



***'Improving the quality of family life'***

## **Curriculum & Assessment Policy**

To be read in conjunction with; Snowflake School Curriculum Policy and Snowflake School Marking Policy

***Snowflake School uses an individually-centred approach to learning to increase communication and independence through scientific analysis to enable all within its care to flourish.***

Snowflake school provides highly structured, individualised teaching programs, the delivery of which is based on the methods of Applied Behaviour Analysis (ABA) and supplemented by a range of other approaches. Our programs follow a range of specialised curricula which focus on a wide range of developmental areas, as well as differentiated aspects of the Early Years Foundation Stage and National Curriculum via the Snowflake Pathways.

### **Assessment approach**

Before commencing at Snowflake school, each pupil will have been assessed to ensure that our provision is appropriate for and will meet his or her needs. In advance of their start date, staff will have liaised with families and professionals to prepare and plan for transition into school. This process is very flexible and is planned to meet individual needs to ensure it is successful

Assessment methods at Snowflake school vary depending on the profile of each pupil

On entry to the school, baseline assessments are conducted by the ABA/VB Supervisor. The data from some of these assessments are recorded on the school assessment software 'Earwig' or xls spreadsheets on Onedrive.

During the pupil's first 6 weeks within Snowflake school, several assessments will be carried out by our multidisciplinary team. ABA/VB Supervisors conduct 'baseline' assessments using the VBMAPP and EFLS; social skill checklists and Pathways. In addition, pupils will be assessed by Speech and Language (SALT) and Occupational (OT) Therapists. All pupils then undergo a Six Week Review, where families and school staff discuss how the pupil is settling in and discuss appropriate targets for the pupil. Based on these assessments and the 6-week review meeting, an Individual Education Plan (IEP) will be drawn up, the targets set out in which will form the basis of the pupil's daily individualised teaching program. The IEPs will be reviewed 3 times a year and constantly monitored to update progress. This will be closely aligned to the EHCP

All pupils have an Individual Education Plan (IEP). The targets on the IEP are primarily taken from the assessment tool entitled "Verbal Behavior Milestones Assessment and Placement Program" (VB MAPP) in which skills have been targeted that aim to fill deficits in language, learning and social skills. For some learners, targets may also or solely be taken from the Essentials for Living Curriculum (EFL) which has some more functional and advanced targets. All of these targets are directly related to the EHCP outcomes for each pupil. English, Mathematics, PSHE and Science targets are additionally derived from our core curriculum, which has been developed internally to fulfil all criteria set within the National curriculum.

Follow-up assessments using the same assessment tool help to evidence progress over time. Each assessment is carried out yearly, usually as part of the Annual Review of the EHCP preparation (Annual review- reviewing the long-term outcomes and their relevance and making changes where necessary).

Results of all assessments and EHCP outcomes inform IEP targets.

IEPs are reviewed termly by the ABA/VB Tutors by:

- Informal observations
- Observation of practical activity

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- Analyzing pupil folders
- Collecting evidence

This sets out targets within key areas of need of pupil's EHCPs:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

## **Reporting**

Once the data and evidence are recorded within Earwig/ spreadsheets, we generate reports on progress against both the individual (EHCP) targets and the pupils' IEP targets.

### **EHCP Progress:**

- Sent home to parents once Per Year
- Reported at the Annual Review meeting via our Annual Review Report

### **IEP Progress:**

- Termly reports are sent home to parents at the end of each term (3 x Per Year)
  - IEP reviewed
  - 'Earwig App' Parents who sign up have access to these regular snapshots 24/7.
  - Progress is also reported in Parent's evenings or parent meetings up to 2 times Per year.

**Roles and Responsibilities, including monitoring: Detailed description of assessment tools:**

### ***Functional assessment***

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As well as the IEP, it is usually necessary for the pupil to have an Individual Behaviour Plan, which identifies 'behaviours' that present as barriers to learning and the 'proactive' and 'reactive' strategies for managing such challenging behaviours to ensure learning readiness and attention.

