

INSPIRE CURRICULUM

Revised July 2023

INSPIRE, NURTURE, THRIVE

Valuing and developing the potential in everyone



Learning

Culverhill School defines learning as acquisition of knowledge and skills that are retained within long term memory (Tulving, 1972; P C Brown, H L III Roediger & M A McDaniel, 2014). Our vision is that our teaching leads pupils learning to be applied in a variety of different contexts throughout their lives.

Our Inspire curriculum is holistic, learning is sequenced and builds over time through repetition and over-learning, meaning pupils gain a set of skills for life. The curriculum is fundamentally designed for developing our pupil's long term memory. Learning is invisible and in the short term happens gradually over time (Quigley, 2019). Considering this, our curriculum interconnects and scaffolds learning meeting the complex needs of all our pupils resulting in knowing more remembering more.

Learners

Our INSPIRE learners have a range of complex needs; many have Speech, language, communication, difficulties linked to a combination of other needs such as global delay, sensory impairments, autistic spectrum condition and down syndrome. Learners are cognitively operating within the typically developing age range of 3 years old to 11 years for most of their time in school, though some will progress into our higher order thinking skills curriculum (THRIVE Curriculum) with support.

Culverhill School Core values

Nurture: Care and protect our pupils whilst providing an environment for holistic development

Inspire: Fill our pupils lives with opportunities to improve on their skills and abilities whilst modelling ambitious and high aspirations

Thrive: All pupils prosper and flourish regardless of their starting points and SEND.

Curriculum Intent

The purpose of our curriculum at Culverhill School is to provide an inclusive learning experience which addresses the needs of all learners, regardless of special educational need, ethnicity, gender or ability. We are ambitious and aspirational in our approach, promoting the core values of Inspire, Nurture and Thrive at every opportunity. We also believe our curriculum should be reflective of the community that our pupils live in, and responsive to the changing priorities both nationally and internationally.

Curriculum aims

Cognition and learning - Increase my knowledge and understanding of the world and my ability to manage challenges.

Communication and interaction - Communicate my wants and needs and understand those of others.

Social, emotional and mental health - Manage my feelings and behaviour to be happy, safe and resilient.

Self-care and independence - Care for myself and Increase my independence to lead a better quality life.

