

# The Chatten Free School Curriculum

*A bridge to life*



## EYFS

**Devised and updated**

***December 2023***

# The Chatten Free School

## Curriculum

*A bridge to life*



The Chatten Curriculum is a framework that transcends traditional education, empowering each pupil with a flexible and personalized journey. Rooted in a multidisciplinary approach, this curriculum goes beyond the conventional, seamlessly integrating diverse elements to nurture holistic development.

We believe education should be a transformative experience, and the Chatten Curriculum is the catalyst for that transformation. It is meticulously crafted to equip our pupils with the life skills to flourish independently gain the respect they deserve as valued members of society.

Our commitment is to pave the way for happiness and success, ensuring our pupils don't merely exist but thrive. By embracing the multifaceted aspects of learning, we provide a tailored pathway that resonates with each individual. The Chatten Curriculum is a gateway to the real world, a bridge that connects education to meaningful life experiences, allowing our pupils to navigate their unique journeys with purpose. Join us in sculpting a future where every individual shines brightly, contributing to a society that celebrates diversity and champions the extraordinary potential within each of us.



## BEYOND SCHOOL

We try to support parents to generalise these skills into the home when they are established here. This looks different for different families but might include; home visits, training, online videos or just phone conversations.



# The Chatten Curriculum Funnel - Pupil Programming



### FLEXIBILITY IN THE FUNNEL

It is important to note that this funnel is flexible. Sometimes a pupil may at first meet the criteria for the VBMAPP and begin with that helping to build the base of the programme. After time it may become evident that the pupils needs suggests that the Essentials for Living assessment with a stronger emphasis on skills for everyday life and community based visits is more appropriate, in which case, a new assessment would be undertaken and the funnel would begin again. There may also be times in which a mixture of SBT and OT may be deemed the most appropriate at that time and parts of the funnel would be undertaken dependent on the needs.

### ASSESSMENT

When a pupil first starts at Chatten Free School, we begin by undertaking their assessment. This may include the VBMAPP and the Essentials for Living assessments or the SBT questionnaire, whichever is deemed most appropriate due to a set of criteria. This will give us an idea as to what their skills and deficits are and where the gaps are in their learning repertoire. Additional supplements may be sent out to parents such as the basic living skills checklist if appropriate. OT and SALT will also undertake their own assessments.

### BUILDING THE PROGRAMME

It is then time to build the programme against areas of the Chatten curriculum. This may include any prerequisite skills or the generalisation of skills to new environments. The programme will be presented in a daily data sheet run by tutors and overseen by the senior tutors and class lead.

### MEETING WITH PARENTS AND MDT

Once assessments have been completed, class lead may meet with parents to discuss their priorities for their child and ensure that these are included as functional skills within the programme. Emphasis will be given to functional communication and behaviour regulation dependent on the needs of the pupil. Class leads will also liaise with the multiprofessional team to discuss the outcomes of their assessments and use these to help build the programme.

### UPDATING PROGRAMME

The programme will be monitored daily by the class lead who will be made aware of any mastered targets to move on and any lack of progress (flatlines) by the tutor. Mastered targets will be moved on the same day and any flatlines will be seen by either the senior tutor, class lead or other professional within the week. Weekly cumulative data is collected and graphed. Qualitative data is collected against medium term target 3 times over week.

# The Chatten Free School Curriculum

*Funnel*



**The Chatten curriculum funnel is the basis by which we design each pupils individualised curriculum. The different levels of the funnel describe discrete stages in a Chatten pupils educational and developmental journey.**

## BEYOND SCHOOL



We try to support parents to generalise these skills into the home when they are established here. This looks different for different families but might include; home visits, training, online videos or just phone conversations.



# The Chatten Curriculum funnel

## NEXT STEPS

If a placement remains appropriate the pupil will likely work on developing interests, accessing the community and for older pupils possibly accessing supported employment. For some pupils it will be appropriate to develop early academic skills such as reading, writing and early maths.

