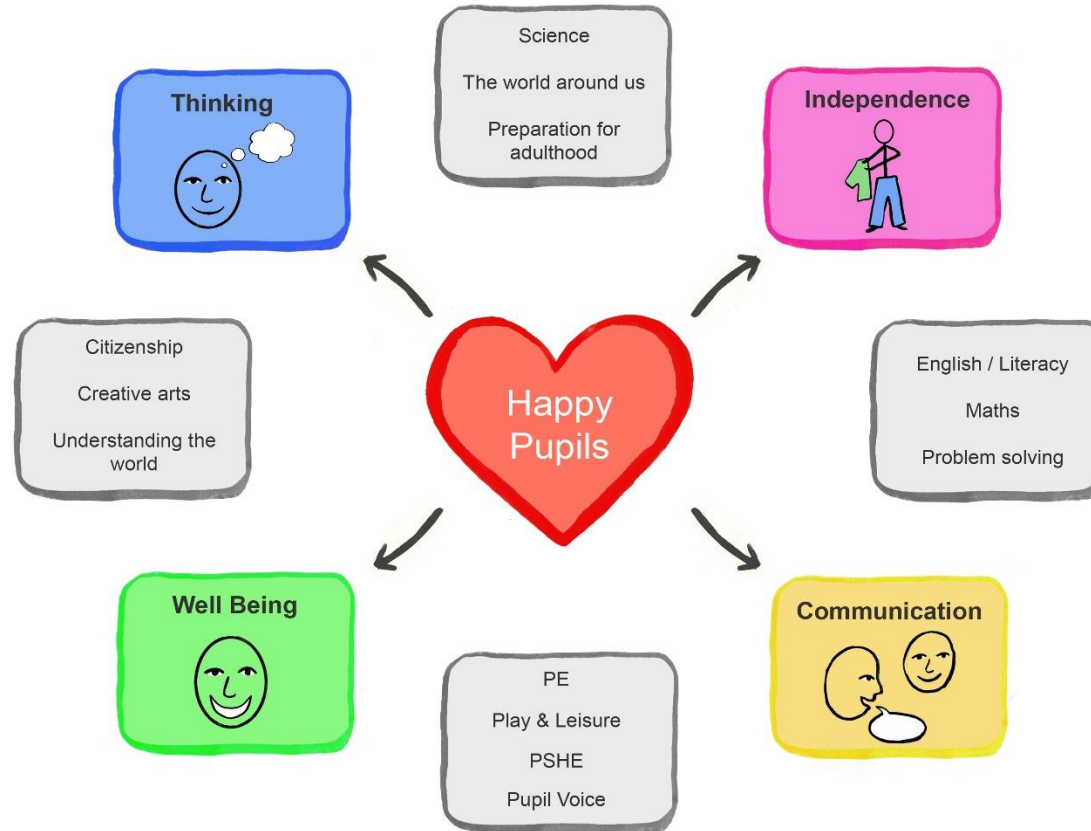




College Park School Curriculum



Curriculum Intent

College Park Context

- We champion the right of each learner to access a personalized, ambitious and meaningful curriculum
- We aim to create an environment where we can support learners to be happy and interact in a positive and meaningful way.
- We live by our vision of believing that all pupils have the potential to achieve
- We champion for our learners entitlement to develop independence across all ages and stages
- We value the relationships created between families and ourselves, and advocate for strong and open dialogue.

Our curriculum will:

- focus on the core skills of communication, independence, well-being and thinking
- be individualized to the pupil, in consideration of education health care outcomes and aspirations for the future
- enable learners to work to individual personal best
- Support learners to access meaningful opportunities from their individual points of learning
- Provide opportunities for our learners to discover new areas of interest and self-discovery whilst developing confidence and well-being
- Enable learners to find their individual voice with a meaningful communication system
- Equip learners with the skills and knowledge to keep themselves safe and healthy
- Enable learners to develop the skills and confidence to contribute to their community
- Focus on Mental health and Well Being through active engagement and PSHE
- Support pupils with Relationship and sex education
- Support learners to be as independent as possible in self-care and hygiene routines
- Create active opportunities for cross-curricular learning
- Provide a diverse base of learning with different cultural experiences
- Ensure challenge for all our learners to reach their potential
- Promote British values
 - Democracy – through choices and the school council
 - Rule of Law – class rules and charters, clear expectations and boundaries
 - Individual liberty – communication and personalized learning
 - Mutual respect – turn taking, honoring communicative attempts, empathy, compassion

- Tolerance of those of different faiths and beliefs – assemblies, celebrations, community links, celebrations of different backgrounds
- Reflect the UN convention on the rights of the child including articles 13, 19, 28, 29, 30 and 31 where every child is supported to access their right to learn, relax and play
- Ensure learners are valued and active members of their community
- To support learners capable of achieving a higher level to access appropriate opportunities such as Entry level exams and GCSE Art
- To support learners to transition successfully from school to further education and employment.

