

# **The Chatten Free School Curriculum**

*A bridge to life*



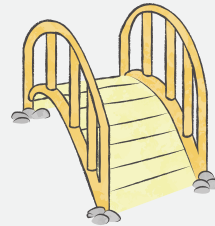
## **POST 16**

**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

## 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

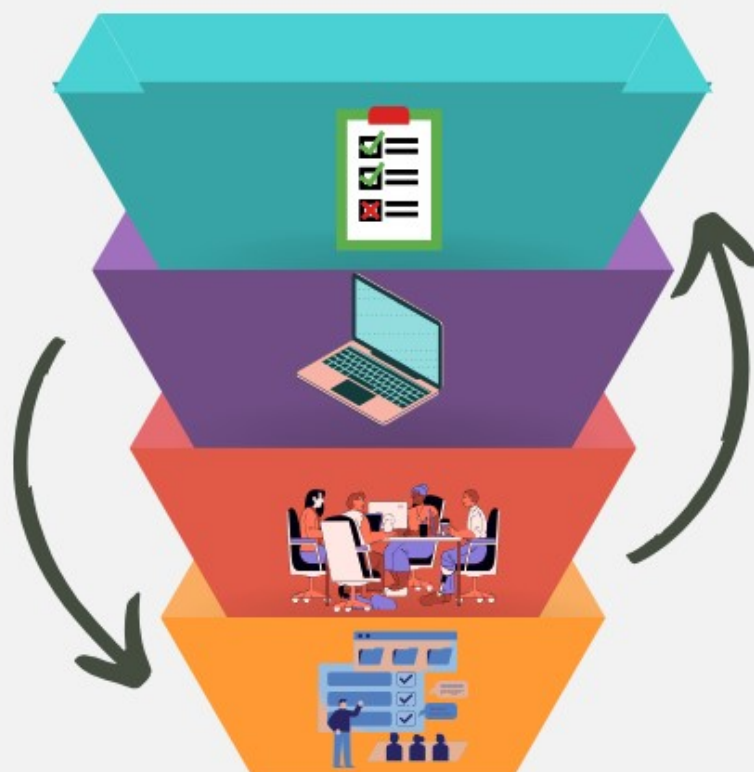
It is then time to build the programme against areas of the Chatten curriculum. This may include any prerequisite skills or the generalisation of skills to new environments. The programme will be presented in a daily data sheet run by tutors and overseen by the senior tutors and class lead.

## 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.



## 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.

# **The Chatten Free School Curriculum**

## *Funnel*

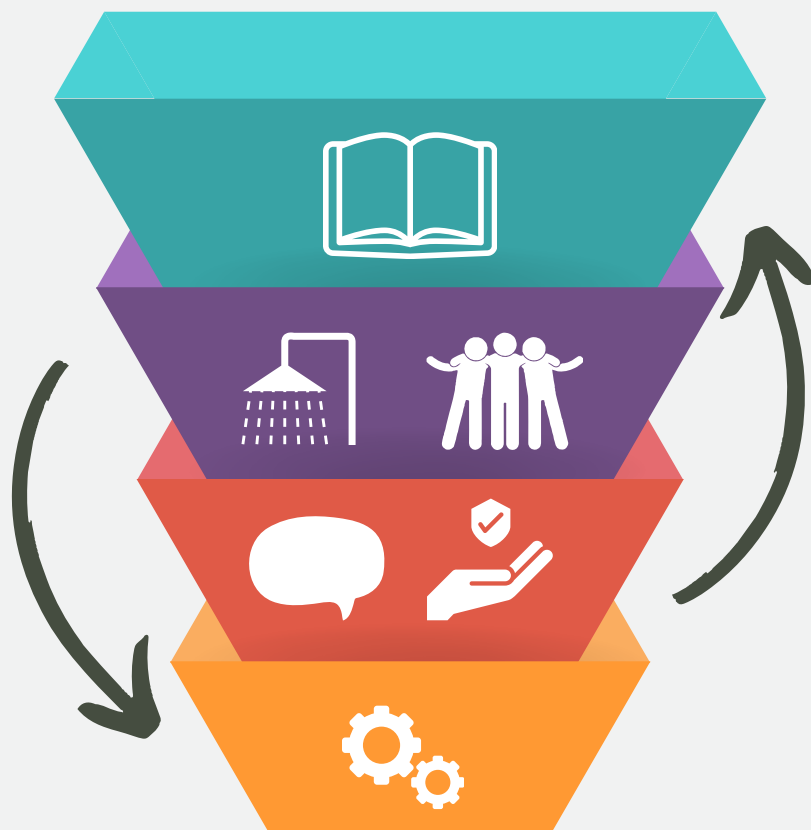


**The Chatten curriculum funnel is the basis by which we design each pupils individualised curriculum. The different levels of the funnel describe discrete stages in a Chatten pupils educational and developmental journey.**

