



Curriculum overview at Crowdys Hill School

Crowdys Hill School Values and Ethos

We value equality. We believe that all pupils should have the best education that allows them to access all activities, participate fully in school life, and achieve their goals.

We value education. We believe that learning is essential for a happy life. Learning should not stop due to age, ability or achievements.

We value collaboration. We believe that the school community should work harmoniously with each other. We believe that the school community should be part of the local community and beyond.

Our motto is 'Learning for life'.

Learning to enable us all to live our best lives, and learning throughout our lifetime.

Our ethos is to ensure that all members of the school community have the tools they need to carry out their roles successfully, becoming a valued member of the school. Whether these are the teachers having the expertise to perform to high standards, caretaking staff having the knowledge needed to maintain the safety of the school, teaching assistants understanding the needs of individuals, or pupils learning how to regulate their emotions to be able to access learning.

Intent overview

The intent of the curriculum at Crowdys Hill school starts in primary, with enabling all children to be active learners, moving towards independence, autonomy, control and choice. We want all pupils to learn to effectively communicate needs, wants, and opinions.

Our curriculum is based on National Curriculum Programmes of study for Early years, KS1-KS4. It is carefully designed to meet the needs of all children and reflects our Learning for Life ethos. Our curriculum complies with the duties of the Equality Act 2010 and the SEND Code Practice 2014. It maximises cross curricular links, through a project-based curriculum, with many opportunities for repetition and retrieval, sequential and progressive learning.

All children have special educational needs, with significant and complex barriers to learning, which include autism, sensory impairments, complex medical needs and physical disabilities. The broad and balanced curriculum is based on a pupil centred approach enabling every child to be included and encouraged, enjoy learning, make progress and achieve. This allows for opportunities to develop a depth of knowledge through teaching, consolidation and practice.

Children here have specific, diverse and individual needs and the curriculum aims to reflect and meet these. Through personalising the curriculum, using their Education Health and Care Plan (EHCP) outcomes, we aim for all children to progress appropriate to their developmental level. The high expectations and aspirations for children are enshrined in the teaching. Statutory requirements set out in the National Curriculum are met through detailed curriculum coverage mapping.

The focus here is on their EHCP outcomes, relevant sections of the National Curriculum attainments, and our Learning for Life aims (see appendix). There is a clear rationale for ensuring this is meaningful and purposeful and meets the needs of children throughout the school. The successes achieved during the EYFS, Key Stage 1 and 2, are built on within the secondary curriculum; this ensures continuity and progression giving children depth of learning. The secondary curriculum models place a greater emphasis on developing specialist interests and building community links, as children move

towards adulthood. The focus is on continued progress whilst supporting children through the emotional and physical changes associated with adolescence and growth. This is extended further in Key Stage 4 and 5, when the curriculum focuses on extending independence, access and autonomy, building on young people's strengths and interests with relevant, personalised and ambitious accredited learning.

The curriculum celebrates what children are good at by broadening experience and deepening learning, ensuring an element of challenge. We have an emphasis on community links in Sixth Form, and the curriculum supports this.

The curriculum is designed to enable all children to:

- have strategies to be able to communicate their needs, wants, opinions and thoughts
- be active and curious learners
- develop their social skills so that they can engage and interact with others meaningfully
- be active and have a healthy lifestyle
- develop motor control and physical independence
- develop spiritual, moral, social and cultural values
- make a positive contribution to community life
- develop specialist knowledge and interest in a range of topics
- develop skills that contribute to their autonomy and independence in a range of environments
- transfer skills between home, school and community

- use their voice to shape their provision
- advocate for those who need it in a relevant and respectful manner
- utilise advances in technology to continue to develop learning and promote independence
- actively involve parents with a shared vision of their child's aspirations and achievements
- support and develop a personalised transition from school to further education and community life, drawing on expertise and knowledge of individual children

We do this through:

- Learning environments suited to maintain calm and reduce sensory overloads
- Positive relationships with pupils and staff
- High quality planning to ensure sequencing, progression and target EHCP outcomes
- Aspirational teaching and learning to promote efficient use of learning opportunities
- Trips and events in the local community
- Training and development of staff knowledge and skills
- A wide range of events and activities in and out of school
- Functional skills
- Outdoor learning
- Home-school partnerships

