

Curriculum Overview for Non-Subject Specific Learners

Our NSSL curriculum focuses on holistic development, building essential skills and providing enriching experiences tailored to individual needs. Learning is underpinned by communication, interaction, switch use, motor skills (fine and gross), and sensory exploration, which are integrated across all activities.

Core Areas:

- **Communication and Interaction:** Developing receptive and expressive communication skills through various means, including Intensive Interaction where appropriate.
- **Sensory Exploration:** Engaging with the world through sensory experiences, fostering awareness and understanding.
- **Physical Development:** Enhancing gross and fine motor skills through PE, Swimming, Dance Massage, and individual Physiotherapy/Postural Management (where applicable).
- **Cognition and Learning:** Building early Science and Mathematical skills, alongside developing digital literacy through Computing and Switch work. Developing awareness and exploration; control and early problem solving; sequence and pattern, and object permanence.
- **Social, Emotional and Mental Health:** Fostering self-awareness, social skills, and emotional well-being through PSHE, RSE, Aromatherapy Massage and Relaxation.

This curriculum is flexible and responsive to the individual needs and learning styles of each student, ensuring a stimulating and meaningful educational journey.

Although pupils on the NSSL curriculum are not working at subject specific level, staff use the lesson names when completing tapestry observations so parents and the wider community can understand the context of the learning. Additionally this means subject leaders can find the related work during monitoring and evaluation.

Curriculum linked Experiences:

The nature of how our Non-Subject Specific Learners experience this Curriculum leads to cross-over in most areas. Topics and themes for each Key Stage are taken from appropriate curriculum maps to provide a theme and context for lessons.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Sensory and Physical</u>	<u>Social, Emotional and Mental Health</u>	<u>Enrichment</u>
English Tac Pac (Intensive Interaction – short sessions for those whom it is appropriate on individualised timetable)	Maths Early Science Skills Computing and Switch work (Use of Technology in other sessions)	Aromatherapy Massage and Relaxation PE/ Swimming Dance Massage (Individual Physiotherapy/ Postural Management for those students who have a program from physiotherapy)	PSHE RSE Life/Community Skills from KS3 onward Trips	RE/ Workshops Humanities Music Art / DT Forest Schools Gardening Careers Post 16: RE (Workshops) Music and Drama Art and Culture World Around Us

- **English:** Developing communication, early literacy and expressive skills.
Tac Pac: A sensory communication resource using touch and music.
Sensory story packs: An interactive way to convey the benefits of narrative through sensory experiences.
- **Maths:** Exploring early mathematical concepts and problem-solving.
- **Early Science Skills:** Investigating the world through observation and simple experiments.
- **Computing and Switch work:** Developing digital literacy and control.
- **Aromatherapy, Massage and Relaxation:** Promoting well-being and sensory awareness.
- **PE/ Swimming:** Encouraging physical activity and developing motor skills.
- **Dance Massage:** Exploring movement, touch, and expression.
- **PSHE:** Learning about personal, social, health, and economic well-being.
- **RSE:** Developing understanding of relationships and sex education.
- **RE/ Celebration Workshops:** Exploring different beliefs, values, and cultures through various activities.
- **Humanities:** Learning about the world around us, including history and geography.
- **Music:** Engaging with sounds, rhythm, and musical expression.
- **Art / DT:** Exploring creativity through different materials and techniques.
- **Forest Schools:** Learning and exploring in an outdoor environment.
- **Gardening:** Developing practical skills and an understanding of nature.
- **Trips and Community Skills:** Building independence and participation in the community through trips and practical experiences.
- **Careers (from KS3 onward):** Exploring possibilities for our future and developing relevant skills.

Post 16:

Building upon prior learning students in Post 16 continue to work on the NSSL curriculum with a focus on life skills, independence, and enrichment. Additionally, they explore:

- **Music and Drama:** Developing creative expression and communication skills.
- **Art and Culture:** Exploring individual artistic expression and developing their cultural understanding.
- **World Around Us:** Broadening knowledge of the local and global community.

