

The Southover Partnership School Curriculum Policy

Date adopted	September 2014
Date reviewed	June 2018
Next Review	June 2019 or in line with national changes

Context

We offer full time and respite placements for children with Statements and Education and Health Care (EHC) plans, usually on the autistic spectrum, or with social, emotional or mental health needs. Learners come from diverse settings; many have a history of disrupted and /or limited schooling.

Approach to learning

We believe for a child to learn they need to have good self-esteem. This allows them to tackle challenges and take risks in their learning, as they know they can learn from their mistakes, and they feel confident to experiment in their work.

Students' achievements when they arrive are often below national expectations. This underachievement is recognised and planned for through a personalised curriculum that will match their age and stage of achievement. Regardless of this, we have very high expectations of pupil progress and attain this by creating a team of specialist staff to support each child. We often work with 2 adults to 1 child, up to a maximum of 4 students per group.

In addition to being subject specialists, all of our staff have a thorough knowledge of child development and attachment theory, which underpins our approach to learning and provision at The Southover Partnership School.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum, September 2014, for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our pupils have complex needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with Occupational Therapy (OT), Speech and Language Therapy SaLT and other therapies like Equine Therapy.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Our curriculum aims will enable our students to become:

- successful young people, who enjoy learning, make progress and achieve
- fascinated by the world around them
- imaginative, creative and reflective in their learning
- confident individuals who are able to live safe, healthy and fulfilling lives
- socially responsible people who can interact with people of varying backgrounds and cultures
- responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy, the rule of law and individual liberty
- positive contributors to our local community through school based and local activities
- tolerant and respectful of those who have different faiths and beliefs and gender orientation

My Curriculum

When young people arrive with us, they will undergo a period of induction and assessment with a phased entry and/or provision at home as necessary. The purpose of this programme is to tailor provision to match the child's need.

'My Curriculum' is the school's unique approach to giving each child an individually tailored programme of study. Teaching starts from a pupil's interests and National Curriculum subjects are built around these. The key areas include: My Core skills, My Choices, My Creative Self, My Body and My Healthy Self, Myself and My Future Self.

'My Curriculum' continually develops knowledge and skills. We include a range of work experience opportunities for all our older secondary students and ensure that there is a continuous focus on the development of communication and interaction skills.

Areas of learning and study include:

- Core National Curriculum subjects: English, maths and science.
- Additional National Curriculum subjects: art and photography, astronomy, French, geography, geology, history, Japanese and Spanish.
- Vocational subjects: animation, arts, business studies, ceramics, creative craft, drama, employability skills, food and hygiene, music, occupational studies, retail, software development.
- A wide variety of sports is offered across the year.
- The use of ICT is embedded across all subjects and the curriculum is enhanced with trips out, gardening, cookery and creative activities.

PSHE, SMSC and Social Thinking Curriculum (see also our PSHE Policy)

Our PSHE, SMSC and Social Thinking Curriculum provides all pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning, Thinking and Social Communication Skills.

Literacy and Numeracy:

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Therapies

Therapeutic activities are embedded in our curriculum through creative arts such as drama, art and photography as well as equine therapy, outdoor learning and horticulture. These provide emotional and personal development for our learners. We also have access to a wide range of therapeutic services and specialists which allows us to build a holistic team around the child according to their individual needs.

14 – 19 Curriculum

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking are taught and where appropriate, work experience and/or pre-apprenticeship training is incorporated into the curriculum offer.

Accreditations:

Students take external accreditation at every opportunity irrespective of their age. These include A and AS levels, GCSE's, Level 1 and 2, Entry Levels and other vocational qualifications.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

Monitoring and Evaluation:

The Head teacher and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan and to ensure effective delivery of the National Curriculum and excellent outcomes for our students.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

