

Blossom Upper House



Wimbledon

The Curriculum

*Developing independence through
real-life experiences.*



Wellbeing

Preparation for adulthood

MAPP Outcomes

Equals semi-formal curriculum
Needs-led integrated therapies

Emotional and physical wellbeing

Therapeutic approach

Holistic target setting

Playful & process based

Viewing child as part of an environment

Creative curriculum

Deep learning

Making connections

Emotional regulation

Confidence

Resilience

Fluency

Maintenance

Independence

Generalisation

Vocational fulfilment

Leisure pursuits

Self advocacy

My Communication			My Thinking				Myself		
Literacy		Maths and ICT		PSHE/RSE		PSHE/RSE			
AAC	Makaton	Contextualised Trips	EHCP Targets	Puberty	Body awareness		British Values	SMSC	Whole School events
Cognition and Learning									
Science	Food Technology	The World Around Us – Topic	Horticulture	Creative Arts	PE	Play Skills/Play and Leisure			
Community									
Community Visits	Adventure Service Challenge	Forest School	Travel Training	Shopping	Eating out	Animal care	Using public transport		
Communication and Interaction									
Talking Mats	Choice boards	Understanding of functional concepts/vocabulary	High tech AAC training and support	Assistive technology- Symwriter	Expanding Expression Tool	Widgit Communicate in Print	Personal narratives	Specialist speech interventions	Social Skill Programmes
Social and Emotional									
Arts Therapies	Zones of Regulation	Attention Autism	SmiLE	Natural conversation groups	Leisure opportunities	Pastoral Pet	Individual Wellbeing Plans	Child-led Play	Social scripts
Health Physical and Sensory									
Swimming	SLT	OT	Physiotherapy	Sports	Flip Out				
How well are we achieving our aim?									
MAPP	EHCP reviews	IEPs	Parent surveys	Pupil Progress Meetings	Wheel of Independence™	Pupil feedback	Project books		

INTENT

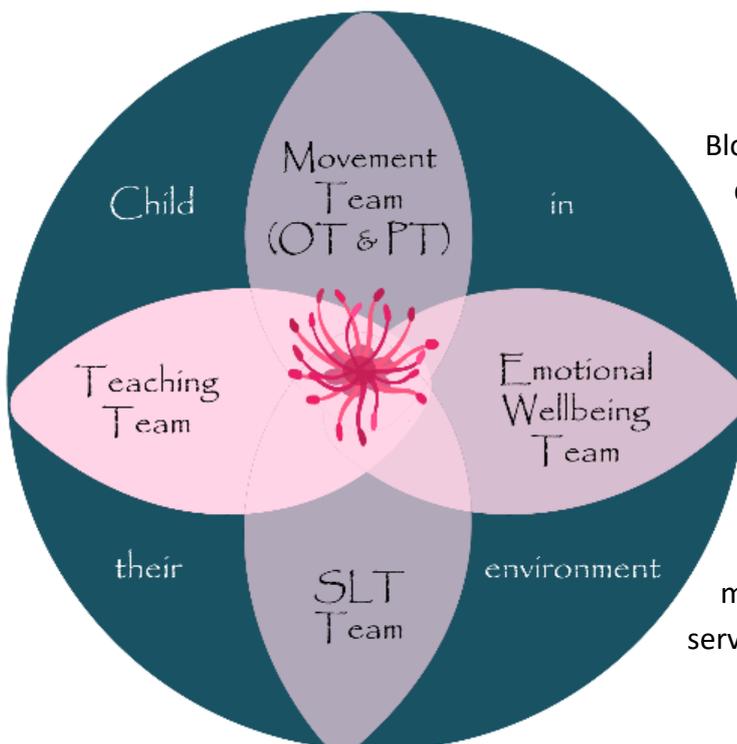
“IF A CHILD CANNOT LEARN THE WAY WE TEACH, WE SHOULD TEACH THE WAY THEY LEARN”.

The Blossom House Wimbledon curriculum is underpinned by therapeutic approaches. It is designed to maximise opportunities to develop communication and problem-solving skills, focused on working towards independence through real life experiences. The pupils' wellbeing, enjoyment of learning, interests and needs are at the forefront of the fresh, innovative and flexible curriculum. The pupils' work on meaningful goals so that they can actively participate in leisure activities and achieve vocational fulfilment.

Self-advocacy, independent living and vocational fulfilment.

I want to be listened to;  *I want to do things for myself;*  *I want a job I like.* 

TRANSDISCIPLINARY TEAM



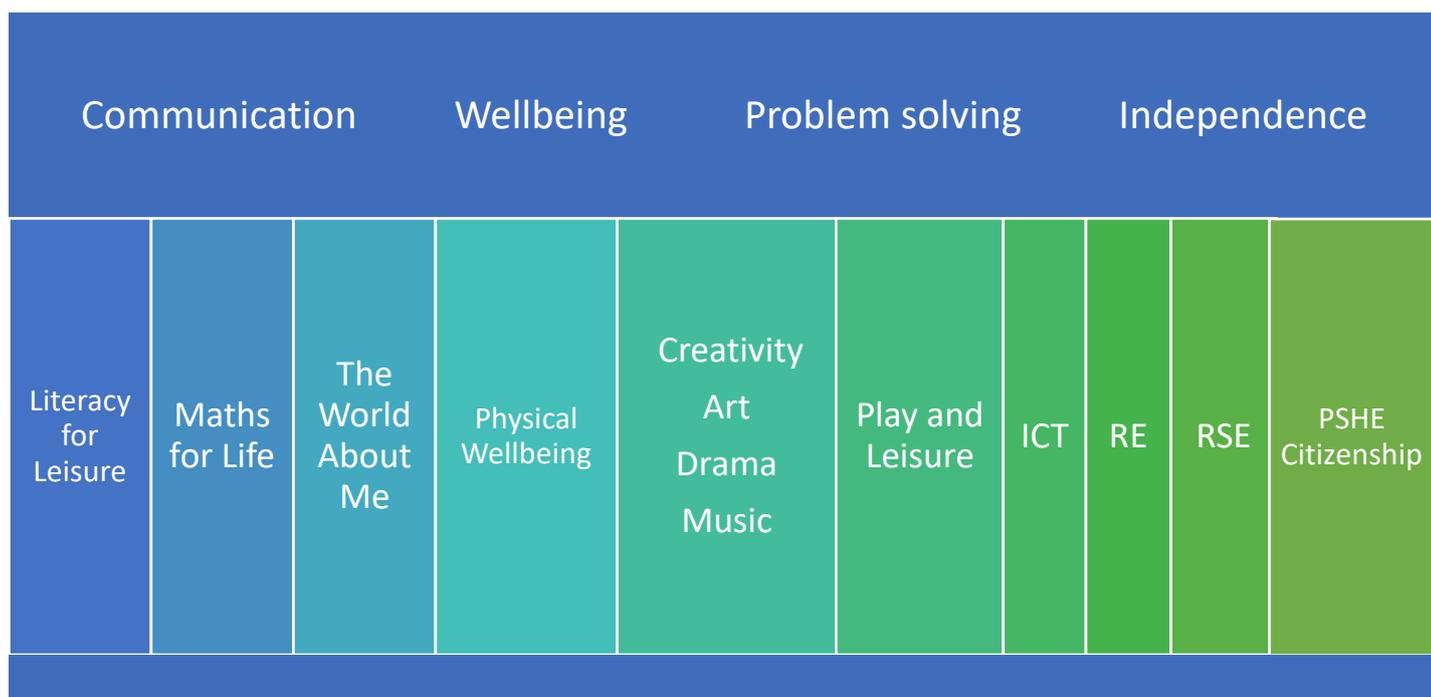
Blossom House Wimbledon forms transdisciplinary teams around each pupil. This is a gold standard approach which ensures that pupils with complex learning needs are part of a coordinated and family-centred team. Whilst everyone has their own unique skill-set, this enables the team to come together to celebrate successes, share information, consider problems and make decisions, facilitating a quality service which is effective, safe and timely.

