



Ysgol Ty Coch

Adoption of the Curriculum for Wales

Our Curriculum Journey

Our school vision for the curriculum was first created in 2015, to establish a curriculum with our learners at the heart of it, focussing on progression and specialist teaching. It has evolved since 2015, moving from the National Curriculum guidelines through to encompassing the Curriculum for Wales. It has been the product of a collaboration between pupils, staff, parents and multi agency partners to achieve an evolving curriculum which is bespoke to the changing needs of our learners. Parents have been involved since the beginning, being canvassed for their opinions, alongside the opinions of the pupils through Pupil Voice and the School Council as to what was important in the school curriculum and what our pupils needed to know by the time they completed school. The curriculum has been designed by backward design and choosing what is important for our pupils to know and experience when they leave Ysgol Ty Coch, with an emphasis on emotional health and well being and growing independence skills, the holistic curriculum, in addition to academic progress.

Communication

is central to the curriculum ensuring all learners can understand and respond in a way accessible to them. Total Communication approach is used.

PECS

Picture Exchange Communication System- used to support pupils communication through visuals and staged approach

EYE GAZE - TRANS

This allows users to communicate with others using assistive technologies, demonstrating Pupil Voice and choice

OBJECTS OF REFERENCE

Real objects used to aid communication, to help pupils understanding of concepts

SIGNALONG

This is a key word sign - supported communication system based on British sign Language

INTENSIVE INTERACTION

Teaches and develops the basics of communication such as eye contact, facial expression, vocalisations

The school vision of More than Just a School incorporates

High Quality Teaching and Learning

Investing in Staff

Unconditional support for parents/ families

Celebrating difference in the community

Enhancing the environment



This vision underpins all areas of school life and ensures a holistic approach to learning realising the importance and the value of all stakeholders.

The curriculum is a vehicle through which our vision is demonstrated. As part of the curriculum design:

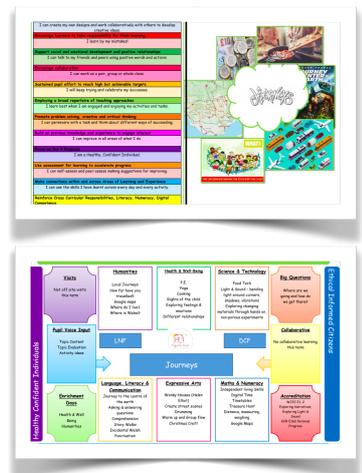
- School leaders visited other school and discussed with multi agency partners what was vital to the curriculum
- Curriculum working party developed the format for teaching the curriculum at YTC, deciding on a spiral curriculum, building on prior knowledge and developing it further, a skills based thematic approach, supported by the Literacy, Numeracy Frameworks and Digital Competency framework
- school leaders, teachers attended information sessions and professional learning on the curriculum. Professional Learning based on AOLE with staff visiting European countries to enhance their skills in languages, science end technology, health and wellbeing, expressive arts and numeracy
- Curriculum written with all school staff involved in generating ideas and discussing what was important for the pupils to know.

SKILLS WHEEL (LEARNING WHEEL)

The Ysgol Ty Coch Skills wheel is a defining feature of our school. It is used in each lesson by teachers and pupils and is an effective tool to promote key skills acquisition and ownership of learning. It has been updated to incorporate the six Areas of Learning and Thinking Skills in addition to highlighting the four key purposes.



- Whole staff approach as all staff attended INSET days and staff training sessions based on the Four Purposes, the Twelve Pedagogical Principles and the 6 Areas of Learning.
- Whole school enrichment days based on 6 Areas of Learning, planned by staff who are in AOLE teams, giving learners exciting learning opportunities
- Enrichment days for 22-23 relaunched with partnership of Welsh Rugby Union
- Recent Inset Days building on considering the What Matters statements and how they could be best taught to each cohort of pupils, with meaningful approaches and experiences
- Inset days on cross curricular themes which have been interwoven into the curriculum
- School engaged with Pre- Pilot Project on BAME and diversity with external consultant
- SLT presented the curriculum to leaders from other special schools, inviting discussion and critical analysis
- Launch of 4 purposes with avatars (drawn by member of staff, pupils involved with the creating of the characters and being part of the process)
- SLT presented the Curriculum Journey to the governing body, inviting challenge and discussion from the Governing body
- Staff worked together with other special schools sharing ideas on the new curriculum through LNF steering group
- The school regularly shares information with parents on the curriculum and what their child is learning that term through termly topic captures and invites them to partner with the school in supporting their child and extending the learning outside of the school environment.
- Learners are involved in developing the curriculum at the start and at the end of the topic, enabling them to share their thoughts on their learning which extends the curriculum and is then added into the context booklets. Curriculum is dynamic and responds to the needs of the learners



THE FOUR PURPOSES

The curriculum meets the mandatory elements of the curriculum for Wales as the four purposes are central to all learning in the school. Through each lesson, learners are made aware of the four purposes, through child friendly characters which depict the four purposes. These were created by staff and pupils were engaged in developing the characters and being part of the process. The school curriculum is broad and balanced ensuring that all learners have planned opportunities and assessment activities across all the Areas of Learning.