## SKILLS FOR LIFE AND TRANSITION

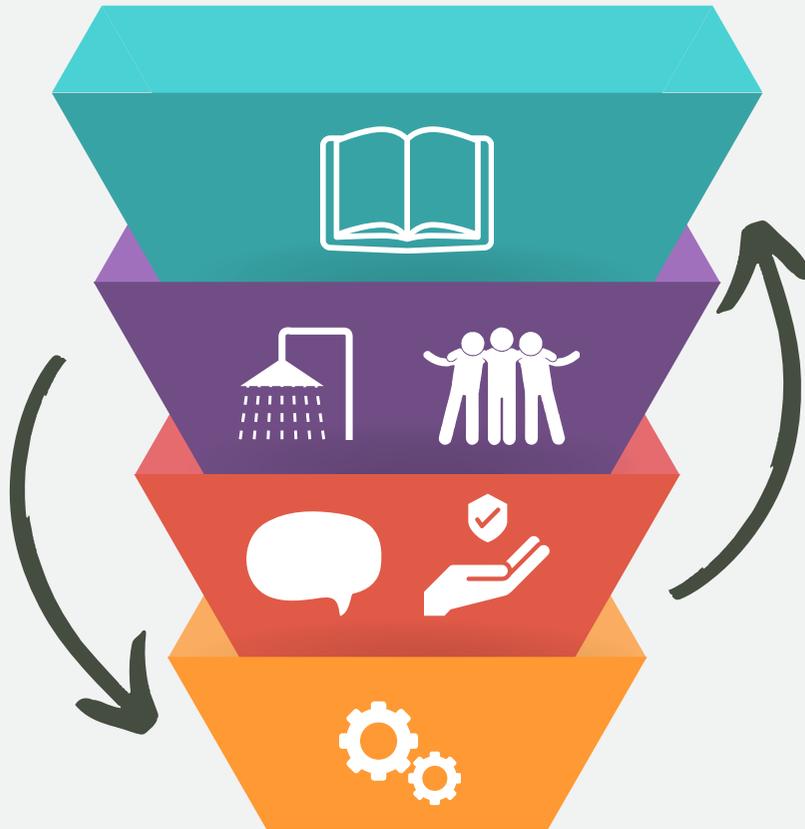
Skills taught for the improvement of the individual's life overall. This will look different for different pupils of different ages. It will include life skills, toileting, shared attention, social communication and RSHE. Some pupils might transition to other placements following this stage.

## MUST HAVE SKILLS

All pupils no matter where they are in the school will need to be taught 'must have' skills as a priority. These include having a form of functional communication and basic safety skills. It will also include accessing health care, sensory programs and sometimes diet and exercise. Often these will be taught intensively and exclusively until well established and generalised.

## HAPPY RELAXED ENGAGED STAGE

A pupil is displaying regular dangerous behaviour that puts themselves or others at risk or prevents them from accessing other forms of 1:1 learning. HRE seeks to reduce the dangerous behaviour and teach functional replacements.



## FLEXIBILITY IN THE FUNNEL

It is important to note that this funnel is flexible. A pupil might reach the top and develop behaviours which require a movement back to a previous stage. Or they might develop a medical condition that requires the same. Equally a pupil may enter the school with some top tier skills but require intensive input at an earlier stage before they can go back to the level they previously worked at. Pupil may also access curriculum at different levels of the funnel simultaneously.



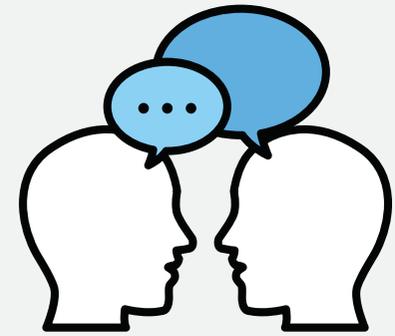
# The Chatten Free School Curriculum



The Chatten Curriculum includes 7 headings. Pupils may be working under all or a number of these headings at any one time. The headings often crossover with one another as this is the nature of our curriculum. In short the headings are:

1. Functional communication
2. Toleration
3. RSHE
4. Functional movement
5. Broadening horizons
6. Skills for new adventures
7. Daily life skills
8. Behaviour

# The Chatten Free School Communication



All pupils at Chatten Free School will leave with a form of functional communication. This communication may come in many forms such as; speech, PECS, sign or electronic device. The focus will be on making it functional for the pupil. The communication component of the curriculum is a vital element. Of course all elements are adapted to the needs of the pupil but the heading below provide an overview:

## **Choosing a system**

A functional system of communication must be identified – this might be PECS, MAKATON or spoken. It may even be a hybrid of these systems. We will provide an alternative, method of speaking that meets the CAFE criteria -- Continuously Available, Frequently used, and Effortless -- and is much less likely to be abandoned later..

## **Elements of communication**

Usually individual elements will be taught by noun first with adjectives and verbs being added later. This is based on the need of the pupil. For example it is more functional to be able to request an apple than a green but it may be useful to be able to request a green apple when red and green are both available.

## **Requests**

Pupils learn to request the things they want, when they want them both in and out of context. This may include requests for information.

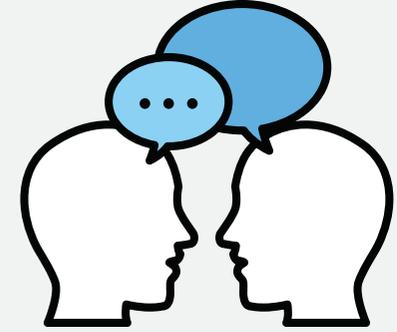
## **Labels**

Pupils learn to identify different things in their environment using their communication system. They may learn to identify emotions and feelings in themselves.

## **Conversation/intraverbals**

Pupils learn to answer questions, ask questions and fill in the blanks to what others are saying.

