

## Mandeville school Quality of Education: Curriculum Intent – Implementation – Impact.

### Design and intent

The Mandeville developmental curriculum mirrors the areas of need set out in the SEND code of practice:

SEND Communication and interaction – Mandeville Communication and Language

SEND Cognition and learning; - Mandeville Maths and Mandeville Literacy

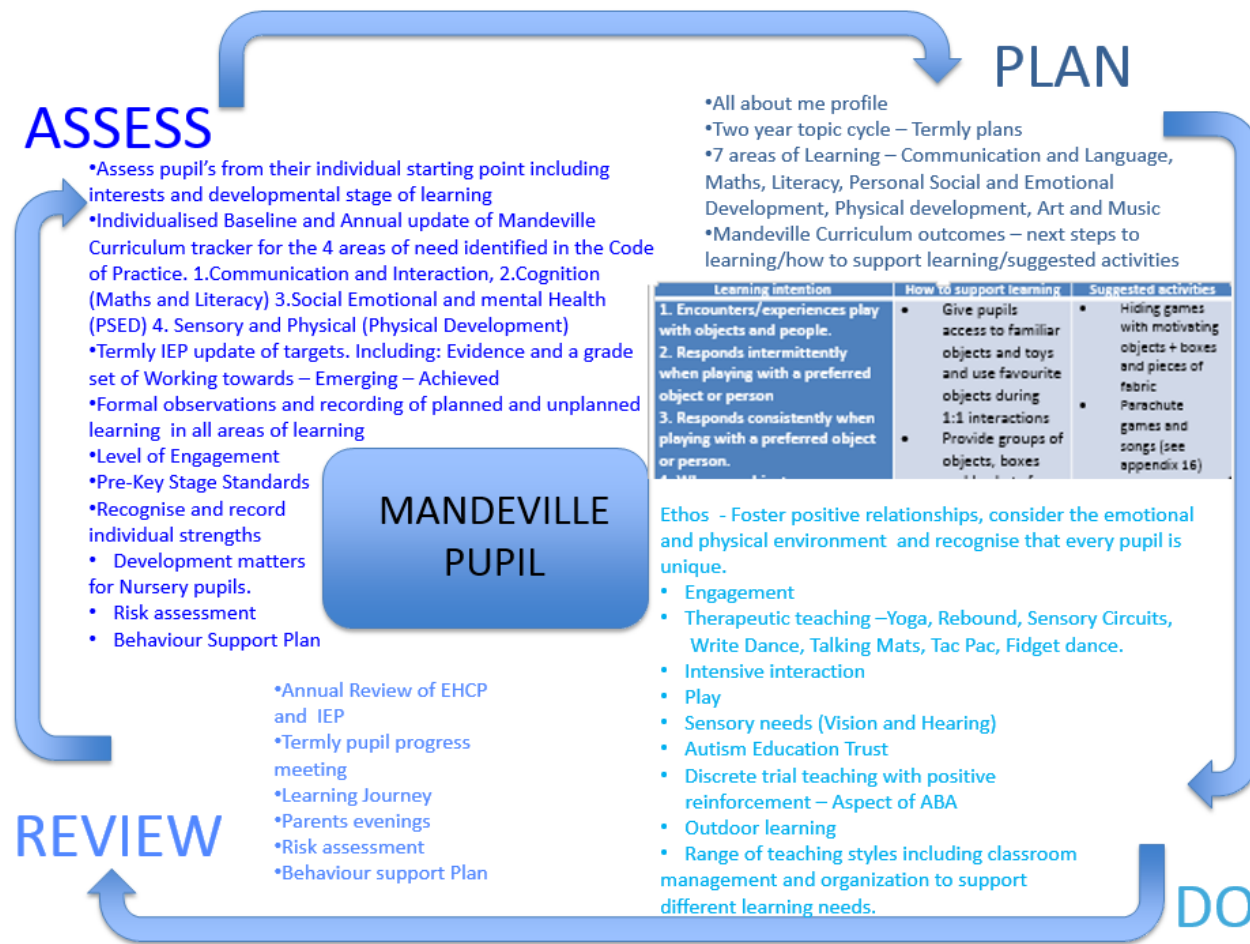
SEND Social, emotional and mental health – Mandeville Personal Social and Emotional development

SEND Sensory and/or physical needs – Mandeville Physical development.

We are currently developing our Mandeville curriculum for Creative Arts and will complete the Mandeville curriculum in 2021 with Understanding the World.