Communication

Communication is incorporated into every area of the curriculum and is one of the four essential areas which underpin all learning, taken from EHCP outcome areas. Sensory and physical, communication and interaction, cognition and learning, and social emotional mental health and wellbeing. The school promotes a total communication approach through the child's environment, which include strategies such as visual supports, objects of reference, PECS, signing and verbal language. We have our own speech and language team who work closely with staff to develop their expertise in communication strategies. The curriculum promotes children's pre-intentional and intentional communication skills through approaches such as attention autism sessions, intensive interaction sessions, sensory play and structured play. Focused communication sessions are planned throughout the week to ensure that key areas of communication have a clear focus.

Independence

We aim to enable children to develop autonomy, control and a sense of agency in a way that is meaningful to them. This starts in Primary with a huge emphasis on self-regulation strategies and sensory balancing. Children's sensory needs are prioritised and addressed to help them achieve a state of readiness for learning. Sensory integration is an integral part of learning for children here. This is embedded in discreet and planned sessions to teach and support children to process sensory information and understand how this affects their learning and overall wellbeing. Children who need support with regulation and modulation have planned opportunities to develop strategies to help them to self-regulate and process sensory information in routines and individualised programmes.

Learning skills

Teaching skills for learning is fundamental to children's growth and continued independence. Across the curriculum children are taught the skills that are required to be able to acquire knowledge and take care of themselves; these are

broken down into meaningful steps. Learning skills are centred on individual need to enable children to draw upon strategies that will help them to learn more effectively.

Social skills

Opportunities to develop social skills are threaded throughout the day for all year groups, and scheduled as timetabled sessions in KS4. Planned and integrated teaching of this area facilitates an awareness of self and others. Social skills are taught through planned opportunities to develop social awareness and an understanding of simple social rules. Motivating social communication and play activities in and out of the classroom environment help to develop an awareness of others and build relationships.

Progression

Through careful and bespoke planning, children make progress from their individual starting points by accessing a rich curriculum. Children's learning across the curriculum is strengthened and deepened as they progress through the school from the early years to Key Stage 5. The curriculum offers all children appropriate opportunities to practice, rehearse and generalise. Progress is often lateral and is about transferring knowledge and skills to new contexts. The purpose of our spiralled or interleaved approach is that it allows children to generalise their understanding and commit learning to their long-term memory.

Emphasis on routine and structure enables children to use more of their working memory in order to undertake learning tasks. Children working at basic concept and applying knowledge levels have opportunities for building and consolidating knowledge and associated skills in each area of the curriculum. Children are encouraged to apply their understanding, experience, knowledge and skills to their learning in order to strengthen cognitive connections. All children build on the foundations of their prior learning in order to be able develop a greater depth of understanding or transfer learning to

new contexts. Teachers use in-depth knowledge of the children to plan learning across enrichment and core areas of the curriculum. This allows children repeated opportunities to practice, rehearse in many contexts and build on prior learning in order for the knowledge and skills they have acquired to be applied. Children working at an applying knowledge level are learning how to use subject-specific knowledge and skills flexibly and in different contexts through project-based curriculum.

Progress in individual subjects is tracked and recorded using B squared, an online programme of data collection. EHCP outcomes progressed are evidenced through Evidence for Learning app. Subject leaders and teachers monitor pupil progress and target planning and teaching to ensure progress.

Pupils progress well from their starting points, and our pupils gain externally accredited exams up to level 1/ GCSE. They move onto our Sixth Form or college. If they join us in Sixth Form, they move onto to employment or college courses. Progress in communication skills, independence skills and emotional literacy are also important for our pupils, and we ensure they are supported, in terms of progressing to become valued members of their communities.

Pupil Voice

We are committed to ensuring the voice of every child is heard. Children have diverse ways of communicating and staff are dedicated to understanding and helping them to express their needs, thoughts, feelings and opinions. Staff work closely with children to ensure that they are acting as an advocate or listening for the underlying message, so that all children are able to effectively share what they want to express.

