



Manjula



LSEN
EARLY INTERVENTION CENTRE

Learners with special educational needs CURRICULUM

The main objective of Manjula is to deliver a broad, balanced and relevant curriculum to our learners, that takes account of the 4 major areas of impairment.

The 4 areas of impairment refer to difficulties in **social interaction**, **communication**, **imagination** (narrow and restricted repertoire of behaviours and range of interest) and **sensory** processing complications.



In the classroom a variety of integrated and tailored programmes are used that are in line with the DCAPS Curriculum.

It is aimed to equip the learner to develop the necessary phonological, mathematical, literacy and life skill abilities.

Opportunities are created within the teaching environment to develop as independently as possible.

We define curriculum as everything that happens at the school (classroom, playground), aftercare as well as in the home, involving the education of our learners. Our staff, parents and family members are regarded as important role players in the development of the child with learning barriers. It is important that the ISP (Individual Support Programme) which is a 'tailor made curriculum' for each learner is used consistently. We plan our curriculum as a whole school. We incorporate the following learning areas:

- Learning: Pre-requisite skills
- Functional Literacy
- Functional Numeracy
- Motor skills
- Communication
- Personal skills
- Domestic skills
- Social and play skills

As learners with special educational needs vary with regard to their experience of educational barriers and priorities for support and intervention, an individualised educational and development programme, referred to as an Individual Support Programme (ISP) is the backbone of curriculum delivery, recording and reporting.

An ISP is drafted in a collaborative way between the Curriculum Head, assistants and parents as well as any other person who might be a stakeholder in the process, on condition that the parents give consent. This could for example be a speech therapist or occupational therapist.

There should be no rigid boundaries between the contributions and functioning of the role players in your child's life. It should always be a collaborative process.

Assessments by professionals are not done for the sake of assessment or to establish functioning levels solely. Assessments serve to enlighten our understanding of learners and the knowledge gained needs to be integrated into operational recommendations and outcomes for them.

The ISP is formulated in positive outcomes based terms.

SMART is the acronym used in guiding Individual Support Programmes with the following meaning:

- Specific
- Measurable
- Attainable /Realistic
- Relevant
- Time bound

All 'stakeholders' of the child's team should be involved/contribute when formulating a new ISP or reviewing an existing ISP. A review lasting 1 hour happens +/- every two years.

The ISP is refined and typed up after any stakeholders' contributions are received and the parents/teacher meeting. Parents get a copy of the document for approval and to use as a working document.

Formal reports are drafted termly by the school. There is one opportunity every year when parents and teachers focus feedback discussions on the ISP. This happens during parent-teacher week in the fourth term.

Teacher observation records, weekly planning and termly reports are in line with the ISP of each learner.

New learners to the school will have an ISP meeting as soon as possible after the three to four week observation period following admission.

The observation assessments will serve as a base line for the first discussion and formulation of the ISP.

Our Outcome Based curriculum strives to attain the following six critical outcomes for our learners:

1. Establish and maintain social relationships
2. To communicate effectively using whatever mode the learner is capable of
3. To be able to manage behaviour and emotions
4. To develop learner's understanding, thinking and problem solving abilities through the use of all available senses and experiences.
5. To manage activities of daily living as independently as possible
6. To be able to take part in recreational activities and contribute to society

We offer a wide range of teaching techniques. We aim to respond appropriately to the differing curricular needs of our learners. We are aware of current thinking and research in the field of barriers to learning and where appropriate we offer new approaches to learning.

We use:

- TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)
- ABA (Aspects of Applied Behaviour Analysis used)
- AAC (Augmentative and Alternative Communication) Low technology AAC devices are used at school – very basic. (Parents could invest in state of the art communication and AAC devices)
- Tiny Hands (Used as an approach to communication for non verbal children)
- PECS (Picture Exchange Communication System)
- Music and Movement
- Floortime
- *Gemlani* Language Programme (Video Modeling programme) Available as an optional Extra

SOCIAL LEARNING

As part of our social learning area, we would like to have outings to places of special interest.

Appropriate social behaviour can be taught in context.

We hope that we will be able to implement this in the future.

We are continuously involved in skills development for our Educators, Class Assistants, Parents and the wider community.

Our guiding principles:

- All children are learners.
- All learners are capable and competent to the best of their own abilities
- Learners are individuals who develop at various rates
- Every learner is unique and is accepted for his/her differences in development, culture, home environment, and learning style
- Expectations for learners must be guided by knowledge of child growth, development and thorough knowledge of barriers to learning
- Parents are learner's most important caregivers and educators.
- It takes a partnership among education providers, families, early care and the greater community to promote learner's development
- Quality early intervention is essential to prepare a child for independence