



Snowflake School

‘Improving the quality of family life’

Quality of Education Policy

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To be read in conjunction with Snowflake School Curriculum and Assessment Policy

Introduction

Snowflake School provides a broad and balanced curriculum relevant for pupils aged from 5 to 16 who have a diagnosis on the autism spectrum. All pupils have an Education, Health and Care Plan which cover a wide range of needs and abilities.

Autism creates a unique set of barriers to learning which affects individual's progress in different ways. Therefore, we believe that every pupil should be recognised and respected as a unique and valued individual. We place each pupil's needs and goals at the centre of our work. It is this ethos that underpins our individualised pupil-centred curriculum. This has been developed to create optimal opportunities to nurture communication, learning and independence in a safe and inclusive environment. Our curriculum aims to create individual purposeful pathways to adulthood to help pupils achieve their full potential and equip them with the skills needed for work, leisure, and/or home life.

We see our curriculum as the 'heart of education'. Our school offers a truly inclusive autism specific curriculum demonstrating breadth and depth in learning and pupil development. This is developed within an ethos of empathy, understanding, and structure.

This document represents the ongoing commitment of the school community to raising the aspirations, achievement and positive outcomes of the pupils.

Our Vision

Snowflake School for pupils with autism is founded on the scientific principles of Applied Behaviour Analysis (ABA) using Verbal Behaviour (VB) techniques. It is recognised that all pupils should have access to a broad and balanced curriculum with due regard for their chronological age. It is accepted that all pupils need to work at a stage appropriate to their understanding and at a pace that suits their individual special educational needs. Pupils learn in a manner that maximises their opportunities from their starting points enhancing their potential, through evidence-based, individually tailored, high quality teaching. From which, pupils are enabled to thrive and live happy, confident lives.

Our Values

We aim to improve the value of family life for our pupils by being:

- *Safe – Where everyone feels looked after and okay.*
- *Understanding - Where all needs are accepted and acknowledged.*
- *Patient – Where needs are met by taking time.*
- *Enthusiastic – Where learning is motivating and exciting.*
- *Respectful – Where everyone is treated with dignity.*

Our Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils' physical development and promote responsibility for their own health by encouraging them to be active.
- Promote a positive attitude towards learning.
- Provide a range of learning experiences designed to motivate and engage each pupil.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide subjects that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for life beyond Snowflake School

Legislation and Guidance

- As an independent school we ensure that all Independent School Standards are met including those relating to the quality and impact of teaching (Part 1 Quality of Education).
- Our curriculum also incorporates elements of National Curriculum, where appropriate

The curriculum embraces all areas of academic and social learning with communication and verbal behaviour teaching at its core, ensuring functional teaching and generalisation of learning in a range of teaching and learning environments. It also addresses the personal, social and health development of pupils as a matter of priority.

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the school's intent whilst also accounting for the learning profiles of our cohort.
- They manage requests to withdraw pupils from curriculum subjects, where appropriate.
- The school's procedures for assessment are relevant and effective.
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The trustees are advised on whole-school targets and outcomes to make informed decisions.

- Proper provision is in place to meet the individual needs of every pupil.

All staff at Snowflake School need to be familiar with this policy and ensure that the school curriculum is implemented accordingly.

Intent

The curriculum is designed specifically to teach pupils with autism and is delivered with a view to our shared values which guide our daily actions.

Snowflake School aspires to use scientifically proven behavioural interventions and differentiated curriculum pathways to target clearly defined goals for each pupil to obtain academic achievement, independence, and appropriate social skills.

We also aim to prepare pupils for the adult world via our wider social curriculum: to put in place the building blocks needed for positive and safe relationships of all kinds; starting with family and friends and moving on to other kinds of relationships including those we may encounter online. We are committed to delivering RSE (Relationships and Sex Education) sensitively and inclusively including content which is age appropriate, respectful of all backgrounds and which takes into consideration the developmental needs and understanding of our pupils.

The intent of our curriculum offer illustrates an agreed understanding about the knowledge and skills that our pupils need to learn and how such learning will be sequenced. Before determining the learning group of a pupil, rigorous assessment and information gathering is conducted using the following sources of information:

- The pupil's EHCP (Education, Health, and Care Plans) outcomes.
- VBMAPP (Verbal Behaviour Milestones Assessment and Placement Programme) assessment.
- Social Skills Assessment.
- Engagement profile observations (to determine how the pupil currently learns/ engages with/ generalises skills), where appropriate.
- National Curriculum baseline assessments (using online Earwig platform).
- Essential for Living assessment.
- Information provided by parents/ carers and other multi-disciplinary professionals familiar to the pupil.

