

CURRICULUM POLICY

This policy applies to the whole school

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office

The Policy is available to the school staff on the 'Staff Shared'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (learner protection). Our fundamental priority is our learners and their wellbeing; this is first and foremost.

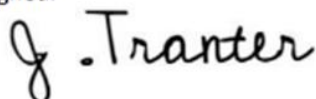
Scope and Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from the school site, and is inclusive of all staff (teaching, support and agency staff), learners on work placement, contractors, the Proprietor and volunteers working in the school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: This policy complies with Regulatory Requirements of the Education (Independent College Standards) (England) Regulations (ISSR) and the NMS for RSS (DfE: currently in force).

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been discharged. It is also updated in the interim, as may be required, to ensure that it continually addresses the risks to which learners are or may be exposed. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either in writing or electronically.

Policy Agreed: May 2025
Date Published: May 2025
Updated for material change: October 2025
Next Review: October 2026

Signed:



Mr Jody Tranter
Headteacher



Mr Andy Thompson
Proprietor who is the Chair of the Advisory Board



Katie Thompson
Proprietor's agent

Contents

Introduction	1
Rationale	2
Curriculum Intent.....	2
Curriculum Implementation	2
The Curriculum Pathways	3
Curriculum Planning.....	6
Key Principles for Teaching & Learning at Landon	11
Curriculum Impact	14
Other Relevant Information.....	16
References	16

Introduction

Landon School provides a curriculum designed with the utmost care and consideration for the unique needs of our learners. We provide a highly differentiated and holistic education for children and young people in from KS1 to KS5 with Cognition and Learning Needs e.g., Global Learning Delay (GLD), Complex/ Severe Learning Difficulties (C/SLD) and Autism Spectrum Condition (ASC). Learners may (but do not necessarily) also have co-morbidities such as additional Cognition & Learning, Communication and Interaction, Sensory and/or Physical Needs (e.g., Dyslexia; Attention Deficit Hyperactivity Disorder; Speech, Language and Communication Needs or Multi-Sensory Impairment).

Landon's curriculum is firmly rooted in our 'Safe, Happy, Learning' ethos, which at its core understands that functional, meaningful learning cannot take place unless learners are first safe, but also happy and motivated to engage. We believe that each learner has the right to reach their fullest potential and to prepare them for a happy, healthy adult life which maximises opportunities for independence.

Admission Criteria and Arrangements:

- All learners will have an Education, Health & Care Plan (EHCP). The Local Authority will have identified their needs as requiring placement at Landon School Harmondsworth,
- The Local Authority will determine admission to the school. It will consider parental preference and consult with the admissions officer and headteacher where necessary,
- Placements are made throughout the year, although most occur at the start of the academic year,
- Staff will liaise with any previous or future education settings to enable a smooth transition.

Rationale

Landon's Curriculum is based upon the principles of the Equals multi-tiered curriculum approach (Equals 2021), which recognises that differentiation from England's National Curriculum is not sufficient to meet the needs of children and young people with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of the national curriculum, curricula needs to be *different rather than differentiated*, because the way such learners learn is different and often very different from neuro-typical, conventional developing learners for whom the national curriculum was designed (Imray, 2021).

We are ambitious for all our learners to achieve the best they can. We believe that children and young people with profound, complex or severe learning disabilities can properly flourish only within *curricula which recognize their unique learning needs* (Sissons, 2024).

Our philosophy embraces research-led, play-informed practice and multi-tiered learning pathways, providing a consistent approach from our primary (KS1 – KS2), secondary (KS3 – KS4) and post-16 (KS5) provision. At each key stage, we celebrate individuality and personalise learning to meet EHCP goals whilst promoting essential skills.

Curriculum Intent

Our curriculum intent is designed to:

- Meet the requirements of the Independent School Standards (Part 1: Quality of Education) and Ofsted's expectations for curriculum intent, implementation and impact,
- Secure functional, meaningful skills for learners that directly impact the wellbeing and independence of our learners,
- Facilitate the implementation of a total communication approach and environment,
- Prioritise learner engagement and opportunities for learning skills now and in the future,
- Maximise opportunities to access subject specific learning in accessible ways,
- Equip all learners with the knowledge, skills and cultural capacity to thrive to their fullest potential,
- Prepare learners for whatever is next after Landon, regardless of the age that they leave.

Regardless of pathway, chronological or developmental age, each individual learner will be enabled to maximise their potential (to be the best they can be and to do the best they can do) in order to achieve:

1. Voice – Learners will get to know what they like and how to positively communicate a desire for more (or the start) of it; they also get to know what they don't like and are able to positively communicate a desire for less (or none) of it. Landon School uses a 'total communication approach' which honours all efforts of communication, including gestures, body language, AAC and vocalisations.
2. Agency – Learners can expect that such communications will be enacted by those who have control over the resources/time/space.
3. Freedom – Learners will understand that they are free to engage with any activities or people or stay in a particular space (with due regard to health and safety) if they choose not to do so.
4. Self-regulation – Learners will understand that whilst life inevitably deals everyone times of stress and anxiety, routine solutions are always available should the learner choose to take them.
5. Capability – Learners will understand their potential to make the most of all of the actions and approaches to living that

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

Curriculum Implementation

Landon's curriculum seeks to break away from established norms of mainstream teaching and learning by providing a high-quality provision that meets the holistic needs of all students. Our curriculum is designed to be more than the sum of our curriculum areas, as all areas of the curriculum, including our cross-curriculum pedagogies, work together to form the strength of the curriculum.

By embedding key learning areas (communication, play, thinking & problem solving) as pedagogies across our curriculum areas, we avoid the compartmentalisation within and between subjects that is common in educational settings. Our curriculum areas serve as vessels to teaching cross-curricular outcomes outlined in EHCPs and Personalised Learning Plans (PLPs) and provide a broad and balanced curriculum that remains wholly appropriate to the needs of each learner.

A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of learners. This approach is arranged across 3 theoretical, pedagogical pathways that run through Primary (KS1 & KS2), Secondary (KS3 & KS4) to post-16 (KS5) until the learner's transition to relevant next provision.

