

# **Curriculum and Careers Policy**

Park House School

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## **Statement of intent**

At Park House School, (PHS) we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

## Introduction

Park House School (PHS) is a small, Therapeutic, co-educational day school, for children and young people aged between 6 and 19, all of whom have special educational needs related to their social interaction and communication difficulties typically found in children who are Autistic and who may, additionally, have specific learning difficulties and where the school is named via their Local Authority (LA) Education Health Care Plan (EHCP).

Many of our pupils arrive at the school following a period of considerable disruption to their education involving significant periods of being out of school, exclusion, voluntary or enforced, and a history of challenging behaviour, anxiety, or negative educational experiences.

The curriculum at PHS encompasses everything that each pupil needs to meet their individual needs; from the moments they arrive at school to the time they leave for home at the end of the day.

The complexity of the pupils at PHS means that their curriculum will be built up from a wide range of appropriate sources.

The curriculum is taught using a variety of styles and methods and wherever possible is made relevant by linking concepts to real life. Pupils are taught both individually and as members of targeted, small, and medium sized groups. Each pupil's school week is set out on an individual timetable that is constructed collaboratively between the professional staff each term. Pupils are seen as partners within this process and have an active voice in the decision-making process in determining the sessions planned within their timetables. Wherever it is appropriate to do so, practical and curriculum enrichment activities using local and wider community resources and facilities are included. Alongside this are all those experiences that pupils have whilst they are in school. These occur at formally timetabled structured times, as well as during less structured times such as breaks and lunchtimes and in the informal encounters and interactions that pupils have as they move through the school. So, although the timetable is carefully structured, there is flexibility to ensure that learning opportunities that arise from day to day are capitalised upon.

## **Learning Pathways**

As a result of the complexity of each student's individual needs, we recognise and celebrate that a pupils' learning pathways may encompass elements of Pre-Formal, Semi-Formal and the Formal pathways, as is appropriate to their developmental stage in each area of their learning.

### **Pre-Formal**

Pupils in the pre-formal pathway are working on building their readiness to learn, this will include communication, early literacy, and numeracy skills, investigate and exploration, sensory regulation, engagement, and attention.

The learning needs of our children and young people are best met through a personalised learning approach that places relationships at the heart of activities and is based on the principles of communication, cognition, social and emotional development, and physical and sensory development. This group of learners need a bespoke timetable that enables health and care plans to be seamlessly incorporated into their daily timetable to run alongside their education plans. The focus of the curriculum is on the learner and his/her abilities rather than disabilities.

### *Pre-Formal Curriculum Intent*

The pre-formal curriculum focusses on pupils developing their communication and attention to develop the early skills and behaviours to engage with learning including,

- Developing communication including speaking, AAC or both
- Building focus
- Early literacy skills such as phonics or word reading, mark making
- Early number skills including counting and 1:1 correspondence
- Fine and gross motor skills
- Independence, life skills and community experiences
- Social skills and learning through play
- Development of sensory processing and regulation skills
- Awareness and understanding of the world around them
- Curriculum enrichment activities

### *Pre-Formal Curriculum Implementation*

Pupils are involved in their learning through a child led approach following their interests. They are provided with a range of activities each day to develop learning fundamentals and to make small steps of progress towards EHCP outcomes and Personal Learning Goals (PLGs).

Small group sizes

1:1 support where appropriate

High level of adult support

Themed multi-sensory approaches to introduce understanding the world around us.

Interventions such as Attention Autism and Intensive- Interaction are amongst the approaches used in the pre formal curriculum implementation.

### *Pre-Formal Curriculum Impact*

Pupils make gains in communication (expressive and receptive), have a functional means of communication, attend to adult led learning for longer periods of time, begin to demonstrate effective behaviours for learning and develop independence.

### **Semi-Formal**

Pupils in the semi formal pathway have begun to develop in their readiness to learn, they will continue to develop their skills in communication, sensory regulation, attention, and focus, they will be introduced to subject specific learning at a level matched to their ability.