This information is crucial to work collaboratively in determining long-term goals which support the educational, mental and physical wellbeing of each pupil across all settings. We consider families to be our pupils first educators who have crucial information necessary to understanding each child.

Once personalised outcomes have been determined, the necessary targets and provisions will be identified to support each pupil to the next stage of their development.

Implementation

All pupils at Snowflake School receive a 1:1 personalised learning programme delivered by Specialist Tutors trained in the principles of ABA/VB. Their work and the pupil's individual progress are closely monitored by the highly trained & qualified Class Lead /ABA Supervisor. Tutors work collaboratively within a multi-disciplinary team to guide their selection and implementation of targets.

Pupils will then have timetabled access to specialist teachers in Music, PE, Phonics, Maths, English, PSHE (Personal, Social, Health & Economic) either individually or within groups.

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, assessments and observations.

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

Those 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." Therefore, 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, neither are they linked to chronological age. Our three pathways are accessible to all age groups. Some pupils may access elements of more than one pathway:

Bulb

A curriculum with an emphasis on engagement and early development. Supported Learners will access learning via the VBMAPP and EFL (Essential for Living) assessments, with a focus on reduction of barriers to learning, and develop the pre-requisite skills needed for subject-specific and group learning. Some older pupils' may also be eligible to study ASDAN's **Sensory Transition Challenge**

Branch

Prompted learners' teaching will continue to be delivered through 1:1 intensive ABA teaching and interest-led opportunities to generalise skills outlined on their IEP and EHCP. These learners will have some access to the National Curriculum subject specific knowledge and skills but will require the support of 1:1 teaching to access this content. Some pupils will need national curriculum targets to be broken down into smaller targets. They might also require numerous learning reinforcement & repetition to master a skill. These pupils' may also be eligible to study ASDAN's **Introduction and Progression Challenge**

Blossom

Independent Learners access the National Curriculum through group-based learning, which is enhanced, rehearsed and challenged by their 1:1 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' accessing **New Horizons Challenge**.

Thematic Curriculum

Each Pathway is taught through the thematic curriculum and sequencing development. This is the same across each individual site but personalised in relation to the pupil's progress through assessment and Earwig targets. So, pupils may repeat the theme but not necessarily the topic. All delivered through individualised ABA / VB approach.

The three areas are All about me, (related to self, family, culture), All around me (community and growth) and the world around me (related to celebrating transition (see appendix 2 Thematic curriculum)).

The pathways will also inform the future pathways for our pupils, with branch and blossom pupils accessing the 6th form, college and vocational pathway and bulb pupils more likely to access experiential specialist FE settings and /or 24-hour curriculum (see appendix 3 Pathways transition opportunities).

Independent Special School Standards

The headteacher is responsible for ensuring the curriculum meets the independent School standards:

Linguistic: *this area is concerned with developing a pupil's social communication and interaction skills and increasing their command of language through listening, speaking, reading and writing. Primarily this will be developed in English. Some of our pupils find it exceedingly difficult to communicate via the spoken and written language and use alternative approaches, e.g., signing, PECS (Picture Exchange Communication System), AAC (Augmentative and Alternative Communication) A Key factor in the development of their communication skills is collaborative work with our Speech & Language therapist, Drama therapist and Music therapist. Therapy targets are reinforced and practiced throughout the day.*

Mathematical: *this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, develop their capacity to think logically and express themselves clearly. Their knowledge and understanding are developed through exploration and discussion, maths teaching around money, time and number, practical activities such as shopping, and natural environment generalisation.*

Scientific: *this area is concerned with increasing a pupil's knowledge and understanding of living things, materials, and physical processes and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and record findings. As well as discreet scientific teaching, scientific thinking is also learnt through attention autism experiences, especially for bulb pupils.*

Technological: this area includes: the use of ICT & food technology. Pupils prepare and make their own lunch, bake simple items for cake sales and create picnics for events, as well as learn how to use utensils safely. Some pupils learn through typing programs and some pupils through Lego therapy.

Human and Social: this area is concerned with people and how they live, with their relationships, their environment and how human action, now and in the past, has influenced events and conditions, through historical and geographical inquiry. Pupils learn this through assemblies, unique events and themed days/weeks related to our SMSC (Spiritual, Moral, Social, Cultural) calendar.

