

Seashell RSM Curriculum Policy Lite

Note: this curriculum policy “lite” is designed for parents and does not go into specific curriculum details. Instead it offers an overview of the curriculum at Royal School Manchester so parents can have an insight into the curriculum content, structure and design. For full curriculum details please see the full Royal School Manchester curriculum policy.

Our aim at Royal School Manchester is to support pupils with an individualised approach to learning that is based on engaging pupils in learning through motivation, personal interest and by using their strengths and preferences to develop their communication and independence.

Physical, sensory integration and sensory processing difficulties are met through ensuring, where reasonably practical, that the environment and approach to learning are supportive, appropriate and stimulating. Learners benefit from individual curriculums that offers a breadth of learning opportunities from a broad and balanced curriculum using a sensory approach aimed at developing communication, physical development, independence and life skills. All students’ engagement in learning is maximised through the use of ‘riding the wave’ and engagement profiles. This is an approach that supports student welfare while providing an individual approach to maximise on student engagement while capturing the learner’s voice. The Curriculum we provide is ambitious for young people so they can progress and reach positive destinations in adult life.

The School day

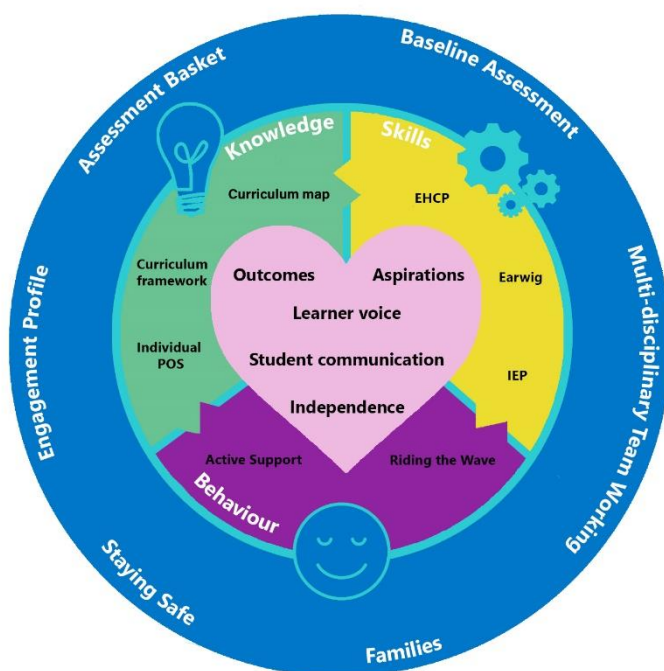
The school day is structured to give students the breaks and opportunities for sensory input they need to help them maintain focus during lessons. Right is a sample of a student’s day in school, although this is flexible. However, each session will be broken into multiple chunks as appropriate for the individual learner. So while a session may be 45 minutes long, it will likely be broken down. For example 10 minutes on desk task, 10 minutes sensory input, 10 minutes desk task, 10 minutes choose time, 5 minutes plenary.

Time	Activity
09:00	Class greeting
09:30	Art
10:30	Break and snack time
11:00	Key Skills
12:00	Lunch, personal care, lunch break
13:00	Prep for afternoon
13:30	Community visit off site
14:45	Plenary
15:00	End of school day

Curriculum Visual

Our school curriculum and values are outlined in the visual below. The curriculum visual gives a broad overview of our curriculum at Royal School Manchester.

Seashell Individual Curriculum



Our values

Our values run through the core of Seashell. These are the things that are really important to us.



Integrity

Honesty, trust, and commitment go to the heart of everything we do. We pride ourselves on ethical working and strong leadership. We respect our children and young people, their families, and our colleagues and we promise to do our best, every day, to support the extraordinary people in our care.



Innovation

Our children and young people are exceptional and we are constantly striving for pioneering new approaches, research and advances in both technology and different ways of caring, communicating and educating. We believe that amazing people deserve amazing support.



