



Moorcroft School

Learning for life

ALBERT BRIDGE

CURRICULUM

HANDBOOK

The main aims of Albert Bridge :

- For each student to be able to actively communicate their needs and make choices and decisions about themselves
- ❖ For each student to be active participant in their community and wider world
- ❖ For each student to be able to initiate and build meaningful interactions and friendships
- ❖ For each student to be able to exert control over their environment
- ❖ For each student to be able to enjoy the breadth of experiences opportunities in life to the fullest
- ❖ For each student to have access age appropriate curriculum fully accessible to students
- ❖ For each student to be able to discover and boldly show their personality
- ❖ For each student to maximize independence through development of body control and physical skills
- ❖ For each student to develop understanding of the world around them, i.e. objects, relationships and breadth of experiences available
- ❖ For each student to make active contribution to the social dynamics of their group / community
- ❖ For each student to have highest quality of life possible ensuring development in all of the following areas:

Optimal learning environment

It is essential to understand the importance of additional needs of students with PMLD for them to access learning. Therefore, such activities as physiotherapy exercises, OT exercises and personal care are built into the school day. All these activities are being used as ongoing learning opportunities to work on cross-curricular targets, such as Communication, Health and Fitness, etc. This is clearly reflected on the daily plan.



Key Stages in Albert Bridge

Albert Bridge provides education to students with PMLD throughout their time at Moorcroft. Currently both KS4 and Sixth Form PMLD learners are in one classroom, however, their learning programmes differ depending on Key Stage they are in. It is however important to note that differences between KS3 and KS4 in Albert Bridge are less evident than in the main school. This is because of learning being more horizontal than vertical.

Main characteristics of focus in KS4 and Sixth Form Albert Bridge (there are currently no KS3 students in Albert Bridge):

KS3-4 Albert Bridge	Sixth Form Albert Bridge
<ul style="list-style-type: none">• Activities and resources are age appropriate. We do not use nursery rhymes, nursery books or baby toys, e.g. rattles, soft toys• Stories have people as main characters people and not personalised animals• Accreditation for KS4 – ASDAN sensory modules	<ul style="list-style-type: none">• Activities and resources are age appropriate• Students have some opportunities to choose between two familiar activities in designated sessions, e.g. outing to A or outing to B, gardening project or Art project• Students have some opportunities to choose what staff and what students they want to work with in a session• Accreditation for Sixth Form – AQA• More frequent outings to the community• Opportunities for outings with the main Sixth Form• Enterprise projects and small-scale work training• Hobby course matching interests of students

Key Stage thresholds



2. At Moorcroft we recognize that our students need to develop certain skills in order to flourish in the next key stage. Therefore, we ensure that our students meet Key Stage Thresholds, which broadly outline skills necessary for the next step of education / adult life. Key Stage thresholds are broad statements and they are mostly not restricted to certain cognitive ability levels. They provide a general direction for teaching.
3. We work on all the skills specified in KS3, KS4 and Sixth Form throughout student's time at Moorcroft. However, key stage thresholds show expectations of **securing** and **mastering** certain skills before moving on to the next step of their education / adult life.

If a student struggles to meet a threshold...

We recognize, however, that occasionally a student may not meet a threshold, e.g. due to a prolonged illness or significant changes in personal circumstances. The next teacher in a new key stage is then able to make an informed professional decision to either:

- a) continue working on this threshold acknowledging that a subsequent key stage threshold may be postponed (e.g. a student with severely challenging behaviour may not be able to move on to working in with unfamiliar people if they have not learnt to manage their anxiety. Securing skill of self-regulation may be more important for the future of this student than, e.g. working with a wide range of people in new and very busy environments.

or

- b) start working on new threshold that may be more essential for being independent and fulfilled in the adulthood than the threshold that has not been previously met.

We also recognize that some students may meet certain thresholds mid-key stage or even before joining key stage (gifted and talented). These students will be working on the breadth of knowledge within their key stage. Some students may also have opportunity to start working on Sixth Form thresholds earlier if this supports their talents and work towards most meaningful accreditation.

