming, connection, rotation, positioning, enclosing)*
- *Early Functional Maths (early awareness of number, early measurement skills)*
- *Early Natural Science and Outdoor Exploration*
- *Early Computing Skills*
- *Early Food and Design Technology Skills*

Knowledge about **number, objects & people**:-

- Numbers – what they are and what order they are in
- How objects move and respond (transporting & trajectory*)
- How people move in different ways (rotation*)
- How objects relate to each other and can be changed (enveloping & transforming*)
- How objects and people can work together, including in sequence (connection*)
- How objects and people can be arranged and sorted (positioning*)
- Where objects belong (enclosing*)

**use of SCHEMA language*

Knowledge about **Functional Maths**:-

- Learning through schematic play as they explore the world around them and try to find out how things work
- Including number & place value - 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

Knowledge about **Natural Sciences including Outdoor Learning**:-

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

Knowledge about **Computing:-**

- 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 communicate that they need help
- How to use technology to find information and access their favourite things

Knowledge about **Project Based Learning including RE:-**

- Through Project Based learning topics involving learning about different places, people, times, culture and religions
- How the wider world can be represented through story, role play, art and design, and cookery
- About themselves and what makes them special
- About different groups of people
- About different religions – particularly the key features of Christianity, Hinduism, Islam and Judaism
- How they can make choices about their own life and behaviour
- Different ways of communicating with people, in both expressive and receptive ways
- How to communicate with familiar and unfamiliar people in both familiar and less familiar places
- Working with others and turn taking in group conversations
- Numbers associated with items, for example, knowing ‘how many’ are needed, knowing the terms ‘more’ and ‘less’, surveying potential customers, costing items, buying and selling products etc.

Skills for Life including:-

- Independence and resilience
- Problem solving
- Self-confidence, self-awareness and self-esteem
- Imagination, awe and wonder
- A zest for nature and caring for the environment
- Developing an understanding of themselves and others
- Being supported to take risks and immerse themselves in a range of activities and experiences, safely
- Sensory exploration of a range of materials, both natural and manmade, both familiar and unfamiliar
- Developing and communicating preferences for activities and environments
- Fine and gross motor skills – including using wider spaces and tools
- Physical exploration
- Developing a lifelong love of the outdoors
- How to communicate that ‘help’ is needed
- Developing a positive attitude towards others
- Being reflective
- Having respect for those within their immediate surroundings, both at school and at home
- Working cooperatively alongside others
- 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 Cognition and Learning provision for our CLDD learners is documented through the following means:-

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L – ongoing basis)
- Termly Assessment using the Engagement Model
- Quest for Learning framework
- Speech & Language Therapy reports / Multi-Sensory Impairment reports
- End of year reports
- Outdoor learning passports (ongoing basis) showing the following tiered levels of skill progression:-
    - Early outdoor Experience
    - Outdoor Exploration
    - Wider Learning
    - Forest Schools

2.2.3 PSED

The PSED curriculum strand delivered within the CLDD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- How to make and share decisions
- How to develop their own skills, interests and experiences
- How to communicate effectively with others
- How they are feeling
- How to develop friendships/relationships
- How to keep themselves safe
  the importance of celebrating special achievements and of marking cultural celebrations
- How to interact with others & enjoying this
- The meaning of social communication skills in different contexts with different people
- Engaging in different stages and types of play, including solitary play, parallel play, associative play and cooperative play

Skills for Life including:-

- Making and communicating a choice - impacting on the wider curriculum and on skills for life
- Identifying and communicating likes and dislikes throughout the school day, and within in the wider community
- Fine and gross motor skill development
- How to recognise and manage emotions
- How to socially communicate with others
- Self-help skills and independence skills

- How to keep themselves safe in a variety of situations
- Engaging in enjoyable and motivating activities
- How to generalise learning to different contexts and situations
- Social skills
- Communication skills
- Self-motivation
- Emotional regulation skills
- Leisure skills

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

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L – ongoing basis)
- Termly Assessment using the Engagement Model
- Quest for Learning framework
- Speech & Language Therapy reports / Multi-Sensory Impairment reports
- End of year reports

2.2.4 Physical

The Physical curriculum strand delivered within the CLDD curriculum pathway aims to provide pupils with:-

Knowledge about:-

- How their body moves and what their physical strengths are
- How they can move in order to explore their wider environment, such as pressing a switch to activate a light, using a walker to move around the corridors etc.
- Showing a preference for equipment and space related to physical development including balls, hoops, parachutes, trampolines, soft play areas and swimming pools
- How to engage with others as part of physical activities
- How to engage with and follow a healthy lifestyle, including making healthy choices about exercise
- The local community
- Enjoyable, enriching activities
- Healthy lifestyles

