Teaching Learning & Outcomes Policy

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Role	Deputy Headteacher
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Chair of Governors Signature	Suzanne Millership-Liddle
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Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
June 2021	Jan 2021	J Lacey M Faulkner C Lawrence	Themes	916 11.01.2021	Suzanne Millership-Liddle
June 2022	May 2022	J Lacey T Turner	Implementation of Informal and Semi-formal Approaches Pupil Centred Planning Change in use of B Levels Timetables	905 18th July 2022	Suzanne Millership-Liddle
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TEACHING LEARNING CURRICULUM OUTCOMES

Introduction

Brackenfield Special School caters for a wide range of pupils with varying levels of need, communication and cognition. We recognise the importance of personalised outcomes for each of our young people as each pupil has a unique starting and destination point. Each pupil has a personalised and bespoke curriculum offer which is informed by their Education Health and Care Plan.

Intent – What we Teach

The intent of Brackenfield's curriculum is to **prepare pupils for adulthood.** Succeeding in life for our pupils means living as an **independent life** as possible and having **agency** over their own lives; not just having a **voice** but having the skills to make their own **choices** and have **control** over their lives. Our curriculum equips pupils with the **essential lifeskills, knowledge** and **cultural capital** that they will need to become the most **independent** and **happy** versions of themselves that they can be.

Curriculum Content

All our pupils receive a broad and balanced educational offer whilst providing opportunities for progression by giving access to experiences that are **relevant**, **interesting** and **challenging**. Our curriculum content is drawn from the Early Years Foundation Stage, EQUALS In-formal and Semi-Formal Curriculum, The National Curriculum and the Preparation for Adulthood Framework. Curriculum delivery is centred around opportunities for online safety and safeguarding, British Values and SMSC. The curriculum content has been designed to facilitate progression at all levels. However, this with the understanding that some pupils may remain at a developmentally early stage throughout their life due to their SEND.

The commonality of approach across the school is preparing for adulthood from the very beginning of their journey with Brackenfield. However, as adulthood is going to look very different for each pupil – what we teach to an individual pupil is influenced by what their priority needs are at any moment in time; and this may look very different from their peers. This means that all pupils in Brackenfield are working towards individual outcomes as detailed in their EHCP. Brackenfield use Pupil Centred Planning to set Personalised Learning Intentions and detail the sequential learning and short-term, medium-term and long-term outcomes for each pupil.

A Broad, Balanced and Relevant Offer

Our curriculum is designed to prepare pupils for adulthood which we do by teaching functional life skills. We recognise that there is a finite amount of knowledge and understanding that our pupils will be able to retain or understand. For that reason, it is carefully structured to ensure that we teach and **fully embed** the skills needed for our pupils to be as independent as possible in adulthood.

For example; it may be important for a pupil to know that some objects will attract each other and these are called magnets. This is a functional life skill that may be required in adulthood in order to navigate the world. However, it may not be required for a pupil to know about magnetic fields, poles and the specific metals that a magnet will be attracted to. The same principle is applied to other areas such as modern foreign languages – some pupils will need to know that different languages are spoken around the world and within their home country and appreciate these differences but not the

grammatical conjunctions in French. In short; a pupil may need to know about basic scientific principles but they are not preparing to be scientists; they may need to know different languages exist but they are not preparing to be linguists.

The **World About Me** is a scheme of work used within the semi-formal classrooms to extend pupils' understanding. It is to support a holistic understanding of everyday events, activities, and experiences. For example – it is not necessary for pupils to know that milk comes from cows for them to prepare a drink or snack using milk. However, it will support their wider understanding of the world if they know that not only does milk come from the fridge, but cows make the milk and cows eat grass to make milk for us to drink. From this point learning can be extended to understand that other animals make milk that we can consume; how a mother might choose to feed her a baby and the different options for milk from a dietary perspective. This scheme of work covers many different subjects such as science; the humanities and RSE. The starting point for World About Me lessons is "what do you know about....?" World About Me is planned over a rolling year – see here. For more information on the World About Me please see the "How To Guides" on the Teaching and Learning Team.

Our curriculum is separated into 4 broad subject areas: **Good Health; Friends Relationships and Community; Independent Living** and **Employment**. **Communication, Literacy and Mathematics** are the foundations for learning in all these areas.

Communication	I am learning to communicate my needs, wants, thoughts, preferences, opinions and experiences. I am learning to understand what people say to me and follow instructions. I am learning to participate in conversations.
Literacy	I am learning to comprehend language. I am learning to understand that print carries meaning. I am learning to pronounce and recognise words. I am learning to compose and transcribe.
Mathematics	I am learning to understand number; shape; patterns; size; and groups. I am learning to use my mathematical skills fluently to problem solve and reason.

Good Health	**Friends, Relationships & Community**	**Independent Living**	**Employment**
I am learning to understand and manage my own body. I am learning to manage my own mental physical and sexual health. I am learning to manage and meet my own hygiene needs including toileting.	I am learning to develop and maintain relationships and friendships. I am learning to access my community safely and confidently.	I am learning to live independently and manage my own household. I am learning to meet my own basic needs such as hunger, thirst etc. I am learning to make choices and discover my preferences.	I am learning about the world of work, so I know what opportunities are available to me. I am learning skills so I can enter the workforce.

For more information of the content of each subject follow this link: Content of Subject Areas.

Our curriculum is also designed to give pupils an experience of a **broad** range of subjects at a level that they can access them. The rationale for this is for pupils to have the experiences in which they can **develop hobbies and interests** that they can take with them into adulthood. It is the hope that exposure to different types of activities will spark an enjoyment or an interest that can later develop into a hobby. The rationale being – "how would a pupil know they like painting if they never have the opportunity to pick up a paintbrush?" or "how does a pupil know they like the cinema if they have never experienced this?"

The [Requirements for Timetable](#) detail the expectations for informal and semi-formal classes.