IMPLEMENTATION

In order to provide learners with a pupil centred, holistic and functional curriculum the Equals Semi-Formal Curriculum has been adopted. The flexible schemes of work are developmental and not related to age, ability or key stage. Communication and Life Skills are seamlessly integrated into the bespoke and personalised curriculum.

SPECIFIC TEACHING AND THERAPY APPROACHES

- Visual Timetables / Now and Next approach
- Using an iPad/Curriculum Apps
- Phonics/Reading/Comprehension Intervention Groups or Individuals - Lexia, Bug Club, Accelerated Reader
- Maths Intervention Groups or Individuals – Dynamo Maths
- Widgit Communicate in Print
- Widgit Symwriter
- SmiLE therapy
- Adventure Service Challenge
- Expanding Expression Tool
- Social Thinking
- Clicker 8 - Assistive word processing tool with speech feedback, predictor and talking spell checker
- Talk for writing – engaging teaching framework which enables pupils to imitate the language they need for a particular topic
- Zones of Regulation
- Makaton
- Attention Autism
- Sensory Integration
- Occupational Therapy
- Travel Training
- Swimming
- Outdoor Learning
- Play based Interventions e.g. DIR floortime
- Holistic Therapies
- Sensory Stories
- Multi-Sensory Approaches in class



Daily purposeful community access including visits to a range of shops, cafés and the library allow the pupils to rehearse and refine functional literacy and maths skills, make connections to life experiences and develop independence.

2020-2021 example

	Autumn	Spring	Summer
Topic	Inventions	Our Local Area	The Natural World
Sub topics	Significant People and events Transport past and present	My Community Transport Places of Worship Local History Local Geography	Looking after the Environment Reduce, Reuse, Recycle, Repair Growing
Contextualised Visits	Science Museum London Transport Museum Bluebell Railway Kingston Museum Chessington World of Adventures	Wimbledon Theatre Polka Theatre Wimbledon Common Windmill Wimbledon Lawn Tennis Buddhapadipa Temple Baitful Futuh Mosque	Holly Lodge Centre Richmond Park Recycling Centre Garsons Farm – pick your own Bockets Farm Dean City Farm Chessington Zoo Beddington Energy Recycling Centre

The Curriculum Topics are cross-curricular and holistic in nature and follow a three-year rolling plan of termly themes:

	Autumn	Spring	Summer
Year 1	London	Celebrations	Occupations
Year 2	Inventions	Our Local Area	The Natural World
Year 3	Changing World	Sights and Sounds	Space

TEACHING AND LEARNING

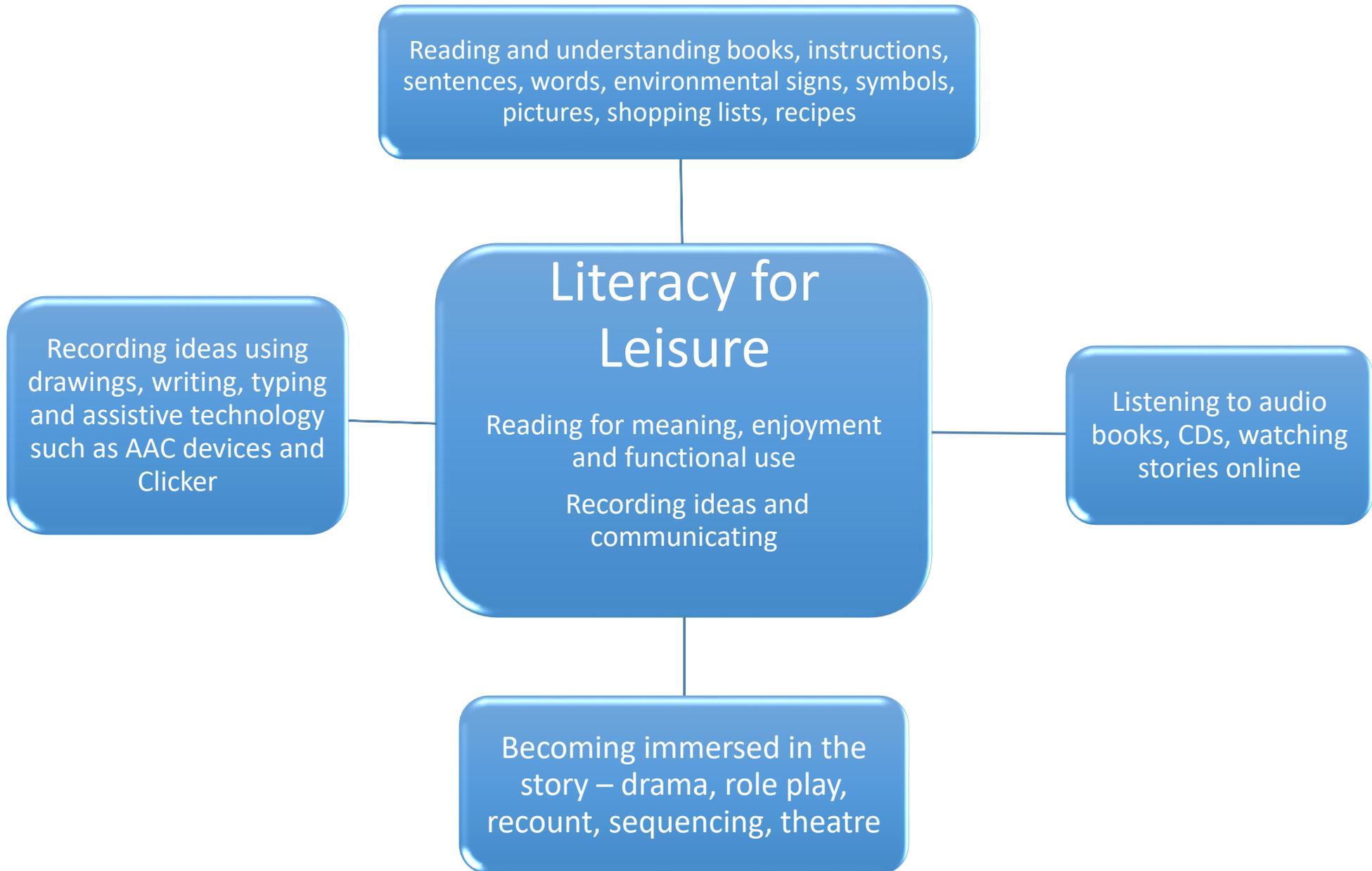
Teaching and Learning at Blossom House Wimbledon is rooted in highly engaging, multi-sensory experiences. At Blossom House Wimbledon the teachers act as facilitators providing short and 'irresistible' opportunities for learning where pupils make connections and focus on the process rather than the product.

