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INTRODUCTION

St. Nicholas School is a community day school providing education for over 200 children aged between 4 and 19 who have profound severe & complex learning difficulties. Many of the pupils also have – physical disabilities, epilepsy, autism and sensory impairment.

It is a specialist resource offering smaller class sizes, higher staff ratios and the delivery of a suitable modified curriculum by skilled teaching teams.

St Nicholas school is a friendly, welcoming place where everyone is encouraged to do their best and work towards achieving their full potential. We provide opportunities for all children to grow and develop and we acknowledge them all as unique individuals. Our school is a learning community that includes and values everyone where we all work together in a supportive caring and professional way.

Our School aims:

- Support children and young people with Special Education Needs and Disabilities to maximise their learning, social and emotional development within the school, home and wider community;
- Provide a high standard of teaching and learning supported by a multi-disciplinary team, utilising a range of specialist resources and facilities;
- Give each pupil a sense of personal value, promoting self-confidence and self-esteem;
- Provide a happy, secure, yet challenging enabling environment;
- Prepare children and young people for an active life in society, being as independent as possible through functional life skills and activities;
- Provide a broad, balanced and relevant curriculum to meet the needs of the individual pupil;
- Promote and support professional development for all;
- Work in partnership with families/carers in a holistic way;
- Develop partnerships with the local community and provide inclusive opportunities for our pupils to learn alongside their peers;
- Support the education of children with SEN in our local area through high quality outreach and training.
THE ST NICHOLAS SHINE CURRICULUM

‘Sensory, Holistic, Innovative, New, Educational Curriculum’

Who is the SHINE curriculum for?

The SHINE curriculum has been designed for pupils with Profound and Multiple Learning Difficulties, the definition of which is:

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

‘Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small achievable steps.

Some pupils communicate by gesture, eye pointing, AAC’s or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school.’ Official DfE definition

The educational needs and rights of these pupils are complex and wide ranging, so special educational provision at the school is designed to reflect this diversity and provide:

- Individual therapeutic care in response to cognitive, sensori-neural, emotional and motor disabilities and any associated medical implications;
- Individually tailored access to specialist curricula in response to personal barriers to learning and/or wellbeing;
- Generic entitlement to a broad and appropriately balanced and differentiated National Curriculum;
- Access to a curriculum which provides life-long learning with focus on life and living skills, independence and future needs.

The Curriculum will be –

- **MOTIVATING** – Pupils learn when they are interested, stimulated and engaged;
- **RELEVANT** – relevant to the learning styles of the pupils and takes into account their prior knowledge and learning needs;
- **CHALLENGING** – high and realistic expectations are held by everyone in the team and inclusive teaching that ensures progress for all pupil’s is evident;
- **FOCUSED** – Shared Goals Targets/ACTIVE Education/EHCP targets should be central to all aspects of provision.
ORGANISATION OF THE CURRICULUM

Our child centred approach promotes respect for each child as an individual emphasising the four core areas for development.

**Pupils with PMLD will have a focused curriculum- the four main areas are:**

- Communication and Interaction
- Knowledge and Understanding
- Physical Development
- Well Being

Within these areas pupils will experience and be assessed under the following categories:

**Communication and Interaction** –
- Attention and Responses
- Engagement and Participation
- Awareness of Self and others
- Choice Making

**Knowledge and Understanding** –
- Exploration and Curiosity
- Recall and Reaction
- Making connections
- Applying and Maintaining

**Physical Development** –
- Body Awareness
- Enabling Movement
- Sensory and Spatial Perception
- Active Education and MOVE

**Well Being** –
- Building Relationships
- Emotional Responses
- Respect and Values
- Functional Living
COMMUNICATION AND INTERACTION

Communication is defined as ‘the imparting or exchanging of information by speaking, writing or using some other medium’ - Oxford Dictionary.

