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| **WARGRAVE HOUSE SCHOOL 5-16 CURRICULUM** |
| **On a journey together, learning about life** | |

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| INTENT | What do we want our young people to learn and why? | **We provide opportunities for all learners to thrive and integrate into our school and their wider community** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| We want our learners 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 learners with autism. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organised … | | with students grouped by ability and age. ENGAGE: Key Stages 1-4 (Explore, Enjoy, Achieve)  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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adapted NC subjects taught KS1-3 | | English Inc., Phonics- Read Write, ERIC, Accelerated Reader, Nessy (4) | | | | Maths Inc, Numeracy Across the Curriculum, YoungMoney (4) | | | | | | Creative Technologies: Computing & Science (4) | | | | | | | Physical Education (2) | | | | | | Personal Development  Inc Outdoor Learning, EmployAbility, Enterprise (2) | | | | | | Life Skills (2) | | | | | | | | Humanities (History, Geography, RE) (1) | | | | | | Expressive Arts (Music, Drama and Art & Design) (1) | | |
| Adapted EQUALs subjects taught KS1-4 | | My Communication (4) | | | My Independence (4) | | | | | | Structured and Free Play (5) | | | | | Physical Well-being (2) | | | | | Life Skills (1) | | | | | | | | The World about me (1) | | | | | | Drama (1) | | | | | | Art (1) | | | | | Music (1) | |
| Key Stage 4 Accredited  learning is … | | programmes in a range of subjects areas with ASDAN, AQA, Open Awards, DoE that ensure pathways to post 16 and beyond  Creative Technologies: Science and Computing (4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English (4) | | | | Maths (4) | | | | | |  | | | | | | | Physical Education (2) | | | | | | Personal Development (1) | | | | | | Life Skills (2) | | | | | | | | EmployAbility (2) | | | | | | Options (1) | | |
| 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 learners 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 and Makaton. | | | | | * 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 * School admissions * School nurse * a Career’s advisor * 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **IMPACT** | **What have our young people learnt and how do we know?** | **Individual learner 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 – learner voice** | | | | | | | | | **by positive attitudes & behaviour evidenced through …**   * **Incident data** * **BSP** * **Learner 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Appraisal | | | | | | Identified CPD needs | | | School & College Improvement Plan (SCIP) |
| Walk about/ Learning walks | Deep dives | | | | | Learner voice | | | | | | Lesson visits/ Observations | | | | Parent voice/ partnerships | | | | | Work sampling & Planning scrutiny | | | | | Learner outcomes | | | | | Lead Governor reports | | | | |
| Departmental Analysis Report & Action (DARA) | | | | | | | | | | | | | Self-Evaluation Form (SEF) | | | | | | | | | | | | | | | | | | | Governor Scrutiny | | | | | | | | | | | | | |