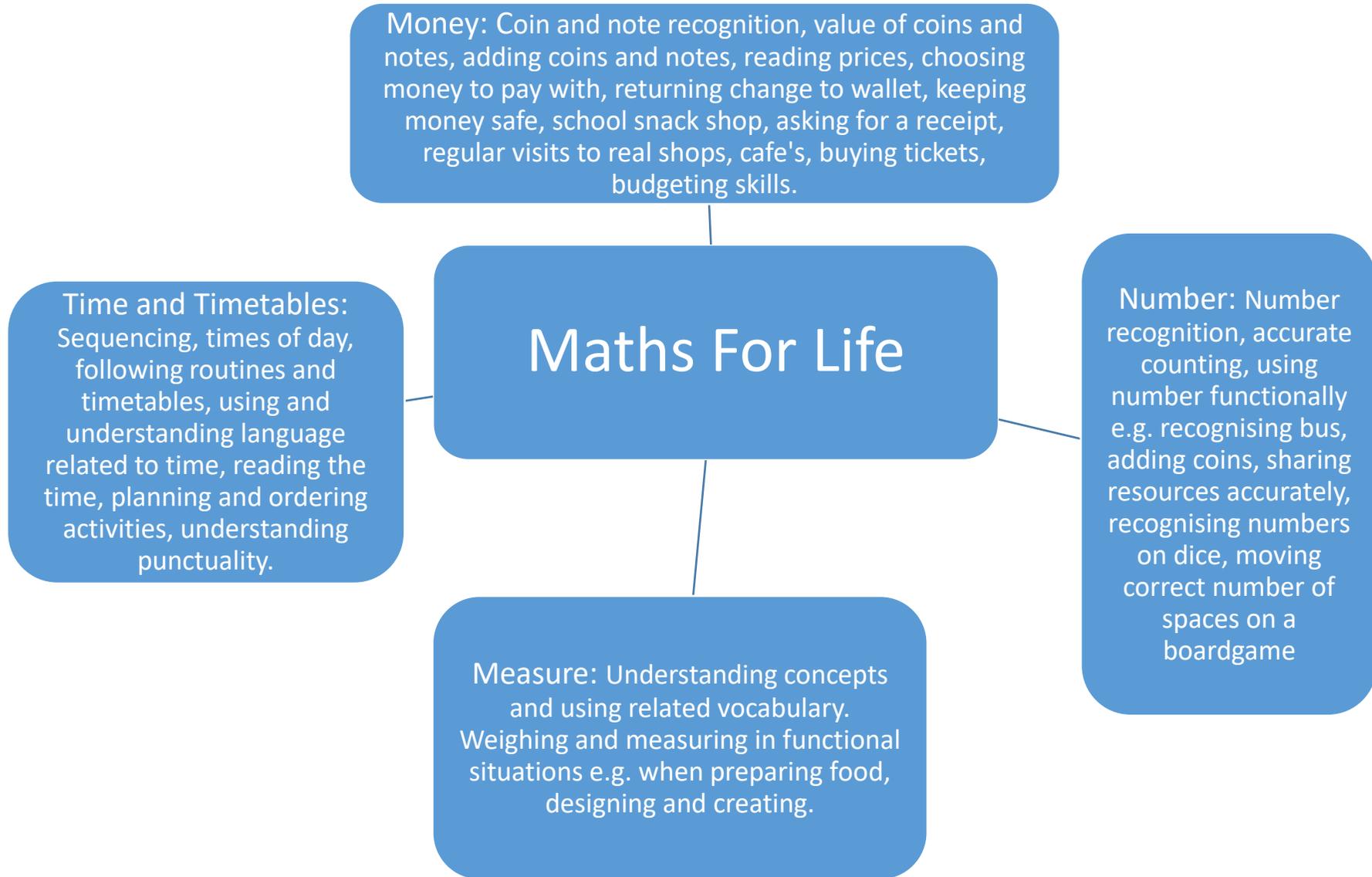
This approach enables pupils to become fully immersed in the learning experience and make connections relevant to their past, present and future life. Classroom experiences and contextualised visits combine to provide creative and stimulating teaching and learning.

