



"Inspiring minds to ignite lifelong learning"



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CURRICULUM PATHWAYS

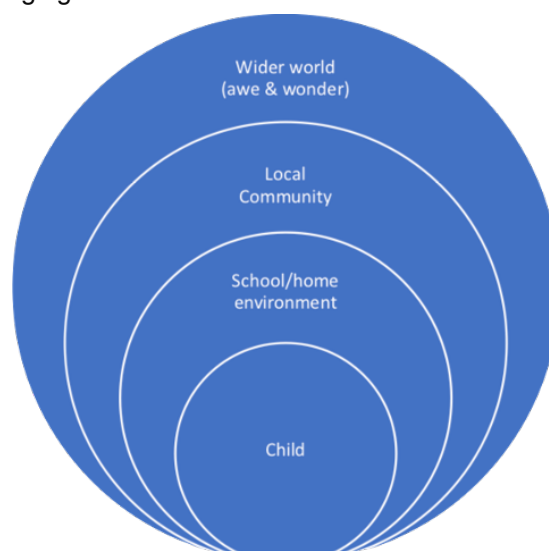
Onchan Specialist Provision Centre

At Onchan Specialist Provision Centre, we are committed to providing a nurturing and inclusive educational environment where every child can thrive. Central to our mission is the adoption of the **Equals Curriculum** which is a comprehensive framework designed to meet the diverse needs of pupils with additional educational needs and disabilities (AEND). The Equals Curriculum represents our commitment to personalised, holistic, and accessible education, ensuring that each student in our care receives the support and opportunities they need to succeed. By embracing the principles of inclusivity, flexibility, and engagement, the Equals Curriculum aligns perfectly with our values and vision, allowing us to create meaningful learning experiences that empower our students to reach their full potential.

At Onchan School, we firmly believe that fostering a nurturing and inclusive environment is paramount to the success and well-being of our students, particularly those with additional needs. Our **core values of compassion, integrity, endeavour, courage, and respect** serve as the guiding principles that underpin everything we do. Compassion lies at the heart of our interactions, driving us to understand and empathise with the unique challenges faced by our children and families, thus creating a supportive and nurturing atmosphere. With integrity as our cornerstone, we ensure that every interaction within our school community is characterised by honesty, fairness, and trust, fostering strong relationships between learners and caregivers. Endeavour propels us forward, encouraging continuous innovation and adaptation to meet the diverse needs of all learners, thus creating an environment where every child can thrive. We embrace courage as a catalyst for positive change, empowering both learners and educators to advocate for inclusivity and ensure that every child's voice is heard and respected. Finally, respect underscores our commitment to honouring the dignity and worth of every individual, irrespective of their abilities, thus promoting a culture of acceptance and belonging for all our children. Together, these values form the bedrock of our school community, where every child is valued, supported, and empowered to reach their full potential.

Our Curriculum Intent:

Within Onchan Specialist Provision Centre, our curriculum is carefully crafted to place the child at the heart of the learning process. Rooted in principles of active learning, play-based approaches, and highly engaging activities, our curriculum is designed to facilitate holistic development and meaningful progress for each individual student. Our overarching intent is to provide a curriculum experience that is not only accessible but also tailored to the unique needs and capabilities of every child. We begin by considering the context of each child's journey, building upon their prior knowledge and experiences in a sequential manner. By starting with the child at the centre, we ensure that learning is relevant, engaging, and empowering. Our curriculum extends beyond the classroom, incorporating opportunities for students to explore new experiences within the wider community, therefore fostering an understanding of the world around them. Through this child-centred approach, we strive to provide a lifelong love for learning and equip our students with the skills they need to thrive in an ever-changing world.

