



Forest Bridge School Curriculum

PER ARDUA AD ASTRA – “THROUGH ADVERSITY TO THE STARS”

FOREST BRIDGE SCHOOL
BRAYWICK PARK
BRAYWICK ROAD
MAIDENHEAD
SL6 1BN

Introduction



The Forest Bridge School Curriculum (FBSC) is designed specifically with our learners' primary diagnosis of Autism in mind, with the overarching, long term outcome to prepare each learner for adulthood. This has been achieved through a collective, multi-disciplinary process between school staff including teachers, aba supervisors, speech and language therapists, occupational therapists, psychotherapists, governors, parent founders of the school, the local community and our learners.



FOREST BRIDGE SCHOOL – A SHARED VISION

Per Ardua Ad Astra' - Through adversity to the stars

“This school feels like family.” KS3 pupil



Our Values	Respect, Achievement, Resilience and Enjoyment		
Our Vision	To be a leading provider of education for children and young adults with a primary diagnosis of autism. Combining Applied Behaviour Analysis, evidence based therapy and the national curriculum our pupils will achieve their full potential and develop the skills they need to lead enriched, productive and happy lives.		
Our Commitments	We are committed to our pupils and their futures	We are committed to our Staff	We are committed to our families and wider community:
	<p>We will:</p> <ul style="list-style-type: none"> • provide an individualised education using Applied Behaviour Analysis to deliver outstanding teaching, as well as additional evidence based therapies appropriate for each pupil's needs • create a safe, fun environment filled with functional opportunities to promote learning and independence • equip each pupil with the skills they need for life and work after Forest Bridge • provide each pupil with regular opportunities to participate in enrichment activities • develop partnerships with local colleges and employers to help our pupils progress to work, training or further education 	<p>We will:</p> <ul style="list-style-type: none"> • provide dynamic, high quality, specialist training and professional development pathways for all staff • ensure a listening, responsive and supportive culture through effective management and communication • maintain and encourage an environment of involvement and engagement of leaders at all levels • value every staff member and reward and encourage their hard work and dedication • become an employer of choice 	<p>We will:</p> <ul style="list-style-type: none"> • empower families to take an active role in their child's learning through close collaboration and training • provide assistance and resources to help families to support their children at home and school • provide clear, consistent communication to families and our local community in an open and transparent environment • raise awareness and understanding of autism in our local community • share best practice across educational and Applied Behaviour Analysis communities

Curriculum Intent

The FBSC is underpinned by our whole school values of **Respect, Achievement, Resilience and Enjoyment** and emphasis on the following:

- Curriculum for children with a primary diagnosis of Autism
- Highly personalised curriculum for each learner,
- Preparing each learner for adulthood.

As highlighted in the areas above we also have a 3-fold commitment towards our;

1. **Pupils** – to provide them with a respectful curriculum that helps them to achieve resilience and enjoyment through the process
2. **Staff** (including all therapies in school) – to utilise the FBSC to its full potential to the school values
3. **Community** (including parents/families) – to play an active role in informing the curriculum outcomes and planning, leading to the best possible community involvement

Preparing for adulthood and life after school is what we are all working towards for our pupils. The assessment and curriculum provided by this model support the individual as they make transitions into, through and out of school at the level they require. The individual learning journey of each child is decided by their progress instead of being juxtaposed to peers or age-related benchmarks.

The Curriculum is holistic in its core and the assessment tool has been developed with education experts, BCBA's, Speech & Language Therapists, Occupational Therapists, service users, parents and school governors.

1.1 Introduction: The Curriculum

The Curriculum Model

The curriculum model supports children with autism and co-morbidities, allowing them to learn what is needed for independence at their level.

It has a strong focus on communication and interaction, working on key skills that will develop what they need to be independent as an adult. This could include being able to access the community without challenging behaviour, being able to make meals for yourself, getting a job or gaining the correct qualifications for a university course.

This concentric diagram sets out a visual representation of how the curriculum evolves from the primary, the central focus of what we want to achieve, Independent living, expanding to the Stand-Alone Curriculum Skills, encompassing all the vital areas in between.

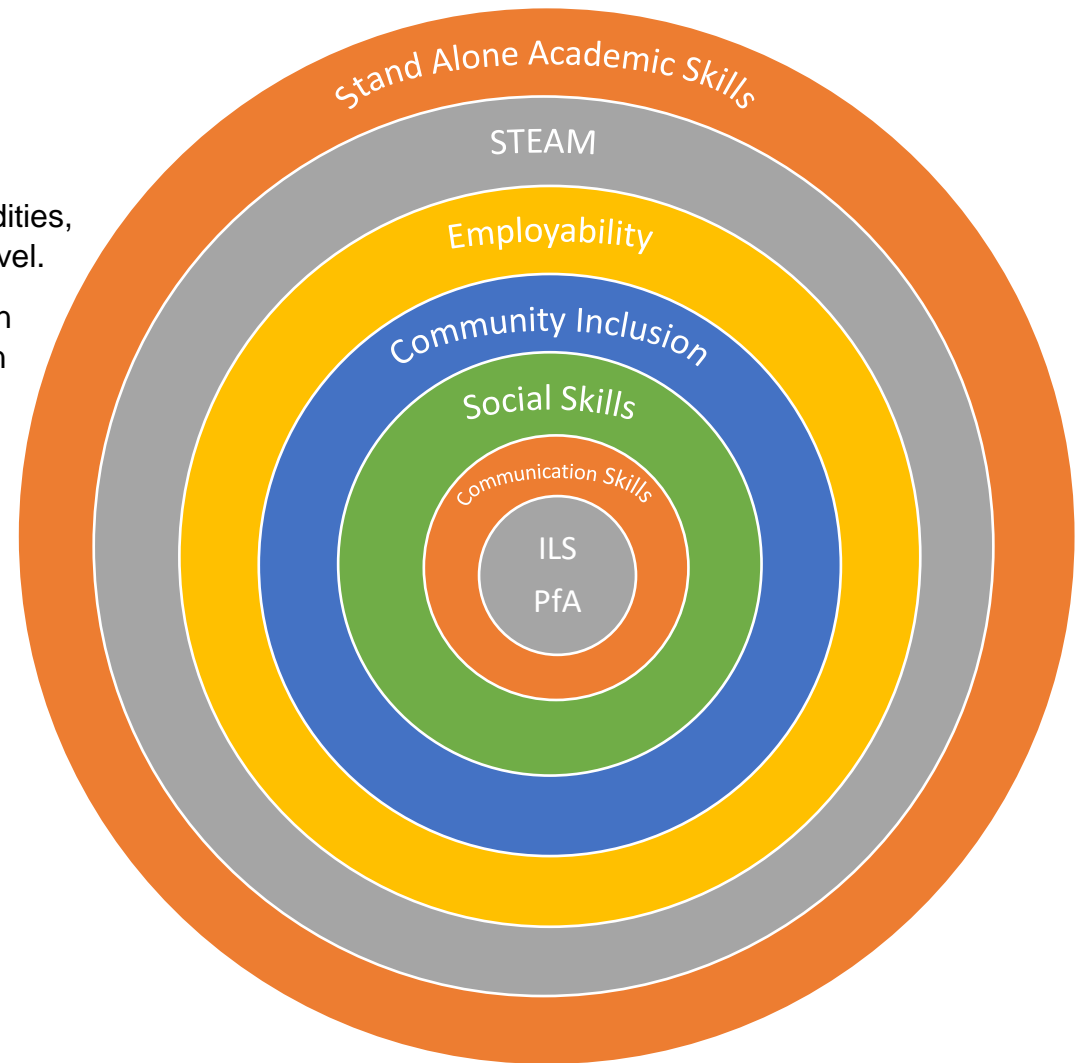


Diagram 1

1.2 Introduction: Areas & Domains

In matters of layout, the Forest Bridge School curriculum is divided into 12 domains: Independent Living, Employment (Pre-requisites), Employment (Functional), Community inclusion, Health and Wellbeing, Communication, Social Skills, STEAM (i.e. Science, Technology, Enrichment, Arts and Math), Academics Literacy, Academics Maths, Academics Science, and Academics ICT.