Roles and Responsibilities

Teaching & learning is a shared responsibility, and all members of the community have an important part to play. We place learner progress and welfare at the centre and build a supportive staff network around each learner, depending on their need. The Senior Leadership Team have responsibility for the overview and delivery of the curriculum. Their main responsibilities are to:

- Devise and review Landon's curriculum, ensuring the curriculum policy is maintained in line with school provision;
- Organise and maintain a system for recording and tracking progress;
- Be responsible for maintaining the school assessment policy;
- Maintain oversight of reports to parents that are well-presented, accurate and published in a timely manner;
- Produce annual academic reports;
- Liaise with the teaching staff in the discharge of those duties identified above ensure accountabilities are maintained;
- Contribute to and participate in the recruitment of new teaching staff;
- Contribute to the induction, mentoring and development of teaching staff in relation to the delivery of the curriculum;
- Arrange and lead appropriate continuing professional development (CPD), including INSET day trainings as required;
- Ensure and make recommendations towards appropriate resources to ensure the delivery of the curriculum

Pathway Leads should:

- Monitor and oversee the planning, implementation and impact of all medium-term plans, ensuring they challenge and stimulate learners to achieve their best,
- Stay up to date with recent developments and best practice in their pathway and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- Feedback pathway quality assurance processes to the Headteacher and Deputy Head;
- Ensure that resources are available and accessible to support learning in their pathway.

Teachers are responsible for day-to-day monitoring of learner welfare, in relation to their learning and their pastoral care.

Teachers should:

- Provide challenging and stimulating learning opportunities designed to encourage all learners to reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual learner according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised, and keep up-to-date with best practice;
- Provide clear information on procedures and learner progress;
-
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare learners for the opportunities, responsibilities and experiences of life;

The Curriculum Pathways

To ensure that we are able to meet each learner's holistic needs as specifically as possible, Landon's curriculum is arranged into three pathways. These are the Explore Pathway, the Semi-formal Pathway, and the Formal Pathway. Each pathway has a unique overarching pedagogical (teaching and learning) approach designed to address the collective needs of the learners within that pathway. This approach is further personalized to a greater extent to cater to the specific needs of individual students.

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

Learner Characteristics/ Determining Learner Pathway:

Explore	Semi-Formal	Formal
CLD / ASC	SLD / ASC	MLD / ASC
Working consistently and over time within P4 and P5 ¹	Working consistently and over time within P4 to the early reaches of the National Curriculum	Working consistently and over time significantly below age-related expectations

Table 1. Multi-tiered curriculum pathway approach (Equals 2021)

Each educational pathway is designed to have a defined approach in terms of its provision that extends to the underlying approach and environment, timetabling, pedagogical principles, expected outcomes and recommended developmental/ statutory assessment frameworks. Each pathway works towards specific but broad outcomes that underpin and form the foundation of the learners' individualised needs (J. Waller 2023).

Whilst each pathway accesses the same curriculum areas, the provision for each pathway is underpinned by different underlying approaches and references to defined Equals schemes of work to ensure the teaching and learning is always closely matched to the developmental needs of the learners accessing that pathway. By differentiating the intent and implementation of these curriculum areas, we ensure that appropriate skills and knowledge are targeted to reach every learner's full potential and prepare them with the skills, knowledge and understanding required to access the next pathway approach or to prepare them for life beyond Landon. Across all pathways, we plan for cumulative growth in preparation for adulthood and review pathway placements annually (or as relevant) as Landon School acknowledges that learner's progress is non-linear and can occur at different rates at different ages, requiring changes to the intended outcomes and provision provided to ensure maximum success.

'Recognising that learners with different learning needs demand and deserve a different approach to teaching'
(Imray, Kossyvaki and Sissons 2024)

Learner pathway is determined throughout the first half term period of learner enrollment, by assessing:

1. Characteristics of the learner
2. Play stage (cognitive and social stages of play)
3. Ability to engage (using an Engagement Model assessment)
4. Developmental Level(s)
5. SCERTS Communication Stage (*Social Partner > Language Partner > Conversational Partner*)

Explore Pathway:

The Explore Pathway at Landon School has been designed to effectively meet the needs of learners with Complex Learning Disabilities (CLD). These learners will have very complex communication, and interaction needs to coincide with their severe cognition and learning disabilities. The learners within this pathway will not engage and explore their environment well and will have difficulties with flexibility in thinking, leading to an inability to cross-contextualise skills. These learners likely require high adult support, heavily informed by multi-disciplinary input (including Occupational Therapy and Speech and Language Therapy) to engage with daily routines, including transitions, self-help and engagement in a range of motivating activities.

Landon School aims to develop independence and agency among learners in this pathway. Focusing on engagement and communication using sensory and play-based learning. We utilise a low-demand informal curriculum approach, following a flexible, topic-based timetable supported by a research-based range of recognised communication, regulation and teaching strategies to develop the ability of learners in this pathway to self-initiate, communicate, tolerate others and tolerate uncertainty.

Subject experiences are heavily scaffolded: for example, literacy is taught through multi-sensory stories and symbols, math through concrete counting games and physical activities which emphasise regulation and sensory exploration. Progress is recorded through individualised frameworks (e.g., MAPP, SCERTS, Routes for Learning) and Engagement Profiles (as per Rochford Review principles), with EHCP targets central to the planning and assessment process.

This pathway is sub-divided into Explore: Emerging and Explore: Road to Semi-formal.

1A - Explore: Emerging

The *Explore: Emerging* approach draws heavily on the Equals' Informal Curriculum. Learners in this sub-division of the Explore pathway have a lack of ability to tolerate uncertainty and do not tolerate others well, and therefore the desired outcomes will

¹ Landon School supports the Rochford Review's (2016) decision to abandon using the P Scales as a (statutory) comparative assessment tool in England. Landon School regards the P Scales as an important common language among professionals to have an understanding of the broad developmental level being worked within by individual learners.

focus on tolerating others, low-level demands and ability to *persist* (Standards & Testing Agency 2020).

Teaching and learning is underpinned by a 'low demand', play-based, learner-led provision that emphasises continuous and enhanced multi-sensory opportunities for engagement, interaction and autonomy.