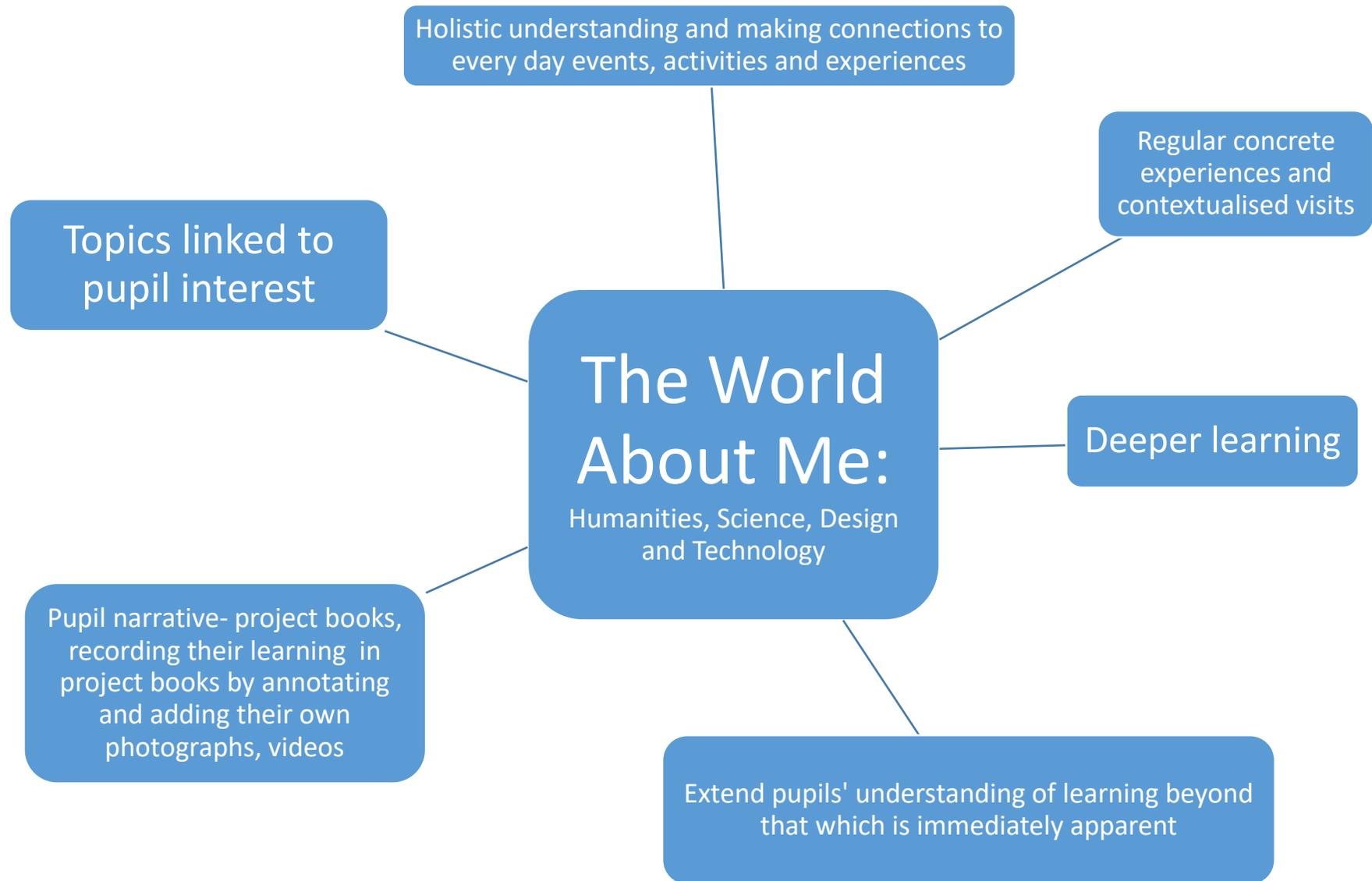
Contextualised trips and visits are carefully planned to give meaning and personal relevance to topic areas. As the curriculum is holistic in nature, all trips are also designed to include plentiful opportunities to practice communication, functional life skills and promote developing independence.

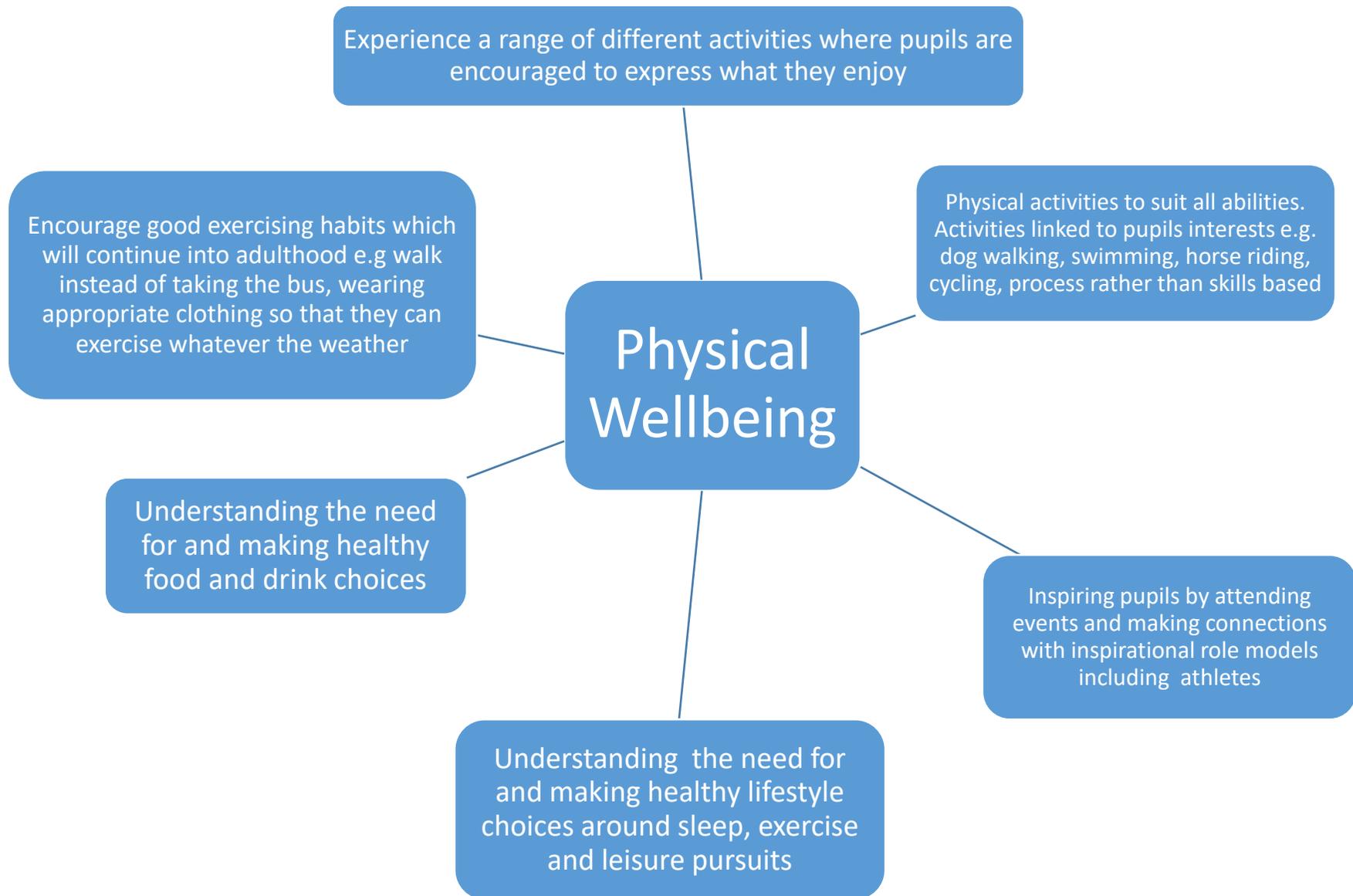
A TYPICAL CLASSROOM LESSON WOULD BE STRUCTURED IN THE FOLLOWING WAY:

