

2Learn curriculum

Introduction

2Learn is a partnership between Greenside School and North Hertfordshire College (NHC) providing further education opportunities for young people aged over 19 years who have profound and multiple learning difficulties (PMLD).

A retail premises at The Hyde shopping centre, Stevenage, has been transformed into an inclusive educational resource, where staff from Greenside and NHC work together to deliver a highly personalised, person-centred, specialist provision.

Organisation

Each student enrol at NHC. There is a service level agreement between Greenside and NHC. The outcomes of each student's Education Health Care Plans (EHCP) provide the basis for personal learning plans that reflect the student's interests, needs and aspirations.

Teachers, tutors, learning mentors and teaching assistants from both Greenside and NHC work collaboratively to deliver the 2Learn curriculum. Although based at the 2Learn resource, each student undertakes some learning activities at NHC, Greenside Studio (a social enterprise located a few metres from 2Learn) as well as in Greenside School's warm water swimming pool.

An accessible vehicle enables access to NHC and the wider community.

2Learn students work collaboratively with Greenside learners and also have opportunities to socialise with NHC students.

Liaison with the specialist careers service Youth Connexions (YCHerts), and the 0-25 service (social care team) informs a structured transition programme to prepare each student for onward provision after completing their 2Learn course.

Aims and Values

Learning is regarded as a process not a product and can happen at any time and any place and should be relevant, creative and fun. The young person at the heart of everything we do. Our aim is to enable successful transition to a fulfilling adult life.

3 values underpin the 2Learn curriculum:

Aspiration *Reflecting the ambition and high expectations for each student.*

Partnership *NHC and Greenside School work in partnership with parents and carers, as well as a wide range of stakeholders.*

Community *2Learn enables access to the wider community and enables each student to engage in a meaningful way at NHC and in their local community.*

Planning

A personal learning plan is prepared in partnership with the young people, their parents and carers. This provides valuable information about the young person's interests, preferences, humour, learning style as well as their health, physical, sensory and emotional needs. Learning outcomes will be agreed with success criteria identified as well as dates for review.

Areas of learning

The 2Learn curriculum offers 8 main areas of learning. These are not taught in isolation and each are covered in practical activities that are relevant to each student and which promote and enable high levels of engagement.

My Communication

Enabling each student to be successful in communicating choice and feelings is vital in all aspects of the curriculum.

Although some students with PMLD may not always appear to be 'intentional' in their communication, it is important that staff think of them as having a voice. Adults must be sensitive to all the reactions and responses of each student to enable their voices can be heard.

Structured observation support adults to understand the student's communicative intent – identifying what the intent was and what the learner may be seeking to communicate.

Some students may communicate through their behaviour (such as discarding objects, or seeming not to engage), and it is the responsibility of the adult supporting them to respect and understand these actions, to interpret the intent and teach strategies in order to enable students to develop the most appropriate means to express their choice, wants and needs.

A variety of means is used to enable each student to communicate including: sensory cues, object cues, body signing as well as Augmented and Alternative Communication (AAC) including the use of an Eye-Gaze. Body signing and sensory cues will be particular to individual students and may help them to understand what is happening or anticipate what is going to happen next.

Intensive interaction is used to develop enjoyable and relaxed interaction sequences between the adult and student. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication and are used to teach and develop those exchanges that are fundamental to all communication.

My Thinking

There is a close relationship between the development of thinking and communication skills. Students are supported to give brief attention to another person; share attention with another person; focus on another person; take turns in exchanges; have fun and develop self-occupation skills.

Repetition and structure is used to support student's understanding. Consistent routines can help develop anticipation of what is going to happen. Many students with PMLD need a lot of repetition before they are able to anticipate even a very familiar activity.

Engagement is recognised as a key to developing understanding and thinking skills of a student with PMLD. Carpenter (2015) identified different aspects of engagement (*See Appendix 1*)

My Body

Exercise and postural care is particularly important for students with PMLD and is a priority throughout the day. Students follow a daily routine which allows for them to use their specialist equipment regularly and be repositioned regularly.

Swimming in a warm water pool is of particular value in supporting students with physical difficulties enabling them to relax and undertake exercise. Access to such a facility is an important part of the 2Learn provision.

Specialist approaches such as Sensology workouts are used to enable sensory stimulation and movement to the related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements).

My Wellbeing

The physical, medical and emotional wellbeing of many students with PMLD will be complex and is at the heart of our planning and practice.

The role of 2Learn staff is to support each student to access and have an impact on their immediate environment and to facilitate engagement in activities they enjoy and which will increase the quality of their life.