Involvement

We pride ourselves on developing strong partnerships with our children, young people and families to provide the very best support and life outcomes. By working together and harnessing the best care and support, technology and knowledge we can help people

Jargon buster:

IEP = Individual Education Plan

Individual POS = Individual Programme of Study

Riding the Wave = assessment done session by session looking at how ready a student is to learn

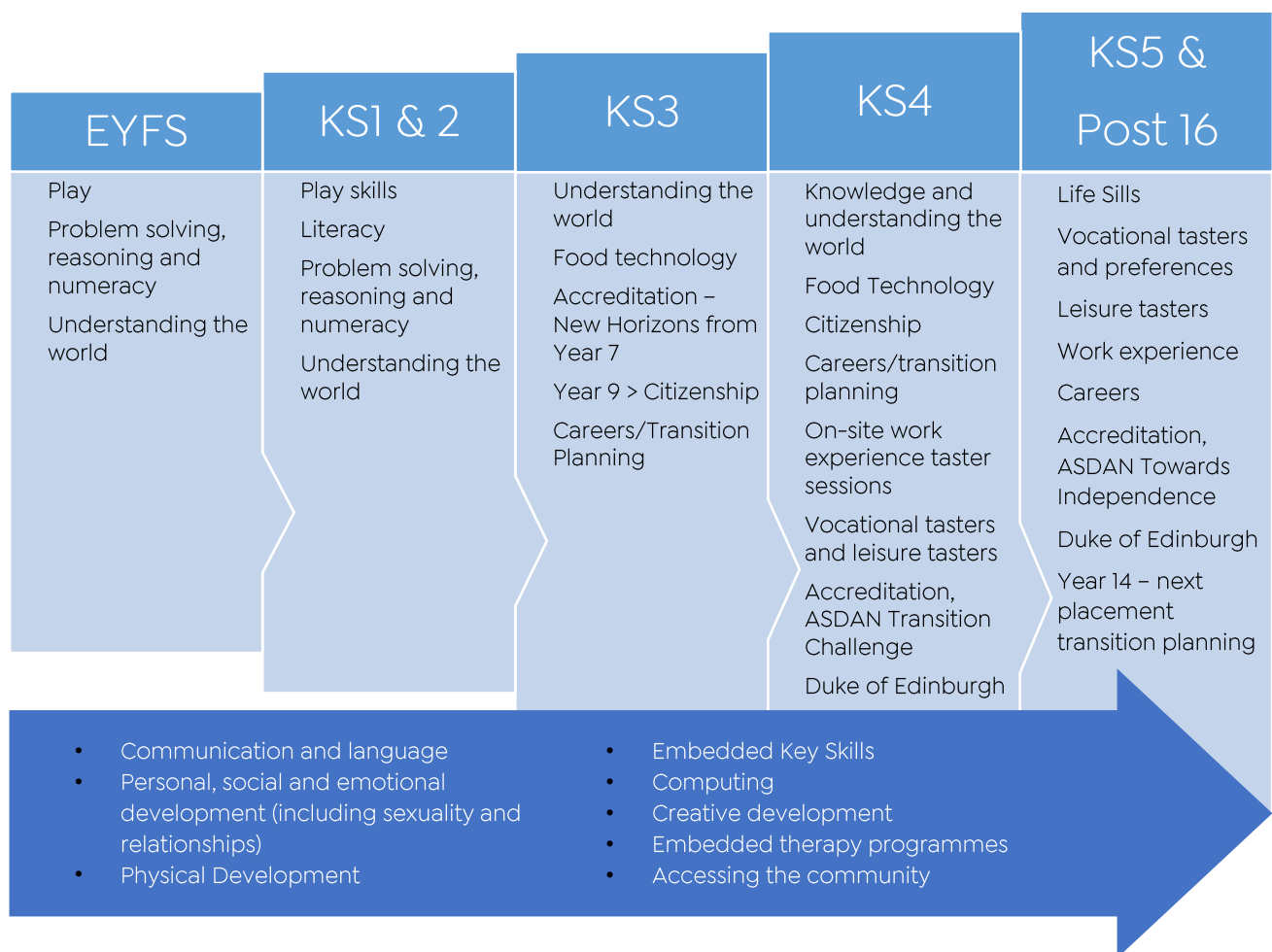
Communication and independence

Central to our curriculum at Royal School Manchester is communication and independence. We strive to give students the skills, ability and confidence to be able to communicate their own wants and needs and be as independent as possible for the rest of the lives. Owing to the diverse range of needs, communication is seen as a focal/integral part of all teaching and learning. With this in mind we take a holistic approach to both communication and independence and these

are embedded into all areas of our curriculum. Our aim is to promote learners to become as independent as they can be, reducing support where possible to best prepare our learners for adulthood.

Curriculum Outline

At Royal School Manchester we are proud to offer every student a bespoke and individual curriculum, tailored to their needs. Each student's curriculum focuses on their specific needs as outlined in their EHCP. From this we construct an Individual Education Plan giving specific targets which help students work towards their goals outlined on their EHCP. Depending on when your child joins Royal School Manchester you can expect your child to cover the areas outlined in the diagram below. This is by no means exhaustive and we will work closely with you to ensure we meet your child's individual needs.