Key Stage Thresholds in Albert Bridge:

Destination of students in Albert Bridge is often the same as destination of students in the main body of Sixth Form. (see chapter Destinations). That is why, where not limited by physical or sensory restrictions, students on PMLD pathway work towards similar end of key stage thresholds. If a threshold is not applicable, class teacher can set a new personalised threshold for this area of learning that will support preparation for the next of education / adult life.

KS 3 THRESHOLDS

Speaking	I can use my methods of communication consistently within familiar context
Listening	I can follow an instruction
Reading	I can derive meaning from written information and read as per my ability within an isolated exercise
Writing	I can write or secure information for further retrieval and practical use
U&A	I apply my knowledge of Maths concepts as per my abilities more than one context
Number	I show working knowledge of number concepts as per my abilities in more than one context
SSM	I show working knowledge of SSM concepts as per my abilities in more than one context
Health and Fitness	I expand my core physical abilities through active practice I accept some healthy choices
Digital Literacy	I can use ICT for leisure, communication and access when pre-prepared by an adult (e.g. the correct app open) I can press and/ or swipe
SLL- learning skills	I can attend to an activity for its duration I can anticipate and manage a change of activity
SLL – self-management	I can manage my behaviour / sensory needs when strategies are in place
SLL – independence	I can express my needs and wishes appropriately I will show awareness of danger by stopping / not touching when warned

It is essential for all the staff to share responsibility for education of our young people from 11 to 19 and beyond. Therefore, it is paramount to be familiar with the next steps of the student in Key Stage 4 and then Sixth Form.

KS 4 THRESHOLDS

Communication	I can use my methods of communication consistently in practical situations in less familiar contexts
Literacy	I can derive meaning from written information in a practical familiar situation
	I can (write* or) secure information for a purpose
Numeracy	I apply my knowledge of Maths concepts as per my abilities to solve practical problems within a practical context as well as in a process (in contrast to an isolated exercise)
Health and Fitness	I actively participate in the whole process of physical activity, including preparation for it. I make some healthy choices.
Digital Literacy	I can use technology that requires more than one action I can actively use technology in a practical situation
Process and organisation	I can follow steps of a process applying my skills functionally
SLL- Relationships with others	I can cooperate and share with peers in a pair and a group I enjoy company of some peers and interact with them for pleasure
SLL – Managing Change	I can work in different places around the school and in the community I tolerate change of routine
SLL – Independence	I can do things around myself not only to satisfy needs but also that are a necessity and a social convention

