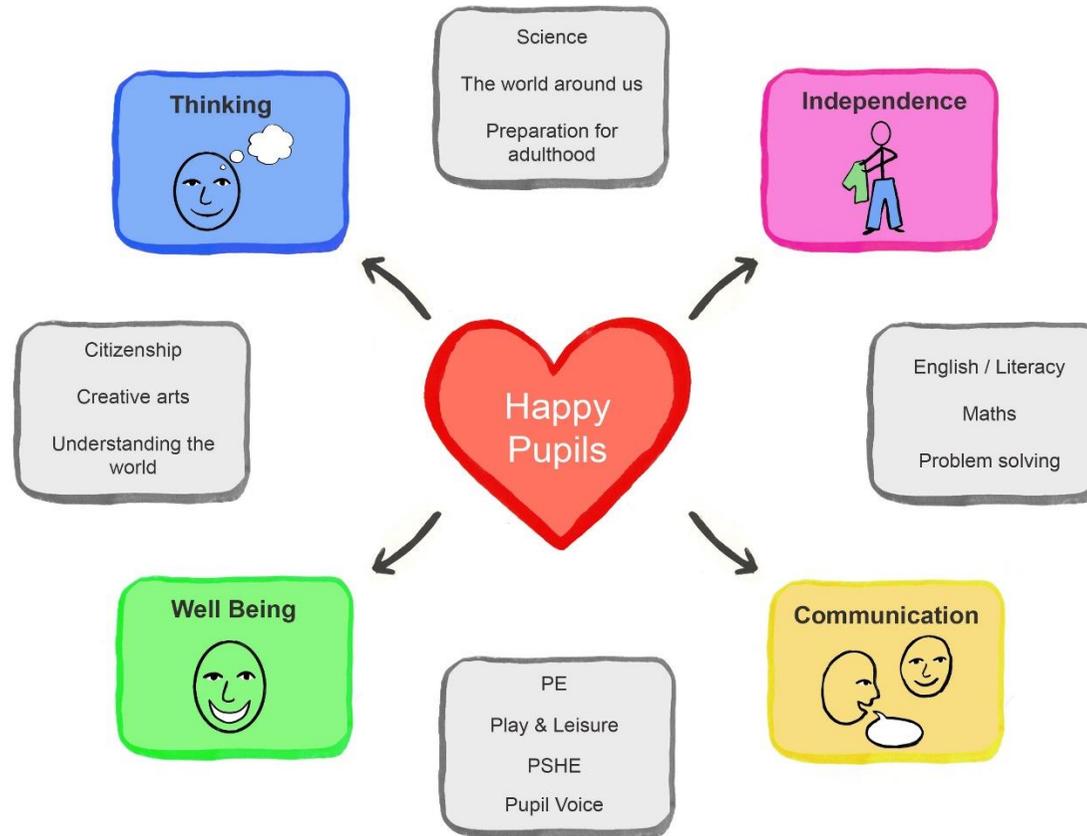




College Park School Curriculum



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 personalised 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
- 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
- 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 style="text-align: center;">The Informal Curriculum (Autism, Complex Needs and SLD)</p> <p><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 style="text-align: center;">The Semi-Formal Curriculum (Autism and SLD) (Purple, Indigo, Green and Yellow)</p> <p><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 style="text-align: center;">The Formal Curriculum (Autism and MLD) (Blue, Pink, White and Gold)</p> <p><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>
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<ul style="list-style-type: none"> ➤ Communication and social interaction ➤ Physical well being ➤ Sensory play and Development ➤ Creative Curriculum ➤ Self-regulation and self determination 	<ul style="list-style-type: none"> ➤ My communication ➤ The world around me ➤ My independence and PE ➤ My Play, Leisure RSE ➤ Thinking and problem solving ➤ Citizenship and PSHE ➤ My Creativity 	<ul style="list-style-type: none"> ➤ English ➤ Science ➤ PE & independence ➤ 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><u>How will evidence be gathered?</u> Range of Evidence:</p> <p>Termly pupil progress meetings</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>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p> <p>Engagement Model</p>	<p>Progression steps data IEPs and EHCP outcomes reviews</p> <p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p>	<p>Progression steps data 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>Westminster Kingsway College</p> <p>Hammersmith College</p> <p>City of Westminster College</p>

Vocational Skills:

- Work experience
- Work place visits
- Employability skills
- Enterprise projects

A summary of school curriculum 2022-2023:

The College Park curriculum is a theme based curriculum. Termly, overarching themes provide relevant learning context and are organized in a four year cycle. 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 age that appropriate stories and books 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 2021-2022-Semi-Formal curriculum

	Autumn	Spring	Summer
	Food and Farming	Now, then and long ago	Festivals and Celebrations
EYFS and KS1 (Silver and Red)Texts	Food tasting-Yummy foods <ul style="list-style-type: none"> • We are going on the bear hunt • Who is on the Farm • The ginger bread man • Rosie’s Walk • The little red Hen 	Growing up-Babies and childhood <ul style="list-style-type: none"> • Brown bear brown bear • Maisy’s journey • The Gruffalo • The Gruffalo’s child • The owl babies • From head to Toe 	Good times <ul style="list-style-type: none"> • Handa’s surprise • Goldilocks and three bears • The owl and the pussycat • Very hungry caterpillar • Jack and the beanstalk

KS2 (Orange) Proposed Books/ Key texts/ Sensory stories	Harvest <ul style="list-style-type: none"> • Hello Harvest Moon • Farmyard Hullabaloo • The Scarecrow’s Wedding • The Room on the Broom • The Nutcracker 	Toys now and then <ul style="list-style-type: none"> • Hansel and Gretel • Three little pigs • Where the wild things are • Paddington Bear • Aladdin and the magic lamp 	Celebrations and Food <ul style="list-style-type: none"> • Maisie’s birthday • Treasures in the Garden • Mr Wolf’s pancakes • The tiger who came to tea • The Room on the Broom
KS3 (Green, Indigo and Purple)- Key Texts/ Sensory stories	Where does food come from <ul style="list-style-type: none"> • A squash and a Squeeze • Charlotte’s web • Little Gooses autumn • The Scarecrows’ hat • Coming to England 	Old and New Buildings <ul style="list-style-type: none"> • The Night in the Museum • The Color of Home • The enchanted castle • The BFG 	Carnivals and Parades <ul style="list-style-type: none"> • Angelo- by Quentin Blake • Patrick-by Quentin Blake • George’s Marvelous Medicine • Festival of colours
KS4 (Yellow) Key Texts/ Sensory stories	Farming around the world <ul style="list-style-type: none"> • The Harvest story • Fantastic Mr Fox • The Christmas Carol 	Ancient world <ul style="list-style-type: none"> • The adventures of Indiana Jones • The Phoenix of Persia 	New Beginnings <ul style="list-style-type: none"> • Romeo and Juliet • Danny, the champion of the world • The Coming of Night: A Yoruba
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 Independent Living A healthy lifestyle Family and friends Body awareness and physical changes Vocational Studies Voluntary jobs in the community Work Experience at school or College First aid and getting help	World Studies Asian Culture: language Lifestyles Wider Culture Independent Living Mini enterprise financial planning National current affairs National environmental issues Vocational Studies Valued Student choices Self-presentation Personal careers action plan	World Studies Religion worship and festivals Population: cities, towns and villages Modern times Independent Living Making a collection Swimming Gym Outdoor Gardening Preparing picnics Using cleaning products Vocational Studies Voluntary jobs in the community Work Experience at school or College First aid and getting help

My Independence	My travel training My cooking and shopping Personal care Intensive Interaction Attention Autism	My dressing and undressing Personal care Intensive Interaction Attention Autism	My play and leisure Personal care Intensive Interaction Attention Autism
The world around me	Festivals Food Water Trips and visits	Change and the history of the passing time Recycling Digital Photography Trips and visits	Life Cycles The Seasons The Weather Trips and visits
My Physical wellbeing	Healthy Eating Sensory Circuits Personalized sensory diets Movement breaks/ running and walking	Mental Health Sensory Circuits Personalized sensory diets Movement breaks/ running and walking	My dance and movement Sensory Circuits Personalized sensory diets Movement breaks/ running and walking
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	My play and leisure Exploring London Parks and Gardens
The world around me	Food The Seasons Water Forest School	Change and the history of the passing time Recycling Digital Photography	Life Cycles The Weather Festivals Holidays
My Physical Wellbeing	Healthy Eating PE Citizenship/RSE	Mental Health PE Citizenship/RSE	My dance and movement PE Citizenship/RSE
My Creativity	My Art My Music	My Art My Music	My Art My Music

	My Drama	My Drama	My Drama
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College Park School Curriculum Plan- Year 2022-2023-Formal curriculum