1B - Explore: Road to Semi-Formal

Learners following the *Explore: Road to Semi-formal* pathway have similarly complex needs and do not cross-contextualise or tolerate uncertainty well. They will, however, tolerate others and begin to develop an interest in social play. Teaching & Learning is underpinned by a combination of the Equals' Informal and Semi-Formal Curriculum areas to expand their learning to introduce an adult-led agenda which is informed by learner motivators and engagement, especially in play to increase group and adult-led learning to accompany learner-led opportunities for learning.

Accredited outcomes are introduced as appropriate from KS3, focusing primarily on expanding learner interests through ASDAN 'Towards Independence' modules.

Semi-formal Pathway:

The Semi-Formal Pathway at Landon School has been designed to meet the needs of learners with Severe Learning Disabilities (SLD) who are autonomous across a range of contexts, have a more developed ability to engage with their environment effectively but are still continuing to develop their 'realisation' (Standards & Testing Agency 2020), as well as their ability to apply their learning to varying contexts and functional situations.

The learners within this pathway often communicate with some evolving speech or symbols and begin to engage with more structured, adult-led activities. The teaching approach in this pathway is aimed at developing creativity and thinking critically through an active learning approach based in play and exploration. In the Semi-Formal Pathway learners will be beginning to develop some subject specific skills such as number, spatial reasoning, reading and writing. Teaching occurs primarily within real-life contexts, maximising opportunities for meaningful repetition to explicitly teach learners on this pathway to apply and generalise their skills to a range of contexts.

Like those on the 'Explore' pathway, learners will receive high levels of adult support and multi-disciplinary therapy input to support individual progress within the context of small group and social experiences, to bolster communication and regulation and to equip learners to access a range of 'real-world' experiences.

Accredited outcomes are introduced as appropriate from KS3, expanding from ASDAN 'Towards Independence' to EQUALS 'Moving On To'.

Formal Pathway:

The Formal Pathway has been developed to meet the needs of learners with Moderate Learning Disabilities (MLD) who are still developing the ability to apply their learning to varying contexts and functional situations but are developmentally secure enough in early subject specific and semi-formal learning that they can access pre-national curriculum learning at an almost year 1 level or above. This pathway is sub-divided into *Formal: Road to National Curriculum* and *Formal: National Curriculum*. The learners within the formal pathway receive discrete subject lessons in core subjects (maths, english, science, PSHE/RSHE) and access to foundation subjects (geography, expressive arts, history, computing, physical education etc.) through thematic, cross-contextualised learning. The focus remains on developing skills that can be applied and generalised. Teaching therefore remains heavily informed by non-linear frameworks such as SCERTS and MAPP to ensure subject-specific skills and knowledge are acquired in ways that are meaningful, with a continued emphasis on communication, regulation and independence. Landon School recognises that learners on the formal pathway still require explicit teaching in these areas to effectively prepare for adulthood.

3A - Formal: Road to National Curriculum

Learners on the *Formal: Road to National Curriculum* pathway engage in subject specific learning that focuses on discrete skills in a semi play-based approach that incorporates motivators when required to capture engagement. Teaching & learning is informed by a combination of the Equals Semi-Formal and Formal schemes of work.

3B - Formal: National Curriculum

The *Formal: National Curriculum* pathway, have access to sequential learning of National Curriculum, informed by the Equals Formal schemes of work to ensure applied and functional learning at all times. Teaching & learning focuses on teaching abstract skills and knowledge and applying and generalising them to daily life to ensure functional application of communication, literacy and numeracy.

Accredited outcomes are introduced as appropriate from KS3, expanding towards external qualifications such as vocational certificates.

Curriculum Planning

‘We must not only answer the question of WHAT learning should take place, but crucially, we must also pay the closest attention to the questions of HOW it should happen and, even more importantly, WHY it should happen’
(Imray, Kossyvasi and Sissons 2024)

At Landon School, we believe that *what matters to the learner* (Sissons 2018), must be fundamental when planning for our learners. The individual learning needs of each learner and the implementation of strategies to meet their specific learning difficulties are essential in enabling progress over time in order that each learner makes progress and reaches their maximum potential.

Our curriculum at all key stages is based on a deep understanding of what the individual learner needs are. Within the context of an underlying approach, all learners are planned for and taught at Landon School in a highly personalised way, using Personalised Learning Plans (PLPs) facilitated through an environmental context established by individual engagement profiles. It also includes the 'hidden curriculum', or what the learners learn from the way they are treated. We believe in engendering in young people a love of lifelong learning. This ensures that the curriculum gives all learners experience in the different areas of the curriculum.

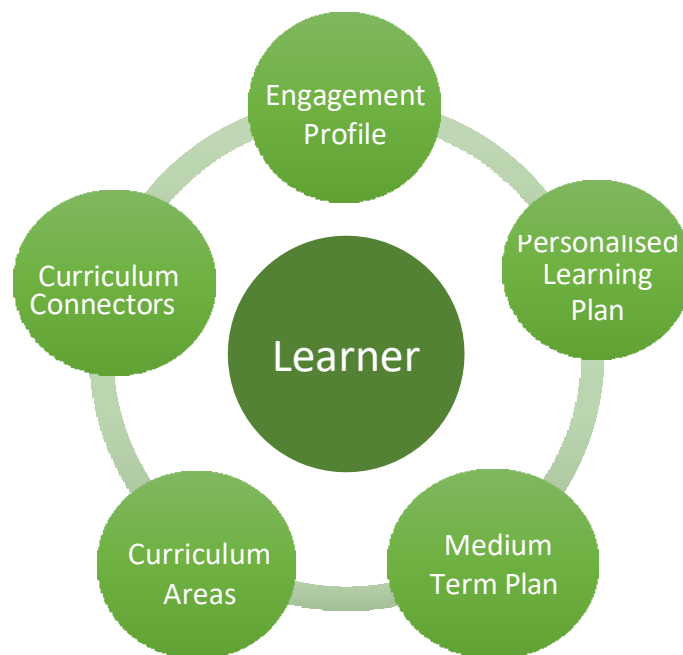


Figure 1 Curriculum Planning Key Elements

Our curriculum planning incorporates five essential elements to ensure that each learner's school journey is fully personalised:

