

The ImPACTS Curriculum

Individualised

(meaningful)

Profile

Assessment

Curriculum

Target

Setting

For our pupils who are profoundly developmentally young, we use personalised timetables and offer pupils cognitive, practical (physical, functional) and multi-sensory experiences based on individual needs and learning strategies designed to meet their EHCP outcomes, including any other shared goals or learning intentions to enable them to be best equipped to succeed in the next stage of their lives. It is essential that we match learning opportunities to their capabilities and next step learning, in order to support them in the stages of their developmental journey. As part of our continual drive to ensure all our learners have access to an appropriate, rich and engaging curriculum, we have been researching and investigating a variety of teaching programmes for our pupils with Profound and Multiple Learning Difficulties, and potentially some of our pupils with Severe Learning Difficulties.

This has led us to ImPACTS, a curriculum and assessment programme which will facilitate all those working with the pupils to direct learning in the optimal way. ImPACTS is derived from the research of highly acclaimed professionals including Professor Barry Carpenter and Penny Lacey, and supports the school's decision to focus on a truly personalised curriculum for each pupil and also provides a clearer framework of developmental steps focused on the following curriculum areas that are so important for pupils for whom National Curriculum subject-specific learning is not appropriate:

Communication

Environmental Control Technology

Physical Skills

Personal, Social and Emotional Well Being

Cognition.

Each curriculum area includes strands for learning, as shown below, which are then broken down into precise learning intentions based on each pupil's developmental needs.

Communication

Early sensory awareness

Use of Hands

Tactile

Vision

Interaction

Vocalisation

Hearing

Expression

Questioning

Comprehension

Social (including Conversation and Non-verbal rules)

Control

Negotiation

Listening

Emotions

Environmental Control Technology

Physical access

Control of switch

Motivated by effects

Control for independence

Communication

Physical Skills

Fine motor: reaching, grasping, releasing, manipulating

(Gross motor skills are covered either within our delivery of The MOVE Programme or National Curriculum PE)

Personal, Social and Emotional Well-being

Oral routine

Eating and Drinking (including preparation for eating and drinking; hand and body skills; mouth patterns; eating and drinking skills; hunger and satiety cues)

Toileting

Washing

Mouth hygiene

Dressing and undressing

Cognition

Responsiveness

Discovery

Initiation

Curiosity

Persistence

Investigation

Anticipation

(the above forming the basis for 'engagement', which, together with 'well-being', are central to an individual's ability to learn) +

Predicting

Remembering

Empathy

Reasoning

Time

Functional numbers

Money

Problem solving

Choices

Humour

Curriculum Overview

ImPACTS Curriculum Area	Delivered Via	Ongoing Learning Through Routine	Cross Curricula Learning Opportunities	Equivalent National Curriculum Subjects
Communication, Language, Literacy	Termly Thematic Multi-disciplinary Approach	<p>Visual development and/or compensatory skills</p> <p>Assemblies</p> <p>Object/sound/body cues</p> <p>Story time/books/bags</p> <p>Expressive/receptive activities – intensive interaction/story comprehension</p>	<p>Therapy is integrated across the 5 curriculum areas</p> <p>Social skills/interaction</p> <p>Visual development</p> <p>Hearing development</p> <p>Compensatory skills development</p> <p>Music therapy</p> <p>Play therapy</p> <p>Switch access and use</p> <p>PHSCEE</p> <p>TacPac</p> <p>Dark/light rooms</p> <p>Sensory rooms</p> <p>Sensory play activities</p> <p>Singing phonics</p> <p>Sensology</p> <p>Soft play</p> <p>Learning ‘box’ (personalised ‘cognitive’ activities)</p> <p>Write Dance (multi purpose - writing, gross motor skills, sensory/tactile sensitivities, etc)</p> <p>Collective worship</p>	<p>English</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p>
Cognitive		<p>Preparation for learning</p> <p>Body awareness</p> <p>Positioning</p> <p>Physio</p> <p>OT input</p>		<p>History</p> <p>Geography</p> <p>Science</p> <p>RE</p> <p>Art</p> <p>DT</p> <p>Music</p> <p>Problem Solving, Reasoning, Number</p>
Personal, Social Emotional, Wellbeing		<p>Toileting</p> <p>Eating/feed</p> <p>Drinking</p> <p>Body awareness/ sense of ‘self’</p> <p>Life skills</p> <p>Play/socialisation</p> <p>Accessing facilities – making links for later life</p>		<p>PSHCEE</p> <p>Citizenship</p>

Physical Development		Mobility MOVE Wheelchair dance & creative movement (Rebound therapy) Swimming/hydrotherapy Special yoga	Combined Arts Awards + art therapy style sessions Cooking/horticulture/sensory science Creative movement (multi purpose - MOVE, PE, music, gross motor skills, wheelchair dance/movement awareness) Floor time (for various purposes)	PE
ECT/ICT		Physical access/SALT/KMCATS switch assessments Switch access and use/positioning/control of switch Motivation of effects/cause and effect Control for independence Communication/control	Special yoga Resonance board activities Sensory garden Massage therapy Community access/experience Life skills generally Planned visits out and planned visitors in	ICT

As some of our pupils are capable of accessing some aspects of a differentiated National Curriculum, we are continuing to use the National Curriculum and/or Early Years Framework to support a topic-based approach to planning, with higher level ‘academic’ learning opportunities provided within the personalised timetabling for each pupil if/as appropriate.