

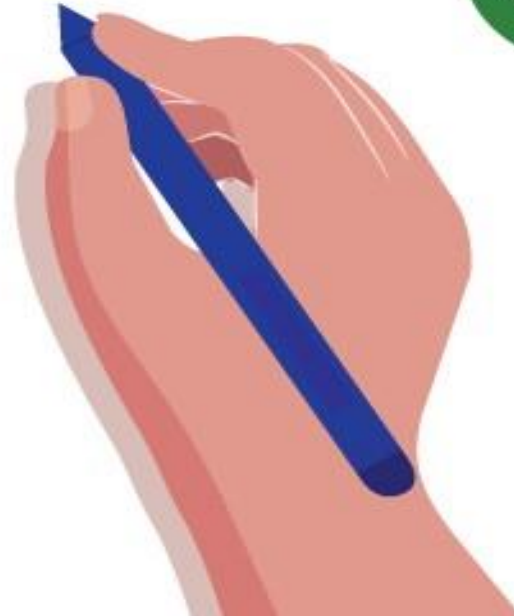
The Westfield Curriculum



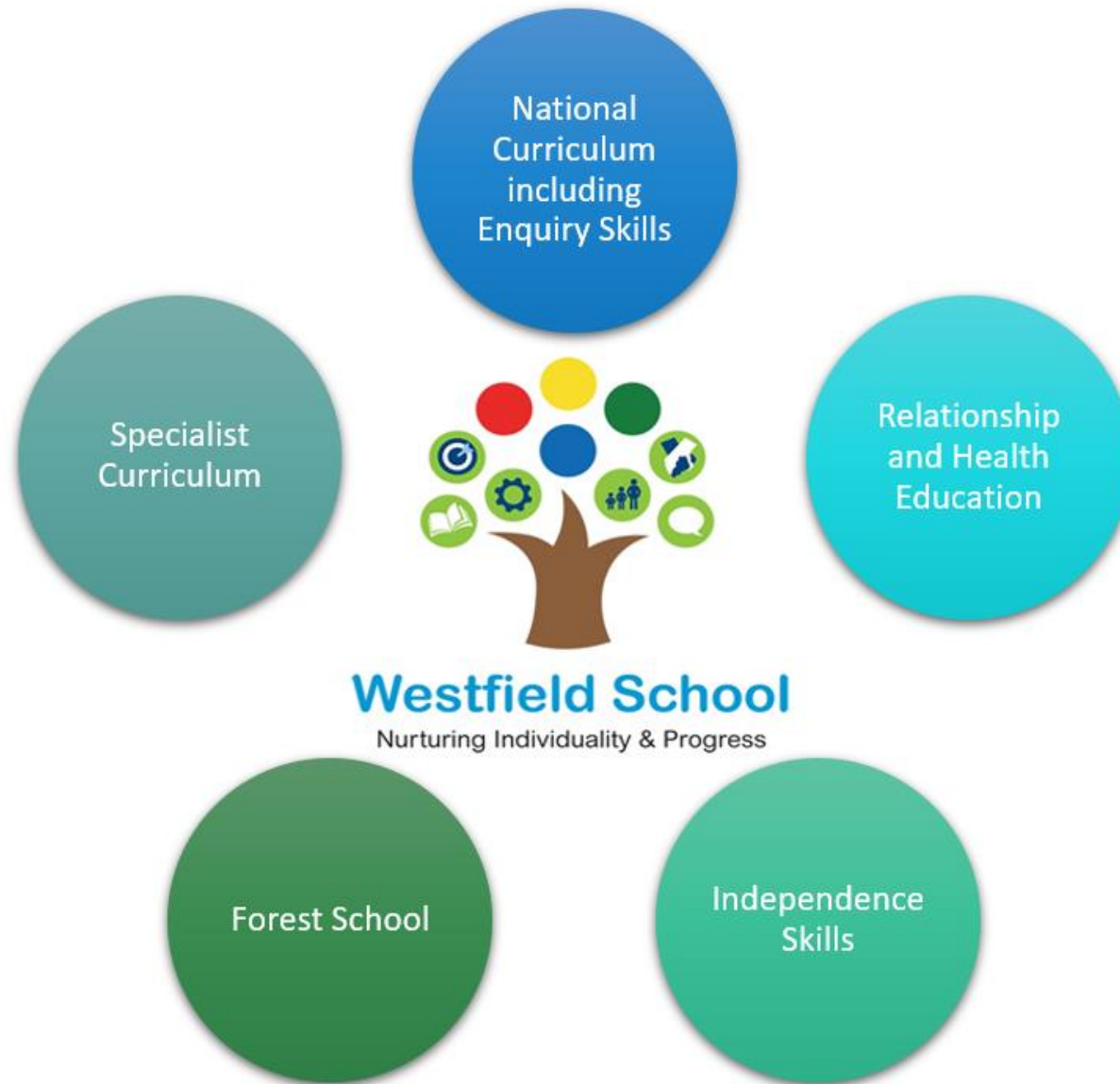
Westfield School

Nurturing Individuality & Progress

CURRICULUM



Westfield School Curriculum



The curriculum is the heart of Westfield School. It is the core from which all aspects of learning and development stem.

Ofsted

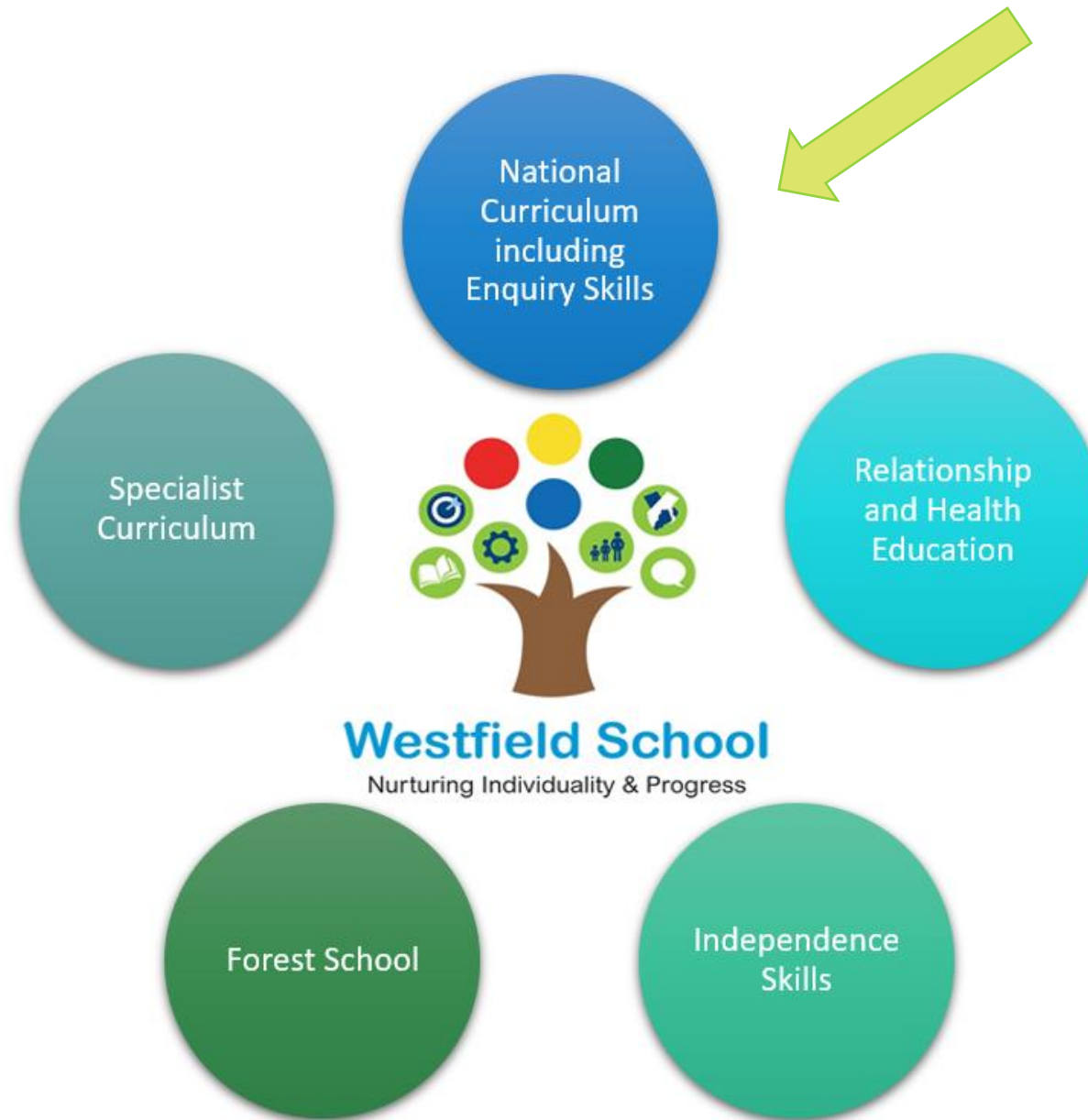
- ▶ The designation of the school has changed and the types of special needs that the school caters for has, accordingly, also changed.
- ▶ You have designed a new curriculum to meet these changes, while maintaining the ethos and culture of the school that:

‘enables pupils to make progress towards being independent individuals who can organise and manage themselves as learners and members of a community’.

Westfield School Curriculum



Westfield School Curriculum



National Curriculum

- ▶ The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

National Curriculum Framework

The national curriculum sets out the programmes of study and attainment targets for all subjects at all key stages.