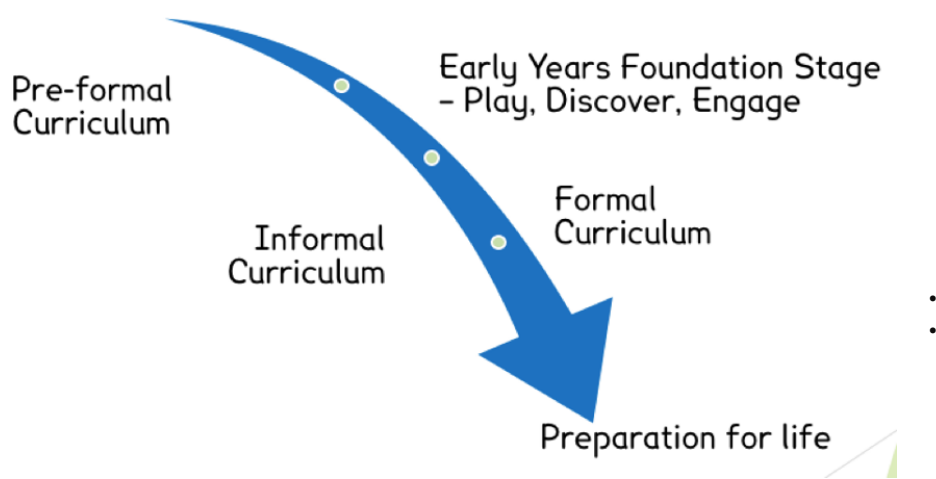


Implementation:

The Equals Curriculum implemented at Onchan Specialist Provision Centre serves as a comprehensive framework designed to meet the diverse needs of students with additional educational needs and disabilities (AEND). Here's an elaboration on the intent behind the Equals Curriculum:

- **Inclusivity and Accessibility:** - The intent of the Equals Curriculum is rooted in inclusivity, ensuring that all students, regardless of their abilities or learning profiles, have access to a meaningful and enriching education.
- It recognises the diverse needs within the student population and aims to provide a **curriculum that is accessible** to learners with a wide range of cognitive, sensory, physical, and communication needs.
- **Personalisation and Differentiation:** The curriculum is designed to be highly adaptable and flexible, allowing for personalisation to meet the individual needs and capabilities of each student. It acknowledges that a one-size-fits-all approach is not suitable for students with AEND and emphasises the importance of tailoring learning experiences to address each student's strengths, challenges, and interests.
- **Holistic Development:** The Equals Curriculum takes a holistic approach to education, recognising that learning encompasses more than just academic achievement. It emphasises the development of key skills and competencies across various domains, including communication, cognition, independence, physical development, social-emotional skills, and self-care.
- **Relevance and Contextualisation:** The curriculum starts with the context of the child and builds on their prior knowledge and experiences in a sequential manner. It aims to make learning meaningful and relevant by connecting it to students' everyday lives, interests, and experiences, as well as the wider community and world around them.
- **Engagement and Active Learning:** The intent of the Equals Curriculum is to foster active learning and engagement among students. It incorporates play-based approaches, hands-on activities, experiential learning opportunities, and high-interest resources to promote student engagement and participation in the learning process.
- **Progression and Achievement:** While the curriculum is child-centred and flexible, it also sets high expectations for student progress and achievement. It provides clear pathways for progression, with differentiated learning outcomes and targets that allow students to demonstrate their learning and development over time.
- **Collaboration and Support:** The Equals Curriculum recognises the importance of collaboration between educators, support staff, parents, and other professionals in supporting students with SEND. It provides a framework for collaborative planning, assessment, and intervention, ensuring that students receive the support and guidance they need to succeed.

Overall, the intent of the Equals Curriculum at Onchan Specialist Provision Centre is to provide a holistic, inclusive, and personalised educational experience that empowers students with AEND to reach their full potential and lead fulfilling lives. Each curriculum pathway at Onchan Specialist Provision Centre is tailored to meet the diverse needs of students with varying levels of independence, communication abilities, and developmental profiles. Here's a breakdown of the types of children who may fit into each pathway:



- **Pathway 1 - Pre-formal Learners:**

- **Characteristics:**

- Students in this pathway are typically the most complex and vulnerable.
- They may be non-verbal and have challenges related to processing, memory retention, personal care, and communication.
- Some students may exhibit behaviours as a form of communication due to their limited verbal skills.
- They may require high levels of support and individualised attention.
- **Example Profiles:**
- A child with severe intellectual disabilities, significant sensory processing difficulties, and limited expressive communication skills.
- A child with profound and multiple learning disabilities (PMLD) who requires assistance with all aspects of daily living, including feeding, toileting, and mobility.
- A child with autism spectrum disorder (ASD) and co-occurring intellectual disabilities, who struggles with sensory regulation and social interaction.

