Wargrave House School 5-16 Curriculum

INTENT — What do we want our students to learn and why?

We provide opportunities for all students to thrive and integrate into our school and their wider community

We want our students to be …	engaged, inspired and motivated, enjoy and contribute to learning, make progress and be challenged to achieve above and beyond expectations	confident individuals who are able to lead safe, healthy & fulfilling lives, making successful transitions in to adulthood	educated, responsible citizens who share 'British Values' and have the cultural capital to make a positive contribution to life in modern Britain

Autism Specific

To develop skills to overcome barriers …	to thinking more flexibly	to managing uncertainty and change	to understanding and managing emotions	to interacting socially
To meet EHCP outcomes linked to	…cognition & Learning …communication, interaction & flexibility	…social, emotional & mental health	…sensory & physical	…independence & self-help

To be prepared for their next steps in	…further/higher education and employment	…independent living	…participating in society through community, friends & relationships	…health & well-being

To demonstrate progress in…	attitudes & attributes. e.g. Wargrave values of being resilient, kind, confident and creative and show pride and passion	transferable skills. Especially English, Maths & ICT Accreditation & qualifications	knowledge & understanding of key concepts and ideas that shape the modern world including Citizenship

IMPLEMENTATION — How do we organise curriculum delivery/ teaching (pedagogy) and assessment?

The curriculum is	… the entire planned personalised learning experience underpinned by a broad set of common values & purposes addressing the needs of students with autism.
Organised …	with students grouped primarily by age. RISE: Key Stages 1&2 (Reaching Independence through Structured Education) BASE: Key Stages 3&4 (Building Achievement through Structured Education)
Statutory expectations are	… assessing learning and development through meeting EHCP 'My Outcomes' through an adapted National Curriculum taught over a one year rolling programme (spiral). Developing an understanding and application of:

Subjects taught KS1 – KS4 are …

English Phonics- Read Write Inc., ERIC, Accelerated Reader, Nessy	Maths Numeracy Across the Curriculum	Creative technologies- computing	Creative technologies- Science	Health & fitness (PE)	Humanities (History, Geography, RE)	Expressive arts (music, drama and dance, art & design)	Life skills	Work related learning

Key Stage 4 Accredited learning is …	programmes in a range of subjects areas with ASDAN, OCR, Open Awards that ensure pathways to post 16 and beyond

Components are …

	inclusive, differentiated classrooms	learning outside the classroom	supported communication	care and mobility	personalised learning	behaviour management	assessment for learning	structured environment	clear routines	high staffing ratios	multi-professional collaboration
Approaches to curriculum delivery include …	• preferred 1:8 ratio • positive, enthusiastic staff, skilled in teaching autistic students. • 'age appropriate' learning resources and teaching styles. • assessment fit for purpose and integral to teaching and learning. • 'Just Right' challenge. • targets refined during the lesson • 'Attention Autism'	• a 24 hour curriculum. • contextualised trips. • exploring the local community. • work experience. • Forest schools. • Eco schools. • community Links e.g. 'Boys & Girls club' • Outdoor spaces	• All students regardless of their verbal abilities, are enabled to 'use their voice' supported by the on-site SaLT team and approaches such as PECS, 'Talking Mats', Proloquo2Go.	• health Care file • training and skilled staff in providing medical interventions • a school nurse • therapist advice	• baseline Assessment • EHCPs/ Annual Reviews- My Outcomes • individual MTP/ Daily planning • personalised therapeutic intervention • reflection on learning (AfL) • data tracking • SMSC and British Values	• Wargrave Charter • positive behaviour policy- ABC • IBPs • praise & rewards • positive reinforcement • Zones of Regulation	• integral to effective planning • Central to classroom practice- what couldn't they do, what can they now do, what will they do next? • clear sequencing of activities • self-assessment/targets in 'student speak' supports independence • help students know how to improve • feedback across the lesson	• structured, predictable and consistent • visual cues • room layout e.g. individual workstation	• structured school day including 'Ready to Learn' e.g. 'Daily Mile' • TEACCH principles	• standard placement ratio (1:3) • highly skilled, proactive and inclusive STSAs/TSAs • strategically deployed • 1:1 support • 2:1 support • facilitated independent learning whilst checking progress towards targets	• a skilled and creative workforce • speech and language Therapy, Occupational Therapy, Music Therapy, Rebound Therapy • a SENCO • a FLO • a School nurse • home school communication • sensory rooms

Whole school approaches e.g.	…assemblies …fund-raising events e.g. Jeans for Genes …overarching themes that have significance for individuals and society and provide relevant learning contexts: Three-year rolling plan of themes

IMPACT — What have students learnt and how do we know?

Individual student progress measured…	by improvement in cognition & learning evidence through … • SOLAR tracking • Attainment (accreditation)	by successful transitions seen in … • Next steps planning • Destination data • employability	through successful EHCP outcomes evidenced by … • Annual reviews • SOLAR evidence • Video evidence – student voice	by positive attitudes & behaviour evidenced through … • Incident data • BSP • Student voice	by excellent attendance & engagement shown in … • Attendance data • Scale of engagement via rewards	by effective therapist assessment including … • FCRS • Therapy planner & outcomes

Accountability Measures are…	Quality assurance – 12 month cycle – Score Card Effectiveness Indicators								
	Walk about	Learning walks	Student voice	Work scrutiny	Parent voice/ partnerships	Planning scrutiny	Student outcomes	Lead Governor reports	Appraisal	Identified CPD needs	School & College Improvement Plan (SCIP)
	Departmental Analysis Report & Action (DARA)			Self-Evaluation Form (SEF)			Governor Scrutiny		