Implementation

To achieve our intentions, we will

- Use the Equals Informal and Semi Formal Curriculum for pupils with ASD and SLD and the Equals Formal Curriculum and elements of national curriculum accessed at a level appropriate for pupils with ASD and MLD.
- Use a rolling plan of topics and themes that support access to each curriculum pathway and teaching of NC foundation subjects
- Carefully respond to pupil preferences and interests
- Collaborate with external therapists to support best possible outcomes for learners (including Education psychologists, Speech and Language Therapists, Music therapists, Occupational Therapists, Children and Adult Mental Health services).
- Ensure our staff are specially and highly trained to support the delivery of a meaningful curriculum
- Use different recognised, approaches including TEACCH, SCERTS, Intensive Interaction, Makaton, Attention Autism
- Offer an extension of the curriculum to include outdoor learning, for example regular access to Forest School and horticulture
- PE and Creative arts subjects will be delivered by specialist teachers.
- Personalise the curriculum informed by EHCP outcomes
- Provide a range of learning environments including small group, whole class and indoor and outdoor learning
- Ensure that teaching builds on previous learning
- Promote pupil voice through school council, contributions to annual review process and assemblies
- Access the community by having a wide range of partnerships with a number of cultural institutions.
- Review, reflect and evaluate with the class teacher in order to support individual needs.
- Celebrate with a summer festival that creates and develops partnerships with a number of schools and cultural partners, including a production and accessible sensory story.
- Collaborate with a range of College and further education providers to deliver successful transition programs for our learners.

Impact

The impact of the curriculum on children and young people's progress and achievements is measured using variety of assessment tools to ensure that progress is evidenced in a way most appropriate to the individual student.

- Learner progress from point of entry
- Parental reports
- Governor reports
- Assessment triangulation/ planning-Evisense and Pupils progress forms
- Annual reviews
- Pupil progress meetings

Overview of College Park School Curriculum Pathways

Early Years Foundation Stage		
<p>Learners follow the EYFS curriculum throughout early years and KS1. It is a developmental curriculum which plays a role in establishing which pathway pupils will follow at the beginning of KS2. Completion of the Early Years Foundation stage at the end of the KS1 year will support the holistic transfer to the semi-formal or formal curriculum as learners continue their academic journey, based on the rate of their progress and individual developmental trajectories.</p>		
Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Post 16 provision		College

Early Years Foundation Stage

Personalised developmental curriculum that learners follow until the end of KS1 (Silver and Red Classes)

Learning and development of individual learners is supported through building positive relationships and the creation of enabling learning environments. Important part of the teaching process is the support of attention levels and communication skills through Attention Autism and motivating sensory activities as well as the development of early social skills through turn taking, intensive interaction and play. Messy play, sensory exploration, structured play and free flow play are all integral parts of learning during EYFS. Learners are supported in the development of their personalities, interests and strengths through

3 prime curriculum areas

- Communication and Language
- Personal, Social, Emotional Development
- Physical Development

- These are further supported by the specific areas
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design.

<p align="center">The Informal Curriculum (Autism, Complex Needs and SLD)</p>	<p align="center">The Semi-Formal Curriculum (Autism and SLD)</p>	<p align="center">The Formal Curriculum (Autism and MLD)</p>
<p align="center"><u>What will we use to inform our learning intentions</u></p> <p>The informal curriculum supports those pupils who have significant sensory and communication needs and who require an ongoing sensory-based pedagogical approach. These pupils access a less structured environment incorporating movement and utilizing a range of spaces and teaching approaches.</p> <p>All pupils access self-regulation opportunities through sensory interventions throughout the day. Pupils may stay within the informal curriculum throughout their time in education.</p> <p>The informal curriculum is informed by: Equals informal curriculum, SCERTS, personalized EHCP outcomes and bespoke SALT and OT programs.</p>	<p align="center"><u>What will we use to inform our learning intentions</u></p> <p>The semi-formal curriculum is a developmental curriculum which facilitates development of schemas. We value sensory exploration for our younger learners and personalized and real life experiences for our older learners following the Semi-Formal pathway. Functional learning is the key element for planning and delivering lessons.</p> <p>The Semi-Formal curriculum has its own curriculum areas, each designed to support the development of a young person with Autism and SLD.</p> <p>The Semi -Formal curriculum is informed by: Equals semi-formal curriculum, personalized EHCP outcomes, bespoke SALT and OT programs and SCERTS.</p>	<p align="center"><u>What will we use to inform our learning intentions?</u></p> <p>For our more Formal learners we include more formal and personalized subject-specific teaching as appropriate. The Formal Curriculum links to the National Curriculum, adapted as appropriate for the learners.</p> <p>Pupils who follow the formal curriculum are able to access relevant and appropriate exams including Functional Skills and Entry Level. Formal Curriculum is informed by the National Curriculum, personalized EHCP outcomes, bespoke SALT and OT programs, Arts Award and Entry Level schemes. We aspire for our pupils to maximize their potential and gain relevant qualifications.</p>
<ul style="list-style-type: none"> ➤ Communication and social interaction ➤ Physical well being 	<ul style="list-style-type: none"> ➤ My communication ➤ The world around me ➤ My independence and PE 	<ul style="list-style-type: none"> ➤ English ➤ Science ➤ PE & independence