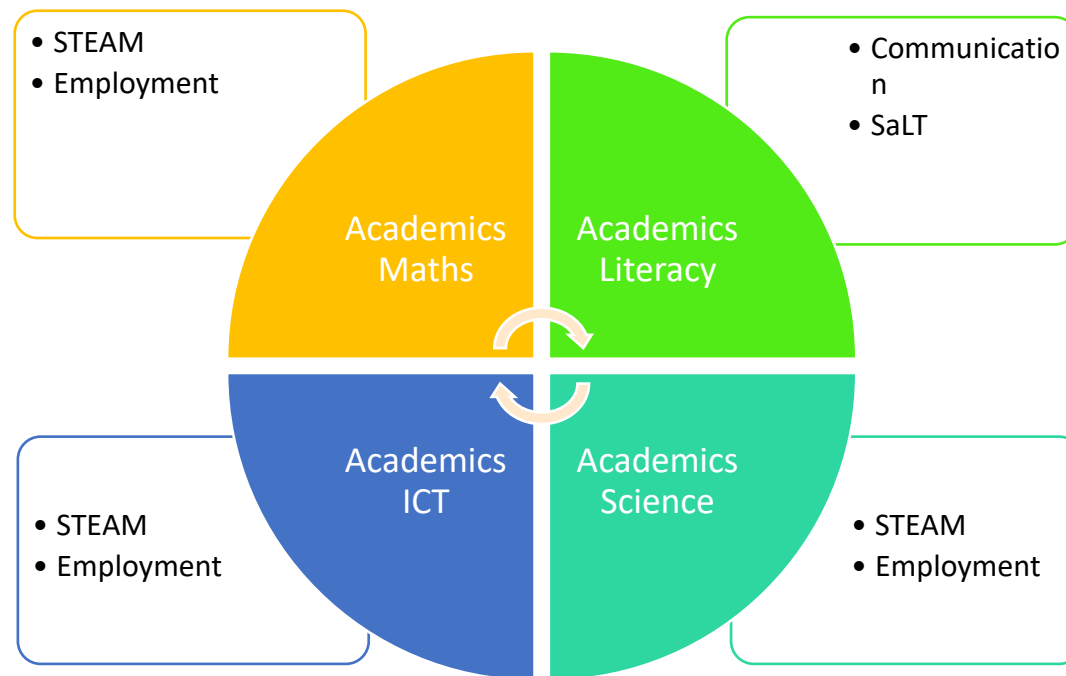
Those domains are in turn grouped into three larger groups: **Stand Alone Academics** (includes: Academics Literacy, Academics Maths, Academics Science, and Academics ICT domains), **Social Communication & STEAM** (includes: Communication, Social Skills and STEAM domains) and **Preparation for Adulthood** (includes: Independent Living, Employment Pre-requisites/Functional, Community Inclusion and Health and Wellbeing domains).

Each of the domains includes a series of outcomes (Personalised Learning Objectives aka. PLO) that grow progressively more complex. Starting PLOs function as pre-requisite skills for further growth within that particular domain and the last PLOs function as the culmination of all the skills acquired (example: in Academic Literacy, the first PLO is *To Show Interest In Books* and the last PLO is *To Be Able To Compare Writers' Ideas And Perspectives Across Two Or More Texts*).

1.2.1 Areas & Domains: Stand Alone Academics

The area of Stand Alone Academics is comprised of the domains of Literacy, Maths, Science and ICT. Those domains include PLOs that may include but are not limited to specific learning standards, lessons, assignments, and materials used to organise and teach a particular course incorporating the more traditional aspect of an academic-only curriculum. However, a great portion of this area also includes PLOs to facilitate acquisition and maintenance of functional academics, i.e. basic literacy and numeracy skills such as reading selected sight words, writing their names, counting coins and reading time on an analogue clock.

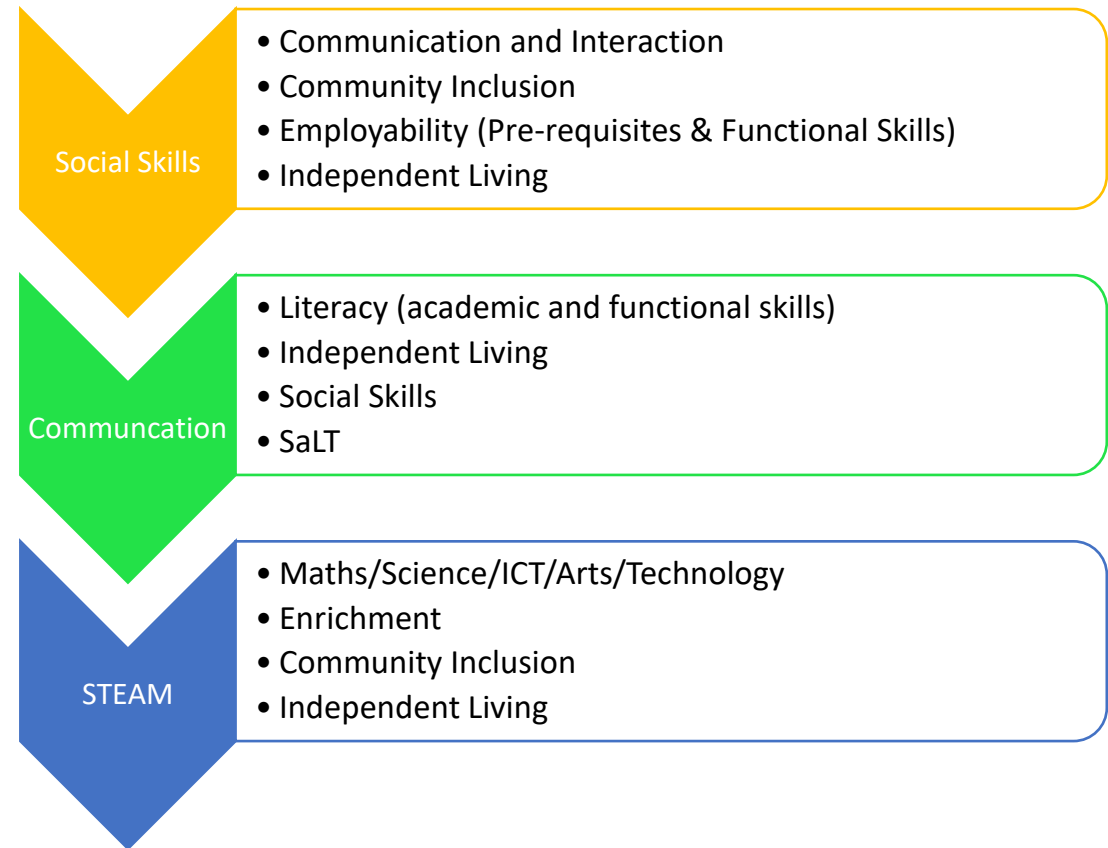
As with all areas in the FBSC curriculum, the four academic domains are linked to other domains to make sure that a holistic and cross-curricular approach is followed when forming a pupil's curriculum (please see the following schematic).



Schematic 1

1.2.2 Areas & Domains: Social Communication and STEAM

The area of Social Communication and STEAM is comprised of the domains of Social Skills, Communication and STEAM. Those domains include PLOs that may include but are not limited to communication (both verbal and nonverbal), being part of a group (i.e. sharing), expressing feelings (like with I-messages), caring for oneself and others (showing empathy and self-care), problem-solving skills (to cope with change), managing conflict (which is inevitable), listening, innovation, critical thinking and use of technology in imaginative designs or creative approaches to real-world problems framed in social studies.

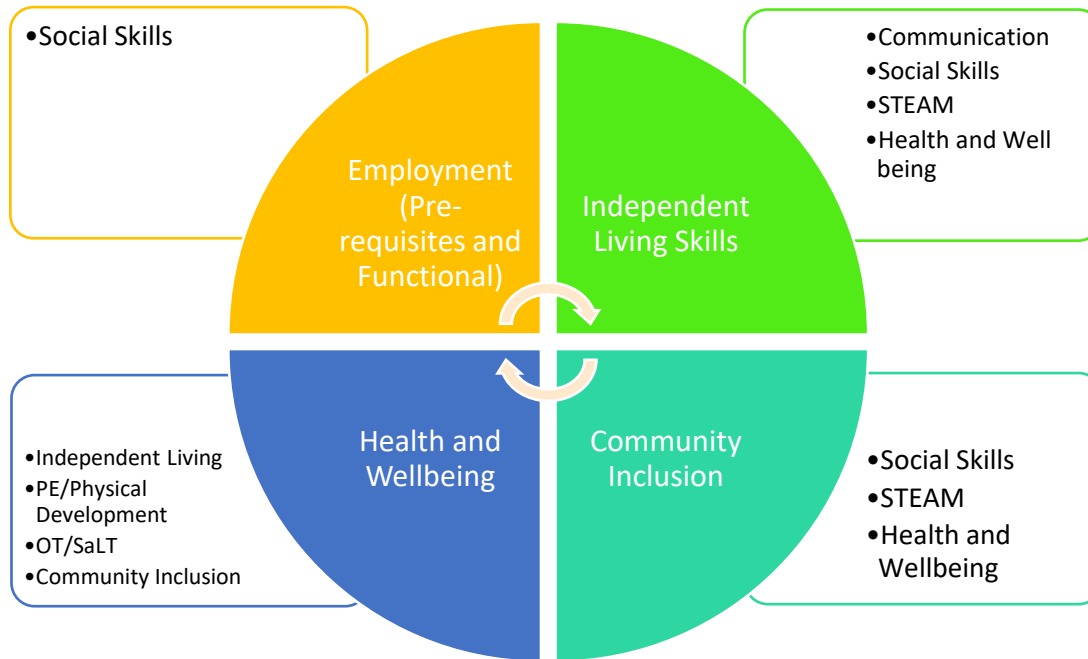


Schematic 2

1.2.3 Areas & Domains: Preparation for Adulthood

The area of Preparation for Adulthood is comprised of the domains of Independent Living, Employment (Pre-requisites), Employment (Functional), Community inclusion, and Health and Wellbeing. Those domains include PLOs that map out a young person's journey towards independence. These can include but are not limited to planning for further education and/ or employment. These also include planning for a young person's autonomy in their own life, such as making choices, having control and freedom over their lives and the support they have, and

their accommodation and living arrangements. As well as participating in society, having friends and supportive relationships, and participating in, and contributing to, the local community, and being as healthy as possible in adult life. The area sets out a route to enable young people to progress and develop so that they can achieve their outcomes and make that positive transition into adulthood and to support and prepare young people for further education and or employment. The PfA area also functions as a beacon for staff for different vocational opportunities to be utilised at Forest Bridge School onsite and offsite (see schematic 4).



