

## Local Procedure/Protocol

<b>School/Home Name:</b>	Avon Park School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	July 2024
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<b>Procedure/Protocol Lead:</b>	Kerri Louca-Weston
<b>Procedure/Protocol Sponsor:</b>	Brin Kelleher – School Development Lead

### EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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### 1. CONTEXT

- 1.1** Avon Park School is a coeducational independent special school and part of the Witherslack Group. Our pupils, aged 6-16, have a primary need of Autism or Social, Emotional and Mental Health difficulties along with co-occurring diagnosis. Pupils will have complex educational needs and may have social communication, interaction, play and language difficulties, behaviours which challenge and many have experienced trauma. Pupils have invariably experienced disrupted education placements in mainstream and in many cases also within other special needs settings.

- 1.2** Our school is split into a Primary and Key-Stage Three site on St John's Avenue and a Key-Stage Four site called Butlers Leap Campus which is less than one and a half miles away from the main site. Our School is well-resourced and has a comprehensive range of facilities including a design technology room, a science laboratory, a food technology room and at our key stage 4 site, a fully equipped gym and music production room. Class sizes are deliberately small in order to ensure pupils feel well supported by highly-skilled staff team of education, pastoral, care and therapy staff.

Working alongside the educational team is a Clinical Services Team consisting of Speech and Language, Occupational Therapy, Psychology and talking therapy and a Pastoral Team.

The staff at Avon Park School believe that teaching the whole child involves so much more than academic success and parents and pupils tell us that they hope that their child finds happiness, friendship and independence. We have therefore designed a curriculum that brings together the foci of three key areas: Academic Pathways and success, Preparation for Adulthood and Personal Development.

### 2. VISION, AIMS AND INTENT

- 2.1** At Avon Park School we are fully committed to providing pupils with the highest quality educational experience, ensuring that they are given the best possible opportunity to succeed and be prepared for life beyond Key-Stage Four. The curriculum incorporates a multi-disciplinary approach to maximising every pupil's personal growth. Avon Park School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant which means the content of the curriculum will continue to evolve to reflect our pupils interests, needs and aspirations so that they continue to be inspired, ensure pupils enjoy learning and follow a pathway linked to their next destination.

The curriculum is our mechanism for giving every moment of school purpose and focus because it promotes the development of the whole child. As a result, it means that the curriculum is more than merely subjects being taught but is encapsulated in every moment of the school day creating endless opportunities to make a real difference and improve the quality of life for pupils and their families.

At Avon Park School it is essential to encourage pupils to study a broad and balanced curriculum. Avon Park pupils are encouraged to believe that nothing is out of reach and that if you dream of something and believe in yourself then you will have the ability to be able to achieve anything. Our school motto is Dream, Believe, Achieve.

We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care.

We have high expectations of all pupils, with the aim that they leave us with qualifications and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

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- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Ensuring every pupil has more than functional reading, writing, numeracy and computing skills and knowledge
- Supporting our pupils to optimise their health and well-being
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs, interests and aspirations
- Using Clinical Services and Positive Behaviour Support approaches inform provision and strategies to reduce barriers to learning and participation. This will include developing effective social and communications skills, an ability to make choices and a toolkit of self-regulation strategies generating a positive perception of self
- Knowledge and skills for pupils to manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Enabling our pupils to be ready for the next stage of learning
- Supporting our pupils to develop functional living skills and independence
- Providing our pupils with knowledge and experience of the workplace and employability skills including roles within industry, problem-solving, time-management and workload management, teamwork, entrepreneurship and leadership skills
- Inspiring ambitious careers and knowledge of how to achieve this by incorporating effective Careers Education Information Advice and Guidance and embedding the innovative Witherslack Group Futures Programme
- Ensuring pupils are equipped to be successful beyond Avon Park School
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values, cultural capital and protected characteristics

## 2.2 Curriculum Model

### The curriculum model

The structure of the curriculum consists of three key foci which are consistent across every Key-Stage. The delivery of these focus areas will be reflective of age, stage and SEN and contain carefully selected learning programmes. These three foci truly enable academic success, personal development and preparation for adulthood.