Engagement Profile	Personalised Learning Plan	Medium Term Plan	Curriculum Areas	Curriculum Connectors
<p><i>Learner Specific</i></p> <p>Learner motivators, high interest, engagers</p> <p>Engagement Model ongoing assessment</p>	<p><i>Learner Specific</i></p> <p>Priority termly outcomes: Skills and Knowledge in each area of need in relation to learner EHCP's and beyond</p>	<p><i>Class Specific</i></p> <p>Activity ideas to deliver the curriculum areas in a way that meets the needs of each learner</p>	<p><i>Pathway Specific</i></p> <p>Long term sequential planning. Content, skills and knowledge for each curriculum area and connections to supporting frameworks.</p>	<p><i>Key Stage Specific</i></p> <p>School-wide connecting themes and experiences</p>

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

Engagement Profile

Curriculum planning begins with the belief that all learners are central to their own education. Each learner attending Landon School, has an *Engagement Profile* that aims to provide comfort, security, stimulation and motivation in any situation (Imray, Kossyvasi and Sissons 2024). This document offers a live picture of a learner’s engagement and motivators, serving as the first step towards a genuinely individualised planning process.

Qualitative recordings of learner’s engagement in all areas of the Engagement Model (Standards & Testing Agency 2020) are updated termly on the Engagement Profiles and used to build up a picture of how developed each of these is for each learner. Alongside this, we also record learners’ motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual learners.

Exploration	 High Engagement Presentation Name: Example Learner 1	Initiation
Anticipation		Realisation

Resources/Objects	 Motivators Name: Example Learner 1	Activities
Rooms/Environment		Times/Days/Events

[Engagement Profile Template.docx](#)

Personalised Learning Plans (PLP)

In reference to learner EHCP outcomes, observations of engagement, motivation, skills and barriers to learning, teachers construct termly Personalised Learning Plans (PLPs) which give explicit reference to the skills, knowledge or areas of need that will be prioritised over the next academic term.

PLP outcomes are communicated with parents or carers via transition meetings during the first half term of enrollment, and in review meetings each term going forward. During review meetings, progress towards PLP outcomes is reviewed in consultation with parents/ carers and a proposed PLP is finalised for the following term.

Whilst there may be times when PLP targets are explicitly prioritised, these surpass curriculum areas to ensure learners can apply and generalise their learning to ensure functional, meaningful progress is observed.

Landon School recognises that for learners with SLD/ CLD, a conventional linear curriculum model is inappropriate. We recognise the need for repetition and over-teaching to prioritise lateral as well as linear progress, and therefore some targets may surpass terms, years and key stages depending on learner progress, motivation, engagement and levels of need. Through reporting and ipsative assessment, care is taken to ensure that each learner’s teaching & learning is sequential and builds appropriately from prior learning as part of our quality assurance processes. As a result, teaching and learning are adapted to learner developmental stage rather than chronological age.

Name: Example Learner	Pathway: ?	Term: ?	KS: ?	Class: Class Name	Teacher: Example Teacher												
Communication and Interaction (CI)		Cognition and Learning (CL)															

Name: Example Learner	Pathway: ?	Term: ?	KS: ?	Class: Example Class	Teacher: Example Teacher																		
Social, Emotional and Mental Health (SEMH)		Physical and/or Sensory																					
																		Key: EHCP (E) Speech and Language Therapist (S&L) Occupational Therapist (OT) Pupil Voice (Pv) Parent Voice (Pv) Pupil Premium (PP)					
												Key: EHCP (E) Speech and Language Therapist (S&L) Occupational Therapist (OT) Pupil Voice (Pv) Parent Voice (Pv) Pupil Premium (PP)											
Key: EHCP (E) Speech and Language Therapist (S&L) Occupational Therapist (OT) Pupil Voice (Pv) Parent Voice (Pv) Pupil Premium (PP)																							

[Personalised Learning Plan \(PLP\).docx](#)

Medium Term Plan

Teachers construct weekly medium-term plans which are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of each class to achieve personalised learning goals. Medium-term plans consist of basic mapping of concepts, resources, activities and content to outline how each of the curriculum areas will be drawn upon as a 'vessel' for teaching and learning, to enhance learners' exposure and engagement with a range of stimuli and topics beyond their personal interests.

Teachers make a special effort to use each engagement profile to create attractive and engaging environments for the learners so that all learners access learning which is appealing, accessible and impactful.



Landon School Medium Term Planning

Curriculum Connector	Term	Week	Class	Pathway
Prior Learning:				
Key Vocabulary:		Key Questions:		Other important information (including pupil-specific teaching procedure)

Curriculum Area	Focus (& link to Equals)	Activities:	Differentiated Learning Intentions (Pupils will...)			Resources
			ALL	MOST	SOME	
Maths						
Reading						
Communication, Language & Literacy						
Science & Understanding the World						
Expressive Arts						
Independence						
Physical Development						
PSHE (including RSE)						
Links to foundation subjects (computing, humanities, RE)						

[Landon Planning.docx](#)

Curriculum Areas

To truly facilitate learner-led, cross-curricular implementation of our curriculum areas, Landon School does not utilise long-term planning to give teachers and our multi-disciplinary team the agency to choose topics, outcomes and targets that are most meaningful for each learner, to teach ***the right thing at the right time in the right way.***

As a result, the content outlined in each curriculum area is carefully covered by class teachers to ensure concepts are covered within each key stage and are taught in optimal order to support learners' understanding. Topics are revisited through a spiral sequence, deepening understanding as they move through Key Stages 1 to 5. Teachers draw upon the curriculum areas 'progression of skills' to map out potential routes for progression over time for curriculum areas, delineated by pathway. As we acknowledge that the 'what', 'how' and 'why' will not be identical for any two learners, these progression maps are used to inform sequential learning and not as a prescriptive curriculum for any learner.

Each curriculum area is underpinned by Landon's key pedagogical principles (outlined below) with explicit reference made to relevant Equals curricula and schemes of work ([Connecting Curriculum Areas & Pedagogy.docx](#)) to ensure the basic principles are applied in ways that are meaningful and impactful for each learner.