<ul style="list-style-type: none"> ➤ Sensory play and Development ➤ Creative Curriculum ➤ Self-regulation and self determination 	<ul style="list-style-type: none"> ➤ My Play, Leisure RSE ➤ Thinking and problem solving ➤ Citizenship and PSHE ➤ My Creativity 	<ul style="list-style-type: none"> ➤ The World around me ➤ Citizenship and PSHE ➤ RHSE ➤ Maths ➤ Creative Arts
<p><u>How will this look in a teaching group?</u> Small group / individual teaching with core group of staff for the majority of sessions</p> <p>Sensory regulation and movement activities as a part of supporting sensory regulation</p> <p>Creative Arts specialist teaching</p> <p>Occupational Therapy and Speech & Language Therapy</p> <p>SCERTS</p>	<p><u>How will this look in a teaching group?</u> Group / individual teaching with core group of staff for the majority of sessions</p> <p>Sensory regulation activities as a part of supporting sensory regulation</p> <p>Creative Arts specialist teaching Occupational Therapy and Speech & Language Therapy</p> <p>Active Engagement Strategies</p>	<p><u>How will this look in a teaching group?</u> Distinct teaching group with individual and small groups teaching Subject specific teaching where appropriate</p> <p>Creative Arts Specialist Teaching</p> <p>Subject specific area schemes eg. Entry level work in Maths and English and Art Award</p> <p>Occupational Therapy and Speech & Language Therapy</p>
<p><u>How will evidence be gathered?</u> Range of Evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data IEPs and EHCP outcomes reviews</p>	<p><u>How will evidence be gathered?</u> Range of Evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data IEPs and EHCP outcomes reviews</p>	<p><u>How will evidence be gathered?</u> Range of evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data</p>

<p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p> <p>Engagement Model</p>	<p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p>	<p>IEPs and EHCP outcomes reviews</p> <p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p> <p>Workbooks work files</p>
<p style="text-align: center;">Moving on and Post 16 Curriculum (6-19)</p> <p>The Post 16 curriculum focuses on transferable skills that equip our students to be active participants in the community. The semi-formal curriculum strands continue to be used throughout Post 16 however delivery is through these curriculum areas:</p>		<p style="text-align: center;">College</p> <p>We aspire and are ambitious to see our students to access college after completing year 11.</p>
<p>World studies</p> <ul style="list-style-type: none"> ➤ Community visits ➤ Community based learning ➤ Active citizenship <p>Independent Living</p> <ul style="list-style-type: none"> ➤ Flat skills ➤ Travel training ➤ Cooking ➤ <p>Vocational Skills:</p> <ul style="list-style-type: none"> ➤ Work experience ➤ Work place visits ➤ Employability skills ➤ Enterprise projects 		<p>Westminster Kingsway College</p> <p>Hammersmith College</p> <p>City of Westminster College</p>

A summary of school curriculum 2023-2024:

The College Park curriculum is a theme-based curriculum. We use a four-year cycle Topic plan to teach Foundation Subjects-Geography, History and RE. We also use aspects of the Programs of Study (PoS) to support and inform our curriculum design and to ensure that all our children access a broad and balanced curriculum. The curriculum content and progression in key stages across the three curriculum pathways in relation the National Curriculum Programs of Study for Geography, history and RE.

Personalized learning opportunities are designed and offered across all areas of the school curriculum. Learning is organized and sequenced across the key stages in order to maximize progress and help build upon achievements and next steps. Key texts are sequenced to ensure there are age appropriate stories and books, both fictional and no fictional, are introduced and taught to pupils.