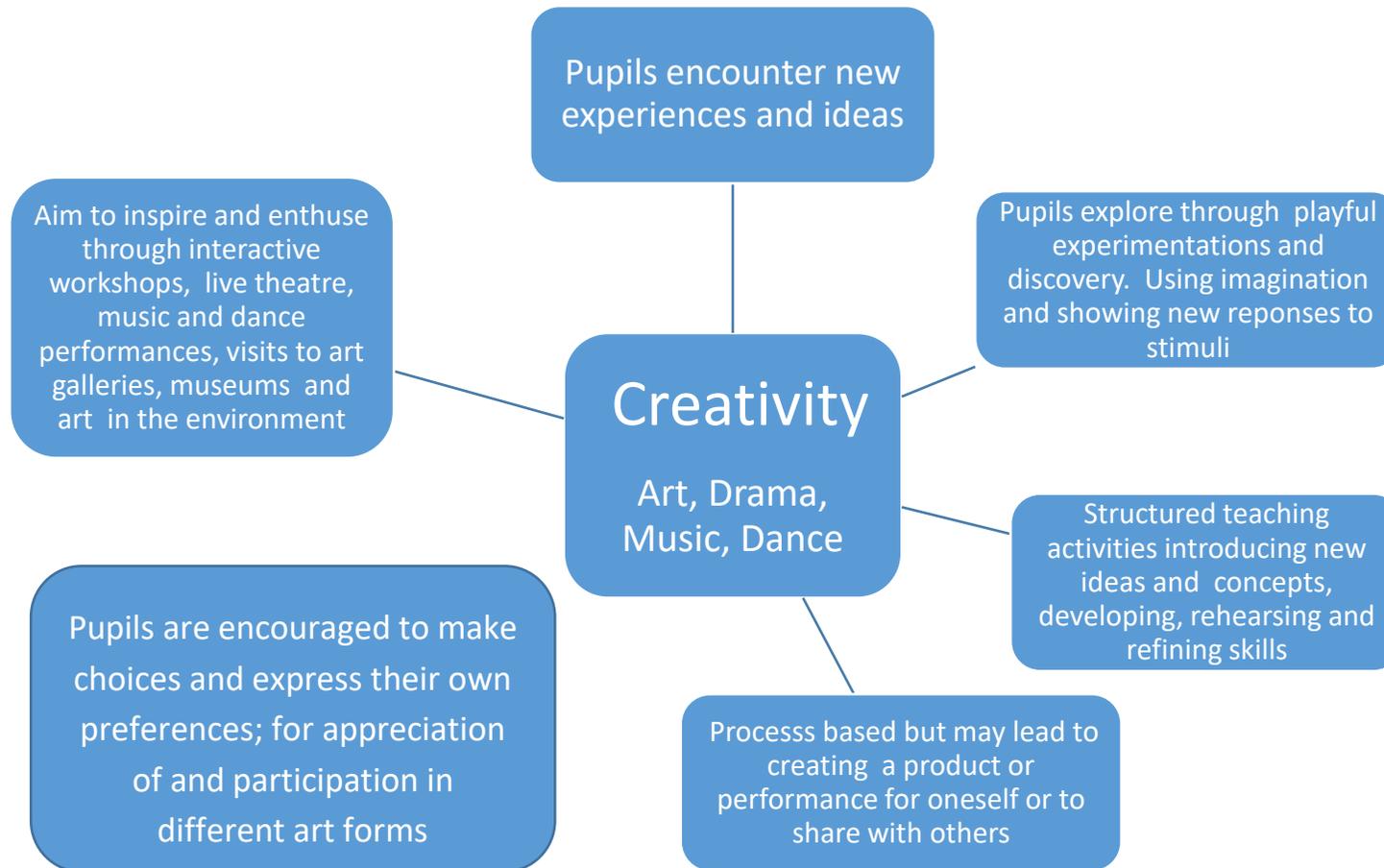
- Short, highly engaging opener
- A hands-on learning experience
- Demonstration of understanding through role play/AAC device/ ICT/ craft/ discussion/ talking mats/quiz
- Plenary
- This will often be preceded and/or followed by a relevant real-life experience