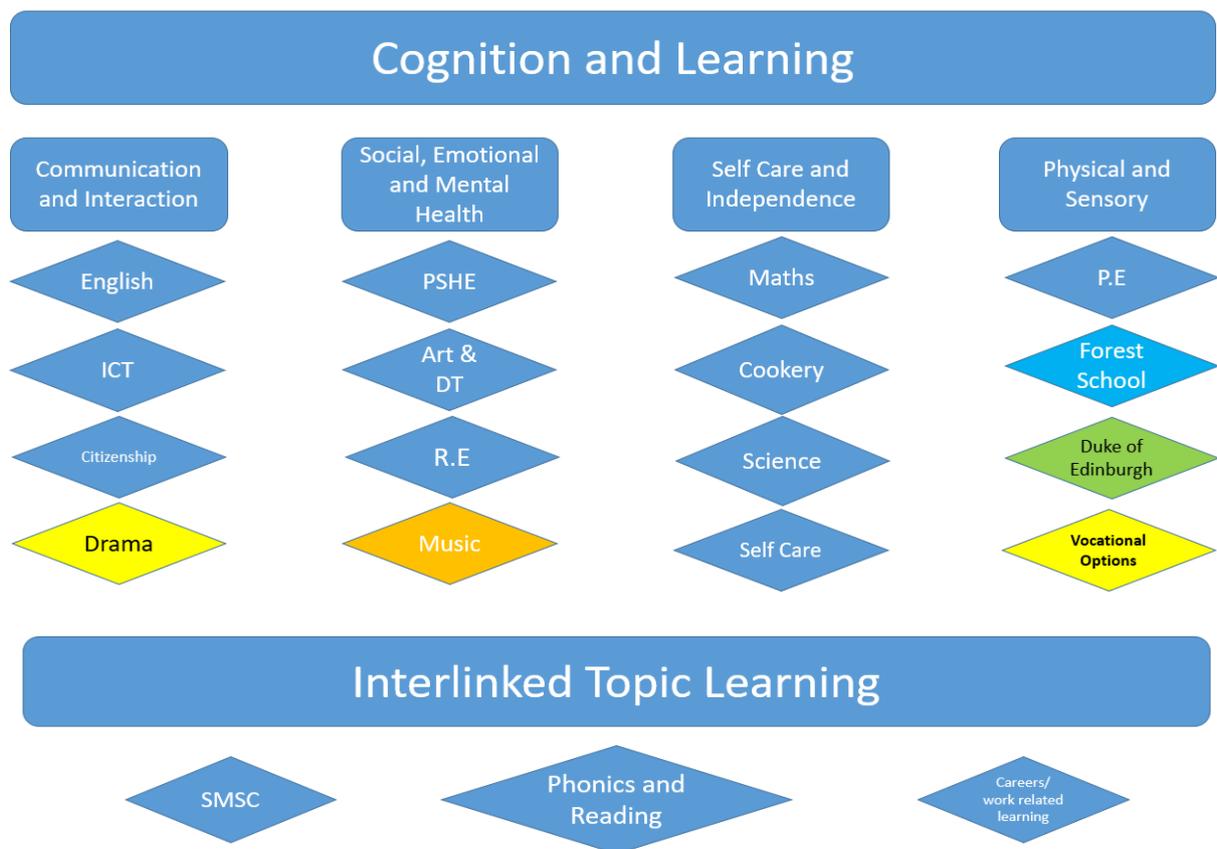
Physical and sensory - Understand how to manage my senses and look after my health.

Implementation

The Inspire Curriculum focusses on a well sequenced series of skills and knowledge that safeguards pupil progress on their journey towards an independent life and importantly a love of learning. Culverhill School uses the EHCP process to channel pupils learning through the EHCP areas as follows.