Where appropriate our learners will engage in Therapeutic interventions throughout their week to enable them to fully access and engage with all educational activities and opportunities. Whilst they will benefit from accessing a more formal subject curriculum, they also need a more flexible and holistic approach to learning to ensure that all learning needs are met and barriers to learning are removed e.g. Further developing communication, independence, emotional literacy, and ability to regulate behaviour.

### *Semi-Formal Curriculum Intent*

The semi-formal curriculum focuses on pupils EHCP outcomes/PLG's and develops characteristics of effective learning whilst introducing pupils to subject specific learning

- English (Functional)
- Maths (Functional)
- Functional projects including elements of Geography and History, RE, Science, IT and Computing
- PSHE, RSE, Life skills including motor skills.
- PE
- Social Skills and Play
- Zone of regulation to self-regulate emotions and behaviour
- Curriculum enrichment activities
- Development of sensory processing and regulation skills

### *Semi-Formal Curriculum Implementation*

Pupils are provided with regular daily opportunities to work towards their EHCP targets/PLGs through subject specific lessons, games, challenges, down time or play in line with pupil's age and curriculum enrichment activities. The activities focus on the development of communication, social skills, independence, self-regulation, and life skills. They are also introduced to subject specific lessons, Pupils work 1:1 or in small groups. Elements of both pre-formal approach and formal approach are incorporated in the implementation of the semi-formal curriculum. Lessons are delivered in a concrete, practical, multi-sensory manner.

### *Semi-Formal Curriculum Impact*

Pupils further develop functional communication, attend to adult led learning for increasing lengths of time, become more independent and able to self-regulate emotional and sensory well-being. Where developmentally appropriate, pupils may progress to the formal learning pathway and work towards achieving accredited courses/qualifications coupled with real life experiences.

### **Formal**

Formal learners are ready for a more formal and structured approach to learning. Their curriculum will focus on qualifications and developing skills for the world of work and preparation for adulthood. Alongside the formal curriculum, our learners also will develop their skills in communication, cognition, self-regulation, generalisation, working memory, problem solving, physical skills, sensory regulation, independence, and functional skills.

### *Formal Curriculum Intent*

Pupils work towards their EHCP targets/PLG's whilst introducing them to accredited qualifications and developing their skills in preparation for the world of work and adulthood. Bespoke and individualised timetables may include:

- English (Functional & GCSE)
- Maths (Functional & GCSE)
- Science (BTEC & GCSE)
- BTEC Pre-Vocational Skills
- MFL
- PSHE and RSE
- PE
- IT and Computing
- Work experience
- Life skills
- Social communication
- Curriculum enrichment activities
- Development of sensory processing and regulation skills

### *Formal Curriculum Implementation*

Pupils are provided with regular daily opportunities to work towards their EHCP targets/PLG's through access to accredited qualifications, developing skills for the world of work and preparation for adulthood. This will be delivered through a bespoke package exposing pupils to a more Practical and study-based approach.

### *Formal Curriculum Impact*

Pupils may return to SEN State or mainstream education- full or part time if under 16, gain a place at a college or Sixth Form, Apprenticeship, Work placement or job. Achievement of recognised accreditation.

### Post-16 Provision

Post-16 provision is determined based on each individual pupil's need. For pupils above compulsory school age, a bespoke timetable and programme of activities will be created in partnership with the pupil and their parent/carers. The provision in place will be reflective of the individual pupils' needs, aspirations and hopes for the future alongside being reflective of the schools' aims.



## **Careers Education, Information, Advice and Guidance**

All young people have an equal entitlement to high quality Careers Education, Information Advice and Guidance (CEIAG) that provides them with an understanding of the world of work; helps them to explore career options and supports them in making decisions about the opportunities open to them.

Independent and impartial advice for our young people with SEND should include all the education, training and employment opportunities on offer, and signpost them to post school programmes that will support their transition into paid, supported, or voluntary employment, or focused and relevant leisure opportunities supported by social care.

The following areas of the Preparation for Adulthood are robustly supported through our curriculum offer.