Skills for Life including:-

- Gross motor skills, developed through ball games, parachute games, floor work, use of soft play etc
- Fine motor skills, developed through activities involving playdough, playing with toys or games such as ‘posting’ toys, exploring objects that you need to push/pull/twist, developing independent eating skills such as using a knife and fork, spoon, cup etc.
- Swimming skills
- Turn taking through group games and activities
- Functional life skills relating to safety in a variety of situations & to relating to dressing

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

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L – ongoing basis)
- Termly Assessment using the Engagement Model
- Quest for Learning framework
- Speech & Language Therapy reports / Multi-Sensory Impairment reports
- End of year reports
- Significant hydrotherapy/swimming progress as and when observed
- Physiotherapy & Occupational Therapy reports

3. Measuring CLDD-specific Impact

At Kingsland School, gathering information about the impact the CLDD curriculum pathway has made on our pupils and their learning is monitored in very specific and meaningful ways and is carried out using a number of different tools. These tools compliment systems of assessment used within the school's curriculum, providing reliable information about the progress our pupils. This is to ensure the highly specialist provision on offer remains personalised and appropriate for individual learners at different stages of their school journey.

Pupils in CLDD classes are assessed using the Engagement Model. Teachers use the Engagement Model to assess pupils across 5 areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

The Engagement Model is integrated into formative assessments, and summative assessments to measure each pupils' progress independently according to their individual profile of needs.

Exploration	Can the pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.
Realisation	Can the pupil interact with a new stimulus or activity or discover a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.
Anticipation	Can the pupil predict, expect or associate a stimulus or activity with an event? They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

Persistence	Can the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it? Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.
Initiation	Can the pupil investigate a stimulus or activity in order to bring about a desired outcome? The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

3.1 Termly Assessments

Progress is shared through qualitative forms of assessment, based on observations and interactions with the pupils. Progress outlines engagement in learning activities, as well as special achievements and enrichment activities. Completed termly assessments for autumn, spring and summer terms are shared with parents/carers at the end of the academic year alongside end of year reports.

3.2 Quest for Learning

Quest for Learning is a guidance and assessment resource to support staff working with pupils on our CLDD curriculum pathway, providing ideas for and pathways to learning.

Quest for Learning:-

- considers the complex interaction between the sensory impairments, motor disabilities, medical problems and cognitive processing difficulties learners experience
- takes a holistic view of learners by focusing on how they learn and acknowledging their different abilities and achievements
- takes account of learners' preferred sensory and learning channels and their ways of processing information
- focuses on the early communication, cognitive and sensory skills that are the foundation of all future learning and crucial to an improved quality of life

Quest for Learning is not suitable for all learners on our CLDD curriculum pathway. It is designed for use with learners working within early levels of communicative and cognitive development. Pupils for whom this tool is deemed appropriate are baselined when they begin on the CLDD curriculum pathway and informs working practice. Pupil progress is monitored using termly tracker sheets.

3.3 CLDD reporting procedures: The Engagement Model

The school:-

- Uses the Engagement Model to inform teacher planning, so that current information about pupil engagement forms part of continuous cycle of ‘plan-do-review’, as outlined within the Engagement Model guidance from the DfE
- Uses systems such as Evidence for Learning to gather evidence of engagement in order to inform teacher planning and assessments in meaningful ways
- Monitors aspects of pupil engagement over time and makes termly assessment judgements of overall progress
- Reports on pupil engagement within end of year reports

The school uses the following descriptors to gather evidence of pupil engagement:-

Exploration	• Pupil builds on their initial reaction to a new stimulus or activity • Pupil is interested in and curious about the stimulus or activity • Pupil remains responsive to a stimulus or activity when it is presented at a different time of day • Pupil remains responsive to a stimulus or activity when it is presented in a different place • Pupil remains responsive to a stimulus or activity when it is presented with different people
Realisation	• Pupil wants more control of a stimulus or activity, e.g. by stopping it or making changes to it • Pupil discovers a new aspect of a familiar stimulus or activity and shows a response to this, e.g. amazement, surprise, fear etc • Pupil exerts control over a stimulus or activity, or shows a response to a new aspect of a familiar stimulus or activity at a different time of day • Pupil exerts control over a stimulus or activity, or shows a response to a new aspect of a familiar stimulus or activity in a different place • Pupil exerts control over a stimulus or activity, or shows a response to a new aspect of a familiar stimulus or activity with different people
Anticipation	• Pupil anticipates that a new activity is about to start by interpreting auditory, tactile or visual cues or prompts • Pupil anticipates that a new activity is about to end by interpreting auditory, tactile or visual cues or prompts • Pupil shows awareness that a familiar activity is about to start with reduced cues or prompts • Pupil shows awareness that a familiar activity is about to end with reduced cues or prompts
Persistence	• Pupil shows a determined effort to interact with a stimulus or activity showing intentional changes to their gaze, posture or hand movement
Initiation	• Pupil acts spontaneously and independently during a familiar activity without waiting for direction from an adult • Pupil understands how to create an impact on their environment in order to achieve a desired outcome