Implementation – How we Teach

Children with severe learning difficulties learn very differently from neuro-typical children (Imray 2018) and therefore require a different pedagogical approach. All of pupils have different needs and these can vary widely over the school. To support all pupils needs effectively Brackenfield School adopts a Pathway Approach.
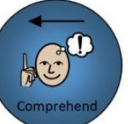
Pathways and Classes

Pupils are placed in a pathway dependant on their cognitive, communicative, social/emotional and sensory needs. The 4 Pathways contain 3-5 classes which are further refined in their groupings and consider chronological age when appropriate. Pupils may remain in a pathway during their time at Brackenfield or may move between Pathways dependant on their needs and development.

Our pathways have 2 broad levels that have been informed by previous work of Dr Penny Lacey and Peter Imray and further refined by our continued work with Peter Imray and Equals. The Equals curricula are adjacent rather than hierarchical; therefore, pupils who are at the edges of the curriculum, may also dip into elements of the adjacent curriculum design (Imray, 2021).

This diagram shows the relationship between curricula in Equals multi-tiered approach:

Equals Pre-Formal Curriculum	Equals Informal Curriculum	Equals Semi-Formal Curriculum	Equals Formal Curriculum	National Curriculum
PMLD	Complex SLD, SLD/ASC	SLD, SLD/ASC	GLD[1], GLD/ASC	
Working consistently and over time within P1 to P3	Working consistently and over time within P4-P5 ish	Working consistently and over time within P4 to the early reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
→	←→	←→	←→	←

Brackenfield School has pupils that operate within the **informal** and the **semi-formal** curricula. We do have very few pupils that will undertake elements of a formal curriculum. We do not solely use Equals as our curriculum model as our curriculum is developed and informed from several different sources which include EYFS, the National Curriculum and Preparation for Adulthood. Our pathways are based on the Equals curricula.

	In-formal (Operating developmentally within the Early Years Framework consistently and over time)	**Learning to Be:** Learning to be content in their own bodies and the world *(this might require almost constant adult support to help regulate needs)* Learning to communicate basic needs (hunger, thirst) Learning to make sense of immediate environment Learning to make decisions that make them happy
	In-formal (Operating developmentally within the Early Years Framework consistently and over time)	
	Semi-formal (Operating developmentally within Early Years Framework into early stages of National Curriculum)	**Doing to Learn:** Learning to explore and navigate the world Learning to develop problem solving skills and the ability to generalise
	Semi-Formal (Formal) (Operating developmentally within Early Years Framework into early stages of National Curriculum consistently over time, working below age related expectations)	**Doing to Learn:** Learning to understand the world and how it works Learning to apply problem solving skills in different contexts

How we approach teaching is influenced by our pupils' complex needs and will be determined by the individual's level of learning difficulty; their preferences and motivations and their ability to and willingness to follow instructions or engage in adult led learning.

Informal Approach

Informal pupils **are learning to be.**

The informal approach enables informal pupils to **engage** and make **choices**. Staff use the **engagement model** to assess and recognise what pupils enjoy and structure the environment to **extend engagement** and **widen preferences**.

Engagement opportunities are provided to **explore** which supports pupils to notice and engage with the world around them, building upon their **realisation**. Routine and a total communication approach support pupils to develop their ability to **anticipate** familiar activities or events. Staff model and play alongside pupils enabling them to build upon their **persistence** and sustain attention. The approach used provides a structure for pupils to learn to **initiate** play, communication, and interaction.

Semi-Formal Approach

Semi-formal pupils **are doing to learn.**

The semi-formal approach enables pupils to develop **independence** and **functional** life skills. Pupils who are in the semi-formal pathways can engage in **adult led learning** and have the **attention** skills to attend to an activity.

The semi-formal approach uses real life experiences to develop life skills. Staff will **model** and **repeat** activities gradually withdrawing support until a pupil can do the skill independently. Once the skill has been mastered the teaching shifts to being able to **generalise** the skill – i.e. apply it in lots of different **contexts**. Pupils are taught to **problem solve** by adults "**sabotaging**" the activity once the

initial skill is embedded. This might look like running out of bread to make toast for breakfast – pupils would be supported to solve this problem. In shopping this might look like not having enough money to get everything on the list.

Through our semi-formal approach, pupils learn skills and strategies to **self-regulate**, access the **community** and interact, play and socialise with other people without high levels of anxiety. Pupils learn to make their own **choices** and develop **preferences** which can be fostered into lifelong hobbies and enriching activities.

Subject Specific Learning

Due to the significant learning needs of our population; we have no pupils that are suited to a completely formal approach. However, if pupils are at the developmental level that formal input would be effective to develop skills, then this is part of their curriculum offer. This is across all subject areas. For example: before pupils can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. Early mark-making is not the same as writing. It is a sensory and physical experience for young children, which they do not yet connect to forming symbols which can communicate meaning. Therefore, until a child can ascribe meaning to the marks that they make they will not be able to access formal approaches to teaching writing. See the Literacy and Mathematics Policy for more information.

Baseline Assessments

All pupils are baselined on the B-Levels for communication, reading, writing and mathematics. These baseline judgements are used to inform embedded literacy and mathematics through personalised learning intentions. B-levels judgements are used to categorise pupils into groups as below:

B-Level Assessment of Literacy Skills	B-Level Assessment of Maths Skills
- Below B8 – Pre Reader - B8 – B15 – Emergent Reader - B15 and above - Functional Reader	- Below B8 – Pre Maths - B8 – B15 – Emergent Maths - B15 and above - Functional Maths

From here, pupils identified as emerging or functional readers or mathematicians are then selected for standardised testing. We use the Salford Sentence Reading Comprehension Test for Reading and the Sandwell Early Numeracy Test for Maths.

Data is triangulated; age, B-level, standardised test result (including language comprehension age for maths) which informs the curriculum offer and classroom approaches.

Evidence of learning is tracked through functional application of the literacy and mathematics skills in order to see holistic, generalised and maintained progress. This is done through BOOP, where targets and different skills are tagged in posts.

Accreditation Opportunities

Within the key stage 4 curriculum, pupils work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Accredited outcomes are decided on a case by cases basis, as the focus of qualifications and accredited learning is to prepare for employment, therefore qualifications are focused on employment related skills and learning.