# The Chatten Free School Communication (continued)



## **Listener communication/ Receptive instructions/objects**

Pupils learn to listen and respond to the requests of others in a functional way. For example, having heard; “go and get the ketchup”, they go to the fridge and get the ketchup.

## **Answering questions**

Pupils will learn to answer simple questions, for example answering yes or no correctly when asked, “ are you hungry?”

## **Echoics**

Where appropriate, pupils will be encouraged to copy sounds or words to help their articulation of adult form words and discover the function of spoken word.

## **Making choices**

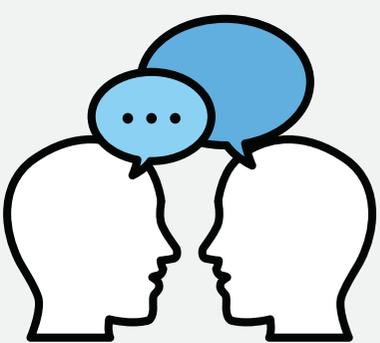
Pupils will be taught how to make choices using a functional method of communication.

## **Labels**

Pupils learn to identify different things in their environment using their communication system. They may learn to identify emotions and feelings in themselves.

## **Social Skills**

Where appropriate, pupils will be taught a variety of social skills from appropriate greeting to requesting to peers.



# The Chatten Curriculum funnel

## Communication



### NEXT STEPS

Pupils will continue to grow their repertoire of functional communication including commenting, making jokes, gaining attention, and chatting to adults and peers. Pupils will begin working on early reading skills including phonics where appropriate. Pupils will be able to follow group instructions and actively participate in small group tasks including some functional academics. Pupils who reach this stage and have all prior skills may benefit from a different placement.

### SKILLS FOR LIFE AND TRANSITION

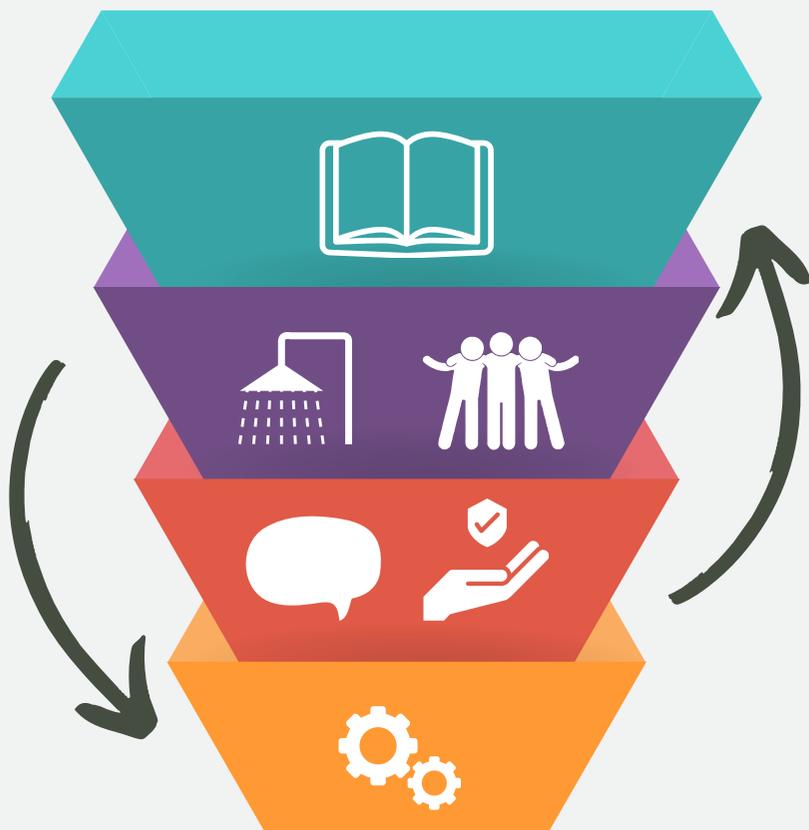
Pupils who have a functional form of communication start to develop skills beyond basic requesting. They may start to learn to comment on the world and ask questions. They will begin to communicate with peers during play and with a range of adults. They develop some simple social interactions such as 'hello' and 'goodbye'. They are increasingly able to follow timetables with more stages and follow more complex verbal instructions. They can label things when asked either verbally or with augmented communication.

### MUST HAVE SKILLS

Pupils will learn to use at least one form of functional communication. Pupils will begin to have their basic needs met through a functional system of communication that is consistent, always available, frequently used and effective. They may start to follow simple one step functional safety instructions and begin learning to copy simple physical actions of others. They will begin to learn to associate simple images or objects of reference with activities and begin to understand that these can form the basis of a simple timetable (NOW NEXT)

### HAPPY RELAXED ENGAGED STAGE

The pupil learns to communicate a basic preference usually through a generalised MAND such as 'My way'.





# The Chatten Free School

## Toleration



### Toleration

There are many things in the world which our pupils may struggle to tolerate. For some these things might be simple barriers to specific environments, for example not being able to tolerate dogs at a proximity of 50 metres will likely restrict access to a local park. For others this could be life threatening, for example tolerating a doctor's examination while severely ill.

