



A Deep Dive in to Curriculum Intent- Inclusion Faculty (Moderate Learning Difficulties Provision)

Intent- Design, coverage, appropriateness

Inclusion creates a sense of belonging in society, meaningful relationships, and opportunities to achieve dreams.

We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential.

We aim to teach all students the skills they need to become independent, resilient and lifelong learners, with the ambition and determination to reach their full potential, regardless of the path they choose when leaving High Tunstall College of Science.

Inclusion is not one-size-fits-all, and will look different for each student based on each individual's desires and needs.

High Tunstall Moderate Learning Difficulties Provision (MLD) is made up of students who have Special Educational Needs and/or Disability. Our students all have Educational Health Care Plans (EHCPs.) The provision provides a modified curriculum for our students who have attainments well below expected levels in all or most areas of the curriculum. Throughout their time in the MLD provision we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant and meaningful learning experiences which support our students to reach their full potential.

The MLD provision will support students within the five areas of need within their EHCP. These areas are: -

- Cognition and Learning
- Communication and Interaction
- Social Emotional and/or Mental Health difficulties
- Sensory and/or Physical Needs
- Self-help and Independence

The Moderate Learning Provision uses a range of traditional and specialist teaching techniques in order to maximise the learning opportunities and promote independence for the students. There is a focus on supporting the five areas of need and the individuals targets within their EHCPs. We also offer additional programmes and therapies such as THRIVE.

The MLD provision provides a curriculum which follows the themes of the mainstream curriculum but one which is accessible to those students within the provision. Learning opportunities are designed to be relevant and meaningful to each student, whilst also helping them to prepare them for adult life. Students will have increased opportunities to take part in activities within the community setting.

The curriculum has been designed in collaboration with Faculty Leaders. The curriculum is built to teach the mainstream curriculum themes, at an appropriate and individualised level, to ensure learners gain success and make progress. Staff will explicitly teach students to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the student becomes proficient, allows students to develop skills and strategies before applying them in independent practice. Challenge, at an appropriate level, is integrated throughout the curriculum and it is crucial to allow the Moderate Learning Difficulties provision to develop and progress their knowledge of tasks, strategies and of themselves as learners.

Learning journeys are produced for all subjects to show sequential learning across units and topics.

The MLD lead teacher attends some Faculty Planning meetings to ensure that there is an opportunity to discuss any issues arising, ensuring that planning can be changed and adapted as needed.

The MLD provision is due to open in September 2021 and will initially be a KS3 Year 7 group. The students in the provision will follow the whole school KS3 curriculum themes but the lessons will be set at a level which is appropriate to the individuals.

Enrichment

Students accessing the MLD provision will also have opportunities to take part in enrichment activities. These will focus on the following concepts: - Developing relationships, embedding learning, developing social skills and life skills, developing resilience, learning in a cross curricular way, encourage engagement and Encourage independence. There will be opportunities to take part in celebrations such as World Book Day as well as having opportunities to learn about different celebrations around the world.

Cultural capital, locale and careers- At High Tunstall, the Moderate Learning curriculum aims to enrich student knowledge and develop their understanding of the benefits of learning about the world and other cultures, whilst exploring opportunities and advantages in the labour market.

Students are encouraged to be aspirational and set themselves achievable and aspirational goals for the future. In 2021-22 the MLD provision is a Year 7 class. Lessons will be linked where appropriate to looking at different careers options that the students may be interested in. They will be offered opportunities to engage in assemblies, go on educational visits, have guest speakers within lessons and take part in Independent, community engagement (ICE) sessions.

Inclusion - In the Moderate Learning Difficulties Provision, all of our students are equally important. This applies to all aspects of their education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our students to aim for the highest possible standards and we take account of each Child's individual needs and experiences.

In the MLD provision we recognise that every young person matters and we aim to respond to each student's needs, taking into consideration their:

- Cultural background;
- Life experiences
- Strengths;
- Communication needs;
- Emotional and social needs;
- Developmental needs;
- Physical Needs.

Every lesson has differentiated tasks and resources, and lessons are adapted according to the needs of the students.

