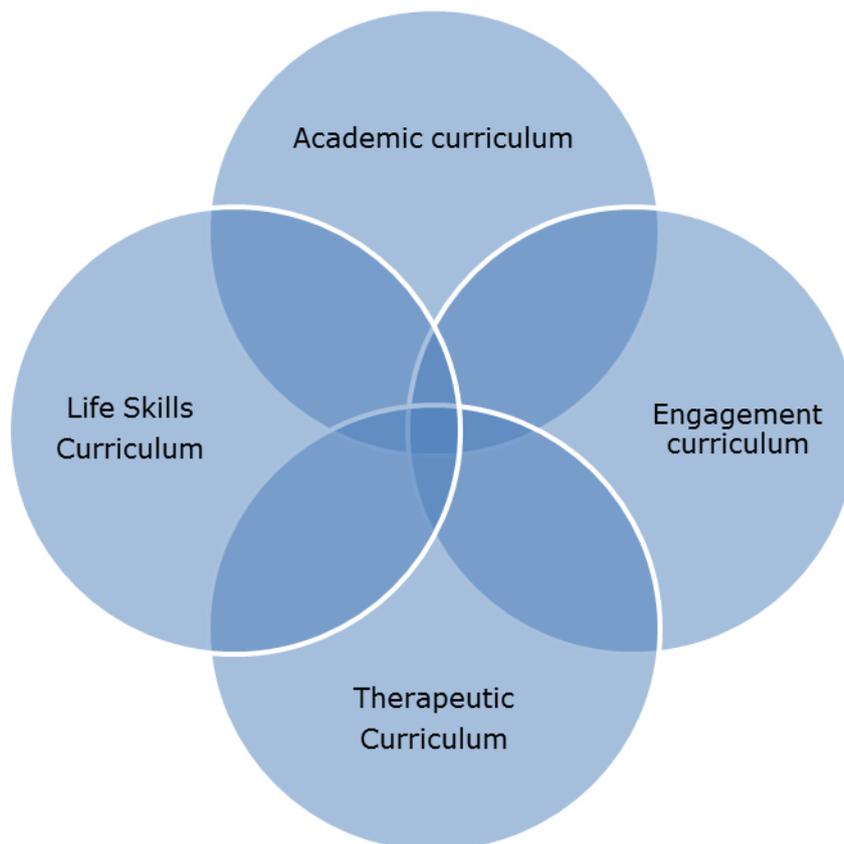


Local Procedure Title	Curriculum
Site	Sketchley School, Forest House and Progression House
ECS Policy number and title	ECS 31 Curriculum
Local Procedure template reference	ECS LP 31
Local Procedure date	August 2018
Local Procedure review date	August 2019
Local Procedure Author(s)	Stephen Canessa
Local Procedure Ratification	Checked and Approved by: Sarah Peck

1. Principles

At Sketchley School, Forest House and Progression House we have high expectations for all of our pupils. We provide a holistic curriculum which prepares our young people for all aspects of their life. We cater for pupils’ individual educational needs as well as developing their independence and social skills. We offer therapeutic support and provide opportunities for learning in the wider community. Learning at our school encompasses the four areas of academic curriculum, engagement curriculum, therapeutic curriculum and life skills curriculum. The Independent School Standards (ISS) are met through our curriculum.



2. Our Aims and Purpose

Our curriculum aims have been developed collaboratively with all staff and are at the heart of everything we do.

We aim for all our pupils to:

Reach their full potential and be well prepared for the future.

Feel safe and learn to lead a safe and healthy life.

Understand the autism spectrum and develop self management techniques to deal with the difficulties it can cause.

Develop valuable communication and social skills.

Learn to function as independently as possible.

Be able to follow passions and develop as an individual.

3. Individual Education

Assessment within school ensures that the individual needs of each student are identified and that appropriate learning opportunities are offered within the curriculum. A range of baseline and formal assessments are used by teachers and therapists when pupils first join us and throughout their time at school.