Communication is an integral part of daily life. Students with PMLD may be at pre-intentional stages of communicational development. Therefore it is important that staff are equipped with the correct knowledge and understanding of how to offer appropriate communication opportunities and how to identify, interpret and respond to these effectively.

It is important that staff are consistent with their use of language and presentation of communication aids and responsive to any attempts to communication whether through movement, sound or behaviour. We must ensure we are offering an optimal communication environment at all times.

The ability to make choices is important and opportunities will be given to students in order for them to be able to have an active role in all life experiences.

Students will develop and progress their skills in practical, real life situations to prepare them for adulthood and functional life and living skills.

INTERVENTIONS AND STRATEGIES

- PECS – Picture Exchange Communication System
- Objects of reference
- AAC’s – Augmentative Assisted Communication
- Eye Gaze/eye pointing
- Intensive Interaction
- Interactive Play
- Story Massage
- TASSLES – tactile signing
- Makaton
- SALT – Speech and Language Therapy
- Visual Supports
- Access to Communicative Assisted Technology Team
- Hi-tech communication aids eg ipads, proloquo, tech talk, Clicker

These Interventions and strategies will be incorporated into the pupil’s daily programme. Each individual will be assessed and relevant targets set.
KNOWLEDGE AND UNDERSTANDING

‘Knowledge is the ability to understand information and to then form judgements, opinions, make predictions and decisions based on that understanding’  www.bbc.co.uk

★ Knowledge and Understanding is about how we develop and how we interpret the world around us; nurturing relationships and exploring the environment we live in. It focusses on how we interact with that environment and our role within it.

★ Students will be encouraged to develop their curiosity and make connections with people, places and objects.

★ We will encourage students to recall and respond to experiences presented to them, developing consistency and understanding of expectations and routines.

★ Repetitive learning will enable pupils to acquire skills that can be used and applied in different situations. This will support students to apply functional, problem solving ideas into everyday life.

INTERVENTIONS AND STRATEGIES

★ Sensory room
★ Sensory Garden
★ Sensology
★ Tac Pac
★ Community visits
★ Sensory massage
★ Reflexology
★ Sensory Music
★ Cooking
★ Use of ICT eg Visi screen, tapit, sound beam, sensory trolley, ipads.

These Interventions and strategies will be incorporated into the pupil’s daily programme. Each individual will be assessed and relevant targets set.
PHYSICAL DEVELOPMENT

Physical development is important ‘to improve the overall quality of life for people with complex difficulties, their families, and the professionals who care for them’. Development of this will also ‘promote full participation in the home, school and community life and encourage independence and the dignity that such participation brings for every individual’. MOVE Europe (2001)

- Physical development is important to all students which improves cardio vascular endurance, flexibility, muscular strength and psychological well-being.

- It is vital we support pupils with PMLD to maintain their range of movements and where possible, encourage them to further develop these. This will be supported by Physiotherapists, Active Education Consultant and through the MOVE programme.

- It is important to ensure pupils receive regular changes in position throughout the day to maintain and encourage healthy body function. This can be supported through the use of specific, individualised programmes and equipment. This should be part of daily curriculum delivery. Staff will be trained and competent in moving and handling individual pupils as well as understand and follow personalised risk assessments.

- Physical development should enable students to develop awareness and understanding of how their body works and how they can use their body to interact with the environment around them. Each individualised programme will focus on body awareness, fine and gross motor control and mobility. Wherever possible, some pupils (in liaison with parents/carers/therapists) will be encouraged to safely move freely within the environment.

INTERVENTIONS AND STRATEGIES

- MOVE
- Active Education
- Rebound Therapy
- Sherbourne Movement
- Water based activities
- Write Dance
- Horse-Riding
- Fizzy and Beam
- Sport activities and games eg sitting basketball, sailing, botcha, cycling

These Interventions and strategies will be incorporated into the pupil’s daily programme. Each individual will be assessed and relevant targets set.
Well Being

- Functional living
- Respects and values
- Emotional responses
- Building relationships
WELL BEING

‘A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life: people in good mental health have the ability to recover effectively from illness, change or misfortune.’
Mental Health Foundation (2005)

☆ It is important to ensure that all pupils are in a state of positive well-being so that they are able to access learning and function within the school community. Emotional responses and reactions of students will be valued, nurtured and developed by all staff.

☆ All pupils will be prepared and given time to adjust to the daily curriculum and routine offered. Staff will offer consistency in their approaches to enable students to anticipate events. Some students may require more bespoke programmes to support their well-being ie therapeutic input.

☆ Build positive relationships within the inclusive environment of St Nicholas school, home and community.

☆ To provide opportunities to generalise their skills and experiences in a variety of settings so that they can make informed choices about their future.

INTERVENTIONS AND STRATEGIES

☆ Residential trips
☆ Community visits
☆ SEAL
☆ Therapeutic input eg play therapy, art therapy, music therapy, massage therapy
☆ Circle Time
☆ Reflexology
☆ Mindfulness
☆ Leisure activities eg swimming, yoga

These Interventions and strategies will be incorporated into the pupil’s daily programme. Each individual will be assessed and relevant targets set.
TEACHING AND LEARNING

The curriculum will be delivered in a multi-sensory, creative way which will enable pupils to access their learning using their senses through a holistic approach. Pupils will follow individual programmes and access differentiated interventions according to their level of need. Targets will be set in conjunction with therapists, education staff and parents/carers in order to cater for these individual needs in an appropriate functional way.

Themes have been carefully chosen in order to ensure a breadth and balance of experiences and skills that the pupils will require in future life. This also includes ‘pupil voice’: ‘the way a child is given a voice, is listened to and has their views acted upon, will affect not only their communication but also their ability to make choices, opportunities for independent living and participation in society’ – complexneeds.org.uk.

Extensive research shows that PMLD pupils learn best with well structured, daily routines where a consistent and responsive environment underpins well planned and effectively resourced activities. Most pupils have significant physical needs and therefore 'preparation for learning' is key. All pupils must be supported to be comfortable and functionally well positioned to allow for learning opportunities. However, it is recognised that there are also times when a pupil must be positioned for health and well-being reasons. Pupils require a wide range of opportunities to develop their sense of self and control. We recognise that all of our pupils require learning opportunities that are unique and relevant to them as individuals.

Incorporated into the curriculum are opportunities for students to make independent choices about what they want to do and activities to reflect their age and interests.

Pupils follow individual timetables and programmes taking into account their individual needs, likes and dislikes. They have opportunities for social inclusion both within the school and community based. Students will be part of a class group which will allow a variety of social situations, however, they will also participate in smaller group lessons with students with similar abilities. Teachers support the development of positive relationships and ensure all students feel valued by providing them with a student voice. All staff demonstrate respect and consideration for the manual handling and personal care needs of our young people with PMLD ensuring they feel safe, secure and comfortable with these intimate needs. There is a clear focus on emotional resilience on how we keep our young people with PMLD emotionally strong.

The learning environment and atmosphere are important elements in supporting student engagement. Research suggests that: “Engagement is the single best predictor of successful learning for children with learning disabilities” (Lovannone et al., 2003). “Without engagement, there is no deep learning” (Hargreaves, 2006), “effective teaching, meaningful outcome, real attainment or quality progress” (Carpenter, 2010). The SHINE curriculum
endeavours to provide our students with motivating experiences and activities that will ensure a high level of engagement.

**Curriculum Themes**

There will be nine themes over a three year cycle, each theme building from one key stage to the next to show progress and development of experiences.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR ONE – terms 1 &amp; 2</td>
<td>Who am I?</td>
</tr>
<tr>
<td>Terms 3 &amp; 4</td>
<td>Celebrations</td>
</tr>
<tr>
<td>Terms 5 &amp; 6</td>
<td>Play</td>
</tr>
<tr>
<td>YEAR TWO- terms 1 &amp; 2</td>
<td>Relationship</td>
</tr>
<tr>
<td>Terms 3 &amp; 4</td>
<td>Community</td>
</tr>
<tr>
<td>Terms 5 &amp; 6</td>
<td>Seaside</td>
</tr>
<tr>
<td>YEAR THREE – terms 1 &amp; 2</td>
<td>Senses</td>
</tr>
<tr>
<td>Terms 3 &amp; 4</td>
<td>Travel</td>
</tr>
<tr>
<td>Terms 5 &amp; 6</td>
<td>Water</td>
</tr>
</tbody>
</table>

**INTERVENTIONS ACCESSED**

<table>
<thead>
<tr>
<th>Active Education</th>
<th>MOVE</th>
<th>Hydrotherapy</th>
<th>Sensology</th>
<th>Interactive Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapy Programmes</td>
<td>Rebound Therapy</td>
<td>Intensive Interaction</td>
<td>Massage Therapy</td>
<td>Sensory Integration</td>
</tr>
<tr>
<td>Counselling</td>
<td>Clever Hands</td>
<td>Clever Fingers</td>
<td>PECS</td>
<td>SNAKKIES</td>
</tr>
<tr>
<td>TAG</td>
<td>Play Therapy</td>
<td>Sensory Music</td>
<td>Writedance</td>
<td>Reflexology</td>
</tr>
<tr>
<td>Sensory Circuits</td>
<td>Story Massage</td>
<td>Interactive Art</td>
<td>VI Programmes</td>
<td>Art Therapy</td>
</tr>
</tbody>
</table>
CURRICULUM STRATEGIES

<table>
<thead>
<tr>
<th>Sensory stories</th>
<th>Early communication</th>
<th>Community visits</th>
<th>Drama/role play</th>
<th>Sensory play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behaviour Support</td>
<td>Sensory Diets</td>
<td>Interactive Whiteboard/ Ipad</td>
<td>PSHE programmes</td>
<td>Inclusion opportunities</td>
</tr>
<tr>
<td>Sensory room</td>
<td>Eye gaze</td>
<td>Sensory massage</td>
<td>Specialist Art</td>
<td>Specialist Music</td>
</tr>
<tr>
<td>Makaton/ Visual supports</td>
<td>AAC’s</td>
<td>TAC PAC</td>
<td>Sherbourne</td>
<td>Objects of reference</td>
</tr>
</tbody>
</table>

TARGET SETTING

Targets and longer term Outcomes are set with parents/carer’s and other professionals primarily through the Education, Health and Care Plan system. We value the importance of our collaborative work with multi-agency colleagues including Speech and Language Therapy, Occupational Therapy and Physiotherapy which ensures that long term targets are current, functional and reflective of the individual needs of the pupil. For Pupils assessed between P1 and P4, a Shared Goals Programme may be implemented and targets set. This Programme sets specific achievable goals, within a time frame, to demonstrate the progress the pupils attain, albeit small steps. These goals are practised daily and pupil achievements are monitored by regular observations and recording which then contributes to the next step assessment process. Pupils accessing the MOVE/Active Education programmes will have targets incorporated into their timetable. Targets reflect individual need and may incorporate elements of the National Curriculum which are appropriate to them.

We believe the targets set for individual pupils are extremely important, therefore are an integral part of our curriculum delivery. We ensure that they are meaningful and relevant to pupils which give realistic and attainable outcomes. Teachers work hard to continually review and assess student learning and adapt experiences according to individual progress and need.

All students will be baselined against the assessment criteria on entry into school and their targets will be assessed termly with new targets set. Targets are assessed according to the level of skill achieved and the degree to which it was independent. We understand that some pupils do not always achieve their targets due to illness, change in diagnosis or absence. Each target is reviewed and analysed to ensure they are achievable to reflect the current situation. Successes are built upon, and acquired skills maintained through practice.
ASSESSMENT

St Nicholas School endeavours to use assessment tools which best provide the most effective monitoring of pupil progress within the curriculum and additional interventions accessed.

We have created an assessment tool based on extensive research (Routes for Learning (RFL), MAPP, P scales, SOLAR, Shared Goals, MOVE, Active Education, Switch Progression Roadmap, OCR continuum, Scales of Engagement(S of E), Leuven and through County Moderation) and collaborative word with multi-agency colleagues. We are confident that this assessment tool provides the most effective, productive data which will inform future planning and create the best possible learning experiences for our pupils and their hopes and dreams for the future.

The assessment tool focusses on the four areas of learning ie Communication and Interaction, Knowledge and Understanding, Physical Development and Well Being each incorporating 4 strands to ensure full coverage of learning experiences. We recognise the individual nature of our pupils and that whilst some may excel in areas others may not and therefore have created the ‘Stars of Success’ which encompass and incorporate a variety of assessment tools relevant for our pupils.

In addition to these assessment tools, in Key Stage 4 through to 5, pupils work on gaining accreditation through the OCR Life and Living skills programmes. This programme encourages transitioning of skills into everyday life and modules are selected to suit individual need. Some students may gain a certificate or diploma.

Assessment will focus on the levels within the Continuum of Skill Development as defined below:

**Continuum of Skill Development**

<table>
<thead>
<tr>
<th>From dependent</th>
<th>ACQUISITION</th>
<th>To independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners complete tasks independently</td>
<td>Support is still provided but there is a reduction in the level or frequency of prompting given.</td>
<td>The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
### FLUENCY

<table>
<thead>
<tr>
<th>From approximate</th>
<th>To accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners reach a level of mastery combining speed and accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

- The skill is approximate and the learner’s behaviour needs considerable shaping in order to accomplish the task.
- The learner’s performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.
- The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.
- The skill is smooth, swift and accurate. No further refinement is needed.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

### MAINTENANCE

<table>
<thead>
<tr>
<th>From inconsistent</th>
<th>To consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners maintain competency over time through repetition. They remember how to do a task after a break.</td>
<td></td>
</tr>
</tbody>
</table>

- The skill has been observed on a single occasion only.
- The skill is observed on more than one occasion but only intermittently.
- The skill is reliably repeated but may need refreshing after a break.
- The skill is consolidated and maintained over time. It is remembered after a break.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

### GENERALISATION

<table>
<thead>
<tr>
<th>From single context</th>
<th>To many contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.</td>
<td></td>
</tr>
</tbody>
</table>

- The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.
- The skill is repeated but with some variation in setting, context, materials, or staff.
- The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.
- Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
**ACQUISITION**

In the ACQUISITION stage new skills are taught and practised so the person understands the task, what the outcome will be and what it feels like to perform and succeed.

**FLUENCY**

In the FLUENCY stage the new skill is introduced and used functionally for as many activities as possible. During the Fluency stage the student gains strength and a control in the new skill, uses the skill for longer periods, carries out more repetitions and generalises the skill in different settings.

**MAINTENANCE**

In the MAINTENANCE stage skills need to be maintained and incorporated into daily routine.

**GENERALISATION**

In the GENERALISATION stage students take previously learnt skills and apply them to new situations. Skills should be used in as many settings as possible: at school, home and in the community.

**EVALUATION**

St Nicholas School continually evaluates both Teaching and Learning as well as the effectiveness of our curriculum and assessment tools. We work collaboratively with the Kent Association of Special Schools (KASS) to critically compare and moderate student work.

Teachers follow the marking policy of the school and use a variety of tools to capture pupil progress through photographs, observation, video and pupil work. Data is collected three times per year and analysed to track pupil progress.

Students receive an annual report detailing their experiences throughout the year. In addition, pupils on the Shared Goals Programme have three multi-agency meetings per year which give feedback and progress to parents/carers.