Physical: this area aims to develop a pupil's physical control and coordination and help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. Activities including play, yoga and Occupational Therapy support the weekly physical education (PE) lessons. Our Occupational Therapist ensures that every pupil has an individualised programme, including a sensory diet and sensory circuits which is implemented daily.

Aesthetic and creative: this area is concerned with developing a pupil's capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. It involves the exploration and understanding of feelings and the processes of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some, including art, music and dance make a particularly strong contribution because they call for personal, imaginative, and creative responses. Some pupils take part in group art lessons, others use art to generalise learning and express their enjoyment. All pupils experience music and secondary pupils experience drama.

Future Paths: Throughout the learning day at Snowflake School, staff focus on developing the pupil's ability to make choices and develop independent living skills. As pupils move into key stage three and eventually into key stage four, individualised pathways are discussed, at least annually, with families and Local Authorities. This planning helps pupils to develop self-awareness and to be supported in exploring realistic future options. Some pupils can experience mainstream shared experiences or work sampling in the local community.

Impact

Our curriculum is designed so that through our tailored learning approach, pupils will:

- Demonstrate ability to work individually and in small groups.
- Develop functional communication skills.
- Develop ability to communicate safely in a range of settings.
- Demonstrate ability to use their voice for choices and decisions.

Assessment and how it fits into the curriculum.

To evaluate the effectiveness of each curriculum, it is important that Snowflake School monitors and measures the impact to ensure it meets the fundamental needs of each of its pupils. All pupils are prepared well for their next steps through the development of individual skills which recognises and nurtures their aspirations, supports their well-being, and secures outstanding outcomes for all.

To ensure successful impact, Snowflake School will:

- Ensure that the curricula are broad, balanced, and relevant while linking to statutory requirements.
- Monitor the quality of teaching, learning and assessment via lesson observations, checks to pupil's program books and overlapping 1:1 session to ensure the teaching is engaging, responsive and meets all personalised learning needs.
- Ensure formative and summative assessment outcomes are accurate and suitably challenging to encourage progression.
- Record the achievements of each pupil equally.
- Measure, assess and record the progress of each pupil in a systematic way to enable all pupils to achieve their potential daily, weekly, and termly.
- Monitor pupils personalised learning offers to ensure pupils are set aspirational goals within each aspect of their timetable.
- Moderate assessments and teaching procedures to monitor standards of achievement.
- Monitor the qualitative data received from parents, staff, and other professionals to ensure the quality of education is deemed appropriate by all.
- Continuously monitor and develop curriculum content and delivery.

While it is common for pupils to remain within the same pathway throughout their Snowflake School career (Particularly for Secondary Students), there will be pupils who, at some point, transition from the Bulb pathway onto the Branch pathway, or from the Branch Pathway to the Blossom Pathway. For this reason, each pathway has elements which overlap and are embedded into each other to allow easy transition. The assessment framework for each pathway overlaps at the start and end, allowing for accurate assessment for pupils who transition between two pathways.

- A pupil's progress will be assessed against VB-MAPP (The Verbal Behaviour Milestones Assessment and Placement Program) criteria on entry to school. Those who have been assessed using the VBMAPP will then have yearly assessment of their progress against this each academic year.
- Progress against national curriculum objectives, using our cloud-based assessment system, are updated termly and will be reported in the end of year report and in the pupil's Annual Review.
- Daily records will be maintained to track each pupil's progress and programmes will be modified by reinforcement, prompt level or complexity.
- All pupils will have an Individual Education Plan (IEP) that will address their specific educational and welfare needs. These IEPs (individualized education plans) will be reviewed termly in consultation with staff, other professionals, and families. The progress will be reviewed yearly at the Annual Review to which staff, other professionals, parents, and the

student's Local Education Authority will be invited. This will include Speech & Language and Occupational Therapy if these are included in the Educational Health Care Plan of the pupil.