Education assessments include:

- National Curriculum assessments (Symphony Assessment System)
- The Single Word Reading Test
- The Single Word Spelling Test
- VAK Learning styles self-assessment or SDQ strengths and difficulties assessment
- WRAT 4 (in year 10 for examination access arrangements)

Therapy assessments include:

- SCERTS (Social Communication, Emotional Regulation and Transactional Support)
- Verbal Reasoning Skills Assessment
- Pragmatic screen
- MOHOST V.2
- The Personal Communication Plan
- CELF 4 (Clinical Evaluation of Language Fundamentals)
- Renfrew Action Picture Test
- Pragmatic Screen, Low or High Level
- Sensory Profile Assessment (Dunn)
- ACE 6-11 Assessment of Comprehension and Expression
- TOPS3 Test of Problem Solving
- Lowenstein Occupational Therapy Cognitive Assessment (LOTCA)

Additional tests may be used if further assessment is needed in a specific area, e.g. for intervention purposes. Examples of such tests include:

- CARS 2 Autism rating scale
- Connor's ADHD Assessment
- Phonics Screening
- Dyslexia Screening
- 'Narrowing the Gaps' in maths
- Self Esteem Scale
- The Skills Wheel

These assessments along with the pupil's Education, Health and Care Plan (EHCP) outcomes and staff observations are used to create individualised planning for all pupils which addresses their specific needs and learning styles. In addition, each pupil will also have an individual SCERTS plan. The acronym SCERTS refers to a focus on Social Communication, Emotional Regulation and Transactional Support. SCERTS plans are written by the therapy team after in-depth assessment of each pupil and are an effective way of addressing the significant difficulties faced by young people on the autism spectrum. Each class has a SCERTS monitor who will liaise with the therapy team about their class's progress. SCERTS are reviewed at least every term. Through our differentiated educational planning and additional SCERTS led strategies we aim to deliver an individualised, effective education to each and every pupil which addresses their academic and personal needs. These needs are also considered when putting students into individualised class groups.

4. Subjects Taught

Our curriculum provides opportunities for academic achievement as well as developing pupils' self-help, communication, social, moral, leisure and recreation skills.

English

A strong emphasis is placed on English at our school. Literacy and communication skills are also taught through other subject areas and pupils have access to speech and language therapy. In key stage 2, lessons follow the 2014 National Curriculum which is adapted to suit their needs. There is a large focus on learning and consolidating basic skills in this key stage. In key stage 3 pupils generally continue to follow the 2014 National Curriculum at differentiated levels although some may follow different schemes depending on their needs. From key stage 4 upwards most pupils will work towards a recognised qualification in English such as GCSE, Functional Skills or Entry Level. The type of qualification will vary depending on pupil ability. At Sketchley School, students are taught English by the same teacher as everything else. At Forest House, English is taught by subject specialists. Some pupils have additional English intervention sessions, planned by a specialist teacher. At Progression House students work towards getting a good pass at GCSE or Functional Skills if they have not achieved this already. Reading is highly encouraged across all schools and students have access to a range of quality books in the libraries as well as having e-reading devices in most classrooms. Focussed reading sessions are used with most classes on a weekly basis to help with reading for inference. Students practise skills such as spelling and handwriting in their daily 'basic skills' sessions. Word processing skills are also encouraged and supported, as a vital skill in the modern world. English skills are modelled and practised throughout the whole school day and are often taught creatively during our cross curricular themed days, many of which have an English focus, e.g. 'Roald Dahl day'.

Mathematics

Mathematics is another important subject in our schools. As with English, we follow the 2014 National Curriculum requirements but adapted to suit our individual learners. Some students may follow a slightly different programme dependent on their needs. At key stage 4 pupils are given the opportunity to study for a recognised qualification in mathematics such as GCSE, Functional Skills or Entry Level. The type of qualification will vary depending on pupil ability. Some pupils have additional maths intervention sessions, planned by a specialist teacher. Previously, one of our pupils has attended one maths lesson a week at a mainstream school as part of an inclusion placement. At Sketchley School, students are taught maths by the same teacher as everything else. At Forest House School, maths is taught by subject specialists. At Progression House, students who have not achieved a good pass at GCSE will retake the qualification to get a 4 or above on the GCSE 9-1 assessment framework. Some students may benefit from the vocational qualification Functional Skills which we encourage our students to achieve Level 2 (equivalent to a high pass at GCSE). Maths skills are modelled and taught throughout the school day in many interesting and practical ways. For example, students will use maths as part of their community visits (using money, reading bus timetables, looking at quantities for shopping ingredients etc.), they will use counting and measuring when cooking in life skills, they will be encouraged to read the time and use class timetables throughout the day. Maths skills will also be taught more creatively on cross-curricular themed days such as team problem solving games and activities.