There is an inexhaustible list of things which it may be beneficial for a pupil to learn to tolerate. A limited list includes:

- Tolerating self-care
- Waiting/delayed access to an item
- Adult led instructions
- Interrupting play or an enjoyable activity
- Denied access/ told no
- Transitions
- Sensory stimuli (noise, mess, lights)
- Devices designed to support with sensory stimuli
- Animals
- People
- Change



# The Chatten Curriculum funnel

## Toleration



### NEXT STEPS

Pupils now confidently access the community and use resources such as toilets and shops. They may begin to access parks or libraries.

### SKILLS FOR LIFE AND TRANSITION

Pupils tolerate an increasing number of activities relating to hygiene routines and community trips including proximity to stimuli they might have previously struggled with (e.g. dogs)

### MUST HAVE SKILLS

Pupils learn to tolerate transitions from preferred to preferred activities over small distances. They also tolerate basic hygiene tasks performed by others including teeth cleaning. They learn to tolerate other pupils and staff nearby.

### HAPPY RELAXED ENGAGED STAGE

Pupils learn to tolerate small demands without displaying dangerous challenging behaviour for short periods of time. Pupils may start to tolerate denied access to 'My way' for short periods and the relinquishing of preferred items. They will access preferred activities such as messy play in a way which suits them.



# The Chatten Free School

## RSHE



### RSHE

In the Relationships, Sex, and Health Education (RSHE) curriculum at our school, students engage in an age and developmentally appropriate exploration of crucial topics that contribute to their holistic development.

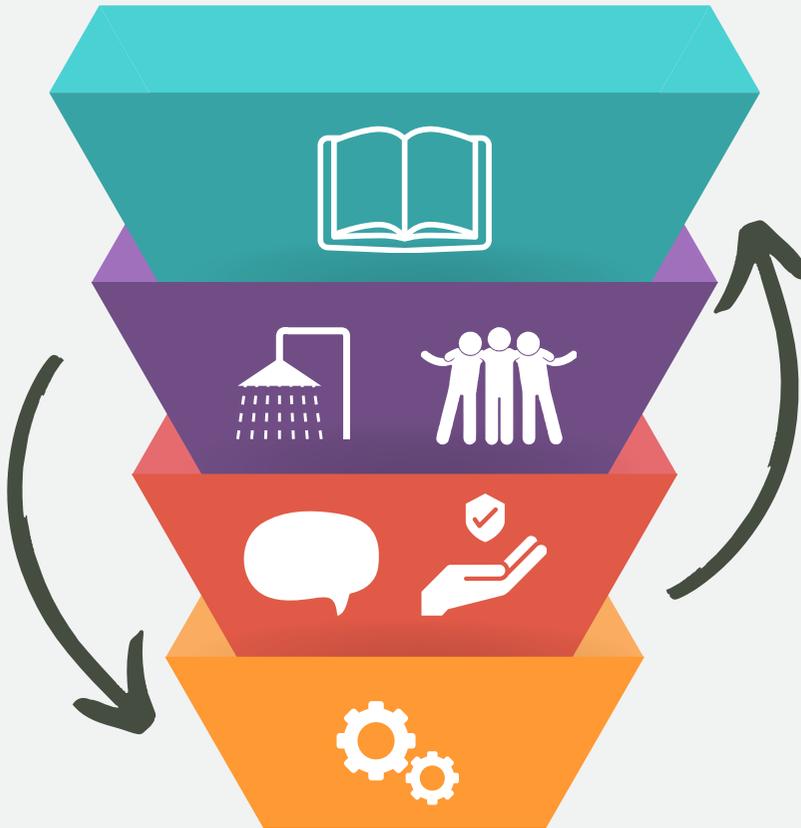
Through age-appropriate content, students may learn about issues relating to:

- Relationships
- Hygiene
- Emotions
- Nutrition
- Exercise



# The Chatten Curriculum funnel

## RSHE



### NEXT STEPS

Pupils begin to learn to identify their own emotions. They access a healthy diet, including fruits and vegetables. They work on developing basic hygiene routines independently.

### SKILLS FOR LIFE AND TRANSITION

Pupils learn to recognise their own need for things such as space when they are upset. They may begin to request activities such that help them to self sooth. Pupils will be working on tolerating hygiene routines often with adult support.

### MUST HAVE SKILLS

Pupils follow simple important instructions such as 'stop' and 'wait'. They hold an adult's hand for increasing amounts of time without absconding.

