

# Pegasus School Curriculum and Assessment Policy



Claire Hancox: October 2023  
Review: Oct 2024

At Pegasus School children follow their own bespoke curriculum pathway informed by their EHCP outcomes in preparation for adulthood. Our children's destinations are varied, and we aim to increase their opportunities available to them post-Pegasus to leave with the skills needed to lead an enriched adult life, to be as independent as possible, to be an active citizen both in school and within their local community, and to be as healthy as possible in adult life.

Our curriculum facilitates our school aims to:

- To communicate effectively and make choices that affect them.
- To develop motivation, confidence and resilience to take on new challenges and develop to their full academic ability.
- To regulate their senses, emotions and behaviour in order to share activities and learning spaces and have the opportunities to build social relationships.

### Curriculum

Our curriculum is not subject specific for all children, some are learning within the early stages of development. Each child will have different priority of needs and so some subjects will focus more predominantly than others as planned by their teaching and therapy teams.

We use the EQUALS schemes of work to inform our curriculum offer, designed for children working consistently and over time below age related expectations, and is based on their developmental stage not necessarily their key stage. This curriculum comprises of:

Curriculum Map				
Formal Curriculum (in addition to semi-formal curriculum)				
English (including Phonics)	Maths	PSHE	The World Around Me – KS2/3	ASDAN PP/PSD KS4/5
Semi-Formal Curriculum				
Communication	Independence	PSHE	Physical Wellbeing	Play and Leisure
Informal Curriculum				
Communication	Independence	PSHE	Physical Wellbeing	Play and Leisure

Enrichment Areas – Instructor Led		
Art	Music	Outdoor School

An example timetable below demonstrates how it is delivered across the week:

	09.00 - 09.30	09.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30	12.30-13.00	13.00-14.00	14.00-15.00	
Monday	Registration Time / Daily Timetable / Newsround / Zones of Regulation	<b>Sensory English</b>  My Play and Leisure	<b>Bikes, Trikes, Scooters</b>  My Play and Leisure	Break / Snack / Time Outside / Social Time	<b>Sensory Circuit</b>  Occupational Therapy		Dinner – Dining Room	Time Outside / Soft Play / Games in Willow Class / Basketball	<b>Shobnall Accessible Cycling</b>  My Physical Wellbeing My play and leisure (Trikes, Bikes & Scooters)		
Tuesday		<b>Sensory English</b>  My Play and Leisure	<b>Maths</b>  My Maths		<b>Swimming</b>  My Independence (Dressing) My Play and Leisure My Physical Wellbeing				<b>Outdoor School</b>  Enrichment		
Wednesday		<b>Sensory English</b>  My Play and Leisure	<b>Basketball</b>  My Physical Wellbeing		<b>Shopping</b>  My Independence				<b>Recycling</b>  The World Around Me	<b>Reflex-ology</b>  Therapy	<b>Social Time</b>  EHCP Outcomes
Thursday		<b>Art</b>  Enrichment	<b>Maths</b>  My Maths		<b>SRE /PSHE</b>  My SRE PSHE Assoc	<b>SaLT</b>  Speech Therapy			<b>Café Visit / Walk</b>  My Independence My Physical Wellbeing		
Friday		<b>Sensory English</b>  My Sensory Play	<b>Football</b>  My Physical Wellbeing		<b>Tribal Vibes Drumming</b>  Enrichment	<b>Shopping</b>  My Independence			<b>Cooking – Woodlands Kitchen</b>  My Independence		<b>Assembly</b>  PSHE

### Formal Curriculum – English

Pupils develop their English skills through daily repetition, working in small groups and individually. The three core skills of reading, writing and speaking & listening are taught together through personal interest led activities. There is a strong focus on using these skills to become an effective communicator as this is the core of everything we do as human beings. A range of methods are employed to teach blending, segmenting and whole word reading. These are based around Twinkl Phonics, games-based approaches such as Trugs cards and Colourful Semantics to support sentence structure. Our Speech and Language Therapist works closely with the teaching team to support the development of effective English teaching to meet all pupils' needs.