Science

Science is our third core subject. We follow the 2014 National Curriculum which is adapted to suit individual needs. At key stage 4 pupils have the opportunity to study for a qualification in a single science, (Biology, Chemistry or Physics) or entry level science. The type of qualification will vary depending on pupil ability. At Sketchley School, students are taught science by the same teacher as everything else. At Forest House School, science is taught by subject specialists. We have a fully equipped science lab at Forest House School. Sketchley students generally learn science in their normal classrooms but can access the science lab if required. Sketchley students also use science facilities at local high school where required. The science curriculum is supplemented with practical activities and visits where possible for example, visiting 'The Big Bang Science Fair' in Birmingham. At GCSE level, science involves lot of practical experiments and skills assessment. It involves understand a lot of abstract concepts which some of our young people find it difficult to conceptualise. For this reason we liaise closely with parents and students to find the best qualification and single subject to specialise in.

Physical Education

Where possible, classes have at least two physical education sessions per week. We have a swimming pool at our Sketchley site and most pupils have the opportunity to swim regularly. Many of our students also access a sports group run by the occupational therapist once per week. Our students often access facilities in the local community for PE such as local parks, leisure centres and sports clubs. We try to include physical activities in our lunchtime clubs for example, swimming, table tennis and running. Many students make use of our equipment such as bikes and scooters and most students will learn how to ride bikes safely as part of 'Bikeability' training.

PSHEE/ CLWB

In key stages 2 and 3, students follow a wide PSHEE curriculum which is incorporated into their weekly timetable. Topics include: personal safety, sex and relationship education; careers and work; personal education; drugs; healthy living; emotional wellbeing; diversity; and personal finance. This learning is supported through other areas of the wider curriculum such as educational visits and life skills lessons.

At Key stage 4 the PSHEE curriculum is incorporated into our Educational visits, Citizenship , Lifeskills, Workskills and Behaviour skills schemes of work , collectively called abbreviated to **CLWB** on the timetable . These lessons occupy approximately 25% of the curriculum. Topic areas to be addressed follow a long term plan over 3 years. The learning objectives for each topic are tailor made to meet the individual needs of students for each class. Topics change every half term and these are planned for by teachers. Educational visits are planned to reinforce the learning in the classroom. students are encouraged to use and apply the knowledge gained in PSHEE/ CLWB in real life situations and settings in and around the local community. The British Values agenda and AQA Religious Studies specification are integrated within the topics taught across the year.

Broadly speaking the topics covered in CLWB/ PSHEE are:

- Autism Education
- Religious Education
- Computing
- PSHE and Citizenship
- Sex and Relationship Education
- Careers Education
- Work Skills including work experience
- Behaviour skills
- Humanities (new from Oct 2018)
- Community Education

The Wider Curriculum

At key stages 2 and 3 pupils have access to all national curriculum subjects:

- History
- Geography
- PSHEE and Citizenship (see above for details)
- Music
- Computing
- Design and Technology
- Art and Design
- Computing
- Religious Education
- Modern Foreign Languages - French at KS2 and Spanish at KS3
- (Plus Sex and Relationships Education in key stage 3)

These subjects are rotated for different terms to allow us to fit everything in to our busy curriculum. For example, pupils may study history one term and swap to geography for the next term. Over the course of the year, pupils will receive a good coverage across all subjects.

Pupils in key stage 4 onwards also have the opportunity to study for a further qualification from a list of 'options'. We are flexible to meet individual needs when selecting the 'options'.

The current courses on offer are:

- GCSE Art
- BTEC Performing Arts
- Jamie Oliver Healthy Eating Cooking Course
- GCSE and Entry Level Computing
- GCSE Physics
- GCSE Psychology
- Forensic Science

Other Options which students can elect to take are:

- Entry Level History
- Interior design/furniture restoration
- Textiles
- Construction

Our curriculum is very flexible and individualised around the students interests. As a result most students have a unique timetable based around their strengths, interests and career aspirations. Within the timetable, some students will receive 'intervention' to reinforce areas of weakness, be it academically or otherwise.

SMSC and Cultural Awareness

We hold a 'language and culture day' once every half term. These days focus on a specific country or a religion. The aim of these days is to educate our pupils about other cultures and to reduce levels of discrimination. We use these days to promote SMSC (social, moral, spiritual and cultural learning). SMSC values are also promoted throughout the curriculum but specifically in areas such as RE and geography as well as through educational visits in the local area.

Music Lesson

In addition to music being taught at Sketchley School, we employ 2 guitar teachers, a keyboard teacher and a violin teacher for students at Forest House and Progression House, to develop their musical talents. We do not charge students for any of this private tuition. We have found that the rigor involved in practicing and working through mistakes is of enormous benefit for developing resilience, patience and self-esteem with our young people.

