



# Pear Tree School

*Achieving the Best We Can in Everything We Do*

## Compass Centre Curriculum overview

### What is the Compass Centre?

Our Compass Centre is highly specialist provision for young people with complex needs, autism and challenging behaviour. Due to the highly complex learning profiles of these pupils, their educational needs can not be met within a special school setting. Pupils referred to the Compass Centre are at risk of having their educational placement break down, if it has not already and pupils are not making progress. The Compass Centre provides a highly bespoke personalised curriculum for each individual pupil.

### Our Compass Centre Learners

Our Compass Centre pupils have extremely complex learning needs and barriers to learning. Previous settings and placements have failed and pupils and families are often in a crisis situation. Formal learning is inappropriate for this group of pupils and initial work is centred around developing relationships with key adults and trying to understand a pupil's behaviour. All of our Compass Centre pupils are supported at least 1:1 at all times and some pupils will require a higher level of staffing.

### Curriculum Focus

The curriculum for each learner in the Compass Centre is extremely unique and bespoke to an individual. The curriculum is responsive to pupil need and can change throughout a term. Each pupil will have a personalised timetable put together following assessment of learning need. Areas of learning focus primarily on:

- **Communication** This is at the heart of learning and focuses on developing positive two way communication between a learner and key workers. Often pupils have stopped communicating effectively as behaviour, sensory and emotional needs have taken over and created a barrier to developing effective communication. Pupils have learned that their extreme behaviour is an effective way of influencing the world and people around them. The Compass Centre curriculum places an emphasis on changing this and developing positive communication.
- **Emotional Regulation**  
This area of the curriculum is about understanding behaviour and why a pupil is displaying particular challenging behaviours. These behaviours have become a way of a pupil expressing emotions that they are probably not even aware of, let alone understand. Our curriculum places an emphasis on understanding emotional needs and recognising that a pupil is displaying these behaviours due to an unmet emotional need. The curriculum provides opportunity to teach pupils to recognise and express emotions in more positive ways.
- **Sensory Regulation**

A huge barrier to learning for our pupils is sensory regulation. Understanding what sensory needs are and supporting these needs within the environment is key to breaking down barriers to learning. The curriculum is designed to enable a pupil to accept support to regulate and thus develop strategies to be ready to learn.

- **Social Interaction**

Many of our pupils have developed negative interactions with people around them and have become quite solitary. This aspect of the curriculum is concerned with supporting the basics of social interactions e.g. tolerating sharing a space, accepting other people around them, developing relationships with key adults and moving onto relationships with other pupils and less familiar people. Through the curriculum, we aim to support pupils to see the value and benefits to positive social interaction

- **Behaviour for Learning**

This part of the curriculum can not be developed until the above areas have been addressed and progress is being made within these areas. Until then, our pupils are not able to access formal teaching and learning as the unmet needs in the areas of communication, emotional and sensory regulation and social interaction provide too much of a barrier to learning. The Behaviour for Learning element of our curriculum is about teaching pupils how to access learning and make progress with developing new skills and knowledge.

- **Functional skills**

This is the final piece of our Compass Centre curriculum and is relevant for pupils once the above areas of learning have been developed. This area of the curriculum is bespoke to individuals and dependent on what functional skills are appropriate for them at a given time. The focus is on developing skills for lifelong learning. It may involve pupils accessing the school formal curriculum/semi-formal curriculum or it could focus on developing independence skills; it is led by the needs of a pupil.



## Assessment

Within the Compass Centre, a variety of assessment tools are used to measure progress and impact of personalised provision.

- Boxall Profile
- SCERTS
- Pear Tree bespoke assessment tools for...
- Key skills targets
- EHCP outcomes
- Personalised timetables
- Swing therapy
- Rebound therapy
- External consultant assessments e.g. OT/clinical psychologist

- Engagement Model

This is the range of assessments available for our pupils but not all tools are used with every pupil. Assessments are bespoke to individual pupils dependent on learning needs.

Evidence for learning is used to capture evidence of pupil progress and enable us to track progress towards the outcomes of the EHCP.

## Planning

The planning cycle begins with the outcomes identified within the EHCP. These are reviewed and updated annually as part of the Annual Review process and small steps to achieving these outcomes identified. Each pupil at the start of each term will have 5 Key Skills targets set for them. These targets will include advice received from other professionals e.g. Salt, physio, VI, HI, clinical psychologist, sensory consultant. These Key skills will be incorporated throughout the whole curriculum and all lessons.

It is expected that pupils will achieve targets over the term. Targets set are SMART to ensure they are challenging yet achievable over the term. When planning for learning, teachers will ensure that learning takes place across all areas of learning and development identified within the EHCP. Planning is highly individualised for each learner so emphasis on particular areas may vary between learners.