### Formal Curriculum – Mathematics

Our Maths curriculum focuses on developing the key skills needed at each stage or 'block' before progressing to the next skill. This creates a strong foundation of understanding to build on as they progress to the next block. These skills are taught daily, through direct lessons, play or games and routine functional activities. We use a variety of teaching methods to engage the students including real world experiences, such as cooking, tangible resources, including the Numicon intervention scheme and interactive apps.

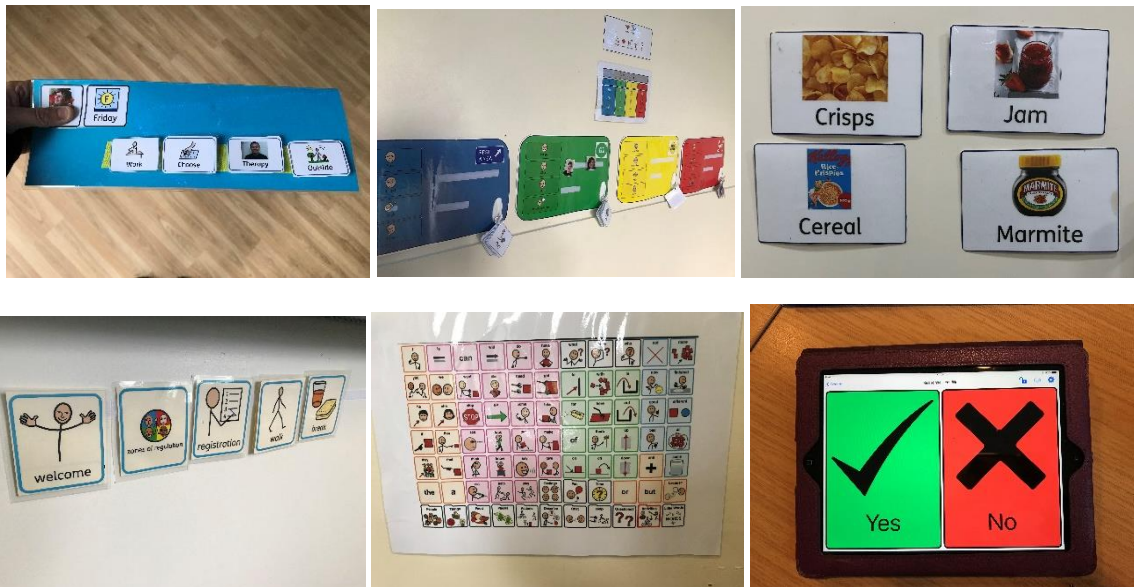


### Communication

Everyone needs to be an effective communicator to engage in the world around them and to ensure we are able to get their needs met. At Pegasus, we use a range of Augmentative and Alternative Communication (AAC) techniques to support communication and understanding. These are tailored dependent on needs and range from scaffolding work with visual task breakdowns to using communication apps such as ProLoQuo2Go to increase a pupils' vocabulary. We aim to provide the means, reasons and opportunities

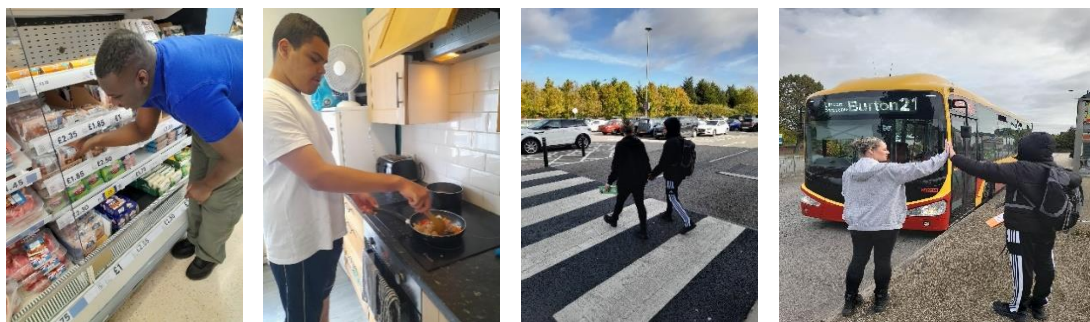


throughout the day to encourage communication. We have a specialist Elklan trained teacher who provides additional support to our Speech and Language Therapist with the range of AAC available.