EHCPs and The Curriculum Channel

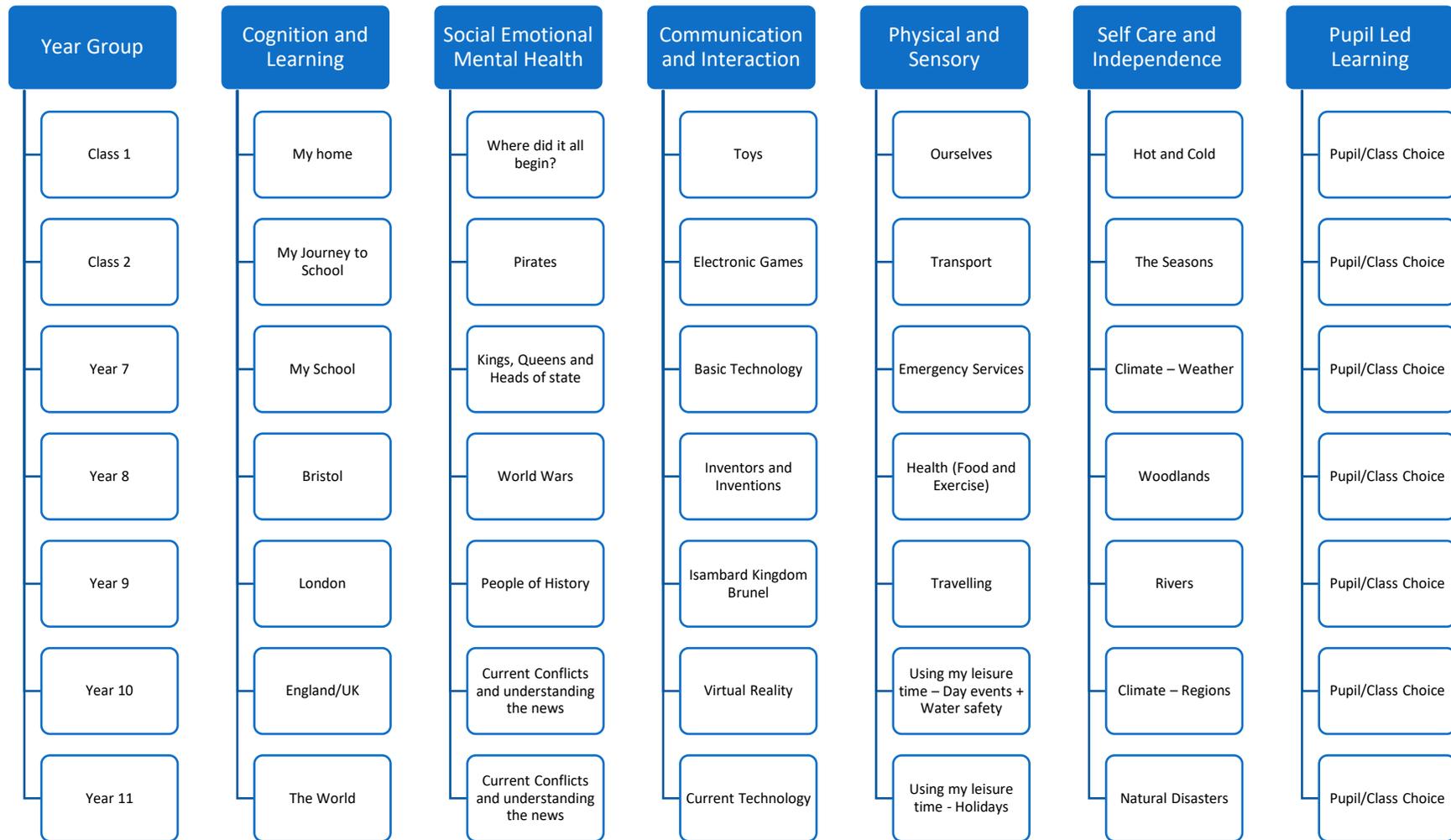
The curriculum channels through the EHCP areas. Each subject is linked to a specific EHCP area. This means that learning can be personalised to meet pupils EHCP outcomes, as well as sequenced to meet curriculum aims. English, Maths and PSHE are all central to every area of the EHCP and form the link to cognition. Cognition and learning is pivotal in the learning process for our pupils and applies to all subjects. The whole curriculum pivots above reading, SMSC and career related learning which are all critical to enabling our pupils to make progress towards our curriculum aims.



Colour Key:

- Blue Applies to all Year groups
- Light Blue: KS2, Y7 & Y8
- Orange: KS2, Y7 & 8
- Green Applies to Year 10
- Yellow Applies to KS4

Interlinked Curriculum Topic Sequence



Pedagogical approach for Complex needs at Culverhill

Staff at Culverhill understand that pupils with identified areas of need such as Autism, ADHD, Down syndrome, attachment disorder, benefit from specific pedagogical techniques.

- Short, clear and simple language devised to ensure comprehension
- use of learning environments to support learning
- use of highly motivating resources that engage learners
- practical and sensory activities, accessible to learners, which support exploration, discovery and problem solving
- communication and understanding are supported through pictures / symbols and Makaton
- pace of learning which allows for learners to have 'processing time' to absorb information
- Repetition or 'over-learning' of activities to enable knowing more and remembering more concepts over time.
- use of structured play to support learning of concepts and independent play to assess whether skills and concepts are embedded
- Metacognition concepts
- use of whole class, small group and 1:1 activities
- differing levels of support to scaffold learning
- regular outdoor learning
- enrichment through trips, optional pupil led activity, inclusion and whole site events
- access to therapy and intervention, where appropriate
- Social stories
- Options to pathway their own learning through strengths and engagement in learning profiles
- 5 point scale of emotional toolbox
- Carousel teaching
- Adapted and personalised behaviour plan and approach



EHCPs & Curriculum

All learners have the opportunity to access the INSPIRE curriculum should the pathway meet their needs. Staff weave EHCP outcomes into the curriculum through the channelling system found in the implementation section.