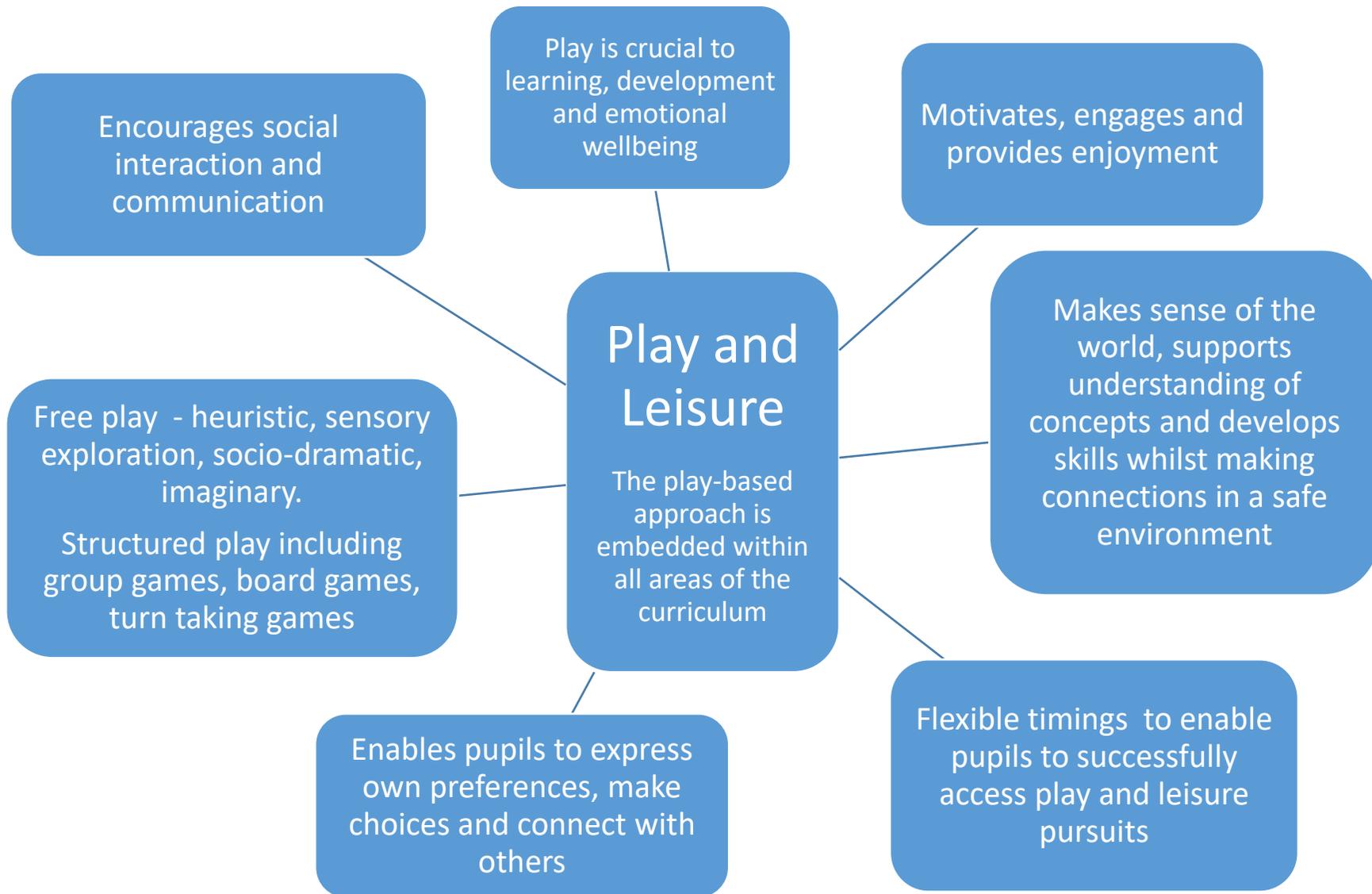


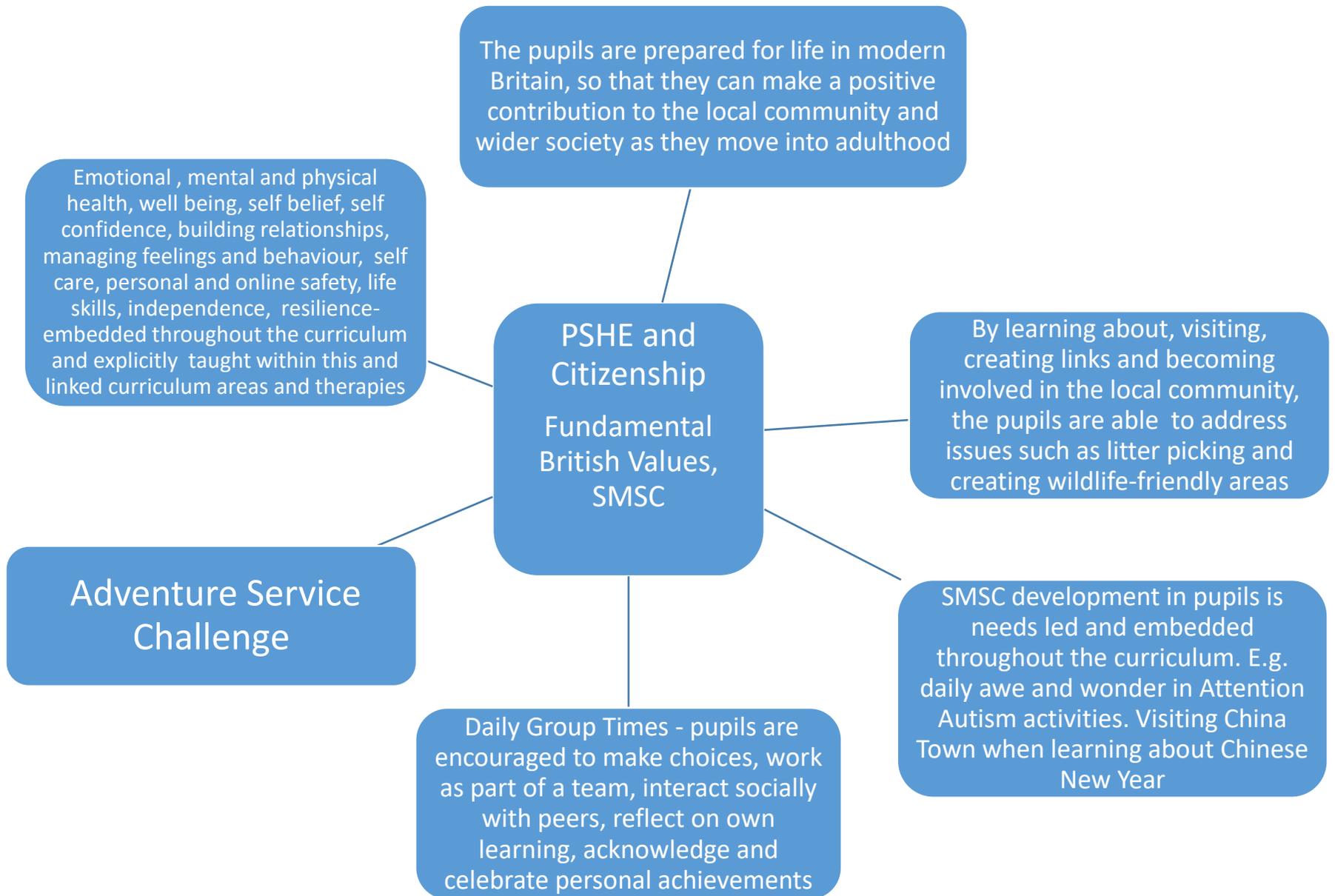












Adventure Service Challenge

Emotional, mental and physical health, well being, self belief, self confidence, building relationships, managing feelings and behaviour, self care, personal and online safety, life skills, independence, resilience-embedded throughout the curriculum and explicitly taught within this and linked curriculum areas and therapies