Landon's curriculum areas are:

1. **Communication, Language & Literacy (CLL):** We aim to foster a love for learning through literacy, empower learners to become effective communicators and functional readers, and prepare them for future opportunities in education and beyond. Engagement, spontaneous and functional communication, emotional expression, and secure and trusting relationships with peers and adults developed through books and stories. We seek to provide an inclusive and enriching literacy education that supports their overall development and future independence.
2. **Mathematics (including Problem Solving):** We aim to equip learners with essential mathematical knowledge, skills, and understanding across four strands: counting, pattern, the number system and calculating. Our primary goal is to foster a strong foundation in numeracy, arithmetic, and problem-solving abilities, enabling learners to confidently apply mathematical concepts in various real-life situations. We strive to develop critical thinking, logical reasoning, and analytical skills through interactive and practical learning experiences. Moreover, we aim to cultivate a positive attitude towards mathematics, encouraging learners to embrace challenges and persist in problem-solving.

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

3. **Science and Understanding the World:** We aim to cultivate curiosity, critical thinking, and a deep understanding of the natural world. The primary goal is to spark learners' scientific inquiry and exploration by engaging them in hands-on and interactive learning experiences. Through the study of various scientific concepts, such as life processes, forces or materials, the curriculum aims to nurture learners' appreciation for the diversity and complexity of the universe. Additionally, science education emphasises the development of essential skills, including observation, prediction, and investigation, enabling learners to conduct simple experiments and draw meaningful conclusions.
4. **Personal, Social, Health and Economic (PSHE) & Relationships, Sex and Health Education (RSHE):** We aim to equip learners with essential life skills, including emotional intelligence, social awareness, and decision-making abilities; to promote positive mental and physical health, build self-confidence, and encourage responsible citizenship. Additionally, we aim to empower learners to understand and navigate relationships, respect individual differences, and make informed choices in a rapidly changing world. Moreover, self-care skills, independent living, relationships education and community are also part of this area. By fostering these skills, we seek to prepare learners for the next phase of their lives, helping them lead fulfilling and independent lives, make responsible choices, develop healthy relationships, and be active members of their communities. PSHE is informed by the 'PSHE association SEND framework' and RSHE by the 'SoSafe!' program, both of which are implemented at class and individual levels to ensure breadth of curriculum awareness and progress in areas of individual priority for learners.
5. **Computing:** We aim to empower learners with computational thinking and creativity, supporting them to engage actively in the digital realm by utilising ever-evolving technology as a medium for self-expression, learning, and propelling their generation into the future. Many learners see technology as a means of passive leisure – we aim to develop use of technology for a wider range of functional purposes.
6. **Physical Development:** We aim to develop competence to excel in a broad range of physical activities so learners can be physically active for sustained periods of time, engage in competitive sports (where applicable), live healthy and active lives and be exposed to a variety of experiences that will lead to long-term leisure alternatives
7. **Expressive Arts:** We aim to support learners to progress through a three-stage process of encountering > controlling > refining that characterises all engagement with art forms, regardless of ability level. By maximizing engagement and creativity, we also aim to develop social understanding and communication by engaging with the world and other people, showing interest, curiosity, exploring, practicing, consolidating and creating outputs, at first perhaps by accident and discovery and then intentionally.
8. **Independence** – We aim to facilitate repetition of skills in real-life contexts, using personal interests and choice to drive engagement whilst encouraging safe risk-taking to build confidence and independence whilst applying wider skills into everyday routines. Independence is further specified into:
 - a. Travel Training – Building independence in pedestrian travel and public transport uses, establishing skills such as walking routines, using motivational destinations as rewards, independence when crossing the road, practicing walking in varied weathers and understanding processes for using public transport.
 - b. Dressing & Undressing – Skill development, sequencing, decision-making and contextual awareness with an emphasis on fine and gross motor control, coordination, spatial awareness and hand dominance.
 - c. Shopping – Money handling, cooking preparation, purchasing by teaching skills such as making choices and transactions, recognising coins/ notes and navigating shops and shopping lists.
 - d. Cooking – Basic food preparation, safety, and independence in meal making by teaching learners to select ingredients, follow recipes, use tools safely.
9. **Religious Education** – We aim to provide learners with a broader understanding of the diverse world that they are living in and so that learners of all faiths feel represented in this area of the curriculum.

Curriculum areas are reviewed regularly by the Senior Leadership team, Pathway Leads and class teachers to ensure they facilitate meaningful impact for learners

[Curriculum Areas](#)

Curriculum Connector

Landon School utilises curriculum connectors to support the resourcing and collaboration of teaching staff and to embed key concepts, vocabulary and opportunities for learning across the whole school environment. These 'themes' are broad, quasi-abstract and open to interpretation to enable teachers to be driven by the 'tiers' of planning outlined above. They rotate each half term to ensure learners experience a range of stimuli and concepts and build upon previous learning with each key stage to reinforce, broaden and extend learning and experiences.

Landon School Curriculum Connectors – Year 1 (2-year cycle)

Term	Primary		Secondary		Post - 16
	KS1	KS2	KS3	KS4	KS5
Autumn 1	Life Histories				
	My Story	Friends	Families	Important Figures	Past & Present
Autumn 2	Once Upon a Time				
	Rhythm and Rhyme	Traditional Tales	Myths and Legends	Folklore	Fact & Fiction
Spring 1	Let's Travel				
	Going Places	Vehicles	Across the Sea	Incredible Journeys	Into Space
Spring 2	Roots, Shoots and Muddy Boots				
	In the Garden	Edible Plants	Let's Plant a Garden	Creepy Crawlies	Just Keep Growing
Summer 1	Caring Communities				
	On an Adventure	Helpers and Heroes	Safe Explorers	Positive Impact	Active Citizenship
Summer 2	Colourful Lives				
	What I Celebrate	Celebrations Around the World	Diversity and Difference	Why We Celebrate	How We Celebrate

Landon School Curriculum Connectors – Year 2 (2-year cycle)

Term	Primary		Secondary		Post - 16
	KS1	KS2	KS3	KS4	KS5
Autumn 1	All About Me				
	Myself	My Body	My Feelings	My Future	My Independence
Autumn 2	Animals				
	At Home	At the Farm	Under the Sea	In the Sky	Around the World
Spring 1	Adventure				
	Exploring	Packing	Staying Safe	Planning	Going
Spring 2	Going Green				
	Materials	Recycle	Reuse	Reduce	Impact
Summer 1	Come Dine with Me				
	What I Eat	I Can Cook	Sharing My Cooking	Eating Out	Hosting
Summer 2	Summer Sports Mania				
	Sport Parachute	Fitness Fun	Sport Extravaganza	Team Talk	Community Sports

[Curriculum Connectors - 2 year cycle.docx](#)

Key Principles for Teaching & Learning at Landon

To facilitate holistic teaching & learning, Landon School draws upon key pedagogical principles which, although differentiated within individual class provisions, are used across the whole school, irrespective of age, pathway or developmental level.