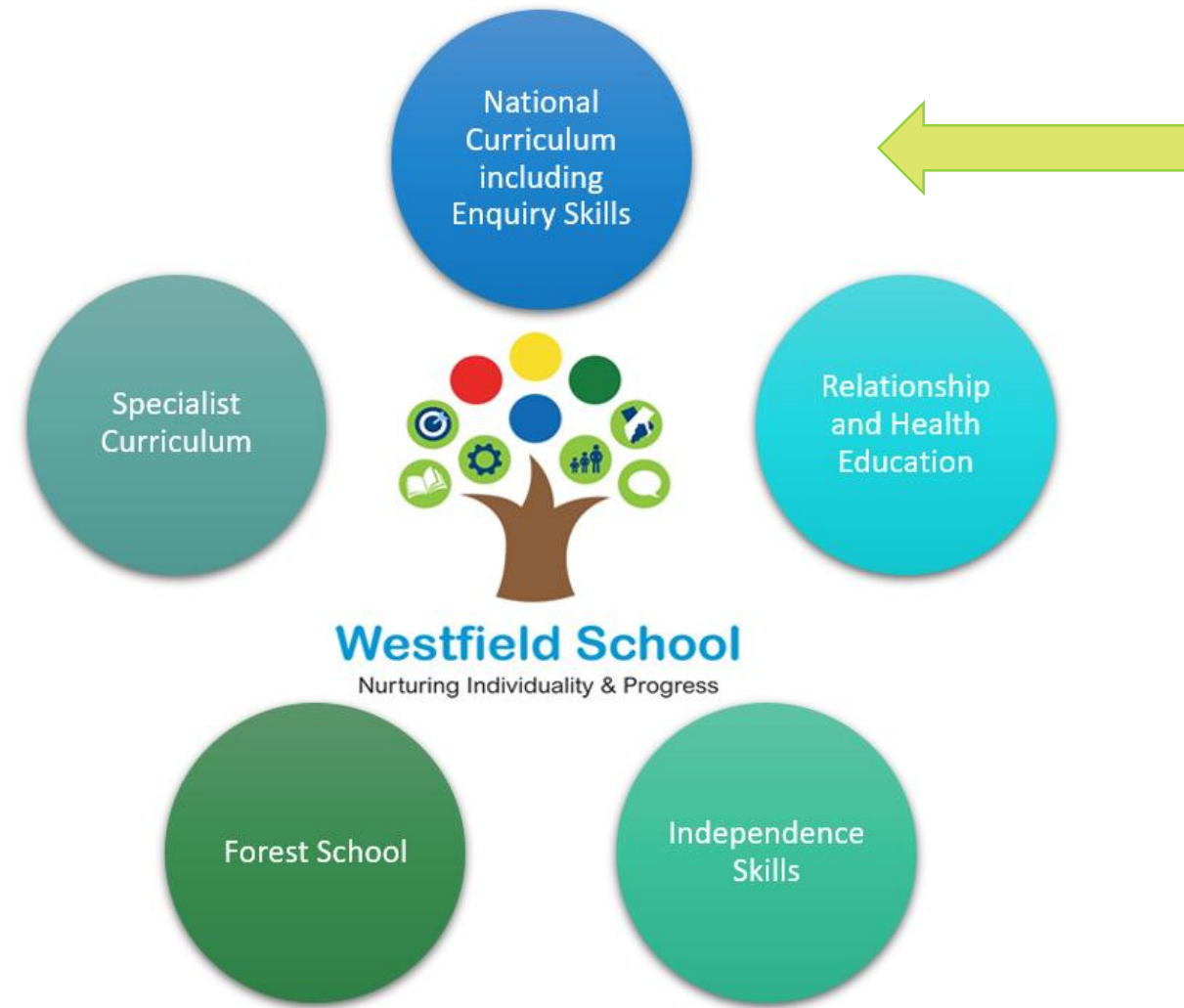
All local-authority-maintained schools in England must teach these programmes of study.

All subjects

English,
Maths,
Science,
Computing,
History,
Geography,
RE,
Art & Design,
Music,
PE,
MFL



Westfield School Curriculum



At Westfield, the National Curriculum is one part of the whole school curriculum.

Time spent on coverage of the National Curriculum differs from base to base.

Apple → Pear → Cherry

National Curriculum - INTENT

- To provide quality learning experiences for each pupil relevant to their individual profile of needs to ensure maximum progress for each child
- To provide access to a high quality, engaging, broad and balanced curriculum at a needs relevant level
- Developing the key skills needed for future learning and successful adult life.



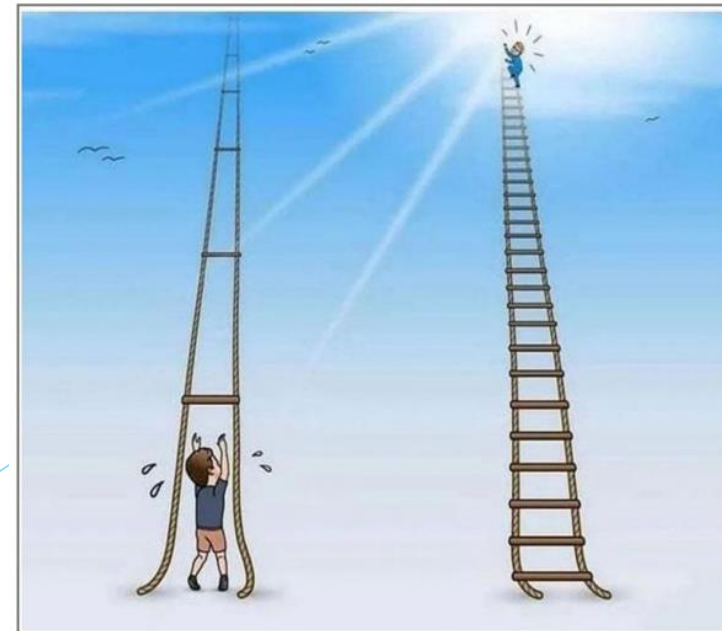
- Small steps to progression



National Curriculum - IMPLEMENTATION

We deliver the National curriculum whereby pupils at Westfield learn in groups where the curriculum pace, style of learning and resources best match their individual profile of needs.

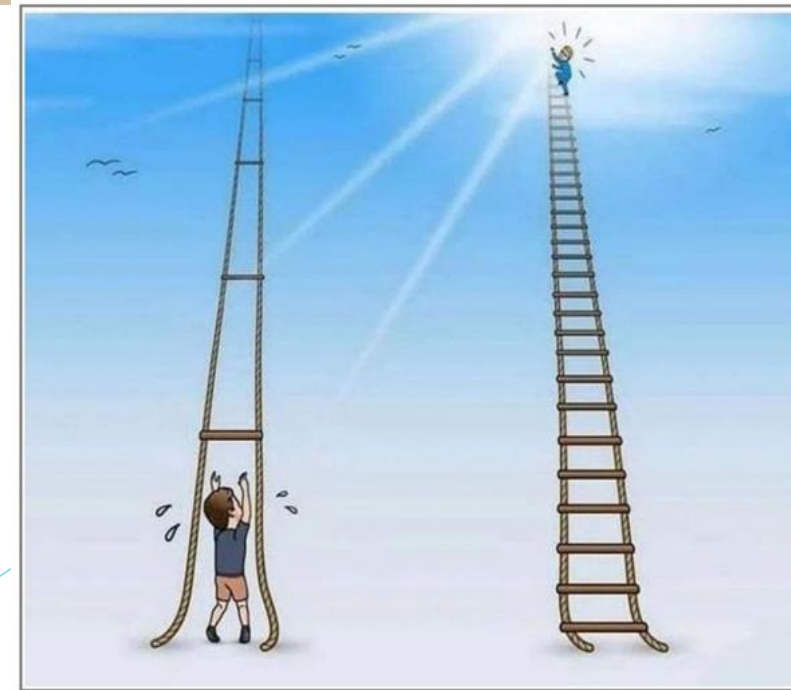
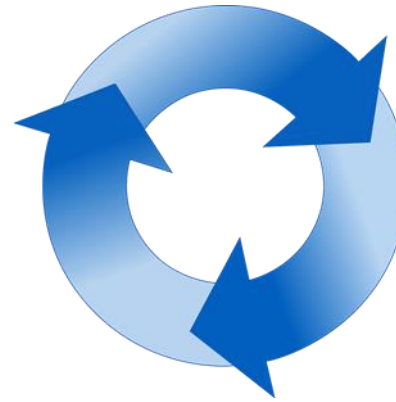
Each class follows a timetable which provides a balance relevant to those pupils' needs. This timetabled balance changes over time to reflect the progress that the pupils make in addressing their barriers to learning within the school setting.



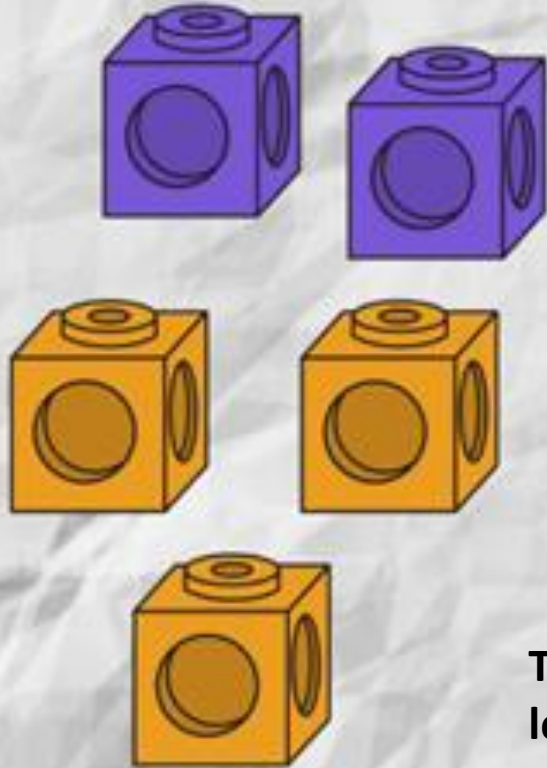
Moved towards a 'Mastery' approach

Small Steps

Revisit again and again



Concrete



Pictorial



Abstract

$$3 + 2 = 5$$

The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources (e.g. fruit, Dienes blocks etc).

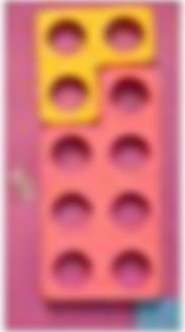


More than words

- Pictures
- Diagrams
- Tables
- Symbols

 **Diving for Depth**

Show it



Explain it

$3 + 7 =$

I found the 7 number piece then I found the 3 number and counted all the holes together. There are 10 holes when you put the 7 and 3 together.

Draw it



Prove it



$10 - 3 = 7$

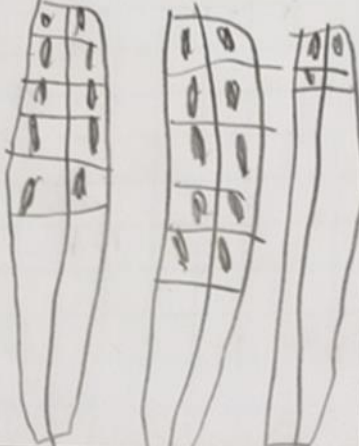


$= 7$

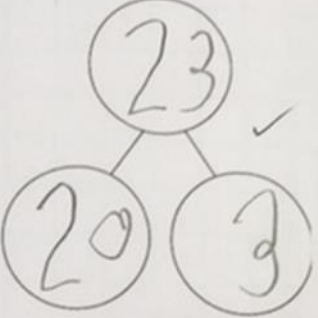
LO 1 can represent numbers in different ways

23

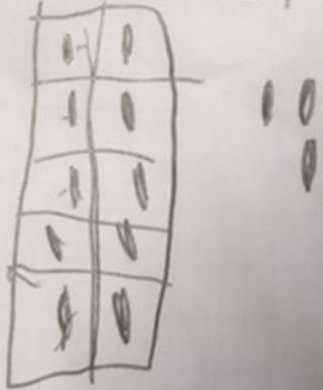
Use a tens frame:



Show in a part, part, whole model:



Use tens and ones:



Use a tens and one chart:

