



The Grove CURRICULUM POLICY

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INTRODUCTION

RATIONALE

Our aim, through our curriculum, is to ensure the whole need of each child is met through a comprehensive programme that addresses their academic learning whilst also supporting those difficulties that arise from their autistic spectrum diagnosis.

Our school curriculum is person centred and tailored to the needs of our autistic learners. The curriculum offers pathways for students to learn from personalised programmes that address the needs and difficulties as outlined within the DSM-5. The DSM-5 identifies these areas as;

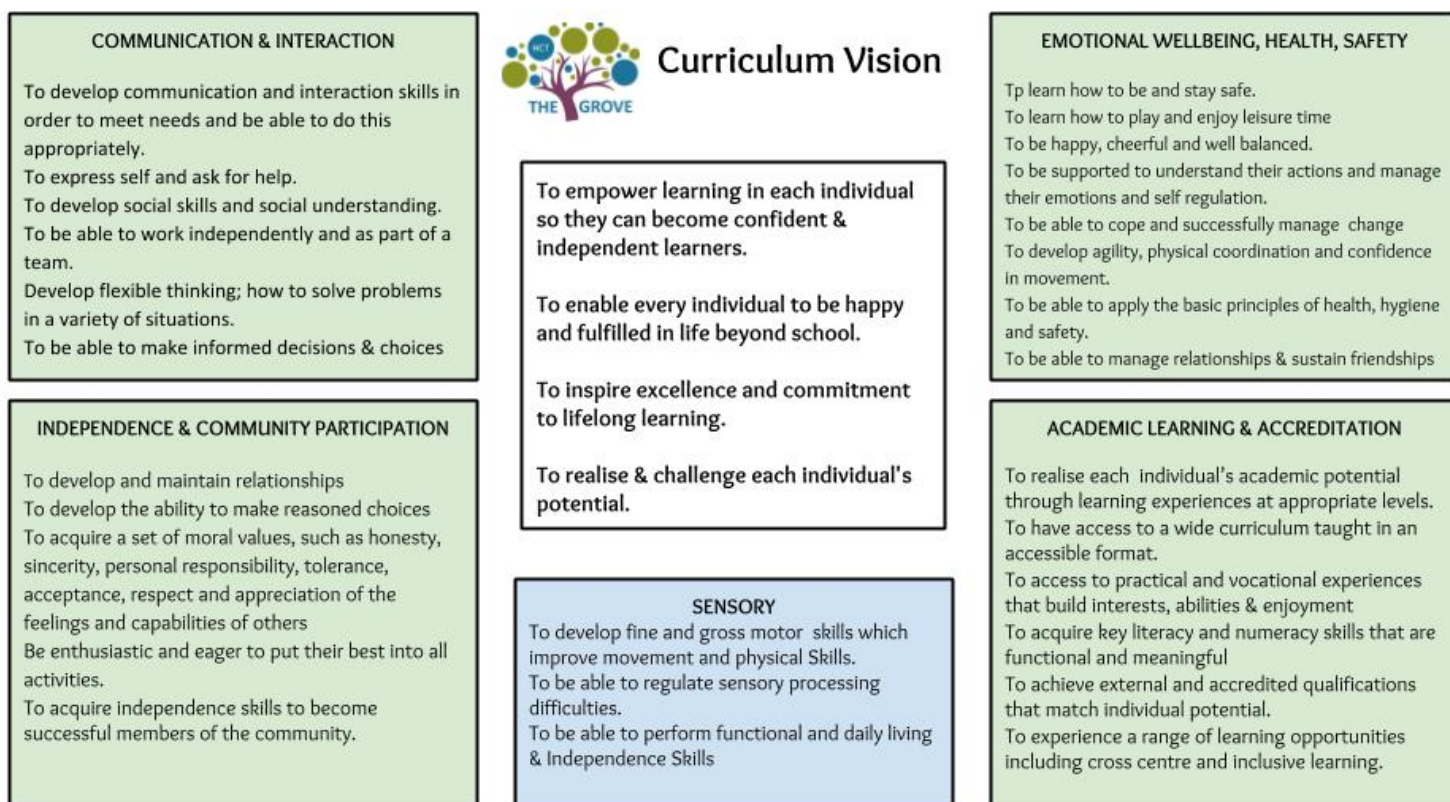
- a) Difficulties with social communication and interaction and;
- b) Restricted, repetitive patterns of behaviour, interests or activities (sensory behaviours are now included and recognised within this).

