

**Develop confidence, independence and self-esteem; Actively contribute to their own learning;
Develop respect for themselves and others; Enjoy and achieve their full potential.**



The curriculum has been designed to provide all our children and young people with a coherent, structure of learning that leads to an active life where each individual can fully engage with their community. The priority is to develop learners' independence and confidence to manage their future, by raising learners' aspirations, equipping them with the necessary skills and moxie (*force of character, determination, nerve*) to allow them to access all of the opportunities which are open to them. It is designed to enable personalisation, through specific approaches within teaching and learning groups enabling all learners to make progress at their own academic and developmental level. Our learners will be deeply engaged and fulfilled by their education, making excellent progress and leave happy, ready for their next level of learning or employment.

Complex Communication and Autism

Intent

- Pupils across CCA have significant special educational needs and face significant and complex barriers to learning, which include autism, complex communication needs, sensory impairments, complex medical needs and physical disabilities
- The broad and balanced curriculum is based on a learner centred approach enabling every child to be inspired and encouraged, enjoy learning, make progress and achieve. This allows for opportunities to develop a depth of knowledge through teaching, consolidation and practice. Through personalising the curriculum, we aim for all children to acquire processes, knowledge, understanding and skills appropriate to their developmental level
- Develop the fundamentals of communication to allow pupils to:
 - Engage in mutually pleasurable social interactions in ways that are meaningful to them
 - Attract and maintain the attention of others to communicate their wants and needs
- Develop their ability to make choices and communicate their wants and needs using strategies appropriate to their physical and sensory needs.
- Develop, maximise and maintain their functional sitting, standing and walking skills.
- Monitor, develop and maintain health and well-being in order to maximise quality of life
- Develop appropriate self-occupation and leisure skills to provide stimulation at home and in the community
- It is important that the pupils' sensory and physical needs are met, so a large focus of the timetable is designed to support development in these areas
- We firmly believe that nobody is able to learn if they feel anxious or uncomfortable. We prioritise emotional regulation over everything else and never ignore a bid for interaction
- Positive relationships between pupils and staff are the key to effective learning, as much as possible we ignore negative behaviour and promote positive behaviour management. We try to understand the reasons pupils' might display negative behaviour and recognise all behaviour as a form of communication. We endeavour to teach pupils more appropriate ways to get their wants and needs met

Implementation

Teaching sequences will:

- Provide a balance of child initiated and adult led learning using continuous play, small group activities or 1:1 depending on the need of the individuals
- Enable access to intensive interaction, free play and continuous provision at all times
- Activities that do not look like traditional learning however the resources available are carefully planned to ensure the curriculum is broad, balanced, relevant, engaging and motivating
- Approach each child as an individual and offer a holistic education to give every pupil opportunities to make progress
- Be a focus on symbol use across all activities which supports pupils to communicate more clearly, reducing anxiety and challenging behaviour
- Typically include elements of:
 - Attention Autism - to promote Joint attention skills
 - Sensory Circuits - alongside aided language displays to promote self and mutual regulation skills and symbol use
 - Sensory Exploration - alongside PECS or symbols this could be in the form of mixing and exploring tactile resources or through a more prescriptive baking activity, depending on the word level of the individuals
 - Sensory Stories - to support phonological understanding and joint attention skills
 - PSCHE - alongside PECS and symbols to promote self-help skills all pupils should be cleaning teeth and applying cream, with older pupils learning how to use deodorant and a razor
 - Phonics
 - Physical Development – both physical education and the motor activities training programme (MATP)
 - Snack - with PECS or symbols to promote symbol use and joint attention skills
 - Life skills – shopping, cooking, road safety etc.