

**Date of Review:** February 2025  
**Next formal Review Date:** February 2027  
**Person Responsible:** Paul O’Gara

**Policy Aim:** Ensuring Inclusive, Rights-Based Education for All Learners

**Introduction**

At Arvalee School and Resource Centre, we are committed to providing a fully inclusive, child-centred learning environment for pupils aged 3–19 with moderate, severe, and profound and multiple learning difficulties. We ensure that all pupils experience the Northern Ireland Curriculum in a way that is meaningful, functional, and responsive to their developmental needs.

This policy incorporates:

- The Rights of the Child (UNCRC)
- Rightful Presence in Learning
- Thinking Skills and Personal Capabilities (TSPC)
- The NI Curriculum statutory learning areas
- A continuum of provision, including the Quest Curriculum, prerequisite skills, and Level 1/2 learners

We use a range of specialist teaching strategies, including sensory learning, functional skills, life skills, and structured teaching, ensuring all pupils access an appropriate curriculum pathway, regardless of age.

**Curriculum Implementation**

**1. Meeting Diverse Learning Needs**

Our curriculum delivery is designed to support pupils with a continuum of learning difficulty and educational need, medical condition, and/or disability.

Our curriculum is designed to support pupils at all levels, including those engaging with:

- Quest Curriculum (for pupils at an early developmental stage).
- Prerequisite Skills Framework (for learners developing foundational skills).
- Northern Ireland Curriculum (Levels 1 & 2) (for pupils working within national expectations).

All pupils are provided with an individualised curriculum pathway that incorporates statutory learning areas and is delivered through meaningful, practical, and engaging activities.

<b>Curriculum Area</b>	<b>Approach for Quest Learners (Pre-intentional and Early Developmental)</b>	<b>Approach for Prerequisite Skills (Emerging Functional Skills)</b>	<b>Approach for Level 1/2 Learners (Developing Independence)</b>
<i>Communication</i>	Sensory numeracy (cause-effect, big-small, patterns)	Early phonics, social communication, functional literacy	Reading, writing, speaking & listening, functional literacy
<i>Using Mathematics</i>	Sensory numeracy (cause-effect, big-small, patterns)	Practical numeracy (shopping, time, money, problem-solving)	Applied numeracy, budgeting, data handling, measurement
<i>Using ICT</i>	Sensory ICT (interactive screens, eye gaze, switch use)	Functional ICT (photo communication, simple programmes)	Digital literacy, online safety, adaptive technologies

<i>Personal Development &amp; Mutual Understanding/Learning for Life and Work</i>	Emotional regulation, co-regulation, social play	Social skills, self-help routines, teamwork	Self-awareness, relationships, emotional well-being
<i>The Arts</i>	Sensory exploration (music, movement, texture)	Expressive arts, drama therapy, simple composition	Creative expression, digital media, performance
<i>The World Around Us</i>	Cause-effect learning, sensory experiences	Exploration, role-play, community-based learning	Research skills, problem-solving, environmental awareness
<i>Physical Education</i>	Sensory movement, physiotherapy, hydrotherapy	Coordination, balance, adapted physical activities	Team sports, fitness, health and well-being

## 2. Specialist Teaching Strategies

We implement evidence-based teaching strategies that ensure all learners access the curriculum at their level:

- **Strategy Description Application to NI Curriculum**

<i>Example of strategy/ resource/focus</i>	<b>Description of Application</b>
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<i>Sensory Learning</i>	Engaging pupils through multi-sensory experiences (visual, auditory, tactile, olfactory, proprioceptive). Supports communication, numeracy, ICT, and creativity through immersive activities.
<i>Functional Skills:</i>	Teaching real-life skills (shopping, cooking, travel, self-care) Links to Using Mathematics, Communication, PDMU, and The World Around Us.
<i>Life Skills:</i>	Developing independence in personal care, safety, relationships, and work skills. Embedded in Personal Development, PE, and vocational learning.
<i>Structured Teaching (TEACCH Approach):</i>	Visual schedules, workstations, clear routines Supports learners with ASD, promoting autonomy and access to all curriculum areas.
<i>Total Communication Approach:</i>	Using verbal and non-verbal methods (signing, symbols, AAC) Ensures meaningful access to Communication, World Around Us, and Personal Development.
<i>Task Analysis:</i>	Breaking learning into small, achievable steps Applied in practical numeracy, life skills, and vocational learning.
<i>Intensive Interaction:</i>	Developing engagement and early communication Integrated into Communication, PDMU, and the Arts.
<i>Assistive Technology:</i>	Use of adaptive devices for access and participation Supports engagement with ICT, literacy, and numeracy.

## 3. Ensuring Rightful Presence & Inclusion

All pupils are engaged in a meaningful, age-appropriate curriculum through:

### 1. Differentiated Access to the NI Curriculum

- Every pupil experience statutory learning area in a way that meets their developmental level.
- Lessons are adapted using scaffolding, visual supports, sensory integration, and task differentiation.

### 2. Personal Learning Plans (PLPs)

- Each pupil has a Personal Learning Plan (PLP) linked to DE guidance and the Northern Ireland Curriculum.
- Targets focus on academic progress, life skills, and personal development.
- Progress is reviewed termly, involving parents, therapists, and multi-disciplinary teams.

### **3. Opportunities for Integration & Inclusion**

- Shared learning with peers through the Strule Shared Education Campus.
- Community-based learning for functional literacy, numeracy, and life skills.
- Participation in school events, clubs, and adapted extra-curricular activities.

### **4. Assessment & Progress Monitoring**

We use a holistic, multi-faceted approach to assessment: Assessment Type Purpose Application

- Observational Assessment: Tracks engagement and skill development Used for Quest and to learners.
- PLP Target Reviews: Evaluates individual progress against personalised goals All pupils, reviewed termly.
- Teacher Assessment: Tracks understanding, and curriculum access Used for Level 1/2 learners.
- Pupil Voice: Captures engagement and choice-making Where appropriate, using AAC or visual communication.
- Parental & Multi-Agency Input: Ensures a collaborative approach to learning Informed by parents, therapists, and external professionals.

### **Conclusion**

This policy ensures that all pupils experience the Northern Ireland Curriculum at a level appropriate to their needs, supporting lifelong learning, inclusion, and independence. Through rightful presence, personalised pathways, and innovative teaching strategies, we empower every learner to achieve their full potential.

For Core Learning Area specific information see Pillars of Learning in each area.

### **Policy Review**

This policy will be reviewed annually to ensure it aligns with evolving educational needs and statutory guidance.