



Carlton Digby  
School

# Curriculum 2024

At Carlton Digby School, we have developed a tailored approach to meet the diverse needs of our students. We have identified three distinct types of learners: Pre-Formal, Informal, and Semi-Formal. Based on their age, needs, and abilities, each learner follows one of four specialised curriculums: Pre-Formal, Informal, Semi-Formal, or Preparing for Adulthood.

Our Informal and Semi-Formal curriculums are further divided into two strands, with age being the primary factor in placement.

The Preparing for Adulthood curriculum, designed for our Key Stage 5 pupils, is structured into two strands—Informal and Semi-Formal—to best support their journey into adulthood.

More detailed information about each curriculum and the specific characteristics of our learners can be found in this document and in the accompanying curriculum documents.

### INTENT

Our curriculum intends to provide highly differentiated, quality first teaching that allows our students to reach their full potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide, including ‘the hidden curriculum’. We aim to foster creativity in our children and help them become independent learners. Above all, we believe in making learning fun.



## Together we

Are **s a fe**

Build **resilien c e**

Prepare for **adult h ood**

Provide **opportun i ties**

Reach our **pot e ntial**

Embrace **di v ersity**

Develop **indep e ndence**

## DRIVERS



Communication is at the heart of our school curriculum. Having communication at the core of our drivers ensures that functional communication transcends the classroom. Our curriculum identifies both opportunities to develop functional language and identifies ways to enrich our young people's communication by identifying key vocabulary.

Together we provide **opportunities**.



We continually strive to maximise our young people's independence skills both in and out of the classroom. With the use of the Self Reliance Toolkit we are able to continually assess the progress that has been made that is often missed or forgotten. With this information we can celebrate all areas of development and identify next steps to support our young people to become independent young adults.

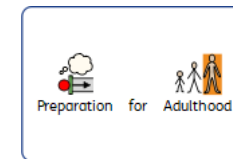
Together we are **safe**.

Together we develop **independence**.



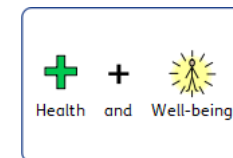
We strive for all our young people to achieve their full potential. With our enriched and broad curriculum, our pupils have opportunities to try new things, develop their skills and excel. We will support them along the way celebrating both the big and the small achievements.

Together we achieve our **potential**.



We have identified that school life is just the start of a long journey for our young people. As educators, our role is to prepare our pupils for adulthood. Our curriculum has aspects of PFA woven throughout from our EYFS to our sixth form provision.

Together we prepare for **adulthood**.



We have identified that to ensure that our young people are ready to learn they must first have their physical and mental wellbeing needs met. Our curriculum embraces our young people's individuality, identifying how they need to be supported ensuring they are ready to learn, challenged and have their emotional needs met, whilst also giving them opportunities to build resilience and social and emotional literacy.

Together we build **resilience**.

Together we embrace **diversity**.

## **IMPLEMENTATION**

- Quality First Teaching – our teachers and support staff aim to differentiate work, tasks, and activities to the individual needs of each pupil in the most appropriate way. This will allow all students to engage fully in the school curriculum and reach their potential.
- Focused Assessment and personalised learning goals– assessment and target setting are focused to individual pupil needs, as well as promoting high expectations and working towards or at national standards despite any barriers to learning. Individual target setting allows small step appropriate progress to be made by all.
- Engaging curriculum topics- The best learners are engaged ones. Our topics are driven by national curriculum standards as well as pupil interest to ensure that all pupils feel interested and engaged in learning.
- Accessible learning environments leading to equal opportunities for all.
- Supporting wider needs- not being ready to learn can be a huge barrier to pupil progress. We address all our pupils’ needs to allow them to participate, this may include nurturing approaches, positioning and sensory diets.