1 - Play

Drawing from our own professional experiences and inspired by the success stories of other OFSTED *Outstanding* SEN schools such as Sunningdale School in Sunderland and St. Ann's in London, Landon School embraces a play-based learning approach to support teaching and learning across all key stages and pathways.

Play is a key approach in developing agency, enabling children and young people to take on an active role and ownership in their experiences, as well as helping them to be capable, autonomous, and agents of their own learning. If we are aiming to develop agency we need to put the learner in an exploratory environment. An over-adherence to structure, routines and regulation in the pursuance of compliance and conformity can lead to and reinforce an inflexibility of thought (J. Waller 2023). Through play, learners play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known (Imray, Kossyvaki and Sissons 2024).

Landon School utilises multiple models to inform play:

1. Sherratt & Peter (2002) – Cognitive & Social Models of Play
2. Parten (1932) – Social Models of Play
3. The ASAP (Advancing Social-Communication and Play) Intervention Program
4. The Equals Informal 'My Sensory Play', Semi-Formal 'My Social Play & Leisure' and Formal 'Play and Leisure' schemes of work
5. Application of play schemas

These describe learner's social organisation of their play which constitutes the underlying pedagogy for all pathways, although to a lesser extent via timetabling in the Formal Pathway. The way it is adapted and applied across each of the pathways, however, is different.

2 – SCERTS informed practise

As part of our Pathway Finder, learners are assessed to determine their communication stage as either:

- Social Partner – Learners who are 'before words' or use fewer than 10 meaningful words and communicate mostly (but not always consistently) with gestures, facial expressions or body language.
- Language Partner – Learners who are beginning to use consistent words, signs or symbols and beginning to combine them to make phrases.
- Conversational Partner – Learners who use language creatively and reflectively to communicate in sentences across multiple back and forth interactions

These levels are used to inform the implementation of SCERTS practices across all classes, by emphasising learners Social Communication (SC) and Emotional Regulation (ER) by providing accurate and effective Transactional Supports (TS).

At Landon, this is supported by:

- Drawing upon the SCERTS Framework to inform PLP targets related to communication and regulation,
- Implementing a total communication approach, including ALD boards, symbols, photos, objects of reference, Makaton, spoken language and use of intensive interaction.
- Careful timetabling that follows a process of alerting > organising > calming and embeds practices that aid regulation and relaxation such as sensory circuits, TACPAC and mindfulness.
- Access to specialist locations and on-site spaces, including sensory room, therapy or soft play.
- Multi-disciplinary informed sensory diets appropriate to individual learner needs.
- Whole-school training on SCERTS.

3 – Thinking & Problem Solving

Opportunities for teaching & learning 'Thinking & Problem Solving' are embedded across all of Landon's curriculum areas and beyond, to facilitate naturalistic opportunities for learners to:

- Identify a problem,
- Build their memory bank of how to solve the problem,
- Apply and adapt their thinking & problem-solving skills
- Recognise that there may be several possible solutions to a problem,
- Develop their ability to reflect and evaluate the effectiveness of their chosen solution.

Implementation is informed by the Equals Semi-Formal 'My Thinking & Problem Solving' scheme of work to provide a scaffold for adult input to ensure learners are appropriately successful to develop confidence and resilience in the face of challenges.

4 - Preparation for Adulthood & Life Skills

Preparation for Adulthood (PfA) outcomes are interwoven into the learning experiences of all learners at Landon, irrespective of chronological age. Once learners reach Secondary age (11+) however, these outcomes become the heart of the curriculum in line with the SEND Code of Practice and Department for Education Secondary Curriculum Guidance in order to meet the Gatsby Benchmarks. From age 11 onwards, every curriculum plan explicitly addresses:

- *Independent Living* – Focuses on routines related to hygiene, safety and independence, teaching skills such as laundry, making the bed, tidying/ cleaning a bedroom and caring for personal items. These skills are taught both in the classroom and within Landon's 'Independent Living Suite' to closely replicate a naturalistic environment to apply these skills.
- *Employability* – Early career awareness is embedded throughout the pathways at Landon School. From KS3, learners have work-related workshops (e.g., job roles, visits from professionals, access to role play opportunities). From KS4 & throughout KS5, learners experience Vocational Link courses and work placements, scaffolded by their skills, abilities, motivators and pathway.
- *Accreditation* - Landon School utilises a range of accreditation schemes, including EQUALS 'Moving On To' and ASDAN to set achievable work-related goals. As appropriate, learners are supported to access appropriate forms of 'work experience' either onsite or in the wider community to develop their skills towards potential future employability opportunities.

See 'Careers Policy' for further information regarding how Landon meets the Gatsby Benchmarks, tracking of accreditation and post-16 destinations.

5 - Therapeutic Integration

Landon School is proud to employ a permanent multi-disciplinary therapy team, which includes both Occupational Therapy (OT) and Speech and Language Therapy (SALT). Therapy provisions are provided at the universal, targeted and specialist levels as per learner EHCPs and are embedded across their day to ensure effective sensory integration and multi-disciplinary input. Specific SALT and OT targets are selected based on the level of provision provided (as per learner EHCPs) but may support skill-acquisition in areas of communication, speech clarity, AAC proficiency, fine or gross motor skill development, sensory regulation or independence in tasks such as dressing.

Landon's therapy team work closely with the SLT, Pathway Leads and Class Teachers to advise on classroom adaptations and co-teach sensory integration and provide 'Therapy Support' drop-ins and check-ins to ensure consistent meaningful therapeutic provision in which 'learning is fit for purpose for each learner'.