Through termly themes, we ensure that our curriculum is broad and diverse and that our pupils learn and appreciate different cultures, countries and people, as well as other protective characteristics. However, MFL are not included in our curriculum as our pupils' needs and levels of attainment fall below the NC KS2 levels.

College Park School Curriculum Plan- Year 2023-2024- Informal and Semi-Formal curriculum

	Autumn	Spring	Summer
Topic	Animals	Fashion and Culture	Magical creatures and places
Topic EYFS and KS1/Proposed Books	Caring for animals We are going on a bear hunt Brown bear Maisy gets a pet Ramble in the jungle	Dressing up Maisy dresses up Maisy goes to show Around the world with Max and lemon Mrs Honey's Hat	Lost in magic A magical muddle Cinderella Masie's pop up play house
Topic KS2/ Proposed Books	Amazing animals The tiger who came to Tea Giraffes can't dance You can't take Elephant on the bus This zoo is not for you	Fashion show Coming to England The proudest blue Green hats for carnival Mr Magnolia Madeline	Magic then and now The wizard of Oz Julian is the mermaid Where the wild things are
Topic KS3/ Proposed Books	Animal adventures Winnie the Pooh The snail and the whale Animal defenses Rainforest life Aesop's Funky Fables	Royal fashion The prince and the dressmaker The culture of Clothes Romeo and Juliette	Unknown worlds The lion, the witch and the wardrobe The little prince The selfish giant
Topic KS4/ Proposed Books	Animal lives Charlotte's web Black Beauty	Fashion through history The man who wore all his clothes Where did my clothes come from	Out of this world Odysseus Treasure Island
Post 16 Moving On - Explorer	World Studies Materials in the home Natural energy Endangered Species Making an item to display Healthy soups Using resistant materials	World Studies Asian Culture: language Lifestyles Wider Culture Independent Living	World Studies Religion worship and festivals Population: cities, towns and villages Modern times Independent Living

	<p>Independent Living A healthy lifestyle Family and friends Body awareness and physical changes</p> <p>Vocational Studies Voluntary jobs in the community Work Experience at school or College First aid and getting help</p>	<p>Mini enterprise financial planning National current affairs National environmental issues</p> <p>Vocational Studies Valued Student choices Self-presentation Personal careers action plan</p>	<p>Making a collection Swimming Gym Outdoor Gardening Preparing picnics Using cleaning products</p> <p>Vocational Studies Voluntary jobs in the community Work Experience at school or College First aid and getting help</p>
EQUALS	My Communication	My Communication	My Communication
	My Problem Solving	My Problem Solving	My Problem Solving
My Independence	My travel training My cooking and shopping	My dressing and undressing Digital photography	My play and leisure Exploring London Parks and Gardens
The world around me	People Life cycles Trips and visits	Change and the history of the passing time Recycling Festivals	The seasons The Weather Trips and visits Summer festival
My Physical Wellbeing	Healthy Eating PE Citizenship/RSE Sensory circuits Sensory diets Movement breaks	Mental Health PE/healthy lifestyles Citizenship/RSE Sensory circuits Sensory diets Movement breaks	My dance and movement PE/ healthy eating Citizenship/RSE Sensory Circuits Personalized sensory diets Movement breaks/ running and walking
My Creativity	My Art My Music My Drama	My Art My Music My Drama	My Art My Music My Drama

College Park School Curriculum Plan- Year 2023-2024-Formal curriculum

	Autumn	Spring	Summer
	Animals	Fashion and Culture	Magical creatures and places
EYFS and KS1 (Silver and Red) -Key Texts	Caring for animals We are going on a bear hunt Brown bear Maisy gets a pet Ramble in the jungle	Dressing up Maisy dresses up Maisy goes to show Around the world with Max and lemon Mrs Honey's Hat	Lost in magic A magical muddle Cinderella Masie's pop up play house
KS2 (Blue and Pink) -Key Texts	Amazing animals The tiger who came to Tea Giraffes can't dance You can't take Elephant on the bus This zoo is not for you	Fashion show Coming to England The proudest blue Green hats for carnival Mr Magnolia Madeline	Magic then and now The wizard of Oz Julian is the mermaid Where the wild things are
KS3 (White)-Key Texts	Animal adventures Winnie the Pooh The snail and the whale Animal defenses Rainforest life Aesop's Funky Fables	Royal fashion The prince and the dressmaker The culture of Clothes Romeo and Juliette	Unknown worlds The lion, the witch and the wardrobe The little prince The selfish giant
Topic KS4 (Gold)-Key Texts	Animal lives Charlotte's web Black Beauty	Fashion through history The man who wore all his clothes Where did my clothes come from	Out of this world Odysseus Treasure Island
Science	<ul style="list-style-type: none"> • Animals and Humans • Habitats 	<ul style="list-style-type: none"> • Light • Sound 	<ul style="list-style-type: none"> • Forces and Magnets • Seasonal changes