- Targets for the IEP are taken from the VBMAPP and Essentials for Living criteria, as well as pathway objectives, and include group skills, social skills and transitions. Each individualised curriculum is built around these targets, aligned with the pupil's individual EHCP outcomes and are tracked, recorded and reported on at least termly. As well as National Curriculum study, pupils also follow accredited courses such as ASDAN:
- Teachers, tutors and therapists use a wide range of methods to track progress and gather evidence as no single piece of evidence is sufficient on its own.
- Earwig (online platform allows sharing of progress with family).
- Pupils progress reports shared with families each term.
- IEP and EHCP online monitoring platform

All pupils access group sessions in PE, Music, Drama and daily circle time. Some pupils also access additional group teaching in English, Maths, Science and Art. Where pupils cannot yet access group teaching, they have group skills targets within their IEP and will be taught individually.

The curriculum promotes Snowflake values alongside fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of others

These values promote independence and seek to support the pupils to be prepared for and able to contribute usefully, within the diverse community in which we all belong.

Cultural capital

At Snowflake School we develop our pupils' cultural capital by taking advantage of London's rich cultural diversity, enabling pupils to access a wide variety of experiences through educational visits and access to the arts including music, drama, and literature. We celebrate our similarities and differences through cultural and religious celebrations by inviting in visitors, holding festivals and celebratory assemblies. We believe that the wider the access to cultural capital, the greater the quality of life our pupils can experience.

Teaching

Pupils are taught primarily by qualified teachers, supported by ABA supervisors and therapists; all working collaboratively to deliver learning that is individualised and bespoke to the pupil.

Resources

Snowflake School is a small environment which is well resourced to meet all curriculum requirements. We also make use of the local community in terms of parks, swimming pool, library, museums, local schools, and shops. We try to ensure that our pupils have the facilities to enable them to thrive physically, socially, emotionally, and academically alongside developing their independence both in the school and out in the community.

Monitoring

The headteacher reports to trustees termly regarding the quality of the curriculum and its outcomes, also weekly to the chair of trustees. The quality of education is monitored through questioning, learning walks, competence assessments, overlaps, observations, book and data /folder checks and termly staff meeting discussions.

Overview

School Stage	Primary						Secondary				
Year Group	1	2	3	4	5	6	7	8	9	10	11
Key Stage	KS1			KS2			KS3			KS4	
Individualized teaching timetables based on	<p>Individual Education Plan</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> Speech, Language and Communication Social skills Listening and Attention <p>Cognition and Learning</p> <ul style="list-style-type: none"> Literacy Numeracy <p>Sensory and/or Physical</p> <ul style="list-style-type: none"> Daily living skills Motor skills <p>Social Emotional and Mental Health</p> <ul style="list-style-type: none"> Behaviour Play Skills 						<p>Individual Education Plan</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> Speech, Language and Communication Social skills <p>Cognition and Learning</p> <ul style="list-style-type: none"> Functional academics <p>Sensory and/or Physical</p> <ul style="list-style-type: none"> Independent living skills Health and Fitness Self-Care skills <p>Social Emotional and Mental Health</p> <ul style="list-style-type: none"> Community participation Hobbies and Leisure Self-awareness Behaviour 				
Integrated Therapy	<ul style="list-style-type: none"> Occupational Therapy Speech and Language Therapy Music Therapy Yoga 						<ul style="list-style-type: none"> Occupational Therapy Speech and Language Therapy Drama Yoga 				
Group Learning	<p>Topic based learning, including core and enrichment subjects: English, Math, Science, SMSC, Art & Design, PSHE,</p>						<p>Topic based learning including core and enrichment subjects: English, Maths, Science, PSHE, Art & Design, Food Technology</p> <p>Asdan, work skills and experience</p>				

Differentiation of Group Learning	Bulb	Bulb
	Branch	Branch
	Blossom	Blossom
Curriculum, Assessment and Planning	<ul style="list-style-type: none"> ▪ VB-MAPP ▪ Social skills 	<ul style="list-style-type: none"> ▪ ASDAN – Transition Challenge, Progress Challenge and New Horizons ▪ PFA ▪ EFL ▪ Social skills ▪ AQA Unit Awards (Sept 2023)
	Earwig Academic - assessment and evidence tool used across the school	
	NC across all phases as appropriate for planning and assessment	
PE, Outings and Work Experience	<ul style="list-style-type: none"> ▪ PE ▪ Group Outings ▪ Weekly Community Outing (e.g., swimming, park visits) 	<ul style="list-style-type: none"> ▪ PE ▪ Offsite Outdoor Pursuits ▪ Weekly Community Outings (e.g. swimming, shopping, climbing wall, park, café)
	PSHE / RSHE /SMSC & British Values	
Whole School Events and Experiences	All pupils take part in focus weeks (topic examples: coronation, festival week, road safety, religious festivals, music, sports, mental health	
	online safety)	
	Whole school events such as Children in Need and World Book Day	