The policy should be read alongside the Teaching and Learning Policy, Assessment & Marking Policy, Flexibility of Thought Statement and Behaviour Policy.

OUR SCHOOL VISION

“Inspire Excellence - Challenge Potential - Empower Learning”

AIMS



At The Grove we aim to realise our school vision through our curriculum by supporting our students to:

- Manage their autism through access to tailored programmes and therapeutic support;
- Have access to a wide curriculum taught in an accessible format
- Have access to practical experiences that build on particular interests, abilities and enjoyment
- Acquire key literacy and numeracy knowledge and skills that are meaningful,
- Achieve external and accredited qualifications that match each student's' potential.

- Acquire independence skills to become successful members of the community and prepare them for transition into adulthood

Our aims will be achieved through the delivery of a broad and balanced curriculum that is:

- Highly personalised and tailored to meet individual needs
- Flexible and responsive to need
- Differentiated and language rich to support communication
- Age and needs appropriate
- Within the framework of the National Curriculum, appropriate for each student
- Focused on providing learning for life and independence skills
- Designed to provide qualifications and meaningful experiences for the world of work
- Supported through the integration and collaboration of a multidisciplinary team
- Centred on personal learning programmes (PLP) that are linked to EHCP outcomes
- Culture rich which includes the promotion of key British Values

We aim that all students will:

- Extend their learning in those areas that present challenges to them as a result of their autism
- Develop communication and interaction skills
- Learn how to work independently and as part of a team, expressing ideas and needs
- Learn how to be and stay safe.
- Learn how to play and enjoy leisure time
- Be happy, cheerful and well balanced.
- Develop skills to develop and maintain relationships
- Be supported to understand their actions and manage their emotions and self regulation.
- Care for and take pride in their school.
- Develop self-awareness and life and independence skills
- Develop the ability to make reasoned choices, based on experiences and information from a variety of sources.
- Develop flexible thinking; how to solve problems in a variety of situations
- Be enthusiastic and eager to put their best into all activities.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Acquire a set of moral values, such as honesty, sincerity and personal responsibility
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop intercultural awareness with knowledge and acceptance of others

Curriculum Entitlement

The Grove ensures each and every student has an entitlement to a broad and balanced curriculum. Our curriculum is built around learning in core subjects which can be adapted to individual need and abilities. For example, languages are not part of the default KS3 curriculum but are made available through linkage with the Trust's mainstream secondary school where appropriate.

The Grove uses the SCERTS[®] framework to implement a whole school approach to developing social communication, emotional regulation & transactional supports. This approach is embedded across the curriculum to develop the skills required in readiness for learning.

Our school curriculum is designed to cover the broad range of learning needs within a range from pre-early years (EYFS) through to GCSE.

ORGANISATION

The school curriculum is designed to meet the educational needs of the students at the school, this includes the difficulties that arise from their autism. This means that learning has to be practical, active and relevant to each student's capacity and level of need. Our students learn through practical experiences, through consistent and structured teaching and learning situations with opportunities to generalise skills learnt.

The curriculum is organised into different pathways (see Fig 1);

- The Semi-Formal Pathway 1
- The Semi-Formal Pathway 2 and
- Formal Curriculum Pathway 3
- Formal Curriculum Pathway 4

Students follow whichever pathway is appropriate for their need and level of attainment. Some students may work flexibly between two pathways.

Many of our students' attainments will be significantly below the expected levels at a particular key stage. Therefore, the programmes of study provide a context within which to plan learning appropriate to the age and requirements of our students.

A small minority of students access our Trust School, Heartlands High School for specific subjects leading to GCSE qualifications.

Details of our curriculum and the range and types of courses available can be found on our school website and on the school's Curriculum Map.