**Implementation** -Assess Plan Do

**Impact**– Review of the curriculum on pupils’ knowledge, skills and understanding



**Our Mandeville developmental curriculum** is being created by our school staff and school therapists – it is divided into two:  
 Mandeville 1 - Pre subject specific learning  
 Mandeville 2 - Subject specific learning incorporating Pre-key stage standards in Maths and Literacy.  
 Mandeville parents are consulted and their views are reflected in both the Curriculum offer and Curriculum balance for their pupils.

<b>CURRICULUM CONTENT</b>		
<b>Area of Learning</b>	<b>Aspect of Learning</b>	
<p><b>Communication and Language</b></p> <p>(SEND code of practice 0-25 - Communication and Interaction)</p>	<p><b>Mandeville 1</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Attention:</b>  <i>Response to Sounds</i>  <i>Response to Voices</i>  <i>Response to Human Touch</i>  <i>Developing Eye Contact</i>  <i>Interactions with objects/people</i></li> <li>• <b>Understanding:</b>  <i>Anticipation</i>  <i>Comprehension</i></li> <li>• <b>Speaking</b>  <i>Motivation</i>  <i>Body Movement/Gesture</i>  <i>Facial Expression</i>  <i>Vocal Expression</i>  <i>Imitation</i>  <i>Turn-taking</i>  <i>Requesting</i>  <i>Choosing</i>  <i>Speech Development</i></li> </ul>	<p><b>Mandeville 2</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Attention:</b>  <i>Listening</i>  <i>Attention</i>  <i>Understanding</i></li> <li>• <b>Speaking</b></li> </ul>
<p><b>Maths</b></p> <p>(SEND code of practice 0-25 - Cognition and Learning)</p>	<p><b>Mandeville 1</b></p> <ul style="list-style-type: none"> <li>• <b>Number</b>  <i>Responds to objects</i>  <i>Visual Exploration</i>  <i>Tracking</i>  <i>Object permanence</i></li> <li>• <b>Shape Space and measure</b>  <i>Object play</i></li> </ul>	<p><b>Mandeville 2</b></p> <ul style="list-style-type: none"> <li>• <b>Number</b></li> <li>• <b>Using and applying</b></li> <li>• <b>Shape Space and Measure</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Using and Applying</b> <i>Cause and effect</i> <i>Matching and Sorting</i></li> </ul>	
<b>Literacy</b>  (SEND code of practice 0-25 – Cognition and Learning)	<b>Mandeville 1</b> <ul style="list-style-type: none"> <li>• <b>Pre-writing</b> <i>Tactile exploration of objects using grasp.</i> <i>Response to sensory materials using hands.</i></li> <li>• <b>Pre-reading</b> <i>Exploration of sensory objects and materials relating to stories and rhymes</i> <i>Book play</i> <i>Looking at books.</i></li> </ul>	<b>Mandeville 2</b> <ul style="list-style-type: none"> <li>• <b>Writing-Composition</b></li> <li>• <b>Writing-Transcription</b></li> <li>• <b>Reading-Language comprehension</b></li> <li>• <b>Reading - Word reading</b></li> </ul>
<b>Personal Social and Emotional development.</b>  (SEND code of practice 0-25 – Social emotional and mental health difficulties)	<b>Mandeville 1</b> <ul style="list-style-type: none"> <li>• <b>Making relationships</b> <i>Interaction with adults</i> <i>Interaction with children</i></li> <li>• <b>Self-Confidence and self-awareness</b> <i>Body awareness</i> <i>Awareness of gender and privacy</i> <i>Managing feelings and behaviour</i></li> <li>• <b>Life in the Community</b> <i>School environment</i> <i>Wider community</i></li> </ul>	<b>Mandeville 2</b> <ul style="list-style-type: none"> <li>• <b>Making relationships</b> <i>Interaction with adults</i> <i>Interaction with children</i></li> <li>• <b>Self-Confidence and self-awareness</b> <i>Body awareness</i> <i>Awareness of own gender/privacy</i> <i>Develop an awareness of self</i> <i>Undertake tasks of responsibility</i></li> <li>• <b>Managing feelings and behaviour</b></li> <li>• <b>Life in the Community</b> <i>School environment</i> <i>Wider community</i></li> </ul>
<b>Physical Development</b>  (SEND code of practice 0-25 – Sensory and/or physical needs)	<b>Mandeville 1</b> <ul style="list-style-type: none"> <li>• <b>Health and self-care</b> <i>Undressing</i> <i>Dressing</i> <i>Washing and showering</i> <i>Teeth and hair brushing</i></li> </ul>	<b>Mandeville 2</b> <ul style="list-style-type: none"> <li>• <b>Health and self-care</b> <i>Undressing</i> <i>Dressing</i> <i>Washing and showering</i> <i>Teeth and hair brushing</i></li> </ul>