Maths EYFS and KS 1	Caring for animals <ul style="list-style-type: none"> Counting animals Shapes – exploring different shapes using animals Compare size of animals 	Dressing up <ul style="list-style-type: none"> Counting and ordering, first and next Comparing and ordering sizes 	Lost in magic <ul style="list-style-type: none"> Comparing length and quantities Exploring number, shape and quantity through play
Maths KS 2	Amazing animals <ul style="list-style-type: none"> Numbers-counting adding and subtracting Units of measurement for animals and parts of animals-legs, ears, tails Estimation and reading time 	Fashion show <ul style="list-style-type: none"> Compare size Properties of shapes Ordering big to small Clothes patterns 	Magic then and now <ul style="list-style-type: none"> Estimation, how long, how many Fractions, sharing food Compare length, size And units of measurement
Maths KS 3	Animal adventures <ul style="list-style-type: none"> Calendar, years, months, days Counting in multiples using animals Ordering numbers 	Royal fashion <ul style="list-style-type: none"> Identify properties of shapes in clothes items Making cloths measuring Trips, money, timetables, travel time 	Unknown worlds <ul style="list-style-type: none"> Perimeter, area Units of measurement Budgeting, value Timelines

Maths KS 4	Animal lives Measurement, population size, distance, area <ul style="list-style-type: none"> • Time zones, journey times • Shapes and symbols • Units of measurement, 	Fashion through history <ul style="list-style-type: none"> • Time, years, decades and centuries • 3D shapes and properties • Units of measurement • Analogue and digital time 	Out of this world <ul style="list-style-type: none"> • Addition, subtraction, multiplication and division • Measurement – estimation, temperature • Building
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Maths KS 5	My Trips <ul style="list-style-type: none"> • Journey planning, travel time, transport, bus numbers, timetables 	My home <ul style="list-style-type: none"> • Planning Time, alarm clock, school day • Personal information, recognise phone number, DOB • Identify shapes and purpose of household items • Budgeting, food, bills 	Jobs and nature <ul style="list-style-type: none"> • Job skills, travel, timetables, planning • Magic/art and circus based jobs
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Autism specific strategies are evidence based educational methods. These strategies are incorporated in teaching and learning in College Park school in order to maximize pupils' learning.

TEACCH

TEACCH is an evidence-based academic program that is based on the idea that autistic individuals are visual learners, so teachers must correspondingly adapt their teaching style and intervention strategies.

Basic principles of TEACCH are to provide physical structure that refers to individual's immediate surroundings; to have a consistent schedule through various mediums, such as drawings and photographs; to implement the work system which establishes expectations and activity measurements that promote independence; to established routine because the most important functional support for autistic individuals is consistency and to implement visual structure which involves visually-based cues for reminders and instruction.

SCERTS

The letters in the name stand for Social Communication, Emotional Regulation, and Transactional Support—the critical elements of the SCERTS program.

SCERTS is a model for engaging autistic children, which provides specific guidelines for helping a child become a competent and confident social communicator while helping with emotional regulation and behaviours that challenge that might interfere with learning and the development of relationships.

INTENSIVE INTERACTION

Intensive interaction is a practical approach that can help children who are in the early stages of communication development. It can be used to support those who have complex disabilities including autism or learning disabilities to relate, and share experiences with others through mirroring and mimicking. Intensive Interaction is about encouraging communication skills and building better relationships with people.

ATTENTION AUTISM

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

Aims of Attention Autism are to engage attention; to improve joint attention; to develop shared enjoyment in group activities; to increase attention in adult-led activities; to encourage spontaneous interaction; to increase verbal and non-verbal communication; to build the vocabulary and to have fun.

MAKATON

Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

The AAC is used to describe the different methods that can be used to help people with communication difficulties to communicate with others. These methods can be used as an alternative to speech or to supplement it. The AAC user will require a system and method suited to their particular need. Low-tech AAC systems include paper and chart based systems are easier to set up and manage. High-Tech AAC systems generally use lighted dynamic displays & synthesized voices. They run sophisticated software vocabularies, multiple voices, are fully accessible, & can be thoroughly customized.