### Academic Pathways

This element focusses on the subject specific content that pupils will study across the key-stages. There is a mixture of National Curriculum subjects and a range of other programmes that we have identified as reflective of our pupils' needs and aspirations. The curriculum ensures every pupil has the opportunity to reach National Standards and achieve age-related qualifications at the end of Key-Stage Four. In Key-Stage Four pupils will have greater ownership of what they study but will continue to study core subjects. Every pupil will also complete two PE lessons each week to promote healthy lifestyles and wellbeing.

### Personal Development

This focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress. This particular area draws upon the expertise of a wide range of professionals in addition to teaching staff such as the clinical and pastoral team and external agencies. The pastoral team have created an Engage Curriculum to ensure pupils can thrive whilst managing the demands of learning. Development could include Behaviours for Learning, stamina for learning, emotional literacy, social communication, social skills, interaction, Lego group, self-identity and self-advocacy, Life-Skills Club (Primary), health and fitness programmes, interventions and the Engage curriculum which is a personalised programme to support and enable pupils to reengage with learning.

### Preparation for Adulthood

Preparation for adulthood builds the foundations for transitions across key-stages and preparation into and for adulthood so that pupils are given the best opportunity to maintain success beyond their time at Avon Park. This includes accessing and belonging to a community, Careers Education, Information, Advice and

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Guidance support and developing leadership skills. Key-Stage Four pupils are given the opportunity to complete work-related learning and authentic experiences within the workplace.

Avon Park currently works closely with national employers such as RoadChef and Willmott Dixon through our Futures programme that enhances pupils' Careers experiences and development of employability skills. This foci includes the following programmes:

- Functional Living Skills
- Promotion, celebration and development of hobbies
- Cooking
- Teamwork
- Community contribution and participation
- Duke of Edinburgh
- Leadership opportunities such as mentoring programmes
- Subject ambassadors
- Skilled-Up employability and enterprise project
- Application of learning to real-life opportunities
- Authentic work exposure
- Links to colleges and universities
- Transition planning and support
- Development of employability 'power' skills recognised in industry as the key to successful employment

**Please See the Visual Curriculum in Appendix 1**

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 *Leaders at Avon Park School ensure that:***

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Pupils are involved in the content and learning opportunities within the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is well-sequenced, progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps including those set-out within the EHCP
- Subject curriculum leads provide support and advice for colleagues, and monitor progress in their subject area and contribute to professional development
- Subject curriculum leads ensure connectivity and cohesion across subjects

#### **3.2 *The teaching staff at Avon Park School ensure that:***

- The curriculum is ambitious and is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Apply pedagogy to planning and the delivery of learning

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- Pupils are given the opportunity to experience learning outside of the classroom and apply learning in a range of contexts
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

### 3.3 **Clinical staff ensure that:**

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support and contribute to pupils' learning, competencies, development and preparation for adulthood
- Suggestions, strategies and bespoke interventions are provided to support pupils to develop a toolkit of strategies to reduce barriers to learning and increase consistency in engagement in learning

### 3.4 **Pastoral staff ensure that:**

- Personalised programmes are data informed through *assessment* for pupils in order to reengage and support pupils through interventions, the Engage curriculum and direct support. The initial response is to create *stabilisation* for the pupil in terms of meeting emotional needs, reducing barriers to success and preventing further escalation of behaviours that challenge.
- Pupils and parents are given an opportunity to contribute to the personalised programmes
- Staff other external agencies are given an opportunity to contribute to personalised programmes
- Bespoke support is planned for the diverse range of needs and experiences of pupils and dovetails with Education and Clinical Services
- Strategies, suggestions, interventions and bespoke Engage curriculum programmes focus on the personal development of individual pupils for academic success and preparation for adulthood
- Pupils engagement and participation improves and pupils develop a sense of understanding self and a development of strategies
- Pupils develop successful behaviours and stamina for learning
- Positive Behaviour Support approaches underpin decisions, strategies and support
- Integrate pupils successfully into contexts perceived, by the pupil, as challenging with new skills and support