Schematic 3



The **Preparation for Adulthood (PfA)** area also functions as a beacon for staff when planning for different vocational opportunities to be utilised at Forest Bridge School, onsite and offsite (see schematic 4)

Schematic 4

1.3 Introduction: Learner Cohorts

Within our school, the FBSC is designed to support all 3 of our learner types, **Early Learners**, **Intermediate Learners**, and **Advanced Learners**. **EYFS/KS1** pupils comprise an additional fourth cohort where pupils are yet to be classified in any of the three learner cohorts due to their particularly young age. Our school values ensure that each learner type has a curriculum, designed specifically for their individual needs, that is **Respectful** and fosters **Resilience** towards their learning and allows each learner to **Achieve** set goals with a delivery focused on **Enjoyment** for learning.

The curriculum is sensitive to each learner type's needs and has been laid out to support an individual at a highly personalised level. All domains have equal importance in shaping a pupil's learning journey, but the significance and focus on particular domains may change as the pupil progresses through the curriculum, and as they acquire more complex skills.

The focus on different areas of the curriculum is shifted according to the learner type and provides a visual for cross-curricular planning and teaching. This supports Phenomena-Based Learning and is demonstrated by the accompanying diagrams per cohort.

1.3.1 Learner Cohorts: EYFS/KS1

EYFS/KS1 require a highly individualised curriculum that focuses on three Prime Areas: Communication and language skills (Listening and attention, understanding and speaking), Personal, Social, and Emotional Development (Making relationships, managing feeling and behaviours, self-confidence and self-awareness), Physical Development (teaching basic independence and self-care skills). The characteristics of Effective learning which are Playing and Exploring (engagement), Active Learning (motivation), and Creating and Thinking Critically (thinking) support children's learning across all areas. The diagram demonstrates what the FBSC looks like for the Early Years learner type with the three major curriculum areas circulating before gaining focus along with the other domains as per learner type classification at a later stage.

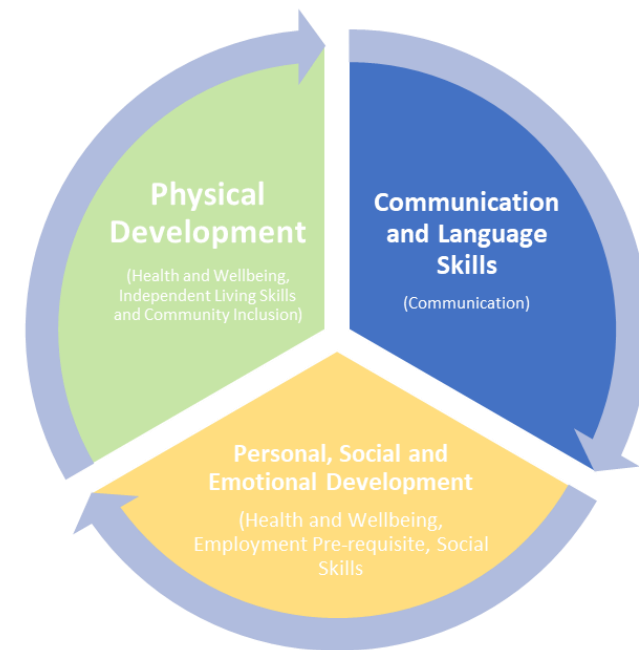


Diagram 1

The below table demonstrates how a lesson may be structured in an EYFS and KS1 Learner Cohort.

<i>Additional Time Allocations</i>	<i>Time Allocated Per Lesson</i>	<i>Guidance</i>
Planning Time	½ lesson (excluding group)	This is time spent on FBSC, planned for by the class leads and recorded on Learning Intention Slips
PLO Time	½ lesson (excluding group)	This is time spent on the pupils' Personalised Learning Objectives linked to the lesson (or otherwise specified)
Group Starter	<10 minutes	Pupils will work on learning readiness skills and mastered skills during group
Reinforcement Time	<2 minutes* per token board	Pupils will be working towards accessing between 5 and 10 tokens before accessing reinforcement*
Plenary	<2 minutes	This will be done individually upon completion of task

**Unless otherwise stated on pupils' behaviour guidelines/ intervention plans*

The Curriculum for the EYFS and KS1 Learner Cohort focuses on the above but these learners also have access to all 12 Domains of the Forest Bridge School Curriculum. The below table demonstrates how Forest Bridge School offer both a broad and balanced Curriculum whilst also focussing on key priorities for EYFS and KS1 Learners.

<i>Forest Bridge Curriculum Domain</i>	<i>Areas within Domain</i>	<i>Hours Allocated Per Week</i>
<i>Communication</i>	Communication and Interaction	<i>3 hours and 45 minutes</i>
	Communication: Register	<i>1 hour and 45 minutes</i>
	Literacy: Speaking and Listening	<i>50 minutes</i>
	Literacy: Reading	<i>50 minutes</i>
	Literacy: Writing	<i>50 minutes</i>
	Total Communication Hours:	<i>7 hours and 30 minutes</i>
<i>Social Skills</i>	Communication and Social Interaction	<i>2 hours</i>
	Leisure/ Play skills	<i>1 hour</i>
	Social Snacks	<i>1 hours and 15 minutes</i>
	Total Social Skills Hours:	<i>4 hours and 15 minutes</i>
<i>Independent Living Skills</i>	Independent Living Skills	
	Total Independent Skills Hours:	<i>2 hours and 30 minutes</i>
<i>Community Inclusion</i>	Offsite Trips	<i>2 hours</i>
	Community Inclusion	<i>30 minutes</i>
	Total Community Inclusion Hours:	<i>2 hours and 30 minutes</i>
<i>Health and Wellbeing</i>	Physical Health (PE, Daily Mile, Swimming etc)	<i>1 hour and 30 minutes</i>
	Health & Wellbeing	<i>1 hour and 15 minutes</i>

	RRSA	15 minutes
	Total Health and Wellbeing Hours:	3 hours
<i>Employment</i>	Employment Functional	1 hour and 15 minutes
	Employment Prerequisite	<i>Throughout School Day*</i>
	Total Employment Hours:	1 hour and 15 minutes
<i>STEAM</i>	Maths	2 hours and 30 minutes
	Science	30 minutes
	ICT/ Technology	30 minutes
	Art/ Music	30 minutes
	Total STEAM Hours:	4 hours

*Implemented throughout the day in line with Behaviour Intervention Plans and Behaviour Guidelines

1.3.2 Learner Cohorts: Early Learners

Early Learners require a highly individualised curriculum that focuses on basic communication skills, play or leisure skills, classroom readiness (e.g. complying with basic instructions, imitating others.), teaching basic independence and self-care skills, and targets that address behaviours that interfere with learning and/or social interactions. The VENN diagram demonstrates what the FBSC may look like for the Early learner type.

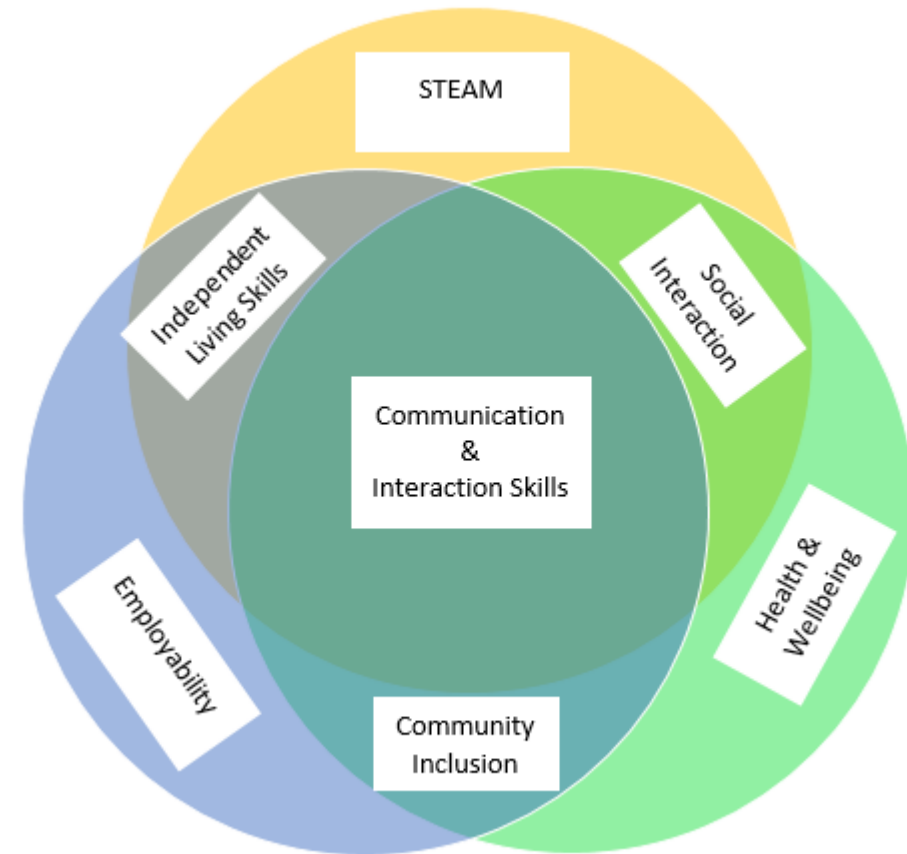


Diagram 2

The below table demonstrates how a lesson may be structured in an Early Learner Cohort.