The qualification range we offer has been chosen in consultation with employers to ensure we prepare young people for employment as much as possible. Qualification suites include:

- Functional skills in English
- Functional skills in maths
- Functional skills in ICT
- Science
- Specific employability/ vocation specific units within Skills for Further Learning and Employment, Travel Training, Independent Living in the Community

These qualifications are available from Entry 1 to Level 2 and in a range of sizes from Awards to Diplomas, they are suitable for learners of all abilities. Pupils can achieve the qualifications from the essential vocational group which are skills and knowledge content.

Specific vocation areas will be chosen based on pupil voice, current labour market information and their preferred or requested vocational area. These areas include hospitality, childcare, retail, business admin, catering, cleaning, beauty. Qualifications are accredited through Open Awards.

Pupils also work towards non-accredited learning via the Badge of Excellence in personalised learning. This certificate is bespoke to each pupil and reflects the personal achievements made through personalised learning intentions. The Badge of Excellence is also awarded through Open Awards.

For more information about employment opportunities, please read the employment and careers policy.

Planning; Lesson Allocation and Timetables

Planning takes into consideration all relevant information about the pupil. This includes Section A, B, and F of the EHCP as well as B Levels, B Skills, B Healthy assessment data; J2L and Sensory Profiles and for informal pupils their engagement profile.

Long Term Plans and Schemes of Work are available for each subject area. In Year 11 pupils work towards Open Awards accredited outcomes which are bespoke to the pupil's interests, aspirations (informed labour market information) and transition plans. Each class has an overview plan for the year of when each unit will be taught for each pupil.

Medium Term Plans are written on a MERLY basis and are specific to each class. They are completed on a template which must have:

- Rationale for the session (bespoke to each class)
- Relevant PLIs that will be worked towards in these sessions
- Outline of the activity (this can be a link to another document such as a powerpoint)
- Appropriate groupings for pupils and different activities for pupils where needed
- If needed additional specific learning outcomes not covered in the PLI
- Clear plans for progression and sequencing learning
- Planned at least 5 weeks in advance (the exception would be towards the end of the MER when the next MER's planning cannot be done until the PLIs have been ratified in the RAP meeting

There is no separate document for short term planning. Although teachers can create their own way if the wish. Many teachers add more detail to the Medium Term Plans as the session gets closer and this document then also works as their short term plan.

For a visual representation of the planning model please see here.

Specific planning collaboration time is set aside half way through each MER for teachers to work together.

Pupil Centered Planning describes the overall process of incorporating the Long Term Generic Plans into the Pupil Centred Planning which details what happens in the classroom.

All pupils at Brackenfield School are in receipt of an EHCP which states their individual needs in the areas of: Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health and Sensory. All classes work towards Preparation for Adulthood (PfA) and increasing communication, regardless of the age of the child. Pupil Centred Planning is designed to support the process of planning effectively by:

- Considering all relevant information about the pupil (Section A, B, and F of the EHCP as well as B Levels, J2L, Sensory Profile) and for informal pupils creating of an engagement profile
- Assessing where the pupil is at the current time against the 7 subject area intentions
- Consideration of what adulthood may look like
- Creating PLIs that will "bridge the gap" between now and adulthood – long term plan for the pupil
- Grouping PLIs into subject areas to inform medium term planning for the class
- Creation of timetable and short-term planning based on the needs of the class
- Ability to reflect on the progress towards PLIs and alter planning if needed through Review of Attainment and Progress meetings

For more information, please see the Pupil Centered Planning Guide.

The class timetables are colour coded to show the predominant focus of the session. The 7 areas are shown below with their corresponding colour. Not every class will have discrete mathematics and literacy sessions on their timetables. In the informal classes and lower cognitively able semi-formal classes it is much more likely that literacy and mathematics will be embedded across the timetable.

Communication	Literacy	Mathematics	Independent Living	Good Health	Friends, Relationships & Community	Employment

Class teams tailor their curriculum and therefore timetable to effectively meet the needs of their class and are able to provide a rationale for their timetable design. Each timetabled session must have a hyperlink to the MTP. There are not specified subjects across the school but there are minimum requirements that each timetable must contain – click here for more information.

It is the expectation that every session on the timetable has a descriptive name. Staff can provide a rationale for how each session is meeting the needs of pupils in the class.

The school day is split into a morning and afternoon session which are separated by a lunch period. There is no specification on the length of lessons or sessions – again the expectation is that staff design this timetable around the needs of the pupils in the class.

Themes and Topics

Brackenfield SEND School does not routinely offer topic or thematic based learning due to the nature of pupils' inability to make the abstract connections needed to access a thematic based curriculum. However, elements of themes and topics are used to support the two curriculum approaches in the following ways:

In the informal approach **weekly**, **immersive** themes are used to discover **likes, motivators,** and **preferences.** The principle being that there may be several items that a pupil may like but if they have not come across them before they do not know that they like them. Once a new motivator or preferences has been discovered for a pupil this becomes part of their personalised curriculum and will be used for PLI development. The concept of comparison is used within themes – such as light and dark, hot and cold, soft and firm etc.

An example of an immersive theme might be "Jelly Week" where pupils are exposed to lots of different colours, consistencies, and shapes of jelly. Preferred items might be immersed in the jelly to encourage pupils to interact with the jelly and there might have sensory cooking sessions around making jelly and observing the change from solid to liquid with the addition of water. For more examples of immersive themes and how they are implemented at Brackenfield please see the "How To Guides" on the Teaching and Learning Team.

Supporting Communication across the Curriculum

All our pupils have significant communications needs due to their learning difficulties. Being able to communicate is one of the most important functional life skills. Brackenfield adopts a total communication approach policy to effectively support all our pupils. Dependent on need this may be in the forms on signs and symbols such as Makaton communication or augmentative communication such as PECs or hi-tech aids.

Supporting the Teaching of Emotions

Emotions are a highly complex and abstract concept. Before a person can communicate how they are feeling they have to be able to understand the concepts of emotions and then identify which one (or ones) they are currently feeling. Due to the cognitive and communication needs of our pupils this is very difficult for them. We teach about emotions in the moment; when the pupil or someone else is displaying or experiencing that emotion. Emotions are taught by first supporting the regulation of; then identifying of and then managing of. We support the understanding and regulation of emotions through real life situations appropriate to their development level.