All learning and activities are underpinned by the development of communication and interaction, the effective use of switches, the refinement of fine and gross motor skills, and sensory exploration. It is imperative that opportunities to foster these skills be incorporated into all sessions.

Areas of learning

Here's an overview of what learning in these lessons could entail for these learners.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Sensory and Physical</u>	<u>Social, Emotional and Mental health</u>	<u>Enrichment</u>
<p>Responding: Respond to a story, poem, song with sensory elements</p> <p>Respond to people, their own name, pictures, objects, sounds</p> <p>Time on resonance board to respond to sounds, vibrations</p> <p>Looking in mirrors</p> <p>Dressing up</p> <p>Responding to treasure baskets eg: shiny, natural, metal objects etc</p>	<p>Awareness</p> <p>Recognise when something changes nearby</p> <p>Realise when something has started and stopped</p> <p>Transfer attention from one thing to another</p> <p>Persist in an activity – make something work/ move</p> <p>Explore single items and explore lots</p> <p>Awareness that some things feel heavy and some are light, some are small and some are big, long and short</p> <p>Awareness of time – explore then stop, start, stop, start- Daily routines</p> <p>Sensory maths stories eg; make up stories -about 5, big and small etc</p>	<p>Supporting touch/ exploring the senses</p> <p>Massage Aromatherapy Sensology workout</p> <p>Sensory stories – that don't use resources but are on the body e.g. caterpillar crawling up your arm</p> <p>Senses; Focus on one per session e.g.; smell</p>	<p>PSHE:</p> <p>Feelings, explore mirrors, faces, staff to wear high and low contrast things e.g. glasses hats, wigs</p> <p>Explore things you enjoy</p> <p>Explore self-care items e.g. have hair brushed, nails brushed, smells shampoo Etc</p>	<p>Staff should create/ offer suitably adapted activities linked to the areas of learning.</p> <p>Include opportunities for pupils to communicate, interact, problem solve, explore, show awareness and use senses</p> <p>Sensory stories linked to the main theme.</p> <p>Hands on exploration of real objects and artifact</p>

	<p><u>Exploration</u></p> <p>Locate moving stimuli- tracking moving objects</p> <p>Use senses to register interesting things happening nearby</p> <p>Turn toward sounds</p> <p>Activate things that make an interesting sound/ action</p> <p>Explore shapes, everyday shapes in real objects eg; boxes, cylinders</p> <p>Explore colours – one per session</p> <p>Explore going under and over material or tunnels</p> <p>Fill and empty things</p>	<p><u>Individual Postural Management</u></p> <p>Follow individual programmes from physiotherapy or occupational health</p> <p>Allow pupils to explore space they are in – roll, turn over etc...</p> <p>Passive movements – gently move arms, legs if appropriate</p> <p>Body awareness songs and games</p>		
	<p><u>Control and Early Problem Solving</u></p> <p>Move things deliberately</p> <p>Persist in looking for things hidden</p> <p>Operate equipment that needs a single action</p> <p>Open containers to find things</p> <p>Look for favourite objects amongst other objects</p> <p>Use buttons/ switches to make things work – cause and effect / switch/ touch screens</p> <p>Control the time that something is on or off</p>	<p><u>Fine Motor</u></p> <p>Follow a simple programme, bring hands to midline, hold different textured, sized objects, feel objects on left and right side</p> <p>Opportunities to grasp and release objects,</p> <p>Opportunities to squeeze objects</p> <p>Release objects, hold big, small objects, explore objects, poke soft and hard things, manipulate and hold objects eg; brushes</p> <p>Hold and drop objects</p>		

	<p><u>Sequence and Patterns:</u></p> <p>Put things together take things apart</p> <p>Put things in/ and take things out</p> <p>Take turns in a game where adult stops for a response</p> <p>Listen to numbers and sequences</p> <p>Patterns – colours – lights on then off then on then off</p> <p>Feel a tap on body then a pat, tap , pat , play body like a drum in a pattern – fast/ slow</p>	<p><u>Gross Motor</u></p> <p>Opportunities to change position, to maintain head control</p> <p>Pull and push, roll, crawl , rock, move fast and slow</p> <p>Explore outdoor equipment</p>		
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