



'Improving the quality of family life'

Curriculum Policy

Snowflake School uses an individually centred approach to learning with the aim of increasing communication and independence through scientific analysis to enable all within its care to flourish.

Vision

Snowflake School for children with autism is founded on the scientific principals of Applied Behaviour Analysis (ABA) using Verbal Behaviour (VB) techniques. It is recognised that all students should have access to a broad and balanced curriculum with due regard for their chronological age. It is accepted that all students need to work at a stage appropriate to their understanding and at a pace that suits their individual special educational needs.

Snowflake School has high aspirations for its students. It will seek, through the curriculum, to broaden the experiences, knowledge, ability to communicate, confidence and independence of each student. The VB-MAPP is our primary assessment tool and guides the development of each child's individual program. Students will work in each area of learning at a level that best suits their ability. This may mean that they are working within P scales in one area and within the National Curriculum for others.

The National Curriculum will inform the programmes of study for each student, building on acquired knowledge.

Each student will have an individually tailored curriculum based upon their VB-MAPP assessment an National Curriculum level descriptors. Students will be taught individually, in groups, in the community and – where appropriate – in conjunction with other schools.

Purposes

- To ensure that all students have an equal right to access all parts of the curriculum at a stage that is relative to their development
- To promote the spiritual, moral, cultural and physical development of all pupils
- To use scientifically proven behavioural interventions on a 1:1 adult/student basis targeted at clearly defined goals for each individual pupil, ensuring progression, continuity and coherence in learning
- To enable each student to become as independent a citizen as possible
- To actively promote and increase public understanding of all those interested or involved in education within the school community

The curriculum will embrace all areas of academic learning at a level that meets each student's stated educational needs. It will also address the personal, social and health development of each individual as a matter of priority. The curriculum will be delivered through Applied Behavioural Analysis.

Success criteria

- Pupil's progress will be assessed against VB-MAPP (The Verbal Behaviour Milestones Assessment and Placement Program) criteria on entry to school.
- Progress against national criteria (P scales, National Curriculum) will be reported at least annually in the end of year report.
- All pupils will have an Individual Education Plan (IEP) that will address their specific educational and welfare needs. These IEPs will be reviewed termly in consultation with staff, other professionals and parents. The progress will be reviewed yearly at the Annual Statement review to which staff, other professionals, parents and the student's Local Education Authority will be invited.
- Daily records will be maintained to track each pupil's progress and programmes will be modified by reinforcement, prompt level or complexity
- Parents, visitors and the wider community will acknowledge that the ethos, values and attitudes are those of responsible citizens

Review date: January 2018