- Good Health
- Friends and Relationships
- Community
- Employability
- Independent Living

### **The Aims and Intent of Our CEIAG Programme**

- To build a sustainable and adaptable careers strategy based on the Preparation for Adulthood agenda, that is regularly reviewed and updated.
- To develop holistic provision links to individual needs, interests, skills and learning pathways, giving pupils opportunities to try to experience a range of new and exciting activities that link to post school provision.
- To develop pupils' communication and social skills so that they have confidence to access services and provision post school.
- To ensure pupils and their families have access to good, relevant, and timely information so that they can make informed choices about their route post school

### **We fully subscribe to the following principles of CEIAG:**

- Helping our pupils with their self-awareness, self-development, and skills for life.
- Supporting our pupils to gain functional skills in preparation for adulthood.
- To offer our pupils opportunities and experiences in specialist employment and education provision, supported living and social care.
- To ensure the voice of our pupils is recognised and valued through a variety of internal and external activities to develop and support their decision-making process.
- To ensure EHC plans from Year 9 onwards include consideration of aspirations, activity and provision that support progress towards the specified PfA outcomes of Employability, Independent Living, Friends, Relationships and Community, and Good Health.

- To understand the interests, strengths and motivations of our pupils and young people, and use this as a basis for planning support around them from an early age.
- Provide impartial and up-to-date information by working closely with appropriate organisations and services located in each pupils' Local Authority.
- Challenge stereotyping and encourage pupils to widen their future options within realistic expectations.
- Reflect the true nature of today's and tomorrow's world of work and to be aware of the opportunities available as part of the local offer.

### *Implementation*

To support pupils to achieve their aspirations, careers education, Park House School adheres to the following strands:

1. EHCP outcomes and targets link to the development of self-awareness, self-development, and skills for life
2. EHCPs in the final transition year include consideration of aspirations, activity and provision that support progress towards the specified Preparation for Adulthood outcomes
3. A bespoke curriculum and timetable that supports pupils to identify their skills, interests, and talents
4. School and community-based activities and projects that support our pupils to gain functional skills in preparation for adulthood
5. Development of financial literacy and budgeting linked to projects and enterprise activities
6. Development of conversational skills which will transfer to the workplace
7. Ensuring our student voice is recognised and valued through a variety of internal and external activities to develop and promote their decision-making process
8. School based enterprise activities which develop work and interpersonal skills
9. Work Related Learning opportunities offering meaningful vocational experiences on and off site
10. Off Site Work Experience at local businesses and charities, including job coaching to support pupils to excel at these placements, as appropriate to each pupils' developmental stage
11. A varied programme of Social Enterprise Activities which link to the Duke of Edinburgh Award volunteering
12. Independent travel training programme
13. A strong and bespoke transition programme into post school provision, which includes links with colleges, social enterprise firms and social care provision (where appropriate).
14. Partnerships and discussions with parents/carers.
15. Attendance at locally organised careers events.

### *Roles and responsibilities*

- The CEIAG programme is overseen and evaluated by the Head of Education and Curriculum and is planned and co-ordinated by the team of teachers and therapists at Park House School.
- All staff deliver the PSHE programmes, which are planned and adapted by the teaching team at Park House School to meet the individual needs of all pupils.
- School based sessions are led by teachers, therapists and keyworkers and link to life and living skills qualifications.

- Staff can request additional training to support CEIAG policy through the supervision process.

### *Impact*

We continue to evaluate the programme to strive to improve its effectiveness against individual pupil's learning outcomes. All activities that form the CEIAG programme are evaluated, and information is used to inform planning for the next year.

We use a mixture of evaluation:

1. Observations of timetabled sessions
2. Learning walks during the school day
3. Show Progress - ongoing analysis of each pupils' progress in relation to PLGs and EHCP outcomes
4. Feedback from pupils and pupil voice

All evaluations are used to inform our Development Plan and school priorities.

## **An Embedded Therapeutic Curriculum**

We want our pupils at Park House School to feel safe, to feel part of the school community and develop positive attachments with staff. We want our pupils to communicate their needs and ideas, be that through speaking, using alternative augmentative communication aids or both. We want our pupils to be able to access all school activities regardless of their physical needs. We want our pupils to develop emotional regulation skills so they can manage their emotions day to day. These are the foundation skills that will allow our pupils to access the curriculum and successfully develop their learning. These foundation skills are not to be framed with just the academic focus; these skills will also enable our pupils to manage the challenges of everyday situations in a social context and beyond Park House School.