Area of learning and development	Planning Focus
Cognition and Learning (Functional Skills and Behaviour for Learning)	<ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• English</li> <li>• Reading</li> <li>• Writing</li> <li>• Phonics</li> <li>• Maths</li> <li>• ICT</li> <li>• Preparing for Work</li> <li>• Sixth Form curriculum</li> </ul>
Communication and Interaction (Communication and Social Interactions)	<ul style="list-style-type: none"> <li>• Speech and language targets</li> <li>• Communication aids</li> <li>• PSD</li> <li>• Friendships and Relationships</li> <li>• Colourful semantics</li> <li>• Social literacy</li> <li>• Personalised timetable activities</li> <li>• Inclusion</li> <li>• Team Games</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• PSD</li> </ul>

<p>(Emotional Regulation, Sensory Regulation, Social Interaction)</p>	<ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• Positive handling plans</li> <li>• Community visits</li> <li>• Inclusion</li> <li>• Growth mindset</li> <li>• Mindfulness</li> <li>• Nurture</li> <li>• Emotional Literacy</li> </ul>
<p>Physical, Sensory (Sensory Regulation)</p>	<ul style="list-style-type: none"> <li>• Cycling</li> <li>• Gym</li> <li>• Climbing</li> <li>• Hill walking</li> <li>• Aerobics</li> <li>• Sensory circuits</li> <li>• Yoga</li> <li>• Weighted therapy</li> <li>• Swing therapy</li> <li>• Rebound therapy</li> <li>• Swimming</li> <li>• Fine motor</li> <li>• Gross motor</li> <li>• Additional sensory processing sessions</li> <li>• Impact of physical activity on mental health</li> <li>• Physio programmes</li> <li>• Postural management</li> </ul>
<p>Independence and Self Help (Functional skills, behaviour for learning)</p>	<ul style="list-style-type: none"> <li>• PSD</li> <li>• Key Skills target</li> <li>• Travel training</li> <li>• Skills for life</li> <li>• Independence</li> <li>• Functional skills</li> <li>• Personal care</li> <li>• Personal hygiene</li> <li>• Dressing skills</li> <li>• Positional needs</li> <li>• College courses</li> <li>• World of work</li> <li>• Lunchtime routines</li> <li>• Online safety</li> <li>• Understanding time/routine/personalised timetables</li> <li>• Seeking help from an adult when</li> </ul>

	needed e.g. to help with sensory sensitivities
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## Recording and Reporting

Ongoing, daily, formative assessment is key to ensuring pupils are making as much progress as possible. Evidence of pupil progress and achievement of targets is captured in a variety of ways e.g photographs, videos and samples of work using Evidence for Learning. Evidence for Learning captures the very individual learning journey of each pupil and is shared with parents/carers.

Annual Reviews provide summative evidence of progress towards annual targets and EHCP outcomes. Parents are provided with an annual report, detailing progress made in key areas of learning for each individual pupil.

The EHCP outcomes and annual review targets are assessed annually using the Achievement Continuum detailed below:

Step	Stage	Characteristics
1	Acquisition	Characterised by the pupil learning new responses and skills. This is often achieved through demonstration, modelling or physical prompting from an adult. At this level, there is a high level of support required from an adult.
2	Developing, Exploring and Initiating	Characterised by remembered responses and intentional communication; by concentration, recall and observation; and by established responses and conventional communication.
3	Consolidation	Characterised by pupils becoming competent and fluent in skills, knowledge, concepts and understandings when in a familiar setting.
4	Generalisation	Characterised by pupils having mastered responses or skills in different settings or contexts; or with different materials, stimuli and staff.

## The Voice of our Learners

I am in the Compass Centre because it feels that everyone else has given up on me. I struggle to manage my behaviour and I find it hard to understand my feelings and emotions. Some people are frightened of me and I don't feel like they can keep me safe. My day is often filled with anxiety and I push boundaries because I do not know what is expected of me. I feel best when I am kept really active and busy and when I know what is happening. Please don't change anything in my day without lots of preparation and always make sure I am supported by someone who knows me well and who I have a good relationship with. Please share what we are doing at school with my family so they can help me at home too. Please don't give up on me; I might challenge you but I need you to take control and keep trying to find ways to meet my needs.

- I want to be listened to and understood.
- I want you to find ways to help me communicate effectively with people around me.
- I want you to help me to understand the world around me.
- I want to feel safe.
- I want to feel cared for and loved.
- I need to know you like me, even when I am having a bad day.
- I want boundaries and for these to always be the same no matter who is supporting me.
- I want you to believe in me and what I can do and to challenge me to be the best I can be.
- I want to have choices.
- I want to be brave and try new things.
- I want you to know what I find difficult and help me to overcome these difficulties so I can learn as best I can.
- I want you to find ways to engage me with learning.
- I want people to see beyond my challenging behaviour
- I need you to forget when I have had a bad day
- I want my day to be filled with all the things I need
- I need to be supported by highly skilled staff who can meet my needs and interpret my behaviour.
- I want to be in an environment that supports my individual needs.