	<p><i>Eating and drinking</i>  <i>Personal care in the bathroom</i></p> <ul style="list-style-type: none"> <li>• <b>Games</b>  <i>Feet, Legs and Football with Friends</i>  <i>I Can Climb Up, Climb Along and Climb Down</i>  <i>Stop! GO! Action!</i>  <i>Pick up, Carry and Drop!</i>  <i>Travelling : Position and Direction</i>  <i>Moving and handling</i>  <i>Positional Language</i>  <i>Dance</i>  <i>Rebound</i>  <i>Bounce, Jump and Land</i>  <i>Swimming</i></li> </ul>	<p><i>Eating and drinking</i>  <i>Personal care in the bathroom</i></p> <ul style="list-style-type: none"> <li>• <b>Games</b>  <i>Feet, Legs and Football with Friends</i>  <i>I Can Climb Up, Climb Along and Climb Down</i>  <i>Stop! GO! Action!</i>  <i>Pick up, Carry, Drop and throw!</i>  <i>Travelling</i>  <i>Position and Direction</i>  <i>Team games</i>  <i>Forces</i>  <i>Positional Language</i>  <i>Dance</i>  <i>Rebound</i>  <i>Bounce, Jump and Land</i>  <i>Swimming</i></li> </ul>
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[CF1] Every learning area within the curriculum content above includes;

- Learning intention
- How to support learning
- Suggested activities

To follow is an example taken from PSED Mandeville Curriculum 1 and 2.

**Personal Social and Emotional development - Mandeville 1**  
**Making relationships: Interaction with adults**

Learning intention	How to support learning	Suggested activities
<ol style="list-style-type: none"> <li>1. Experiences being held by an adult e.g., cradling, co-active rocking,</li> <li>2. Responds intermittently during social interaction with a familiar adult, e.g., smiling, facial movements, body movements</li> <li>3. Consistently responds to being held.</li> <li>4. Responds consistently during social interaction with a familiar adult, e.g., smiling, facial movements, body movements</li> <li>5. Positively responds to close physical contact by relaxing against an adult</li> <li>6. Sometimes expresses pleasure during a social interaction with a familiar adult e.g., facial expression, vocalising, body posture, smiling</li> <li>7. Consistently expresses pleasure during a social interaction with a familiar adult e.g., facial expression, vocalising, body posture, smiling</li> <li>8. Gazes at a familiar adults face and copies facial movements. E.g. sticking out tongue, opening mouth and widening eyes.</li> <li>9. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>10. Recognises and is most responsive to a familiar adult's voice: face brightens, activity increases when familiar carer appears.</li> </ol>	<ul style="list-style-type: none"> <li>• Ensure staff are aware of the importance of attachment in relationships.</li> <li>• Ensure the key person is paired with a 'buddy' who knows the pupil</li> <li>• Make sure pupils have their own special person in the setting, who knows them really well and understands their wants and needs. Ensure staff are aware of the importance of attachment in relationships.</li> <li>• Tune in sensitively to pupil, and provide warm, loving, consistent care, responding quickly to needs.</li> <li>• Regularly hold and handle pupils, as sensitive touch helps to build security and attachment.</li> <li>• Display photos of family and other special adult people.</li> <li>• Makaton symbols Photos of adult friends in school</li> <li>• Ensure that the key worker or buddy is available to greet the</li> </ul>	<ul style="list-style-type: none"> <li>• Sherborne (see appendix 1)</li> <li>• Holding therapy (see appendix 14)</li> <li>• Rebound therapy (see appendix 15)</li> <li>• Massage</li> <li>• Tac pac</li> <li>• Body awareness songs</li> <li>• Repeat greetings at the start and end of each session, so that pupils recognise and become familiar with these daily rituals.</li> <li>• At times of transition make sure staff greet and say goodbye to pupils. This helps to develop secure and trusting three-way relationships.</li> <li>• Plan to have one-to-one time to interact with pupils when they are in an alert and responsive state and willing to engage.</li> <li>• Repeat greetings at the start and end of each session, so</li> </ul>