Fig 1

| | Semi-Formal Curriculum | | Formal Curriculum | |
|---------------------|--|---|--|--|
| Attainment Level | Pathway 1 Usually in the P4-P6 range | Pathway 2 P6 - Early National Curriculum | Pathway 3 Year P9- KS1 of National Curriculum | Pathway 4 National Curriculum (Age related) |
| Formal Frameworks | A thematic approach provides a framework for the development of both early knowledge and skills. The curriculum is based on areas of EYFS programme, the Equals® Semi-formal curriculum and the early National Curriculum framework. | | The National Curriculum either adapted or at age related expectation A thematic approach drawn from the International Primary Curriculum (IPC) provides a framework for the development of both knowledge and skills. | |
| Semi Formal Aspects | Extended semi-formal curriculum to Include; Communication & Emotional Regulation (SCERTS) Independence and Life Skills (Including learning skills) Play and Leisure skills Thinking and Problem Skills (Including | | Threading through the formal curriculum the extended semi-formal curriculum to Include; Communication & Emotional Regulation (SCERTS) Independence and Life Skills (Including learning skills) Play and Leisure skills Thinking and Problem Skills (Including flexible | |

| | | |
|--------|---|--|
| | flexible thinking) | thinking) |
| Cycles | KS1 and KS2 - Repeated 3 year cycle KS3 - 3 year cycle KS4 - 2 year cycle | KS2 - Yearly KS3 - Yearly KS4 - Yearly |

THE SEMI-FORMAL CURRICULUM

The semi formal curriculum provides a framework to develop key skills that are related to the difficulties typically faced by our autistic learners and the areas of learning that are not naturally assimilated in the same way a neurotypical peer may do so.

It is our belief that these areas are fundamental to a child's development and their readiness for further learning. Once a child has reached a stage whereby they understand communicative intent and are able to communicate their needs, preferences and choices with a partner or partners to a degree whereby they can access learning, they can then progress towards a more formal curriculum and style of learning.

The semi-formal curriculum is delivered as a thematic approach which runs parallel to the formal curriculum. Emphasis is weighted towards developing key skills in;

- communication
- social Communication and Emotional Regulation based Curriculum (SCERTS)
- development of play and leisure skills
- development of thinking and problem solving skills
- development of Independence Skills to include functional and life skills.
- development of the essential prerequisite skills required to access the National Curriculum framework, including EYFS

THE FORMAL CURRICULUM

The formal curriculum is delivered through either a thematic approach for primary or subject based for secondary students accessing the curriculum at age expected levels. Programmes of study are drawn from the International Primary Curriculum and from the Trust's mainstream secondary. Aspects of the semi-formal curriculum are embedded within the formal curriculum to support and develop learning in areas that are recognised a key challenges for our autistic learners. Particular reference is on the SCERTS® framework and the life skills curriculum.

AIMS OF THE CORE ELEMENTS OF THE (FORMAL) CURRICULUM

English

We aim to help students learn to express themselves effectively both orally and in writing and to develop responsive listening and evaluative skills.

- To use language to think, create, reflect, learn, express and communicate
- To use language for personal growth, interaction and to develop relationships
- To understand aspects of their own and other cultures
- To explore language via media and ICT
- To learn by speaking, listening, reading, writing and viewing
- To read and respond to a wide variety of texts
- To develop critical thinking skills
- To learn about empathy

Mathematics

It is our intention that students of all abilities will approach the learning of mathematics with confidence and take pleasure in the development of their mathematical skills and understanding. Understanding and being able to use Mathematics with confidence is important not only in school but also as a skill for problem solving and decision-making in everyday life.

- Appreciate the usefulness, power and beauty of mathematics
- Enjoy mathematics and develop patience and persistence when solving problems
- Develop mathematical curiosity
- Develop logical and critical thinking and the ability to reflect on their work
- Extend mathematical thinking

Science

Science is based on developing student's aspirations and motivations to follow their curiosity and wonder about the physical, biological, ethical and technological world.

- Learn how science and technology are interrelated and how their applications shape the way humans live.
- Be questioning, reflective and critical thinkers. It does this by giving them particular ways of looking at the world and by emphasizing the importance of evidence in forming conclusions. As a result of these endeavours, people can use their scientific understanding with confidence in their daily lives.

ICT

We believe that ICT should help the development of the whole child by providing the tools to express ideas and develop skills. It is also regarded as a preparation to help students to understand the consequences and uses of ICT both for themselves, their future and for society.

- Learn to handle information that may be text, numbers, pictures, sounds or signals.
- Learn how to collect, hold, organise, present and communicate information in a variety of ways including the use of email, the internet/intranet and video conferencing.
- Use of devices such as audio and video recorders, television, multimedia, digital cameras, scanners, optical readers, modems, fax machines, and not just the use of computers.
- Use a range of software and application programmes

Humanities

- Develop a sense of the past, comparing and contrasting people, events and conditions with yesterday, today and tomorrow.
- Evaluate sources, checking their relevance, veracity and bias and consider artifacts and relics, assessing their value as evidence of ideas and beliefs.
- Research and draw conclusions on a variety of contentious issues, collecting evidence to support their stance. Encourage inquiry based learning with students posing and answering questions about the world around them. Develop geographical skills such as using atlases, maps, graphs and diagrams and give an emphasis on case studies involving real people and situations in a local and global context.
- Foster a wonder for the world we live in and encourage students to play a part in its environmental protection and development.

The Arts

The arts play an important role in the development of each child enabling them to express themselves through a variety of media.

- Research, identify and discuss issues, themes and concepts within creative arts.
- Provide insights, opinions, solutions and resolutions and reflect on, appreciate and evaluate artwork.

- Develop as artists and to improve their technical abilities. (Painting, drawing, collage, sculpture and ceramics offer a creative and often therapeutic experience for young people). Music is a subject which helps both socially and intellectually across the curriculum. It is a subject to be enjoyed and which can, like the other arts, add fulfillment and inspiration to their developing lives.
- Development of independence and confidence through performing arts. It provides a safe context in which to explore issues and emotions and it affords students the ability to analyse, evaluate and interact in ways which benefit all areas of school and beyond. It widens the experience of English especially through the use of speaking, listening and purposeful reading.

Physical Development

Opportunities are provided to enable students to participate in a wide range of sporting activities and to gain an understanding and awareness of physical fitness and its contribution to general health.

- Develop personal attributes and attitudes such as determination, self-confidence and the enhancement of good social and sporting attitudes.
- Participate in various local and international community-based activities.
- Develop concern for others, a sense of responsibility and the skills and attitudes needed to make effective contributions to society. Individual sport and team games, competition, physical challenges, expeditions, fundraising and international exchanges all form an important part of this aspect of a young person's education.

MFL

Students may have an opportunity to experience languages other than their own. Students interested in studying a language s may access this through tutoring at school or through our Trust's school.

- To enable the students to use the language effectively as a means of practical communication.
- To offer insights into the life and civilization of the communities where the language is spoken
- To encourage positive attitudes towards speakers of other languages and an appreciation of and empathy for other cultures as well as their own
- To provide a sound basis of communication skills necessary for future study, work and leisure
- To begin to develop an understanding of the cultural patterns that affect the thinking, feeling and acting of the societies in which the language is spoken

To develop curiosity, interest and enjoyment in the target language

THE PERSONALISED CURRICULUM

The personalised curriculum is identified through the Personal Learning Plan (PLP) and focuses on the additional interventions and support that is required by our students to enable them to access their learning and development which includes:

- Individual learning targets
- SCERTS targets
- Pen portraits
- Educational Health Care Plans (EHCP) targets
- Positive behaviour support plans and targets
- Therapeutic interventions including speech and language therapy, occupational therapy, sensory integration, music therapy and psychotherapy.
- Transition towards Adulthood targets

There is no formalised curriculum that is designed around a student's individual targets, rather they are designed to steer learning opportunities within the curriculum schemes of work.

Life Skills Functional skills

We aim for all our students to develop functional skills for living so each of them is able to lead a fulfilling and substantially independent life. We recognise that for young people with autism every experience may provide a learning experience. Our approach to teaching functional skills and life skills is at the core of our curriculum where our framework can be taught within the programmes of study and the schemes of work.

Input from the speech and language therapist, occupational therapist and other professionals supports the delivery of the life skills curriculum through personal programmes. Areas such as functional life skills and communication are very weighted towards support from therapists.