## 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.

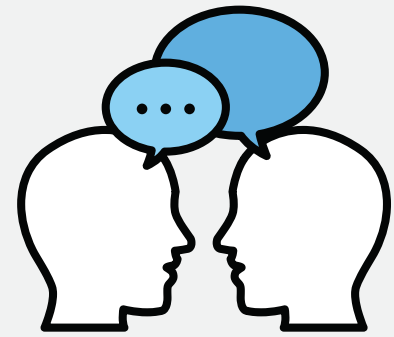
# **The Chatten Free School Curriculum**



**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.

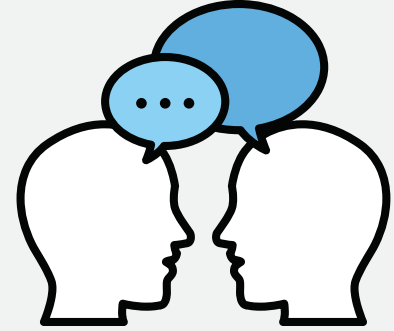
## **Labels**

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.

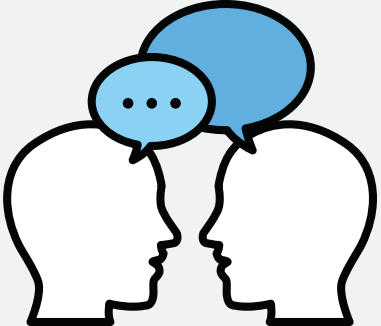
## **Labels**

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**

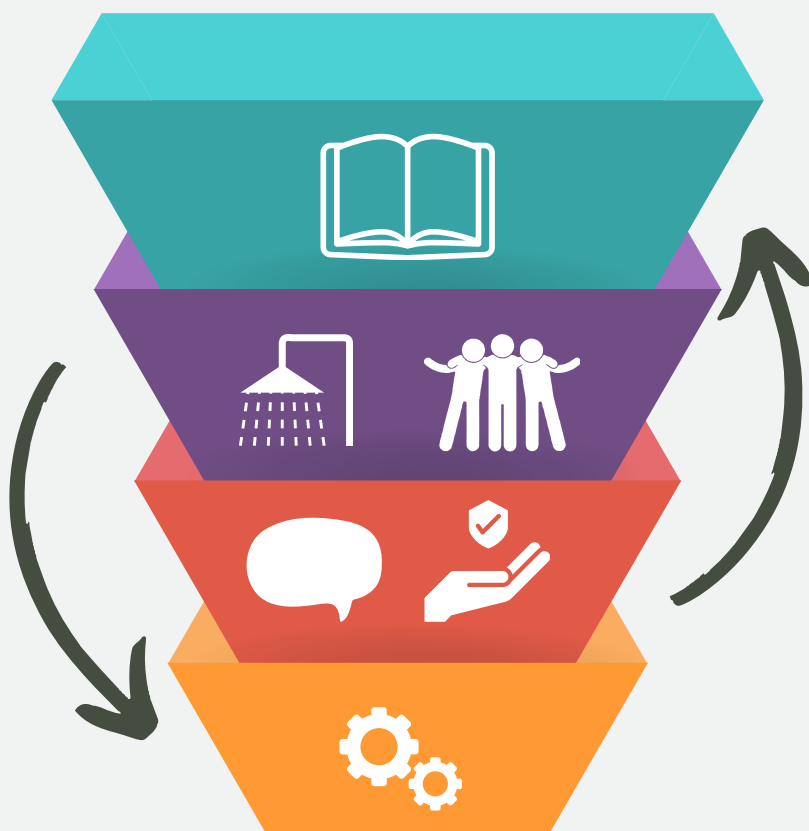
Where appropriate, pupils will be taught a variety of social skills from appropriate greeting to requesting to peers.





# 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. In addition to the skills developed in KS3&4 pupils will develop understanding of vocational language (written and spoken) given by an employer in the community.