We have an active school council who work with Governors and senior leadership team to make changes across the school, for the benefit of the school community. We also ask for pupils' responses on subjects such as, what they would like to learn about; behaviour in school; general views about life, career aspirations, and school dinners.

Progress

Early reading curriculum

This enables children working at an early year's level in reading to build essential pre-reading knowledge, understanding and skills. These include early visual, auditory and motor skills; focus and attention skills; early communication skills; and memory and sequencing skills.

Further foundations for reading are established through a clear focus on developing language comprehension and word recognition skills. This includes a focus on developing vocabulary, language conventions and background knowledge alongside phonological awareness. This is achieved through sharing high-quality stories and poems; learning a range of rhymes and simple poems; and activities that develop focused listening and attention, including oral blending.

Pupils who have established these pre-reading and foundations for reading skills are supported to become effective early readers. There is a continued focus on developing language comprehension skills alongside more formal decoding and automatic word recognition skills.

We use the Twinkl systematic synthetic phonics programme to ensure children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Alongside our phonics programme, we use carefully matched decodable reading books in order for children to apply their phonics knowledge and be able to access high quality texts and read for pleasure later on.

Physical Activities

Physical activity is integral to children's learning. Physical health and well-being is taught both through planned sessions and is embedded throughout the day. How children's needs are met will look different across the school due to the wide

range of needs children have. Physical education is taught through swimming, dance, games, gymnastics as well as personalised programmes which may include SPARKS or fitness. In primary and secondary we have experts come into school to develop pupils' skills and fitness. In Sixth Form we often take the pupils out to leisure centres and local facilities to allow them opportunities to develop their social and community integration expertise as well.

Relationship and sex education

We have a robust and thorough RSE curriculum based on DFE guidance. There is a large emphasis on positive relationships, and healthy lifestyles.

Play

It is used as both an approach to learning across the curriculum and taught in planned sessions. Through play, children are taught to explore and learn about their world as well as developing imagination, creativity, social skills, and problem-solving skills. They are taught to practice and build up ideas, concepts and skills and learn how to control impulses and follow simple rules. Children are supported to play alone, alongside others or collaborate as they interact, talk or rehearse ideas. Through planned play, children learn to communicate with others and take risks and make mistakes. Children are offered opportunities to practice and rehearse these skills in a variety of contexts that enable them to develop interests and enjoy their leisure time.

Music

Music is taught through planned opportunities and activities that expose children to high quality music across styles, genres and how to interpret and listen to them. Children take an active role in creating music using both tuned and untuned instruments. They are taught simple notation as well as improvisation, and composition skills to play and perform as a soloist or part of an ensemble. Pupils have music lessons from KS2 upwards. Prior to this they are exposed to a variety

Local Trends and Opportunities

Pupil Voice



Raising Ambitions
Crowdys Hill Curriculum
Lowering Barriers

Learning For Life

- Employment
- Independent Living
- Community Inclusion
- Health

Expert Staff

Sensory and Physical

- Physical disability support
- Medical support
- SEN support for visual and auditory impairment
- Environments accessible to all
- Independent travel training
- Progressive PE curriculum
- Swimming for KS2 and Y7
- Specialist equipment
- Specialist staffing

Communication and Interaction

- SEN support for communication
- Communication friendly status
- Strategies and interventions in class
- Autism Education Trust training hub
- Oracy focus
- Social skills focus
- Speech and language team

Cognition and Learning

- Learning for life focus
- National curriculum subjects
- Project based learning
- Outdoor learning
- Educational visits
- Learning to learn
- SEN support for subjects
- SEN pedagogy team
- Autism champions

Social, Emotional, Mental Health and Wellbeing

- PSHE/RE
- THRIVE approach
- Mental health support
- Wellbeing strategies – sport, yoga and mindfulness
- Zones of regulation
- Self-regulation strategy
- Peer support
- Strong safeguarding culture
- Rewards to promote resilience and opportunities
- Celebrating successes
- Role modelling
- Opportunities for visits; work experience, community links

External Agencies

Family Support

Aims for a Crowdys Hill Curriculum.

'Learning for life.'