<i>Additional Time Allocations</i>	<i>Time Allocated Per Lesson</i>	<i>Guidelines</i>
Planning Time	1/3 Lesson (excluding group)	This is time spent on FBSC, planned for by the class leads and recorded on Learning Intention Slips
PLO Time	2/3 lesson (excluding group)	This is time spent on the pupils' Personalised Learning Objectives linked to the lesson (or otherwise specified)
Group Starter	<10 minutes	Pupils will work on learning readiness skills and mastered skills during group
Reinforcement Time	<3 minutes per token board*	Pupils will be working towards accessing 10 tokens before accessing reinforcement*
Plenary	<2 minutes	This will be done individually after completion of task

**Unless otherwise stated on pupils' behaviour guidelines/ intervention plans*

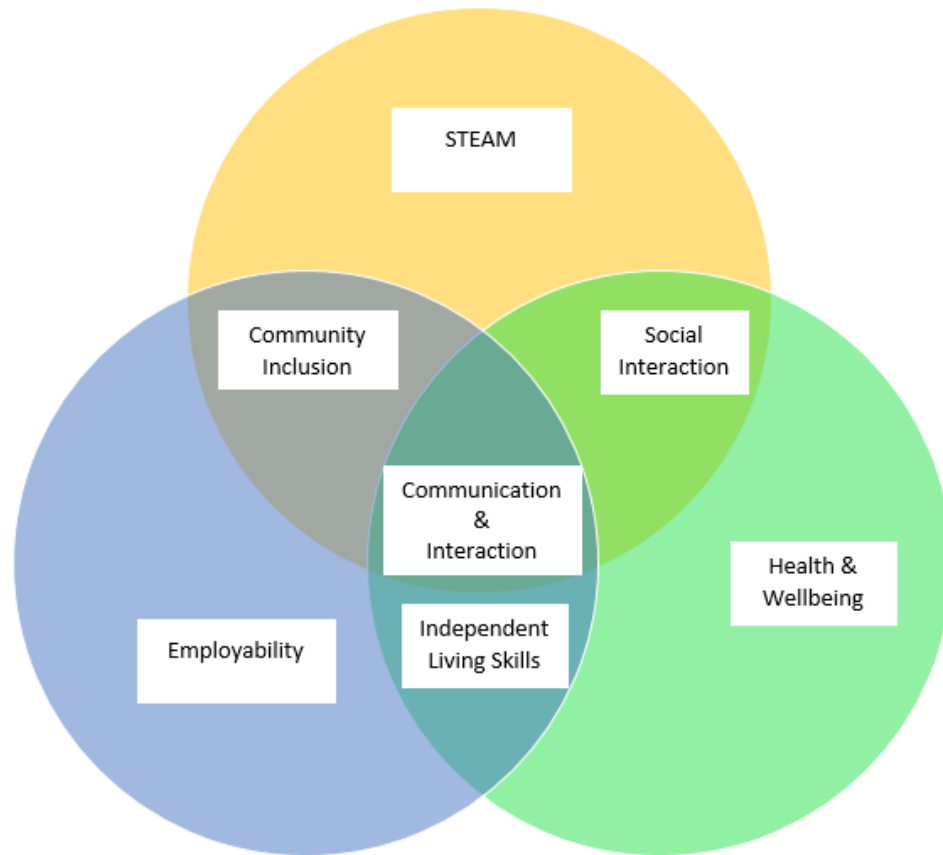
The Curriculum for the Early Learner Cohort focuses on the above but these learners also have access to all 12 Domains of the Forest Bridge School Curriculum. The below table demonstrates how Forest Bridge School offer both a broad and balanced Curriculum whilst also focussing on key priorities for Early Learners.

<i>Forest Bridge Curriculum Domain</i>	<i>Areas within Domain</i>	<i>Hours Allocated Per Week</i>
<i>Communication</i>	Communication and Interaction	<i>3 hours and 45 minutes</i>
	Communication: Register	<i>1 hour and 45 minutes</i>
	Literacy: Speaking and Listening	<i>50 minutes</i>
	Literacy: Reading	<i>50 minutes</i>
	<i>Literacy: Writing</i>	<i>50 minutes</i>
	<i>Total Communication Hours:</i>	<i>7 hours and 30 minutes</i>
<i>Social Skills</i>	Communication and Social Interaction	<i>2 hours</i>
	<i>Leisure/ Play skills</i>	<i>1 hour</i>
	<i>Social Snacks</i>	<i>1 hours and 15 minutes</i>
	<i>Total Social Skills Hours:</i>	<i>4 hours and 15 minutes</i>
<i>Independent Living Skills</i>	<i>Total Independent Skills Hours:</i>	<i>2 hours and 30 minutes</i>

<i>Community Inclusion</i>	Offsite Trips	2 hours
	Community Inclusion	30 minutes
	<i>Total Community Inclusion Hours:</i>	<i>2 hours and 30 minutes</i>
<i>Health and Wellbeing</i>	Physical Health (PE, Daily Mile, Swimming etc)	1 hour and 30 minutes
	Health & Wellbeing	1 hour and 15 minutes
	RRSA	15 minutes
	<i>Total Health and Wellbeing Hours:</i>	<i>3 hours</i>
<i>Employment</i>	Employment Functional	1 hour and 15 minutes
	Employment Prerequisite	<i>Throughout School Day*</i>
	<i>Total Employment Hours:</i>	<i>1 hour and 15 minutes</i>
<i>STEAM</i>	Maths	2 hours and 30 minutes
	Science	30 minutes
	ICT/ Technology	30 minutes
	Art/ Music	30 minutes
	<i>Total STEAM Hours:</i>	<i>4 hours</i>

*Implemented throughout the day in line with Behaviour Intervention Plans and Behaviour Guidelines

1.3.3 Learner Cohorts: Intermediate Learners



Intermediate Learners require a highly individualised curriculum that focus on pre-conversation and conversation skills, self-management, individualised academic readiness skills, basic social skills, and fine-tuning independent living skills (e.g. self-care, self-direction, community inclusion). The diagram demonstrates what the FBSC may look like for the Intermediate learner type.

Diagram 3

The below table demonstrates how a lesson may be structured in an Intermediate Learner Cohort.

<i>Additional Time Allocations</i>	<i>Time Allocated Per Lesson</i>	<i>Guidance</i>
Planning Time	½ lesson	This is time spent on FBSC, planned for by the class leads and recorded on Learning Intention Slips
PLO Time	½ lesson	This is time spent on the pupils' Personalised Learning Objectives linked to the lesson (or otherwise specified)
Group Starter	<15 minutes	Pupils will be expected to respond to some acquisition instruction during group
Reinforcement Time	<2 minutes per task completion	Children should be working towards removing token boards/ tick sheets – please see individual reinforcement schedules
Plenary	<5 minutes	This can be individual or as a group. Pupils will be expected to give feedback with support

**Unless otherwise stated on pupils' behaviour guidelines/ intervention plans*

The Curriculum for the Intermediate Learner Cohort focuses on the above but these learners also have access to all 12 Domains of the Forest Bridge School Curriculum. The below table demonstrates how Forest Bridge School offer both a broad and balanced Curriculum whilst also focussing on key priorities for Intermediate Learners.

<i>Forest Bridge Curriculum Domain</i>	<i>Areas within Domain</i>	<i>Hours Allocated Per Week</i>
<i>Communication</i>	Communication and Interaction	<i>3 hours</i>
	Communication: Register	<i>1 hour and 45 minutes</i>
	Literacy: Speaking and Listening	<i>50 minutes</i>
	Literacy: Reading	<i>50 minutes</i>
	<i>Literacy: Writing</i>	<i>50 minutes</i>
	<i>Total Communication Hours:</i>	<i>7 hours and 15 minutes</i>
<i>Social Skills</i>	Communication and Social Interaction	<i>2 hours and 15 minutes</i>
	<i>Leisure/ Play skills</i>	<i>1 hour and 15 minutes</i>
	<i>Social Snacks</i>	<i>1 hours and 15 minutes</i>
	<i>Total Social Skills Hours:</i>	<i>4 hours and 45 minutes</i>
<i>Independent Living Skills</i>	<i>Total Independent Skills Hours:</i>	<i>2 hours and 30 minutes</i>
<i>Community Inclusion</i>	Offsite Trips	<i>2 hours</i>
	Community Inclusion	<i>30 minutes</i>
	<i>Total Community Inclusion Hours:</i>	<i>2 hours and 30 minutes</i>

<i>Health and Wellbeing</i>	Physical Health (PE, Daily Mile, Swimming etc)	1 hour and 30 minutes
	Health & Wellbeing	1 hour and 15 minutes
	RRSA	30 minutes every half term
	<i>Total Health and Wellbeing Hours:</i>	<i>2 hours and 45 minutes</i>
<i>Employment</i>	Employment Functional	1 hour and 15 minutes
	Employment Prerequisite	<i>Throughout School Day*</i>
	<i>Total Employment Hours:</i>	<i>1 hour and 15 minutes</i>
<i>STEAM</i>	Maths	2 hours and 30 minutes
	Science	30 minutes
	ICT/ Technology	30 minutes
	Art/ Music	30 minutes
	<i>Total STEAM Hours:</i>	<i>4 hours</i>

*Implemented throughout the day in line with Behaviour Intervention Plans and Behaviour Guidelines

1.3.4 Learner Cohorts: Advanced Learners

Advanced Learners may work towards PLOs in Stand Alone Academic domains (including National Curriculum and GCSEs) and their individualised curriculum focuses on advanced social skills training, self-management and self-regulation, pre-vocational and vocational skills and fine-tuning independent living skills (e.g. shopping in the community, independently contacting medical and health care agencies). Their curriculum has a balance of both emotional and academic needs, tailor-made to facilitate smooth community inclusion and life after school. The diagram demonstrates what the FBSC may look like for the Advanced learner type.

