



AIMS OF THE SCHOOL

At QEII Jubilee School we aim to support all students and help them develop in the five areas of **EVERY CHILD MATTERS**:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

We offer the full range of subjects of the **NATIONAL CURRICULUM**, tailored to students' individual needs by means of an **INDIVIDUAL EDUCATION PROGRAMME (IEP)**.

Across the whole curriculum we aim to develop the **KEY SKILLS** of

- Communication
- Application of Number
- Information Technology
- Improving own learning and performance
- Working with others
- Problem Solving

To enable our pupils to feel good about themselves and be proud of their achievements, to communicate with others, develop the ability to look after themselves with as little help as possible and to feel confident and safe when out and about in the community.

We aim to support of pupils and their families to develop appropriate **BEHAVIOUR MANAGEMENT** strategies which will allow them to benefit fully from learning experiences.

Through our PSHE&C, RE and HUMANITIES schemes of work, as well as our broader curriculum, we aim to develop **SPIRITUAL AND MORAL VALUES** and an awareness of diverse cultures

We aim to work with **PARENTS** and **OTHER PROFESSIONALS** to ensure a consistent approach to learning, with individual objectives being worked on at home, school and in other settings.

Have opportunities for **CREATIVE EXPRESSION** and to experience and benefit from a wide range of **CREATIVE ARTS** opportunities

Develop their **PHYSICAL SKILLS** and engage in a variety of sport and leisure activities and competitions.

Develop **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

As a staff, we aim for a **CONSISTENCY OF APPROACH** which, whilst recognizing that different staff and other adults will have different teaching styles, interests and skills, nevertheless ensures that pupils receive consistent responses to their needs and behaviours from all staff and professionals.

To find out more about **EVERY CHILD MATTERS** see www.everychildmatters.gov.uk/aims/

To find out more about the **NATIONAL CURRICULUM** see <http://curriculum.qca.org.uk/index.aspx>

To find out more about **KEY SKILLS** see www.qca.org.uk/qca_1840.aspx

KEY SKILLS ACROSS THE CURRICULUM

Communication

For pupils with learning difficulties, the key skill of communication is fundamental to participation and achievement in all curriculum areas. The key skill of communication includes:

- **responding to others**, for example, through facial expression or gestures
- **communicating with others**, for example, expressing preferences and needs
- **interacting with others**, for example, through mutual gaze with another or joint participation
- **communicating effectively using preferred methods of communication with different groups of people**, for example, one to one with a member of staff, in a small group of peers, or in a school assembly
- **communicating for a variety of purposes**, for example, expressing feelings, forming and maintaining friendships, describing or commenting
- **communicating appropriately in different contexts**, for example, the classroom, local shops, the workplace and the home
- **recognising and obtaining information**, for example, photographs, pictures, symbols, text, recipes for preparing food from objects
- **recording and recalling information in a variety of ways**, for example, through self-assessment sheets in behaviour management
- **the application of emerging literacy skills**, for example, recognising logos, symbols and information signs in the community.

For pupils with learning difficulties, communication takes place in a number of ways and involves all the senses. Preferred methods of communication may include the use of:

- **body language**, for example, turning towards or away, stiffening, relaxing
- **facial expression**, for example, smiling or grimacing
- **eye-pointing**
- **objects of reference to signal events or to indicate choices**
- **communication aids**
- **photographs, pictures and symbols**, for example, in a communication book
- **print**
- **signing**
- **information and communication technology (ICT)**
- **sounds and the spoken word.**

Application of number

The key skill of application of number includes learning basic mathematical skills and using them in practical situations. Skills include:

- exploring and manipulating objects, which helps pupils understand and apply the idea of object permanence
- recognising, predicting and interpreting patterns and routines, for example, sequencing activities throughout the day, copying a drumbeat, responding to 'stop/go' in drama or PE
- matching, sorting, grouping, comparing and classifying activities, for example, organising money to buy an item at a checkout
- collecting, recording, interpreting and presenting data, for example, measuring the growth of a sunflower or carrying out a survey which may relate to house types, eye colour, plans to make a child's toy or favourite sandwich fillings
- being able to understand the use of mathematical language to solve practical problems, for example, arranging chairs for assembly, laying the table, catching the correct bus, using a travel timetable.

