

The Chatten Free School Curriculum

A bridge to life



KEY STAGE 3&4

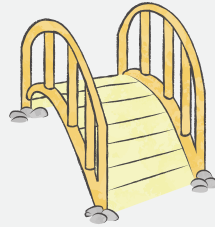
Devised and updated

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.

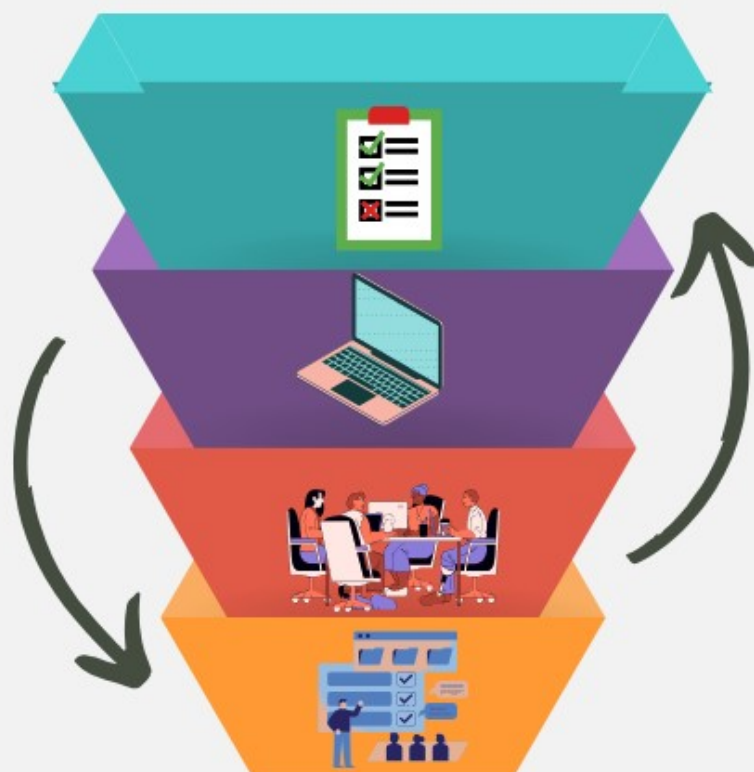


BEYOND SCHOOL

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

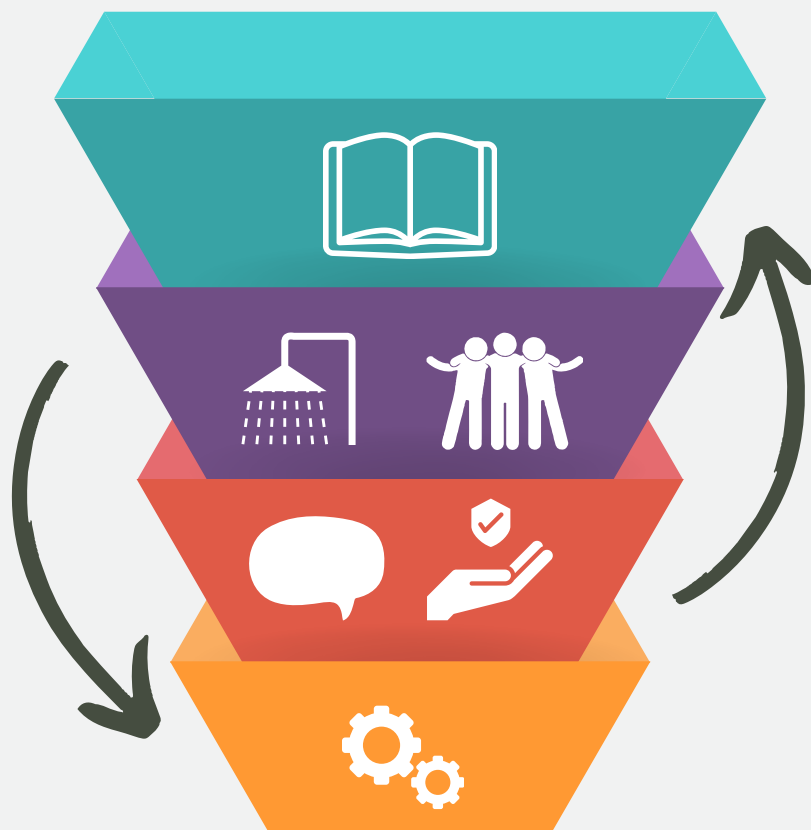


The Chatten curriculum funnel is the basis by which we design each pupils individualised curriculum. The different levels of the funnel describe discrete stages in a Chatten pupils educational and developmental journey.

