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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, makeprogress 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 thecultural 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 outcomeslinked 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 DevelopmentInc 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 Accreditedlearning is … | programmes in a range of subjects areas with ASDAN, AQA, Open Awards, DoE that ensure pathways to post 16 and beyondCreative 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, differentiatedclassrooms | 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
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| 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**
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| 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 |