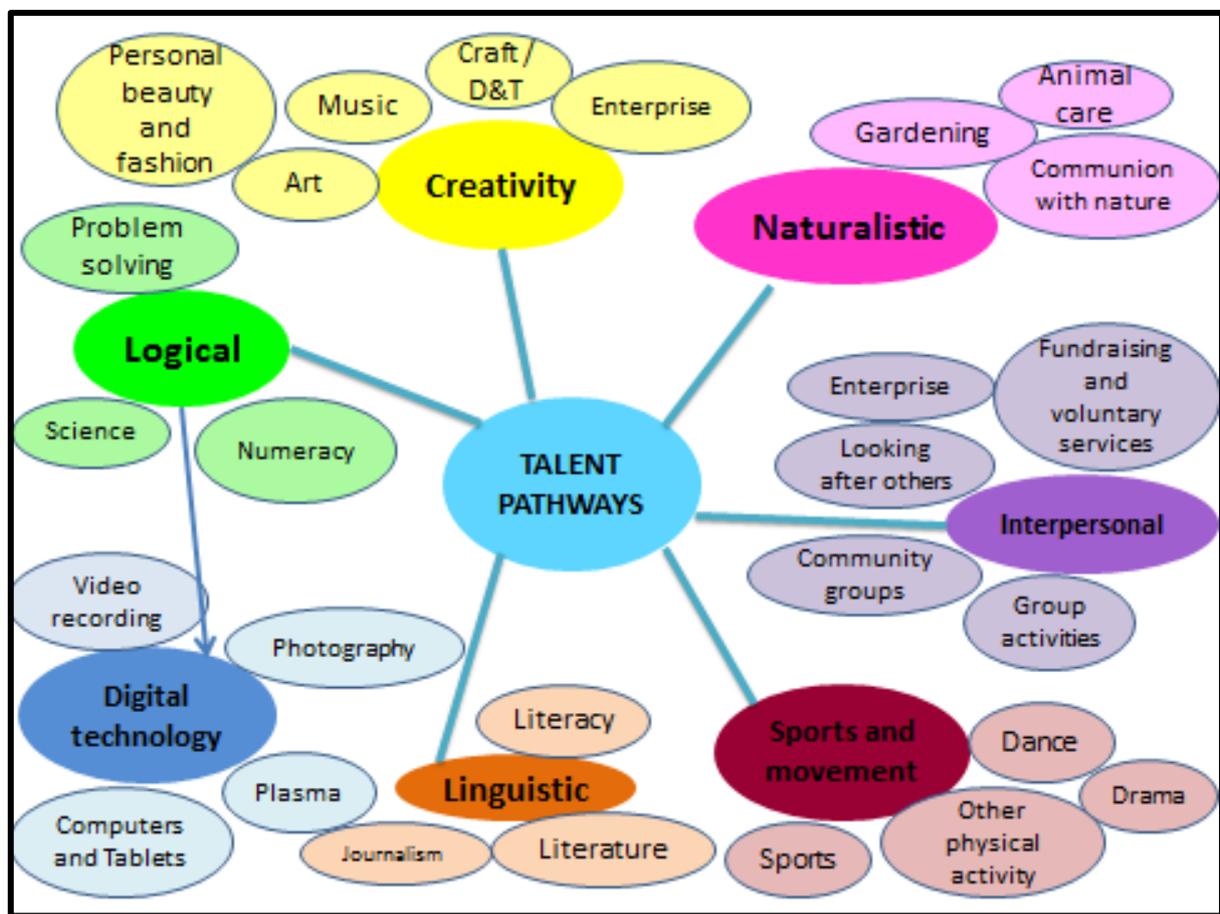
SIXTH FORM THRESHOLDS

Communication	I can consistently initiate communication with familiar and unfamiliar people in familiar and new situations
Literacy	I can derive meaning from written information encountered in new situations and contexts
	I can write or secure information for purposeful interpretation by others
Thinking Skills	I solve problems practically in less familiar and unfamiliar contexts
Health and Fitness	I make informed choices about variety of physical activities and participate actively I initiate some healthy choices unprompted
Digital Literacy	I can use access technology in the community I choose the right technology for the task and use the right functions
Leisure	I can manage my free time sensibly and I find a healthy balance between staying active and resting
Employability / Making contributions	I make active contributions by interacting with a group following group rules I offer services or produce a product in a place of work (experience)
Self-reliance	I can independently, effectively and safely complete daily tasks
Managing change	I can know how to use public bus and tube I tolerate working with different people in and out of school settings
Relationships with others	I behave appropriately towards others I can maintain friendship and stay in touch I know how to stay safe when meeting people and interacting
Personal growth	I know my talents and I can make choices from abstract options, e.g. places in the community, course that I want to attend

Transition of students on PMLD pathway from KS4 to Sixth Form

We support our KS4 leavers and their families in making decision about post-16 options. To ensure that young people and their families make informed choices, we share with them Talent Map that we were able to complete, where possible with student input, on the basis of evaluations and observations from KS4. Talent Map is discussed in Year 11 Annual Reviews which students are always invited to.

The majority of KS4 leavers decide to continue education in our Sixth Form. The Talent Map allows Sixth Form tutors to personalise curriculum content and accreditation package to the interests and ambitions of a young person.