Information technology

The key skill of information technology involves the use and application of ICT for a range of purposes, such as:

- engaging with a range of stimuli, *for example, tracking images across a computer screen or listening to pre-recorded sound effects*
- working with computer-generated models, *for example, choosing from two options to complete an on-screen pattern*
- affecting the environment, *for example, using a switch to start music, to attract the attention of others or to start a dialogue*
- promoting independence, *for example, using a joystick to steer a powered wheelchair around the school*
- enabling and improving communication, *for example, taking photographs to improve presentation, using a speech output device to show choice or using e-mail*
- a source of information, *for example, using television, e-mail, the internet or CD-ROMs.*

Working with others

The key skill of working with others includes:

- developing social skills, *for example, awareness and/or tolerance of others, empathy and awareness of the feelings and perspectives of others, turn-taking, sharing, getting a balance between listening and responding, negotiating and supporting*
- gaining, maintaining or directing the attention of others, *for example, vocalising or signing to ask to join in a group activity*
- adopting and accepting different roles appropriate to the setting, *for example, group leader, recorder or reporter*
- recognising the rules and conventions of different groups in formal and informal settings according to the size of the group, *for example, parties, playground games, one-to-one conversations or work experience*
- recognising a common purpose, *for example, working together to create a scene in drama.*

Improving own learning and performance

The key skill of improving own learning and performance helps pupils:

- recognise why a task is carried out and what it involves, *for example, joining in with spreading and cutting activities in the kitchen on the understanding that this will lead to the preparation of a snack*
- recognise the completion of a task, *for example, following a sequence of symbols as a way to achieve an agreed outcome in the workplace*
- communicate preferences and choices, *for example, in working styles or curriculum areas*
- give reasons for individual preferences, *for example, a liking for a certain subject because it means working with a group of friends*
- recognise personal achievements, *for example, knowing that increased confidence in one area of the curriculum can lead to increased enjoyment*
- recognise difficulties experienced, *for example, in using a tin opener, talking to unfamiliar adults or asking for help*
- identify and evaluate strengths and weaknesses, *for example, 'I'm good at...' and 'I need help with...'*
- learn from mistakes, *for example, remembering to use facial expressions to guide a member of support staff in pacing feeding at lunch times*
- set targets, *for example, responding to the prompt, 'What can I work on next?'*
- develop attention and concentration, progressing from external control to self-monitoring and the ability to switch attention between tasks.

All subjects, including PSHE and careers education, provide opportunities for pupils to review their work and discuss ways to improve their learning and performance.

Problem solving

The key skill of problem solving has strong links with thinking skills. For pupils to become independent they need to solve problems by using knowledge, memory and thinking skills. For pupils with learning difficulties to have more effective and independent thinking, staff can plan ways for them to take part in problem-solving activities that motivate, challenge and stimulate attention. Early problem solving requires an understanding of cause and effect, *for example, pushing away an unwanted object, removing a cloth from a favourite toy, using an adult to obtain an object*. The key skill of problem solving includes:

Perception:

- recognising opportunities, *for example, taking part in group attempts to solve problems*
- recognising and identifying problems, *for example, a favourite toy out of reach, a missing bus pass before a journey, being in an uncomfortable position*

Thinking:

- breaking down a problem into elements, *for example, a meal which involves buying food, then cooking and serving the food and clearing away*
- thinking through the relevant features of a problem, *for example, what to do when faced with an overflowing sink*
- planning ways to solve a problem, *for example, talking to other pupils about previous solutions to similar difficulties*

Action:

- remembering how to solve a problem, *for example, using strategies such as rehearsal, visualisation or a symbol script*

Evaluation

- evaluating how a plan worked, *for example, honestly assessing the value of a contribution after a problem-solving attempt*
- recognizing when existing plans and strategies need changes, *for example, stopping to think and talk with other pupils before starting to act.*