Key stage 1 skills overview

By the end of key stage 1 our pupils will be able:

Transitional	Ready to move on
English/ Literacy skills: To have a 'love of reading' and to be able to recognise words and letters.	
Communication/Social Skills: To be able to communicate their needs; to be able to form positive social interactions.	
Mathematics/Numeracy skills: To learn the foundations of maths knowledge.	
Social, emotional, mental health development: To be happy members of the school community	
Personal health and well-being development: To be healthy and safe in their surroundings	
Independence skills: To be as independent as possible	
Academic skills: To recognise the world around them.	
Creativity: To take part in arts and crafts activities; to listen and choose music; to take part in dance.	
Cultural understanding: To be aware of expectations of their school community.	

Key stage 2 skills overview

By the end of key stage 2 our pupils will be able:

Transitional	Ready to move on
English/Literacy skills: To be able to have functional literacy skills	
Communication/ Social Skills: To be able to communicate their needs; to be able to form positive social interactions.	
Mathematics/Numeracy skills: To learn the foundations of maths knowledge.	
Social, emotional, mental health development: To be happy members of the school community	
Personal health and well-being development: To be healthy and safe in their surroundings	
Independence skills: To be as independent as possible	
Academic skills: To be able to use knowledge in everyday life	
Creativity: To be able to make artwork, music, crafts; to be able to dance and move to express themselves.	
Cultural understanding: To be aware of expectations of their community.	

Key stage 3 skills overview

By the end of key stage 3 our pupils will be able:

Transitional	Ready to move on
English/ Literacy skills: To be able to have functional literacy skills	
Communication/Social Skills: To be able to express themselves clearly	
Mathematics/numeracy skills: To be able to have functional numeracy skills	
Social, emotional, mental health development: To be happy members of the school community	
Personal health and well-being development: To be healthy and safe in their surroundings	
Independence skills: To be as independent as possible	
Academic skills: To be able to use knowledge in everyday life	
Creativity: To be able to express themselves in creative ways	
Cultural understanding: To be able to take part in their society	

Key stage 4 skills overview

By the end of key stage 4 our pupils will be able:

Transitional	Ready to move on
English/ Literacy skills: To be able to have functional literacy skills	
Communication/Social Skills: To be able to express themselves clearly; maintain positive relationships; and be a supportive member of society.	
Mathematics/Numeracy skills: To be able to have functional numeracy skills	
Social, emotional, mental health development: To be happy members of the school community; be able to be active members of their communities.	
Personal health and well-being development: To be healthy and safe in their surroundings; to be able to care for themselves (to the best of their ability)	
Independence skills: To be as independent as possible in using community facilities, working and learning.	
Academic skills: To be able to use knowledge in everyday life; to build on their areas of interest to enable them to access courses of their choice at post-16.	
Creativity: To be able to express themselves in creative ways; to be able to make choices about their interests, and be able to enjoy the arts.	
Cultural understanding: To be able to take part in their society, as informed citizens, with a desire for democracy and justice.	

Key stage 5 skills overview

By the end of key stage 5 our pupils will be able:

Transitional	Ready to move on
English/ Literacy skills: To be able to use functional literacy skills in order to live independently.	
Communication/Social Skills: To be able to live and work in their community, and be a supportive member of society.	
Mathematics/Numeracy skills: To be able to use functional numeracy skills to enable them to be as financially independent as possible; to use maths skills and knowledge to support their lifestyles.	
Social, emotional, mental health development: To be able to cope with the stresses of life; to maintain friendships; and develop their own social life in the community.	
Personal health and well-being development: To be able to assess risks in life; to be able to make choices based on unbiased information; to care for themselves (to the best of their ability)	
Independence skills: To be as independent as possible in using community facilities, working and learning.	
Academic skills: To be able to use knowledge in everyday life; to build on their areas of interest; to access further post 18 courses (suitable to their cognitive abilities).	
Creativity: To be able to use their knowledge of the arts to make informed decisions about their leisure time; to be able to move on to Arts courses or employment (if desired)	
Cultural understanding: To be able to take part in their society, as informed citizens, with a desire for democracy and justice.	