The Four Purposes in Practice at Ysgol Ty Coch

Ambitious Capable Learners

- High standards, expectation for all learners
- Challenging SMART targets bespoke to the individual
- Individuals involved with choosing own targets and “ownership”, being involved in own learning
- Total communication approach using Signalong, PECs, Objects of reference, Etran and Eye Gaze alongside specialist support from speech and Language and individual programmes
- Problem solving, enquiry, questioning
- Digital technology to support learning
- Next steps, pupils involved with self assessment
- Developing independence skills
- Literacy, numeracy and Digital competence through all AOLE's, linked learning

Enterprising Creative

- Opportunities for creativity throughout each day
- Celebration of all creativity and creativity for all e.g Eye gaze exhibition
- Pupils encouraged to think creatively and link this to problem solving
- Opportunities for creativity throughout the curriculum e.g Eisteddfod, Christmas concerts, Welsh Heritage project, special days
- Using creativity to express emotion and feelings through music, art, drama, dance and film.
- Incorporate digital technology to develop creativity further
- Links with outside agencies to extend creative skills e.g theatre productions, competitions

Ethical informed citizens

- Topical subjects and discussions about things which are important to them and to our world e.g climate change, world news
- Access to credit worthy sources and discussion about bias.
- Values underpin the vision of the school and the RECIPE of Respect, Excellence, Challenge, Integrity, Passion and Enjoyment being through everything we do.
- Listening to different viewpoints and discussion of tolerance and respect , learning from the past and making informed choices for the future
- Using good role models and social influences when making decisions
- Knowledge of the community and world in which they live, and an understanding of sustainability and looking after our environment
- Celebrating differences, strengths and achievements of all our learners
- Pupil Voice

Healthy, confident individuals

- Restorative approaches in school
- Positive relationships with pupils, staff, parents and partner agencies
- Close professional relationship with health, physiotherapy, Occupational Health to ensure all pupils
- Trauma Informed school and Trauma informed approaches influence teaching ,WINE and PACE
- Emotional wellbeing of paramount importance
- Person centred approach
- Safety, relationships, wellbeing as central to the curriculum
- Developing confidence, resilience, empathy with opportunities through each day
- Forest schools and love of the outdoor environment
- Physical literacy and the MOVE programme

Curriculum consists of the 6 areas of Learning .

1. Language, Literacy and Communication
2. Mathematics and Numeracy
3. Science and Technology
4. Health and Wellbeing
5. Humanities
6. Expressive Arts

Within the Areas of Learning, bespoke approaches for the individual child are used to enhance their learning. These may be specific ASD strategies such as TEACCH, Attention Autism, structure and routine or sensory approaches.

Where possible learning will take place across the Areas of Learning e.g Expressive Arts and Language. Literacy and Communication

“The curriculum is relevant to all learners”

The curriculum is relevant to all learners; with all pupils experiencing the Areas of Learning, to pupils developing the skills learned through experience and practising those skills, increasing in competence. The experiences and skills learned will ensure that pupils will develop knowledge, ensuring a greater understanding of the Area of Learning which has been taught. The school curriculum encompasses the statements of what matters, including the descriptions of learning and context booklets have been mapped against these statements to ensure coverage.

Relationships and Sexuality Education- it is a statutory requirement and is a whole school approach, woven throughout the 4 purposes, enabling the development of emotional well-being, empathy and resilience, understanding their own rights and therefore helping them to understand themselves. It promotes them to take responsibility for their choices and form relationships , promoting respect and tolerance through understanding diversity.

Cross Cutting Themes and Skills

It ensures that the mandatory requirements for the curriculum including teaching Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) are central to the curriculum at Ysgol Ty Coch, the cross curricular skills of literacy, numeracy and digital competence are throughout the curriculum and the cross cutting skills of Human Rights, Diversity , Careers and Work Related Experiences and Local, National and International Contexts are woven through the Area of Learning.

RSE is taught in the context of a rights based approach to the curriculum (UNCRC). It is inclusive, developmentally appropriate and is communicated effectively with parents, offering them the opportunity to discuss and respond to the teaching and learning of RSE within the school. It is taught within a safe, supporting environment. RSE in the curriculum focusses on the RSE Code of :

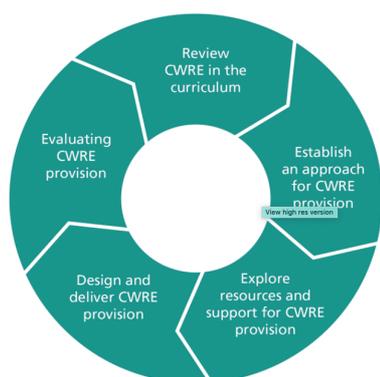
- **Relationships and Identity (the range of relationships humans have throughout their lives, identity can be shaped by our relationships, importance of human rights)**
- **Sexual health and wellbeing (learning how living things grow, reproduce and have a life cycle, understanding of the human body, health issues and wellbeing)**
- **Empowerment safety and respect (rights to safety and protection, freedom from harm, where to seek help and support, how to support and advocate for rights)**

Human Rights -

The Human Rights Act 1998 ensures that everyone's rights are safeguarded, everyone is entitled to human rights, children and young people have specific human rights under the United Nations convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), these rights are embedded into the school ethos and are central to everything which we do. Pupils are regularly reminded of their rights and given opportunity through Pupil Voice, their voice in the curriculum, to have an opportunity to speak and have their views heard and participate in decision making at all levels in the school. Rights is taught across the AOLE's and opportunities for discussion is promoted. The teaching of Human Rights assists our young people in becoming ethically informed citizens of Wales and the World

Diversity

Pupils are taught about diversity in an holistic way, promoting empathy, respect and understanding of different choices and different points of view. The curriculum has been devised to ensure that there is representation of different groups in society e.g stories from across the world or music from different cultures. This enables learners to identify children and young people who may be similar to themselves and celebrating differences, giving a broader outlook and richer experiences and knowledge.



Careers and Work Related Experiences

Careers and work Related Experiences is woven through the curriculum from 3-16 and then further into the 16 plus curriculum at the school. It supports the four purposes and the skills which are acquired to achieve realisation of the four purposes are fully embedded within the CRWE aspect of the curriculum. Skills such

as developing creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organisation are skills which are taught through the AOLEs and developed through the curriculum are central to CWRE. Work related experiences including visits to school by different employers, career events and partnerships are embedded into the curriculum

Local, National and International Contexts

Learning takes place within the local area and links to local businesses, geography and history of the locality e.g the local chapel , Salem. Identity of the local area and how that has shaped the people in the locality and that of Wales, to have a sense of "cynefin". Pupils listen to Welsh stories, consider all the AOLEs within the light of the rich history of Wales and have opportunities to find out more about the language and the people of their country. Pupils are then encouraged to explore beyond Wales and through the AOLEs to find out about different cultures, language and societies.



Wellbeing -

- Emotional Wellbeing is of paramount importance.
- Safety ,relationships, wellbeing are central to the curriculum
- Physical Literacy, MOVE programme
- Forest Schools and love of the outdoors, AOLE's taught through the outdoor curriculum, promoting learning and wellbeing
- Developing confidence, resilience and empathy

Progression and Assessment

Progression and assessment is of paramount importance in our school, ensuring that pupils are assessed accurately so teaching and learning can be planned to ensure individual learner progression as they journey through the continuum of learning.

The principles of progression are adhered to and context booklets have Progression Steps 1 and 2 incorporated into them. Most pupils are working within Pre - Progression Steps or Progression Step 1 with a minority of pupils working within Progression Step 2. Teaching and learning activities are designed to have progression through "deep" learning, the building of learning as they move through the school, enabling learners to repeat and extending it further, applying their previous knowledge to new challenges. The school uses a variety of approaches for assessment arrangements in the school to ensure that learning is captured, and an holistic approach is used. Assessment may be through teacher observations, self assessment, tools such as the Move programme, AET (Autism Education Trust) Framework, Connecting Steps, Motional or more formally through recognised accreditation in KS4 and into the 6 form provision.

The learning journey is shown through digital learning platform of Seesaw where progression in the AOLE's is demonstrated through visual evidence including film. Individuals have their own learner

journey, with work devised appropriate to their needs identified through assessment and this informs learner progression as part of the new IDP process. Pupils may also have written work which is in files or books which displays the progress which they have made.

Pupils work is rigorously assessed and moderated by SLT and peer moderation in house and within other special schools, next steps for learning is clearly identified and shared with all staff working with the child; ensuring all staff are involved with delivering challenging work tasks which are pitched accurately to enable the child to reach their potential with progress, giving full support where needed.

What follows this curriculum?

The curriculum at 3-16 is the foundation for the learning pathways at Post 16, the pupils build on this learning and continue to develop the four purposes through their Post 16 education, developing their independence skills, their functional literacy and numeracy, and vocational skills, as they prepare to leave Ysgol Ty Coch and step into their future with all the skills which they have learned previously.



Universal Provision at Ysgol Ty Coch

- All pupils attending Ysgol Ty Coch enjoy the wide mixed menu of provision available. Pupils in different areas of the school population access a variety of strategies and support methods depending on the bespoke needs of the child. In this way learners will access areas of provision to best support them overcome their barriers to learning. This will be reflected in their Individual Development Plans (IDPs). We are in the transitional process of moving years N, R, Year 6, Year 10 & Year 11 from statements to IDPs and the remaining year groups will transfer next year. Our Universal Provision document is under construction and will be available on the website in due course.