Landon's therapy team also works closely with families, hosting sessions such as 'coffee mornings' and 'phone clinics' to support integration of therapy at home and support acquisition and generalisation of skills across settings.

6 - Family Partnership

Landon School recognises that learning cannot be meaningful unless learners are also given the skills and opportunities to apply them outside of the school setting. Parents and carers are seen as integral partners in the learning process and encouraged to become a part of their child's learning by:

- Communicating regularly in the learner's home school diaries
- Participating in workshops, drop-in sessions, enrichment activities and phone clinics
- Accessing and contributing towards the evidence collected on the platform 'Evidence for Learning'
- Take an active role in the generation, review and implementation of Personalised Learning Plans
- Supporting the school to liaise with external agencies (CAMHS, Social Care etc.) as appropriate or relevant
- Maintaining transparent and regular communication with Landon School (*including up-to-date and correct contact information*)
- Working closely with the school to maintain ambitious and realistic short and long-term outcomes for their children

7 - Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC is integral to all aspects of our curriculum to lead learners towards developing their spiritual, moral, social and cultural awareness. SMSC and British Values are integrated and explicitly referenced in each curriculum area 'subject overview' so that learners are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs, with a view to the consequences of their own and others' actions. In doing so, we positively promote British values.

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy and reiterated these in 2014. At Landon School, these values are reinforced regularly and in the following ways. We keep an up-to-date audit of all such teaching and learning opportunities through annual curriculum reviews. Please refer to our British Values policy for further information.

See ‘SMSC Framework’ and ‘Where to find SMSC’ for additional information

8 - Positive Behaviour Support

Landon School implements a consistent approach to behaviour support, which sees all forms of behaviour as communication. Overseen by the school’s Behaviour Lead, all teaching staff are trained to focus on positive reinforcement and supporting the development of skills and knowledge that support our learners to make safe, unambiguous attempts to communicate.

Our behaviour support approach puts learner well-being at the heart of all we do, ensuring that this is paramount and evident in all aspects of school life. Wellbeing is defined by section 10(2) of the Children Act 2004 as relating to:

- Learners’ physical and mental health and emotional wellbeing social and economic wellbeing.
- Protection of learners from harm and neglect.
- Learners’ education, training and recreation.
- Learners’ contribution to society.

9 - Community Access / Outdoor Schooling – To ensure learning is meaningful and functional, all learners are supported to access the community including trips to local parks, leisure facilities, shops and other locations, depending on learner interests or relevant opportunities related to the school’s curriculum connector. Learners are encouraged to travel by a range of methods as part of our ‘Independence’ curriculum area and access the community for a range of functions. Whilst often a leisure activity, community access is seen as a vital part of generalisation and application of school-based skills and learning, including communication, hazard awareness, thinking & problem solving and use of academic skills such as responding to signs or words.

To accompany/substitute community access where necessary, learners are given opportunities to access ‘Outdoor Schooling’ informed by the Equals Informal and Semi-Formal ‘My Outdoor School’ and Formal ‘Outdoor Schooling’ schemes of work in order to:

- Increase learner’s capacity to instigate, test and maintain curiosity in the world around them,
- Allow learner to access risk and develop resilience,
- Facilitate creative engagement,
- Access unrestricted play that encourages social and emotional development and well-being.

10 - Assessment

Assessment at Landon School is positive, continual and developmental. We avoid standardised tests, instead using evidence-informed non-linear assessment tools that are recommended best practice for pupils with severe and complex learning difficulties. Staff record progress through observations, work samples and qualitative anecdotal evidence via the online platform Evidence for Learning (EFL). Learners are assessed against targets outlined on personalised learning plans (PLPs), informed by EHCP outcomes to provide a key criteria: that success is measured ipsatively by each student’s growth relative to their starting point and goals. Termly reviews of these targets are conducted using the MAPP Assessment of Lateral Progress (ALP), giving each personalised learning outcome a grading from 1-10 across five areas: independence, fluency, generalisation and maintenance. This assessment is drawn from developmental frameworks (e.g., SCERTS, Routes for Learning, and MAPP), assessment profiles, multi-disciplinary professional judgements and the portfolio of evidence collected via EFL.

Assessment findings directly inform planning to refine and share ambitious yet achievable outcomes and learn from prior progress to support each learner to thrive. As such, our personalised, non-linear assessments are integral to teaching and learning.

Additional details regarding Landon’s assessment process can be found online and in the Staff Shared (or on request) in the ‘Assessment Policy’.

Curriculum Impact

Our curriculum’s influence goes beyond the confines of the classroom, equipping learners at Landon School for a future that honours and leverages their diverse abilities to the fullest extent. Tangible evidence of this impact will be observable through Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

the following indicators:

- Learners possess versatile abilities applicable at school, in their homes, and within the community.
- Positive and trusting relationships between learners, school and families.
- Learners employ effective strategies to actively engage in their learning.
- Notable improvements and accomplishments are evident through various measures, including PLP targets and EHCP outcomes.
- Learners are equipped with a diverse set of skills that aid in emotional regulation, beneficial for their lifelong journey
- Confident communicators with an established communication method.
- Learners proficiently utilise their skills and knowledge to transition successfully into further education.

As referenced throughout this document, Landon School does not utilise a linear curriculum model. To corroborate between stakeholders within and beyond the school, however, the below grid is used as an imperfect guide to the types of impact we aspire to achieve through the implementation of our curriculum.