Communication and Interaction: Inspire Curriculum

Learners on the Achievement pathway will be supported to develop communication which allows them to express needs, preferences, feelings and opinions. A variety of communication approaches will be used, including Picture exchange communication systems, electronic communication aids and Makaton.

Learners will have opportunities to improve:

Listening and Attention:

- Listen to and respond to a variety of learning experiences and opportunities.
- engage with motivating resources focussing attention for gradually increasing periods of time and gradually decreasing adult support
- sustain attention on activities for gradually increasing periods of time and gradually decreasing adult support
- take part in turn taking activities and tolerate activities where not everyone gets a turn
- focus and sustain attention for activities which involve a transition from group task to individual task and then back to a group
- Refocus attention at the end of a session

Understanding:

- follow increasingly complex instructions (moving from one to four part instructions)
- A detailed sequence of outcomes are outlined within our communication and interaction brochure. They are linked to our aspects of: Independence, fluency, generalisation and maintenance.
- Understanding: respond to increasingly complex language, demonstrating understanding.
- follow increasingly complex instructions (moving from one to four key words) in a range of contexts
- show understanding of a gradually increasing number of words, signs and symbols
- respond to questions from a range of speakers in different contexts
- listen to different speakers and remember what they said
- identify familiar people or characters from a description and comprehend social situations
- Identify and implement appropriate social communication in context.

Speaking and social interaction (language):

- communicate for a range of purposes in different contexts
- learn new words to gradually increase vocabulary
- sequence increasing amounts of information to retell stories or recount events
- use words, signs or symbols to describe own or others likes or dislikes
- develop socially appropriate body language when speaking to others e.g. eye contact
- Use body language to express feelings to the appropriate people in a variety of contexts.

Exemplar Communication and Interaction outcomes (Development Matters Strands)

Communication and Interaction: Listening and attention

KS2	KS3	KS4
<p>Pupil uses strategies to listen to others one to one or in small groups, when conversation interests them.</p> <p>Uses strategies to listen and respond with increasing attention and recall.</p> <p>Focuses attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Pupil uses strategies to maintain attention, concentration and sits quietly during appropriate activity (use of sensory equipment).</p> <p>Two-channelled attention – can listen and do for short periods of time.</p>	<p>Pupil is able to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p>

Communication and Interaction: Understanding Language

<p>Is able to comprehend a range of uses for objects and the reasons why (e.g. “What do we use to cut things?”)</p> <p>Responds to a range of simple instructions, e.g. to get or put away an object.</p> <p>Pupil is able to explain and understand ‘why’ and ‘how’ questions using strategies to respond if they do not know.</p>	<p>Uses strategies to responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. (i.e ask for explanation or I do not know)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion in a variety of contexts.</p>	<p>Pupil can follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>
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Communication and Interaction: Speaking (language)

<p>Pupil uses strategies to use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Pupil can hold a conversation, jumping from topic to topic.</p> <p>Pupil uses strategies to widen vocabulary and learns new words very rapidly and is able to use them in communication.</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p> <p>Uses strategies to use a variety of questions in context (e.g. what, where, who).</p> <p>Uses strategies to use simple sentences in context.</p>	<p>Pupil uses strategies to form more complex sentences to link thoughts (e.g. using and, because). Retelling a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses strategies to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Pupil uses strategies to question why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Pupils uses and understands a range of tenses to form meaning in their conversations with others (e.g. play, playing, will play, played)</p> <p>Builds up vocabulary that reflects the breadth of their experiences and uses this language in context</p>	<p>Uses strategies to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations linking to real life.</p> <p>Uses strategies to link statements and sticks to a main theme or intention.</p> <p>Uses strategies to organise, sequence and clarify thinking, ideas, feelings and events and communicates this to others in context.</p> <p>Pupil expresses themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
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Communication and Interaction: Social behaviour and Interaction