Curriculum Leads

Our curriculum is overseen by curriculum leads who plan each area of the curriculum to ensure it is appropriate for all of our students, is well planned and continues to develop as our students' needs change. We have curriculum leads in the following subjects;






- Communication and language
- Literacy (including functional key skills),
- Numeracy (including problem solving, reasoning and numeracy functional key skills)
- Knowledge and understanding of the world (including play, science, computing, school themes, food technology)
- Life skills & Active Support
- ASDAN (Award Scheme Development and Accreditation Network - accreditation awarding body)
- Careers, work experience and vocation
- Physical Education
- PSHE, RSE & citizenship
- Outdoor learning & horticulture
- Creative development (including expressive art and design)

Riding the Wave

Riding the wave is a monitoring system we use to monitor student's state and level of reception during sessions. This information is recorded by staff working directly with students every day.

We can then review the information and look for patterns and themes which in turn leads to changes to timetables, groupings and so on to make sure your child is always ready to learn.



	Very engaged. Push learning.
	Engaged, learning and following programme.
	Reduce challenge, getting back on track.
	Sad, tired, sluggish, or bored, sluggish, re-engaging.
	Unable to learn. Ensure safety.

Engagement

At Royal School Manchester we are keen to monitor student engagement and look to increase this in all aspects of their learning. We follow the engagement model and all student records indicate the level of engagement shown by each student in their individual sessions.

In addition to this students have an engagement profile drawn up by teachers outlining how each individual student demonstrates the five key areas of engagement, how they might demonstrate better engagement and finally how we can help the students to do this.



Furthermore through a combination of riding the wave and monitoring engagement we have another means to hear your child's voice and see their preferences about their learning.

Active Support

Active Support means 'doing with, not for'.

It is an approach that supports our children and young people to be best prepared for adult life. It means providing opportunity to learn skills through participation in every aspect of their own lives.

Active support is broken down into two areas, general active support and scripted tasks. General active support is a holistic approach where we support students to be as independent as possible and never over assisting them with everyday tasks. Scripted active support is where we have a script that all those supporting a student follow to support a student to complete a task. This might be putting on a coat or making a meal. It is easier for all those working with a student to work from the same script, all supporting the student in the same way, rather than for the student to learn several different ways of doing the same thing from different people supporting them. Once a student has become as independent as possible with an active support task, they will be set additional tasks.



Progress

The progress your child makes will be documented through records created on our digital recording platform, Earwig. Not only does make it quick and easy to record student progress, it also means you the parent can see what your child is doing in school on a regular basis as teachers can share records with you.



Assessment

Assessment of your child's progress is completed by the staff that know them best and work with them every day. This means there is holistic overview from multiple staff members who will see every aspect of your child's learning. Your child will be assessed in the following areas:

- Attendance
- Communication
- Life skills
- Engagement
- IEP areas:
 - Sensory and Physical
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Cognition and Learning
 - Self-help and Independence

- Independent travel
- Independence – active support
- Conduct
- Social skills
- Sensory needs
- Vision (as required)
- Physical ability
- Audiology (as required)

We use assessments to inform teaching to ensure that your child is supported to develop both their strengths and areas of development.

Class Structure

Classes at Royal School Manchester are not just structured by age. As well as age we take into account ability, medical needs, communication means and peers. This means your child will be placed in a class group we believe will offer them the best opportunities to grow and develop. Class sizes do vary, with most classes having around five students in them.

Class Support

All classes are well supported by skilled staff to help your child explore and grow. However we are also keen to not over support our learners and fully understand that sometimes the best way to nurture individuals, is to step back.

Your child will also have a key worker, a member of their class team that knows them exceptionally well, will attend multi-disciplinary meetings and liaise with other specialists to arrange extra support where needed. Key workers are also a main point of contact for parents alongside the class teacher. Further to this, teaching assistants are usually either qualified intervenors to work with students with multi-sensory input needs or complete an OCN course in Autism to better support our learners with autism.

We also have many specialist roles in house too, such as; teachers of the deaf, habilitation specialists, assistive technologists, speech and language therapists, physiotherapists, occupational therapists, audiologists, MSI teachers, VI teachers, ASC specialist teachers, health care assistants, school nurse, art teachers, horticulture teacher, musicians in residence and sign language specialists. Having such experience on site enables us to offer a very rich and deep curriculum delivered by specialists to help your child reach their potential.

In addition we have a range of specialist facilities that enhances our curriculum ranging from indoor climbing to hydrotherapy pools to a 3G sports pitch.