- **Pathway 2 - Informal Learners:**

- **Characteristics:**

- Students in this pathway also have complex needs but may exhibit some emerging communication skills or behaviours that signal their preferences.
- They may be primarily non-verbal and require support with processing information and engaging in activities.
- Students may display behaviours as a means of communication but may not have a preferred communication system yet.
- **Example Profiles:**
- A child with severe learning difficulties and autism who demonstrates emerging communication skills through gestures and vocalisations but relies heavily on non-verbal communication.
- A child with developmental delay and sensory processing difficulties who benefits from structured routines and visual supports to understand expectations and transitions.
- A child with global developmental delay and limited attention span, who requires highly engaging activities and sensory-based tasks to maintain focus and participation.

- **Pathway 3 - Semi-formal Learners:**

- **Characteristics:**

- Students in this pathway are somewhat more independent and may have a more established communication system, albeit with complexities.
- They may require varying levels of support but are working towards greater independence in daily tasks and learning activities.
- Students may benefit from structured routines and clear expectations to manage their learning and behaviour.
- **Example Profiles:**
- A child with moderate learning difficulties and attention deficit hyperactivity disorder (ADHD) who demonstrates some verbal communication skills but struggles with attention and impulse control.
- A child with Down syndrome who has functional speech but requires support with academic tasks and social interactions.
- A child with specific learning difficulties and mild intellectual disabilities who benefits from individualised instruction and visual supports to reinforce learning concepts.

- **Pathway 4 - Formal Learners:**

- **Characteristics:**

- Students in this pathway are the most independent among the cohorts, with established communication systems and some degree of self-regulation.

- They may still require support but are working towards achieving age-appropriate learning outcomes and transitioning to more conventional educational settings.
- These students may benefit from a curriculum that incorporates elements of the National Curriculum and emphasises functional literacy and numeracy skills.
- **Example Profiles:**
- A child with high-functioning autism who demonstrates strong verbal communication skills and academic abilities but may struggle with social pragmatics and executive functioning.
- A child with specific learning difficulties, such as dyslexia or dyscalculia, who benefits from differentiated instruction and accommodations to access the curriculum.
- A child with mild intellectual disabilities who is capable of independent living skills and vocational training, with support.

By considering the unique profiles and needs of students, Onchan Specialist Provision Centre ensures that each child is placed in the appropriate pathway to receive tailored support and access to meaningful learning experiences.

Strategies we use alongside the EQUALS curriculum:

- **Attention Autism:** Developed by Gina Davies, a Specialist Speech and Language Therapist, Attention Autism is an intervention model aimed at fostering natural and spontaneous communication through visually-based and highly motivating activities. It emphasises creating sessions that are fun and inviting, encouraging active participation and engagement. For example, a session might involve using colourful props and toys to capture students' attention while teaching communication skills.
- **Intensive Interaction:** This approach focuses on teaching communication skills to individuals who find social interaction challenging, particularly those in the early stages of development. It emphasises creating opportunities for meaningful interaction through activities like imitating sounds and gestures, turn-taking, and joint attention. For instance, educators might engage in playful interactions such as mirroring students' movements or vocalisations to establish rapport and communication.
- **TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children):** Developed by Dr. Eric Schopler and colleagues, TEACCH is an evidence-based intervention approach that supports individuals with autism spectrum disorder (ASD) by providing visual supports, structured environments, and predictable routines. It aims to enhance learning, communication, and independence by utilising visual schedules, visual task organisation, and structured work systems. For example, a classroom might have clear visual schedules outlining daily activities, helping students understand expectations and transitions.
- **Picture Exchange Communication System (PECS):** PECS is a communication system designed for individuals with limited or no verbal communication abilities. Developed by Andrew S. Bondy and Lori Frost, PECS enables individuals to initiate communication by exchanging picture cards for desired items or activities. It facilitates language development, social interaction, and independence. For instance, a student may use PECS to request a preferred toy or snack by handing a picture card to a communication partner.
- **Sensory Curriculum:** The sensory curriculum is designed to provide students with opportunities to engage in multi-sensory experiences, promoting sensory exploration, regulation, and integration. Activities may include sessions in a sensory room, hydrotherapy sessions, swimming, horse riding, or engaging in sensory-rich outdoor experiences. For example, students might participate in sensory-based activities such as exploring different textures, playing with sensory toys, or engaging in therapeutic activities like swinging or bouncing on a therapy ball.
- **Examples:**