Curriculum subjects

In **Albert KS3 and KS4** students follow the following subjects:

English
Maths
Health and Fitness
Skills for Learning and Life
World Around Us
Creativity

In **Albert Sixth Form** students follow the following courses:

**CORE SKILLS -
ENGLISH:**

- Literature
- Literacy

**CORE SKILLS -
MATHS**

HOBBY

CURRENT AFFAIRS

**HEALTH AND
FITNESS**

SELF-RELIANCE

- Home management
- Food preparation
- Looking after myself
- Shopping
- Community access
- Travelling

**SOCIAL
RELATIONSHIPS**

- Social relationships
- Community groups

ENTERPRISE

- Enterprise
- Volunteering

• **MAKING
CONTRIBUTIONS**

WORLD AROUND US

COLLEGE*

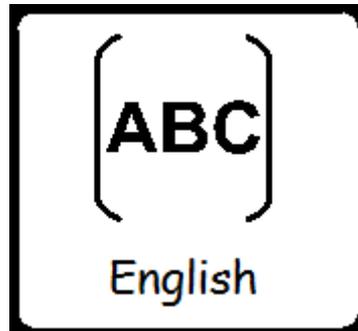
- College link
- Visiting other colleges

Grouping

- Students in Albert are in one classroom. Although there is clear progression between our KS3 & KS4 and Sixth Form curriculum in Albert, grouping students by ability is often essential for students with PMLD, e.g.
 - Students who need silence to communicate may struggle working with students who are very vocal
 - Visual impairment has significant impact on learning and the choice of learning material. Therefore, students with severe visual impairment will work better together than if paired with sighted peer
 - Students who get very easily distracted or significantly distract other students may benefit from working in an individual space to maximise learning
- In some sessions where grouping by ability may overweight grouping by age, teacher may work with a pair of students in different Key Stages. However, similar activity can reflect curriculum of different key stages if well planned, e.g.

Joint art activity	
KS: Albert KS4 student	KS: Albert Sixth Form student
SUBJECT: Creativity	COURSE: Hobby Course – Art and Craft If selected by a student

- **Core Skills – English**



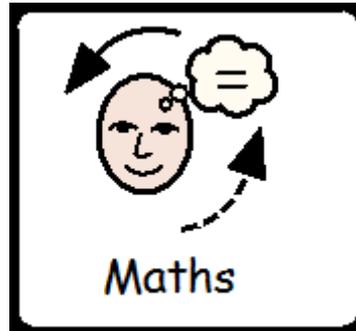
The main focus of English lessons is development of expressive and receptive skills. Some students benefit from highly practical English activities, e.g. choosing beauty products, while others may prefer sensory stories with objects, sensations and small tasks linked to the story plot.

Students in Sixth Form generalise their communication skills in different contexts with different people. It is essential for students to continue to use their communicating devices effectively in new places and with new people. Sixth Form enables our students to successfully handle sudden and unexpected situations where a necessary key word may not be found in a communication book/ device.

Targets for English for students in Albert Bridge frequently focus on:

- Responding to person talking to them
- Communicate with familiar and less familiar people
- Taking turns
- Asking for 'more'
- Non-verbal communication
- Vocalising
- Making choices
- Have consistent preferences
- Understanding familiar key words and instructions
- Ready-steady- X

- **Maths**



Including practical application of Mathematical concepts.

