

Transition curriculum Policy

Updated: January 2023

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Subject: Curriculum Policy

Introduction

At Orbis Education and Care, we believe education aims to promote positive change and development in the lives of our pupils. This is achieved by allowing pupils to access various opportunities that promote academic, social and personal development suitable for those with ASC or associated learning difficulties.

All children have a right to a broad, balanced and relevant, and differentiated curriculum which focus on the four purposes. Pupils at Ty Coryton School have access to a personalised curriculum which takes account of their educational starting points, destination, the new Curriculum for Wales, and being relevant to individual needs. In addition, we focus on the core difficulties that young people may face, for example, rigid thinking, managing uncertainty and change, social interaction and understanding and managing emotions. These are the difficulties that are at the root of distressed behaviour.

From January 2023 until June 2023 Ty Coryton will follow a transitional curriculum, that blends the cherry garden and equals schemes of work and assessment system with elements of the new Orbis Curriculum. In June 2023 Ty Coryton will embed the 'Orbis Curriculum' as its main Curriculum

Curriculum Overview 2023										
Ambitious Capable Learners				Enterprising Create Contributors		Ethics, Informed Citizen		Healthy, Confident Individuals		
TYC	Essential Skills			Creative	Health and Wellbeing	Science and Humanities		ASPIRE Autism support, life skills, RSE, CWRE		
ISS	Linguistic, mathematical, technological			Aesthetic & Creative	Physical, human and social	Human, social, scientific and technological				
Curriculum for Wales	LLC Welsh	M&N	DCF	Expressive arts	Health and Wellbeing	Science	Humanities			
AET	Listening & understanding Expressive communication Conversations	Problem Solving			Keeping Healthy, sensory processing, managing emotions, play skills, group skills			Life skills Personal care	Work skills Motivation & engagement School routines Job-related skills	Community access Personal & road safety Access public services Coping with change & transitions
Cherry Garden	Attention & understanding Language & communication	Number Shape & Space		Creative expression Creative materials Media & materials	Feelings, behaviours & morals relationships & others Fine & gross motor skills		The world People, & communities	Self-care & independence		
Equals	My communication	My thinking & problem solving		My art	My health & wellbeing		The world around me	My independence		My play & leisure My outdoor school
Therapy input	✓	■			✓			✓	✓	
14-19 Qualifications	✓	✓		✓	✓	✓	✓	✓	✓	✓
Thematic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attention & engagement	✓				✓	✓	✓	✓	✓	✓
CWRE projects	✓		✓	✓	✓	✓		✓	✓	✓
Community activities	✓			✓	✓		✓	✓	✓	✓
Wellbeing events	✓			✓	✓			✓	✓	✓
Pupil voice	✓		✓		✓			✓	✓	✓
Nurture projects	✓				✓			✓		
Individual interventions	✓	✓		✓	✓			✓		

This document relates to Article 28 (**Every Child has the Right to an Education**) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Our skills for ASPIRE are taken from the Autism Progression Framework (Autism Education Trust) and Cherry Garden assessment tool. These skills include.

- Listening and understanding
- Expressive communication
- Being with others
- Group skills
- Play skills.
- Self-awareness
- Keeping healthy
- Managing emotions
- Life skills
- Work skills

We address other priorities within our whole curriculum, including a range of therapies, cross-curricular elements and extra-curricular activities.

The precise balance between these aspects of the whole curriculum will vary in response to the pupils' individual needs determined through the individual development plan (IDP), review process and the Curriculum Plans devised by staff to meet the needs of pupils at different stages of development.

Our curriculum for pupils with additional learning needs is designed to be responsive to the unique needs of each individual learner, while also aligning with the four purposes of the Curriculum for Wales. The four purposes are:

- Ambitious, capable learners - Ready to learn throughout their lives
- Enterprising, Creative Contributors - Ready to play a full part in life and work
- Ethical, informed citizens, citizens of Wales and the world
- Healthy confident individuals - ready to lead fulfilling lives as valued members of society.

The curriculum is based on a process model that focuses on the areas of learning and experience, which are:

- Expressive arts - to develop creativity, self-expression, and an appreciation of the arts.
- Health and well-being - to promote physical and mental health and well-being.
- Humanities - to develop an understanding of the world and its people.
- Languages, literacy, and communication- to develop literacy and communication skills in the Welsh language and English
- Mathematics and numeracy - to develop mathematical thinking and problem-solving skills
- Science and technology - to develop an understanding of the natural world and technology

Science and technology and humanities will be amalgamated into one curriculum area, and expressive arts will be called 'Creative' as a transitional area in preparation to move over to the new Orbis Curriculum

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Assessment for learning is an integral part of the curriculum, which allows teachers to track the progress of learners and to adapt the curriculum to meet their needs. The curriculum is also reviewed regularly to ensure that it is meeting the needs of learners and is aligned with the four purposes of the Curriculum for Wales.