## **IMPACT**

- Outstanding student outcomes.
- Students demonstrate increased confidence in using the community and independence skills.
- Students who understand and demonstrate positive behaviour and responsibility.
- Students who are well prepared for the next stage of their life.
- All students’ individual needs are met.
- Students feel happy, safe, and secure



## Definition of pupil need

PREFORMAL	INFORMAL	SEMI FORMAL
<p>Typically, in a class of 6 - 8 students with a teacher and 2/3 support staff.</p> <p>Green, Indigo</p>	<p>Typically, in a class of 6 - 8 students with a teacher and 2/3 support staff.</p> <p>Navy, Orange, Pink, Maroon, Yellow, Gold</p>	<p>Typically, in a class of 10 students with a teacher and 2/3 support staff</p> <p>Blue, Red, Teal, Silver</p>
<ul style="list-style-type: none"> <li>• Pupils with profound and multiple learning difficulties (PMLD) and/or communication needs.</li> <li>• Pupils will mostly have multi-sensory impairment and/or a range of health needs that require multi professional services.</li> <li>• Will be working academically, consistently, and over time, (within CDS 1-3, perhaps reaching some elements of CDS4, Routes for learning), throughout their whole school careers to the age of 16.</li> <li>• Require a high level of adult support, both for their learning needs and for their personal care.</li> <li>• Likely to need sensory stimulation.</li> <li>• Pupils may need an extended amount of processing time for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• For pupils and students with complex learning difficulties (CLD)</li> <li>• Will communicate primarily through expressions of behaviour.</li> <li>• Learners will not use language as their primary means of communication though some may have several words, signs and/or perhaps understand and be able to use a limited number of concrete and icon/symbols.</li> <li>• Are usually ambulant.</li> <li>• Are likely to have an autistic spectrum diagnosis.</li> <li>• May well have additional sensory processing difficulties and may suffer from both hyper and hypo sensitivities.</li> <li>• May display sensory seeking behaviours and/or behaviours that challenge.</li> <li>• Are likely to operate on their own agenda and have fleeting attention.</li> <li>• Some will move to a semi-formal curriculum at the end of KS2.</li> <li>• Some will access informal curriculum stage 2.</li> <li>• Most will follow an informal curriculum throughout their whole school career</li> <li>• <b>At KS5 will access preparation for adulthood</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with severe learning difficulties (SLD) and or Autism</li> <li>• Have significant intellectual and cognitive impairments and may also have difficulties in mobility and coordination.</li> <li>• May use objects of reference, sign, symbols and/or language to communicate, though all will to a greater or lesser degree have severe communication difficulties, which will affect both expressive and receptive communication skills.</li> <li>• Other difficulties will be experienced in understanding abstract concepts, maintaining concentration and attention, retrieving both short term and long-term memory, utilising sequential memory, exercising working memory, processing information, retrieving general knowledge, thinking, problem solving, and generalising previously learned skills.</li> <li>• Will be working academically, consistently, and over time, within CD Steps 1-12</li> <li>• <b>At KS5 will access preparation for adulthood</b></li> </ul>

# Curriculum Tools

## Getting ready to learn

- Sensory circuits
- Massage
- Sensory diets
- Oral motor
- Motor learning
- Physiotherapy
- Speech therapy
- Occupational therapy
- Mindfulness
- Brain breaks

## Soft Play, Sensory Room, Water based learning.

- Intensive interaction
- Cause and effect.
- Story telling
- Exploration
- Experiential play
- Games
- Turn taking.
- Sharing
- Listen and respond.
- Communication
- Social Interaction
- Team building
- PE

## English/ Communication

### Communication

- Intensive Interaction
- Symbols and MAKATON signs and symbols
- Outdoor provision
- TACPAC
- SALT input/ programmes
- AAC devices
- Developing effective communication based on an individual's needs.
- Careers

### Writing

- Dough disco
- Independent mark making
- Writing with symbols
- Sequencing and ordering stories/rhymes.
- Spelling with the use of strategies such as phonics
- Developing the ability to progress to nationally expected writing standards.
- Letter, application, and life skill-based writing.

### Reading

- Twinkl Phonics
- Rhino readers reading scheme.
- Retelling a text using symbols
- Story maps
- Sensory/ physical storytelling
- Bag Books
- Topic/cross curricular stories
- Information texts – bus timetables, street/road signs, familiar locations, and shops etc
- A well-stocked library

## Maths/ Problem Solving

### Number

- Hand massage- digit counting
- Number rhymes and songs.
- Sensory story sacks- props
- Counting pupils and adults during group time
- Cooking
- Hello songs.
- Sand and water play.
- Money
- Application to real life situations
- community

### SSM

- Soft play
- Musical cues- patterns
- Intensive interaction –stacking, sorting, sharing.
- Exploring shapes, naming shapes, describing shapes
- Sequencing
- Developing an understanding of measurements
- Understanding how shape space and measure knowledge is applied in real life situations.