Additional Lessons

At our schools we teach additional lessons which are not part of the National Curriculum but work alongside it as part of our whole school curriculum. These lessons aim to promote independence amongst our pupils and to support them in areas they find challenging due to their autism spectrum disorder (ASD) and differing needs.

These lessons include:

- Social Skills
- Communication Skills
- Life Skills
- Autism Awareness
- Drama
- Behaviour management
- Focussed sessions with therapists

Educational Visits

Pupils take part in an educational visit each week. During these visits pupils learn crucial skills such as how to behave in the community, how to interact with others and how to use public services such as shops, cafes and buses. Older pupils will use some of their educational visit time to participate in voluntary work and work experience.

Extra-Curricular Activities

We have a range of extra-curricular activities on offer. Pupils may participate in a range of clubs such as football, swimming, computer gaming and Lego club.

Courses through external sixth form and college links

We have strong links with local sixth form provision and colleges, giving our older pupils the opportunity to study for A levels or vocational qualifications with our support. Our students have previously completed courses in:

- A level Physics, Chemistry, Maths, Biology, English and Psychology.
- Level 1,2,3 and 4 AAT (Accountancy)
- Level 3 Games Design
- Level 3 Performing Arts
- Level 2 Creative Media
- Level 1 Health, social and childcare
- Level 1 Multi- Trade construction

This year, students are taking courses in:

- Level 1, 2 and 3 Creative Media
- Level 3 in Animation and visual effects
- Level 3 Games Design
- Level 3 Performing Arts
- Level 3 Art
- Level 1.5 Animal Management
- Level 1.5 Child care
- Entry Level 3 Maintenance operative construction
-

Off-site post 16 provision is quality assured by the college-co-ordinator who regularly liaises with the college. A quality assurance visit which includes observations and discussion with college tutors takes place at least once per term.

Work Experience

Work experience is an important part of our curriculum. More details can be seen in our 'Careers Education and Guidance' Policy

5. Planning

- The School has developed long term planning which details all areas of our whole school curriculum (incorporating the 2014 National Curriculum as a large part of this). This ensures that pupils receive a broad and balanced programme which covers all areas of our curriculum.
- Teachers are given details of their planning requirements before the start of each term of the school year. It is expected that they will use National Curriculum guidance and our school aims to create purposeful lessons for their classes.

- Non National Curriculum subjects such as social skills and autism awareness are highly individualised and are planned by teachers with guidance from therapists, the behaviour manager and the autism specialist.
- Life skills and the GCSE programmes follow specifications from the examinations body OCR. We are also registered with ASDAN.
- Teachers are responsible for planning individualised learning for all pupils in their class.
- Planning should:
 - Be differentiated to meet individual needs
 - Enable all pupils to meet relevant and challenging targets
 - Organise time and resources effectively
 - Be a working document where assessment can be recorded and future plans can be annotated and adapted.
- Planning and information relating to planning are kept in purple planning files in class.
- Planning files are audited every term to ensure that planning is of a good standard throughout school.

6. Teaching

- Students at Sketchley School are taught via a primary model where classes are taught predominantly by one teacher supported by teaching assistants.
- Students at Forest House School are taught via a secondary model where academic subjects are taught by subject specialists. Students remain in the same classroom where possible and teachers move around to them. Specialist classrooms are used for some lessons such as science and design technology.
- Our high staff to pupil ratio allows us to support pupils very effectively with their learning.
- Lessons are highly structured and broken down into small steps to meet the needs of pupils on the autism spectrum.
- Teaching methods such as 'TEACCH' (Treatment and Education of Autistic and Related Communication Handicapped Children) are used to promote students' learning and to support the development of their independence.
- The school environment is adapted to reduce anxiety in pupils on the autism spectrum. This makes them feel more settled and as a result they are more able to learn. Visual resources are used throughout the school, including visual timetables. School routines are familiar and predictable. Pupils have individual 'workstations' within their classrooms to block out external stimuli when they are working.