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.



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 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 individuals 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.

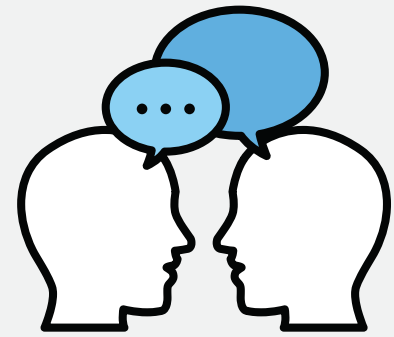
The Chatten Free School Curriculum



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.

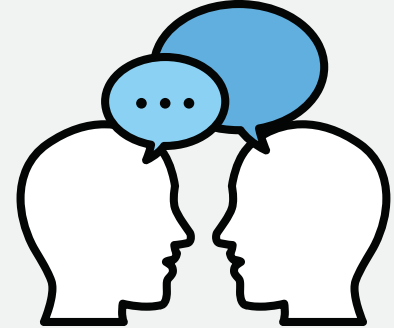
Labels

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

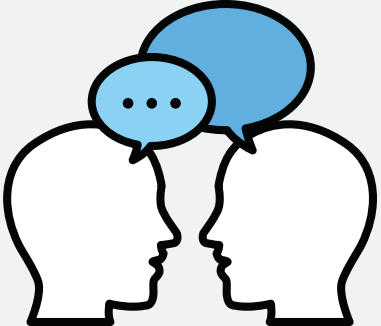
Pupils will be taught how to make choices using a functional method of communication.

Labels

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

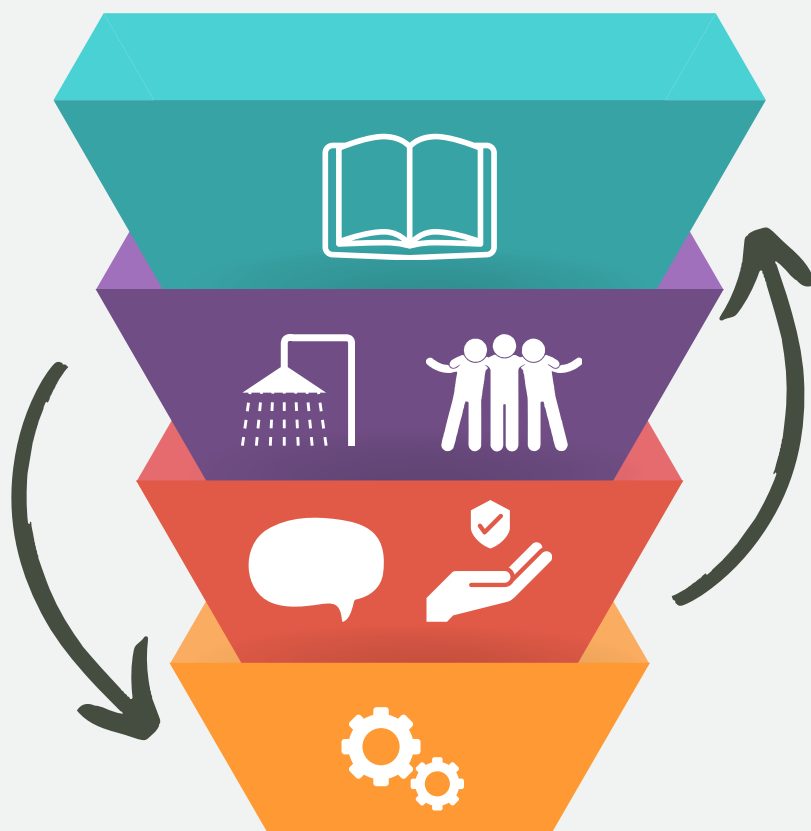
Social Skills

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 who reach this stage and have all prior skills may benefit from a different placement. Reading and writing skills will likely have a great focus on skills needed for real life. For example receptively identify community-based signs, reading instructions at an appropriate level and in some very specific circumstances using computers to fill in forms or look for directions. Pupils will understand language associated with internal work experience and accessing the community.