<p>To use strategies to understand and follow safe classroom routines and social boundaries.</p> <p>Examples</p> <ul style="list-style-type: none"> - Toileting - Managing myself in the classroom - School rules - Social skills - Ready to learn? 	<p>To use and apply strategies for appropriate social behaviour in group situations in a range of contexts.</p> <p>Examples</p> <ul style="list-style-type: none"> - Unwritten social rules - Using social skills and adhering to social rules in group situations. - Ready to learn? - Appropriate classroom behaviour. - Non-verbal body language <p>I use strategies to identify potentially harmful situations.</p> <p>Examples</p> <ul style="list-style-type: none"> - Safe and unsafe friends - Safe and unsafe strangers - Safe and unsafe situations - Stranger danger - Road safety - Alcohol + Drug safety - Speak confidently in different social situations 	<p>To use and apply strategies to resolve conflict and identify when I might need to be assertive.</p> <p>Example</p> <ul style="list-style-type: none"> - Assess dangerous situations - I have protective behaviours - I question others - I know when I need to seek help. - Confidence/resilience to express their wants and ideas when peers disagree. -
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Cognition and Learning: INSPIRE Curriculum

Learners at Culverhill require memory loads to be reduced by breaking tasks down into small steps and repeated frequently in order to cause an alteration to their long-term memory so that learning is retained.

Staff know our pupils best and through the use of the EHCPs and engagement profiles discover pupil's preferences when learning. The inspire curriculum is flexible in providing learning opportunities for pupils to improve the way they learn and how they learn. Techniques such as metacognition gives our pupils the opportunity to attempt to recognise the difference between being familiar with a topic and a deeper understanding. Staff encourage students to manage their own learning instead of passively absorbing material.

INSPIRE Outcomes

Cognition and Learning - Metacognition

KS2	KS3	KS4
I can plan how I will tackle a problem based on knowledge I already have.	I can plan and monitor my learning in order to find a solution to problems in a range of contexts.	I can plan, monitor and evaluate the effectiveness of my learning finding solutions to problems based on my prior knowledge.

Cognition and Learning - Key Stage 2 Exemplar outcomes: INSPIRE Curriculum

Playing and Exploring	Playing and Exploring	Playing and Exploring
I use my senses to learn about the world around me. Linking to my emotions and feelings.	I can take ownership for my learning by showing good learning behaviour. Understanding my mood/behaviour affects my learning.	I know how I learn best and use what I have learnt to help me in different contexts.
I take part in multiple learning experiences, engaging with my peers and adults to help me learn.	I engage in open ended activities and learn that I need to be flexible and understand activities have a start and end point.	I can use strategies to begin my own learning and take pride in what I do adapting positively to new situations.

Cognition and Learning - Key Stage 3 exemplar outcomes - Inspire Curriculum

Active Learning	Active Learning	Active learning
I know that some activities can be challenging but I know strategies to help me begin and maintain my learning.	I use strategies to take a confident approach to my learning. I know where my strengths and improvements are in my learning.	I am able to show peers or adults what I have learnt by applying my learning in a range of contexts.
I can show I am engaged in a range of learning opportunities showing resilience in areas that need improvement.	I can use strategies to develop a growth mind set, showing others that I am a confident learner beginning to show qualities of leadership.	I feel a sense of pride and I use strategies to show others I am proud so that both parties gain enjoyment from learning and celebrating.

Cognition and Learning – Key Stage 4 exemplar outcomes – Inspire curriculum

Critical Thinking	Critical Thinking	Critical Thinking
I apply my learning in a range of contexts and this allows me to develop new strategies to solve new problems.	I can find resources to help me with my learning in a range of contexts.	I adapt my approach to learning in different contexts. I am well aware of my learning needs and I can source help at the correct times.
I am able to review my learning and act on any feedback. This helps me pathway new learning.	I am able to explain my learning, apply this learning in different contexts, acknowledging others experiences and learn from them.	