Targets for Maths for students in Albert Bridge frequently focus on:

- Cause and effect – activating, making things work
- Object permanence
- Problem solving:
finding, opening, unrevealing, etc.
- Anticipation
- Recognizing routine
- Recognizing familiar places, objects, people
- Object recognition
- Knowing the purpose of familiar objects
- Responding to pattern
- Acting on objects and manipulation skills, e.g. shaking, tapping, grasping, etc.
- Preferences for different properties of object

- **Digital Literacy – addressed across the curriculum (not timetabled)**



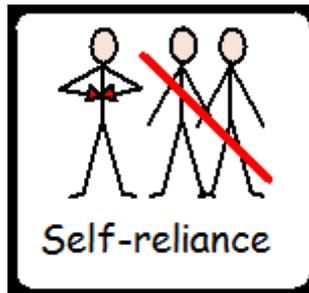
In today's world it is essential for our students to be able to use ICT devices:

- As a learning tool
- As a communication tool
- For leisure
- In daily living and for access

Students in Albert access technology using such tools as:

- Use of laptops and PCs
- Use of tablets and iPads
- Use of switches and switch operated equipment
- Eye-Gaze (following assessment)
- Soundbeam
- Use of electric devices, such as kitchen appliances, music players
- Use of technology in the community, e.g. lift buttons

- **Skills for Learning and Life**



Skills for Learning and Life are embedded in everything we do. We equip our students with the skills in the following areas

- Community programme
- College
- Meal preparation
- PSHEC
- Daily living skills
- Hidden curriculum
- Behaviour for learning

- **World Around Us and Current Affairs**



The purpose of World Around Us differs depending on the ability of students. For majority of students in Albert the subject allows us to provide breadth of experiences and additional context to rehearse core skills.

In the World Around Us students are immersed in different motivating topics, such as Rock Band, Garden Project, Let's Get Messy, etc. The topic is chosen for the duration of a half-term.



The purpose of Current Affairs is to discuss matters arising locally and nationally, e.g. latest news on TV, upcoming festival or celebration, life events of students or staff provoking an interesting social story, etc. This subject aims at Social, Moral, Spiritual and Cultural development and at developing citizenship skills. It provides our students with breadth of knowledge about the wider world. It also ensures a weekly element of novelty in the curriculum.

- **Creativity**



Creativity is a subject in which students have opportunities to practice their skills through Art, Music, Performance and D&T activities.

This subject creates cross-curricular opportunities for:

- Development of Communication skills – choice making, asking for ‘more’
 - Visual stimulation
 - Working on cause and effect
 - Development of fine motor skills
 - Sensory stimulation
 - Development of anticipation skills
 - Developing high self-esteem and confidence
- Etc.

- **Health and Fitness**



- The targets for Health and Fitness usually stem from Physiotherapy and or Occupational Therapy programme. Before setting Health and Fitness target it may be useful to talk to Occupational Therapist or Physiotherapist to ensure that the expectation is realistic and within the student's physical abilities
- Only some physiotherapy targets will be included in curriculum targets. Please use your professional judgement to decide which physiotherapy targets will fit into educational context.
- Other termly targets for Health and Fitness may be based on the following areas listed below -
 - Choice of sport and fitness activities
 - Choice of places where sports activities can be accessed in local community
 - Healthy food choices and nutrition
 - Healthy lifestyle
 - Illness management
- Please note that H&F targets focus on development of physical ability or understanding of healthy lifestyle. Targets about following instructions during exercises or changing for H&F would better fit cross-curricular areas, such as Communication or Self-Reliance and be cross-referenced to on H&F daily plan
- Health and Fitness targets for students in Albert Bridge often focus on:
 - Developing body control, e.g. head turning, lifting arms
 - Reach-grasp-release
 - Fine motor skills

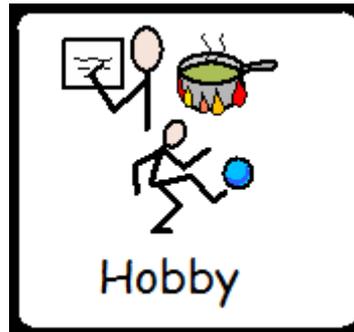
Sixth Form Albert Bridge subject overview:

- English
- Maths
- Health and Fitness
- Current Affairs



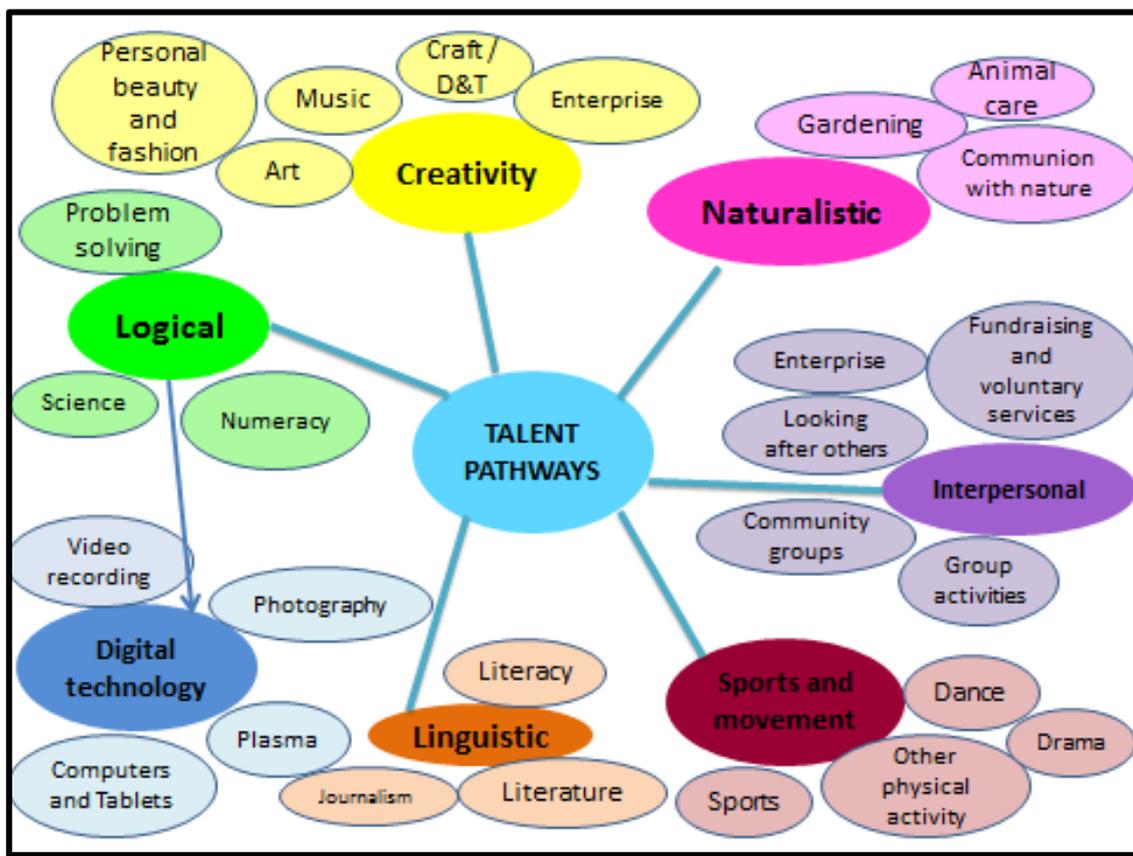
See previous overview pages

- Hobby course



At Moorcroft we want all our students to be able to pursue their ambition and expand their interests. Therefore, we ignite curiosity in our students and we support them in making informed choices about hobbies they want to nurture.

In KS4 students participate in variety of hobby options, which are then assessed on the talent map (below) as those that students we interested in and those that did not motivate them. This allows Sixth Form staff to plan bespoke Hobby courses to match talents of each student



*Teacher needs to be cautious not to interpret obsessions and autistic traits as student hobbies unless they have potential to develop further into a meaningful and stimulating activity.