The life skills curriculum is not seen as linear learning, rather, it is a broad framework in which each child works. The pathways will be determined by each individual's;

- outcomes on their EHCP and PLP
- strengths and areas of development
- own need as assessed by the parents, staff, therapists, professionals and where possible, the student

Our curriculum includes ample opportunity to develop life skills through the experience of daily activities both on and off site. Furthermore, there is a key focus to each topic or area taught and these are integrated across the day in addition to discrete sessions. There is a strong emphasis on working in partnership with families to ensure the teaching of life skills span across the student's day including before and after school. The AET progression framework has been adapted to provide a framework for measuring progress within each area of learning.

| Life Skills 1. Independence towards Adulthood | |
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| Independent Living | Getting ready for a supported independent life as an adult |
| Personal Safety | Recognising risky situations and how to manage them safely and how to get help |
| Road Safety & Travel | Recognising how to be safe in the community when travelling and getting ready for independent travel |
| Keeping Healthy | Recognising how to remain healthy through exercise, diet and well-being |
| Personal Care | Building independent functional skills |
| Leisure | Recognising different aspects of leisure and identifying ways and means to navigate and enjoy leisure activities |
| Work Skills | Getting ready for the world of work |

| Life Skills 2. Learning towards Adulthood | |
|--|---|
| Organisation and learning skills | Building skills to become an independent learner or engage in learning independently in whatever method is appropriate to the individual. |
| Motivation and | Building attention skills and engagement skills and developing resilience in |

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| engagement | persevering with tasks |
| Routines and expectations | Recognising and understanding there are different expectations across different settings. |
| Evaluating own learning | Building self esteem and self awareness |

| Life Skills 3. Social Understanding towards Adulthood | |
|--|--|
| Coping with change | Building resilience to manage changes |
| Transitions | Building resilience to manage transitions |
| Special interests | Understanding own special interests and their significance on mental health and well-being |
| Play | Shaping learning |
| Thinking & problem solving | Developing memory to understanding to application to analyse, evaluate & create |

DELIVERY OF THE CURRICULUM

The curriculum is delivered via class and individual timetables and reflects the individual needs of the students. Timetables ensure the breadth and balance of academic learning whilst integrating the personalised and enrichment learning. Timetables are regularly reviewed to ensure all areas of learning are covered throughout the year and sufficient time and weighting is given to learning and development of core skills.

For our students with complex autism, the curriculum is delivered within a classroom context. Students take part in regular circle time as this gives them an opportunity to share their thoughts and feelings, greet each other and prepare themselves for the day ahead. This also allows teachers an opportunity to play interactive learning games and to teach life skills such as social skills.

For our academically able students, the primary curriculum is delivered within a classroom context and draws on some of the subject specialisms across the school. For our secondary learners, the curriculum is taught by subject teachers. Classes are arranged in ability for core subject learning whilst areas such as PHSE and life skills are taught in groups specific to chronological age. Students have time at the beginning and end of each day to reflect on their learning, celebrate their successes and resolve any difficulties that may have arisen.

Primary

The primary curriculum programme is delivered within cycles to ensure breadth of learning. The programmes of study are devised within thematic topics and have been developed to allow the curriculum to be implemented within either the semi-formal or formal pathway. Topics are consistent across the primary phase, regardless of which pathway is being delivered. This provides consistency and continuity around planning and all learning experiences and enriching activities.

Students working at age related expectations work from the adapted IPC curriculums and follow an annual cycle.

Key Stage 3

The secondary curriculum programme is delivered within cycles to ensure breadth of learning. The programmes of study are devised within thematic topics and have been developed to allow the curriculum to be implemented within either the semi-formal or formal pathway. Topics are consistent across the KS3 phase, regardless of which pathway is being delivered. This provides consistency and continuity around planning and all learning experiences and enriching activities.

Students working at age related expectations access the existing schemes of work that exist within the Trust's secondary school. The framework is modified and differentiated within the medium term planning to make them 'autism friendly'. Woven through the delivery is the school wide approach to our semi-formal curriculum (see Fig 1).

Key Stage 4

The KS4 programme is a two year programme which focuses on developing the key skills towards adulthood. Students build their functional literacy and numeracy skills and practice their application to real life experiences. Each student has a transition plan towards adulthood which outlines the key areas as identified on their EHCP so heavy emphasis is placed on the semi-formal part of our curriculum and students practice a range of life skills both in school and out in the community. The KS4 curriculum provides and prepares the student for their next steps to Post 16.