Curriculum % of timetables

2022-23

Primary	KS3	KS4	KS5
English 20% Maths 20% Project 17% Science 10% Swim 7% Art 7% PSHE 7% PE 3% Cooking 3% Farm 3% Music 3%	English 17% Maths 17% Swim/ PE 14% Project 13.5% Cooking 7% Art 7% PSHE 3.5% RE 3.5% Science 3.5% Drama 3.5% Farm 3.5% Music 3.5% Careers 3.5%	English 16% Maths 16% Science 10% Art 7% PE 7% Cooking 7% Humanities 7% Social skills 7% PSHE 7% Careers 7% Drama 3.5% RE 3.5% Music 3.5%	English 16.5 % Maths 16.5% Options 22% World of Work 10% PE 7% PSHE 7% ILS 7% D of E 7% ICT 3.5% Fitness/Wellbeing 3.5% PSD 32% for Group A only replacing Options and World of work

This may change dependent upon the needs of the classes.

Curriculum implementation

Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
Early years	<ul style="list-style-type: none"> - We cover the new Early Years foundation stage framework (2021). These being the 7 areas of learning and development. The academic areas being: 	<ul style="list-style-type: none"> - We cover the new Early Years foundation stage framework (2021). These being the 7 areas of learning and development. The relevant areas being: 	<ul style="list-style-type: none"> - We cover the new Early Years foundation stage framework (2021). These being the 7 areas of learning and development. The relevant areas being: 	<ul style="list-style-type: none"> - We cover the new Early Years foundation stage framework (2021). These being the 7 areas of learning and development. The relevant areas being:
Reception	<ul style="list-style-type: none"> • Literacy development, which involves encouraging pupils to link sounds and letters and to begin to read and write. Pupils have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Pupils have daily literacy and phonics lessons 	<ul style="list-style-type: none"> • Communication and language. Staff ensure that pupils are immersed in opportunities for communication and language development. This involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Staff use signalong; 	<ul style="list-style-type: none"> - Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. This is a 	<ul style="list-style-type: none"> - Physical development. Pupils take part in formal PE lessons each week; as well as daily SPARKY sessions focused on developing fine and gross motor skills. Staff ensure that we provide opportunities for young children to be active and interactive; and to

• mathematics development which involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure. Pupils have daily Maths lessons.

• understanding the world involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places,

PECS; and a variety of kinesthetic and visual learning experiences to enhance their learning. Staff work closely with our own speech and language therapist to embed strategies throughout the day. This an area of the curriculum that we feel is extremely important to develop in KS1.

• Personal, social, and emotional development. Pupils have regular opportunities to communicate to other staff and children in the whole school.

- Pupils visit local areas of interest, when they are ready to do so.
- Every morning pupils take part in tutor time activities to bond with their group

priority in KS1, as many of our pupils have not attended full time, in an educational setting with other pupils before coming to us. Pupils are encouraged to work cooperatively with their classmates, through positive feedback. Our experienced staff use self-regulation strategies to develop their awareness of their own responses.

- Pupils have opportunities to join in whole school activities where appropriate. Pupils learn about emotions, through role play and visual aids.
- Due to high staffing ratios (1:2 or 1:3) in classes, there are plenty of opportunities throughout the day for staff to model

develop their co-ordination, control, and movement. Pupils learn about the importance of physical activity, and how to make healthy choices in relation to food.

- Pupils have regular breaks inside and outside, where staff encourage cooperative play, and pupils learn to regulate their senses.
- Pupils attend swimming classes weekly, on a rota. At this stage, the emphasis is on reducing anxieties and learning about their senses.
- Pupils have regular ‘welly walks’ around our farm and local

technology and the environment.

- **expressive arts and design involve enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Pupils have weekly music sessions, art sessions, and dance opportunities.**

- **Strategies from the speech and language therapist are used daily in lessons**
- **Some staff use intensive interactions to develop communication.**
- **We are an Autism education Trust training hub, and all staff are trained in autism awareness.**

responses, and praise appropriate behaviours.

- **All staff are first aid trained, safer systems trained, manual handling trained, and have regular intimate care training.**
- **All teachers are trained in using attention autism.**
- **We have our own yoga teacher who leads on sessions with small groups of children**
- **We are developing into a Thrive school.**
- **We have our own counsellor on site.**
- **We use Zones of regulation to develop pupil awareness of their own emotions.**

community, to learn about making transitions.