### U&A

- Snack preparation.
- Shopping - appropriate use of money
- 1:1 correspondence- handing out plates, cups, snack
- Locating own objects
- Utilising public amenities that need maths skills and knowledge.
- Developing nationally expected skills
- Budgeting
- Careers

## Independence

- Self-help skills - toileting, eating, snack, dressing, requesting.
- Animal care
- Following development within the school's self-reliance toolkit.
- Work experience.
- Community trips- reducing rigid behaviours and overreaction to sensory stimulation, increasing community confidence.
- Familiar places such as supermarkets, parks, shops
- Topic related trips
- Forest schools
- Careers guidance

# Curriculum Intentions

	<b>PREFORMAL</b> <b>Green, Indigo</b>	<b>INFORMAL &amp; Informal PFA</b> <b>Navy, Orange, Pink, Maroon, Yellow,</b> <b>Gold</b>	<b>SEMI FORMAL 1</b> <b>Blue, Red</b>	<b>Semi formal 2 &amp; Semi formal PFA</b> <b>Teal, Silver</b>
<b>Communication and interaction</b>	<ul style="list-style-type: none"> <li>Develop total communication environment.</li> <li>Develop communication intent.</li> <li>Develop positive relationships.</li> <li>Create communication and interaction partners.</li> <li>Create opportunities for positive interactions</li> </ul>	<ul style="list-style-type: none"> <li>Develop early communication skills.</li> <li>Develop joint and shared attention with those around them.</li> <li>Develop positive interactions with adults and peers.</li> <li>Develop early play skills.</li> </ul>	<ul style="list-style-type: none"> <li>To have an effective and functional communication system.</li> <li>To interact in socially acceptable ways with familiar and unfamiliar people.</li> <li>To have interests and preferences that encourage social interaction.</li> <li>Develop social elements of play, supporting imaginative and spontaneous playful behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence to communicate and interact within a diverse and multicultural society.</li> <li>To interact in socially acceptable ways with familiar and unfamiliar people.</li> <li>To develop interests that allow for social inclusion.</li> <li>To develop formal and informal speaking and listening skills</li> </ul>
<b>Cognition</b>	<ul style="list-style-type: none"> <li>Increase awareness of surroundings</li> <li>Increase attention.</li> <li>Development of the areas of engagement</li> <li>Develop contingency awareness.</li> <li>Develop consistent responses.</li> <li>sensory and developmental curriculum, focussing on the experience gained through completing activities as opposed to the "end product"</li> </ul>	<ul style="list-style-type: none"> <li>Develop increased problem-solving skills.</li> <li>Develop increased independent skills.</li> <li>Develop cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>To have the ability to attend and concentrate.</li> <li>To be able to retain and retrieve information for functional use.</li> <li>Understand the impact of cause and effect.</li> <li>To be able to choose and apply logical thought processes and problem solve.</li> </ul>	<ul style="list-style-type: none"> <li>To become a confident reader</li> <li>To be able to develop organisational skills.</li> <li>To develop methods to retain and retrieve information.</li> <li>To obtain accreditation that supports access to further education/opportunities beyond school.</li> </ul>
<b>SEMIH</b>	<ul style="list-style-type: none"> <li>Create social opportunities.</li> <li>Foster and develop a sense of belonging and community.</li> <li>Develop a sense of identity.</li> </ul>	<ul style="list-style-type: none"> <li>Develop self-regulation strategies.</li> <li>Develop socially accepted responses to situations.</li> <li>Develop appropriate self-expression.</li> <li>Develop confidence and resilience in new or different situations</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise own and others' emotions.</li> <li>Develop effective coping strategies for self-regulation.</li> <li>Develop understanding and tolerance of others.</li> <li>To have healthy relationships and understand consent.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express emotions in a socially accepted way.</li> <li>To develop strategies to reduce anxiety and overcome change.</li> <li>To have healthy relationships and understand consent.</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>Develop physical abilities.</li> <li>Work with therapists and professionals to implement recommendations.</li> <li>Create a sensory rich environment to engage pupils.</li> <li>Increase tolerance and awareness of sensory abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop sensory preferences to enable improved regulation and engagement.</li> <li>Develop likes and dislikes.</li> <li>Develop fine and gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Improved independence in life skills such as toileting, personal care, healthy choices.</li> <li>Have improved core strength and balance.</li> <li>Effective strategies to receive and access sensory information.</li> <li>Increased tolerance to sensory differences.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to develop organisational skills.</li> <li>To develop methods to retain and retrieve information.</li> </ul>