The pupils are prepared for life in modern Britain, so that they can make a positive contribution to the local community and wider society as they move into adulthood

PSHE and Citizenship
Fundamental British Values,
SMSC

By learning about, visiting, creating links and becoming involved in the local community, the pupils are able to address issues such as litter picking and creating wildlife-friendly areas

SMSC development in pupils is needs led and embedded throughout the curriculum. E.g. daily awe and wonder in Attention Autism activities. Visiting China Town when learning about Chinese New Year

Daily Group Times - pupils are encouraged to make choices, work as part of a team, interact socially with peers, reflect on own learning, acknowledge and celebrate personal achievements

ICT

ICT is integrated into other curricular areas where the pupils learn to use programs to record their ideas, to communicate, for research and for enjoyment.

RELIGIOUS EDUCATION

R.E. is integrated into other curricular areas where the pupils will learn about different religions to help gain a better understanding of similarities and differences of faiths and cultures.

FURTHER SUBJECTS

RSE

RSE is taught collaboratively by the OT and SLT. A parent and staff workshop with an external consultant was used to develop the curriculum as well as considering individual pupil needs and the new statutory government frameworks. The curriculum covers body awareness, puberty and personal safety. This collaborative approach enables the pupils' underlying sensory integration and body awareness needs to be supported as well as supporting them to understand the social appropriateness of certain behaviours and puberty related vocabulary. The curriculum is continually reviewed and parents and pupils are an intrinsic part of this process.

THINKING AND PROBLEM SOLVING

Thinking and Problem Solving is embedded in all areas of the curriculum. There are opportunities for thinking and problem solving in every aspect of the curriculum and therefore every part of the day is regarded as an opportunity for thinking and problem solving.

An example of this is as follows:

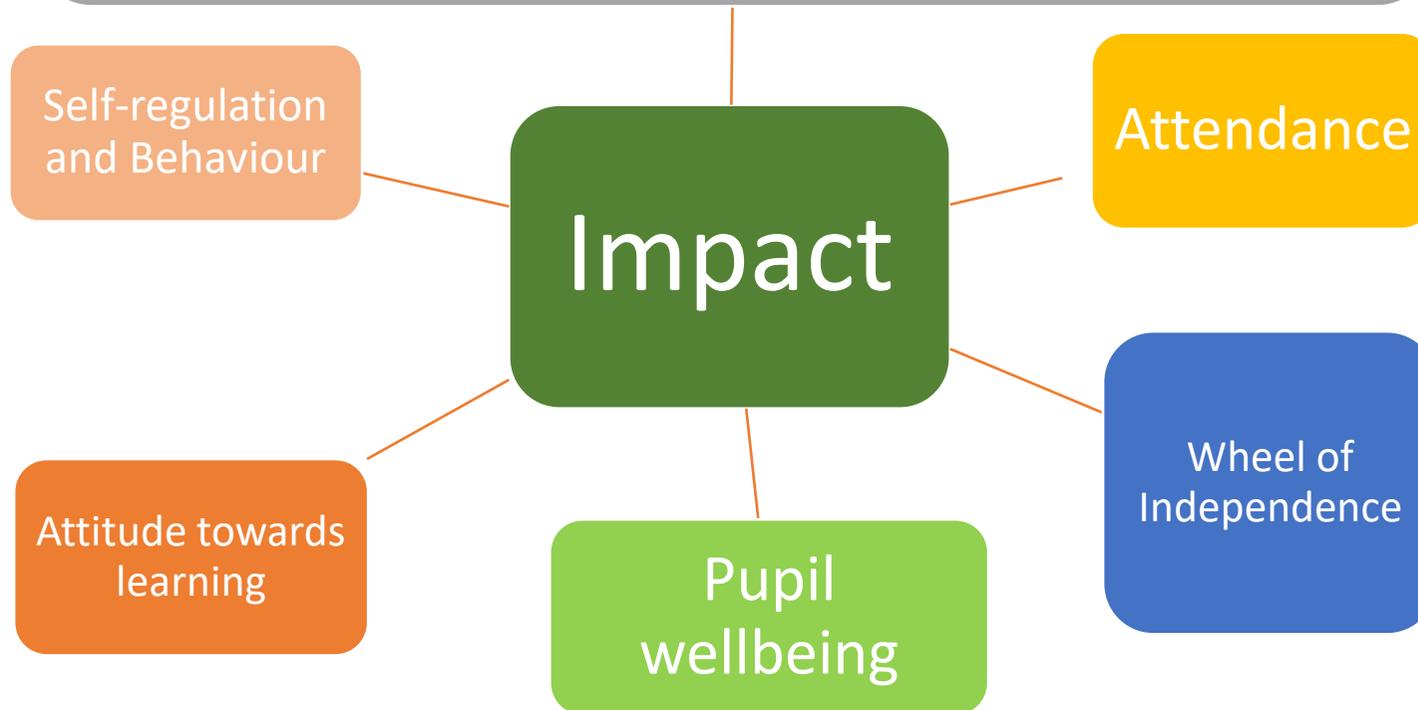
The teacher models and supports the learner to build memories (where the iPad belongs) identify a problem (the iPad is missing), solve the problem (search for the iPad), generalise (look for other missing items on other occasions) and self-belief and confidence (pupil is certain they know where the iPad belongs and they looked for it properly). As the pupil 'learns' to be more independent, they are able to solve problems on their own.

ADVENTURE SERVICE CHALLENGE

Pupils will have the opportunity to work towards the Senior Stages of the Adventure Service Challenge (ASC). This scheme enables children and young people to engage in new adventures, volunteering opportunities and to challenge themselves to try as best they can (Above and Beyond 2019). The programme is flexible and can be adapted to meet individual learning needs. Sample activity units from the challenge include; First Aid, Cookery, Interests and Service.