SKILLS FOR LIFE AND TRANSITION

In SEND Key Stages 3 and 4, students with established functional communication skills advance beyond basic requests, evolving into more sophisticated expressive capabilities. They delve into articulate commentary on their surroundings, posing intricate questions, and engaging in nuanced interactions with both peers and adults. Social communication continues to mature, encompassing refined greetings and farewells. Progressively, students adeptly navigate complex timetables and comprehend intricate verbal instructions, enhancing their participation in diverse activities. Additionally, they hone their labelling skills, articulating responses verbally or through augmented communication method. Pupils will be able to make choices and show a preference for vocational profiling.

MUST HAVE SKILLS

Pupils will actively use at least one form of functional communication which enables them to access age appropriate activities in the community and in school. Pupils will have needs met through a functional system of communication that is consistent, always available, frequently used and effective. They will be able to use this system with support in other settings. They will start to follow simple one step and two step functional instructions and begin learning to copy simple physical actions and sounds of others. They follow a simple timetable (NOW NEXT, THEN)

HAPPY RELAXED ENGAGED STAGE

The pupil learns to communicate a basic preference usually through a generalised MAND such as 'My way' and begin to tolerate longer delays in these mands being honoured. They begin to request using a small number of less generalised mands.



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.

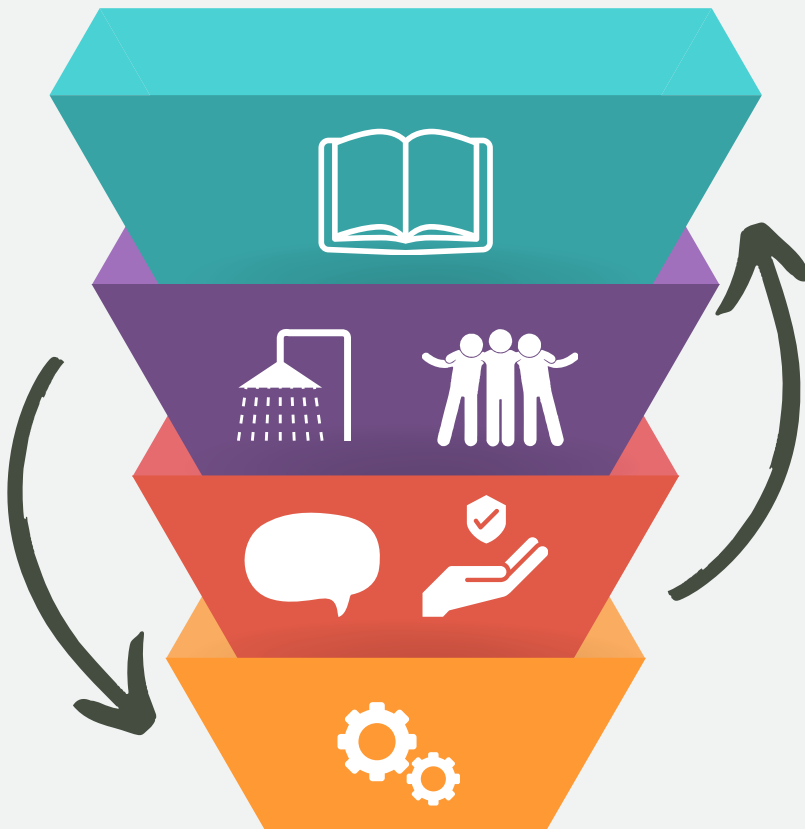
There is an inexhaustible list of things which it may be beneficial for a pupil to learn to tolerate. A limited list includes:

- 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. Pupils may engage in internal work experience within their interests and be able to tolerate the demands associated with this. Pupils will tolerate all aspects of medical procedures such as blood tests and visiting medical appointments such as hospital and dentists. Pupils may not need preparation for this first.

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. Pupils tolerate medical procedures such as blood pressure reading and visiting the dentist. They begin to work on tolerating more invasive procedures such as blood tests. Pupils tolerate most situations in real life including those that are unplanned.

MUST HAVE SKILLS

Pupils tolerate transitions from preferred to non-preferred activities over larger distances and across time. They also tolerate an increasing range of different medical and hygiene scenarios. They tolerate peers interacting with them directly.

HAPPY RELAXED ENGAGED STAGE

Pupil learns to tolerate growing demands without displaying dangerous challenging behaviour. Pupil tolerates denied access to 'My way' and relinquish preferred items without challenging behaviour. This happens in multiple settings and with multiple adults.



The Chatten Free School

RSHE



RSHE

In the Relationships, Sex, and Health Education (RSHE) curriculum at our school, students engage in and 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:

- Sexual health
- Relationships
- Masturbation
- Hygiene
- Emotions
- Nutrition
- Exercise



The Chatten Curriculum funnel

RSHE



NEXT STEPS

Pupils continue to identify the difference between people of different ages and understand the naming of all body parts, including the concept of private areas. They assert boundaries using 'no' to inappropriate suggestions. Pupils maintain and deepen meaningful relationships with peers, further developing friendships. They continue to understand the changes in their bodies during puberty, including aspects like changing a sanitary towel and hygiene around masturbation. Some pupils may continue to develop understanding around sex education. Pupils continue to enhance their understanding of emotions in themselves and others.

SKILLS FOR LIFE AND TRANSITION

Building on previous skills, pupils continue learning appropriate actions and activities for public and private settings. They deepen their ability to identify different body parts and understand private body areas. Pupils enhance their meaningful interactions with peers and further develop the recognition of emotions, expanding beyond basic emotions.

MUST HAVE SKILLS

Pupils further enhance their autonomy in following safety instructions and navigating public spaces. They continue to understand consent in various social contexts. Pupils expand their circle of recognized trusted adults to include those beyond the school and immediate community.

HAPPY RELAXED ENGAGED STAGE

Pupil further refines their tolerance for delays, demonstrating increased resilience to extended wait times in response to generalised requests (e.g., "my way") with trusted individuals. They continue to recognize and safely navigate the community with trusted adults.



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.

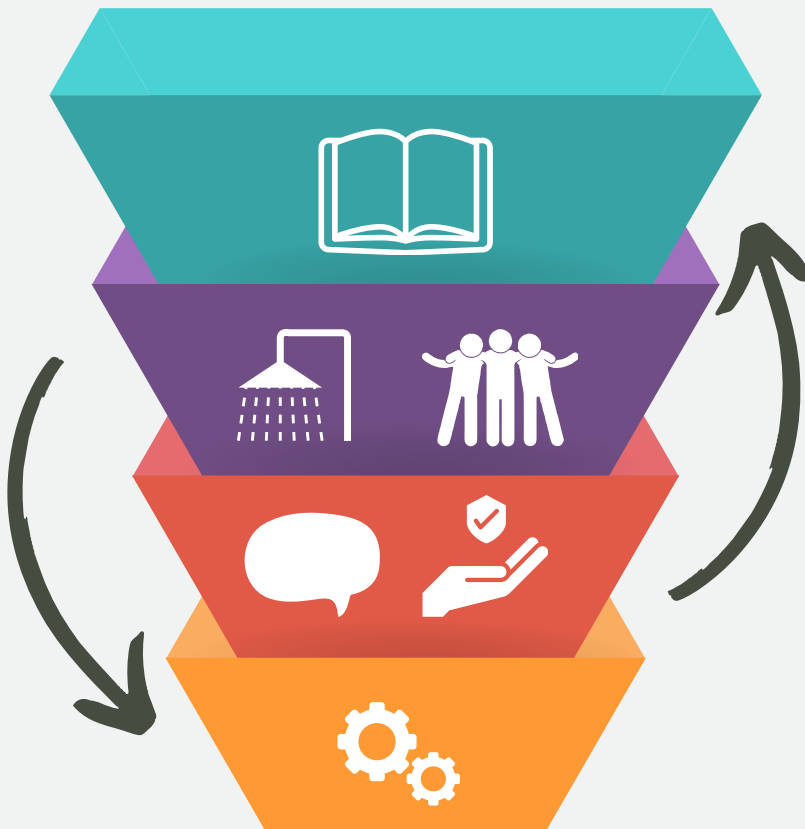
Functional movement has another very long list of potential topics. Subjects may include:

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



The Chatten Curriculum funnel

Functional movement



NEXT STEPS

Progressing into Key Stage 3/4, pupils maintain their independence in sensory programs and simple physical games, occasionally involving peers. Fine motor activities, including art, crafts, and puzzles, remain a focus with ongoing support. Notably, there is an expansion of opportunities as pupils safely access gym equipment at school and begin to participate in sports clubs and gyms in the community, indicating a growing independence in fitness-related activities.

SKILLS FOR LIFE AND TRANSITION

As pupils progress into Key Stage 3/4, the emphasis on requesting functional movements for self-regulation continues. They actively participate in physical play, refining and expanding their repertoire of movements. The activities remain predominantly solo, tailored to individual needs and preferences. The introduction of accessing the local community swimming pool with peers adds a social dimension, promoting interaction in a recreational environment. This stage marks a nuanced exploration of functional movements aligned with the evolving capabilities and independence of students.

MUST HAVE SKILLS

Transitioning to Key Stage 3 and 4 (KS3/4), pupils continue their journey of refining functional movement skills through targeted OT interventions. Activities are designed to challenge and enhance fine and gross motor skills, aligning with the increased complexity of the curriculum. Proficient use of cutlery for self-feeding is consistently encouraged. Movement breaks evolve to cater to the specific sensory and motor needs of KS3/4 students, ensuring continued progression in their functional movement abilities.

HAPPY RELAXED ENGAGED STAGE

In this phase, pupils continue accessing movement breaks and activities tailored to their needs. The focus expands to include more advanced activities that challenge their motor skills and coordination. Additionally, there's an introduction to incorporating functional movements into specific contexts, preparing them for greater independence.



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

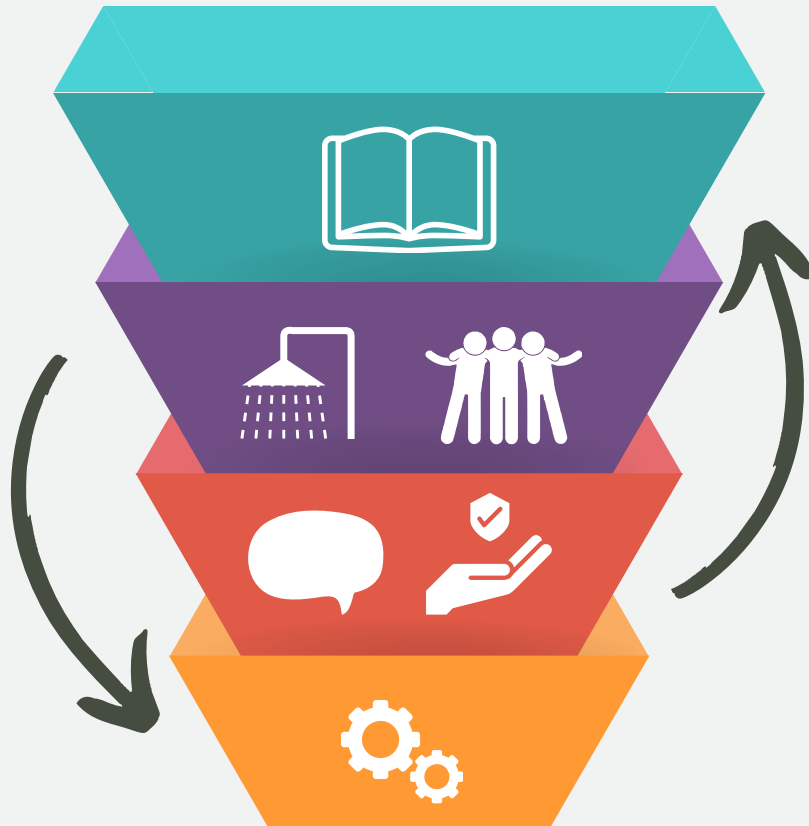


The Chatten Curriculum funnel

Broadening Horizons



KS3/4



NEXT STEPS

Moving into Key Stage 3/4, pupils actively develop their social skills through team games and group leisure activities like going bowling or visiting restaurants. The use of transcribed routines or complex visual schedules is carried out with a higher level of independence. Pupils not only further develop their interests but also explore areas that may contribute to making choices within vocational profiling. They begin tailoring internal work experiences accordingly, paving the way for future vocational development.