For someone with a very low cognition and communication level who is actively displaying upset or anger in their behaviours we would support this by co-regulation. We wouldn't necessarily naming or ask them to identify the emotion as this is far too abstract a concept for them to understand.

Several of our pupils have difficulties with their interoception meaning that they are not able to know of what they are feeling internally. This includes not knowing if they are hungry, tired, needing the toilet or the emotion they are experiencing. This can make it difficult to self-regulate as they cannot respond to their own emotions appropriately, for example they may not realise that they are feeling stressed until it is overwhelming which may lead to unsettled behaviour or inappropriate responses. This is also why we sometimes see such a rapid escalation in behaviours.

For more able pupils, we support the teaching of this by helping them to identify what they might be feeling. For example, "xxx you are crying, do you think you might be sad?" or "xxx has a big smile on their face and is laughing – what do you think they are feeling?" other examples might include – "how do you think xxx felt when you took the lego they were playing with?"

For the most able pupils teaching of emotions would include proactive teaching of strategies for them to use to self-regulate; to bring joy to their lives; to feel calm and to manage difficult situations. Some pupils might use symbols to help communicate their emotions, but this is individual to the pupil as it will depend on whether this is an appropriate strategy for them. If pupils can access emotional literacy teaching, we use Peli-can (Promoting Emotional Literacy In Children with Additional Needs).

Play within the Curriculum

For our pupils many early developmental stages have been delayed or restricted by the nature of their needs in those early months and years. Therefore "we have to help these children learn to play for without our interventions they do not develop those communication, social and emotional skills typically developing children acquire through play" (Hirstwood). We have to create the opportunities through our learning environments, interactions and activities for pupils to play; they will not learn to play passively. Therefore, play is an essential part of our curriculum. For more information about the use of play please see the implementation guides on the Teaching and Learning Team.

SRE

The relationship and sex education needs of the pupils differ dramatically across the school due to developmental, sensory, social, communication and intimacy needs. Relationship and sex education is bespoke to individual need, pace and experience. More details can be found in the wellbeing, relationships and sex education policy.

Cultural Capital

Cultural capital is defined as "**the essential knowledge that children need to be educated citizens**" (Ofsted EY Inspection Handbook 2019, p31). Cultural capital is the essential knowledge that children need to prepare them for their future success.

Everyone has their own cultural capital, and this comes from cultures, relationships, languages and traditions we are brought up with. At Brackenfield, we value the individual and their right to experience the richness of society.

Through community visits, immersive experience and meeting new people we provide learning opportunities for pupils to explore British Values, worldwide awe and wonder and deepen understanding of the world around us.

Spiritual, Moral, Social, Cultural (SMSC)

SMSC is embedded throughout the curriculum through themes and topics, specifically the world about me. Through the world about me the opportunity to learn about everyday events, activities and experiences extends to celebrations, cultures, traditions and beliefs where appropriate and accessible to pupils; supporting holistic understanding and offering opportunity to play an active part in society. The following areas of development are aspirational for our cohort, and have been rephrased to represent our cohort's understanding of the world.

Pupils are helped to develop positive attitudes and beliefs, aiming to provide education which provides pupils will opportunities to explore and develop the following:

Spiritual development includes:

- Feelings, experiences, emotion;
- A sense of awe, wonder and mystery;
- Insights into personal beliefs and events we look forward to;
- Being able to say what we believe in;

Moral development includes:

- Being able to share our attitudes, views and values without judgment;
- Seeing other people's point of view;
- Developing an understanding of social conventions;
- Recognising that our beliefs can change;

Social development includes:

- Understanding of how different people we know relate to us;
- Being able to make a personal contribution to the well-being of the group;
- The ability to exercise responsibility and initiative;
- Being able to participate cooperatively and productively in society;

Cultural development includes:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- Exposing pupils to artistic and musical experiences to maximize their cultural capital and find new talents and interests

Spiritual, Moral, Social and Cultural Development (SMSC) permeates the life and work of the school. Provision for SMSC is through:

- A planned approach to welfare, intervention and guidance
- The work of class key workers, class teacher, pastoral, healthcare and family support team
- Rewards through instant praise, messages home and Headteacher awards
- Classroom organisation and management
- Residential trips and social trips
- Cultural visits and national visits
- Employment and careers events, including regular employer visits on and off site
- Regular community visits
- Relationships with local community groups
- School to school events (sports/ careers)

Where appropriate, class based SMSC lessons are taken from real life news events, shared by Picture News. Picture News is a weekly resource designed to teach pupils about current affairs through the world around them. It is a visual resource with a thought-provoking question. Due to the developmental stage of our pupils, semi-formal pupils tend to access the simpler EYFS version of the resource.

Character days are planned as whole school events to promote inclusivity across the school community. Character days are an additional learning opportunity for pupils to explore British

Values, worldwide awe and wonder and deepen understanding of the world around us. They are also opportunities for pupils to work together across the school, to raise money for charity and to consider the wider community.

Character days and whole school SMSC events are mapped into the World About Me calendar for classes to opt into.

British Values

British Values are embedded throughout our curriculum, including our cultural capital/ SMSC offer.

- Good Health and independent living: Individual liberty
- Friends, Relationship and Community: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, democracy, the rule of law, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Homework

Due to the cognitive abilities of our population, homework can be stressful for our pupils. Therefore, if homework is given it is completely bespoke to the needs of the pupil. All PLIs are discussed and shared with parents and where appropriate resources and approaches are shared between home and school to encourage PLI development.

Enrichment

Many of our pupils cannot access after school clubs as they are transported to and from school by SEND transport. However, we believe extra-curricular activities promote independence, relationships, creativity and are enriching for our pupils. We therefore offer whole school enrichment Friday afternoons which are based on pupil voice. Activities include sport, tap dancing, rock band, Lego and many more.

Impact

Pupils leave Brackenfield as prepared as possible for their next stage in education, employment or training. If it has been appropriate and relevant for them pupils gain entry level 2 and above qualifications. All pupils achieve a Badge of Excellence which details their progress through their bespoke curriculum.

Pathway	Impact	Next Stage of Provision Looks Like (Post 16)
	Pupils can get needs met either through simple communication or adults reading and understanding the pupil.	Specialist post-16 provision, with sensory input-additional services supporting and constant support (pre-entry/ entry 1 continuum)

Social Care referrals |
| | Independent navigation of familiar world. Ability to express needs and share wants. Aware of their dislikes and interests. Know what makes them content and be able to access this themselves. | |
| | Development of thinking and problem-solving skills

Navigate and explore world

Can share opinions, obtain, and give information | Supported internship in low/ medium-risk placements; volunteering placements or long term supported placements aimed at long term community placement/ long term volunteer
Study programmes built around PfA outcomes (entry 1-2)

Possible social care referrals |
| | Development of competency to independently explore the world and keep safe | Supported internships in in medium/ high risk placements; work experience placements across different settings to build skillset then working interview aimed at paid employment
Study programmes built around PfA outcomes (entry 2-3)

Possible social care referrals |

Use of Assessment to Inform Teaching and Track Progress

Progress is tracked and measured in several ways at Brackenfield in order to provide a holistic view of the child and to be able to focus on the needs and strengths of each individual. Our assessment method reflects the statutory reporting for children with SEND.

Engagement Model

For all pupils operating in the informal approach, we use the engagement model to assess progress. At the beginning of the academic year statements are written against the engagement descriptors and information is recorded about how a pupil best engages. For example, which resources; activities; environments, time and people best support a pupils engagement. This information is also used to support planning; resource and classroom set up. At the end of the year progress is reviewed against the statements written at the start.

	Exploration	Realisation	Anticipation	Persistence	Initiation
	I am learning to build on my initial reaction to a stimulus or activity. So that I become interested and curious about the stimulus. Even when it is presented in different contexts, times of days, environments or with different people.	I am learning to interact with a new stimulus or activity. I am learning to discover new aspects of a familiar stimulus or activity. I am learning to do this in different contexts and environments.	I am learning to predict or expect a stimulus or activity with an event. I am learning to anticipate when a familiar activity is about to start or finish. I am learning to anticipate familiar activities even when cues and prompts are reduced.	I am learning to sustain my attention on a stimulus or activity. I may show persistence by changing my gaze, posture, or hand movement.	I am learning to investigate a stimulus or activity to bring about a desired outcome. I am learning to act independently and spontaneously. I am learning to understand how I can impact my environment to achieve a desired outcome.
Engagement Model	I am able to pick up an item I am interested in and spin, twist and tap it to explore the way it feels or sounds. I will sometimes put an item in my mouth to explore the texture. I am able to explore outside areas and find items I want to pick up or equipment I want to use.	I am able to go to some unfamiliar areas with adult verbal prompts and sometimes holding hands. I enjoy putting my ear against the speakers of the sensory floor projector to listen to the sounds.	I am able to listen to adult prompts when it is time to transition to a different space such as the sensory park or my taxi. I will realise I have not got my phone when heading to my taxi and may refuse to walk out of the classroom. I can use some very familiar objects of reference such as my nappy for personal care or my tupperware box for lunch.	I am able to explore an item I am carrying for an extended time by twisting it, looking at it, tapping it. I tend to do this with sensory items such as pipe cleaners or small rubber toys that flap.	I am able to sit on familiar ride on toys independently and ride it around the classroom or outside. I will pick up some sensory items or toys that I recognise such as toy cars.
	I find it hard to play with items in more than a sensory exploration way. I find it hard to engage in interactions with others, although I sometimes seek comfort with hugs.	I find it hard to pick up unfamiliar toys or engage in parallel play. I tend to engage in simple, solitary, repetitive play.	I find it hard to anticipate what activity may come next even in a familiar routine. I may need several verbal or symbol prompts for an activity such as personal care or moving to a different area of school.	I find it hard to play with toys that are not sensory even with adult support. I find it hard to focus on adult led group activities such as call and response or Attention Autism.	I find it hard to request items or activities by pointing, PECs or other means.
At the end of the year I was able to					

Personalised Learning Intentions

Personalised Learning Intentions (PLIs) are used to assess progress through each child's personalised curriculum. PLIs start in the present and look forward; they state what is we want the child to learn next considering what they **want** to learn and what we believe a pupil **needs** to learn next. Parents and associated professionals are consulted so that an accurate and effective PLIs can be set. To identify priorities staff, complete a Strengths and Needs analysis against each subject area. A sequence of learning is then set out for the coming MER, year and key stage. The key stage outcomes are the Long-Term Outcomes from their EHCPs which are both aspirational and realistic. See the Pupil Centred Planning Guide for more information.

In order to make an informed assessment about a child's progress towards their PLI we review each PLI and make comments based on progress to date, during week 5 and week 9 of each MER. These progress comments are quality assured by class SLT links and shared with parents via MERly reports.

These meetings are called RAP meetings. See the Quality Assurance policy for more information.

B Levels

We created **Brackenfield Levels** to assess stages of development and progress using neuro-typical age-equivalency development milestones as a basis. This is to be able to have a common language that all stakeholders can understand. B levels give information about a pupil that supports the design of their curriculum approach.

Learning objectives have been created from EYFS Outcomes and End of Year National Curriculum Expectations. These are arranged in Assessment Grids that enable effective assessment of stage of

development and then tracking of pupil progress. Each pupil has an individual Assessment Grid which baselines and then tracks progress in Reading, Writing, Numeracy, Communication, Physical Development and PE, Personal and Emotional Development and Expressive Art and Design.

		School Year	EYFS Development Matters 2012	EYFS Development Matters 2020	Pre and Key Stage Standards	National Qualifications Framework
Pre-formal / Informal	B1		0 – 11 months	Birth to 3 Years		
	B2		0 – 11 months			
	B3		8 – 20 months			
	B4		8 – 20 months			
	B5		16 – 26 months			
	B6		16 – 26 months			
	B7		22- 36 months			
Semi-Formal / Informal	B8		22 – 36 months	3 – 4 Years	Standard 1 Writing Standard 1 Maths	Vocational Pathway Qualifications (Entry 1 Continuum)
	B9		30 – 50 months			
	B10		30 – 50 months		Standard 1 Reading	
	B11		30 – 50 months		Standard 2 Maths	
	B12		40 – 60 months	Reception	Standard 2 Reading Standard 2 Writing	
	B13	Reception	40 – 60 months		Standard 3 Writing Standard 3 Maths	
	B14	Reception	40 – 60 months			
	B15	Reception	Early Learning Goal		Standard 3 Reading Standard 4 Writing	
Formal	B16	1			Standard 4 Reading Standard 4 Maths	Entry Level 1
	B17	1				
	B18	1			Standard 5 Writing	
	B19	2			Standard 5 Maths Standard 5 Reading	
	B20	2				
	B21	2			End of Key Stage 1 Standard 6	
	B22	3				Entry Level 2
	B23	3				
	B24	3				
	B25	4				
	B26	4				
	B27	4				
	B28	5				Entry Level 3
	B29	5				
	B30	5				
	B31	6				
	B32	6				
	B33	6			End of Key Stage 2	

This is kept electronically and is a live document in that is updated continuously through the marking and feedback process. This allows live data to feed effectively into the planning process. For example, until a pupil "can distinguish between different marks that they make" (Writing B8) there would no

point into formally teaching writing skills as they do not have the underpinning knowledge or understanding to access this skill. Pupils would still be encouraged to experiment with mark making and closely observed to see development in this area. This is one example of how the assessment system directly feeds into what is taught in the classroom.

At each data drop point (see the Monitoring, Evaluation and Review & Quality Assurance policy for more information) the information from the Assessment Grid is used to decide which Brackenfield Level a pupil is working at in each subject. The table below shows the judgement made in relation to the assessment objective on the Assessment Grid.

	Objective is securely and consistently met independently
	Pupil is working towards meeting objective securely and independently
	Objective is not met.

Staff use their professional judgement to decide when an objective is securely met. This judgement is based on pupils' work, annotations, observations and any other relevant information.

B Skills

B Levels tell us where a pupil is at in relation to their neurotypical peers or age-related expectations. B Skills allow us to track pupil progress through their functional PfA curriculum.

B skills are not necessarily hierarchal, and they may also not be sequential. They are taught when a pupil can access the teaching and shows an interest in the area. For example, a pupil that who can travel to a shop and choose an item to buy will be supported to do this even if they do not have the understanding of money exchange. They may never acquire skills or knowledge to do with money, but this does not mean we should not support them to access the elements of shopping that they can. Our curriculum is centred around an supporting **an independent life as possible.**

It may take several years to fully embed and teach a skill which is why a live tracking system that stays with the pupil throughout the school is required. The assessment is similar to B Levels with the addition of the ability to track whether the teaching of the skill has been attempted or not.

	I can do the skill fluently, independently and over lots of different **contexts.**
	I can do the skill **fluently** and independently.
	I can do the skill **independently**
	I can do the skill with **help**
	Pupil cannot perform the skill.
	Not Taught yet

B Healthy

B Healthy allow us to track pupil progress through their PSHE and RSE curriculum. Content is taken from the PSHE Education Planning Framework for Pupils with SEND. It also details what content should be taught at which key stage and what this looks like across the range of pupils. For example during Key Stage 1 & 2 in Self Awareness – Things we are good at for our least able pupils this looks like responding with curiosity to stimuli about things that make us different (hair colour, skin colour etc) whilst for our most able pupils this looks like identify own hopes and aspirations.

At each data drop point (see the Monitoring, Evaluation and Review & Quality Assurance policy for more information) the information from the Assessment Grid is used to decide which Brackenfield Level a pupil is working at in each subject. The table below shows the judgement made in relation to the assessment objective on the Assessment Grid.

	Objective is securely and consistently met independently
	Pupil is working towards meeting objective securely and independently
	Objective is not met.
	Not Taught yet

Curriculum Construction, Intent and Assessment Model

To see how the curriculum is constructed and how these correlates to assessment please click here.

Evidencing Learning and Progress

To demonstrate learning and track progress of pupils, evidence is logged through BOOP- an app with access for pupils, teachers and parents.

Evidence can be tracked against PLI, the engagement scale, functional literacy and numeracy life skill, preparation for adulthood , EYFS and Brackenfield Characters.

Pupils will have a timeline of achievements , showing a chronology of development, with evidence in picture, video or narrative format.

Custom reports support establishing how pupils are making progress against MAPP; independence, fluency, maintenance and generalisation. This can be done on an individual basis through to whole school.
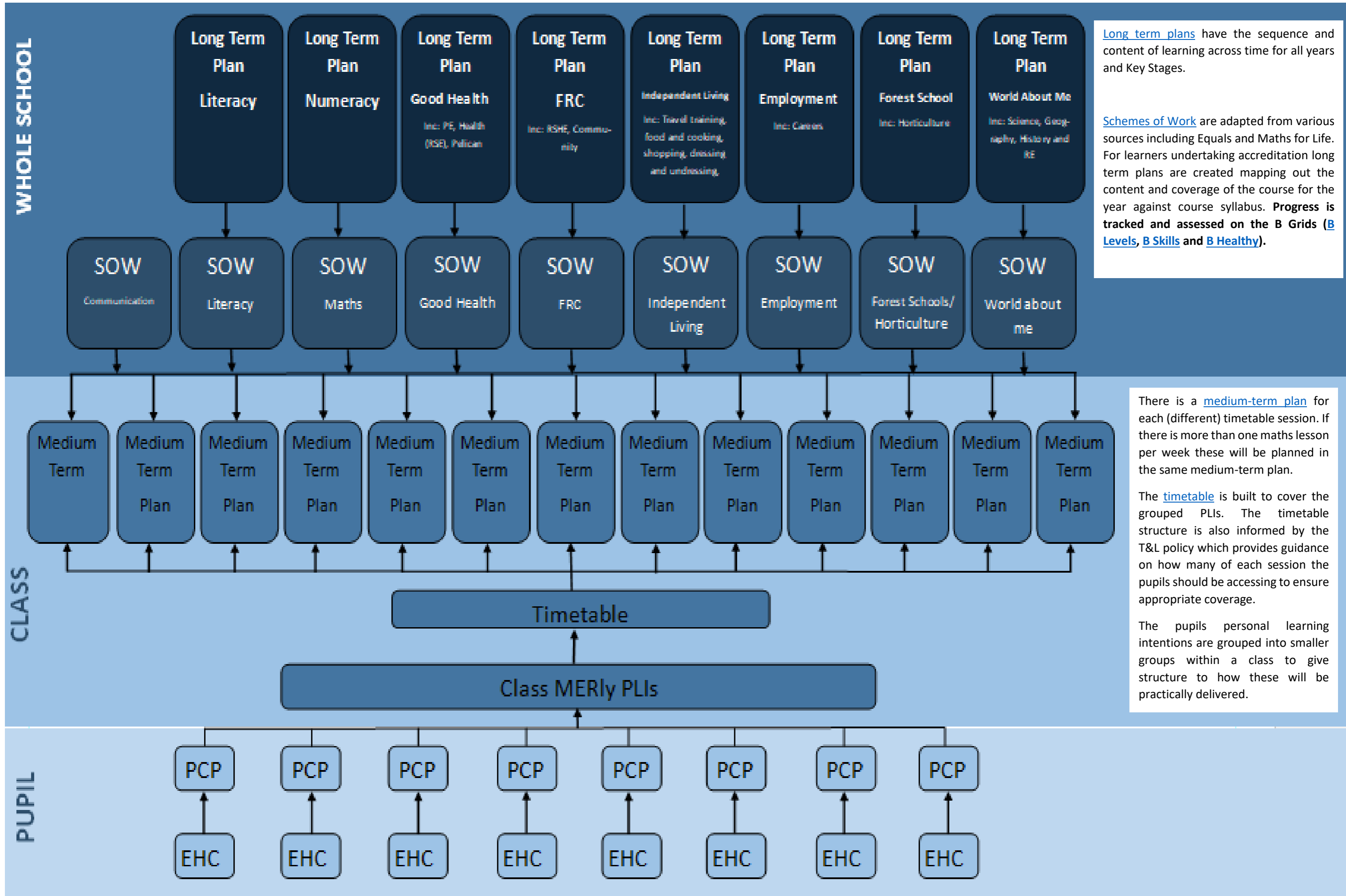
BOOP also has a home school diary, including personal care log, whole school messages to parents, a class newsfeed and the opportunity to write a daily schedule for pupils, supporting parental understanding of the school day and to support parents in preparing pupils for any changes to the school day.

For more information, please read how to guide for BOOP.

Curriculum Construction, Intent and Assessment Model

What- we teach	Why- we teach		How- we Implement/teach/facilitate learning				How- we measure impact	
Communication, Subject Areas (PFA and NC)	Intent Preparing all our young people for adulthood	Formative assessment of pupil strengths and needs Identification of *type* of learner by need and presentation: Complex learning difficulties (CLD)- Informal Severe learning difficulties (SLD)- Semi Formal	Adding breadth/depth and richness to the curriculum for individuals (delivery methods)	Specific Strategies used Pedagogical approach- Informal- Learning to be (developing engagement and communication) Semi Formal- Doing to learn (developing independence and functionality)	General Strategies Used	How we plan for learning	How this is tracked and assessed Summative	Content of assessment tool Summative
Communication	Learning to communicate needs, wants, thoughts, preferences, opinions and experiences. Learning to understand what people say are saying and follow instructions. Learning to participate in conversations	SALT Assessments B-Level Grids Blank Level Questioning Preverbal communication schedule Intensive Interaction Levels Derbyshire Language Scheme for Information Carrying Words Engagement Model	Total Communication Approaches. Forest Schools. Horticulture. Expressive Arts (music, drama, dance). PE. Outdoor Learning. World About Me/ SMSC calendar	Sign- Makaton. PECS. Augmentative Communication. Objects of reference. Signs and symbols. Intensive Interaction. Attention Autism. Narrative. Call and Response. Weekly Immersive Themes.	Play Team Teach Behaviour Approach Total Communication Approach Sensory Aware Approaches Attachment Aware Approaches Learning through experiences (Experiential Learning) Community Visits Role Play Teacher led tasks Pupil led tasks Discussion Question and answer Written tasks Exploring and investigating	PCP (Pupil Centred Planning) with the following also hyper linked to the plan: EHCP (Educational Health and Care Plan) Communication Passports Sensory Profile and Sensory Diets Journey to Learn Profile and Journey to learn Narrative/strategies Arousal Curves and Behaviour Support Plans	RAP	Personalised Learning Intentions
Friends, Relationships and Community (RSHE) PFA	Learning to develop and maintain relationships and friendships. Learning to access the community safely and confidently.	B-Level Grids Journey to Learn Pupil Voice Parent Voice Behaviour Data inc Functional behaviour analysis Engagement Model	PE. Swimming. Forest Schools. Horticulture. Expressive Arts (art, drama). Outdoor Learning. Community visits. World About Me/ SMSC calendar	Intensive Interaction. Narrative. Therapeutic approaches and interventions. Weekly Immersive Themes. The World About Me materials.			RAP Iris	Personalised Learning Intentions Journey to Learn
Good Health (RSHE) (PE) PFA	Learning to manage own bodies. Learning to manage own mental health. Learning to manage physical and sexual health. Learning to manage and meet own hygiene needs inc toileting.	B Healthy Assessment Grids B Level PE and PD Assessment Grid Journey to Learn Derbyshire NHS Sensory Tool Kit Pupil Voice Parent Voice Engagement Model	PE. Swimming. Forest Schools. Expressive Arts (music, art, dance). Outdoor Learning. Community visits. World About Me/ SMSC calendar	Pelican. Toileting and personal care plans.			B-Healthy	B-Healthy (Personalised Learning Intentions) PSHE education for pupils with SEND (PSHE association) Sensory Toolkit
Independent Living PFA	Learning to live independently and manage households. Learning to meet own basic needs such as hunger, thirst etc. Learning to make choices and discover preferences.	B- Skills Assessment Grids Pupil Voice Parent Voice Engagement Model	Educational Visits. Forest Schools. Expressive arts (music, art, dance, drama). Outdoor Learning. Community visits. World About Me/ SMSC calendar	Communication approaches, The World About Me materials. Travel training, shopping and cooking.			B-Skills	Equals materials for Independent Living (Personalised Learning Intentions)
Employment PFA	Learning about the world of work to identify and understand what opportunities are available. Learning skills to enter the world of work	B-Skills Assessment Grids Pupil Voice Parent Voice Engagement Model	Work Experience. Educational Visits. Forest Schools. Employer visits. Expressive Arts (art and music). Horticulture. Outdoor Learning. World About Me/ SMSC calendar	Attention autism. Communication approaches. The World About Me materials.			B-Skills	Talentino's framework (Personalised Learning Intentions) Digital Skills Functional skills Vocational Units
Literacy Reading/ Writing Pre NC and NC	I am learning to comprehend language. I am learning to understand that print carries meaning. I am learning to pronounce and recognise words. I am learning to compose and transcript.	B-Levels Assessment Grids Phonics screening- Phonics for SEND Standardised testing- Salford Sentence Reading and Comprehension Test	Phonics sessions. Reading for pleasure. Expressive arts- dance. Outdoor Learning. Community Visits. World About Me/ SMSC calendar	Phonics for SEND. Squiggle while you Wriggle. Call and response. Pre-reading strategies. Applied Reading strategies (reading for meaning+ reading for pleasure) Phonics for SEND. Dough disco. Pre- writing strategies. Narrative. Applied literacy.			B-Levels	EYFS National Curriculum Expectations Functional Skills
Mathematics Pre NC and NC	I am learning to understand number; shape; patterns; size; and groups. I am learning to use my mathematical skills fluently to problem solve and reason.	B-Levels Assessment Grids Standardised testing- Sandwell Early Numeracy Test KS2-3 Maths baseline screening- Maths for Life	Maths sessions. Outdoor Learning. Community visits. World About Me/ SMSC calendar	Maths for Life. Pre- maths strategies. Applied Maths.			B-Levels	EYFS National Curriculum Expectations Functional Skills

How we Plan and Sequence our Curriculum

WHOLE SCHOOL

Long Term Plan Literacy	Long Term Plan Numeracy	Long Term Plan Good Health Inc: PE, Health (RSE), Pelican	Long Term Plan FRC Inc: RSHE, Community	Long Term Plan Independent Living Inc: Travel training, food and cooking, shopping, dressing and undressing.	Long Term Plan Employment Inc: Careers	Long Term Plan Forest School Inc: Horticulture	Long Term Plan World About Me Inc: Science, Geography, History and RE

SOW
Communication | **SOW** Literacy | **SOW** Maths | **SOW** Good Health | **SOW** FRC | **SOW** Independent Living | **SOW** Employment | **SOW** Forest Schools/ Horticulture | **SOW** World about me

Long term plans have the sequence and content of learning across time for all years and Key Stages.

Schemes of Work are adapted from various sources including Equals and Maths for Life. For learners undertaking accreditation long term plans are created mapping out the content and coverage of the course for the year against course syllabus. **Progress is tracked and assessed on the B Grids (B Levels, B Skills and B Healthy).**

CLASS

Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan | Medium Term Plan

Timetable

Class MERly PLIs

There is a medium-term plan for each (different) timetable session. If there is more than one maths lesson per week these will be planned in the same medium-term plan.

The timetable is built to cover the grouped PLIs. The timetable structure is also informed by the T&L policy which provides guidance on how many of each session the pupils should be accessing to ensure appropriate coverage.

The pupils personal learning intentions are grouped into smaller groups within a class to give structure to how these will be practically delivered.

PUPIL

PCP | PCP | PCP | PCP | PCP | PCP | PCP | PCP

EHC | EHC | EHC | EHC | EHC | EHC | EHC | EHC

Requirements for Timetables

This details what must be on each timetable to ensure a broad, balanced, and relevant curriculum offer for all pupils. The remainder of the timetable should be informed by the PCP (Pupil Centred Plans) and the needs of the class. No timetable should contain unstructured time. Outdoor learning must be built into the timetables and can take the form of Forest Schools, PE, Travel training etc. For more information about sessions which will support implementation of the curriculum please see the Implementation Guides on the Teaching and Learning Team.

Area	Informal Information & Rationale	Semi-Formal Information & Rationale
Morning Routine	**Purpose:** To welcome and settle pupils into school and ease the transition from long journeys. *The morning routine should not continue past 9.30am*	
Enrichment	Only if attending enrichment will be supportive to pupils	Friday Afternoon
	Purpose: To transition to different spaces; to be supported to make choices; develop preferences, interests, and hobbies; to socialise with different peers and pupils	
World About Me (Equals Topic Based SoW)		**Purpose:** To extend pupils' understanding further than what is immediately obvious; to support a holistic understanding of everyday events, activities and experiences. To learn for learning's sake.
PE	**Purpose:** To understand our bodies and be able to use them effectively and to achieve a goal. To develop healthy lifelong habits of exercise and activity. *All pupils must have at least **2 hours of physical activity** within their timetables in a week* *This can be in the form of **travel training if the mode of transportation is walking or cycling**. Can also include **dance** & **swimming**.*	
Swimming	**Purpose**: To be able to access water safely and confidently. All pupils should be supported to be to **swim 25m unaided** *Vehicle for PLI and Character development – particularly at the informal level.*	

Forest Schools & Horticulture	**Purpose:** To allow pupils the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. To support pupils to assess and take managed risks. *Vehicle for PLI and Character development*

Each of the following subjects have individual purposes but all have the common purpose of:

- PLI development
- Character development
- Experiencing and extending joy in living
- Developing preferences and interests that can turn into lifelong hobbies

Not all of these subjects need to be offered on timetables at all times; however, all pupils should have exposure to these subjects throughout their time at Brackenfield and the opportunity to develop their interests and preferences.

Dance	**Purpose:** To develop awareness and control over our bodies; to be able to express ourselves; to develop our sequential memory.
Art	**Purpose:** To develop our ability to explore, be creative and imagine; to be able to express ourselves; developing our ability to set up and clear away and clean away; develop fine motor skills
Music	**Purpose:** To develop our sequential memory; to develop ability to explore and understand; develop motor skills.
Drama	**Purpose:** To develop our problem-solving skills; to promote our understanding of people and the world; to practise life skills.