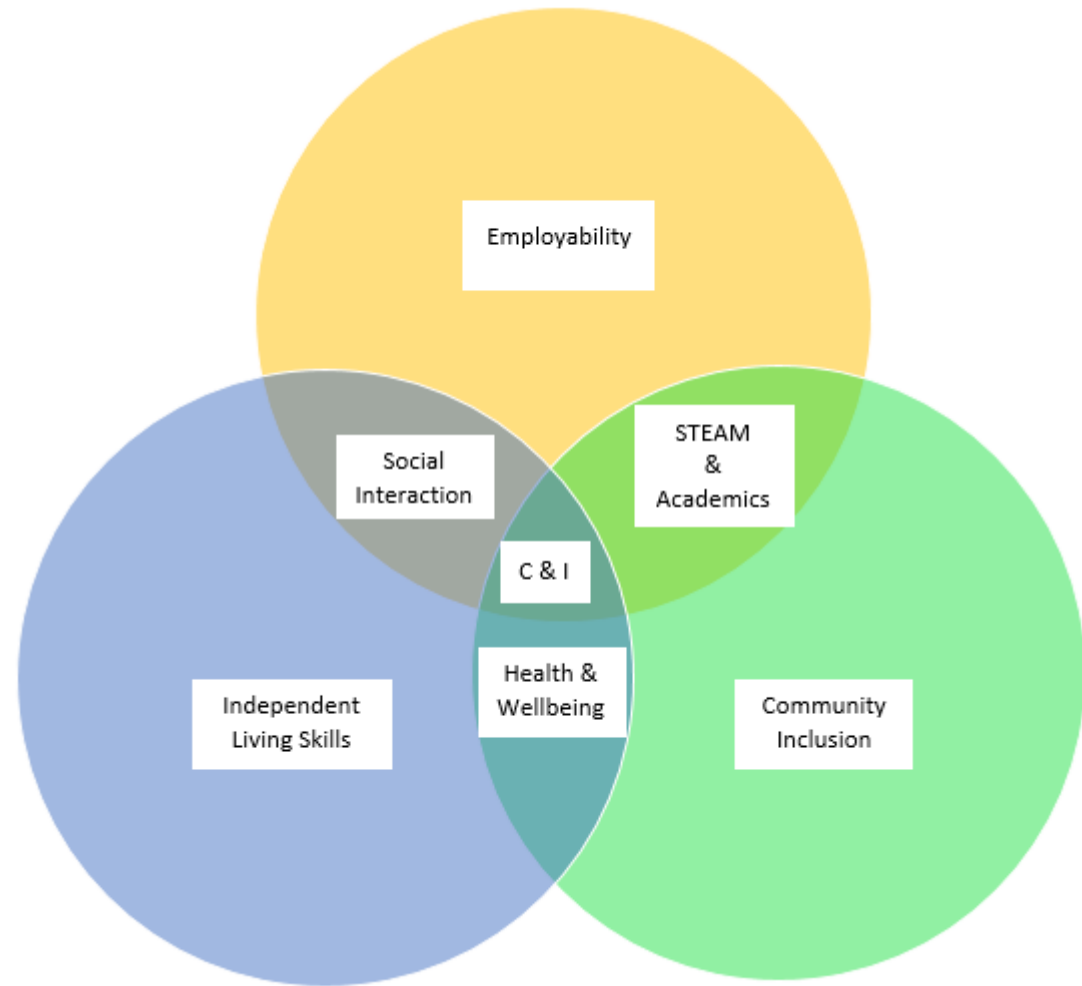


Diagram 4

The below table demonstrates how a lesson may be structured in an Advanced Learner Cohort.

<i>Additional Time Allocations</i>	<i>Time Allocated Per Lesson</i>	<i>Guidance</i>
Planning Time	¾ lesson	This is time spent on FBSC, planned for by the class leads and recorded on Learning Intention Slips
PLO Time	¼ lesson	This is time spent on the pupils' Personalised Learning Objectives linked to the lesson (or otherwise specified)
Group Starter	<20 minutes	Pupils will be expected to respond to acquisition instruction during group
Reinforcement Time	<5 minutes per lesson	Reinforcement in line with whole class reinforcement system at end of lesson
Plenary	<10 minutes	This can be individual or as a group. Pupils will be expected to give feedback

**Unless otherwise stated on pupils' behaviour guidelines/ intervention plans*

The Curriculum for the Advanced Learner Cohort focuses on the above but these learners also have access to all 12 Domains of the Forest Bridge School Curriculum. The below table demonstrates how Forest Bridge School offer both a broad and balanced Curriculum whilst also focussing on key priorities for Advanced Learners.

<i>Forest Bridge Curriculum Domain</i>	<i>Areas within Domain</i>	<i>Hours Allocated Per Week</i>
<i>Communication</i>	Communication: Register	<i>1 hour</i>
	Literacy: Speaking, Listening, Reading and Writing	<i>2 hour and 30 minutes</i>
	<i>Total Communication Hours:</i>	<i>3 hours and 30 minutes</i>
<i>Social Skills</i>	Communication and Social Interaction	<i>2 hours and 30 minutes</i>
	<i>Social Snacks</i>	<i>1 hours and 15 minutes</i>
	<i>Total Social Skills Hours:</i>	<i>3 hours and 45 minutes</i>
<i>Independent Living Skills</i>	<i>Independent Living Skills</i>	<i>2 hours and 30 minutes</i>
	<i>Leisure Skills</i>	<i>1 hour</i>
	<i>Total Independent Skills Hours:</i>	<i>3 hours and 30 minutes</i>
<i>Community Inclusion</i>	Offsite Trips	<i>2 hours</i>
	Community Inclusion	<i>1 hour and 30 minutes</i>
	<i>Total Community Inclusion Hours:</i>	<i>3 hours and 30 minutes</i>
<i>Health and Wellbeing</i>	Physical Health (PE, Daily Mile, Swimming etc)	<i>1 hour and 30 minutes</i>
	Health & Wellbeing	<i>1 hour and 15 minutes</i>

	RRSA	30 minutes – 1 hour per half term
	<i>Total Health and Wellbeing Hours:</i>	<i>2 hours and 45 minutes</i>
<i>Employment</i>	Employment Functional	3 hours and 30 minutes
	Employment Prerequisite	<i>Throughout School Day*</i>
	<i>Total Employment Hours:</i>	<i>3 hours and 30 minutes</i>
<i>STEAM</i>	Maths	2 hours and 30 minutes
	Science	1 hour
	ICT/ Technology	30 minutes
	Art/ Music	30 minutes
	<i>Total STEAM Hours:</i>	<i>4 hours and 30 minutes</i>

*Implemented throughout the day in line with Behaviour Intervention Plans and Behaviour Guidelines

1.4 Introduction: Research & Pedagogy

The Forest Bridge School Curriculum is not constrained to a time-bound curriculum (e.g. 10 am-10.30 am Math's/ 10.30-11 am Science), but it focuses upon cross-curricular project-based learning, natural environment teaching and intrinsic reinforcement.

The premise is based around Phenomenon Based Learning (PBL). The 5 pedagogical concepts of PBL are:

Enquiry based - The UK education system at the EYFS level is based on IB learning. Children show rapid gains through this method but, but in traditional education models, this is then stopped at Key Stage 1 and replaced by a knowledge-based curriculum. Knowledge-based curricula do not support the needs of children with autism holistically, as key functional skills need to be learned to enable independence.

Real-world - teaching in the natural environment ensure skills are generalised to appropriate contexts

Contextual - teaching contextually supports children with autism to make tangible connections

Authentic - deepening real-world experience

Constructivist - pupils shape and construct their learning

OFSTED

The Department of Education (DfE) – Education Inspection Framework (EIF) 2018, encourages schools to ensure the curriculum adopted is fit for purpose, ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life; the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment; for learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary; teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts; learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider's work support learners to develop their character – including resilience, confidence and independence – and help them know how to keep physically and mentally healthy. At each stage of education, the provider prepares learners for future success in their next steps.

1.5 Introduction: Levels of Support

Autism (and its co-morbidities) present in a variety of ways. The FBSC is an inclusive curriculum model that allows each type of learner to access all areas with the right level of support, with the end outcome being independent. Some learners need more support than others to complete a skill but it should not stop them from being able to access that skill altogether.

There are 3 levels of support:

Independent

Prompted

Fully Supported

1.5.1 Levels of Support: Definitions

- **Independent** means a pupil can complete the skill without support. The skill can be performed reliably (will complete the skill without prompts), regularly (they can perform the skill over time) and with fluency (they perform the skill accurately at speed).
- **Prompted** means the pupil can perform the skills with some support. This support could be in the form of a verbal, gestural, model or partial physical prompt, prompts within the environment such as lists, reminders, and other visual supports.
- **Fully Supported** means the pupil can complete the skill with full support, either full physical support where their hand is guided / hand over hand prompting OR a full verbal prompt is given (full instructions for a task).