- **Pupils have use of our sensory room, chill out area, ball-pool area.**
 - **We have rebound therapy used by children with trained staff**
 - **Staff are trained in using sensory strategies to support imbalances.**
- We follow the EYFS (2021) physical development framework.**

Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
KS1	<ul style="list-style-type: none"> - For many of our KS1 pupils, we are covering the EYFS. These being the 7 areas of learning and development. The academic areas being: <ul style="list-style-type: none"> • Literacy development, which involves encouraging pupils to link sounds and letters and to begin to read and write. Pupils have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Pupils have daily literacy and phonics lessons 	<p>-For many of our KS1 pupils, we are covering the EYFS. Staff ensure that pupils are immersed in opportunities for communication and language development. This involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Staff use signalong; PECS; and a variety of kinesthetic and visual</p>	<ul style="list-style-type: none"> - For many of our KS1 pupils, we are covering the EYFS. - Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. This is a priority in KS1, as many of our pupils have not attended full time, in an educational setting with other pupils before coming to us. 	<ul style="list-style-type: none"> - For many of our KS1 pupils, we are covering the EYFS. Pupils take part in formal PE lessons each week; as well as daily SPARKY sessions focused on developing fine and gross motor skills. Staff ensure that we provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Pupils learn about the importance of physical activity, and how to make healthy choices in relation to food. - Pupils have regular breaks inside and

- mathematics development which involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure. Pupils have daily Maths lessons.

- understanding the world involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- expressive arts and design involve enabling pupils to explore and play with a wide range of

learning experiences to enhance their learning. Staff work closely with our own speech and language therapist to embed strategies throughout the day. This an area of the curriculum that we feel is extremely important to develop in KS1.

- Pupils have regular opportunities to communicate to other staff and children in the whole school.
- Pupils visit local areas of interest, when they are ready to do so.
- Every morning pupils take part in tutor time activities to bond with their group
- Strategies from the speech and language therapist are used daily in lessons

Pupils are encouraged to work cooperatively with their classmates, through positive feedback. Our experienced staff use self-regulation strategies to develop their awareness of their own responses.

- Pupils have opportunities to join in whole school activities where appropriate. Pupils learn about emotions, through role play and visual aids.
- Due to high staffing ratios (1:2 or 1:3) in classes, there are plenty of opportunities throughout the day for staff to model responses, and praise appropriate behaviours.
- All staff are first aid trained, safer systems trained, manual handling trained, and have regular intimate care training.
- All teachers are trained in using attention autism.

outside, where staff encourage cooperative play, and pupils learn to regulate their senses.

- Pupils attend swimming classes weekly, on a rota. At this stage, the emphasis is on reducing anxieties and learning about their senses.
- Pupils have regular ‘welly walks’ around our farm and local community, to learn about making transitions.
- Pupils have use of our sensory room, chill out area, ball-pool area.
- We have rebound therapy used by children with trained staff
- Staff are trained in using sensory strategies to support imbalances.

media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Pupils have weekly music sessions, art sessions, and dance opportunities.

- Curriculum is led through EHCP outcomes.

– Some staff use intensive interactions to develop communication.

– We are an Autism education Trust training hub, and all staff are trained in autism awareness.

We follow the EYFS (2021) Personal, social and emotional development framework.

Curriculum is led through EHCP outcomes.

– We have our own yoga teacher who leads on sessions with small groups of children

– We are developing into a Thrive school.

– We have our own counsellor on site.

– We use Zones of regulation to develop pupil awareness of their own emotions.

We follow the EYFS (2021) Personal, social and emotional development framework.

We follow the EYFS (2021) physical development framework.

Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
KS2	<ul style="list-style-type: none"> – Most of our pupils will be covering areas stated for KS1, building progressively on their previous learning. – Most follow adapted national curriculum subjects for KS1 and KS2. – Pupils have daily Maths/numeracy and English (including literacy) sessions. – Pupils have daily phonics sessions. – Pupils in KS2 take part in weekly PSHE lessons which focus on life skills, PSED and RSE. Curriculum is led through EHCP outcomes. 	<ul style="list-style-type: none"> – For many of our KS2 pupils, we are incorporating the EYFS, with KS1 national curriculum. – All of the strategies and activities stated in KS1 are continued into KS2. – Staff work closely with our own speech and language therapist to embed strategies throughout the day. This an area of the curriculum that we feel is extremely important to develop in KS2. – Every morning pupils take part in tutor time activities to bond with their group – Oracy is being developed through assemblies, which develop pupils’ speaking skills in tutor times – Curriculum is led through EHCP outcomes. 	<ul style="list-style-type: none"> – For many of our KS2 pupils, we are incorporating the EYFS and KS1 curriculum. – All of the strategies and activities stated in KS1 are continued into KS2. – There is a bigger emphasis on developing self-regulation. – Pupils have opportunities to join in whole school activities where appropriate. Pupils learn about emotions, through role play and visual aids. – We reduce the staffing ratios as pupils’ independence develops, often to 1:4 by end of the key stage. 	<ul style="list-style-type: none"> – All of our KS2 pupils have continued opportunities as stated in the KS1 curriculum. – We have external experts leading PE sessions to introduce pupils to a range of different sports. – Pupils have daily sensory development sessions which are targeted at individuals.

Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
KS3	<p>At Key Stage 3 (year 7 to 9), pupils study an adapted KS3 national curriculum programme, with elements of KS2 as needed. This covers the following subjects, in order of timetable proportions:</p> <ul style="list-style-type: none"> – English – Mathematics – Science – The Arts- Art/ Drama/ music – PSHE /SRE – Physical Education (PE) – Projects- History / Geography/ IT/ other subjects included 	<p>Pupils are encouraged throughout the day to communicate with adults and peers. This is supported by our high staff numbers at unstructured times, where staff encourage and model appropriate interactions.</p> <ul style="list-style-type: none"> – We offer targeted support, in the form of ELSA support sessions as needed – SEN trained staff use a variety of pedagogical methods to ensure all pupils can access the curriculum, and develop their social skills – Tutor time gives daily opportunities for pupils to develop their social skills – Staff work with our own speech and language specialist, to implement and reinforce advised strategies for pupils – PSHE gives pupils regular opportunities to use functional 	<ul style="list-style-type: none"> – Pupils have opportunities in tutor time to develop their well-being, through developing secure relationships, and becoming part of a team – Aspects of religion, cultural beliefs, spirituality and British values are covered in RE and PSHE, weekly – Pupils attend weekly assemblies to celebrate their achievements – Pupils attend weekly, tutor led assemblies, to develop their sense of worth and belonging – We have our own counsellor who works closely with staff and parents to develop support for individuals – Our counsellor leads on developing strategies to 	<ul style="list-style-type: none"> – Pupils take part in weekly PE sessions – Pupils take part in SPARKS, three times weekly in year 7 and 8 and as needed. – Pupils have the opportunity to take swimming lessons, on a rota throughout the year in years 7 – Pupils have the opportunity use the sensory room as needed, throughout the week – We cater to the needs of pupils with physical disabilities, through our