MAPP - Mapping and assessing pupil progress

Assessing: Independence, Fluency, Maintenance, Generalisation
Personalised learning intentions



PREPARATION FOR ADULTHOOD

At Key Stage Four the pupils will study bespoke learning pathways, tailored to meet individual learning needs, interests and aims for the future. This may include working towards functional vocational qualifications and/or following the Equals 14-25 Curriculum with optional accreditation. Post 16 students may choose to continue working towards Equals accreditation and/or pursue further vocational qualifications at a local partner college, supported by Blossom House Wimbledon staff. Additionally, they may have access to supported work placements.

SLT

Communication is at the root of everything at Blossom House Wimbledon. The school is a total communication environment, with visuals, assistive software, signing, drawing and writing used alongside verbal communication.

Speech and Language Therapy is delivered daily by a qualified SLT and is integrated throughout the school day. The SLT curriculum targets the development of functional communication skills alongside specialist interventions to target underlying language and speech difficulties.

The main emphasis is on developing independence and self-advocacy through real life experiences. Pupils are enabled to do this by using a toolkit of taught strategies such as asking for clarification, using language to problem solve, persevering to repair an interaction and seeking help through a range of communication mediums. Self-advocacy is an essential skill for pupils and is supported by valuing and validating all types of Augmentative and Alternative Communication. Pupils are taught how to use assistive technology by specialist staff and are supported to use their Augmentative and Alternative communication systems to their full potential by a specialist SLT. The pupils flourish within a curriculum with frequent opportunities for community engagement in order to develop their communication and social skills within a range of different contexts.

Communication Skill	Curriculum
Functional Communication	Using communication charts/total communication in the wider community Generalising skills learnt within therapy sessions in different contexts.

Play	Therapists and teaching staff create opportunities for the students to expand their range of interests and develop their initiation and maintenance of play through play based activities. Pupils also have frequent opportunities to engage in child-led play.
Understanding	The pupils are supported in understanding information using a range of visual communication systems, such as objects, photos, symbols, Makaton signing alongside simple spoken language. Symwriter 2 environments are also used to create receptive language focused activities. The pupils also have frequent exposure to a range of contextualised trips so they can make semantic connections.
Expression	The pupils are supported in developing their communication skills, which includes visual communication, e.g. photos, AAC, signing (Makaton), gesture, symbols and/or spoken language. Specific programmes such as the Expanding Expression tool are used to develop the pupil's ability to give clear instructions. Pupils practise making specific requests and using language for a variety of purposes (e.g. problem solving, clarification, to make choices) during therapy and then generalise this within community sessions.
Independence	Independence is supported through helping pupils to recall their daily activities by using visual supports. Functional communication is paramount so that students can request help when required.
Speech	Targeted programmes are devised according to individual profile of need e.g. PROMPT programmes.
AAC	Visual support is crucial to enable pupils (symbol and sign support). Makaton and visual supports are used to facilitate pupils' receptive and expressive language skills. Other devices such as Voice Activated Communication Devices (VOCAs) may also be used dependent on an individual pupil's communication needs. Pupil voice is facilitated through the use of Talking Mats. Visual support software such as Widgit is used across all lessons and training is provided for staff. Assistive technology such as Clicker and Symwriter are also used to enable pupils to share their ideas and learning.

Social Skills and Social Behaviour

Developing competence, accuracy and confidence in communication and to appreciate that different contexts may require different linguistic responses.

Selecting leisure interests and making choices using Talking Mats. Practising conversation skills in real life contexts.

To develop 'Social Thinking' (the ability to understand and interpret social situations and determine appropriate social behaviour). This is achieved through repeated modelling of expected social behaviour within real-life settings. Motivating programmes such as social-movie time are used as a framework to explore appropriate and inappropriate social behaviour.

The Zones of Regulation is another tool used to support the expansion of pupil's emotional vocabulary and their ability to self-regulate. This is delivered as a whole-school approach.

SLT PROVISION

SLT Groups	In Class Support	Community Access	RSE	Individual
3 x 45 minute sessions per week delivered by an SLT	2 x weekly 30 minute sessions delivered alongside the class teachers.	1 x weekly 4 hour community trip which the SLT attends in order to directly facilitate functional communication skills.	1 x 30 minute session per week delivered by an SLT and OT.	Individual therapy provided on a needs-led basis unless otherwise stipulated in the EHCP

Occupational therapists at Blossom House Wimbledon use meaningful activities to help pupils participate in what they need and/or want to do in order to promote physical and mental health and well-being. Occupational therapy addresses the physical, cognitive, psychosocial and sensory components of performance and can be delivered in a group setting or on an individual basis. At Blossom House Wimbledon occupational therapy focusses on activities of daily living.

Therapists support pupils to perform a variety of tasks:

- Travel training
- Self-care
- Meal preparation
- Housekeeping
- Laundry
- Food shopping
- Money skills
- Time management
- Play and Leisure
- Social participation

Many of the pupils have sensory and physical challenges that need addressing in order for them to learn and participate in the school day. There may be individual sessions with the physiotherapist to address underlying motor issues or the occupational therapist might address postural issues through adapted seating or provide specialised equipment to perform precision tasks.

Emotional and sensory regulation is an important skill that is addressed throughout the school day by the therapy and teaching team.

OCCUPATIONAL THERAPY AND PHYSIOTHERAPY PROVISION

OT Groups	Community Access	RSE	Individual
2 x 45 minute sessions per week delivered by an OT	1 x 45 minute direct travel training delivered by the OT team	1 x 30 minute session per week delivered by OT and SLT	Individual OT or PT provided on a needs-led basis unless otherwise stipulated in the EHCP

ARTS THERAPY

All pupils have access to Arts Therapy from a qualified Arts Therapist as required. The Art Therapy team provide direct therapy support to pupils as well as being a key part of the transdisciplinary team when problem solving complex issues. The Arts Therapists are a crucial part of setting pupil wellbeing targets and they support the team to achieve these.

ACKNOWLEDGMENTS

We would like to reference and thank the following schools/organisations as their information and resources were influential in creating and implementing parts of this curriculum.

- Adventure Service Challenge Website (Above and Beyond 2019)
- Attention Autism (Gina Davies)
- Equals Semi-Formal Curriculum
- Gascoigne M. (2006). Supporting children with speech, language and communication needs within integrated children's services. RCSLT Position Paper, RCSLT: London
- MAPP (Mapping and Assessing Personal Progress) Mike Sissons and The Dales School
- (Schamroth, K, Lawlor, E (2005) *SmiLE Therapy*. Speechmark Publishing Ltd, London.
- Three Ways School Curriculum
- Wheel of Independence™ Debbie Burridge Moor House School