For KS4 students accessing the National Curriculum at age expectations they have access to a range of GCSE and Entry Level courses, drawing on the expertise within the Trust's secondary school. The curriculum also contains a semi-formal approach with skills for life being an integral part.

Post 16 Pathway Learning

The Post 16 curriculum is founded on four key areas of learning towards adulthood whilst continuing to build functional literacy and numeracy skills.

- Employment
- Independent living
- Friends, relationships and community
- Health and Wellbeing

The Post 16 learning offers a curriculum that meets the needs of our students with complex autism keeping in mind the key areas of learning; Communication and Emotional Regulation.

Our Post 16 curriculum offers 4 pathways which can be mixed and matched according to each young person, therefore offering flexibility.

As part of building skills towards adulthood, the curriculum offers students opportunities to experience further study as college and build practical work experience skills through a variety of placements. The delivery of the curriculum draws on accessing the wider community and using local facilities to give students as many real life experiences and opportunities as possible.

Students have the opportunity to gain a qualification in Life and Living Skills at entry levels 1–3.

PHSE, Citizenship, SMSC, Social and Emotional Learning (SEL)

The Grove school recognises how a traditional model can limit holistic learning opportunities young people with autism often require. It is for these reasons that we place high value on teaching and learning PHSE, Citizenship, SEL. We see these areas of learning as fundamental areas of need as for our learners with autism. Direct planning and teaching takes account of all aspects to do with PHSE and the umbrella of learning it covers, including the promotion of British values. (Please see PHSE and SMSC policy).

The curriculum also provides, at six points over the course of an academic year, drop down days where students have the opportunity to experience a full day of whole school cross curricular learning.

The school's Forest School curriculum also provides a framework for strengthening the range of social and emotional learning experiences for the students, particularly at the primary phase.

Relationships & Sex Education

Relationships and Sex Education is taught in PSHE lessons at a level appropriate to the understanding of our learners. We liaise closely with partner organisations for specialist individual input and support.

Training and guidance is provided for parents who wish to support their child. Parents may request their child is withdrawn from RSE at secondary.

Collective Worship

Religious themes are covered via our PHSE and SMSC curriculum. Shared assembly times focus on the celebration and the value of every member of our school community. Focus is around;

- showing interest in and concern for members of the school community
- celebrating special occasions together
- acknowledging and celebrating the daily happenings in school life, the local community and wider world
- sharing the appreciation of worthwhile activities undertaken by groups within the school
- sharing each other's' achievements and experiences

PLANNING THE CURRICULUM

At all times we strive for excellence in our curriculum across the school and to provide continuity and progression whilst also making important connections and links in every aspect of learning.

Our curriculum is planned and reviewed at different levels to ensure that individual needs, strengths and interests of every student are catered for.

Whole school planning

Purpose: To ensure progression through the school with all staff feeding into the development of the curriculum map. Whole school planning ensures equal opportunities to accessibility and learning outcomes for all students.

Outcome: Regular curriculum reviews and audits are integrated into the school cycle of self-evaluation. This helps to ensure cross curricula themes and learning is taking place at every phase. Through this, the curriculum is reviewed regularly to ensure the three keys areas are addressed and that the provision remains broad, balanced, relevant and engaging for learners.

Review: The curriculum map is reviewed in line with the policy, every 2 years. All staff are included in the review cycle.

Long-term planning

Purpose: Middle leaders and subject co-ordinators ensure that there is breadth and balance of coverage within subject areas and that SOW reflect the diverse needs of our students.

Outcome: Schemes of work are devised and monitored to ensure the curriculum is motivating, engaging and relevant to student's learning. Timetables are devised. Student's personal targets are reviewed and set in their PLP.

Time: Produced in line with the curriculum map. S.O.W are reviewed every 2 years alongside subject policies. Subject leaders are responsible for leading this.

Review: SOW are reviewed in line with the policy every 2 years. Middle leaders and subjects coordinators are involved.

Medium-term planning

Purpose: Ensure targets and objectives are identified through half termly planning. Therapy plans and programmes are identified, reviewed and integrated within the curriculum planning.