Staff Development- Year-round whole school CPD programme in place to address gaps, specialist courses and qualifications for a range of needs, staff mentoring, teacher training opportunities.

Interventions – Thrive, Fine Motor Skills, ICE curriculum, socially speaking social skills intervention, Outdoor learning and gardening, Lego Therapy, EHCP Targeted intervention, Inclusive PE, Hydrotherapy, Sensory diets, Phonics.

Implementation- Curriculum, Teaching (Pedagogy), Assessment (Formative and Summative)

The Moderate learning difficulties (MLD) provision will open in September 2021 and will initially be a Year 7 cohort of 10 pupils all of whom are working significantly lower than age related expectations and have a primary need for support within cognition and learning. They will be following the Year 7 curriculum themes at a level which is relevant and meaningful to them. The curriculum is carefully broken down into small steps with frequent opportunities for repetition, reinforcement and encouragement, and will be delivered in a multi-sensory approach.

Techniques to ascertain the success of learning include questioning, recall and retrieval tasks and through the periodical usage of both formative and summative assessment. Students engage in conversations about their work to fully understand areas of strength and areas for improvement. Throughout each lesson there are progress checks that students complete to assess current understanding, and these are then used to allow students to move through the lesson along different pathways and at different paces depending on their confidence and understanding.

Assessment

Examples of formative assessments may include: observations, photographs, pupil work files or books, verbal or written marking and feedback from individual lessons, quizzes, discussion and questioning, pupil self-assessment, peer marking, visible Learning e.g. through the use of whiteboards

Examples of summative assessments may include: Internally Devised Test Materials at the end of a unit, topic or module, measuring progress against EHCP targets and Thrive assessments.

Impact- Attainment and progress, Reading, Destinations

The MLD provision is due to open September 2021. It is hoped that the MLD provision will have the following impact on the pupils.

- Students gain confidence in their abilities and become willing to try new things.
- Students take full part within their lessons and show an eagerness to learn.
- Students take ownership within their work and develop in their independence skills.
- Students will be able to access appropriate qualifications when they reach the end of KS4.

Re-integration

Entry to and exit from the provision will take place at the beginning of each term only unless there are exceptional circumstances.

Entry into the MLD provision will be dependent on the individuals primary need matching the cognition and learning aspects of the entry requirements however their needs may fall across the four areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, Social Emotional Mental Health) In Year 6 consultation students will be working within the Year 2 curriculum or below.

If it is deemed students have achieved the exit criteria and no longer need to be taught in the MLD provision this will be discussed with parents and the MLD lead teacher.

Consultation with the Local Authority will then take place on formally reviewing the students EHCP provision.

If the Local Authority change the students EHCP provision and state it is no longer required then reintegration into the mainstream provision will be carefully planned and shared with staff involved as well as parents to ensure a successful transition.

Reintegration Route 1

- Students require specialist environment and are not ready to access the mainstream environment so subject specialists come to the MLD provision to deliver their subject within the provision. All teaching happens in the MLD Provision..

Reintegration Route 2

- Students access mainstream classrooms with MLD Provision. This is for part of their timetable. Subjects may be taught by subject specialists.

Reintegration Route 3

- Students access mainstream lessons with support from a MLD Provision Inclusion Assistant. This would be decided through consultation with the Local Authority on formally reviewing the students EHCP provision.

Reintegration Route 4

- Students access mainstream lessons independently with shared support available if required. This would be decided through consultation with the Local Authority on formally reviewing the students EHCP provision.

Intervention Aims

- To provide a safe and calm environment which promotes learning.
- To enable each pupil to feel valued and partake in and contribute fully to school life.
- To provide a broad and balanced curriculum which is accessible to each individual within the provision.
- To include the voice of the student in monitoring and reviewing individual plans.
- To develop social skills.
- To develop independence and life skills.
- To promote self-esteem and resilience
- To support individuals to reach their full potential.
- To create effective partnerships between staff, pupils, parents, governors, other agencies and the wider community to support the young people.
- To provide an ongoing assessment using the college assessment system, Thrive and iASEND