

The Curriculum

at The Bridge Integrated Learning Space



This document should be read in conjunction with the curriculum overview document

The Strands: The Strands are used at the ILS to reflect the idea that our students are 'learning to learn' throughout their educational journeys. Students are learning across the strands in all lessons that are delivered at the ILS and it is learning that takes place all day in every type of situation /location and activity.

The Strand headings are:

- Social and Emotional
- Communication & Interaction
- Physical & Sensory
- Independent Living
- Knowledge & Understanding / Cognition

The strand headings clearly overlap and influence one another, and are used to guide thinking to ensure that a holistic view of learning is being addressed at all times throughout students time at the ILS.

Setting and reviewing targets:

Within each Strand one target is set for the coming year in the 'Goals and Outcomes' of each students Education Health Care Plan (EHCP's). These targets are then transferred to the (Mapping and Assessing personal progress) MAPP assessment grids and broken down into 3 termly IEP Strand targets.

The MAPP assessment grid is then completed with a baseline measure at the beginning of the term and progress is filled in at the end of the term informed by daily formative assessment carried out throughout the term. Formative progress is captured through daily meetings with class team (including Speech and Language and Occupational therapy)

Planning for the IEP Strand targets e.g. what the staff actually do with the students to support their progress, is shown on the IEP planning sheets and on the lesson plans.

IEP Strand targets are 'highlighted' on lesson plans when they are linked with subject targets, however certain key areas of learning such as; emotional and sensory 'regulation' and 'social communication' are being worked on all of the time. Information around all of these IEP Strand targets is available on the IEP target sheets, which can be found [1] Displayed in the class room [2] In the teaching file.

In conjunction with the IEP Strand targets there are also subject targets for each lesson – these can be found within each of the relevant curriculum areas. The subjects fall into six broad categories which the timetabled activities link to.

The broad subject areas are:

- Functional skills
- Creative development
- Physical development
- Independent living skills
- Community awareness
- Science and technology

How these subject areas are linked to timetabled activities is illustrated in the table below:

Strands	Subject areas Example activities including skills approaches and routines that naturally fit the broad subject area.	
Social and Emotional Communication & Interaction Knowledge Understanding and Cognition	Functional Skills	<ul style="list-style-type: none"> • Sensology • Attention Autism • Intensive Interaction • Snack Time • Structured Table Top • Literacy & Numeracy • Making transitions* • Good Morning/Good Afternoon – Greetings • Assembly and whole school celebration • Social skills / structured turn taking games
	Creative Development	<ul style="list-style-type: none"> • Music • Music Interaction • Floor Play • Dance • Yoga • Call and Response Songs/poems/chants • Art/Mark Making/craft/lego
	Physical Development	<ul style="list-style-type: none"> • Sensory Circuits • TAC PAC • Massage • Water Play • Messy Play • Swimming/Hydrotherapy • Sensory Diet/Sensory Integration Activities
	Specific Independent Living	<ul style="list-style-type: none"> • Toileting • Personal Hygiene & Tooth Brushing • Dressing/Undressing • Laundry & Jobs (money/laminating/surveys)
	Community Awareness	<ul style="list-style-type: none"> • Travel Training – walk/bus/train • Shops Cafes Park
	Science and Technology	<ul style="list-style-type: none"> • ICT – Computers/iPads/iPods • Cooking & Snack Preparation • Gardening & Recycling • Safety in the school/home – Electricity etc.

The overlap in subject areas and timetabled activities is recognised. It provides a shared language and framework to reflect the range of learning that is taking place across the ILS for each student.

Recording

Formative assessment is carried out around the central IEP Strand targets and within each lesson. The whole class team contributes to this assessment. This formative assessment underpins the routine summative assessment.

The whole target/planning process is described below:

Flow chart: Locating IEP Strand Targets in planning