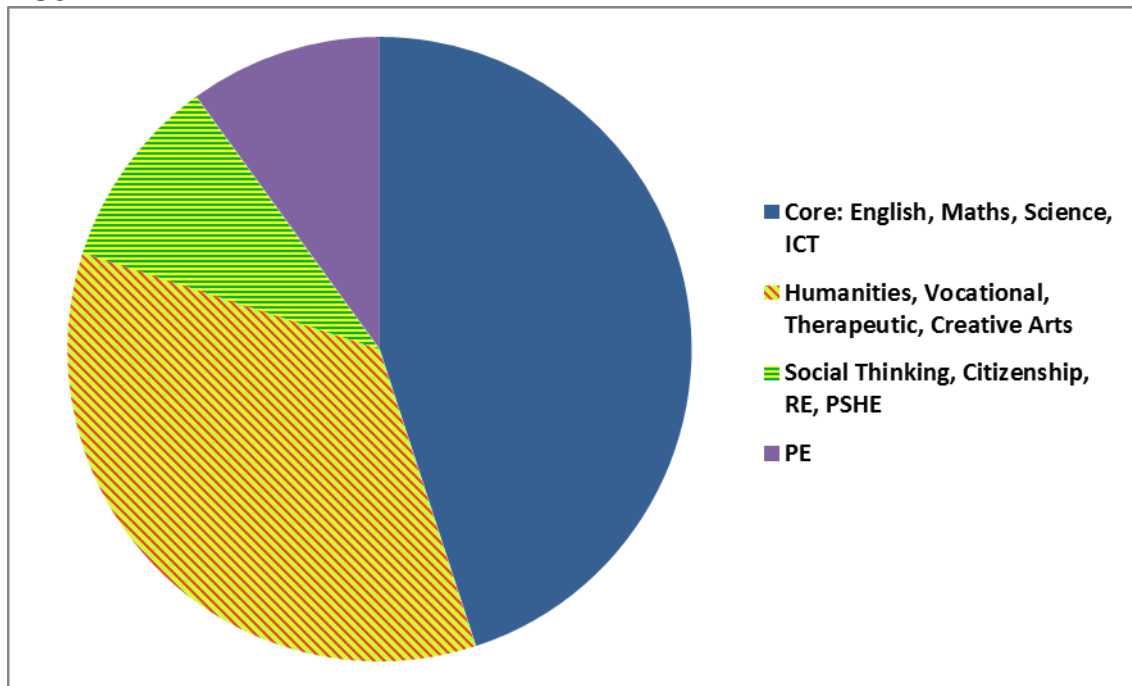
Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