### 3.5 **All staff ensure that:**

- High expectations are always maintained for our pupils and themselves
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life

## 4. **IMPLEMENTATION**

### 4.1 **Whole-school curriculum Implementation**

#### **Pillars of Learning**

There are four Pillars of Learning within the Academic Pathway. The pillars group the full National Curriculum and additional learning programmes together. The clusters of subjects are based on how subjects can most easily develop connectedness and work collaboratively in order to help pupils remember key concepts. The pillars also show the breadth of subjects within each. Topics and themes have been identified and connected across subjects.

The Pillars of Learning are differentiated between Key-Stage (KS) One and Two and KS Three and Four to enable teachers to approach learning in a way that reflects the pupils age, experiences and needs in terms of stage. In KS Three and Four there are additional subjects and learning programmes to enable pupils to gain the knowledge and skills needed for chosen careers, gain currency through qualifications and

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accreditation and stand-out from their peers at interviews and within the community as part of preparation for their next destination in education, training or employment.

The Avon Park Pledge compliments each subject area by linking educational trips to subject content whilst increasing cultural capital.

### **The Pillars of Learning:**

#### **-Pillar 1**

**Core at KS One and Two:** Maths, English, Science, PSHE (which includes Relationship, Sex Education and Functional Living Skills)

**Core at KS Three and Four:** Maths, English, Science, PSHE (which includes Relationship, Sex Education, Functional Living Skills at KS3 and Skilled-Up at KS4) and Careers Education Information Advice and Guidance and the Futures Programme.

The courses outlined within 'Core' are those that every pupil will study without compromise, to ensure that they are given the very best opportunity to be able to access our full curriculum, gain qualifications, have a greater understanding of self and others and be able to positively connect with their community.

#### **-Pillar 2**

**Explore at KS One and Two:** History, Geography, Religious Education, Computing

**Discover at KS Three and Four:** History, Geography, Religious Education, Computing and Health and Social Care

We aim to broaden pupils' experience of the local community, Britain and the wider world. It is paramount that our curriculum ensures our primary pupils are given the opportunity to really explore what is in their local community and further afield, the history of things gone by whilst also developing cultural capital.

'Explore' means pupils will learn through first-hand experiences wherever possible to develop understanding of the world.

In 'Discover' pupils are able to build upon their prior knowledge and experience through research and use of primary and secondary sources to gain a greater understanding of the phenomena and the world, in time, on a more complex and cognitive level.

#### **-Pillar 3**

**Participate at KS One, Two:** PE, Music, Avon Park Life Skills Club

**Perform at KS 3 and 4:** PE, Sports Studies (KS 4), Drama, Music, Leadership programmes, Duke of Edinburgh, Skilled-Up and subject ambassadors.

The experience of participating in teams and social groups is vital for our pupils. Social encounters are a powerful vehicle for cultivating strengths, interests, a sense of self and belonging and understanding cause and effect.

In 'Participate' subjects pupils will partake in an array of experiences to develop motor skills, communication, resilience, self-confidence and establish habits of staying active and healthy.

In 'Perform' subjects, secondary pupils will continue to develop more accurate and precise skills through performance and learning to persevere and harness a positive attitude towards challenge. These skills will be nurtured into leadership skills. Pupils will embed skills into a range of sports, coaching and leadership programmes. There will be competitions throughout the year against other schools and sports groups and links to university sporting opportunities.

#### **-Pillar 4**

**Imaginative at KS 1 and 2:** Art, DT

**Create at KS 3 and 4:** Art (including Photography), Creative Media, DT, Hospitality and Catering, Food and Nutrition

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With gaps in learning, social experiences and developmental delay it is essential that there are opportunities to create and construct the development of imagination and creative skills. Some of our pupils are likely to have limited experience of learning through play and developing their imagination yet these experiences allow pupils to access higher order skills such as thinking and organisational skills, understanding and exploring the world, understanding the needs and feelings of others, expressing self, developing fine and gross motor skills and dexterity.