Key Stage	Primary		Secondary		Post-16
	KS1	KS2	KS3	KS4	KS5
Priorities	Safety Emotional Regulation Engagement Autonomy	Social Skills Community Access Play & Leisure	Independence Generalisation of Skills	Vocational Skills Careers	Future Planning
Explore	Solitary play, Engagement, Following routines, Mutual regulation, Tolerance of adults, Mitigating risks.	Tolerating peers, Parallel play, Sensory regulation, Engagement in self-care and daily living routines, Persistence.	Tolerating uncertainty, Shared attention, Associative play, Tolerating demands and adult-led agenda, Self-initiation in motivating activities.	Self-initiation in community access, ASDAN Qualifications: Towards Independence, Reduced dependency in routines,	Autonomy and independence in self-care routines, Functional communication of choice/ preference, Engagement in daily living tasks.
Semi-Formal	Self-initiated persistence in play, Emerging vocabulary-based regulation, Sensory regulation, Emerging awareness of risk and hazards	Social and collaborative play, Shared experiences, Independent initiation of interactions, Independent hazard and risk awareness, Independence in self-care routines	Application of subject skills in meaningful contexts (cross-contextualisation), Navigating uncertainty, Independence in daily living skills,	Application of motivation/ skills in employment contexts, Qualifications: EQUALS Moving On To,	In-house vocational skills, Autonomy and independence in daily living skills and routines.
Formal	Vocabulary development, Cross-contextualisation of skills, Engagement in both adult-led and learner-led agenda, Unambiguous expression of agency and choice,	Acquisition and application of subject specific skills and knowledge, Rule-based games, Collaboration with peers, Persistence in adult-led learning, Self-regulation and advocacy.	Reading for meaning, Project-driven learning, Spontaneous problem solving,	Qualifications: EQUALS Moving On To & Vocational Qualifications, Preparation for supported employment.	Preparation for living independently.

Quality Assurance

Landon’s Curriculum model and its implementation are frequently monitored and reviewed through a robust monitoring schedule overseen by the Senior Leadership Team. To ensure the quality of the provision being provided, we ask ourselves:

- Are the learners progressing?
- What more should we aim to achieve?

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

- What must we do to make it happen?

We do this through:

- Learning walks, including teacher-on-teacher peer observations and reviews,
- Learner Deep Dives to ensure that information is cross-referenced and utilised effectively,
- Internal moderation of ipsative assessment, qualitative and quantitative data,
- Standard inspections and audits to confirm we meet the Independent School Standards (ISS),
- Reviews of policies and procedures, including curriculum mapping,
- Scrutiny of behaviour logs, incidents, accidents and use of Restrictive Physical Intervention (RPI),
- School evaluation procedures, development and action plans.

We also consider:

- The impact of the curriculum on learners' academic and personal development, and in preparing them for the opportunities, choices, and experiences of adult life;
- The contribution of the curriculum to the school's particular ethos and aims, and the impact on learners' academic and personal development and well-being;
- How well curriculum planning is supported by appropriate scaffolding;
- The extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including the views of our learners, parents/guardians/carers and staff.

To ensure the best quality provision for each learner, at times this process may lead to changes in pathway specification and class team to better meet the needs and learning goals for each learner.

Other Relevant Information

Equality Act 2010

Landon School ensures that learners are not discriminated against at any point as a result of their engagement with the school curriculum, or at any other point. Particular regard is paid to the protective characteristics set out in the Equality Act 2010 and reasonable adjustments are proactively considered for learners with disabilities

Attendance (Please also refer to our Attendance Policies)

A very high level of attendance is central to all successful teaching and learning outcomes. This is monitored and supported by the Headteacher and the Attendance Champion.

This policy draws in parts upon the following guidance documents and other policies:

- [Independent School Standards 2019](#)
- [National Curriculum](#)
- [Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)
- [Relationships and sex education \(RSE\) and health education \(2021\)](#)
- [Promoting fundamental British values through SMSC \(2014\)](#)
- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)

References

- Carpenter, B, J Egerton, T Brooks, B Cockbill, J Fotheringham, and H Rawson. 2015. Engaging Learners with Complex Learning Difficulties and Disabilities: A resource book for teachers and teaching assistants.
- Carpenter, B. 2010. Curriculum reconciliation and children with complex learning difficulties and disabilities.
- Equals. 2021. "Informal Curriculum."
- Hargreaves, D. 2006. A new shape for schooling?
- Imray, P, and V. Hinchcliffe. 2014. Curricula for Teaching Young People with Severe or Profound and Multiple Learning Difficulties.
- Imray, Peter, Lila Kossyvaki, and Michael Sissons. 2023. A Different View of Curriculum and Assessment for Severe, Complex and Profound Learning Disabilities (Connecting Research with Practice in Special and Inclusive Education).
- Moylett, H. 2022. Characteristics of Effective Early Learning: Helping Young Children Become Learners for Life.
- Parten, M.B. 1932. "Social Participation Among Preschool Children." Journal of Abnormal And Social Psychology 27: 243-269.
- Prizant, Barry, Amy M Wetherby, E Rubin, and Amy Laurent. 2014. The SCERTS (Social Communication, Emotional Regulation, and

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all learners fulfil their potential.

- Transactional Support) Model .
- Reszka, S.S. 2012. "Ecological features of preschools and the social engagement of children with autism." Journal of Early Intervention 34(1): 40-56.
- Rochford, D. 2016. "The Rochford Review: final report. Review of assessment for learners working below the standard of national curriculum tests."
- Sherratt, D, and M Peter. 2002. Developing Play and Drama in Children with Autistic Spectrum Disorders.
- Sissons, Mike. 2018. Mapping and Assessing Personal Progress for learners of all ages working within a Semi-Formal Curriculum Model.
- Equals.
- Sissons, Mike. 2024. "What works and what matters. Assessing the progress of learners with profound, complex and severe learning disabilities." In A different view of curriculum and assessment for severe, complex and profound learning disabilities, by Peter Imray, Lila Kosyvaki and Mike Sissons, 21-35.
- Standards & Testing Agency. 2020. "Pre-Key Stage Standards 1&2." Standards & Testing Agency. 2020. "The Engagement Model."
- Sunningdale School. 2024. Curriculum Overview. 27 02. <http://www.sunningdaleschool.com/curriculum/curriculumoverview.htm>. The British Association for Early Childhood Education. 2012. "Development Matters in the Early Years Foundation Stage (EYFS)." Vasta, R, M.M. Haith, and S.A. Miller. 1999. Child Psychology.
- Waller, J. 2024. Strategies for Defining Learner Characteristics to Support Pathway Based Learning (webinar). 14th May.
- Waller, J. 2023. "The Power of Play." In A Different View of Curriculum and Assessment for Severe, Complex and Profound Learning Disabilities (Connecting Research with Practice in Special and Inclusive Education), by Peter Imray, Lila Kosyvaki and Michael Sissons, 90-104.
- Welsh Government. 2006. "Routes for Learning."