Outcome: PLPs are written and reviewed. AfL and baseline assessments are planned for. Training needs identified.

Time: Each half term teachers, middle leaders and therapy teams.

Review: Each half term middle leaders and SLT review plans via learning walks and work scrutiny

Short-term planning

Purpose: Ensure high quality teaching and learning with differentiation to meet individual needs.

Assessment is supported through AfL. Class files and student information and records.

Outcome: A fluid process that responds to the ongoing students' progress and attainment.

Time: Weekly planning by individual teachers or therapists where appropriate.

Review: Fortnightly planning meetings for teachers with middle leaders/SLT

ENRICHMENT ACTIVITIES

A number of enrichment activities take place that support the development of core skills, life skills and independence such as;

Shopping: Students plan and write shopping lists to prepare for cookery lessons, supporting the development of independence, managing and handling money and accessing facilities in the local community. In addition, students develop understanding of stranger awareness and who they can ask for help outside of school.

Travel training and road safety: Students practise using public transport to access local facilities and to make curriculum visits. Every opportunity is taken to practise safe road crossing and behaviour around roads and traffic. Practise behaving appropriately in public, planning journeys, managing unexpected situations etc.

Swimming and keeping fit: This forms part of the PE curriculum whilst also practising using leisure facilities and centres, developing independence in changing and self-organisation, showering independently, develop gross motor skills, core strength etc.

Cycling: Students can learn to ride a two wheel bike to develop gross motor skills, balance, co-ordination and increase their range and enjoyment of healthy leisure activities.

Educational and residential trips: Off site visits in and around London support develop learning in the classroom. Residential trips provide students with the experiences of being away from home and build on extending their curriculum experiences but also their personal and social skills.

Yoga and relaxation: Students across the school take part in regular yoga and relaxation sessions to prepare them for their school day. This helps to to develop motor skills, attention and concentration whilst building core strength, balance and coordination.

Horticulture: Students access allotments within the school grounds and link horticulture into science, cooking, life skills and topic work. Some Key Stage 4 students may choose to pursue horticulture as part of their options.

Cafe: Older students run a weekly cafe for lower school students to practice using facilities, exchanging money, making healthy choices and so on. This supports work experience and preparation for the world of work.

Life skills flat: Daily life and independent skills are practised through access to a small studio flat. Students can practice washing, cleaning, cooking and daily chores in preparation for adulthood.

Extra curricular activities: We offer a range of after school activities and lunchtime clubs. These include, drama club, art club, coding club, music clubs, dance clubs and a variety of sports clubs. There are opportunities for our students to access after school clubs within the Trust and we are able to draw on their resources, such as trampolines.

Inclusion

Inclusion at the Grove is based on the principle of individual entitlement according to individual capacity and need. For some students inclusion may be through shared lunchtime activities, for others a variety of regular engagement activities across the school may be suitable, such as joining in breaktime activities with other classes, assemblies, and joint drama productions. For students who have the potential to approach national expectations, timetabled inclusive learning across our Trust is arranged.

For our academically able students, inclusive learning will form a large part of a timetable of learning, leading, whenever possible, to GCSE examinations. Some 'reverse inclusion' is also offered, whereby students within the Trust are able to join in certain activities delivered at the Grove.

Post 16 students have weekly inclusive learning opportunities at the Haringey 6th Form College with whom we have a working partnership.

THERAPY PROVISION

Therapy is seen as an integrated approach which is intrinsic to both the curriculum and teaching and learning. We adopt a transdisciplinary approach whereby all parties work together to compliment each child's need.

Occupational therapy

A variety of occupational therapy approaches are used to promote the foundation or the continued development of essential life skills.

The occupational therapy programmes may consist of one, or a combination of; individual occupational therapy, group therapy, relaxation sessions and multidisciplinary therapy.

Speech and language therapy

We recognise that young people with autism have a difficulty with language and communication skills, including social communication.

A speech, language and communication profile is created through informal and formal assessments, these will identify strengths and needs of each student.

Autism-specific frameworks such as SCERTS® is used consistently to promote opportunities for developing communication through use of visual and transactional supports that have independence and emotional regulation as key aims.