	Autumn	Spring	Summer
	Food and Farming	Now then and long ago	Festivals and Celebrations
EYFS and KS1 (Silver and Red) -Key Texts	Food tasting-Yummy foods <ul style="list-style-type: none"> • We are going on the bear hunt • Who's on the Farm? • The ginger bread man • Rosie's Walk • The little red Hen 	Growing up-Babies and childhood <ul style="list-style-type: none"> • Brown bear brown bear • Maisy's journey • The Gruffalo • The Gruffalo's child • The owl babies • From head to Toe 	Good times <ul style="list-style-type: none"> • Handa's surprise • Goldilocks and three bears • The owl and the pussycat • Very hungry caterpillar • Jack and the beanstalk
KS2 (Blue and Pink) -Key Texts	Harvest <ul style="list-style-type: none"> • Hello Harvest Moon • Farmyard Hullabaloo • The Scarecrow's Wedding • The Room on the Broom • The Nutcracker 	Toys now and then <ul style="list-style-type: none"> • Hansel and Gretel • Three little pigs • Where the wild things are • Paddington Bear • Aladdin and the magic lamp 	Celebrations and Food <ul style="list-style-type: none"> • Maisie's birthday • Treasures in the Garden • Mr Wolf's pancakes • The tiger who came to tea • The Room on the Broom
KS3 (White)-Key Texts	Where does food come from <ul style="list-style-type: none"> • A squash and a Squeeze • Charlotte's web • Little Gooses autumn • The Scarecrows' hat • Coming to England 	Old and New Buildings <ul style="list-style-type: none"> • The Night in the Museum • The Color of Home • The enchanted castle • The BFG 	Carnivals and Parades <ul style="list-style-type: none"> • Angelo-by Quentin Blake • Patrick-by Quentin Blake • George's Marvelous Medicine • Festival of colours

Topic KS4 (Gold)-Key Texts	Farming around the world <ul style="list-style-type: none"> • The Harvest story • Fantastic Mr Fox • The Christmas Carol 	Ancient world <ul style="list-style-type: none"> • The adventures of Indiana Jones • The Phoenix of Persia 	New Beginnings <ul style="list-style-type: none"> • Romeo and Juliet • Danny, the champion of the world • The Coming of Night: A Yoruba
Science	<ul style="list-style-type: none"> • Materials and their properties • Use of everyday materials 	<ul style="list-style-type: none"> • Earth and space • Seasonal Changes 	<ul style="list-style-type: none"> • Plants • Living things and their habitats
Maths EYFS and KS 1	Food tasting-Yummy foods <ul style="list-style-type: none"> • Counting using modes of food • Shapes – exploring different shapes using foods • Compare size of food ingredients 	Growing up-Babies and childhood <ul style="list-style-type: none"> • Counting and ordering, first and next • Comparing and ordering sizes 	Good times <ul style="list-style-type: none"> • Comparing length and quantities • Exploring number, shape and quantity through play
Maths KS 2	Harvest <ul style="list-style-type: none"> • Numbers-counting adding and subtracting • Units of measurement for food • Estimation and reading time 	Toys now and then <ul style="list-style-type: none"> • Compare size • Properties of shapes • Ordering big to small • 3D shapes and toys • Toy patterns 	Celebrations and Food <ul style="list-style-type: none"> • Estimation, how long, how many • Fractions, sharing food • Compare length, size • Cooking, units of measurement
Maths KS 3	Where does food come from <ul style="list-style-type: none"> • Calendar, years, months, 	Old and New Buildings <ul style="list-style-type: none"> • Identify properties of shapes in buildings 	Carnivals and Parades <ul style="list-style-type: none"> • Perimeter, area • Units of measurement

	<ul style="list-style-type: none"> days Counting in multiples using food Ordering numbers 	<ul style="list-style-type: none"> Construction, building, units of measurement Trips, money, timetables, travel time 	<ul style="list-style-type: none"> Budgeting, value Timelines
Maths KS 4	Farming around the world <ul style="list-style-type: none"> Measurement, population size, distance, area Time zones, journey times Shapes and symbols Units of measurement, cooking food from around the world 	Ancient world <ul style="list-style-type: none"> Time, years, decades and centuries 3D shapes and properties Units of measurement Analogue and digital time 	New Beginnings <ul style="list-style-type: none"> Addition, subtraction, multiplication and division Measurement – estimation, temperature Cooking
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 Nature based jobs

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.