‘Imagine’ subjects will be developed through arts and crafts, painting, drawing, first hand-experiences, using a range of materials and resources in order to learn how to manipulate material.

‘Create’ subjects will be developed through the design process, applying knowledge of materials, tools and processes to create or improve something. Within KS Three and Four pupils will complete projects with greater accuracy, technicality and the use of increasingly more complex tools and equipment to express self, represent thoughts, feelings and understanding of the world.

## **The suite of qualifications on offer for each subject can be found in Appendix 2**

### **4.2 Curriculum Delivery**

Our school timetable comprises of twenty five teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Therapist, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist and the Pastoral Team.

Through high quality teaching of knowledge, skills and vocabulary across the breadth of our Pillars of Learning, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages and towards KS benchmarks.

Detailed Progression Plans are used to ensure pupils cover the content for their key stage and narrow any gaps in knowledge or skills, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom, educational trips and experiences and personal development activities
- Fieldwork and studies
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language through etymological discovery
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Activation of prior learning
- Recall activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Science, Technology, Engineering, Art and Maths (STEAM) themed days
- Daily reading sessions including Read, Write, Inc or Freshstart phonics
- Daily EHCP, Literacy and numeracy tasks
- Opportunities to develop fluency in knowledge and skills e.g. times tables, spellings, handwriting
- At KS Four there is currently a specific retrieval practice programme for Maths, English and Science as part of their intervention programme
- Encounters with employers
- Residential experiences
- Twice weekly assemblies and carefully planned themes

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For our cohort of primary pupils with significant and complex social, communication, attention, language and interaction needs additional approaches are used to deliver the curriculum. Personalised programmes are developed through a multi-disciplinary approach to identify strategies, based on an assessment of individual need to build memory and make connections. The approach includes:

- The Engagement Model; supporting pupils development in the areas of exploration , realisation, anticipation, persistence and initiation
- Play-based learning to help develop an understanding if cause and effect and learn to develop relationships
- Sensory-based learning to promote engagement, participation and attention
- Reading and story-time to learn and understand about self, give meaning to help understand the world and understand the needs and feelings of others
- Physical Movement and activity sessions to develop strength, posture, coordination, motor skills and wellbeing
- Creative and exploration learning
- EHCP outcome targeted work
- Focus on developing independence
- Communication and language programmes
- Social interaction and social skill programmes

#### **4.3 Key Stage 1 (Years 1-2)**

KS1 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teacher. Primary pupils have specialist teaching for PE, Computing and Music. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme, language and vocabulary development using Ninja Vocab and writing.

Pupils access:

English, Maths, Science, PSHE and Functional Living Skills, Careers and Citizenship including Relationships and Health Education, Geography, History, Computing, Art & Design, Design Technology including Food Technology, Music, Religious Education days and experiences, STEAM days, Avon Park Life Skills Club, Cultural Capital opportunities and Avon Park Pledge opportunities.

Individual pupils and class-groups access clinical, therapeutic input as appropriate to their needs and curriculum demand.

#### **4.4 Key Stage 2 (Years 3 - 6)**

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teacher. Primary pupils have specialist teaching for PE, Computing and Music. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme and Ninja Vocab.

Pupils access:

English, Maths, Science, PSHE and Functional Living Skills, Careers and Citizenship including Relationships and Health Education, Geography, History, Computing, Art & Design, Design Technology including Food Technology, Music, Religious Education days and experiences, STEAM days, Avon Park Life Skills Club, Cultural Capital opportunities and residential and Avon Park Pledge opportunities.

Individual pupils and class-groups access clinical, therapeutic input as appropriate to their needs and curriculum demand.

