



Marjory Kinnon School

Curriculum Summary

The school curriculum is designed to meet the needs of all the pupils. It is adapted from all National Curriculum subjects.

EYS follows an adapted EYFS curriculum which is organised into **seven areas of learning linked to Development Matters** and **Birth to Five Matters**.

KS1 is based on the Engagement Model and has two strands:

1. For pupils below P4.
2. For pupils between P4-P8.

KS2 / KS3 has:

- A 'semi-formal' curriculum for the lower ability pupils which is thematic providing context to support the understanding of ASC pupils.
- A 'formal' curriculum which is subject based adapted from the National Curriculum.

KS4 has the same two pathways that lead to differentiated accreditation:

- 'Semi-formal' : ASDAN
- 'Formal' : BTEC and Entry Level / Functional skills

INTENT

Every child deserves the best possible start in life and we aim to support pupils to reach their full potential by providing a broad, balanced and inclusive curriculum.

Our intent is to develop all children's communication, socialisation and independence skills in order to develop their self-confidence and enable them to express themselves.

Our curriculum follows differentiated pathways to meet the needs of all the pupils. This model allows us to make effective connections across subjects. This creates meaningful opportunities to emphasise key learning, knowledge and skill development that our pupils need over time. We provide a total communication environment, using objects, photos, symbols, signing, low and high tech AAC to support pupil's understanding and communication.

Marjory Kinnon's curriculum provides a balance of child-initiated and adult-led experiences, which are based on first hand experiences, exploration, play and structured activities. The curriculum content is inclusive and respectful of all backgrounds, cultures whilst also taking into consideration the developmental needs, and understanding of our pupils.

IMPLEMENTATION

We use a range of strategies, approaches and interventions to ensure we implement our curriculum in a consistent manner. Each of these is embedded into the culture of the school; some of these may also be delivered as specific interventions for individual pupils or small groups. At the heart of our implementation is the total communication approach that is aimed at ensuring pupils develop independence and are able to fully engage in learning.

Approaches used to implement the curriculum:

TEACCH - is an autism support and education framework based on the idea that autistic people often learn best in structured, visually organised environments.

THRIVE Approach - is a developmental, trauma-sensitive approach that supports the social and emotional wellbeing of children and young people. It is based on the principle that behaviour is a form of communication, helping adults understand the underlying emotional or developmental needs that may be driving behaviour.

SCERTS - the SCERTS Approach is a research-based, multidisciplinary framework designed to support autistic children and individuals by focusing on their development in social communication and emotional regulation while ensuring appropriate support is provided across all environments. SCERTS stands for Social Communication, Emotional Regulation, and Transactional Support.

We also use the following to enhance curriculum learning and engagement:

- Colourful Semantics.
- Intensive Interaction.
- Gestalt Language processing.
- Makaton.
- SaLT & OT targets.
- Outdoor Play and Learning (OPaL).
- AAC communication devices.
- Zones of Regulation.

Enrichment Opportunities

- After School Clubs including multi-sports, Science, Art & Craft, Choir, Brownies, Netball and Lego Therapy.
- Residential Trip to the New Forest.
- The Den - Nurture group - supporting pupil transitions.
- Community Choir trips - Care Homes, Tesco.
- HAF Summer Clubs.
- Enterprise Fair
- Communication Café.
- School Productions at Christmas and end of Summer Term.
- Horticulture, gardening and allotment / RHS Flower awards.
- Author visits.
- Work experience links with companies (e.g. Kier Construction, Marriot Hotel, Heathrow, Emirates).
- Trips into the community - social outings.
- Trips to the Theatre - Abba Voyage, Wicked.
- Curriculum based trips in History, Geography, RE.

IMPACT

We are confident that our curriculum has a positive impact on outcomes for pupils:

- Analysis of data confirms that pupils consistently make progress in the priority areas of communication, socialisation and independence which is measured using SCERTS and Thrive assessments.
- Our small step assessment programme for Reading, Writing, Maths shows that all pupils make progress from their starting points at the beginning of each year which works towards ensuring EHCP targets are met.
- The data is supported by moderation of work and termly Pupil Progress Meetings led by Senior Leaders and Curriculum Leads and highlights progress across curriculum areas.
- Digital evidence (photographs / video footage) captures pupil voice, pupil work, educational visits, musical performances, art outcomes and curriculum workshops, class assemblies and competitions.
- Display boards within classrooms and across the school showcase the pupil's work and achievements and are accessible to all with Makaton symbols, symbolised text and written vocabulary.
- The school is proud of the positive parental / carer feedback received through meetings, parent workshops, open mornings, informal meetings and parent surveys.
- External reviews and audits, including subject deep dives, affirm the school's quality of education and impact on the lives of pupils and families.



SPIRITUAL	▪ Assemblies to celebrate major festivals in all world faiths and explore spiritual concepts. ▪ Understanding the World - visits to local places of worship and exploration of major cultural festivals. ▪ Visits to places of worship. ▪ Thrive Interventions – mindfulness and relaxation. ▪ Zones of Regulation to support ASC pupils to understand self.
MORAL	▪ Teaching of school rules - Ready, Respectful and Safe - School Song. ▪ Teaching of School Values - Kindness, perseverance, tolerance and respect - school song. ▪ School Charity Support Events (e.g. NAS Walk, Jeans for Genes, Children in Need, Red Nose Day). ▪ Pupil Voice - Eco Council, School Council, Change Team.
SOCIAL	▪ Thrive classrooms and Interventions. ▪ Restorative conversations. ▪ After School Clubs and trips. ▪ OPaL Outdoor Play and Learning Project to promote social communication. ▪ Communication Café. ▪ Zones of Regulation. ▪ Duke of Edinburgh Year 10.
CULTURAL	▪ Celebration of major religious festivals. ▪ Visits to places of worship. ▪ Black History Month. ▪ Cultural Days - exploring a country and culture of choice each half-term.