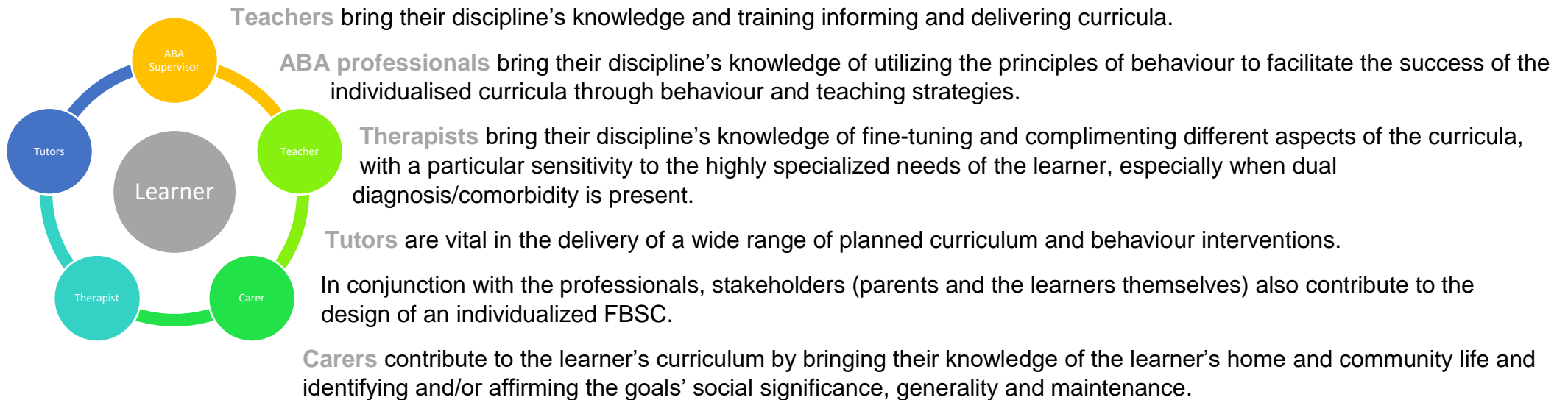
The Curriculum Model

All learners within Forest Bridge School have a diagnosis of Autism, and this is set out within their EHCP and might highlight the input needed from other professionals. The FBSC design allows for a holistic approach within our school and is used in a collaborative way across a range of modalities, as well as including parent consultation and pupil's voice. This allows for optimum input to ensure that each learner's learning journey is planned for in a way that can best support their skillset and needs as identified within their EHCP. Having a multi-disciplinary approach to each child's learning, in and outside of the classroom, is key towards the FBSC delivery.



2.1 The Curriculum Model: Professionals and Stakeholders

Forest Bridge School employs a variety of professionals, each with their unique perspective and role when it comes to contributing to and delivering the curriculum: ABA professionals (ABA Supervisors), Teachers, Therapists (OT, SALT, ARTS therapies) and Tutors.



Learners contribute to their curriculum via pupil voice that can take the form of identifying their motivators and/or utilizing their advocacy skills, depending on their level of verbal behaviour, naturally influencing the design of their curriculum.

2.1.1 Professionals and Stakeholders: Teachers

Teachers assist in developing planning relating to all learners' assessed needs and can be individual or group-based planning, delivering direct teaching of sessions relating to learners' PLO's, supporting and following behaviour support plans, ensuring the classroom environment celebrates their learners and is conducive towards learning, identifying the PLOs for all domains in the Stand Alone Academics area. For classes that are comprised mainly of Early Learners, Teachers will also identify and monitor the progress of PLOs coming from the STEAM domain. Teachers and Supervisors will jointly identify and monitor the implementation and progress of PLOs coming from any of the five domains of the PfA area. Teachers, also contribute towards learners' EHCP reviews.

2.1.2 Professionals and Stakeholders: ABA Supervisors

ABA supervisors assist in: developing PLOs alongside class teachers and therapists, specific for each child, based on their strengths and challenges. They write clear and positive behaviour support plans based on assessments of behavioural function and monitor the success of these plans, aiming to reduce any barriers to learning, thus allowing learners to better access the curriculum. They are responsible for developing and introducing programmes for pupils and ensuring that all targets from the PLO's are worked on within the term. ABA Supervisors identify the PLOs for the domains in the Social Communication and STEAM area in intermediate and advanced learner classes. Teachers and Supervisors will jointly identify and monitor the implementation and progress of PLO coming from any of the five domains of the PfA area. ABA supervisors, alongside all other stakeholders, contribute towards learners EHCP reviews.

2.1.3 Professionals and Stakeholders: Therapists

Therapists contributions to each learner are mainly driven by their level of support outlined within the learner's EHCP and also as identified by the other professionals. Therapists contribute towards identifying PLOs for the domains most linked to their therapeutic targets and as per their discipline's clinical focus (e.g. Communication for SaLT, Social skills for Art Therapists etc.). Their input can be at an individual as well as class-wide level by introducing flexibility to the curriculum and a level of support that is bi-directional (inside sessions and outside of sessions). The main domains of focus for the Therapists are (but not limited to) Social Skills, Health and Wellbeing, Communication, and Independent Living. Also, within the FBSC's assessment tool, there is a built-in referral system for SaLT or OT (please see the 'Assessment Tool: Therapy Referral System' for more information on this). Therapists, alongside all other stakeholders, contribute towards learners' EHCP reviews.

2.1.4 Professionals and Stakeholders: Tutors

Tutors play a key (and essential) role in delivering interventions as planned and set out by their class teacher, ABA supervisor and therapies team (where possible). They contribute towards data collection, preparing resources for specific programme interventions and support the learners directly either through 1:1, 1:2 or group support. Tutors also contribute towards gathering assessment data as well as home school communication. Tutors contribute towards a learner's EHCP by providing the teachers, ABA supervisors and Therapies, with the additional information they need for the review, through data collection and discussion.

2.1.5 Professionals and Stakeholders: Carers

As part of our co-production, as referenced in the SEND code of practice, parents/carers contribute by completing the parent/carer questionnaire (see parent questionnaire in Assessment section), which is designed to gather information on PLOs linked to family and community life. The information provided from parent questionnaires contributes towards the initial assessment of the FBSC, as well as progress reviews, through re-administration of the questionnaire. Parents are vital towards shaping the curriculum by consenting to the individualized curriculum plan or recommending changes that facilitate generalisation of learned skills in life outside of the school environment, both present and future.

2.1.6 Professionals and Stakeholders: Learners

Learners will influence their individualised curriculum by identifying their motivators, preferred items and activities, and/or by expressing their views, thoughts and concerns and exploring choices and options. Where appropriate, learners can contribute to their EHCP reviews.

2.2 The Curriculum Model: Collaboration

The FBSC acknowledges the need for collaborative work across a range of professionals including teachers, ABA supervisors, Speech and Language Therapists, Occupational Therapists, Art, Drama and Music therapists. To support each learner effectively, and per their EHCP, the visual diagram below provides a brief overview of the domains of the assessment where collaborative working (sometimes referred to as blended work) is happening in school (and not limited to).

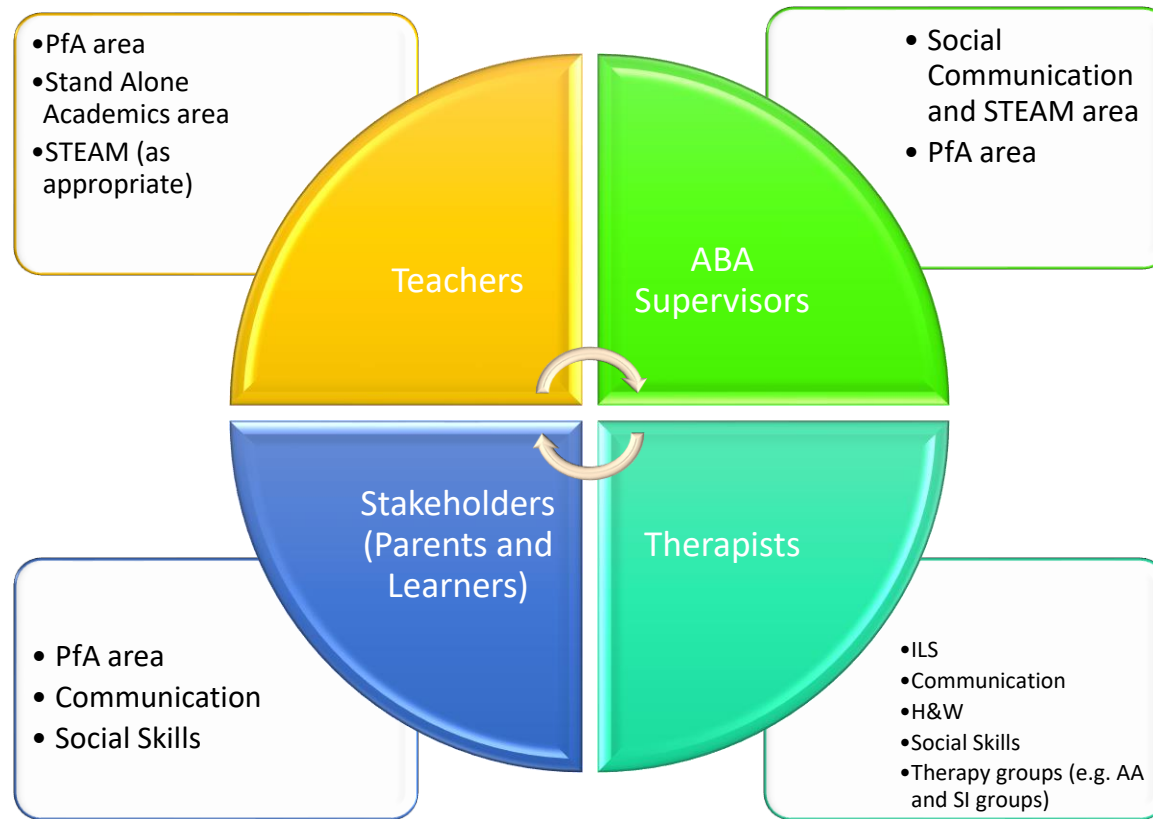


Diagram 4

Forest Bridge School Curriculum Assessment Tool (FBSCAT)

The entire curriculum along with its assessment tool is accessible via Onwards & Upwards. Baseline Assessment is completed within 6 weeks of a pupil starting school, which includes a full assessment of all areas completed by the teacher, supervisor, therapists, and parent/carer.