#### **4.5 Key Stage 3 (Years 7 – 9)**

In response to pupil experience and academic needs pupils at KS3 can be taught in a static class for most subjects reducing the number of transitions and changes in staff whilst access to specialist teaching rooms and specialist teachers continue to be available. This model provides an opportunity to enhance the educational, pastoral and clinical provision and strategies within the group where need is likely to be more significant than the larger cohort. Other Key-Stage Three pupils are taught by subject specialists and move

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from subject room to subject room. Interventions (clinical, pastoral and educational) are planned as required in order to close gaps in knowledge and skills and reduce barriers to learning in order to support pupils to make progress.

Pupils access:

English, Maths, Science, PSHE, Functional Living Skills, Careers and Citizenship, Sex, Relationship and Health Education), Geography and History, Computing, Art & Design, Design Technology, Music, STEAM Days, Religious Studies days and experiences, Cultural Capital opportunities and residential and Avon Park Pledge opportunities. Individual pupils access clinical, therapeutic input as appropriate to their needs. There are daily interventions and reading sessions.

#### **4.6 Key Stage 4 (Years 10 – 11)**

Our current Key Stage 4 offer is a suite of qualifications which include GCSE, vocational courses and functional skills qualifications. Staff aspire to ensure every pupil achieves GCSE qualifications. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PSHE including Skilled-Up (our employability programme), Citizenship and Relationships, Sex and Health Education and Personal and Social Development (PSD) and Physical Education. There is a Witherslack Group Futures programme including encounters with employers and authentic work exposure, STEAM days, opportunities to use their skills and knowledge in real-life situations, Cultural Capital opportunities and residential opportunities. Pupils select additional ‘option’ subjects to cater to their individual interests and career aspirations and these include Construction, Health and Social Care, Sport Studies, Art, Food Technology and Nutrition, Hospitality and Catering, Design Technology, Creative Media and Computing.

Key Stage 4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

**Please See Appendix 2 for the suite of qualifications on offer**

#### **4.7 Homework**

At our school, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil’s needs. For example, a homework ‘menu’ may be offered where pupils’ can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home. Teachers may also run online sessions to address gaps in learning and offer additional revision sessions.

#### **4.8 Reading**

At *Avon Park School* reading is integral to our curriculum and there is an allocated daily reading session for all pupils. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil’s individual needs. Reading skills and comprehension are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate.

Reading for pleasure is actively promoted through staff role-models and pupil Reading Champions. To nurture the love of reading we have connected wellbeing to reading by creating a reading garden and reading sheds, there is a library, every classroom has reading areas, there are class texts and story-time and regular pupil reading challenges and celebrations.

Speech and Language therapists support pupils and staff where appropriate and can include provision such as (but not limited to) phonological awareness screening, vocabulary development and colourful semantics.

#### **4.9 Oracy**

Oracy & Pupil Expression statement

Oracy is a fundamental component of our curriculum, integral to students’ cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using a multi-modal approach, spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students’ ability to participate fully in a democratic society, both within and beyond Avon Park School.

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We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability to express themselves, speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

#### **4.10 Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and sensory diets, and individual and group interventions and provision, in order to support their sensory-processing needs, self-regulation of emotions and behaviour, social skills, communication, interaction and language needs.

Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

#### **4.11 Physical Education**

All pupils access PE lessons at Avon Park School with physical well-being and healthy lifestyles being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer Sports Studies as an option subject at KS4 for those pupils who would like to pursue a related qualification.

Where possible the PE curriculum is linked to inter and intra sporting competitions and experiences within the local and wider community.

#### **4.12 PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Avon Park School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).
4. Functional Living Skills - Independence in the Community, Independence in the Home, Independence in the Workplace
5. Skilled-Up, our bespoke and innovative employability and enterprise programme
6. Numerous employer encounters and authentic experiences and is symbiotic with the Witherslack Group Futures Programme

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE curriculum up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

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There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working, respect, and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well and how to develop and maintain relationships.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Prospects. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work. Pupils at Key Stage 4 have access to the Witherslack Group Futures programme and a relationship with national employers.

#### **4.13 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Avon Park School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of the wider SMSC curriculum, pupils experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Our student council impacts and shapes our school through a democratically selected process providing representatives from class and/or key stages. Reading Champions celebrate reading and the written word through mentoring, recommendations and book reports.