SKILLS FOR LIFE AND TRANSITION

Moving into Key Stage 3/4, pupils actively develop joint attention skills and shared experiences with peers. Social skills, like playing games and turn-taking, become integral to interactions. Leisure skills and community access are refined through short trips and exposure to diverse leisure activities, including looking at books. The ability to occupy their own time functionally with pre-set up activities strengthens, showcasing a higher level of autonomy and self-directed engagement.

MUST HAVE SKILLS

Moving into Key Stage 3/4, pupils actively develop joint attention skills in a more functional manner. They begin cultivating a wider array of interests, occupying their time with meaningful activities. The use of visuals becomes more purposeful, facilitating transitions between preferred-to-preferred activities within the school environment. This stage emphasizes the growing independence and depth of engagement as pupils broaden their horizons.

HAPPY RELAXED ENGAGED STAGE

Progressing into Key Stage 3/4, the pupil continues to refine the skills of tolerating demands and communicating needs. The incremental steps taken at this stage align with the pupil's evolving abilities, paving the way for a more extensive exploration of horizons. The focus shifts towards cultivating a greater sense of independence and adaptability in facing diverse challenges.



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.

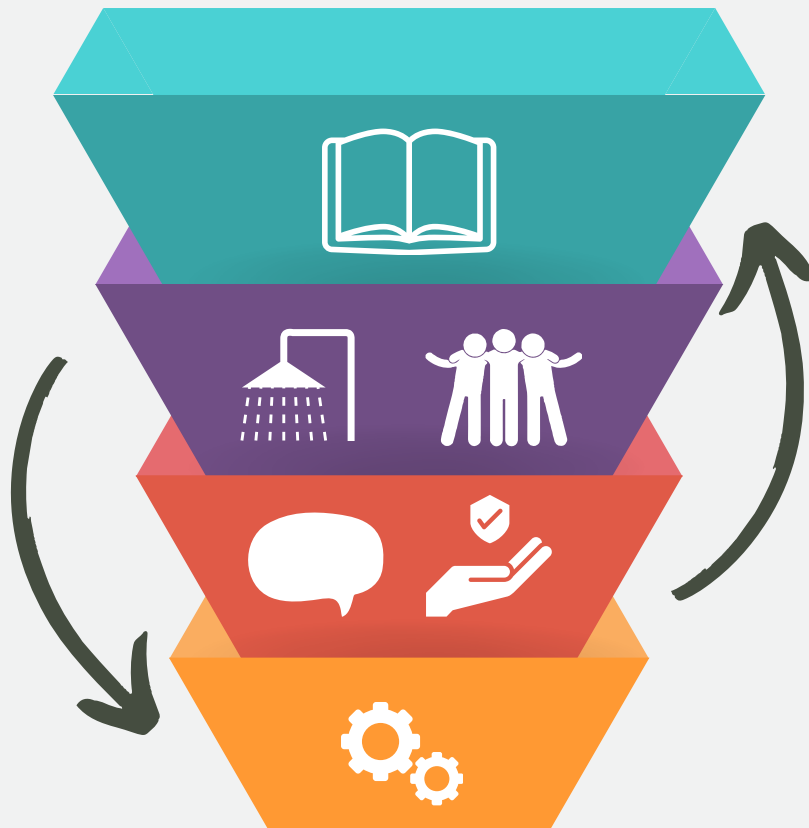
For example, someone entering supported employment in a café may learn to use a till, or a pupil who is working toward joining a different provision may need to learn to follow the routines of that environment.

- Following a classroom routine such as independent work tasks
- Entry level academics such as using stationary, spelling and writing, reading maths and time
- Employment skills such as using a till
- Vocational skills such as planting seeds
- Shopping skills such as using a debit card and 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. Pupils will experience accessing the community for fun activities and building their interests. Pupils will experience using public transport and develop their employability skills based upon their vocational profile.