Sensory / Physical development

Learners on the Inspire curriculum may have limitations to their mobility. The aim for this curriculum pathway is to develop control and co-ordination of body movements increasing independence for self-care. Staff work closely with our OT to ensure outcomes are appropriate, ambitious but achievable.

PD: Applying and extending physical skills; further developing self-care and independence skills

Learners will have opportunities to:

- join in a broad range of physical activities and adapted games with increasing body control and co-ordination
- be physically active for increasing periods of time with decreasing levels of adult support
- dress and undress for activities that require getting changed with decreasing levels of adult support
- request and use the toilet with decreasing levels of support
- undertake other aspects of personal care with decreasing levels of support
- eat meals with decreasing levels of support
- use sensory diet activities to increase attention, concentration and maintain positive behaviour and engagement

Social, Emotional and Mental Health

Learners on the Inspire curriculum will develop skills for emotional regulation and understanding the social world and their relationships within it. They will undertake activities that help them maintain good mental health and a feeling of wellbeing. They will understand how to keep themselves safe in the real and online world.

Staff have excellent relationships with pupils and families and ensure well-being referrals are made rapidly to our well-being team (Thrive practitioners, ELSAs, Emotional wellbeing councillors) in order to maintain pupil regulation. Should pupils SEMH needs be in decline they would move to our Nurture curriculum to focus on engagement, behaviour and wellbeing.

Learners will have opportunities to:

- take part in activities which develop their play skills, moving through playing alone, in parallel with others, in association with others and cooperatively with others
- take part in activities which develop their social communication skills
- take part in activities that require them to work with others and develop understanding of the skills needed for this
- identify and recognise their own and others' emotions
- develop strategies for managing emotions
- develop strategies for maintaining positive behaviour
- develop early conflict resolution skills
- consider why families are important to children and young people
- identify what the characteristics of family life are
- identify what different families look like

- identify what a friend is and what behaviours they will show
- identify what respectful relationships are and what respectful behaviour looks like (including intimate and sexual relationships)
- take part in activities that help maintain physical and mental good health
- describe how different activities improve their physical health and mental well being
- consider the effects of screen time on physical and mental health
- consider some of the dangers in the real and online world
- learn how to get help in the real and online world
- identify the physical and emotional changes that will happen as they grow up
- Opportunity to develop resilience and a sense of self place in the world

Self-Care and independence

Learners on the Inspire curriculum will develop skills for a successful independent life meeting the demands of self-care. Pupils will undertake activities that help them understand and practice skills that will enable them to live successful, independent and happy lives. Pupils, families and staff decide which outcomes best fit pupils current needs.

Toileting		
KS2	KS3	KS4
To use the toilet independently, managing my own clothes and personal hygiene.	To know & show what to do when I need to break wind in public. And/or To manage my personal hygiene around my menstrual cycle.	To know when to and independently clean a toilet using the right equipment and protection and/or be able to use public toilets appropriately (independent)
Showering/bathing/washing		
To know when, how and to wash and dry my hands and face regularly with support.	To know when, how and to wash and dry my hands and body independently, with the correct resources.	To understand the importance of being clean (perception of others and hygiene) and manage my personal hygiene routine independently
Teeth Cleaning		
To know how and to keep my teeth healthy through my diet and by brushing for 2 minutes.	To follow dental hygiene advice, brushing for 2 minutes twice daily and avoiding sweet products before bed.	To manage my oral hygiene by using mouthwash, dental floss and a toothbrush, replacing each of these when needed.