#### **4.14 COVID-19 Recovery Curriculum**

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

### **5. IMPACT, ASSESSMENT AND MONITORING**

#### **5.1 Impact**

The impact of the curriculum at Avon Park School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will have developed behaviours and stamina for learning and the world of work
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will have the knowledge and skills to be able to progress onto the next phase of learning, employment or training in line with their career aspirations
- Pupils will gain at least 5 qualifications including Maths, English and Science
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Live healthy lifestyles and manage wellbeing
- Manage and express emotions in an appropriate manner
- Be resilient and confident

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- Be the best version of self
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils have aspirations for the future
- Pupils are inspired and motivated to continue learning
- Pupils will have identified a career pathway in line with their strengths and interests
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils are able to access their community and the world safely and successfully and have a sense of belonging
- Work and contribute to society

## 5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

All pupils learning phonics are assessed and complete a Phonological Screening Assessment. Pupils are baselined upon entry and standardised tests are completed annually and progress monitored over time.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be consulted.

Our expectation is that all Key Stage 4 pupils will achieve at least 5 externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Social, emotional and mental development of children is tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

## 5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning audits, pupil work scrutiny and learning discussion, lesson observations and learning walks which are carried out by Subject Leads and Senior Leaders.

Avon Park School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

## 6. **CURRICULUM MODEL**

### 6.1 **Please See Appendix 1 for the visual Curriculum Model**

## 7. **REFERENCES**

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[National curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk) [PSHE education for pupils with SEND \(pshe-association.org.uk\)](https://pshe-association.org.uk)

- Keeping Children Safe in Education (DfE, 2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)

Three steps to RSHE success (Sex Education Forum, 2021)

## 8. ASSOCIATED FORMS

None

## 9. APPENDICES

Curriculum Model

Suite of qualifications per Pillar of Learning

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## Appendix One:

# School Visual Curriculum

## Dream Believe Achieve



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## Appendix Two: Suite of qualifications on offer at Key Stage Four

Learning Pillar: **Create** element of the secondary curriculum

Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Core	English	Functional Skills Pearson Level 1 and 2 GCSE AQA Language GCSE AQA Literature
	Maths	Functional Skills Pearson Level 1 and 2 GCSE Pearson Mathematics
	Science	Pearson BTEC Applied Science Level 1 and 2 GCSE AQA Combined Science: Synergy
	PSHE, RSE	Ascentis Level 1 award, certificate or diploma for Personal Development
	Careers/Futures	Work-related learning opportunities

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Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Create	Art	Eduqas Art and Design GCSE
	DT	Eduqas Art and 3D Design GCSE Pearson Level 1 in Design BTEC level 1 and 2 Construction
	Food Studies	Pearson BTEC Basic Cooking Skills Level 1 and 2 (Year 9) NCFE Food & Cookery Level 1 and 2 Food Hygiene & Safety Level 2 WJEC Food Preparation and Nutrition GCSE

**Learning Pillar: *Perform*** element of the secondary curriculum

Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Perform	Leadership	D of E Bronze or Silver
	Drama	GCSE Eduqas

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	Business and Enterprise (Skilled Up)	Ascentis Level 1 Certificate in Employability
	Music	Rock School Certificate Level1/2 in: Performance/Composition/Technology
	PE	Cambridge Nationals OCR Sports Studies Level 1 and Level 2 Ascentis Healthy Living Level 1 and 2

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**Learning Pillar: *Discover*** element of the secondary curriculum

Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Discover	History	GCSE AQA History 1-9
	Geography	GCSE AQA Geography 1-9
	RE	
	Computing	Entry-Level Certificate Functional Skills ICT GCSE Pearson Computer Science Pearson Functional Skills IT level 1 and 2 Pearson Creative Media Production Tech Award Level 1 and 2
	Personal Development	BTEC Health & Social care Level1/2 Ascentis Personal Social Development Level 1

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