### SKILLS FOR LIFE AND TRANSITION

Students with well-established functional communication skills progress beyond fundamental requests, delving into advanced expressive capabilities. They refine their ability to provide insightful commentary on their environment, pose sophisticated questions, and engage in nuanced interactions with peers and adults. Social communication continues to mature, encompassing refined greetings and farewells. Students adeptly navigate intricate timetables and comprehend complex verbal instructions, enhancing their independent participation in diverse activities. Furthermore, they master nuanced labelling skills, articulating responses verbally or through augmented communication methods. Pupils will be able to make choices and their preferences around Post 19 transitions. 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 interact with members of the school and local community. 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 in other settings. They will follow simple two step functional instructions in a range of setting including the community and 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. These skills are generalised into community settings.



# 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.

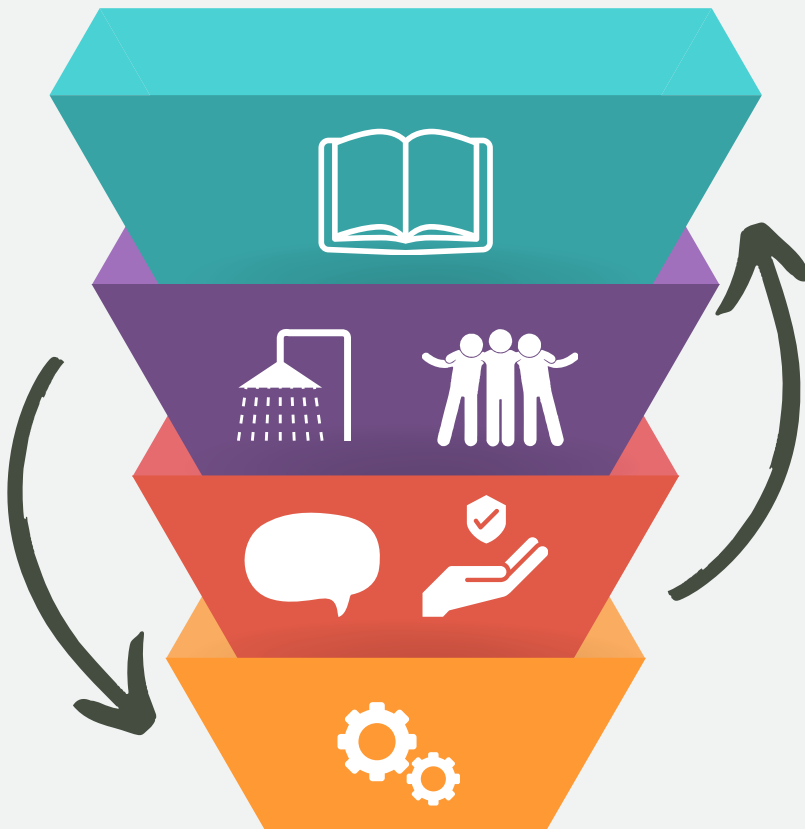
There is an inexhaustible list of things which it may be beneficial for a pupil to learn to tolerate. A limited list includes:

- 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 begin supported employment and will have to tolerate the demands associated with this and wearing a uniform. Pupils will tolerate all aspects of medical procedures such as blood tests and visiting medical appointments such as hospital and dentists.

### 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. They tolerate a range of difference community visits and may tolerate highly structure work experience activities.

### MUST HAVE SKILLS

Pupils tolerate transitions from preferred to non-preferred activities over larger distances and across time. They also tolerate and increasing range of different medical and hygiene scenarios. They tolerate peers interacting with them directly. The are able to tolerate a range of different settings in the local community.

### HAPPY RELAXED ENGAGED STAGE

Pupil learns to tolerate growing demands without displaying dangerous challenging behaviour. Pupil tolerate denied access to 'My way' and relinquish preferred items without challenging behaviour. This happens in multiple setting and with multiple adults. The access the community in a very carefully managed way.



# 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.

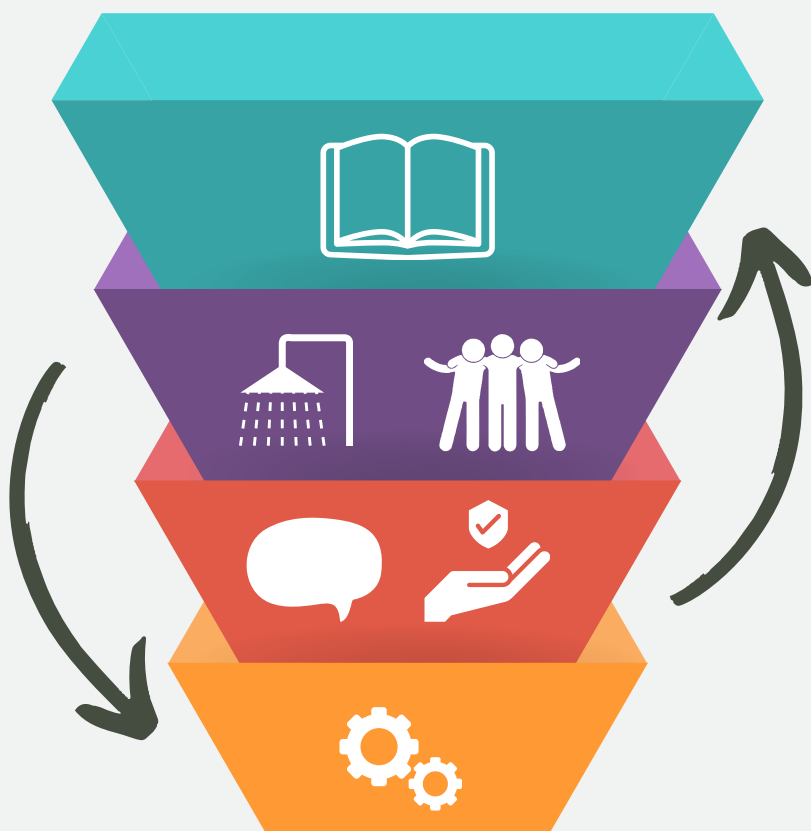
Through age-appropriate content, students may learn about issues relating to:

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



# The Chatten Curriculum funnel

## RSHE



### NEXT STEPS

Pupils, at the post-16 stage, continue to identify the difference between people of different ages, name all body parts, and understand private areas. They confidently assert boundaries using 'no' to inappropriate suggestions. Pupils maintain and deepen meaningful relationships with peers, continually developing friendships. They have a well-established understanding of the changes in their bodies during puberty, including aspects like changing a sanitary towel and hygiene around masturbation. Some pupils may further develop understanding around sex education. Pupils continue to have a strong understanding of emotions in themselves and others.

### SKILLS FOR LIFE AND TRANSITION

Pupils at the post-16 stage continue to refine their understanding of appropriate actions in public and private settings. They maintain the ability to identify different body parts on themselves and understand private body areas. Pupils further deepen their meaningful interactions with peers, fostering connections in more complex social situations. They continue to understand and recognize a variety of emotions in both themselves and others.

### MUST HAVE SKILLS

Pupils, at the post-16 stage, master the ability to follow safety instructions and navigate public spaces independently. They continue to understand consent in diverse social contexts. Pupils establish connections with a wide range of recognized trusted adults, including those in the broader community, as they prepare for more independent living.

### HAPPY RELAXED ENGAGED STAGE

Pupil continues to enhance their tolerance for delays in response to generalised requests (e.g., "my way") with trusted individuals. They recognize trusted adults and can independently stay safe in the community by staying nearby trusted individuals.



# 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.

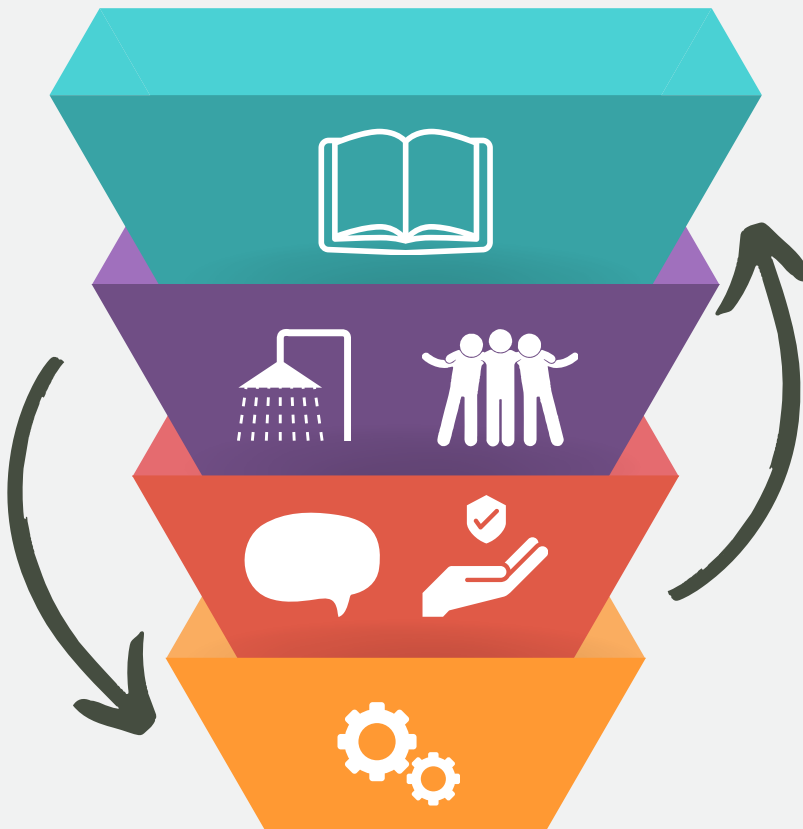
Functional movement has another very long list of potential topics. Subjects may include:

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



# The Chatten Curriculum funnel

## Functional movement



### NEXT STEPS

In the Post-16 stage, pupils continue to engage independently in sensory programs and simple physical games, occasionally enjoying these activities with peers. Fine motor activities persist, supported by caregivers and educators. Notably, there is a significant advancement in independence as pupils safely access gym equipment at school and progressively integrate into sports clubs and community gyms. This stage emphasizes the ongoing development of functional movement skills with a focus on autonomy and community integration.

### SKILLS FOR LIFE AND TRANSITION

In the Post-16 stage, students autonomously request and engage in functional movements, demonstrating a heightened awareness of their sensory needs for self-regulation. Physical play, both indoors and outdoors, remains a core component, emphasizing individualized experiences. Access to the local community swimming pool with peers continues, providing a social and recreational outlet. Additionally, the exploration of the school gym introduces a structured environment, preparing students for life and transition by familiarizing them with varied exercise equipment and promoting independence in fitness activities.

### MUST HAVE SKILLS

In the Post-16 stage, the focus shifts to maintaining and further refining functional movement skills that align with individual abilities and goals. OT interventions are adapted to suit the unique needs of post-16 students, providing support in activities that promote independence. Proficiency in self-feeding using cutlery is sustained, and movement breaks are personalized to accommodate the evolving sensory and motor requirements of post-16 students, preparing them for greater independence in daily living.

### HAPPY RELAXED ENGAGED STAGE

Pupils at the post-16 stage maintain access to movement breaks and activities, with a greater focus on refining and applying functional movement skills in real-life situations. The activities become more tailored to individual abilities, promoting independence and confidence in executing functional movements.



# 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:

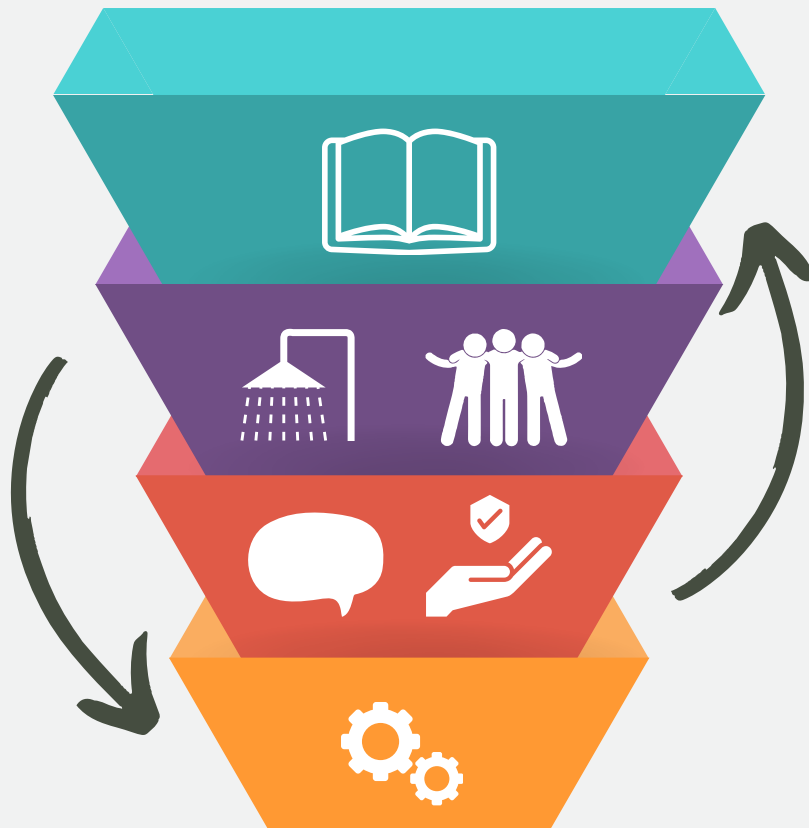
- Play skills, such as playing appropriately with toys or following an activity schedule
- Joint attention, such as attention autism and social engagement routines
- Leisure skills, such as playing computer games, visiting a restaurant or going bowling
- Social skills, such as engaging functionally with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





# The Chatten Curriculum funnel

## Broadening Horizons



### NEXT STEPS

In the Post-16 stage, pupils continue to advance their social skills by participating in team games and group leisure activities, such as outings to bowling alleys or restaurants. The use of transcribed routines or complex visual schedules is executed with a high degree of independence. Pupils not only further develop their interests but also explore areas that can help inform choices within vocational profiling. They tailor internal work experiences to align with their evolving interests, fostering a sense of purpose and autonomy as they prepare for post-school life.

### SKILLS FOR LIFE AND TRANSITION

In the Post-16 stage, pupils continue to advance joint attention skills and shared experiences with peers. Social skills, including playing games and turn-taking, are further refined for meaningful interactions. Leisure skills and community access become more sophisticated through short trips and exposure to new leisure activities, such as looking at books. Pupils demonstrate a growing ability to occupy their own time functionally with pre-set up activities, highlighting increased independence and self-sufficiency as they transition towards post-school life.

### MUST HAVE SKILLS

In the Post-16 stage, pupils continue to refine joint attention skills functionally. They delve deeper into developing personal interests, occupying their time with meaningful pursuits. The use of visuals remains a valuable tool for transitioning between preferred activities, reflecting a high level of independence and engagement as they actively broaden their horizons within the school setting.

### HAPPY RELAXED ENGAGED STAGE

In the Post-16 stage, the pupil is at an advanced level of the broadening horizons journey. Mastery of tolerating demands and expressing needs is honed, allowing for more complex and varied horizons exploration. Small, purposeful steps continue to be taken to ensure the pupil is prepared for a transition to post-school life, fostering a sense of autonomy and resilience in navigating a broader range of experiences.



# 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.

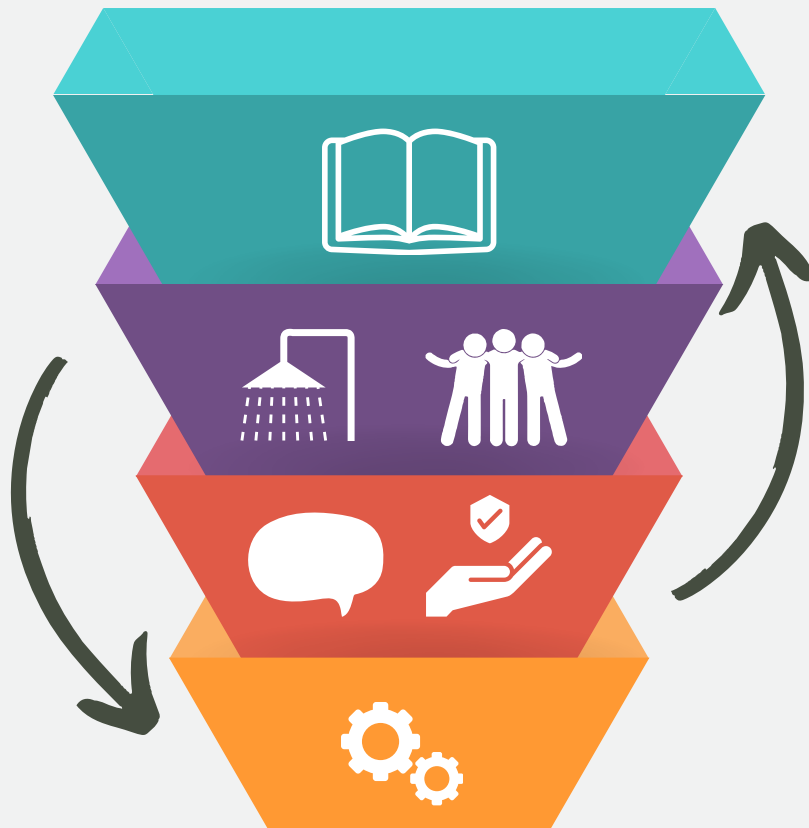
For example, someone entering supported employment in a café may learn to use a till, or a pupil who is working toward joining a different provision may need to learn to follow the routines of that environment.

- 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. These may include enterprise jobs such as using the till for the school tuck shop and making items for sale.

### 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. Pupils will develop their employability skills such as selling in the school tuck shop.

### 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

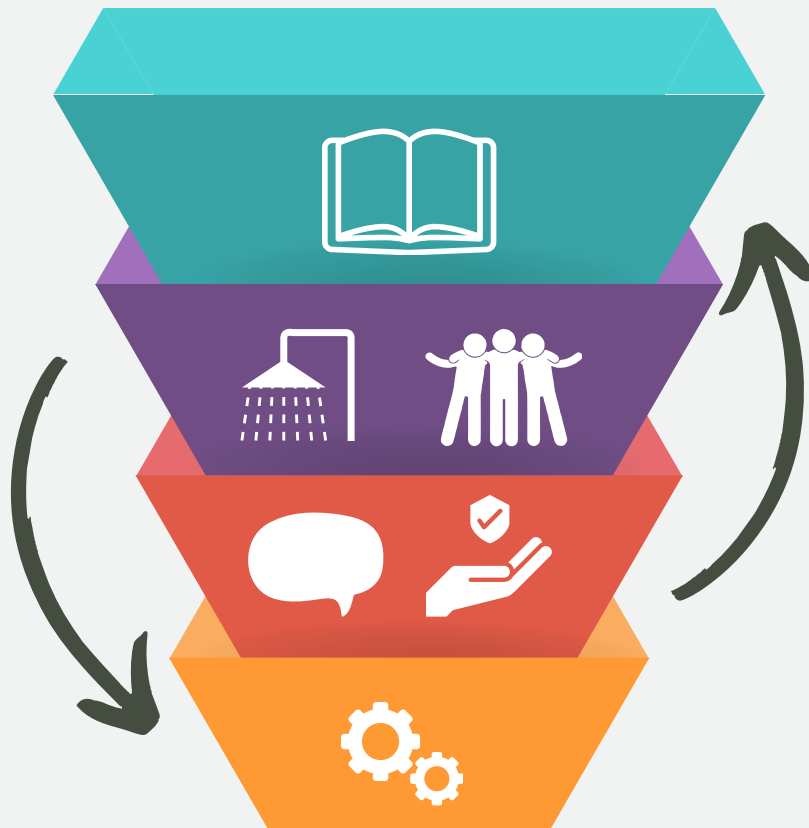
There are many skills which we take for granted on a daily basis. These skills are the things which lead to higher levels of independence on a day-to-day basis. They can be as simple as wiping our bottom after using the toilet or as complex as setting up a direct debit or cooking a meal. Some skills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

Pupils at the post-16 stage continue to refine their understanding of appropriate actions in public and private settings. They maintain the ability to identify different body parts on themselves and understand private body areas. Pupils further deepen their meaningful interactions with peers, fostering connections in more complex social situations. They continue to understand and recognize a variety of emotions in both themselves and others.

### MUST HAVE SKILLS

In the Post 16 phase, pupils continue to advance their independence, excelling in toilet training, undressing, and mastering advanced hygiene routines at school. Identified steps exceed earlier stages, establishing a robust foundation for ongoing skill mastery and application.

### HAPPY RELAXED ENGAGED STAGE

In the Post 16 phase, pupils continue to build on their daily life skills. This involves the acquisition of basic toileting and hygiene routines, encompassing hand washing, teeth cleaning, and basic food preparation. The emphasis remains on promoting independence in essential activities, including dressing, showering, and maintaining cleanliness after a bowel movement.



# The Chatten Free School Behaviour



## Behaviour

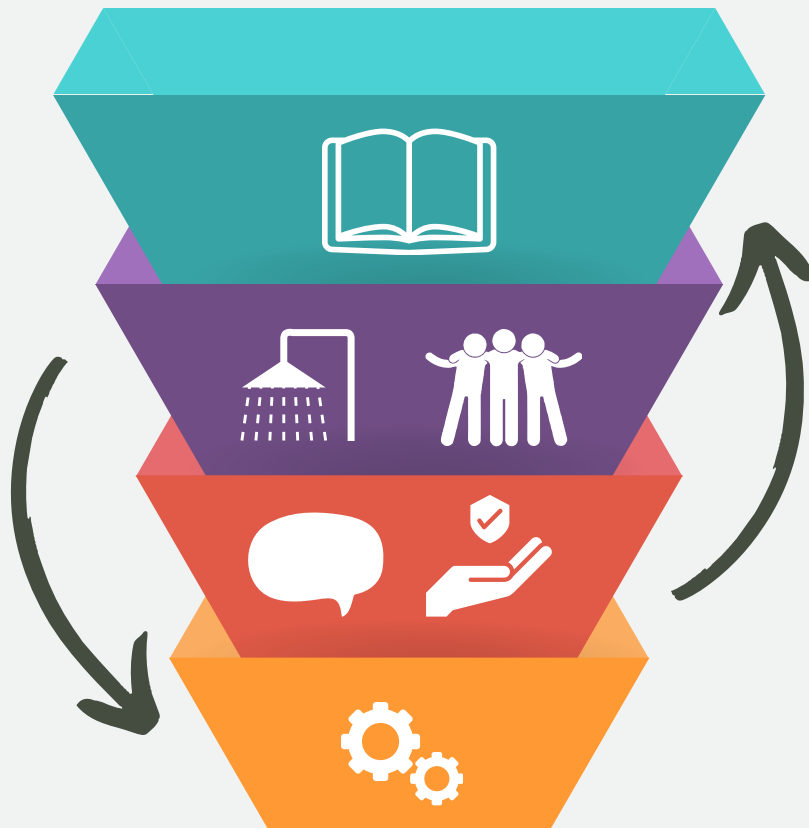
Where a pupil has a dangerous or limiting behaviour it will often be a focus for them to find alternatives to that behaviour. This topic usually crosses over with others.

To learn more please read our behaviour policy.



# The Chatten Curriculum funnel

## Behaviour



### NEXT STEPS

In the Post 16 phase, pupils will sustain the display of limited challenging behaviour with low-level barriers to learning. Their heightened tolerance will encompass all facets of teaching and new adventures, showcasing a comprehensive ability to engage positively in various learning experiences, both within and beyond the school environment.

### SKILLS FOR LIFE AND TRANSITION

In the Post 16 phase, the focus persists on reinforcing the functional communication system. Pupils will advance their proficiency in using communicative phrases, such as 'No,' 'Go away,' 'Space,' 'Rest,' and 'More time,' as alternatives to potential challenging behaviours. The goal is to foster heightened tolerance in circumstances encompassing access denial, waiting, finishing preferred activities, and responding to adult-led instructions, exhibiting 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 led 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. They may begin to spontaneously generate new skills of their own



## 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.

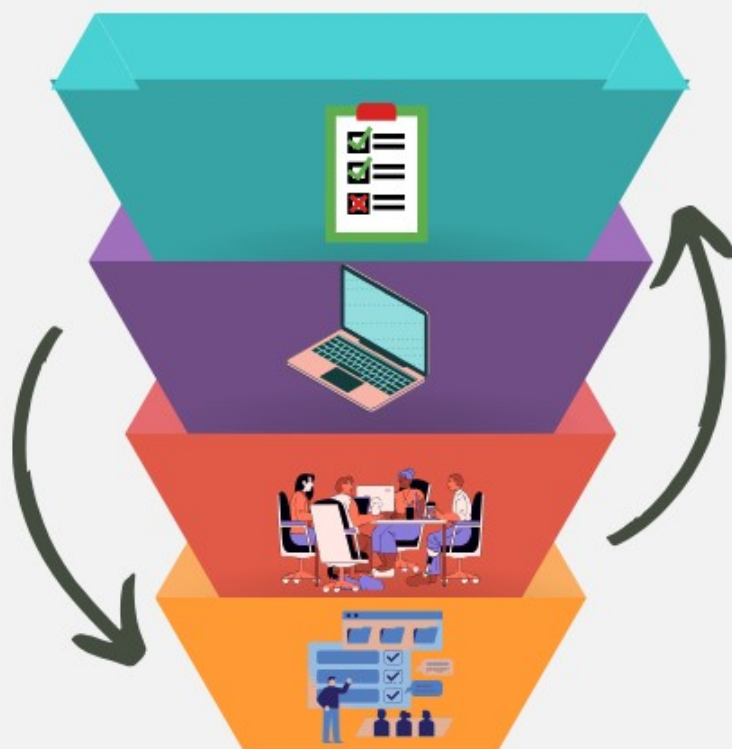
## REGULAR UPDATES

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.