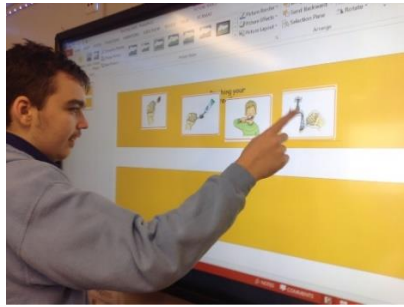
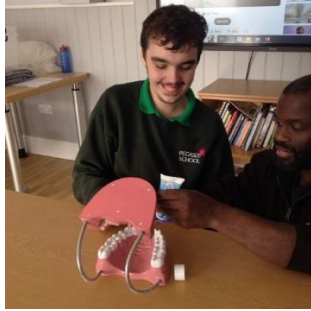
## Independence

Our goal is that all of our students leave us with the utmost level of independence. We nurture an early focus on the skills needed for adulthood and start as soon as possible. These are tailored to the interests and needs of each individual, in order to offer them the most exciting future imaginable. We set the highest expectations so that students are taught to be as independent as possible in areas including shopping, cooking, travel, and dressing. This contributes to raising their self-esteem as they become a valued member of the local community.



## PSHE

Personal, Social, Health and Economics Education is taught either as a discreet formal subject or blended throughout the semi-formal and informal curriculum. It is based on concrete experiences and preparation for helping them build essential skills to manage their needs in adulthood.



## Physical Wellbeing

We encourage positive attitudes towards their physical health throughout the week. We are set in the National Forrest, with access from our back gate straight into woodland walks, as well as being close to local towns to access leisure centre facilities such as cycling clubs, swimming, and gymnasiums. We also encourage healthy eating habits through cooking lessons and planning their meals. We aim to create lifelong habits.



## Play and Leisure

We love creating opportunities to develop social skills and turn taking, working towards sharing activities and playing together. Through this comes introducing a wide range of activities to provide the experience and develop the language so they can go on to advocate for themselves how to positively spend their free time.





### Enrichment Activities - Art

We use a local artist to deliver creative art experiences each week. This takes place either in the classrooms, outside or in our specialist art room.



### Enrichment Activities - Music

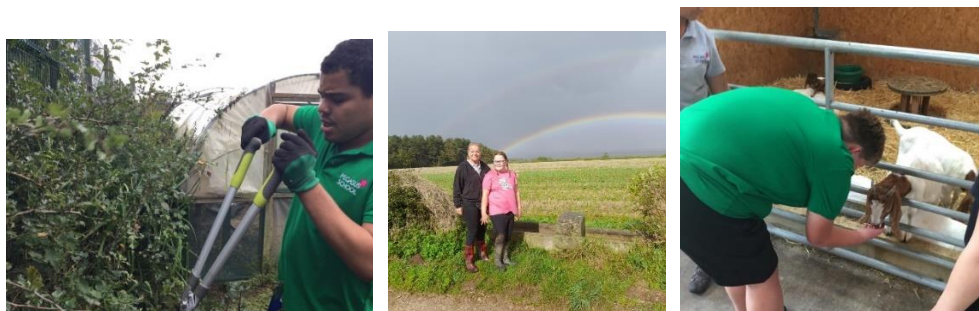
All students are encouraged to take part in African drumming and percussion sessions each week, which is delivered by the 'Tribal Vibes' instructor.



### Enrichment Activities – Outdoor School

Each class has a weekly session with our Outdoor School Instructor. Activities are based on and off site, in our polytunnel, raised beds and animal field, as well as going offsite for muddy walks through the National Forrest and to Rosliston Forestry Centre and visiting other local amenities such as local animal farms and pumpkin patches!