Our bespoke offer of hobby courses involve:

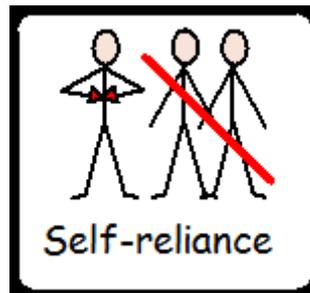
HOBBY COURSES



- Fashion and beauty
- Music band
- Gardening (allotment)
- Literature
- Photography and multimedia
- Drama
- Arts and Crafts
- Science Club (other Academic courses on demand)
- Cooking club
- Group games (incl. board games)
- Dancing
- Zumba
- Other on demand

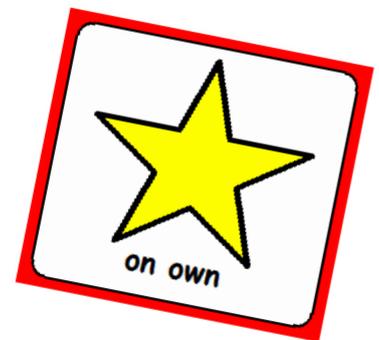
It is important to understand the difference between leisure activities offered at break time and a timetabled hobby course:

- **Self-reliance**



Skills for Learning and Life are embedded in everything we do.

SELF-RELIANCE COURSES

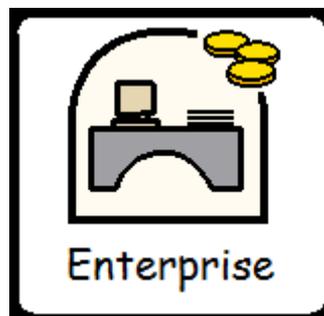


- **Home management:**
 - Cleaning
 - Looking after clothes
 - Storing and sorting
 - Washing-up
 - Using washing-machines
- **Food preparation:**
 - Snack preparation -elementary and cooking meals- advanced
 - Cooking is also available as a Hobby option for students who show particular interest in it.
- **Looking after myself**
- **Shopping:**
 - Different kinds of shops on the High Street

- **Community access:**
 - Sports facilities
 - Places of culture

- **Travelling:**
 - Local bus
 - Tube

- **Enterprise**



Students in Sixth Form run **Enterprise projects** learning how to earn money by producing a product or providing a service.

Some of our Enterprise projects involve:

- Running school Tuck Shop
- Sale of school's cups and school's calendar
- Producing gifts linked to current festivals and celebrations, e.g. cake sale, Christmas and Easter sweet bags, candles, postcards, soap bars, jewellery making, wreaths
- Beauty salon
- Jewellery making
- Christmas decorations
- Swap shop stall
- Hanging baskets
- Bag Packing at the superstore

The main focus for students in Albert is to make choices and to communicate during Enterprise. Enterprise creates also multiple opportunities to work on fine motor skills (where applicable).



We also learn how to **be charitable** and how to **volunteer**. This may involve such projects as:

- Collecting and sorting items that will be donated to charity shops
- Donations for Harvest Festival
- Fundraising on Red Nose Day and Sports Relief

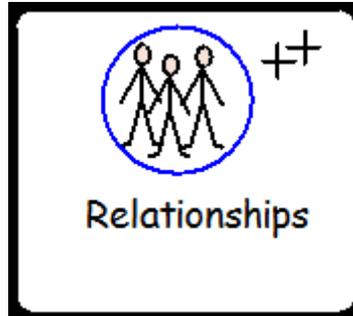
Making contributions



We have high aspirations for our young people and we know that all of them will be able to contribute to their community. Therefore, we develop skills of Making Contributions in the following ways:

Making financial contributions	Making contributions to local community	Making social contributions
For-profit enterprise: production and sale	Helping others Voluntary services	Active contribution to social group dynamics

- **Social Relationships**



Our students are active members of their community. They establish friendships in social groups that they will be able to continue to visit once they leave Moorcroft School. Visits to DASH allow our students to make contacts out of the school settings and choose different leisure options that they can participate in as a part of the social group.



Current options in **DASH** involve:

- Arts and Crafts
- Boccia
- Line Dancing
- Zumba
- Keep Fit