SKILLS FOR LIFE AND TRANSITION

Pupils develop some entry level functional academics such as using stationary, numbers and some phonic work. They will begin to follow a routine of the school such as sit with others for lunch and sit in small groups for 'Attention Autism' with interest. Pupils may experience trips to the shop and practice following a shopping list, using a debit card, and paying for shopping using self-service checkouts. Pupils will develop their vocational skills such as gardening and some basic catering, in keeping with their interests.

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

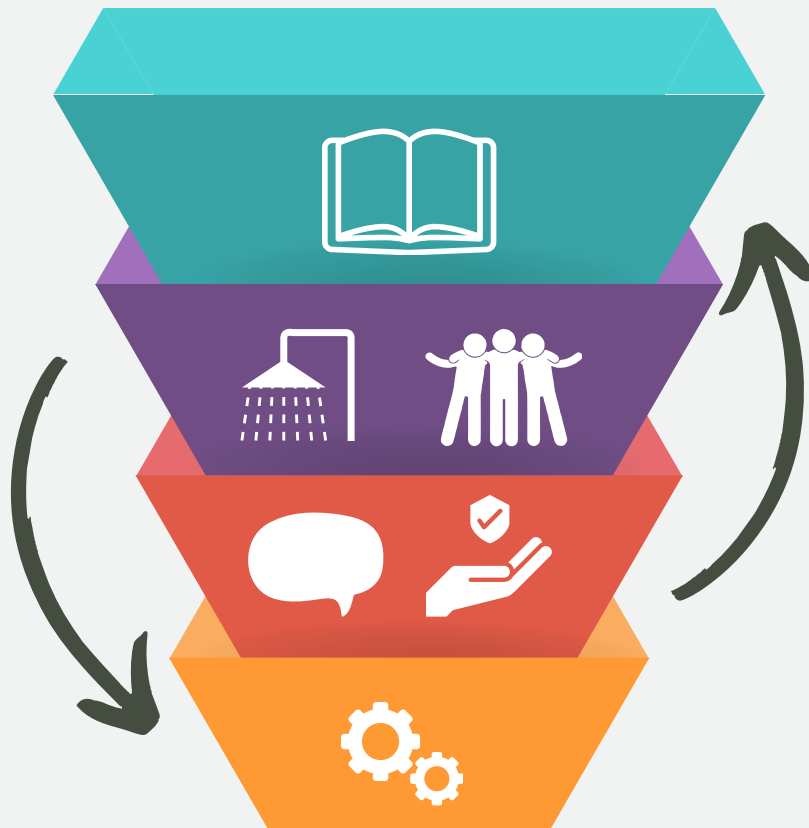
There are many skills which we take for granted on a daily basis. These skills are the things which lead to higher levels of independence on a day-to-day basis. They can be as simple as wiping our bottom after using the toilet or as complex as setting up a direct debit or cooking a meal. Some skills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

- Toileting
- Hygiene
- Dressing
- Washing clothes
- Cooking/meal prep
- 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

During Key Stage 3/4, pupils further develop their independence by mastering toilet training, undressing, and engaging in advanced hygiene routines at school. Progression surpasses earlier stages, laying the groundwork for sustained skill refinement.

MUST HAVE SKILLS

During Key Stage 3/4, pupils are engaged in learning fundamental toileting and hygiene routines, which include hand washing, teeth cleaning, and basic food preparation. There is a concentrated focus on fostering independence in activities such as dressing, showering, and cleaning after a bowel movement.