Behaviour plans are written by ABA/VB Supervisors and are based on the principles of Applied Behaviour Analysis (ABA) and are usually based on Functional Assessments. Behaviour analysis studies events in an individual's environment to understand and explain behaviour. All behaviour is considered to serve a function for that individual. We feel that effective behaviour management is impossible without a good understanding of what this function is. Monitoring and recording behaviour and its environmental context reveal patterns in the events that act as antecedents or consequences for the behaviour. These aid in understanding the function the behaviour serves for that individual. Following this, a function-based intervention can be initiated to decrease barriers and teach appropriate replacement skills.

This will be written and implemented immediately, as in most cases it is the challenging behaviours demonstrated by a pupil which cause the greatest barriers to learning. This plan is monitored and reviewed regularly to ensure effectiveness and appropriateness and is implemented in partnership with parents.

### ***Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP)***

Milestones assessment: this section of the assessment looks at the skills the pupil has in the following areas eg: Mand; Tact; Receptive understanding; Play skills Social; Imitation etc.

In addition, the VB-MAPP assesses any specific barriers to learning e.g. behaviour problems, difficulty scanning items, failure to make eye contact and sensory defensiveness and transition assessment.

### ***EFLs***

Essential for Living (McGreevy, Fry, & Cornwall, 2012, 2014) is a curriculum-based assessment instrument, that is, a criterion-referenced assessment instrument that is also a curriculum. These instruments have an extensive history in special education, early intervention, and transition services for children and young adults with learning or developmental disabilities (Gickling & Thompson, 1985; Tucker, 1985; Deno, 1989; Shinn, 1989; Bagnato, 1997). These instruments are

referenced against specific curricula and are used to inform and implement IEPs, ISPs, program plans, intervention plans, and behaviour improvement plans.

Essential for Living includes over three thousand skills sorted into domains on communication, language, daily living, social, functional academic, and tolerating skills, along with a domain on severe problem behaviour, which encompass the core components of autism and many other developmental disabilities. Skills within these domains are sequenced from must-have to should-have, to good-to-have, to nice-to-have, 'referenced against' safe, effective, and high-quality participation in family, school, and community living.

The must-have skills are also called the Essential Eight: 1- Making requests for access to highly preferred items and activities and the removal or reduction in the intensity of specific situations, 2- Waiting after making requests, 3- Accepting removals — the removal of preferred items and activities, making transitions, sharing, & taking turns, 4- Completing brief, previously acquired tasks, 5- Accepting 'No', 6- Following directions related to health and safety, 7- Completing daily living skills related to health and safety, and 8- Tolerating situations related to health and safety.

### ***Social skills checklist***

To supplement the VB-MAPP's assessment, we use The Social Skills Checklist. The version used in school has been taken and adapted from the original found in Social Skills Solutions (McKinnon & Krempa, 2002). Skills are in the same order as the original, but have been given clearer definitions and sometimes broken into smaller component skills to aid with the assessment.

The Social Skills Checklist breaks skills down into 10 modules:

1. Joint Attention and Attending
2. Greetings
3. Social Play
4. Self Awareness
5. Conversations
6. Perspective Taking
7. Critical Thinking skills
8. Advanced Language
9. Developing Friendships
10. Community / Home Life

Currently, we only use the first 4 modules of The Social Skills Checklist in school (highlighted above). Within each module, there are 3 levels, which represent increasing complexity and skill.

### ***Incorporating the National Curriculum: Snowflake Pathways***

Our pupils have a wide range of needs; some benefit from being taught predominately 'learning to learn' skills, whilst others can access aspects of the National Curriculum for specific subjects whilst also requiring intensive support to help them self-regulate and access learning.

Each pupil follows a distinct learning pathway which is informed by the outcomes identified via their EHCP.

Running parallel with these pathways is a range of ASDAN courses and EFL Programmes that complement the individualised nature of pupils' learning via practical, activity-based courses. These courses prepare pupils for adulthood; some also offer the possibility of gaining accredited qualifications in personal progress, personal & social development and employability.

Pupils with autism do not learn in the same way as their neurotypical peers. They may learn more quickly in some areas than others, whilst finding some skills highly challenging (such as communication and/ or emotional regulation). This is often referred to as a "spiky profile."

