

***“PASSIONATE ABOUT CELEBRATING **LEARNING**,
ENJOYMENT AND **ACHIEVEMENT** FOR ALL”***

“Constructive Pathway”

For Learners with Autism Spectrum Difficulties



CONSTRUCTOR CURRICULUM PATHWAY

Many pupils at Tiverton School, have a social, communication, language and cognition difficulty such as Autism Spectrum Condition. We aim to provide an aspirational curriculum which meets the needs of these pupils and prepares them for learning, living and succeeding in life. Many pupils are non-verbal and/or have a range of sensory processing difficulties and may be self-directed in their learning. The Constructors curriculum is planned with these challenges in mind.

Intent

The Constructors curriculum is planned to provide sequence of skills and the application of knowledge needed to be able to live happily and with meaningful function in society, as children and as they grow into adulthood.

This curriculum is skills based; the content enables knowledge acquisition to be embedded to provide a breadth of experience and support pupils with ASC to develop, learn, remember and apply learning in appropriate context. Much of this curriculum focusses on being able to communicate meaningfully and know how to behave appropriately in every context in life, as well as learning how to look after oneself and be independent. The end goal is to prepare pupils with ASC to understand the world around them and be able to contribute to their own learning and to communicate their needs and wishes as they grow older, so that they are able to develop and know strategies to be able to cope with life's challenges.

Implementation

The following areas are taught specifically within a themed topic cycle.

- Communication and Interaction
- Social Understanding and Relationships
- Sensory Processing
- Interests and Routines



- Emotional Understanding and Self Awareness
- Learning and Engagement
- Healthy Living
- Independence and Community Participation

Within each of these areas are sub topics, which focus on the development of skills and knowledge needed to learn and achieve.

To ensure breadth and building of knowledge, these areas are plotted across a key stage cycle (2 or 4 years) over time. These long term maps ensure coverage and are the basis for Medium Term Planning and delivery of schemes of work. Within the curriculum there is a timetabled offer of phonics, literacy and maths. These can be taught as discrete lessons, as well as in context, through engaging functional activities and enable contextual learning and application.

We know and understand that pupils with ASC difficulties, need structured teaching and routine to feel safe and ready to learn new concepts. In the first phases we concentrate on supporting pupils with; communication systems, managing sensory drivers, behaviour for learning and recognising and naming emotions. We plan opportunities to practise skills and to build knowledge, through lots of repetition and rehearsal. Teachers plan individual CLM's for every pupil, based upon prior learning and small step targets. Teaching techniques allow information to be presented clearly and teachers check understanding systematically through formative assessment processes and planned teaching opportunities, which help ASC pupils to learn, practice and embed key concepts, to develop their understanding and to use their knowledge more fluently.

Alternative and Augmentative communication tools are intrinsic to the teaching and learning environment, so that they promote communication and reinforce learning, by supporting receptive and expressive communication. Visual supports play an essential role in all aspects of learning and applying.

Impact

Teachers use visual systems (photos, signing, symbols, colour codes, etc) to formatively assess and feed back to pupils about how well they are doing. Questions and responses, use of simple key word terms and signs and are also enabled through pupils use of symbols.