# Curriculum Implementation

<b>PREFORMAL</b> <b>Green, Indigo</b>	<b>INFORMAL &amp; Informal PFA</b> <b>Navy, Orange, Pink, Maroon, Yellow, Gold</b>	<b>SEMI FORMAL 1</b> <b>Blue, Red</b>	<b>Semi formal 2 &amp; Semi formal PFA</b> <b>Teal, Silver</b>
<p>Pupils are exposed to a daily routine which builds in the necessary physical and sensory support systems throughout the day, including administration of medication, moving and handling, physio, and SALT programs etc.</p> <p>Pupils will be provided with a learning environment and activities that motivate them to engage with their environment.</p> <p>Pupils have experiences that are built through half termly themes which supports pupils to apply new knowledge in a range of situations, activities, and environments.</p>	<p>As pupils grow and develop, we aim for pupils to develop routine activities within the curriculum with limited support by adults.</p> <p>There will be regular daily and weekly routines that pupils will be familiar with.</p> <p>Pupils will have learning brought through half termly themes which subjects will be taught through using a continuous provision model.</p> <p>Pupils are directed to build up 1:1 independent work which will target their specific cognition targets e.g., reading, early maths etc.</p>	<p>Pupils will have a weekly timetable that ensures sufficient breadth within the curriculum with shorter chunks of focused learning as well as opportunities for pupils to develop their self-help and communication skills.</p> <p>Pupils will be taught primarily through group activities as well as targeted 1:1 work.</p> <p>Learning is sequenced in a way that allows for significant repetition to ensure that key knowledge has stuck.</p> <p>Subjects are taught through key themes each half term.</p> <p>KS4 will access a 2-week block of work experience in the summer term, DofE and Aims Award accreditation covering.</p> <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ English</li> <li>○ Maths</li> </ul>	<ul style="list-style-type: none"> <li>● Aims Awards covering:             <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ English</li> <li>○ Maths</li> </ul> </li> <li>● STEM (Science, technology, engineering, maths)</li> <li>● Healthy body and mind</li> <li>● Preparing for adulthood</li> <li>● Keeping safe</li> <li>● Relationship and sex education</li> <li>● DofE</li> <li>● Arts Award</li> <li>● World of work &amp; work experience</li> </ul>

# Assessment

<b>PREFORMAL</b> <b>Green, Indigo</b>	<b>INFORMAL &amp; Informal PFA</b> <b>Navy, Orange, Pink, Maroon, Yellow, Gold</b>	<b>SEMI FORMAL 1</b> <b>Blue, Red</b>	<b>Semi formal 2 &amp; Semi formal PFA</b> <b>Teal, Silver</b>
<p>Using Carlton Digby assessment on SOLAR, SRT, routes for learning, EYFS and VI assessment</p> <p>Pupils have individual targets that build the pre requisite knowledge needed to be able to access their curriculum including:</p> <ul style="list-style-type: none"> <li>• Exploration</li> <li>• Realisation</li> <li>• Anticipation</li> <li>• Persistence</li> <li>• Initiative</li> <li>• Attention and engagement.</li> <li>• Communicating preferences</li> </ul> <p>Pupils are baselined using, where possible, video evidence and parent/previous setting baseline information.</p> <p>Evidence is used to capture progress against specific professional targets and educational targets.</p> <p>Progress conversations are carried out regularly to identify if pupils are on track and if they aren't then specific action plan is agreed with a review period.</p>	<p>Using Carlton Digby assessment on SOLAR &amp; SRT &amp; EYFS</p> <p>Pupils have individual targets that build the pre requisite knowledge needed to be able to access their curriculum including:</p> <ul style="list-style-type: none"> <li>• Awareness &amp; Perception</li> <li>• Exploration &amp; Problem-solving</li> <li>• Play Skills</li> <li>• Active Learning &amp; Participation</li> <li>• Attention and Listening</li> <li>• Understanding</li> <li>• Expressive Communication</li> <li>• Fine motor dexterity</li> <li>• Independence</li> </ul> <p>In addition, pupils may have the necessary attention to be able to develop phonetical knowledge and early number work. This would be assessed under the pre key stage standards.</p> <p>Progress conversations are carried out regularly to identify if pupils are on track and if they aren't then specific action plan is agreed with a review period.</p> <p><b>Upper KS4 + KS5</b> – Self-reliance toolkit and Teacher judgement</p>	<p>Using Carlton Digby assessment on SOLAR &amp; SRT</p> <p>Pupils will have initial baseline assessments on arrival and then targets will be set against the following categories:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Language</li> <li>• Interaction - play</li> <li>• Interaction - Engagement</li> <li>• Social skills</li> <li>• Emotional skills</li> <li>• Mental health</li> <li>• Staying safe</li> <li>• Community</li> <li>• Productivity</li> <li>• Relaxation</li> <li>• Fine motor skills</li> <li>• Gross Motor skills</li> <li>• Sensory processing</li> <li>• Toileting</li> <li>• Self-help skills</li> </ul> <p><b>KS4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>• Aims Awards</li> <li>• Art Award</li> <li>• Crest Science award.</li> <li>• DofE Bronze or Silver</li> <li>• Functional Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Aims Awards</li> <li>• Art Award</li> <li>• Crest Science Award – Discovery/ Bronze.</li> <li>• DofE Bronze or Silver</li> <li>• Functional Skills</li> </ul>

# Impact

<b>PREFORMAL</b> <b>Green, Indigo</b>	<b>INFORMAL &amp; Informal PFA</b> <b>Navy, Orange, Pink, Maroon, Yellow, Gold</b>	<b>SEMI FORMAL 1</b> <b>Blue, Red</b>	<b>Semi formal 2 &amp; Semi formal PFA</b> <b>Teal, Silver</b>
<ul style="list-style-type: none"> <li>• Increased engagement and attention</li> <li>• Improved core strength</li> <li>• Improved fine and gross motor skills.</li> <li>• Effective communication method</li> <li>• Improved physical wellbeing.</li> <li>• Improved mental wellbeing.</li> <li>• Increased independence</li> <li>• Engage with sensory experiences.</li> <li>• Improve self-care skills with support.</li> <li>• Predict cause and effect situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in attention and engagement in experiences and opportunities.</li> <li>• Reduction in negative and negating behaviours</li> <li>• Increase in the ability to self-regulate.</li> <li>• Increase in positive communications with others.</li> <li>• Increased ability to work and play alongside peers.</li> <li>• Increased confidence in using particular and individualised means of communicating.</li> <li>• Increase in self-confidence, self-belief, self-esteem and in recognising 'who I am'.</li> <li>• Increase in independent behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved reading ability to access functional language.</li> <li>• Effective problem-solving skills</li> <li>• Effective basic and more advanced self-help skills for life.</li> <li>• Improved confidence to interact with familiar and unfamiliar people in an appropriate manner.</li> <li>• Broader range of interests and preferences that encourage social interaction.</li> <li>• Increased confidence in socially interacting in the community in socially acceptable ways.</li> <li>• Increased confidence in making healthy relationships and understand consent.</li> <li>• Increased independence to access supported and independent living</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence in unfamiliar situations</li> <li>• Increased independent skills that will support them in adulthood.</li> <li>• Achieve accreditations that can support them in their next stages of education.</li> <li>• Increased confidence in choosing healthy relationships with an understanding of different levels of intimacy.</li> <li>• Increased skill and knowledge in understanding of the world of work and accessing work experience.</li> <li>• Increased confidence in making safe choices, at home, in the community and online.</li> <li>• Improved healthy habits and effective self-help strategies.</li> <li>• Improved resilience and flexibility of thought.</li> <li>• Increase in solution focused thinking.</li> </ul>