M

### HAPPY RELAXED ENGAGED STAGE

Pupil learns to tolerate small demands such as delayed response to generalised requests (my way)

M



# The Chatten Free School

## Functional movement



### Functional movement

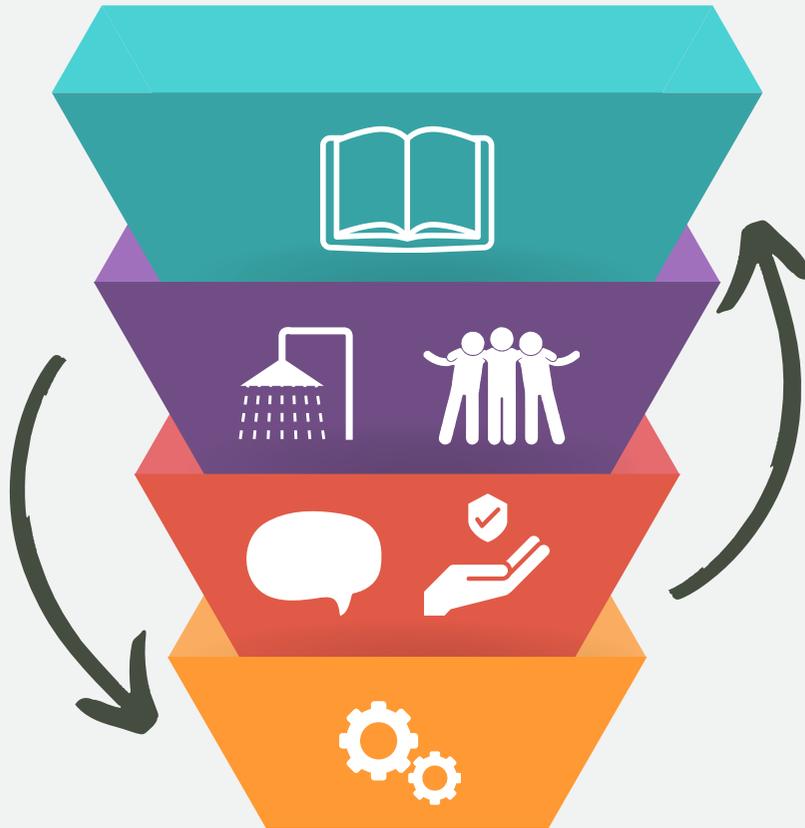
Keeping our children healthy is a pre-cursor to helping them be happy. This might include regular exercise/ play. For some pupils it will be about engaging in activities which support their sensory processing.

Functional movement has another very long list of potential topics. Subjects may include:

- Accessing sensory processing interventions
- Accessing exercise or physical play
- Occupational therapy programmes

# The Chatten Curriculum funnel

## Functional movement



### NEXT STEPS

Pupils engage in sensory programs independently. They play simple physical games sometimes with peers. They engage with fine motor activities such as art, crafts, and puzzles with support.

### SKILLS FOR LIFE AND TRANSITION

Pupils request functional movements that help them to self-regulate. They engage in physical play both outside and inside. These will usually be solo activities.

### MUST HAVE SKILLS

In the Early Years Foundation Stage (EYFS), following Occupational Therapy (OT) intervention, pupils focus on engaging in physical activities that incorporate sensory interventions, fine and gross motor skill activities. This includes foundational movements such as crawling, rolling, and basic balance. Pupils at this stage begin developing self-help skills, such as using cutlery to feed themselves. Regular movement breaks are introduced throughout the day, designed to integrate all the senses and support sensory exploration.

### HAPPY RELAXED ENGAGED STAGE

Pupils access movement breaks and activities including whole body play movements such as climbing, bouncing, swinging on their own terms. This may need to be heavily supported by an adult.



# The Chatten Free School

## Broadening horizons



### **Broadening horizons**

Broadening horizons is about learning to engage in new activities and being in new locations. It might be about something as simple as discovering a new way to spend spare time or going to the cinema.

Examples of skills taught through this element may include:

- Play skills, such as playing appropriately with toys or following an activity schedule
- Joint attention, such as attention autism and social engagement routines
- Leisure skills, such as playing computer games, visiting a restaurant or going bowling
- Social skills, such as engaging functionally with peers or playing a team game



# The Chatten Curriculum funnel

## Broadening Horizons



### NEXT STEPS

In the Early Years Foundation Stage, pupils further develop their social skills by actively participating in team games and engaging in group leisure activities, such as going bowling or visiting a restaurant. They exhibit increased independence in using transcribed routines or following a complex visual schedule outlining their daily activities. Pupils cultivate a diverse range of interests, with a focus on purposeful engagement as they continue to occupy their own time independently.

### SKILLS FOR LIFE AND TRANSITION

In the Early Years Foundation Stage, pupils continue to develop their joint attention skills and shared experiences with peers. This includes the introduction of social skills such as playing games, turn-taking, and appropriate interaction with peers. Pupils expand their leisure skills and community access by taking short trips and being exposed to new leisure activities, such as looking at books. An important step at this stage is the development of the ability to occupy their own time functionally with pre-set up activities, laying the foundation for future independence.

### MUST HAVE SKILLS

In the Early Years Foundation Stage, pupils may initiate the use of 'Attention Autism' to enhance joint attention skills. They actively explore enjoyable activities, including possibilities like messy play or music, and show interest in looking at books. These initial enjoyable experiences serve as building blocks for future exploration. Pupils also begin to follow visuals, aiding in transitions and adult-led instructions as they take their first steps in broadening their horizons.

### HAPPY RELAXED ENGAGED STAGE

In the Early Years Foundation Stage, the pupil is taking initial steps towards broadening horizons. At this stage, the focus remains on developing the foundational skills of tolerating demands and communicating needs. These precursor skills set the groundwork for future exploration and engagement with broadening horizons activities. Small, incremental steps are taken to build a comfortable foundation for the pupil's developmental journey.



# The Chatten Free School Skills for new adventures



## Skills for new adventures

Some of our pupils will be able to move onto new adventures. For some this will mean a new learning environment and for others it will mean supported employment. Skills for new adventures is about teaching specific skills for those environments.

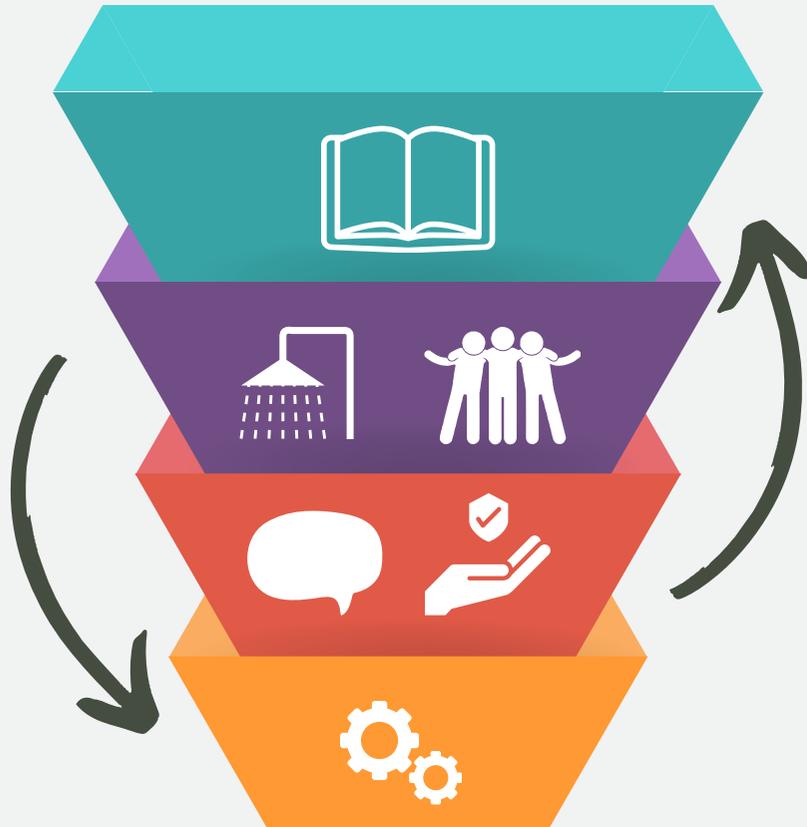
For example, learning how to work independently on a work sheet or play schedule

- Following a classroom routine such as independent work tasks
- Entry level academics such as using stationary, spelling and writing, reading maths and time
- Shopping skills such as following a shopping list
- Travel skills such as using a bus
- Visual performance such as imitation, matching and sorting



# The Chatten Curriculum funnel

## Skills for new adventures



### NEXT STEPS

Pupils will continue to develop their early academic skills and be able to complete independent work tasks.

### SKILLS FOR LIFE AND TRANSITION

In the Early Years Foundation Stage, pupils embark on the development of entry-level functional academics, including using stationary, numbers, and engaging in introductory phonic work. They initiate routines within the school, such as sitting with peers during lunch and participating in small group sessions for 'Attention Autism' with genuine interest.

### MUST HAVE SKILLS

Pupils are still learning the pre-cursor skills to access skills for new adventures. Pupil does not access this area of the curriculum yet

### HAPPY RELAXED ENGAGED STAGE

Pupil is learning to tolerate demands and communicate needs. These are precursor skills to accessing skills for new adventures. Pupil does not access this area of the curriculum yet



# The Chatten Free School

## Daily Life Skills



### Daily life skills

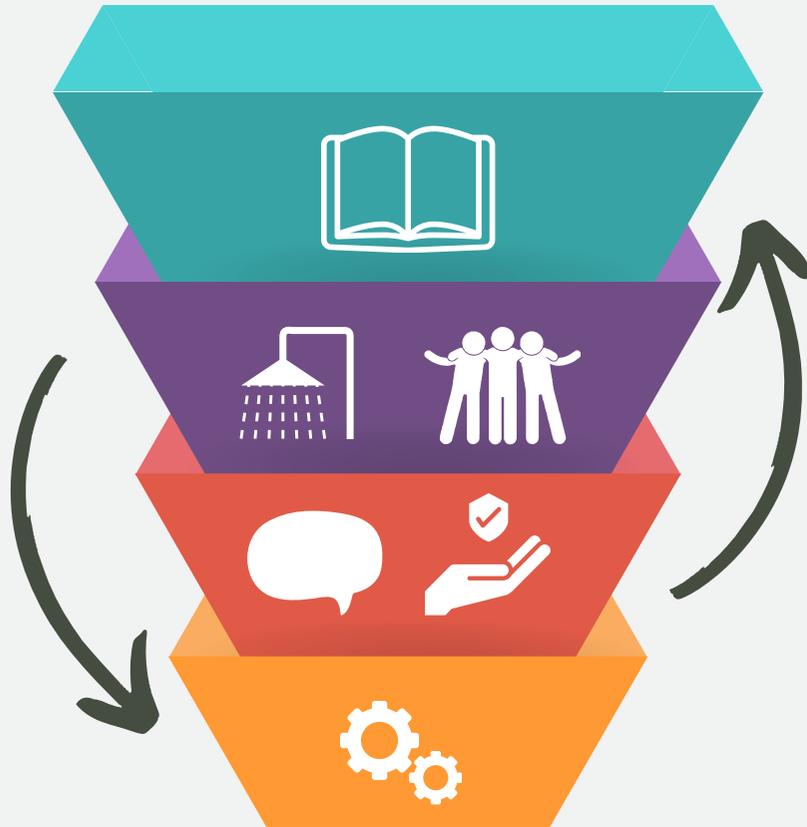
There are many skills which we take for granted on a daily basis. These skills are the things which lead to higher levels of independence on a day-to-day basis. They can be as simple as wiping our bottom after using the toilet or as complex as setting up a direct debit or cooking a meal. Some skills we might teach our pupils include:

- Toileting
- Hygiene
- Dressing
- Washing up



# The Chatten Curriculum funnel

## Daily Life Skills



### NEXT STEPS

Pupils who reach this stage will have all the life skills they require under this curriculum area. Life skills will continue to be taught but will likely come under Skills for new adventures or broadening horizons.

### SKILLS FOR LIFE AND TRANSITION

Pupils will develop their independence in being toilet trained, undressing and basic hygiene routines at school.

### MUST HAVE SKILLS

Pupils may be learning basic toileting and hygiene routines.

### HAPPY RELAXED ENGAGED STAGE

Pupil is learning to tolerate demands and communicate needs. These are precursor skills to accessing skills for new adventures.

Daily life skills at the right level come under other areas of the curriculum



# The Chatten Free School Behaviour



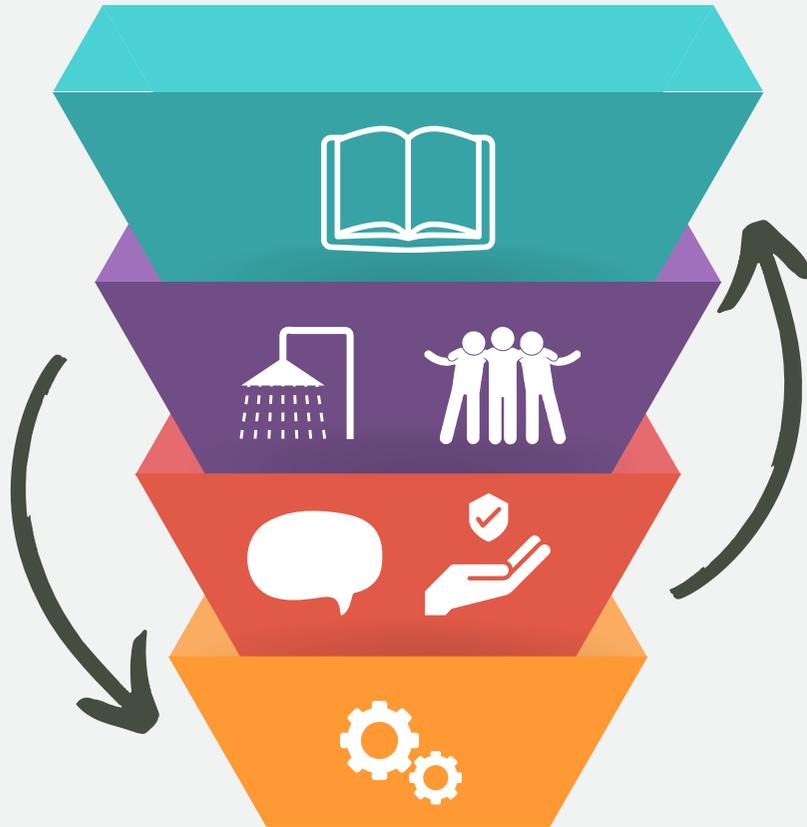
## Behaviour

Where a pupil has a dangerous or limiting behaviour it will often be a focus for them to find alternatives to that behaviour. This topic usually crosses over with others.

To learn more please read our behaviour policy.



# The Chatten Curriculum funnel Behaviour



## NEXT STEPS

In the Early Years Foundation Stage, pupils will progress to displaying limited challenging behaviour with low-level barriers to learning. They will demonstrate increased tolerance across all aspects of teaching and new adventures, including community activities.

## SKILLS FOR LIFE AND TRANSITION

Pupils will have a consistent functional communication system where they can get their needs and wants met by all, limiting communication deficit frustration. Pupils will have a good level of self-regulation and strategies that will be utilised when needed. Pupils will tolerate making transitions, including in the community, taking turns, waiting, and being denied access to a preferred activity or item. Pupils will begin to tolerate situations relating to health and safety and self-care.

## MUST HAVE SKILLS

We continue to build a functional communication system. Pupils may start to learn to communicate things like 'No, go away, space, rest and more time' as replacements to possible challenging behaviour. Pupils will begin to tolerate access denied, waiting, finishing a preferred activity and adult let instructions with low level challenging behaviour.

## HAPPY RELAXED ENGAGED STAGE

The pupil will work on functional skills which will be able to replace the function of current dangerous challenging behaviours. This will require heavy scaffolding and adult support.

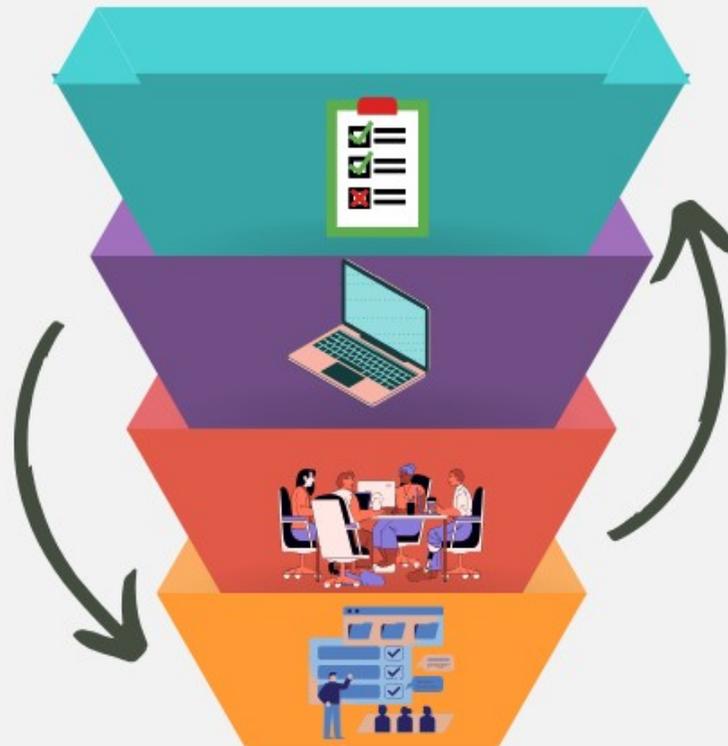


## BEYOND SCHOOL

We try to support parents to generalise these skills into the home when they are established here. This looks different for different families but might include; home visits, training, online videos or just phone conversations.



# The Chatten Behaviour Support Plan Process



## FLEXIBILITY IN THE FUNNEL

It is important to note that this funnel is flexible. There may be times where a new behaviour occurs and we take ABC data on this for a couple of weeks before including on the BSP to ensure we have the correct function and put the correct intervention in place.

## ASSESSMENT AND ABC DATA

When a pupil first starts at Chatten Free School, for the first couple of weeks, any challenging behaviour, physical intervention and significant events are recorded on CPOMS and using an ABC sheet. This helps us to build a picture of what the main antecedents are and ensure proactive and reactive strategies are built in to the programme and BSP.

## BUILDING THE BEHAVIOUR SUPPORT PLAN

Once we have a good picture of what behaviours are displayed and their function, a behaviour support plan is put together by the class lead and overseen by a senior member of staff. Once this is complete, it will be spoken through and shared with parents for signing. Once this has been approved by parents, it is then shared with the class tutors, key workers and therapy team. They will sign to say they have understood the expectations for behavior reduction.

## REGULAR UPDATES

The behaviour support plan will have regular updates such as if there is a significant change in behaviour, physical intervention is needed or there is a reduction in challenging behaviour and the interventions are to be stepped down. Minimal updates are sent to parents over DOJO. Any significant changes are discussed through with parents in person or over the phone and a new updated version of the behaviour support plan is sent home for signing.

If there is a period of more than 2 weeks where no improvement in behaviour is seen or behaviour worsens, a emergency MDT-meeting will be called and new strategies put in place

## BEHAVIOUR REGISTER MEETING BI-WEEKLY

As part of our ongoing oversight of behaviour reduction and physical intervention policies, SLT meet bi-weekly and review the behaviour data such as the use of physical intervention, when the behaviour support plan up to date and the effectiveness of the interventions.