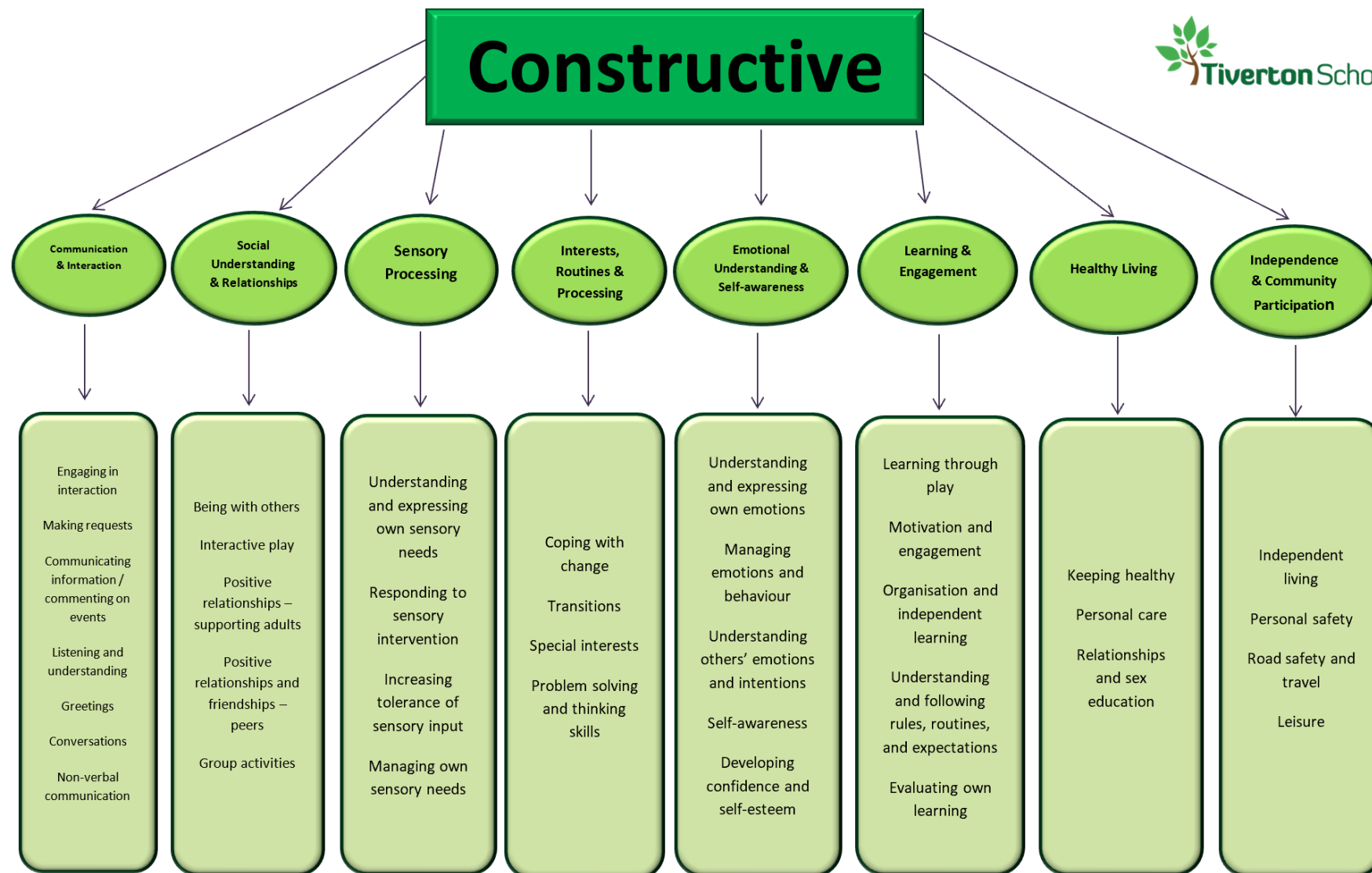
Progress over time is recorded using the AET (Autism Education Trust) Progression Framework. This demonstrates the development, practice and application of skills and knowledge, from modelling with adult support, to complete independence. The assessment framework allows summative progress to be analysed and evaluated and gaps in progress to be highlighted easily. Teachers can thus target set appropriately, for



every individual pupil, using the CLM system. Attainment is continually recorded over time towards each personal goal in each area of the curriculum.

Once pupils have achieved a goal, then they are encouraged to apply and generalise it to new contexts.

Some pupils who have developed skilled communication systems and behaviour for learning may follow and move to an alternative pathway for all or part of their subject specific learning and acquisition of knowledge.





Intent:

- The curriculum for the ASD learner to be highly personalised, focused upon readiness to engage, communication and functional skill development
- The pupil is at the centre of the teaching, learning and development of skills and concepts
- The curriculum for ASD learners focusses on the skills they need for learning, for independence and for life in our society
- Development of emotional and self regulation skills
- Development of thinking and problem solving skills
- The ASD learner is unlikely to follow a developmental or linear pattern of learning, thus work is highly differentiated
- EHCP sets goals for learning (CLM's)
- Work within a highly integrated approach incorporating the advice and expertise of other professionals, with particular reference to occupational therapy and speech therapy services)
- Long term aim for positive behaviour, independence and functionality into adulthood

Implementation:

- Constructors curriculum which enables: 1, Engagement in learning activities. 2, Development of new skills, 3, Practising through Repetition, 4, Mastery of skills, 5, Application of skills
- A timetable of learning opportunities, which enable the following skills to develop:
 - i. Independence and Community Participation
 - ii. Communication and Interaction
 - iii. Emotional and Self Awareness
 - iv. Cognition (thinking and concept development): Learning and Engagement
 - v. Social Understanding and Relationships
 - vi. Sensory processing
 - vii. Physical Skills and Healthy Living
 - viii. Interests and Routines



- ix. Positive acceptable behaviours for life
- x. Individual creativity

Examples of Independence Skills:

Toileting
Feeding
Dressing
Making choices
Socially acceptable behaviour
Making snacks
Moving around inside/outside
Asking for help/ needs / wants
Environment and knowing where you are going
Being safe

Examples of Communication and Interaction Skills:

Motivating, wanting to communicate
Eye contact
Receptive language, following instructions
Expressive language
Communicating wants/needs
Play behaviour
Conversation skills
Use of PECS, Makaton or AAC
How to be social



Social communication and understanding
Sharing and turn taking
Smiling / body language

Examples of Emotional and Self Awareness Skills:

Self awareness
Awareness of others
Sharing objects and spaces with others
Likes/dislikes
Playing alone and with others
Empathy
Self control
Relationships
Private and Public
Enjoying others
Thinking positively
Winning/losing

Examples of Cognition, Learning and Engagement Skills:

Looking
Listening



Concentrating

Joining in with activities offered by others

Problem solving

Understanding cause and effect. Using cause and effect

Thinking what will I do next? First?

Foundation literacy and numeracy skills

Respond appropriately to people, plans, changes, places

Investigate and problem solve

Use skills in other places

Examples of Sensory and Physical Skills:

Gross motor and Balance

Fine Motor skills

Self awareness

Responding to interventions

Self regulation

Personal Care

Sensory Activities and Circuits

Swimming

PE athletics and Games

Exploring play equipment

Examples of Healthy Living, Interest and Leisure Skills:

Special Interests

Making choices



Cooking

Feeding

Personal Care: Washing hands face and body

Body awareness and sex education

Playing in playground

Road Safety

Safety in the Home

Personal Safety

Forest school and gardening

Examples of Creative Skills:

Messy play

Mark making

Exploration of multi sensory materials

Art/ D&T

Dance

Movement to music

Construction

Intensive interaction

Method for Teaching, Learning and Assessment:



- 1.** High Expectations
- 2.** Pupil's individual priorities are identified, (EHCP and family and therapy led). Person Centred Planning
- 3.** Set short term learning intentions, which will lead to positive longer term learning outcomes
- 4.** Support and facilitate the learning
- 5.** Highly differentiated resources, methods and outcomes
- 6.** Promote access to resources for pupils to become independent
- 7.** Flexible and calm
- 8.** Record progress in journal (formatively)
- 9.** Report progress using AET progression framework as it is generalised/ applied/ mastered (summative)

Suggested Activities to facilitate teaching and learning for ASD learners

Objects of reference. Photos

PECS

Makaton signs

CiP symbols

TEACCH and other structured table top activities

Intensive Interaction

AAC

Communication boards

Attention Autism

1 to 1 and Small group teaching

Play opportunities

Call and Response songs

Cause and Effect games



Therapies: Water, Rebound, Lego,
SCERTS
Sensory Circuits / Interventions
Creative Arts: PE, Art, Dance, Music, Drama, Cookery
Computers, APPS
Massage
Visual cues and supports
Symbolic schedules
Now and Next boards
Backward chaining stepped instructions
Positive behaviour reward systems

Impact

- The Assessment fits the individual, rather than the individual having to fit the assessment
- Pupil profile – personalised photographic learning journal. Recording of achievement
- Parents can see what and how the pupil is learning over time
- Formative Assessment of engagement
- Learners will develop skills for learning and skills for life
- Learners with ASD will follow a range of learning opportunities which will enable them to become as independent as possible
- Progress may not necessarily be developmental or linear
- In school summative assessment; outcomes, reports, EHCP reviews, “I Can...” statements, T Levels (SOLAR)
- AET Progression spreadsheet (SOLAR)
- Progress focusses upon the pupil and their own developmental needs