At Snowflake School, three different curriculum pathways are available to pupils, and they follow the pathway that is most appropriate to their needs. The pathways are not sequential, and neither are they linked to chronological age. Our three pathways are accessible to all age groups:

#### **Bulb**

These pupils will follow a curriculum with an emphasis on engagement and early development. Delivered primarily through 1:1 intensive ABA teaching and interest-led opportunities to generalise skills outlined on their IEP and EHCP, Bulb Learners will access learning via the VBMAPP and EFL assessments, focusing on reducing barriers to learning, and development of the pre-requisite skills needed for subject-specific and group learning. Some older pupils' may also be eligible to study ASDAN's **Secondary Transition Challenge**.

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These pupils' teaching will continue to be delivered predominantly through 1:1 intensive ABA teaching. These learners will have some access to the National Curriculum subject-specific knowledge and skills but will require the support of individual teaching to access and rehearse this learning. Some pupils will need national curriculum targets to be broken down into smaller targets. They might also require numerous learning reinforcements & repetition to master a skill.

These pupils may also be eligible to study ASDAN's **Sensory Transition Challenge**.

### **Blossom**

Blossom pupils access a greater level of subject-specific National Curriculum content through more group-based learning, which is enhanced, rehearsed and challenged by more individual support. Pupils are encouraged to develop their interests, translating these into vocational skills which may aid them as they move towards the world of work. As well as subject-specific knowledge and skills, pupils will work towards Preparing for Adulthood via access to ASDAN's **Introduction & Progression Transition Challenge**.

### **Earwig Online Platform**

Our Pathway curriculum objectives all sit within our online assessment tool, Earwig Academic, which both tutors, supervisors, therapists and teachers interact with regularly to assess pupil's attainment against curriculum objectives in a variety of areas and subjects, such as physical development, mathematics and PHSE.

***Pathway Objectives: What, Who and When***

<b>When:</b>	<b>Who:</b>	<b>What:</b>
<b>Annual Multi-Professional Meetings</b> At the start of each academic year/following the Annual Review	<i>Supervisors, tutors, teachers and therapists</i>	A yearly meeting to discuss each pupil in depth. Professionals from all disciplines across the school agree on the <b>curriculum areas</b> (i.e. Number, Speaking, Reading, Making Relationships, etc) teaching should focus on based on pupil's needs, strengths and vulnerabilities, taking into account the pupil's baseline.
<b>Weekly Multi-Professional Meetings</b>	<i>Therapy team, supervisors tutors, teachers</i>	A weekly meeting to share update on the achievement of targets across all areas A rolling programme of every class over 3 weeks – 4 weeks.
<b>Report to Parents</b>  Termly	<i>Supervisors, Tutors and Families</i>	Progress against <b>Pathway objectives</b> is assessed and shared via a written report to families for their information and feedback. Tutors and Supervisors should ensure that all assessments are updated against baselines <b>in the areas chosen</b> in the Multi-Disciplinary meetings.
<b>Annual Review</b>  Yearly	<i>Supervisors, Tutors, Teachers, Therapists and Families.</i>	All pathway and/or program goals will be reviewed and discussed during this meeting. Based on the pupil's progress, pathway objectives will be carried over or updated. <b>Specific objectives from pathways</b> , related to the pupil's EHCP outcomes, will be selected following the Annual Review process, in consultation with families. If the Annual Review is at the <b>end</b> of the academic year, these will then be 'signed off' during the Multi-Disciplinary Meeting in September.
<b>Ongoing</b> Daily – Tutors Weekly - Supervisors	<i>Tutors and Supervisors</i>	Tutors will attempt Pathway objectives with pupils several times a week, updating assessments on Earwig as they do so. Tutors must have made an assessment against <b>at least</b> one pathway objective <b>every week of term</b> and this must be visible within Earwig. Supervisors will check Earwig weekly to see what progress pupils are making and to ensure pathways objectives are being attempted with suitable regularity. Tutors should upload evidence of the pupil's attempts before assessing the pupil as having <b>mastered</b> the



		<p>objective.</p> <p>If <b>ten unsuccessful</b> attempts are made at an objective with no demonstrable progress, class teams <b>may</b> decide that the objective is no longer suitable. A written record of this should be made within Earwig by the Supervisor.</p>
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