ASDAN programmes not included in curriculum map:

<p>New horizons-</p> <p>1. C3- Rights and responsibilities</p>	<p>Transition Challenge: Introduction and Progression</p> <p>Daily opportunities</p> <ul style="list-style-type: none"> • KH6- ICT (show where ICT is used in the home or your centre) • TL12- Recreation (choose an activity to do in your free time) • TL17- Online Safety (show you know how to safely use 2 devices for online gaming) • TL18- Sex and Relationships (show that you know how to behave appropriately with other people) • MC6- ICT (use technology to make choices e.g., whiteboard, communication aid, computer program) • FG6- ICT (use technology to share an activity with others) • FG18 – Sex & Relationships (show you know how to be a good friend) • MF6- ICT (show you can use a new piece of ICT equipment) • TL1- English (produce a written message) • TL10- Expressive Arts (take part in an arts activity which is new to you) • FG15- History (find a story from history that is interesting to you) • MC10- Expressive arts (look at different types of art media and choose which you like most e.g., pictures, music) • MC4- Design and Technology (make something that can be used in your centre) <p>Depending on specific pupil programs</p> <ul style="list-style-type: none"> • KH17- Online Safety (show you know about safety on the internet e.g., passwords, usernames, bank details) • MC17- Online Safety (show you know how to share information safely while using social networks) • FG17- Online Safety (show you know about sharing information safely using instant messaging on the internet) • MF17- Online Safety (show you know about cyber-bullying) • FG8- Citizenship (identify when a person/ group is being teased)
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	<p>Timetabled trips/ activities</p> <ul style="list-style-type: none"> • Library – MF12 Recreation • Swimming- TL13 Sport and Leisure (visit a sports centre and take part in an activity) • Drama/ PE lessons- MF13 Sport and Leisure. • Food prep/ tech- MC3 Science (take part in an activity where materials change texture); MF2 Mathematics (lay a table for a group of people) <p>Other community links</p> <ul style="list-style-type: none"> • MF7- RE (visit different places of worship to find out about other religions) • MC7 – RE (investigate objects that are important to religions) <p>At home-</p> <ul style="list-style-type: none"> • All MFL – KH5, MC5, FG5, TL5 • TL11 Family/ Home (take part in a social activity with friends outside of school) • TL14 Work Related (take part in a meeting about your future) • FG7 – RE (show you know about different religious rituals and traditions)
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Snowflake School Curriculum Themes- Year 1

Term	Primary		Secondary	
	Progression (5-7) - KS1	Consolidation (8-10) - KS2	Progression (11-13) - KS3	Consolidation (14-16) - KS4
Autumn A	Life Histories			
	My Story	Friends	Families	Important Figures
Autumn B	Once Upon a Time			
	Rhythm and Rhyme	Traditional Tales	Myths and Legends	Folklore
Spring A	Roots, Shoots and Muddy Boots			
	In the Garden	Edible Plants	Let's Plant a Garden	Just Keep Growing
Spring B	Let's Travel			
	Going Places	Vehicles	Across the Sea	Incredible Journeys
Summer A	Caring Communities			
	On an Adventure	Helpers and Heroes	Safe Explorers	Positive Impact
Summer B	Colourful Lives			
	What I Celebrate	Celebrations Around the World	Diversity and Difference	Why We Celebrate

Snowflake School Curriculum Themes- Year 2

Term	Primary		Secondary	
	Progression (5-7) - KS1	Consolidation (8-10) - KS2	Progression (11-13) - KS3	Consolidation (14-16) - KS4
Autumn A	All About Me			
	Myself	My Body	My Feelings	My Future
Autumn B	Animals			
	At Home	Under the Sea	At the Farm	Around the World
Spring A	Adventure			
	Exploring	Packing	Staying Safe	Planning
Spring B	Going Green			
	Materials	Recycle	Reuse	Reduce
Summer A	Come Dine with Me			
	What I Eat	I Can Cook	Sharing My Cooking	Eating Out
Summer B	Summer Sports Mania			
	Sport Parachute	Fitness Fun	Sport Extravaganza	Team Talk

Revision

Version Update	January 2025
Review due	January 2026
Reviewed By	Sumen Starr
Approved by Board of Trustees on	February 2025