Organising Possessions		
→		
To put things back where I found them, helping to keep home and school tidy, knowing what is mine and what is not.	To show that I can recognise and look after my own or others possessions responsibly with care.	To value my own and others possessions and show that I can look after them as I know they are not easily replaced due to the value.
Getting Dressed		
→		
To put on, take off, my clothes and shoes with minimal support attempting it myself first. (attempt fastenings)	To un/dress independently, turning my clothes the right way round and doing up my shoe fastenings.	Independently select, put on and fasten the right clothes for different occasions.
Clothes Management		
→		
To help to look after my clothes by changing them for different weathers and activities, when asked.	To know my clothes and shoe size, showing that I can put them away independently at home and in school.	To look after my clothes and shoes by cleaning, drying and replacing them as needed.
Home Care		
→		
To know when and how to wash, dry basic items of cutlery and crockery.	To clean and dry kitchen utensils, equipment and surfaces, using the correct resources for the job.	To know when and how to use a range of utensils, electrical cooking and cleaning appliances safely.
Food Preparation		
→		
To pour liquid without spilling it and make myself a snack safely.	To follow a recipe using a range of kitchen equipment safely, accurately and hygienically.	To demonstrate an understanding of food hygiene when sourcing and preparing food regarding use by dates, food storage and cross contamination.

Road Safety		
→		
To know that traffic can hurt me and that I need to behave safely near and on roads.	To identify safe and dangerous areas for crossing a road and when I should find a safer appropriate place to cross.	To know and show the appropriate behaviour for crossing roads, drivers can be unpredictable and consequences can be life changing.
Managing Money		
→		
To know what money is and that I need money to pay for goods and that when the money is spent, there is no more.	To keep my money safe, whilst saving or spending it. Knowing that when I spend money I may need to wait for and check my change.	To know how to achieve an income, open a bank account maintaining it physically or online, understanding the pros and cons of good money management.
Shopping		
→		
To behave considerately in shops whilst looking for and paying for goods.	To shop with a list loading my trolley or basket packing my shopping bags with care. Remembering to check my change and receipt when paying.	To check dates and deals, ensuring that I stick to a budget by estimating the value of my shopping.
Eating Out		
→		
To behave considerately when eating out, using cutlery to cut up and eat my food independently.	To order my food politely making healthy choices which are within my budget.	To show an awareness of tips when paying for food, checking my bill and change.

Curriculum Impact

Assessment

Progress for learners at Culverhill is measured against individual outcomes outlined on their EHCP. The level of progress a learner is making is measured from their starting point.

'Evidence for Learning' provides the platform for us to record individual progress towards outcomes. Each learner has outcomes recorded on the app which state the agreed long term outcomes for each EHCP.

Staff link the EHCP outcomes for each child to the learning within the curriculum. The assessment frameworks can be the source of medium or short term outcomes, or a learning outcome may be devised in relation to a learners' individual need. The aspect descriptors are used to define progress. Instead, the frameworks offer a sequenced bank of potential medium or short term outcomes that can be followed as appropriate for each learner.

Qualifications in Key Stage 4

When pupils move into Key Stage 4, Inspire and Thrive pupils work towards achieving the following nationally recognised qualifications and accreditations:

English

AQA Entry Level Certificate (ELC) Step Up to English Silver (Entry Level 1 and 2) Gold (Entry Level 3)

Requirements: Classroom based; pupils complete 3 units of work with a Non-Exam Assessment at the end of each unit.

Maths

Entry Level Certificate (ELC) WJEC Maths*

Requirements: 4 x coursework papers and one 1-hour formal examination.

*Exam board change for summer 2023

Science

AQA Entry Level Certificate (ELC) Science

Requirements: 6 Teacher Designed Assessments carried out in class over two years.

AQA Unit Award Scheme Science– certificates achieved at the end of each unit.

ICT - AQA Unit Award Scheme – certificates linked to life skills including online safety.

Art - AQA Unit Award Scheme

PE - AQA Unit Award Scheme – certificates linked to a range of sporting activities.

ASDAN Personal Social Development (PSD) Entry Level 1 and 2

Entry Level Certificates continue to be the most appropriate qualifications for our pupils to achieve at Culverhill as our learners are not yet ready to access the full requirements for GCSE.

Duke of Edinburgh award Bronze