<ol style="list-style-type: none"> <li>11. Follows the sound of a familiar adult's voice as the adult moves around the room. E.g. moves eyes or head</li> <li>12. Responds to what a familiar adult is paying attention to, e.g. following their gaze.</li> <li>13. Expresses frustration during an unwanted social interaction with a familiar adult e.g., facial expression, vocalising, body posture</li> <li>14. Begins to show some preference towards 1 or a few familiar adults.</li> <li>15. Communicates consistent preferences of people.</li> <li>16. Shows a wish to remain in physical contact when the adult moves away e.g. Holding on, vocalising, change of facial expression.</li> <li>17. Shows recognition of a familiar person, e.g., vocalising, facial expression, body movements, turning towards</li> <li>18. Attempts to initiate physical contact with the adult</li> <li>19. Seek reassurance from a familiar person, e.g., reaching out, changing facial expression, vocalising.</li> <li>20. Initiating contact with an adult for help or reassurance, e.g., reaching out to hold hand, lifting arms up to request hug</li> <li>21. Responds to praise.</li> <li>22. Uses voice, gesture, eye contact and facial expression to make contact with an adult</li> </ol>	<p>pupil at the beginning of the session</p> <ul style="list-style-type: none"> <li>• Engage in playful interactions that encourage pupils to respond to, or mimic, adults.</li> <li>• Follow the pupils lead by repeating vocalisations, mirroring movements and showing the pupils that you are 'listening' fully.</li> <li>• Notice when pupils turn away, signalling their need for less stimulation.</li> <li>• Talk with parents about special people, such as their family members, e.g. grandparents.</li> <li>• Discover from parents the copying games that their pupils enjoy, and use these as the basis for your play.</li> </ul>	<p>that pupils recognise and become familiar with these daily rituals.</p>
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## Personal Social and Emotional development - Mandeville 2

### Making relationships: Interaction with adults

Learning intention	How to support learning	Suggested activities
<ol style="list-style-type: none"> <li>1. I can recognise familiar adults for example, during circle times, pointing at an adult, choosing photo of adult, walking towards adult.</li> <li>2. I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for reassurance if becomes anxious.</li> <li>3. I can participate in a mutual activity with an adult, though not working toward a common goal - ASSOCIATIVE PLAY NB This stage of play invites social interaction as children find the need to share tools for their activities.</li> <li>4. I can play cooperatively with an adult, solving a problem by working together to achieve a common goal - COOPERATIVE PLAY e. g. rolls a ball back and forth</li> <li>5. I can play cooperatively with a familiar adult e.g. Seeks adult to share experiences - CHILD LED COOPERATIVE PLAY</li> <li>6. I can initiate play with an adult, offering cues to other pupils to join me.</li> <li>7. I can show affection and concern for adults who are special to me</li> <li>8. I can keep play with an adult by going and responding to what adults are saying or doing.</li> <li>9. I can initiate conversations/interactions with an adult</li> <li>10. I can attend to and takes account of what the adult says.</li> <li>11. I can ask appropriate questions of an adult</li> <li>12. I can responds to simple questions about myself</li> </ol>	<ul style="list-style-type: none"> <li>• Regularly evaluate the way you respond to different children</li> <li>• Ensure pupils have the opportunity to join in.</li> <li>• Help pupils to recognise and understand rules for being with others e.g. waiting for a turn</li> <li>• Talk about feelings such as sadness, happiness or feeling cross</li> </ul>	<ul style="list-style-type: none"> <li>• Play name games to welcome children to the setting and help them get to know the adults.</li> <li>• Provide matching items to encourage adult and pupil to mimic each other in a cooperative game e.g. two identical instruments.</li> <li>• Create an area in which pupils can sit and chat with an adult, such as a snug den and cosy spaces.</li> </ul>

Every pupil has an individual base line assessment across both curriculum 1 and 2 in order to show the depth of their learning profile and their individual learning needs. Pupils' individual progress through the Mandeville curriculum is tracked and monitored throughout their time at Mandeville. Pupils learning targets are decided annually by considering the EHCP outcomes alongside how they have progressed through the Mandeville Curriculum.

We measure pupils individual targets and gather data according to whether they are - Working towards, showing Emerging learning and skills or if they have been Achieved and generalised.

For pupils working on pre-subject specific targets we consider the type and level of engagement pupils' experience.

**Every Mandeville pupil is unique.** Our pupils learn and develop when they experience positive relationships, positive and active engagement and an enabling emotional and physical environment.

When our pupils leave Mandeville they will have been supported to develop their communication, social and emotional skills so that they can enter into meaningful and fulfilling relationships with others.

Pupils will have made individual progress from their own starting point in all areas of their development and developed a sense of self-worth and self-esteem giving them the motivation to enjoy learning.