3.1 Reporting period

Progress towards each target will be summarised twice each year, in February and July. This will be used to update the PLO document. The FBSCAT also allows updates for skills acquired not through direct teaching.

3.2 Progress Dashboard

The progress dashboard shows the student's progress. It shows individual area progress from the curriculum as well as overall progress against the whole assessment document.

3.3 Year on Year Progress

Year on year progress is tracked in a variety of visual representations. This, over time, can be used to track and predict a pupil's trajectory of progress.

3.4 Personal Learning Objective Document (PLO)

The PLO documents the current targets that are being worked upon. It shows the direct link between EHCP, PFA areas, current targets being worked upon and classroom teaching (PLO/Learning Intention). A range of 9 to 15 PLOs is set for each student, depending on learning and behavioural needs as assessed by professionals and parent input. Short Term Objectives (STOs) are set for each of the PLOs. The STOs are personalised to each pupil and specify what part of the PLO needs to be taught whilst taking into consideration the learner's current level of learning and learning history. The STOs break the PLO into smaller parts and identify which part will be taught at that stage. The PLO remains unchanged for all learners, whilst the STOs are designed based on the individual's learning profile. PLOs may be moderated by leaders during PLO moderation. STOs are moderated in-class by professionals across the learner's academic journey.



9-15 PLO's are selected for each learner, depending on the type of learner and needs of the learner

Can be found on the PLO document (assessments tracker)

STO's are generated from the PLO's.

Can be found on the Programme Summary Sheets

Daily data sheets

Some learner lesson plans

3.5 Assessment tool entering data

3.5.1 Entering Data

The FBSCAT has a simple data input system for each level of support.

Independent level

Value	Criteria
-------	----------

0	Pupil is unable to complete the skill independently or the skill prompts an escalation in challenging behaviour
0.25	Pupil is able to do 25% of the skill OR 25% of the time the pupil can complete the skill at the assessed independence level.
0.50	Pupil is able to do 50% of the skill OR 50% of the time the pupil can complete the skill at the assessed independence level.
0.75	Pupil is able to do 75% of the skill OR 75% of the time the pupil can complete the skill at the assessed independence level.
1	Pupil has mastered/acquired the skill to a 'regular and reliable level'. It cannot be seen as mastered/acquired if it has been observed once/can only be done with one particular person supporting/or in one situation

Partially Prompted level of Support

Value	Criteria
-------	----------

0	Pupil does not perform the task / demonstrate the skill in the presence of any type of prompt and/or teaching strategy
0.25	Pupil performs the task / demonstrates the skill 25%+ of the time or for 25%+ of the objective with one or more prompts / other teaching strategies in place
0.50	Pupil performs the task / demonstrates the skill 50%+ of the time or for 50%+ of the objective with one or more prompts / other teaching strategies in place
0.75	Pupil performs the task / demonstrates the skill 75%+ of the time or for 75%+ of the objective with one or more prompts / other teaching strategies in place
1	Pupil solidly performs the task / demonstrates the skill in the presence of only one type of prompt or only one other teaching strategy

Fully prompted level of support

Value Criteria

0	Pupil does not tolerate full physical prompt to perform the task
0.25	Pupil tolerates full physical prompt to perform the task 25%+ of the time or for 25%+ of the objective
0.50	Pupil tolerates full physical prompt to perform the task 50%+ of the time or for 50%+ of the objective
0.75	Pupil tolerates full physical prompt to perform the task 75%+ of the time or for 75%+ of the objective
1	Pupil solidly performs the task / demonstrates the skill with full physical prompt

3.5.2 Colour Coding

<input checked="" type="checkbox"/> Check Selection ✕					
Fully Supported	⊘	Independent	⊘	Prompted	⊘
<input checked="" type="checkbox"/> 0		<input checked="" type="checkbox"/> 0		<input checked="" type="checkbox"/> 0	
<input checked="" type="checkbox"/> 0.25		<input checked="" type="checkbox"/> 0.25		<input checked="" type="checkbox"/> 0.25	
<input checked="" type="checkbox"/> 0.5		<input checked="" type="checkbox"/> 0.5		<input checked="" type="checkbox"/> 0.5	
<input checked="" type="checkbox"/> 0.75		<input checked="" type="checkbox"/> 0.75		<input checked="" type="checkbox"/> 0.75	
<input checked="" type="checkbox"/> 1	→	<input checked="" type="checkbox"/> 1	→	<input checked="" type="checkbox"/> 1	→

The outcome grids in the FBSCAT show a colour coded graphical representation as the student acquires skills. When a target is graded 1/0.75/0.5/0.25/0 it is updated upon the 'Progress Dashboard. There are five colour coded areas found within the FBSCAT

Three colours are found within all support levels

★	77) To be able to lock and unlocks doors	100%	12/10/2020	
★	30) To be able to do up zippers OT REFERRAL	65%	14/10/2020	

3.6 Assessment against each outcome

This should be a collaborative process between the class teacher, ABA supervisor and the pupil's family. Some areas can be filled in without testing. For example, if a pupil can complete algebra they do not need to be tested on whether they can count with correspondence if a pupil has frequent conversations, you do not need to test if they can tact 10 preferred items if you have taken the pupil to the swimming pool in the past and they have not required you to assist them with dressing afterwards then you do not need to test the skills of dressing. Some of the outcomes such as 'has a healthy sleeping pattern' and 'tolerates showers' are to be filled in with assistance from the parents. (see parental questionnaire)

Some of the outcomes will need to be tested through a process of probes, where situations are set up where the outcome is tested at least 3 times. The 3 probes of a single outcome should not be re-tested immediately and probes should not be reinforced.

3.6.1 Mastery Criteria

Mastery Criteria (if not set within the rubric or outcome) is chosen by the professional setting the target. Mastery criteria may be moderated by Leaders during PLO moderation. A pupil can independently complete the skill when they meet the mastery criteria as set by the pupil's team of school professionals. The criteria the pupil has to meet to consider that the skill is mastered is based on the pupil learning rate. When the pupil consistently completes the skill independently you move to the next appropriate outcome.

Monitoring Cycles

The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'. FBSC uses this cycle to meet the needs of children/young people and improve practice at many levels.



4.1 Monitoring Cycles: Assess, Plan, Do, Review

The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'. FBSC uses this cycle to meet the needs of children/young people and improve practice at many levels ensuring that:

- our learners receive the best possible provision and achieve positive outcomes
- our provision evolves to meet the needs of all our learners
- the EHC needs assessment, planning and review processes support children/young people, their families and the educational setting

4.1.1 Monitoring Cycles: Assess

A clear analysis is made of the learner's needs based on views of the child/young person and their parents/carers, teacher assessments and observations, pupil's current attainment, pupil's previous progress and attainment, tracking of progress, all parts of the FBSC curriculum and assessment tool, as described in previous sections.

4.1.2 Monitoring Cycles: Plan

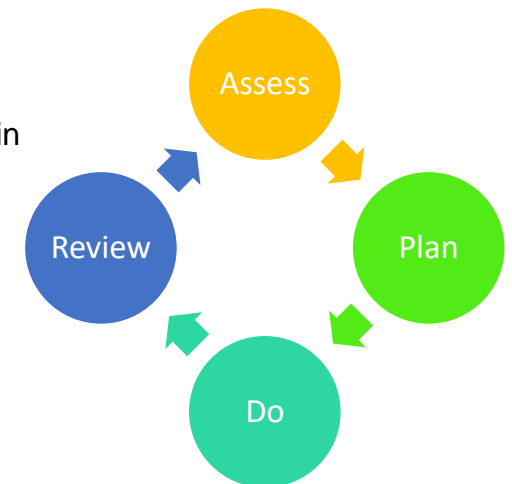
Following an assessment on FBSCAT, professionals and stakeholders agree on a plan of action to include: time-limited outcomes for the pupil, the adjustments, support and interventions to be put in place, and a date for review. Per the cycle, all planning must be pupil-centred and outcomes focussed and recorded.

4.1.3 Monitoring Cycles: Do

All the pupil's staff are made aware of the plan (PLO document) and implement the adjustments, support and interventions. The role of professionals and stakeholders in taking actions regarding the curriculum is laid out in section 2.1 *The Curriculum Model: Professionals and Stakeholders*.

4.1.4 Monitoring Cycles: Review

The quality, effectiveness and impact of provision are evaluated by the review dates as stated in section 5. *Assessment Timeline*. This includes sharing information with the pupil and parents/carers as well as seeking their views. The cycle then starts again to assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.



4.2 Monitoring cycles: School Leaders

Forest Bridge School has in its structure several roles that monitor, assess, provide feedback and ensure that the curriculum is delivered as it should across the year.

Classroom leaders: Teachers and ABA supervisors (alongside Therapies) will review the effectiveness of the interventions planned weekly, based on the data collected to inform future planning.

FBSC Leaders are responsible for monitoring and evaluating the effectiveness and implementation practices as relevant to their subject area across the school. They produce an action plan for their subject with a range of actions on how to keep their subject relevant and in line with the learners and school's needs (policies), based on the whole school assessment data and the gaps identified.