The curriculum is designed to empower pupils with additional learning needs to reach their full potential by providing them with the skills and knowledge they need to succeed in life, while also promoting their well-being, cultural identity, and global citizenship.

The thematic approach to teaching the core areas of the curriculum will be integrated into the overall teaching and learning in the school. Each term, a new theme will be selected by each class.

How do we measure skills against these skills?

Progress has been assessed using the cherry garden and a programme called tapestry. Through this transitional curriculum, pupils will move over to use the 1-10 achievement continuum that is used to assess the Orbis Curriculum, skills will be assessed and recorded on a bespoke assessment system so progress can be assessed on a termly basis. This will be supported by the Seesaw app.

Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of next steps in addition to the 1-10 achievement continuum. All aspects of the curriculum are planned and recorded using agreed proforma.

Records are kept in many ways. These include:

- One page curriculums
- Teachers' plans identifying skills.
- Mind maps
- PowerPoints
- Pic collage
- Children's work
- Seesaw pages
- Teachers' notes
- Individual pupil planning files
- End of year pupil reports
- Records of Achievement
- Annual Reviews
- IEPs (Individual Education Plans)
- Pupil Profiles

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Interventions

Specific interventions are provided. These may be 1:1 and group interventions including:

Occupational therapy programs

Speech and language programs

Therapeutic work as per EHCP/statement of educational needs

Some of the key interventions we use to support communication and social interaction skills include:

- Intensive interaction
- PECS and Makaton
- Talk about
- Attention autism.

Skills for life

This is a key area for a range of interventions around personal care and independent living skills, internet safety and developing healthy attitudes towards the use of tech and screen time.

Independent living skills and Employment

We want to work on any skills that are important for our student's future adult lives. This will be personalised to the needs and abilities of each student. These are taught through the ASPIRE and health and wellbeing areas of the curriculum. Some examples of what skills may be appropriate are:

Cooking- activities might include preparing simple snacks, drinks and meals for self or others, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding how and why tasks should be carried out.

Higher ability students may be learning to plan shopping lists within a personal budget and managing money; researching and following recipe instructions; time management skills; safety using appliances; food hygiene standards; and work experience or enterprise projects such as running a school-based café or selling products.

Carries out household tasks- activities might include cleaning and tidying, washing up, using a vacuum cleaner or other domestic appliance, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding how and why tasks should be carried out.

For example:

- Support an adult in a routine activity (e.g. folding a sheet by holding onto its corners)
- Following a simple instruction (e.g. to push the start button on the vacuum cleaner)
- Participating through a complete activity (set up table for snack time)
- Initiating involvement (e.g. putting dirty dishes into sink)
- Independently completing a stage of a task (e.g. wiping down the table)
- Following simple sequences to complete straight forward task

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



- Undertaking activities because they understand that to live independently means taking responsibility for keeping your environment clean and safe)

Activities outside of the classroom

All pupils take part in a range of activities outside the classroom, and in partnership with a range of community stakeholders, that support Life skills and Health & Wellbeing.

These include:

- Trips to the shops
- Community visits
- Volunteering opportunities
- Work Experience (The Orb Charity shop and café)

Individual timetables

Each pupil has a timetable, which is flexible and can be adjusted to meet individual needs in addition to a one-page curriculum document.

External qualifications

In addition, where relevant, pupils work towards external qualifications, and this helps inform the skills to be covered by curriculum planning. Qualifications are chosen based on individual needs and might include:

- ASDAN courses

Assessment and Recording: Staff members with Orbis Education and Care will:


- Provide a 'baseline' view of pupils' strengths and weaknesses as a starting point in planning for individual student priorities and class priorities
- Develop an IEP showing long-term goals and anticipating progress which is updated and analysed every term.
- Identity short-term targets and priorities for pupil's learning to be pursued across the whole curriculum
- Generate information that can be used to:
 - define new short-term targets.
 - review and evaluate curriculum plan and policy.
 - report achievement

This document relates to Article 28 (**Every Child has the Right to an Education**) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Policy Review Date: January 2024

Signature:  **(Director of Education)**

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people