The Park House School therapy team is made up of Speech and Language Therapy (SALT), Psychology and Occupational Therapy (OT). There is also learning mentors and skilled key workers who receive training and support from the Therapy Team.

## **Universal Therapy Provision**

All pupils at PHS will receive a core therapy provision:

- Individual assessment from the therapy team upon entry into school
- Continuous development of a sensory and communication friendly environment
- Visual supports for structure, routine, environment, and communication
- Therapy input at 'Team around the Pupil' meetings
- Whole school training for staff members by the SALT, OT, and the Psychology team.
- Input into behaviour plans based on pupils' communication, sensory and psychology needs
- Input into EHCP reports
- Goal setting with teacher

## **Targeted Therapy Provision**

For pupils where the Therapist has identified there is a need for something more specific, they will have a targeted provision from the Therapy team. This can involve:

- Personalised visual support E.g., aided language displays, day planner, self-advocacy
- Specified sensory programmes (diets and circuits)
- Advice on specialist equipment for communication, focus, posture, learning and regulation
- Speech or language programmes supported by key worker
- Occupational Therapy programmes supported by key worker

### **Specialist and Intensive Provision**

Some pupils will need an intensive or specialist intervention with a therapist. This could be:

- Direct groups with a therapist
- Direct 1:1 therapy with a therapist

Pupils' needs are reviewed as an ongoing process through assessments, observations and discussions with parents/carers, key workers, and staff. Should a pupil need targeted and/or specialist provision, this will be put in place.

## **Preparation for the opportunities, responsibilities, and experiences of British Society**

Work in PHSE and in the day-to-day interactions within our school stress the importance of positive values: knowing right from wrong, honesty, integrity, acceptance, understanding, personal responsibility, reflection, resilience, compromise, and forgiveness.

Many of these are difficult concepts for our pupils to come to terms with and so the importance is constantly modelled and revisited day in day out. Pupils are encouraged through positive praise and examples to take on these values and to understand the importance of them to live a happy and healthy life in modern Britain.

### **Social, Moral, Spiritual and Cultural**

A key element of every pupil's experience at PHS is to prepare them to live in society. For young people with ASD (Autism Spectrum Disorder) the world can be a disorienting and confusing place, where people do not react and respond in the way that the autistic mind predicts. They are supported in their learning to manage and cope with the unexpected, to see change as non-threatening, to regulate their own feelings, fears, and emotions and to accept differences between varying cultures and traditions that are not their own.

To achieve this, we strive to give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. We encourage pupils to explore and develop what interests them and others and encourage them to reflect and learn. We give pupils the opportunity to understand human feelings and emotions and the way they affect people. We also create an environment where all pupils can grow, flourish, respect others and be respected.

Park House School promotes measures to prevent discrimination based on race, religion, gender, sexual orientation, age, and other criteria and gives pupils opportunities across the curriculum to explore and develop moral concepts and values such as personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. An open and safe

learning environment is provided in which pupils can express their views and practise moral decision-making. – ***protected characteristics***

Pupils are supported in recognising and respecting the codes and morals of the diverse cultures represented in the school and wider community. We encourage pupils to take responsibility for their actions; to respect school property, to care for the environment, and to develop codes of appropriate behaviour.

PHS will promote a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion can flourish. We encourage pupils to work co-operatively and to recognise and respect social differences and similarities.

Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect and encouraging pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community. PHS will provide opportunities for engaging in the democratic process and participating in community life and provide positive and effective links with the world of work and the wider community.

PHS will provide opportunities for pupils to explore their own cultural assumptions and values and present authentic accounts of the attitudes, values, and traditions of diverse cultures. PHS will address discrimination on the grounds of race, religion, gender, sexual orientation, age, and other criteria and promoting racial and other forms of equality and extend pupils' knowledge and use of cultural imagery and language.

PHS provides opportunities for pupils to participate in cultural events to extend their cultural awareness, visiting the theatre, museum, concert, and gallery visits.

## **Monitoring and review**

This policy is reviewed **annually** by the Head of Education and Curriculum and the proprietors.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **December 2024**.