<ul style="list-style-type: none"> – Reading through group, individual sessions as literacy support; and also incorporated into English schemes. – Cookery – Curriculum is led by EHCP outcomes 	<p>communication skills out and about in the community</p> <ul style="list-style-type: none"> – Oracy is being developed through assemblies, which develop pupils’ speaking skills in tutor times – Staff are trained to use attention autism techniques – Staff are trained to use SALT strategies in classes – Some pupils use AAC and staff are trained in use where needed. – We are an Autism education Trust training hub, and all staff are trained in autism awareness. <p>-Curriculum is led through EHCP outcomes.</p>	<p>use in lessons to develop pupil resilience</p> <ul style="list-style-type: none"> – Staff are trained and regularly use Zones of regulation to develop self-regulation – Due to high staffing ratios (1:3 or 1:5) in classes, there are plenty of opportunities throughout the day for staff to model responses, and praise appropriate behaviours. – All staff are first aid trained, safer systems trained, manual handling trained, and have regular intimate care training. – We have our own yoga teacher who leads on sessions with small groups of children – We are developing into a Thrive school. 	<p>trained staff and adapted environments</p> <ul style="list-style-type: none"> – We have a variety of sensory strategies to use in lessons – We have trained staff to support individuals with motors skills interventions – All staff are trained in using sensory rebalancing strategies.
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Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
KS4	<ul style="list-style-type: none"> – At Key Stage 4 (year 10 and 11), pupils study an adapted KS4 national curriculum programme, with elements of KS2 and 3 as needed. – All of the subject areas offered in KS3 remain, with more emphasis on different subjects, based on needs of the classes. For example, some pupils may be able to access GCSE so we would increase time in that subject area. Some pupils may need more of a focus on personal and social development, so we would increase time in this area. – Curriculum is led by EHCP outcomes. 	<ul style="list-style-type: none"> – All strategies and activities available in KS3 are continued into KS4. – There is more emphasis on pupils developing their ability to identify their own communication needs – Curriculum is led through EHCP outcomes. 	<ul style="list-style-type: none"> – All of the strategy’s ad opportunities stated in KS3 are available for KS4 pupils. – There is more emphasis on pupils identifying their own emotional needs and using learned strategies. 	<ul style="list-style-type: none"> – Pupils take part in weekly PE sessions – Pupils take part in SPARKS, as needed. – Pupils have the opportunity use the sensory room as needed, throughout the week – We cater to the needs of pupils with physical disabilities, through our trained staff and adapted environments – We have a variety of sensory strategies to use in lessons – We have trained staff to support individuals with motors skills interventions – All staff are trained in using sensory rebalancing strategies.

Key stage	Formal	Social and communication	Spiritual and moral; emotional health and well-being	Sensory and physical
<p>KS5</p> <p>Years 12, 13 and 14</p>	<ul style="list-style-type: none"> – All pupils study English and mathematics. This is taught as functional skills, through an accredited course. Pupils work through progressively, from Entry level to Level 1. – All pupils choose a vocational study course, which ranges from entry level to Level 1. Currently these are: <ul style="list-style-type: none"> – Health and social care; performing arts; hospitality; and sports and leisure. – All pupils study employability skills, through an accredited course. This includes work experience placements. These may be weekly, or for fixed periods depending on the opportunities and the needs of the pupils. – All pupils study independent living skills, 	<ul style="list-style-type: none"> – Staff encourage social interactions at every opportunity. The emphasis in key stage 5 is to develop the pupils’ functional communication skills. Whether the pupils are verbal, or need to use a communication device, the importance of making your needs and opinions clear is our priority. – Staff work with the speech and language therapists to utilize strategies throughout the day. – Some pupils will have access to specialist communication specialists as needed. – Oracy is being developed through 	<ul style="list-style-type: none"> – Pupils have opportunities in tutor time to develop their well-being, through developing secure relationships, and becoming part of a team – Aspects of religion, cultural beliefs, spirituality and British values are covered in PSHE/ SRE weekly – Pupils attend weekly assemblies to celebrate their achievements – Pupils attend weekly, tutor led assemblies, to develop their sense of worth and belonging – We have our own counsellor who works closely with staff and parents to develop support for individuals 	<ul style="list-style-type: none"> – Pupils take part in weekly sports and leisure sessions – Pupils have the opportunity use the sensory room as needed, throughout the week – We cater to the needs of pupils with physical disabilities, through our trained staff and adapted environments – We have a variety of sensory strategies to use in lessons – We have trained staff to support individuals with motors skills interventions – There is a strong emphasis on

through the use of our flat, which is in the school grounds

- All pupils have weekly PE sessions
- Reading continues to be promoted, through English schemes, IT programs, and reading sessions.

assemblies, which develop pupils' speaking skills in tutor times

- There is a bigger emphasis on e-safety; and safe use of social media and phones.

- Our counsellor leads on developing strategies to use in lessons to develop pupil resilience
- Pupils all take part in the Duke of Edinburgh award, bronze or silver
- Pupils in year 13 take part in the National Citizenship Scheme
- Pupils have a common room, which is often used to chill-out in

developing pupil's knowledge of their community to allow them to access sport and leisure provisions.