



## **Curriculum Overview**

### **Sensory and Complex Needs:**

*Definition of Profound and Multiple Learning Difficulties and Complex Needs:*

Children and young people with profound learning needs are likely to have more than one disability, but their most significant area of need is in relation to their learning disability. They are likely to experience difficulty learning to communicate, eat, reach out and actively engage with others. These pupils are mostly non-verbal and may sometimes use eye pointing, vocalisations and gestures to communicate. Some may also use alternative augmentative communication aids. They require high levels of support with all aspects of daily life such as intimate care, feeding and clothing. Children and young people with profound learning needs will also:

- have additional sensory and physical disabilities (e.g. they may have restricted mobility or be severely visually impaired, or both)
- have multiple, complex and on-going health needs such as severe epilepsy, a gastrostomy or a tracheostomy
- have a physical disability such as cerebral palsy, spina-bifida or hydrocephalus

This group of learners will require distinct teaching approaches which focus on developing their communication, cognitive, physical, self-help and independence skills.  
(Doran 2012)

### **Sensory and Complex Needs Curriculum Overview:**

The sensory and complex needs curriculum at Osborne School recognises that students with Profound and Multiple Learning Difficulties and complex needs have unique abilities and ways of learning. Therefore, the curriculum needs to be approached in a different way than for those with higher cognitive ability. It is up to the individual students' educators to decide what is or is not appropriate and write this into their individual learning intentions. The student must be at the centre of the educational process. It is not the responsibility of the student to change to meet the demands of the curriculum; it is the responsibility of those providing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of each student. Adults are the facilitators of the student's learning and it is key that all agencies (for example parents, nursing, speech and language therapy, occupation therapy, physiotherapy) work together in an integrated way to maximise the learning opportunities.

The curriculum delivery is creative, thematic and designed to meet the individual needs of the learners. It has an informal approach to learning which is driven by the student's individual learning intentions throughout all subjects, ensuring that the students have focused learning opportunities in all areas of school life.

Sensory and Complex Needs curriculum students may use a variety of approaches to support their learning. Many students benefit from a sensory approach to learning. Some students will use strategies such as objects of reference, photographs, signing, symbols, switches, Eye-gaze and PECs to support their learning and communication.

Throughout all approaches used, members of staff working with the individuals ensure that they adopt consistent approaches to ensure pupils feel secure in their learning.

We follow a 3 year rolling plan and each half term our students focus on a particular theme and within the curriculum various lessons may take place either cross curricular or discreet delivery were appropriate such as:

- Literacy
- Numeracy
- Science
- Geography
- Sensory story telling
- Developmental Movement
- Community visits
- Intensive Interaction and Communication
- Music
- DT
- Art
- ICT
- Citizenship
- Hydrotherapy
- Physical/Physiotherapy

Our students are fully included in Osborne School's life and have plenty of opportunities to socialise within their peer groups, e.g. KS4 students join options groups with their peers.

### **Assessment:**

Observation is an integral part of the assessment of pupils with severe and profound learning needs.

Observation will take place over time, in different situations, working with familiar adults in familiar environments, so that evidence is provided of each pupil's abilities. Significant information and subtle changes and responses should be recorded which may indicate likes/dislikes or an attempt to initiate or respond to communication (e.g. a small change in breathing; vocalisations; eye movements.) Informal observations can take place during lessons, play or peer interactions. More formal observations may be set up to assess a pupil's ability to perform a specific skill. All adults working with the pupil should contribute to observation and should receive instruction in observational approaches; what to observe and how to record information. Parents, carers and other multi-agency professionals may also share their observations.