My Creativity

Creative practice is used to enable student lead interactions.

Dynamic, reflective practice will focus on the imagination, desires and needs of each student. The imaginative use of music, drama, dance, art and ceramics will enable each student to be placed at the centre of creative interaction.

Immersive experiences are used to draw together touch and music to enable sensory communication, promoting sensory alignment and is of particular help for students who show a dislike to physical contact during learning activities and prefer to engage independently. Multi-sensory story telling is also used to help students to follow the narrative of a story.

My Community

Each student will be a valued member of the community at NHC from using the college facilities to engaging in a meaningful way with others. Each will have access to facilities, resources and activities that promote engagement, build social relationships and enhance their quality of life.

Accessible public transport will be used to access amenities in the wider community.

My World of Work and Leisure

Students are enabled to engage in a variety of work related learning activities. This will include being part of the social enterprise at the Greenside Studio, as well as participating in “pop-up cafes” and mini enterprise activities at the 2Learn resource.

Students are enabled to participate in a variety of leisure and recreational pursuits, including swimming, accessing the cinema, theatre and library.

My Independence.

Students with PMLD often require physical assistance from a person caring for them. It is important that such assistance is structured in such a way to enable the young person to be as independent as possible. Care should be seen as an opportunity to work towards independence see example (*Appendix 2*). Whenever possible and appropriate students have opportunities to engage in life skills activities such as shopping, cooking.

Bespoke assistive technology will be used to support learning, communication and enable the student to be as independent as possible. Planning and the recording of progress will capture the way in which the young person demonstrates just how independent they can be in any task, with or without physical support.

Assessment and accreditation

The 2Learn curriculum pathway (*appendix 2*) outlines the route of progression for students. The Routes for Learning and the Engagement for learning framework is used to structure assessment, alongside the Recognising and Recording Progress and Achievement (RARPA) model used by NHC and Greenside School to moderate and accredit progress and achievement.

Ongoing assessment through observations will be maintained by the whole staff team with progress and achievement recorded, shared and celebrated through the use of photos and videos across all areas of learning.

Appendix 1 Engagement Model (*Rochford Review 2016*).

Responsiveness

The 'noticing' phase. How does the learner demonstrate awareness/recognition of the activity?

Curiosity

A prelude to further exploration or retreat.

Investigation

The 'hands on' phase. What exploratory behaviours does the learner use when investigating the activity?

Discovery

How does the learner demonstrate discovery skills within an activity? Is there realisation and surprise?

Anticipation

How does the learner demonstrate anticipation? Are they showing prediction because of previous knowledge?

Persistence

How does the learner demonstrate continued effort within the activity (e.g. overcoming difficulties or conditions that usually make them disengage from learning)?

Initiation

How does the learner express their initiation (e.g. requesting the activity or doing something new in the activity)?

Appendix 2 - Example of developing independence

Peter Imray gives an example - from touching the hoist switch, to holding the hoist switch, then to pressing the hoist switch - this might take years and may only be achieved if all adults regard using the hoist as an opportunity to enable independence (*EQUALs Curriculum 2017*).

2Learn Curriculum Pathway

Transition to a fulfilling adult life

Outcomes

Routes for Learning

Recognising and Recording Progress and Achievement (RARPA)

Assessment tools

Adults listen to the voice of each student
Sensory cues
Body signing
Intensive Interaction

Specialist equipment to support seating, posture & mobility

A valued student of NHC, accessing college facilities resources

Multi-sensory learning environment & resources

Access to Greenside's warm water pool

Partnership with parents and carers

Effective multi agency planning

Aspects of specialist provision

My Communication
Enabled to be successful in communicating choice, feelings. Using a variety of means

My Thinking
Developing understanding through engaging, interactive, creative learning activities.

My Wellbeing
Building friendships & relationships. Making choices. Sharing emotions. Health & medical needs met

My Body
Undertaking regular physio related exercise. Ensuring alignment & posture care

My Creativity
Experience & learn through creative & expressive arts

My Community
Be included as an active member of NHC. Engage in learning in the wider community.

My World of Work & Leisure
Engage in enterprise activities
Experience a range of recreation & leisure opportunities

My Independence
Developing students understanding & independence in the use of assistive technology

Areas of learning

2Learn Curriculum
Together North Hertfordshire College (NHC) and Greenside School provide a personalised, inclusive, creative & engaging curriculum, based on the interests, needs & aspirations of students with profound & multiple learning difficulties (PMLD) - delivered in the heart of their community.