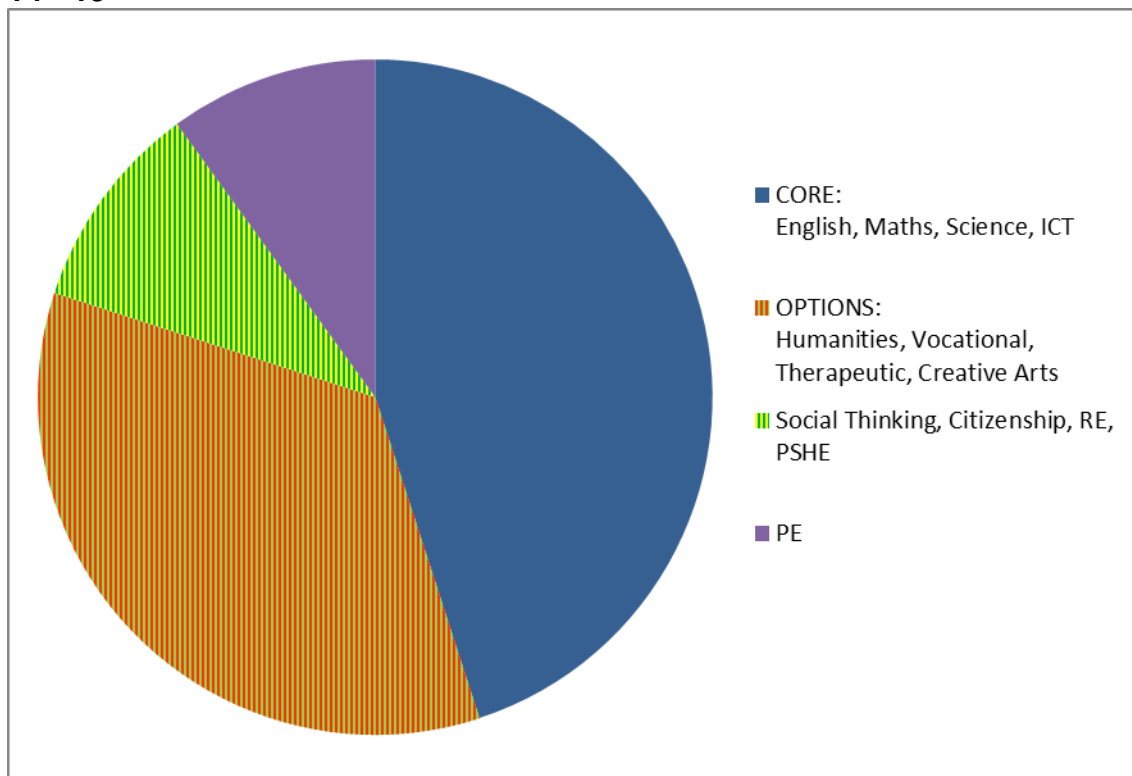
Appendix 1

Curriculum Model

KS3



14 - 19



Appendix 2

Southover Partnership School 14 plus Curriculum Offer 2015-17

Subject	Level	Exam Board
Art, Craft and Design 9 to 1, first examination 2018	GCSE. Full	Edexcel
Citizenship Studies 9 to 1 first examination 2018.	GCSE. Full	OCR
CITIZENSHIP STUDIES short course A* to G last examination 2017	GCSE. Short	OCR
Science. Biology.9 to 1 First examination 2018.	GCSE. Full	Edexcel
Science. Chemistry. 9 to 1 First examination 2018.	GCSE. Full	Edexcel
Science. Physics. 9 to 1 First examination 2018.	GCSE. Full	Edexcel
Combined Science. 9 to 1 First examination 2018.	GCSE. Full	Edexcel
English Literature. 9 to 1 First examination 2018.	GCSE. Full	AQA
English Language. 9 to 1 First examination 2018	GCSE. Full	Edexcel
ICT. Full course	GCSE. Full	OCR
ICT. Short course	GCSE. Short	OCR
Religious Studies. Full course	GCSE. Full	OCR
Religious Studies. Short Course	GCSE. Short	OCR
French	GCSE. Full	AQA
Spanish	GCSE. Full	AQA
Maths	GCSE. Foundation and Higher	Edexcel
Photography (Lens and Light Based Media) 9-1	GCSE. Full.	Edexcel
Photography (Lens and Light Based Media). A* to G	GCSE. Short course. Last examination 2017	Edexcel
Graphic Communication. 9 to 1	GCSE. Full	Edexcel
Graphic Communication. A* to G	GCSE. Short course. Last examination 2017	Edexcel
Geography	GCSE	OCR
Sociology	GCSE	
History	GCSE	
Food Technology	GCSE	AQA
Textiles	GCSE	
Music	GCSE	AQA
English	Functional Skills level 1 & 2	AQA
English – Step up to English	Gold and Silver Award	AQA

Arts Awards	Gold and Silver	Artsawards
Science single	Entry Level	WJEC
Digital Applications	Diploma DIDA	Edexcel
Digital Applications	Certificate CIDA	Edexcel
ICT Cambridge National	Certificate	OCR
ICT Cambridge National	Diploma	OCR
ICT	Entry Level	OCR
French	Entry Level	OCR
Spanish	Entry Level	OCR
Maths	Entry Levels 1-3	
Maths	QCF Level 1	
Social Skills, PSHE	Non-exam	
PE	Entry Levels 1-3	OCR
Drama	Certificate in Acting	New Era Academy
Child Development		
Nutrition and Health	Level 1 & 2	NCFE
Maths Functional Skills	Levels 1 & 2	NCFE
Certificate in Creative Studies : Art and Design	Level 1 & 2	NCFE
Certificate in Food and Cookery	Level 1 & 2	NCFE
Motorcycle Maintenance and repair	Level 1 & 2	NCFE
Occupational Studies for the workplace	Level 1 & 2	NCE
Employability Skills - Horse Maintenance	Levels 1 & 2	The Prince's Trust
Wolves lane horticulture courses	Levels 1 & 2	
Health and Fitness	Level 1 & 2	NCFE
Graphic design	Level 1 & 2	NCFE
Digital Graphics editing	Level 1 & 2	NCFE
Horticulture (Harrington Scheme)	Level 1 & 2	NCFE
<i>Extended Work Experience Placements</i>		
<i>Pre apprenticeship Training Placements</i>		

A/Levels and other Level 3 accreditations are offered depending on intake and students' personalised curriculum.