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

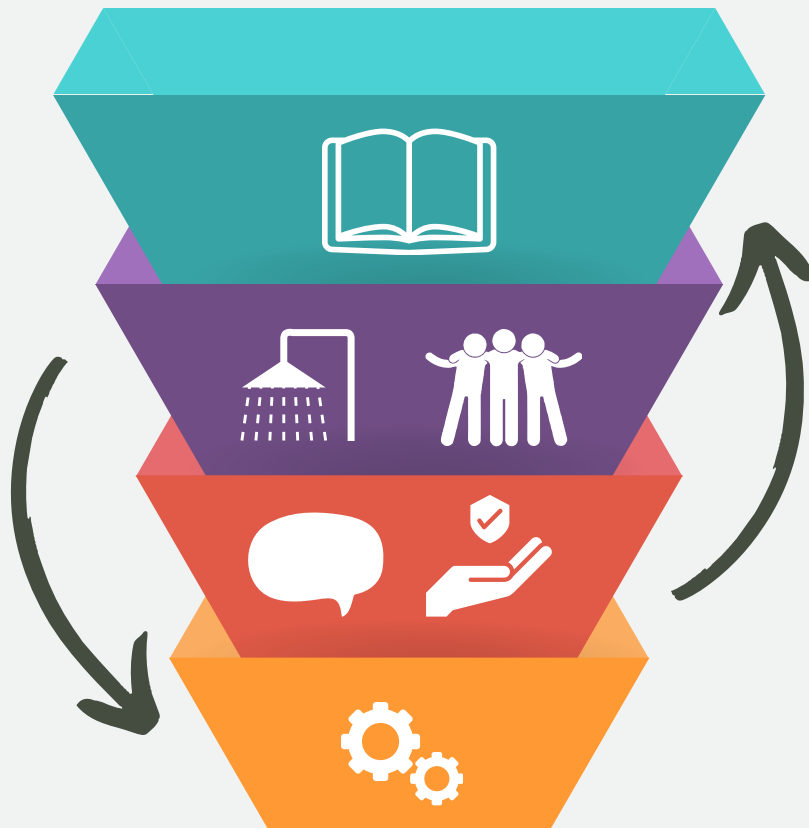
Where a pupil has a dangerous or limiting behaviour it will often be a focus for them to find alternatives to that behaviour. This topic usually crosses over with others.

To learn more please read our behaviour policy.



The Chatten Curriculum funnel

Behaviour



NEXT STEPS

Within Key Stage 3/4, pupils will continue to exhibit limited challenging behaviour, maintaining low-level barriers to learning. They will further elevate their tolerance levels, demonstrating adaptability across all dimensions of teaching and new adventures, inclusive of community-based activities.

SKILLS FOR LIFE AND TRANSITION

Within Key Stage 3/4, the functional communication system is further honed. Pupils will continue to refine the usage of communicative phrases like 'No,' 'Go away,' 'Space,' 'Rest,' and 'More time' to manage potential challenging behaviours. The objective is to cultivate increased tolerance in situations involving access denial, waiting, concluding preferred activities, and complying with adult-led instructions, demonstrating low-level challenging behaviour.

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

We are working on replacing dangerous challenging behaviour with new functional skills. The replacement skills will be utilised independently.



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

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.

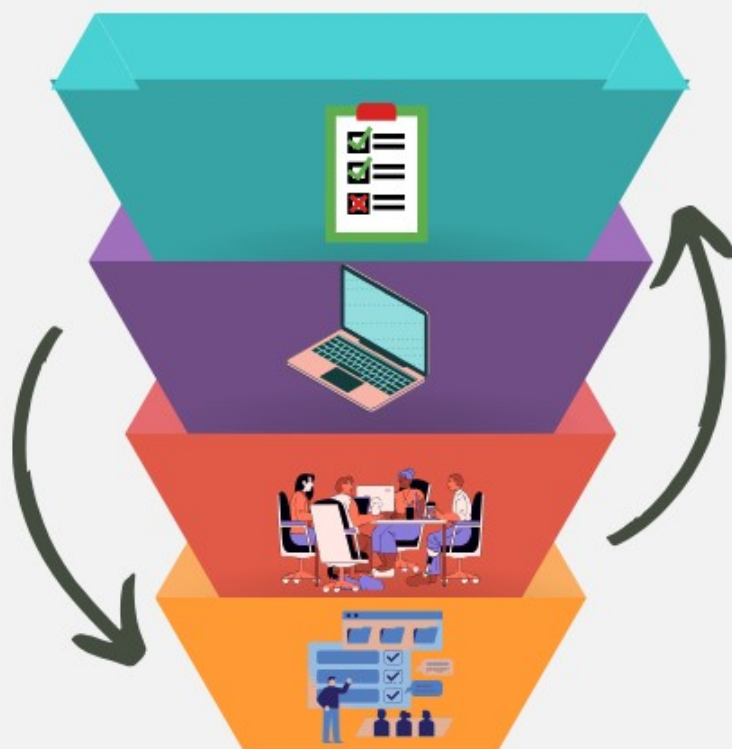
REGULAR UPDATES

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.



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.