Mental health

We work closely with a therapeutic team that consist of a range of therapies within the school such as psychotherapy, drama, music or art therapy. Therapy is provided on a bespoke basis, this may be in the form of individual sessions, group therapy sessions or family sessions.

Accreditation

Learning outcomes are accredited through a range of courses (see curriculum map) appropriate to each child's need and include; AQA Awards, ASDAN short courses and awards, Entry Level courses, Btech and GCSE.

Careers Education and Guidance and Work Related Learning

Careers Education is taught through a variety of enterprise projects where students are given the opportunity to experience vocational and work simulation skills. Awareness of the world of work is raised through educational visits to a range of public facilities and places of work.

At Key Stage 4 students undertake appropriate ASDAN modules such as work awareness, they also complete a short block of work experience.

At Post 16 all students access regular Employability as part of their chosen pathway and as part of their Life and Living Skills qualification. This is also identified on their transition towards adulthood plan.

MONITORING OF CURRICULUM PLANNING AND DELIVERY

It is the responsibility of middle leaders to report to the SLT that the curriculum requirements are being met and that there is breadth and balance that encourages progression across the year groups and through the school.

Quality assurance processes ensure that effective teaching and learning supports the curriculum and delivery is tailored to meet the needs of individual students.

PPA time for staff ensures there is sufficient time for staff to plan from the curriculum and that staff groups have time to meet together and share ideas and experiences.

RESOURCES

The school recognises the need for high quality resources to support the curriculum. Resources are varied and range to meet the individual needs of the students. We aim to ensure that resources are suitable, age appropriate, up to date and motivating. The school values staffing as an essential resource and this is reflected in the regular training schedule. Each class has a designated budget and there is a budget allocated for resources and subject leaders are responsible for the delegation and accountability of this.

ASSESSMENT, RECORDING & REPORTING

Positive rewards and systems are an intrinsic part of the school day. Student achievement is also recognised in the newsletter and through school assemblies. Assessment, recording and reporting is a vital part of the teaching and learning process and forms the basis of every student's personalised programme.

We use the B Squared Connecting Steps to track student progress. (Please see Assessment and marking policy). We use an adapted version of MAPP to track individual targets and progress and the SCERTS framework to track progress in readiness for learning. A life skills tracker is used to highlight the broad areas of skill that each student has achieved. All staff have responsibility for observing and contributing to the monitoring of a year students' progress. Parents and carers meet with class teachers each term to discuss their child's progress and received a copy of the updated PLP. The annual report to parents is

completed in line with the students' EHCP review. Parents and carers are expected to report their views on their child's progress each year as are students (where they are able).

RESPONSIBILITIES

Head of School is responsible for ensuring the curriculum is broad and balanced and meets the needs of the learners at the Grove school.

SLT and Middle managers are responsible for the monitoring cycle of the curriculum which includes;

- auditing SOW
- moderating assessment data
- analysing progress data
- observation and learning walks
- work scrutiny
- performance management
- curriculum development and planning
- training and professional development

Class teachers are responsible for;

- adapting the curriculum to make it accessible to each student
- medium and short term planning
- differentiation in meeting the needs of the pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources to enable pupils to access learning
- directing and supporting support staff in classes to ensure access to the curriculum for all pupils
- attending and contributing to training and meetings as requested
- feeding back to middle and senior leaders about the curriculum

EQUAL OPPORTUNITIES

At all times staff ensure that every student has equal access to a broad and balanced curriculum and activities to support this. There will be no discrimination in the provision of the curriculum or courses offered or available to students on the grounds of cultural diversity, ethnicity, religion, gender, ability, disability or age.

Access to the curriculum for students is explained further in our SEND policy.

In conjunction with this policy we ask that you consider the impact of the difficulties our children and young people face with 'flexibility of thought' in relation to this policy. When stakeholders better understand this aspect of 'impairment' and how to provide support, our students enjoy school more and learn best. Please see the policy statement on flexibility of thought.

HEALTH AND SAFETY

Risk assessments support the teaching of the curriculum through on site activities and off site visits. Some positive behaviour support plans may have an accompanying risk assessment so that all students are given access to the curriculum entitlement. It is the responsibility of all staff to monitor and take responsibility for the health, safety and welfare of all students and the delivery of the school curriculum.