Tens	Ones
2	3

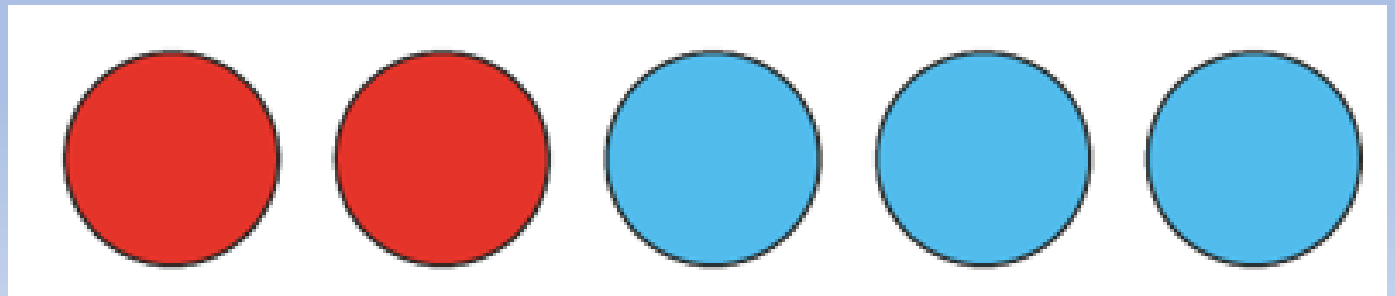
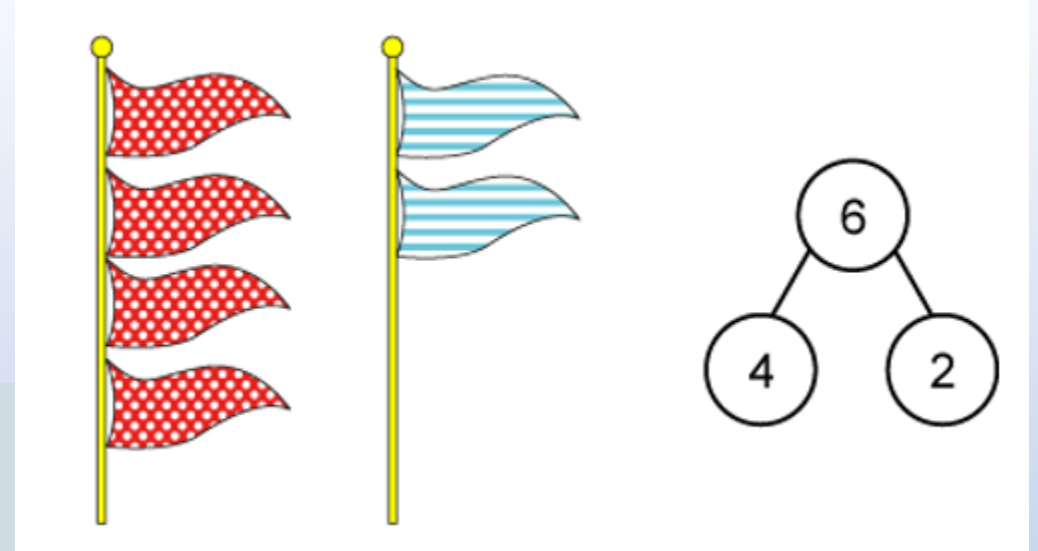
Language

- Use of stem sentences

Language focus

“There are 6 flags. 4 are spotty and 2 are stripy.”

“6 is the whole. 4 is a part. 2 is a part.”



Curriculum Workshops

- ▶ **15th Nov Maths Mastery:** What is it and how to support your child - Mrs Moore
- ▶ **6th Dec Communication, Language and Literacy Curriculum:** What is it and how to support your child - Miss Rose



Westfield School

Nurturing Individuality & Progress

Timetabling

9:00	9:10	9:30	10:15	10:30	11:15	12:00	13:00	13:15	13:45	14:15	14:30	15:00	3:15
Arrival/ Register	Table Activity	Phonics and Reading	Gross Motor OT	Snack Break Time	Writing	Lunch And Play	Activity	Music	Maths	Calm classroom	Foundation subjects APDRs, Interventions etc., carousel	Free Play	Home Time

Throughout the week:

- Sensory Circuits in the PE hall: Tuesday pm
- Curly Kath - Monday PM
- Forest School: M (P1) T (P3) W (P2)
- PE coach: Fridays
- Food group
- Speech and Language therapist
- Occupational Therapist



PRIORITIES

1

2

3

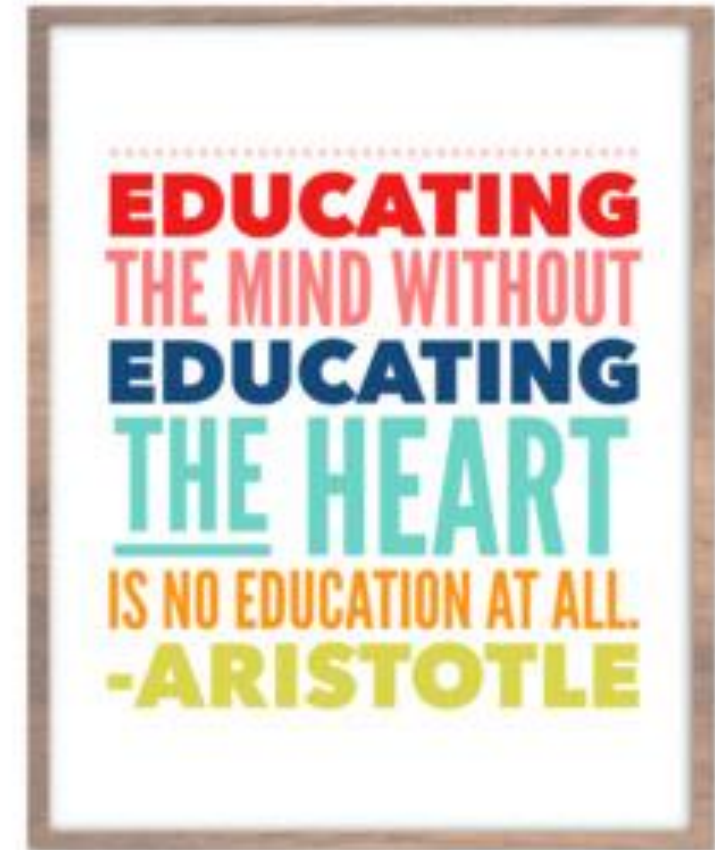
National Curriculum - IMPACT

- At Westfield, we believe the curriculum should be measured by how effectively it helps our pupils develop into independent individuals who embody our values and carry with them the knowledge, skills and attitudes to enable them to successfully transition to their secondary schools and enable them to play a positive and active role in society. We use rigorous monitoring of all areas throughout the year to gauge the impact of the curriculum at Westfield.
- As SLT, we review all assessments carried out for each pupil in each area of the curriculum to ensure that all children at Westfield are reaching their full potential

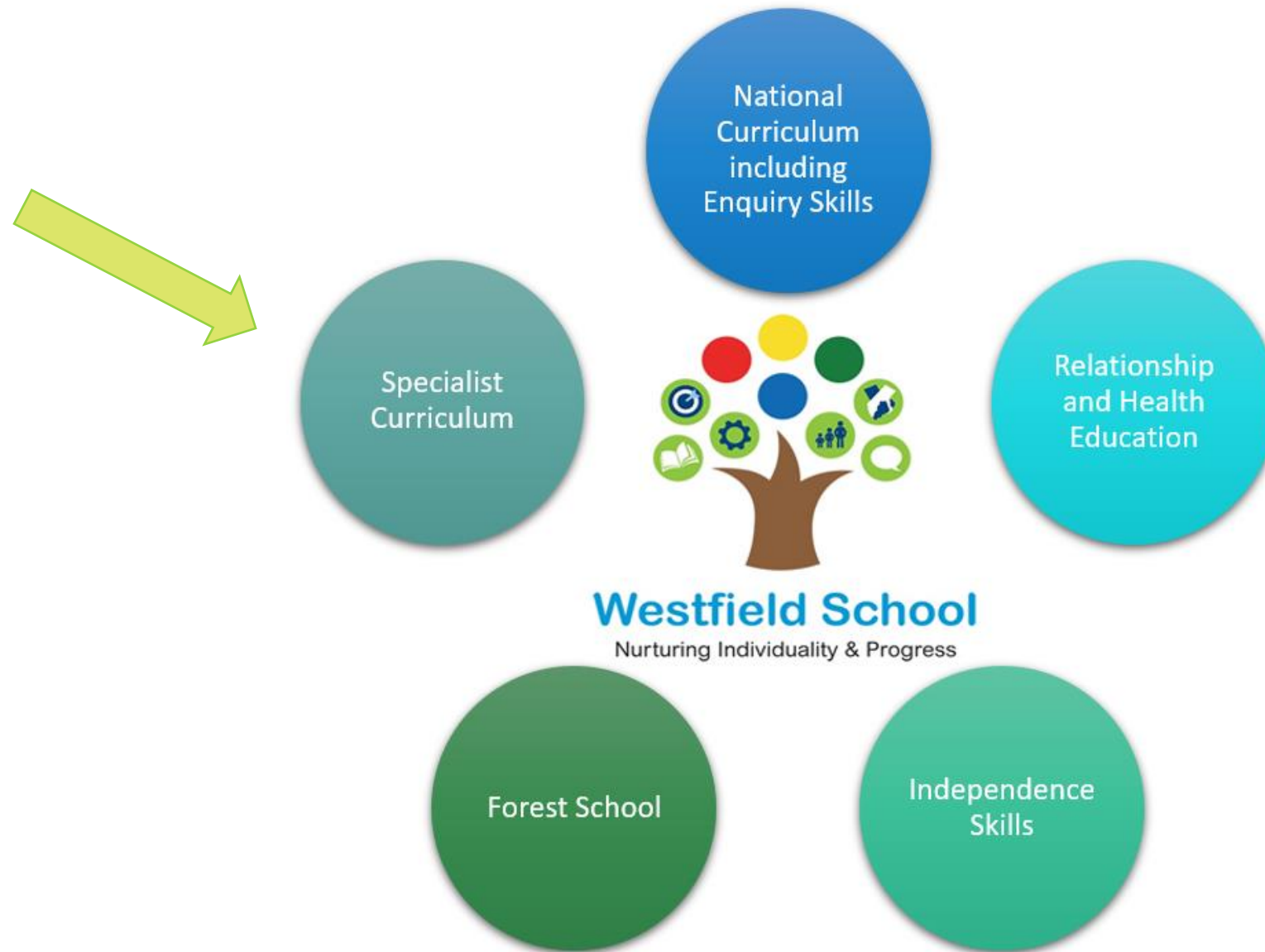


Aristotle

- ▶ Not just about literacy and maths



Westfield School Curriculum



Intent

- ▶ Children of Westfield's needs profile (Communication and Interaction with the Moderate Learning Difficulties range), experience underlying cognitive difficulties in attentional and inhibitory control and retaining and using information flexibly within all areas of learning. The specialist curriculum aims to address these difficulties to ensure our children develop the relevant skills to make progress throughout their school career.

The Specialist Learning Curriculum consists of these key areas of learning:

- Attentional Control: the ability to select and respond to salient information (academic and social)
- Inhibitory Control: the ability to ignore and filter out irrelevant information, stimuli and impulses
- Working Memory: the ability to manipulate information, skills and knowledge from memory to complete a goal

- ▶ These key functions are the foundations for successful learning and high rates of academic progress and attainment. Pupil needs are identified through assessment and observation in order to identify the key barriers to successful access to social and learning environments.





Implementation:

- ▶ Levels are identified for all children on the Specialist/ Independence Curriculum.
- ▶ The team will decide on a priority target for the term. This may be a target from the Specialist Curriculum or the Independence Curriculum.
- ▶ Bespoke targets are set for each child on their Assess-Plan-Do-Review, where relevant provision is identified. Learning opportunities are provided at a needs relevant level through embedded learning opportunities throughout the curriculum and school day and/or through discrete learning.

Westfield Specialist Curriculum							
ATTENTION: Cue							
Level 1: Foundation	Level 2: Engaged	Level 3: Participating	Level 4: Emerging	Level 5: Basic	Level 6: Developing	Level 7: Competent	Level 8: Independent
I can notice an object/ person/ activity of high interest Eg. ...by making fleeting glances ...by expressing interest through vocalising, stymming etc. ...by joining in/ making my choice known Etc.	I notice an activity/ a routine happening and join in Eg. ...by using processing time and joining in ...by staying in the space the activity is happening Etc.	I can start thinking about an activity of known high interest independently Eg. ...by making my choice known and starting to think ...by choosing between two established high interest activities ...by making my interest known by requesting Etc.	I can use prompts and support to begin an adult-led task Eg. ...by using the known/expected activity ...by using processing time to start the activity ...by using my visual timetable to start ...by using my now and next board to start Etc.	With scaffolding, I can select relevant information from context and use it to begin a directed task Eg. ...by using the visual timetable to notice what I am expected to do and starting straight away Etc.	I can identify and select relevant information from context and knowledge and use it to begin any directed task Eg. ...by organising myself and my given resources to get started on my task Etc.	With prompts/ scaffolding I can select relevant information from context and knowledge and use it to orient myself towards a goal Eg. ...by identifying what my goal is and organising myself to get started ...by using prior knowledge to organise myself for today's task Etc.	I can identify and select relevant information from context and knowledge and identify and seek further information required to be able to orient myself towards a goal Eg. ...by independently noticing what I need to achieve my goal and starting on my own ...by asking relevant questions in order to achieve my goal to start my task Etc.

Aut 21

					on hand over hand support to make marks.
E3	O**** will notice an activity of high interest by making fleeting glances	Ratio 7:2 High interest activities Adult modelling looking at the object.	1:1 or 2:1 high interest activities. Attention Autism planned 2 to 3 times per week.	1:1 intervention with SSW 3 times a week. SSW support in class.	- Generalised mastery - Mastered within intervention - Gaining skills and understanding - Engaged and participating - No progress - rejected provision Reviewed December 2021 O**** is now beginning to float in and out of bucket time with the group. If something in the bucket interests O**** (eg. A party blower) he will sit and be part of the group.



Implementation:

- ▶ Working on these skills is done through bespoke targets, 1:1 or small groups, or perhaps a whole class activity embedded into the curriculum.

Examples:

- ▶ Stop Button Games
- ▶ Working Memory
- ▶ Working Memory and Phonics
- ▶ PE/ Working Memory/ Attentional Control/ Inhibitory Control!

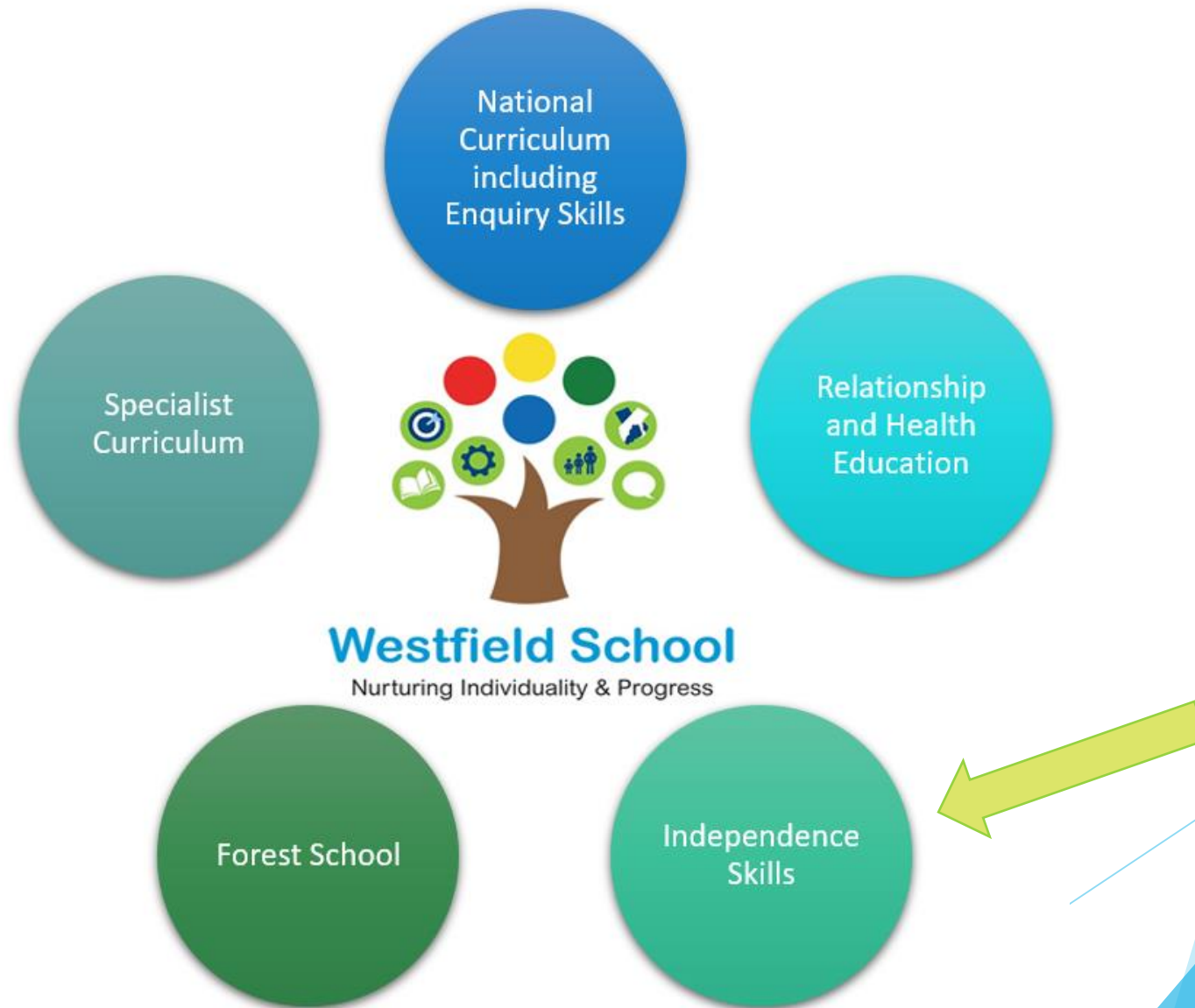


Impact :

- ▶ At Westfield we measure the impact through:
 - Providing level descriptors, activities, and learning opportunities within the National Curriculum or EYFS curriculum
 - We assess progress termly in order to identify areas of growth, areas of need, and patterns within the classes and across the school
- ▶ The Specialist Curriculum and the Independence Curriculum underpin skills needed to access the National Curriculum and the EYFS curriculum. By targeting these key skills we allow the children to make progress in all areas of learning.



Westfield School Curriculum



Intent

► The Independence Curriculum

To provide quality learning experiences for each pupil, to ensure they are able to participate in future education, leisure, family life and their community.

The Independence Curriculum is broken down into

- Personal Care and Hygiene
- Eating and Cooking
- Self-Organisation
- Economic Awareness
- Transitions



We wish to build these skills so that our children are able to be as independent as possible in the classroom as a learner, an active participant in whole-school activities, as well as having functional independence skills at home and in the community.

Implementation:

- ▶ Levels are identified for all children on the Independence Curriculum.
- ▶ The team will decide on a priority target for the term.
- ▶ Bespoke targets are set for each child on their Assess-Plan-Do-Review, where relevant provision is identified. Learning opportunities are provided at a needs relevant level through embedded learning opportunities throughout the curriculum and school day and/or through discrete learning. Opportunities are planned for.

Westfield Specialist Curriculum								
Independence Skills Curriculum								
	Level 1: Foundation	Level 2: Engaged	Level 3: Participating	Level 4: Emerging	Level 5: Basic	Level 6: Developing	Level 7: Competent	Level 8: Independent
	With intensive support, I can...	I engage with support to...	When I am supported, I can...	With moderate support, I can...	With moderate support and supervision available, I can...	When an adult supports me to start, I can...	With minimal support and prompts, I can...	With occasional prompts, I can...
Eating and cooking	...feed myself using my fingers ...explore foods in food group	...finger feed myself and use a spoon/ fork with support ...try new foods in food group by putting the food in my mouth/ licking/ crunching and the spitting it out ... hold an open cup with two hands with minimal spilling	...use a spoon/ fork (piercing action) on my own ... drink out of a cup, consistently without spilling ...try new foods in food group by putting the food in my mouth, chewing and swallowing	...cut soft food into bite size pieces and feed myself ... use two hands together, a utensil in each, to scoop food	...use a knife with sawing action to cut harder food with good control ...pour a drink from a jug without spilling	... prepare food by using different utensils to slice, mash, spread and grate	... safely use utensils near heat ... know how to keep myself safe in the kitchen (eg. Using oven gloves, not using metal utensils with heat, etc.)	... follow a recipe to make a simple dish

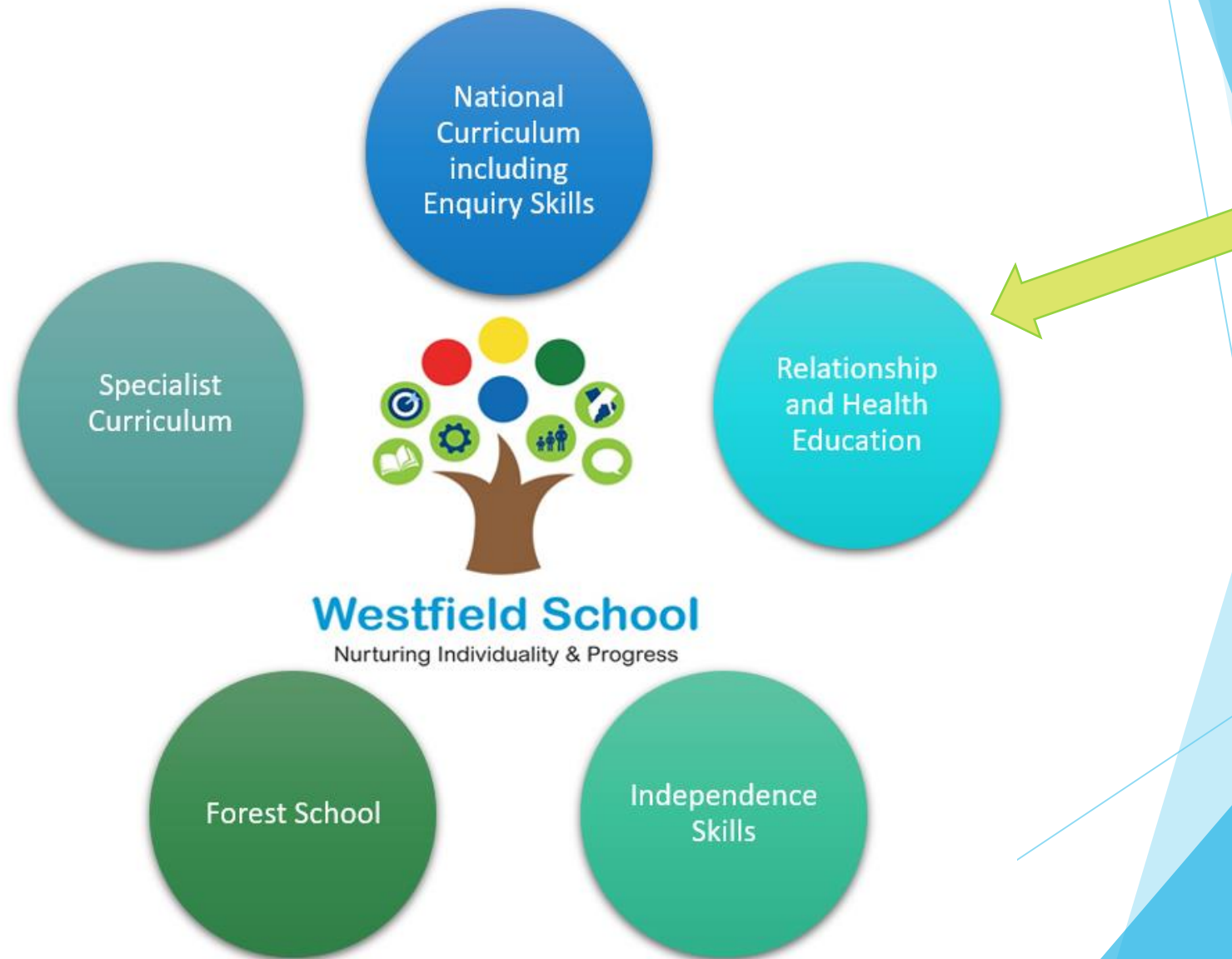


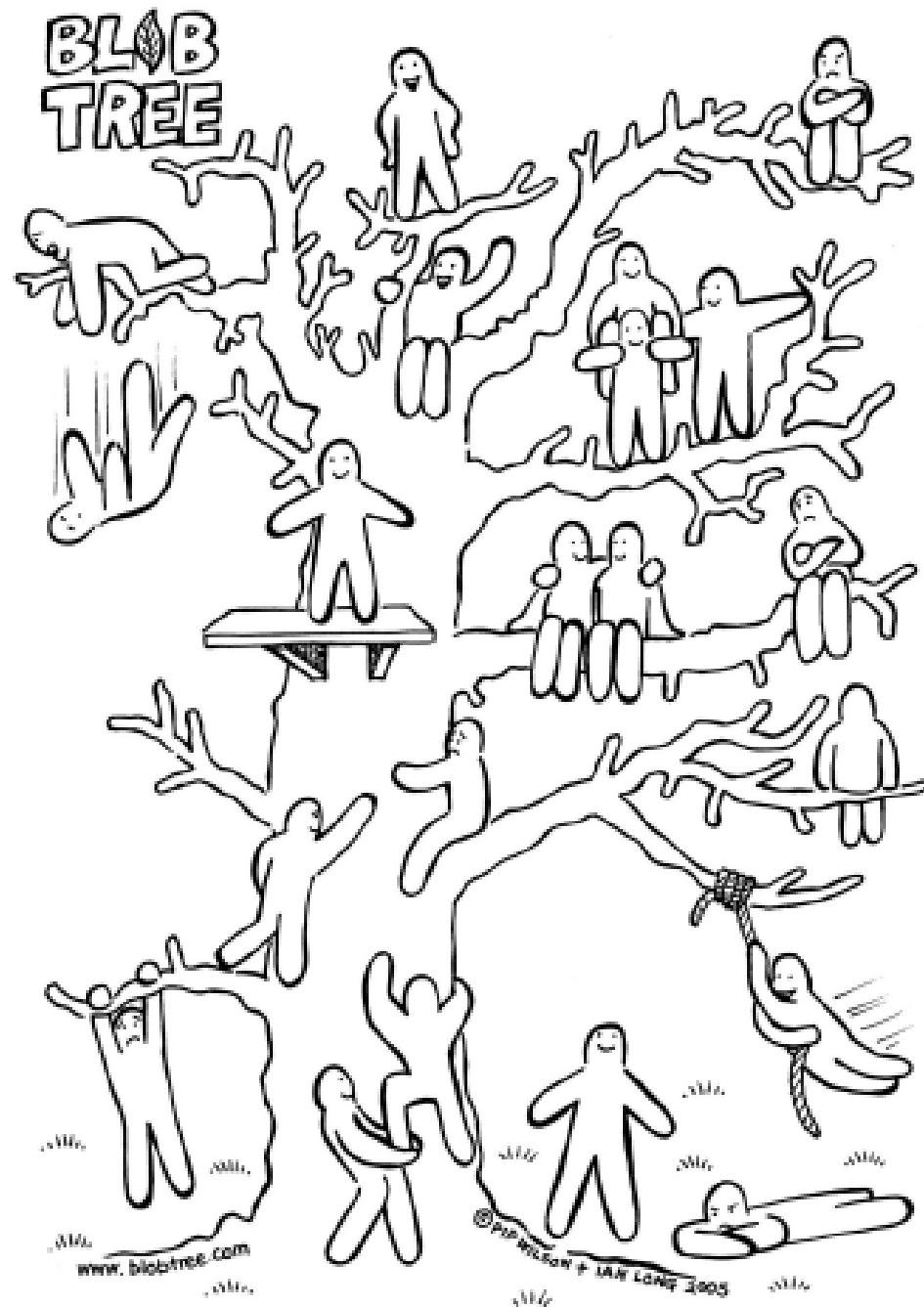
Impact :

- ▶ At Westfield we measure the impact through:
 - Providing level descriptors, activities, and learning opportunities within the National Curriculum or EYFS curriculum throughout the school day in order to monitor attainment and progress.
 - We assess progress termly in order to identify areas of growth, areas of need, and patterns within the classes and across the school
- ▶ The Independence Curriculum underpins skills needed to access the National Curriculum and the EYFS curriculum and to have improved functional skills in every day life. By targeting these key skills we allow the children to make progress in all areas of learning and as a member of a wider community.
- ▶ With feedback from parents, we can target specific skills on the Independence Curriculum. We also work in cooperation with secondary schools in order to send our students off to their new school with the skills needed to access Year 7 onward.



Westfield School Curriculum







Statutory

Department for Education –Relationships Education, Relationships and Sex Education (RSE) and Health Education:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Pupils with special educational needs and disabilities (SEND)

33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,¹² as set out in the SEND code of practice, when teaching these subjects to those with SEND.

What is Social Cognition?

Social cognition refers to **the unique processes that enable human beings to interpret social information and behave appropriately in a social environment**. As in other domains of cognition, social information processing relies initially on attending to and perceiving relevant cues.

Social cognitive learning **occurs when an individual learns from other members of the group by observing and imitating their behaviour**.

Individuals with autism spectrum disorder (ASD) face marked challenges in social and communicative functioning, including difficulties in understanding other people's goals, intentions, and emotional states, known as the theory of mind.

What is Sensory Processing?

Sensory Processing is the ability to:

Take in ... Sort out ... Process ... Make sense of the sensory information from their body and the world around them.

For example:

**Hear a noise ... What is the noise ... What does it mean ...
Organise to respond appropriately**

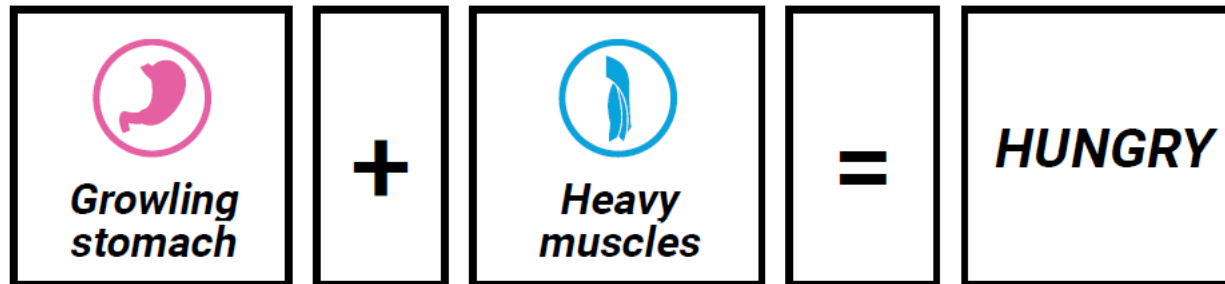
Sensory Processing is important for us to make the appropriate **Adaptive Response** to meet the demands placed by the environment.

Interoception

The sensory system that gives us information regarding the **INTERNAL CONDITION** of our body.

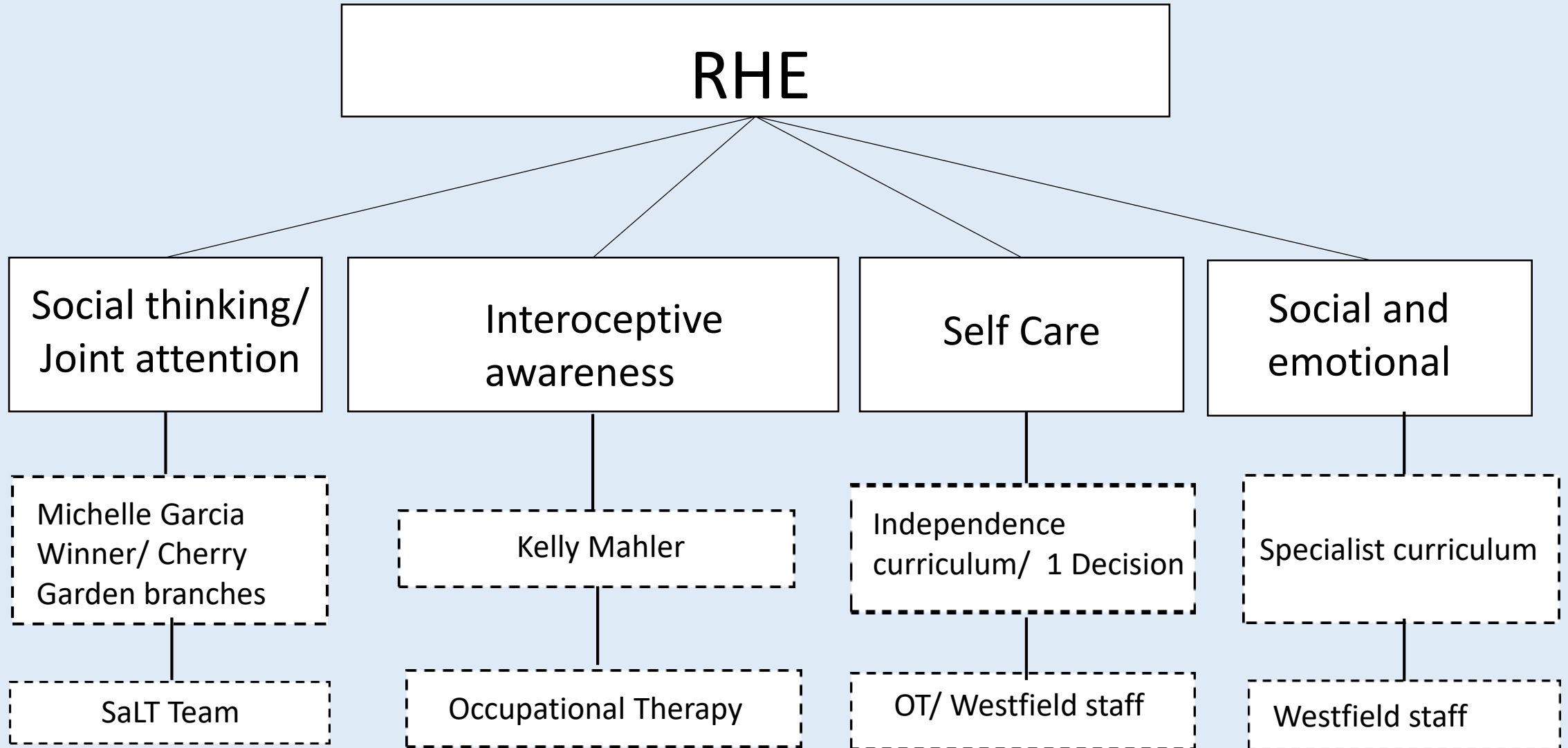
Interoceptive awareness is the ability to:
NOTICE the body signal
CONNECT the body signal to meaning.

For example:



Intent

To recognise and respond to emotions in self and others in order to form and maintain positive relationships



*explicitly taught and implicitly reinforced in a child's day to day experience in Westfield School.

Implementation:

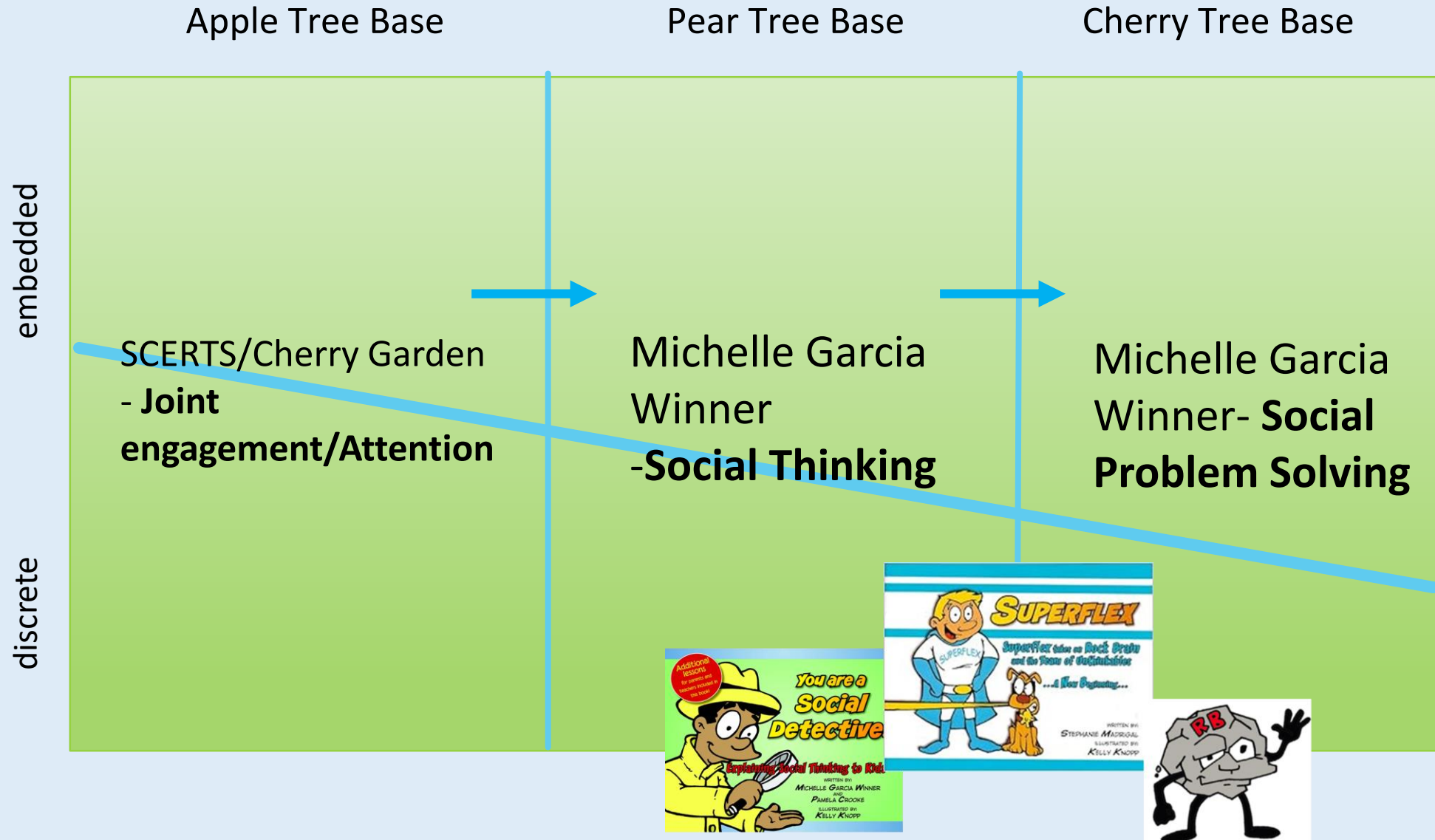
- ▶ Levels are identified for all children on the social and emotional Curriculum.
- ▶ The team will decide on a priority target for the term. This may be a target from the social and emotional curriculum, interoception or social thinking.
- ▶ Bespoke targets are set for each child on their Assess-Plan-Do-Review, where relevant provision is identified. Learning opportunities are provided at a needs relevant level through embedded learning opportunities throughout the curriculum and school day and/or through discrete learning.

Westfield Specialist Curriculum									
Social and Emotional: Recognising and responding to emotions in others									
	Level 1: Foundation	Level 2: Engaged	Level 3: Participating	Level 4: Emerging	Level 5: Basic	Level 6: Developing	Level 7: Competent	Level 8: Independent	Level 9: Independent
Levels: WORKING ON	Child notices that other peoples bodies can go fast and slow	Child notices the effect of an activity on somebody else's arousal.	Child can recognise somebody else's body at fast and slow	Child can identify what makes their own and others bodies fast and slow	Child can use the extremes of the emotion wheel to say how someone else was feeling	Identify and use unspoken signals to recognise mid-range emotions in others	Child can notice a shift in the arousal levels of others	Child know that they can have an effect on someone else's arousal levels	Child can use what they know about someone to give them what they need to minimize negative impact on self.
Autumn									
Spring									
Summer									

E1	By the end of year 7 X will be able to identify a change in arousal in self and allow adult to co-regulate X will have a bank of taught strategies that he can use to regulate with gaining independence.	To identify when he needs to use a strategy to decrease his arousal (Recognising and responding to emotions in self 5.)	Movement breaks Access to specialist PSHE curriculum Regular teaching input and use of the Emotion Wheel on a daily basis Use of expected / unexpected language Activities to help regulate (list on wall) Regular times in the week to practise using activities to regulate Carousel learning enabling breaks and shorter learning sessions Daily OT sessions	Quiet time spaces (regulation zones) available with activities pertinent to him to help regulate Regulating equipment: snugs, therapy, body sock, weighted vests, chew Individual visual on desk e.g. now/next/then Individual list of activities on wall which are known to work for Robert Stop Button visual Weekly high intensity physical exercise focussing on heavy muscle work 1:1 (bootcamp) Sensory diet advised by OT	1:1 weekly Monitoring and evaluation of intensity of activities required for regulation with a view to developing a sensory diet for use in the classroom 1:1 PT input 30 mins weekly	Generalised mastery Mastered within intervention 1.Gaining skills and understanding Apr 23 Engaged and participating No progress - rejected provision
----	--	---	--	--	---	---



The Social Thinking Curriculum at Westfield



*explicitly taught and implicitly reinforced in a child's day to day experience in Westfield School.



Rex Flexinator
I help to defeat
Rock Brain



Kool Q. Cumber
I help to defeat
Glassman



Focus Tina
I help to defeat
Brain Eater



Worry Tina
I help to defeat
Worry Wall



Space Respector
I help to defeat
Space Invader



Superflex and the **THINKABLES**

Superflex is the superhero that lives inside each of us. There is a specific Thinkable to outsmart the powers of each Unthinkable. Our inner Superflex can work as a team with one or more Thinkables to provide good ideas and strategies to help defeat our Unthinkables. When we call on our Thinkables we engage our own Superflex powers and each Unthinkable is left in the dust!



Homotiks
I help to defeat
WasFunnyOnce



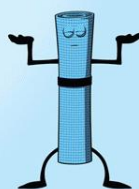
Other-Side Sally
I help to defeat
One-Sided Sid



I.O.F.
I help to defeat
D.O.F.



Stick-Withem
I help to defeat
Body Snatcher



Meditation Matt
I help to defeat
Energy Hare-y



Social-Lee Wonderer
I help to defeat
Un-Wonderer



Nice Bryce/Brice
I help to defeat
Mean Jean/Gene



Tracker
I help to defeat
Topic Twistermeister



Sunny Son
I help to defeat
Grump Grumpaning



Rock Brain
I make people
get stuck on
their ideas.



Glassman
I make people have
huge upset reactions.



Brain Eater
I distract people.



Worry Wall
I make people
worry too much.



Space Invader
I get people to
invade others'
personal space.



Superflex takes on the **UNTHINKABLES**

Superflex is the superhero that lives inside each of us and helps us learn to be more flexible thinkers! Unthinkables cause us to do or say things that are unexpected in a situation, which makes it difficult for us to work and play well together. Our inner Superflex guides us to learn strategies to self-regulate our behavior and defeat the powers of these Unthinkables!



WasFunnyOnce
I get people to use
humor at the wrong
time, the wrong place
or with the wrong
person.



One-Sided Sid
I get people to
only talk about
themselves.



D.O.F.
I make people
overly competitive.



Body Snatcher
I move people's bodies
away from the group.



Energy Hare-y
I give people too
much energy.



Un-Wonderer
I don't like people
to socially wonder
about others.



Mean Jean/Gene
I get people to act
mean and bossy.



Topic Twistermeister
I put people
jump off topic.



Grump Grumpaning
I put people in
grumpy moods.

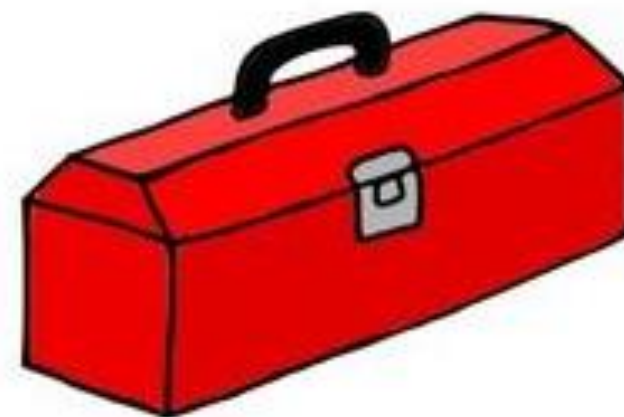


YOU ARE A SOCIAL DETECTIVE

Detectives, we need you to put your investigative skills to good use. You are going to watch a movie. When the lieutenant (teacher) pauses it, use your brain to make a **Smart Guess** about what will happen next or how someone feels or will react with the clues you see, hear, and feel.

See	Hear	Feel	Think
			 What will happen next? How does he/she feel? How will he/she react?

Social Detective Toolbox

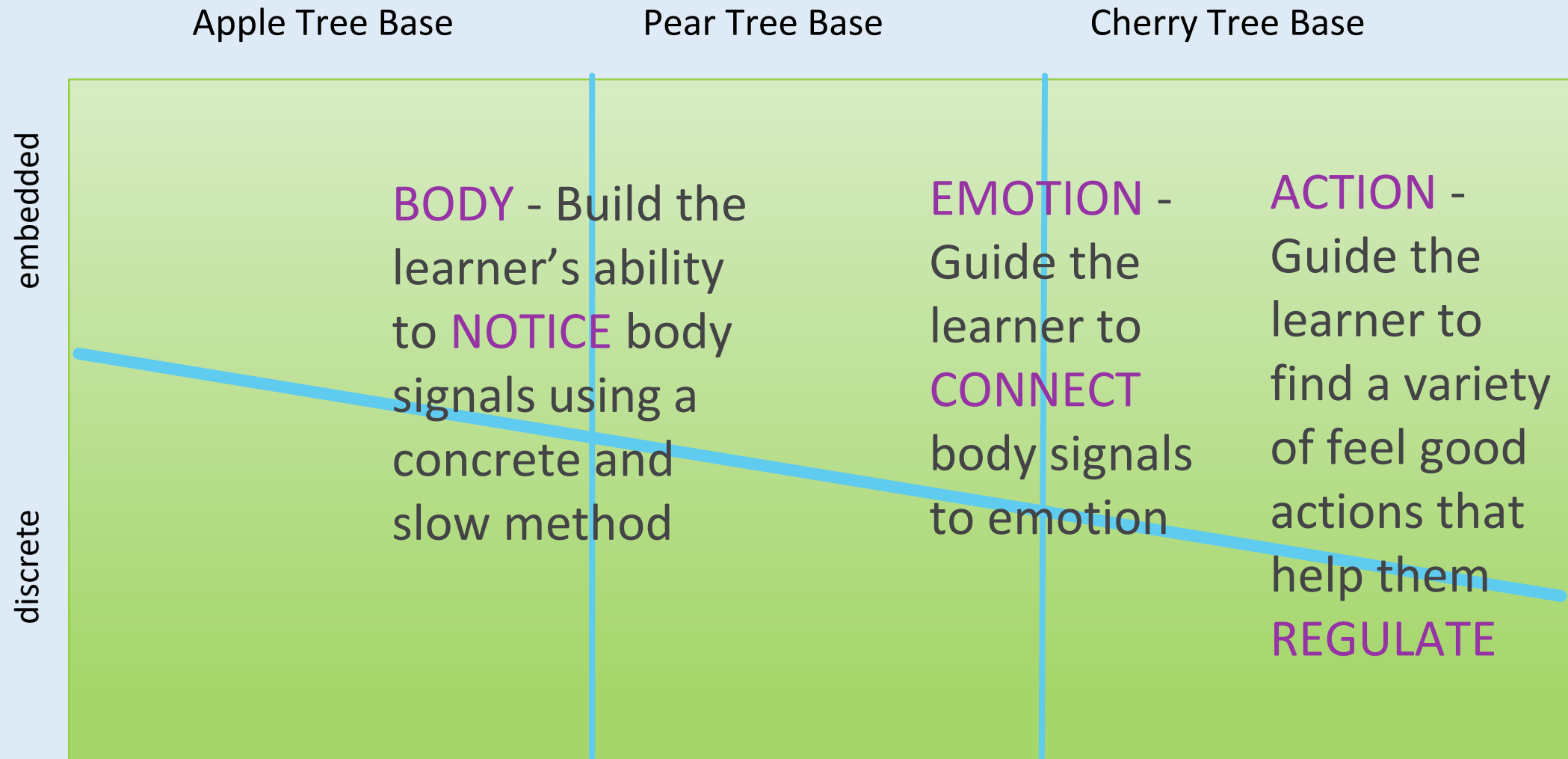


Toolbox



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The Interoception Curriculum at Westfield



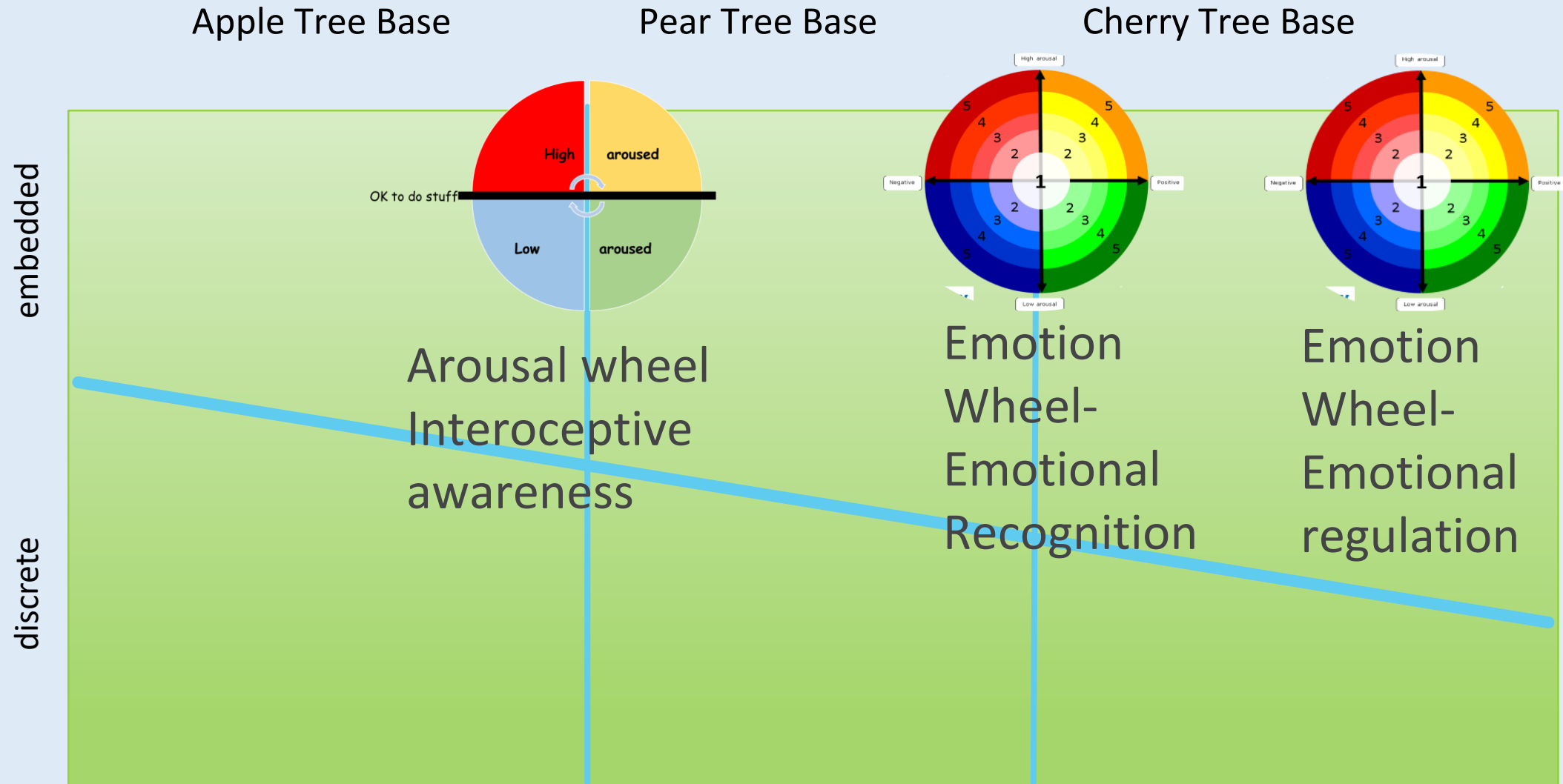
 <i>Heavy eyes</i>	+	 <i>Heavy muscles</i>	=	
--	---	---	---	--

 <i>Dry mouth</i>	+	 <i>Dry throat</i>	=	
---	---	--	---	--

 <i>Jumping feet</i>	+	 <i>Fast heart</i>	+	 <i>Loud voice</i>	=	
--	---	--	---	--	---	--

 <i>Burning eyes</i>	+	 <i>Stuffy nose</i>	+	 <i>Nauseous stomach</i>	=	
--	---	---	---	--	---	--

The Social and Emotional Curriculum at Westfield



This man is Excited.

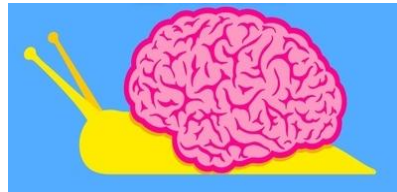
What is his
breathing like?



Heart rate?



Thinking?

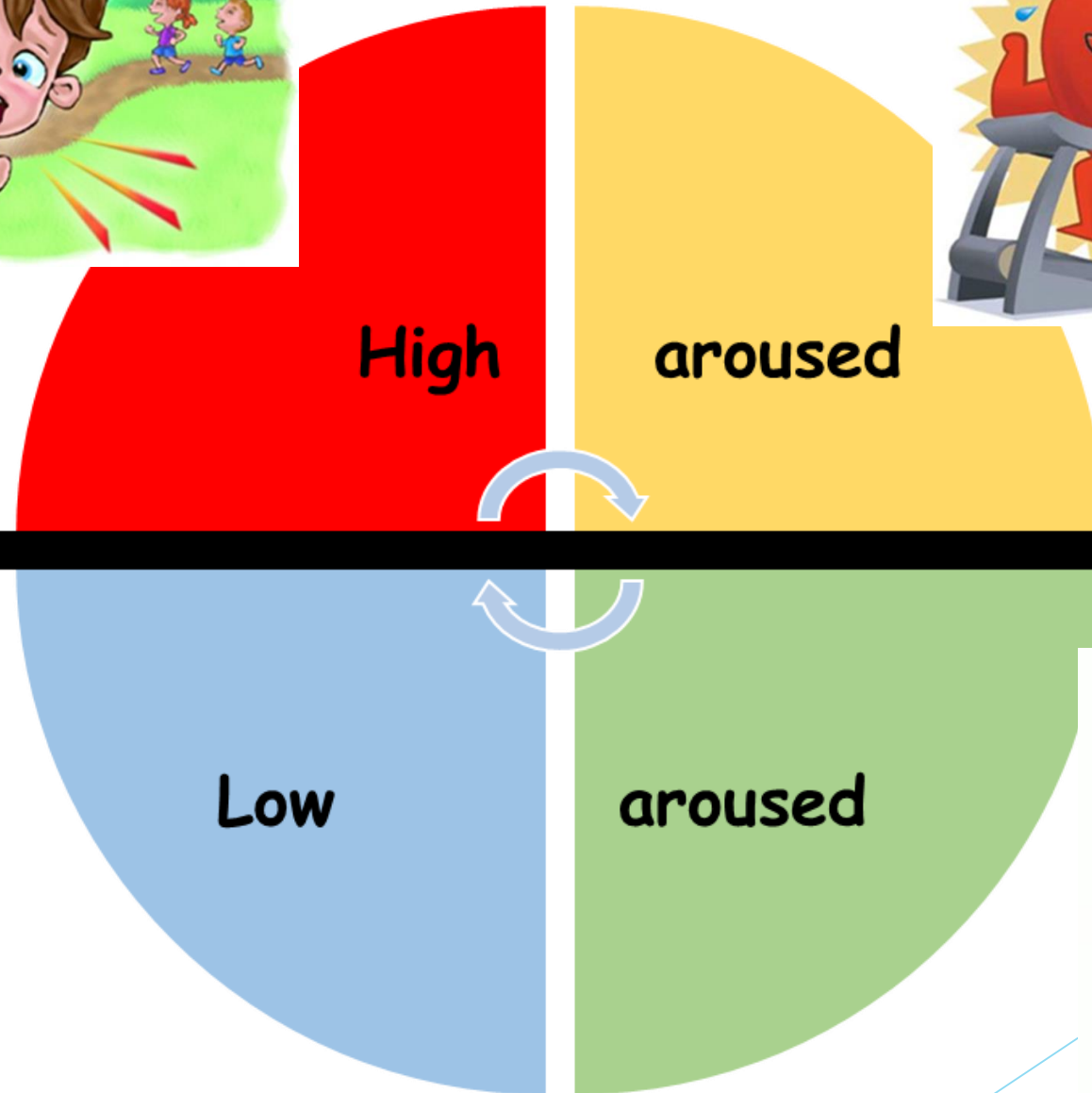


Muscles?





OK to do stuff

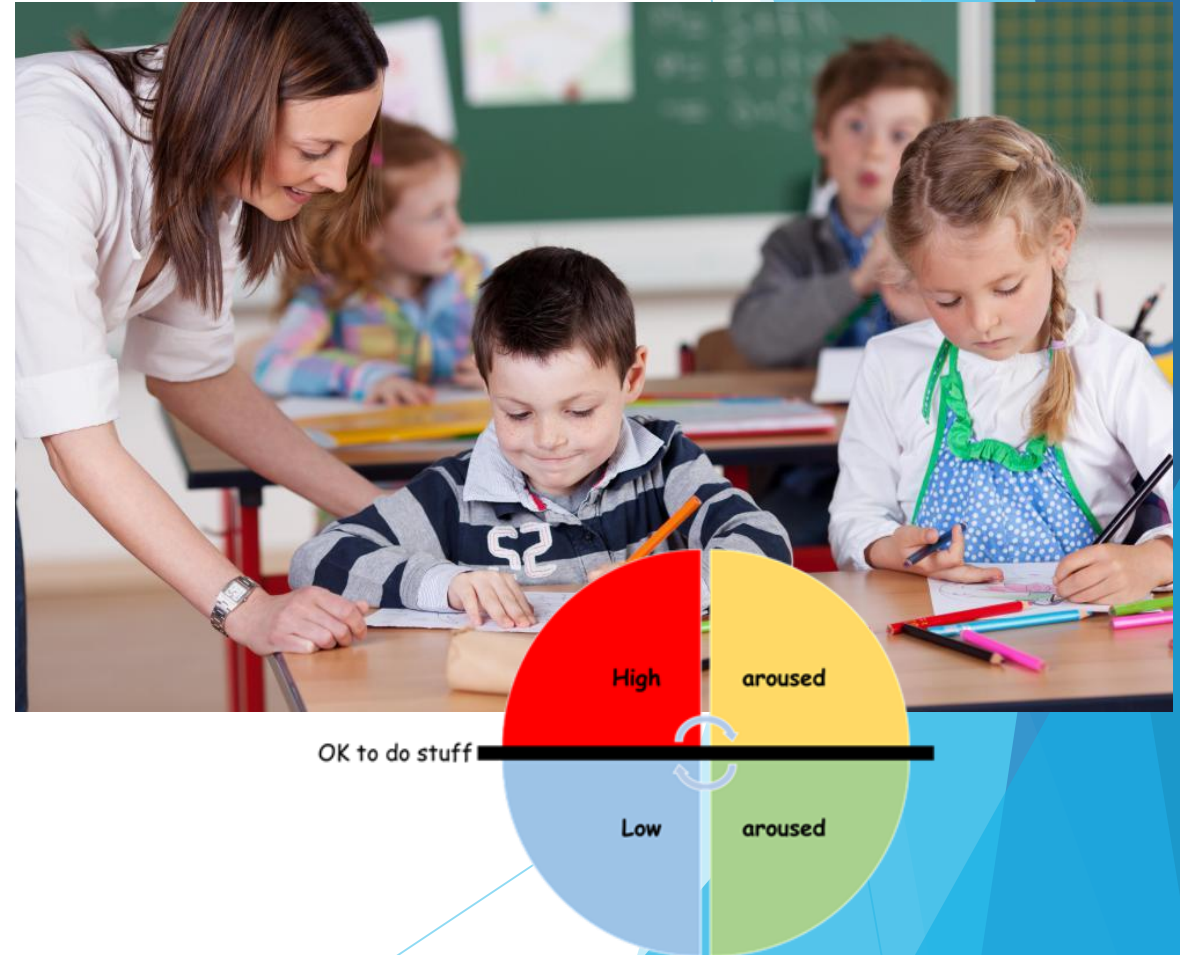


How does your arousal have to change?

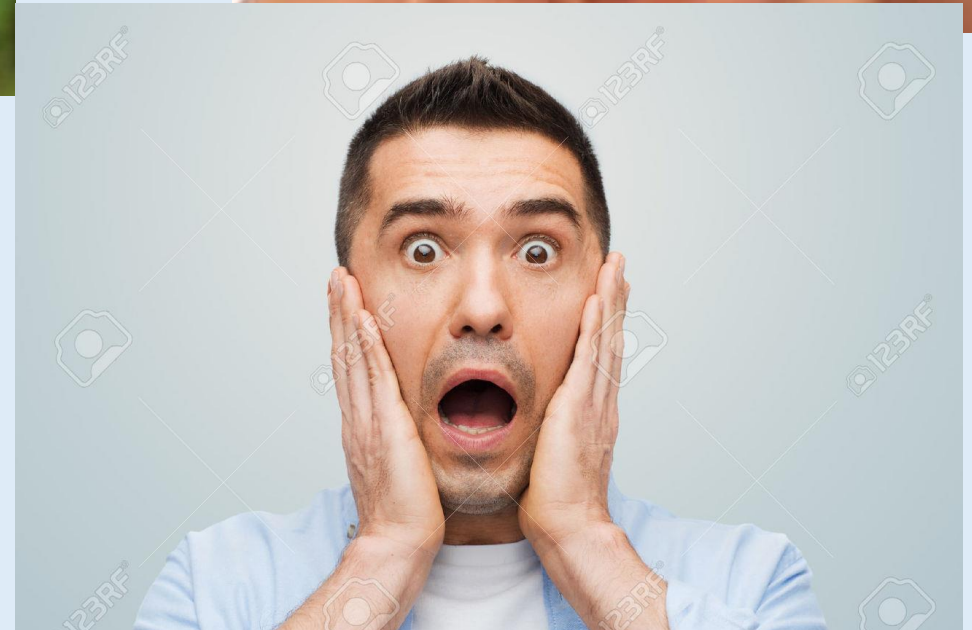
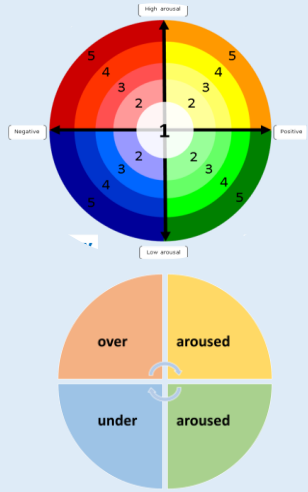
Now



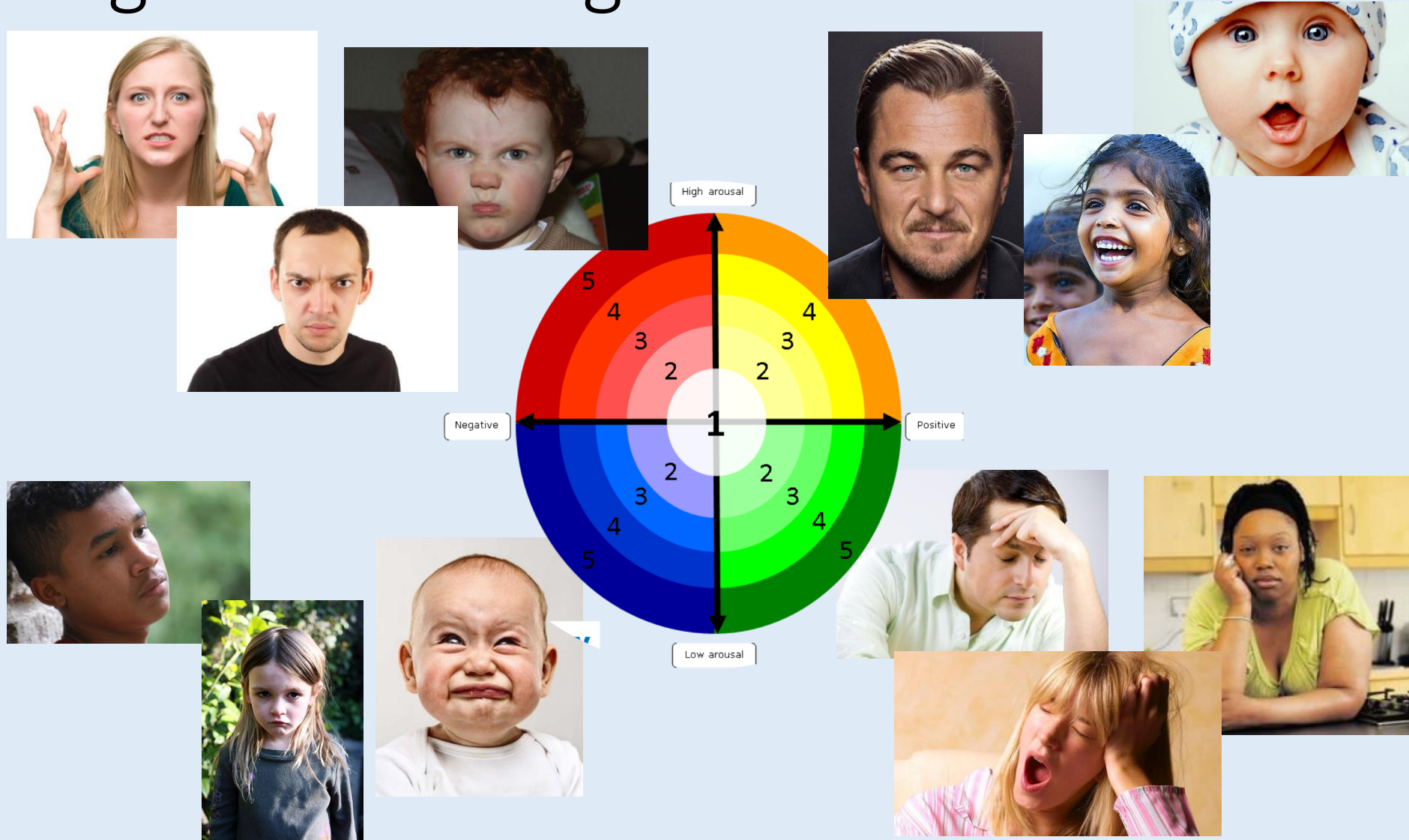
Next



Looking for clues: Face and body



Sorting and ordering



Impact:

Assessments are carried out for each pupil in each area of the Relationship and Health curriculum to ensure that all children at Westfield are reaching their full potential.