- *Attention Autism*: In a classroom session, the educator might use a 'bucket' approach, where they gradually fill a bucket with enticing props related to a theme (e.g., animals). As the bucket fills, students are encouraged to anticipate what might come next, fostering attention and engagement. For instance, the educator might first introduce a toy animal, then add related props like animal sound cards or sensory materials like fake grass or water for a more immersive experience.
- *Intensive Interaction*: During a one-on-one interaction session, an educator might mimic a student's actions or vocalisations to establish a connection. For example, if a student reaches out to touch a sensory toy, the educator might mirror the action and offer verbal praise or encouragement. This back-and-forth exchange helps build rapport and communication skills.
- *TEACCH*: In a classroom setting, visual schedules are prominently displayed, outlining the sequence of activities throughout the day. Each activity is represented by a picture card, helping students understand what to expect and transition smoothly between tasks. For example, a visual schedule might include pictures of morning circle time, followed by individual workstations for literacy and numeracy activities, and ending with a sensory break.
- *PECS*: A student who wants a snack may exchange a picture card depicting their desired snack item (e.g., an apple) with a communication partner. The partner then honors the request by providing the desired item, reinforcing the communication exchange. Over time, the student learns to initiate communication using PECS to express their preferences and needs.
- *Sensory Curriculum*: During a sensory session, students may explore various sensory materials such as sand, water, or textured fabrics. For example, students might engage in a sensory bin activity where they search for hidden objects in a container filled with rice or beans, stimulating tactile exploration and fine motor skills.

Impact

At Onchan School, we employ a multi-faceted approach to measure the impact of our curriculum pathways, ensuring that we gather comprehensive data on student progress and well-being. Here's how we assess and evaluate the effectiveness of our curriculum pathways:

- **Connecting Steps Assessment**: We utilise the Connecting Steps assessment software to track and monitor the small steps of progress made by pupils with special educational needs. This tool allows us to capture changes in students' knowledge, skills, attitudes, and behaviours across various developmental areas. By regularly assessing student progress using Connecting Steps, we can identify areas of growth, set individualised targets, and adjust teaching strategies accordingly.
- **Tapestry Photos and Observations**: Tapestry, an easy-to-use online learning journal, enables staff and families to document and celebrate children's learning and development through photos, observations, and reflections. We use Tapestry to capture students' achievements, milestones, and progress across different curriculum areas. By documenting students' experiences and accomplishments, we gain valuable insights into their learning journey and can identify areas for further support or development.
- **Conversations with Parents**: Regular communication with parents is essential for understanding students' progress, challenges, and achievements outside the school environment. We engage in open and collaborative discussions with parents to gather feedback, share observations, and align support strategies between home and school. By involving parents in the assessment process, we ensure that their insights and perspectives are integrated into our holistic understanding of students' needs and progress.
- **Celebration of Achievements**: We celebrate students' achievements and milestones to recognise their progress and boost their confidence and self-esteem. Whether through assemblies, awards ceremonies, or individual acknowledgments, we highlight and celebrate students' successes across various domains, including academic, social, emotional, and personal achievements. By fostering a culture of celebration, we create a positive and supportive learning environment where students feel valued and motivated to continue their learning journey.
- **Collaboration with External Agencies**: Collaboration with external agencies, such as occupational therapists (OTs), speech and language therapists, Child and Adolescent Mental Health Services

(CAMHS), and social workers, allows us to gain additional insights into students' needs and progress. Through regular meetings, consultations, and joint assessments, we exchange information, share best practices, and develop coordinated support plans to address students' complex needs effectively. By working collaboratively with external agencies, we ensure that students receive comprehensive and holistic support that addresses their diverse needs across different settings.

Overall, our assessment approach at Onchan School encompasses a range of methods and strategies, including formal assessments, observations, parent engagement, celebration of achievements, and collaboration with external agencies. By gathering and analysing data from multiple sources, we gain a comprehensive understanding of students' progress, strengths, and areas for development, enabling us to provide targeted support and interventions that maximise each student's potential for success and well-being.