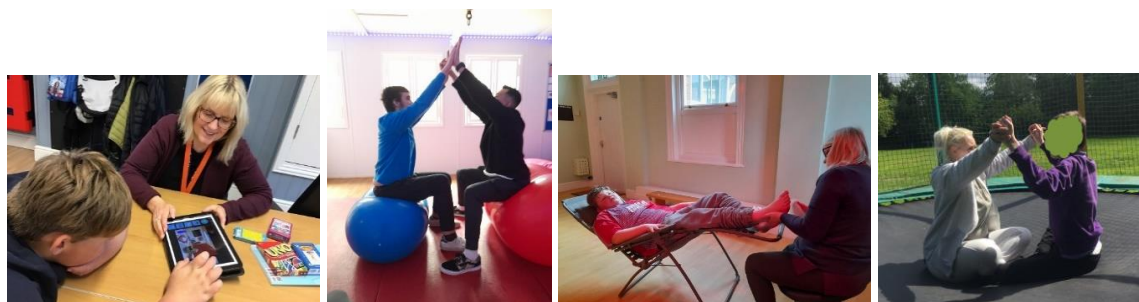




### Therapies supporting the curriculum

Pegasus can provide direct access to a range of therapies on site as required. This includes Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Clinical Psychiatry as well as Reflexology and Rebound Therapy

Development of their communication and self-regulation of their sensory needs are prioritised throughout the school day. We use our Sensory Integration room, a light room and a soft play room, alongside extensive outdoor grounds and play equipment and local walks to support regulating their sensory needs and we utilise a range of Augmentative and Alternative Communication aids (AAC) to support communication development, including a range of different iPad apps and communication books.



### Assessment

Area	Method	Frequency	Moderation
English, Maths and PSHE (inc RSE)	KS2/3: BSquared – Progression steps	Baselined within 6 weeks and then termly: December, March, July	English: December Maths: March PSHE: July
	KS4/5: BSquared – Steps4Life		
Preparation for Adulthood	KS3: ASDAN Exploring Aspirations (EA)	Portfolio created over 3 years, internally moderated termly.	Annual internal and external moderation



	KS4: ASDAN Personal Progress Diploma (PP) (up to entry level 1)	Accredited Portfolio created over 3-5 years, internally moderated termly.	Annual internal and external moderation
	KS4: ASDAN Personal Social Development Diploma (PSD) (entry level 1- level 2)	Accredited Portfolio created over 3-5 years, internally moderated termly.	Annual internal and external moderation
EHCP outcomes	MAPP targets (Measuring and Assessing Pupil Progress)  DAGG2 – AAC communication assessment	3 times a year: October, February, May.	RAP meetings (Review of Assessment and Progress)
Engagement and activities are recorded throughout the day on the Evidence for Learning app. These photos and videos are also shared with parents/carers.			
<u>Accreditation</u> We gather evidence through the students learning activities as planned through the equals curriculum to meet the outcomes and criteria of the accreditation modules.  This accreditation is available at all levels of ability and provides a universal language of attainment levels as they leave Pegasus for their next phase.			

<b>References:</b>	
Equals Curriculum	<a href="#">EQUALS</a>
PSHE curriculum	<a href="https://pshe-association.org.uk">PSHE education for pupils with SEND (pshe-association.org.uk)</a>
DAGG-2 (AAC assessment)	<a href="https://mytobiidynavox.com/dagg-2-printable.pdf">dagg 2 - printable.pdf (mytobiidynavox.com)</a>
ASDAN (portfolios/accreditation)	<a href="#">ASDAN Website   SEND Provision</a>
BSquared (English/Maths/PSHE Assessment)	<a href="#">Simplify Pupil Tracking with B Squared Assessment Software</a>
MAPP (EHCP outcome assessment)	<a href="#">MAPP – Semi-formal – Mapping and Assessing Personal Progress EQUALS</a>