Phase/Cohort Leaders are responsible for monitoring within their phase/cohort with relation to specifically identified gaps. This is informed by the school development plan and curriculum policies that are linked to the FBSC. This will involve tasks such as: reviewing long and medium-term planning, a weekly planning and book monitoring, environment fidelity checks and joint observations

Senior Leaders are responsible for the oversight and support of the monitoring cycle in school, ensuring that this is executed with the relevant stakeholders (subject/cohort leads) following the school's expectations. Senior Leaders will analyse whole school monitoring data and update the school development plan as well as school governors.

School Governors will hold senior leaders to account by requesting regular (termly) updates with regards to the quality of the delivery of the FBSC, which can be gained from the monitoring data. Governors from the Quality of Education sub-committee will, over time, schedule monitoring visits to monitor the daily running of the FBSC.

Assessment Timeline



5. Assessment Timeline

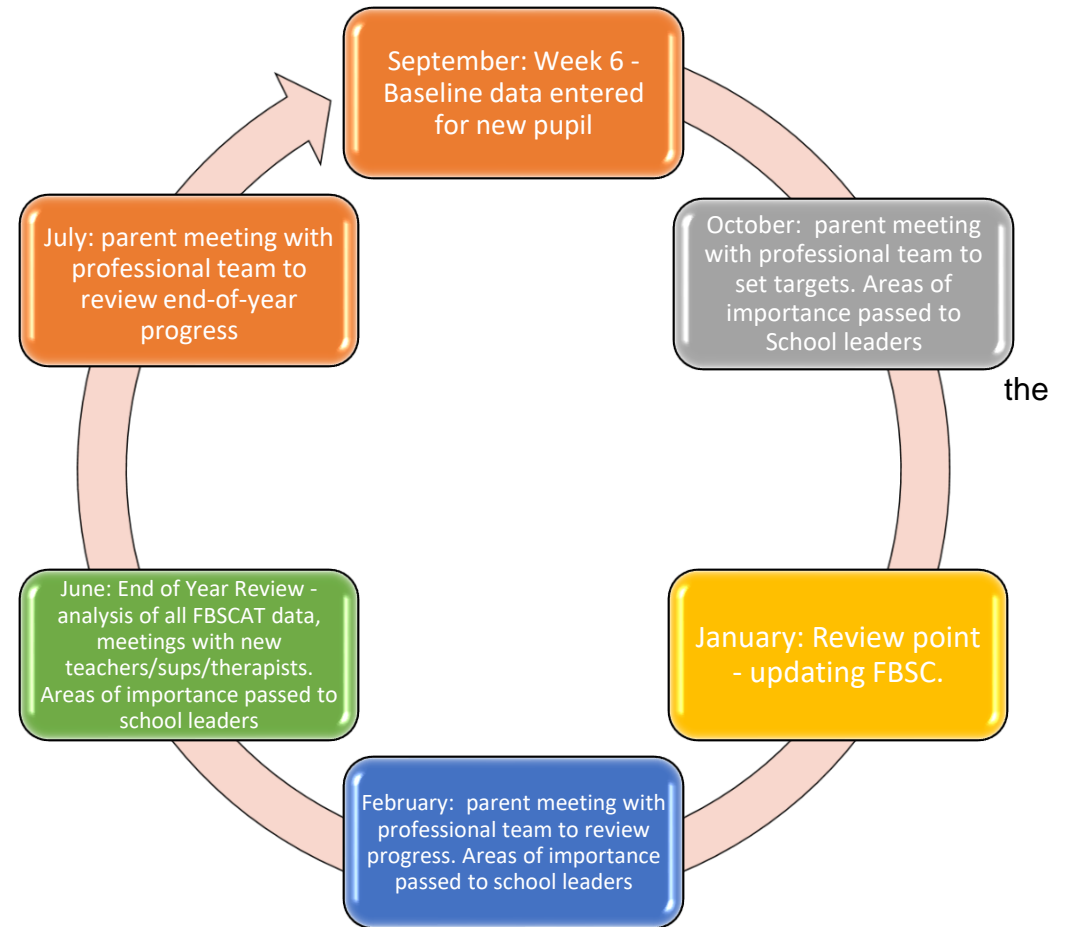
For existing pupils:

Reporting is conducted two times a year (February and July).

For a new pupil starting at Forest Bridge School:

Within the first 6 weeks, to capture baseline data. Reporting during initial 6 weeks will ensure students' progress is monitored more effectively.

The period of reporting is called a data capture point and the deadline date is known as the data drop, as described in section 3 of the FBSCAT. At each of these points, professionals will be updating the FBSCAT for each student.



Glossary



6. Glossary

AAC device	Alternative/augmentative communication device – typically an IPAD	Intraverbal	A verbal question with a verbal answer of a different form e.g.: what does a dog say – woof woof
Big Mack Button	An augmentative communication device that consists of one button that the learner presses when they want to gain access to preferred items or activity.	Joint Attention	Can also be called shared attention, when two people focus on the same thing and then look back at each other
CASH	Continuous aggression, continuous self-injurious behaviour or continuous high magnitude disruption	Mand	A mand is a request. Manding is typically the first verbal behaviour we teach a learner in an ABA programme
CAT	Curriculum Assessment Tool	NET	Natural Environment Teaching – instruction that occurs in the natural environment capitalising on the learner’s motivation for teaching opportunities.
Conditional Discrimination	The correct answer to instruction is dependent upon information given in the instruction	Non-continuous	Aggression, self-injurious behaviour and disruption that is not happening continuously, there is a pause between actions and risk is low
Controlled Environment	This refers to the school or the individual classroom	PECS	Picture Exchange Communication System
Dyad	Two learners working with one staff, on the same or different tasks	Proloquo2Go	An application, APP, used with IPADS that is for non-vocal learners to communicate (AAC)
FBSC	Forest Bridge School Curriculum	Receptively Identify	The learner will be able to locate an item either the item itself or a picture of the item, generally, there will be several pictures or items for the learner to choose from
FBSCAT	Forest Bridge School Curriculum Assessment Tool	Reinforcer	Any stimulus (person, activity, object) that occurs after a response that increases the likelihood of the response in the future
Generalised	To be able to demonstrate a previously learned skill in new environments and under new stimulus conditions	SD	Discriminative Stimulus – an instruction or material that prompts a response
Independent Activity Schedule	A sequence of tasks depicted by pictures or text that outline a series of activities for the learner to complete independently	TACT	A TACT is a label, the learner will something in their environment and state what it is. To label items
Independence Level	The level of support that is required for a learner to complete a skill in the curriculum assessment tool	TACT by Feature Function Class	Tacting (labelling) with the function of items, the class of a group of items, or parts of an item
Interferences with Learning	Behaviour that will prevent the learner from engaging in academic tasks, social opportunities or hearing instructions	Task Analysis	Breaking down a complex skill into its parts to more easily teach the whole task

References



7. References

ACADEMIC REFERENCING:

Within the academic areas of the assessment tool, on the right hand of the independence levels, there is an assessment column that directly links to statutory assessments;

Engagement Scale

EYFS Assessment Framework

Pre-Key Stage Assessment

KS1 Assessment Framework

KS2 Assessment Framework

GCSE Objectives

*the legacy KS3 targets are also included.

During the development of the tool several frequently used assessments and curricula are referenced in outcomes. The referenced outcomes in the curriculum are listed below;

Essential for Living (McGreevy, Fry, Cornwall 2012)

VB MAPP (Sundberg, 2008)

SSIS (Gresham & Elliot, 2008)

PECS (Bondy & Frost, 1985)

Think Social (Garcia-Winner, 2008)

PFA: www.preparingforadulthood.org.uk

PCM: www.pcma.com

National Curriculum: www.gov.uk

ASDAN: www.asdan.org.uk

Information



8. FAQ

Can I change outcomes in the curriculum? Outcome targets can't be changed by individuals. Every year, the Forest Bridge School Leaders may look into updating outcomes based on observation and feedback from the curriculum and tool's users.

Can I write my own objectives? The outcomes are set (and reviewed by leaders yearly) but you are free to write your STOs. These may break down the PLO into small areas to teach throughout the year.

If a pupil is completing the skill 30% or 70% of the time, can I input 0.3 or 0.7? No, the curriculum only measures targets in 0.25 intervals.

What if a pupil loses a skill? Can I remove a number? Yes, you can change a data entry if a student loses a skill. This can often happen and it is important to measure as part of overall progress and development.

My pupils have completed the entire curriculum?

Awesome work! Just ensure they can do everything independently and with fluency.

Can you increase or decrease the steps in the task analysis that are included in the rubric?

Yes, if your pupil requires either more or fewer steps to learn the task successfully tailor the task analysis to their individual need.

Can the pupil be marked independent with a literacy skill if they require a scribe to write their answer?

If the skill is not a writing skill and they can independently give an appropriate answer verbally they can still be considered to be independent.

9. Note of Thanks

The expertise of many has helped to develop the curriculum.

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Tabitha Knapman

Laura Whittal

Sam Allanby De Abreau

Sharon Williams

Sabrina Malik

Sara Hoskins

Pierre Brocas

Stef Seymour

Dr Michael Cameron (BCBA-D)

Anne Hayward (SEN school consultant)

Dr Reva Booth (Clinical Psychologist)

Dr Jen Swanson (Educational & Clinical Psychologist)

Dr Peter Short (GP)

Alice Barba

Isabel Marsala