7. Assessment

- Initial baseline assessments are carried out by teachers and therapists after a pupil enters the school.
- Short term formative assessments and evaluations are completed at the end of lessons and annotated onto lesson plans. These assessments help staff to adapt future lessons and are an important part of the plan-teach-assess-review cycle.
- Outcomes and targets are shared with students where possible and feedback is given in relation to these. See the school marking policy for more information on pupil feedback.
- Summative assessments take place at the end of each half term. Each pupil has a green assessment file for this purpose. Teachers use assessment criteria (Symphony Assessment System) to assess pupils' learning against National Curriculum outcomes. They highlight criteria that have been met using a traffic light system (green – met, orange – working towards, red – not met). Evidence is then levelled and a copy placed in the green file for that pupil. Teachers will use this assessment to inform planning and pupil targets for the following half term. Pupils are given opportunities to look at their levelled work and discuss progress and next steps with staff.
- Green assessment files also contain evidence of progress pupils have made away from the standard national curriculum. For example, old pupil risk assessments and pupil profiles are stored to show a record of how pupil behaviour and social skills have developed over time.
- At the end of each full term, pupil assessment levels are recorded on an electronic spreadsheet. This allows the school to track pupil progress effectively and ensure that all pupils are moving forwards with their learning. We have high expectations for all our pupils and interventions will be put into place to support any who may not be progressing as well as expected. Data is analysed in comparison to National Standards and CASPA is used to compare progress with similar students elsewhere.
- Staff receive training and support in levelling work. We moderate work together regularly to ensure our assessment is accurate. We also have links with other schools in order to moderate externally. Assessment files are audited every term.
- We communicate pupil progress with parents on a regular basis. We hold a three month review after entry to school. Each pupil then has two reviews every year; one annual review and one interim review. The local educational authority and other relevant outside agencies are invited to attend annual reviews. Careers advisors attend transition annual reviews. We also hold parents' evening once a year and organise several parent mornings where parents can visit school to speak to staff and look at their child's work.

8. Therapy Links

At Sketchley School, Forest House and Progression House we have two speech and language therapists, an occupational therapist, a music therapist and a creative arts therapist. These are supported by therapy assistants and teaching assistants.

Therapists provide 1:1 support for individuals, run group sessions and also take lessons in class. They work closely with education staff to support pupils across both sites.

The therapy team also play a big part in writing and supporting SCERTS plans, discussed earlier.

9. Supporting British Values

Sketchley School, Forest House and Progression House promote British values through our school curriculum and ethos. British values are also promoted through assemblies and at Forest House, through the whole school 'house system'. This prepares our pupils to live harmoniously in Britain and to be good citizens. We support the following values: Democracy, Fairness, Mutual Respect, A Rule of Law and Tolerance of Those of Different Faiths and Beliefs.

Democracy

We have a school council and pupils are involved in the process of voting for their class representatives. The school council meet regularly to express the views and ideas of their class mates to the school management team. We also allow pupils to voice their opinions and wishes in several other ways such as completing a 'views of the young person' sheet before their reviews and using a suggestions box.

Fairness

We promote fairness in the behaviours we model to pupils and in the way we give all pupils equal opportunities. For example, pupils have equal access to lunch time clubs and school jobs.

Sometimes, students may be on programmes which differ from each other and therefore have access to different resources or activities. In these situations, we are careful to point out that our pupils are individuals with different needs who, therefore, sometimes need different things to each other. Being 'fair' does not necessarily mean being or having the same. Being 'fair' is about doing what is best for all of our individual pupils.

When students have been involved in incidents of challenging behaviour, they will always have a debrief after the event and 'make things right' by fixing any mess they may have made and saying sorry to anyone they may have hurt, if appropriate. This teaches them a fair way of behaving towards others.

Mutual Respect

Mutual respect is modelled to our students at all times in the way staff treat them and each other. This is especially important for our students as their autism means that many of them struggle to understand how they should behave towards others. Our debrief system allows us to teach these skills directly and help students to learn from their mistakes if they do not treat someone with respect.

A Rule of Law

Pupils are set clear rules and boundaries throughout the day and there are rewards and consequences in place to support these. The school has good links with the local police and our students are educated about the law and the role of the police.

Tolerance of Those of Different Faiths and Beliefs

We teach students about other faiths and beliefs in religious education lessons. In addition, we have 'language and culture' days every half term where we teach children about different faiths and cultures through practical activities. As part of this, we often visit places of worship or have visitors come into school.

Contents Checklist (Local Sites may add additional items – this is a core list)			
Rationale underpinning the curriculum	✓		
Reference the ISS	✓	<i>ISS are met</i>	
Reference qualifications and outcomes supported by the curriculum	✓		
Reference sex and relationship education and how this is taught	✓	<i>See local procedure Z16 Sex and relationships education</i>	
Opportunities for work related learning	✓		
Post-16 as a separate section if this is applicable	N/A	<i>Detailed within the main body of the local procedure</i>	
The role of subject coordinators if this is applicable and how the curriculum is monitored	N/A		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions