

## CURRICULUM

The college aims to provide a broad, balanced and differentiated curriculum relevant to the needs of pupils with Autistic Spectrum Disorder (ASD). As a school, which embraces the principles of entitlement and inclusion, we understand that in order for pupils with ASD to access the curriculum on offer, it has to be modified to take into account the cognitive learning styles of the pupils. Pupils with ASD are often found to have considerable strengths in the area of visual cognition yet need structured support for the development of their communication skills, social interaction, imaginative and flexibility in thinking, organisation, planning and problem solving skills. On entry therefore, each pupil will be assessed in order to establish their dominant learning style and any areas of strength concerning social skills and the subjects of the National Curriculum.

The outcome of these assessments might uncover the idiosyncratic learning profiles that are common amongst pupils with ASD enabling the school to identify priority areas for development. In order to enable the pupils to access the broad curriculum on offer, it is important that we tailor the curriculum so that delivery styles, content and priorities meet the needs of the individual pupils.

David Milliband in his speech to North of England Education Conference, January 2004 states:

***“Decisive progress in educational standards occurs where every child matters; careful attention is paid to their individual learning styles, motivations, and needs; there is rigorous use of pupil target setting linked to high quality assessment; lessons are well paced and enjoyable; and pupils are supported by partnership with others well beyond the classroom.”***

The construction of the Individual Education Plan for each pupil is also informed by information about the pupil's learning history and current levels of attainment. Many of our pupils are, on entry, disaffected with education after having negative experiences in previous placements. In order to embrace inclusive education and rebuild the self-esteem of pupils, we often tailor the curriculum offered to the individual needs of the child. This approach is supported by the QCA document Designing a personalised curriculum 2004.

***“Good inclusive education and a personalised curriculum will take account of, and make planned responsive provision for, the common, group and individual needs of each student, with extra support being provided through the SEN framework only to help students with more long-lasting and deep seated barriers to learning” pg 5***

The curriculum accessed by each pupil will therefore be elements of the National Curriculum personalised and adapted to the pace, progression and specific needs of the young person as indicated in their statement of educational needs

The curriculum provision for each pupil will be mapped and monitored to ensure that they receive the breadth and balance required by the Education Act 1996.

Central to this is the construction of an Individual Education Plan that is monitored by the pupil's academic tutor on a half- termly basis. This will provide specific targets relating to cross-curricular skills derived from the assessment process and areas of concern from the statement of special educational needs.

## Every Child Matters: Change for Children (March 2004)

This document explores five outcomes for children that each children's service should contribute to. As such we have a commitment to construct care and education provision that enables children to

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Secure Economic Well Being

In fulfilling this we:

- *Offer a range of extended services that help pupils engage and achieve.*

At Farleigh we have developed personalised learning programmes that are aimed at meeting our obligations to provide access to the National Curriculum Programmes of Study whilst also ensuring that barriers to engagement and achievement are removed. As noted in our curriculum policy, we are committed to improving access to the curriculum for our pupils, many of whom have sensed failure or rejection in previous placements.

In September 2005 we further extended our provision to include a number of off site vocational courses. This approach is more suitable for a number of our students who were at risk of failing to engage in the traditional classroom based curriculum that has been offered at Farleigh College. This initiative will be evaluated through out the year and may be built upon next year.

Complementing these changes is the involvement of a group of pupils in the Young Enterprise Scheme. This scheme has proved popular with the pupils and has contributed not only to their economic awareness but also to their enjoyment of school. The scheme has engaged and enthused the pupils whilst giving a very practical application to economic understanding.

Our decision to formalise our Outdoor Education provision has proved very successful in engaging the pupils in unfamiliar and challenging situations. For some of our pupils it is the high point of their term giving them a real sense of enjoyment and success.

Our Enrichment Programme that gives the pupils a choice of topics to study for two afternoons per week also enhances the curriculum. The activities on offer are aimed at extending the pupils opportunities and presently include

- Horse riding
- Swimming
- Walking
- GCSE Textiles
- Environmental Studies

- GCSE Psychology
  - GCSE Philosophy & Ethics
  - GCSE Business Studies
  - GCSE Ceramics
  - GCSE PE
  - GCSE History
  - GCSE Geography
  - Young Enterprise Scheme
- ***Work more closely with other services***

At Farleigh we are fortunate to have a range of specialist services on site. These enable our pupils to enjoy their placement and achieve success in a wide range of academic and social activities. The work of our Speech & Language Therapist, Counsellor, Literacy Co ordinator, Art Therapist and Occupational Therapist are fundamental to the work of the College.

We also have a close working relationship with the local connexions service and local medical and dentist practices. These enable us to provide high quality careers and medical support for our pupils.

- ***Become healthy schools through improving PSHE delivery***

Whilst some work still needs to be done in co ordinating our PSHE delivery we have started to evaluate and adapt our provision. During the last year multi disciplinary staff groups have met to discuss and recommend improvements to our provision of drugs and alcohol education and sex education. These are compulsory elements of our PSHE curriculum the delivery of which will be monitored and evaluated in the Spring Term

Other developments include our social skills programme part of which is aimed at helping the pupils to stay safe in a wide range of situations and our Food Technology initiative that is offered to pupils in the residential unit kitchens and which takes place both in and out of lesson times.

The PE curriculum has also built health education into its scheme and all pupils now have one lesson each week dedicated to Health education.

Priory has promoted a healthy eating initiative, which we are implementing with a phased approach. Last year we replaced unhealthy snacks on units with healthier options and plans to change our menus at meal times are also in the process of being implemented.

In 2006 we hope to develop the range of on site sports activities available so as to increase the pupils levels of physical fitness.

- ***Build stronger relationships with parents and the community***

Whereas we pride ourselves on the quality and frequency of our communications with parents we have plans in place to improve our relationships still further by issuing an annual report to parents and by organising an open day at the end of the autumn term. We hope that the open day will include a presentation from the education and care teams and will then give parents the opportunity to talk with a wide range of teachers and carers who work with their child. This will build upon the weekly reports, termly reports and telephone contacts that take place through the week.

Our links with the community generally involve us in doing environmental work via Enrichment or Outdoor Education and through using local sports, recreation and leisure facilities.

The curriculum is underpinned by the values, aims and purposes of the National Curriculum, recognising that all pupils are entitled to effective learning opportunities. Teachers modify the QCA units of work, which give shape to our curriculum, so that relevant and challenging work is set for pupils. Areas of knowledge, understanding and skills may be drawn from programmes of study from earlier key stages if the need arises. The Programmes of Study of the National Curriculum are complemented by other curriculum opportunities provided by speech and language therapy and occupational therapy. As such we make effective use of the flexibility that is allowed for within the National Curriculum orders, in order to meet the individual needs of the pupils

Embedded within the curriculum are the Key Skills of communication, working with others, improving own learning and problem solving that are frequently highlighted as areas of priority development for pupils with ASD. These key skills will be identified within the Units of work covered by pupils and will also feature discreetly as part of the social skills element of the Social Studies course. Many of our pupils will have specific targets relating to these key skills on their Individual Education Plan.

We recognise that Education influences and reflects the values of society, and the kind of society we want to be.

Foremost is a belief in education, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong and the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

## **Statement of values to be promoted within the curriculum.**

### **The self**

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values, we encourage pupils to;

- develop an understanding of their own characters, strengths and weaknesses
- develop self-respect and self-discipline
- clarify the meaning and purpose in their lives and decide, on the basis of this, how they believe that their lives should be lived
- make responsible use of their talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- take responsibility, within their capabilities, for their own lives.

### **Relationships**

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

On the basis of these values, we encourage pupils to;

- respect others, including children
- care for others and exercise goodwill in their dealings with them
- show others they are valued
- earn loyalty, trust and confidence
- work cooperatively with others
- respect the privacy and property of others
- resolve disputes peacefully.

### **Society**

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

On the basis of these values, we encourage pupils to;

- understand and carry out their responsibilities as citizens
- refuse to support values or actions that may be harmful to individuals or communities
- support families in raising children and caring for dependants
- support the institution of marriage
- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- know about the law and legal processes
- respect the rule of law and encourage others to do so
- respect religious and cultural diversity
- promote opportunities for all

- support those who cannot, by themselves, sustain a dignified life-style
- participate in the democratic process
- contribute to, as well as benefit fairly from, economic and cultural resources
- make truth, integrity, honesty and goodwill priorities in public and private life.

### **The environment**

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

On the basis of these values, we encourage pupils to;

- accept their responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature
- understand their responsibilities for other species
- ensure that development can be justified
- preserve balance and diversity in nature wherever possible
- preserve areas of beauty and interest for future generations
- repair, wherever possible, habitats damaged by human development and other means.

## **Aims of the curriculum**

In order to respond effectively to these values and purposes, we will work in collaboration with families, the local authorities and the local community, including medical, church and voluntary groups, local agencies and business, in seeking to achieve two broad and interdependent aims through the curriculum. These aims provide an essential context within which we have developed our curriculum.

***The school curriculum aims to provide opportunities for all pupils to learn and to achieve.***

The school curriculum aims to develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all our pupils. It builds on pupils' strengths, interests and experiences and develops their confidence in their capacity to learn and work independently and collaboratively. It aims to equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.

The school curriculum contributes to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. It encourages pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompts a personal response to a range of experiences and ideas.

By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum enables pupils to think creatively and critically, to solve problems and to make a difference for the better. It gives them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

***Our curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.***

The curriculum promotes pupils' spiritual, moral, social and cultural development and, in particular, develops principles for distinguishing between right and wrong. It develops their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The curriculum passes on enduring values, develops pupils' integrity and autonomy and helps them to be responsible and caring citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It develops their awareness and understanding of, and respect for, the environments in which they live, and aims to secure their commitment to sustainable development at a personal, local, national and global level. It also equips pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

The school curriculum promotes pupils' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for and understanding of themselves and others, at home, school, work and in the community. It develops their ability to relate to others and work for the common good. It enables pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It prepares pupils for the next steps in their education, training and employment and equips them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

## ASSESSMENT

In deciding on a pupil's level of attainment, teachers should judge which level descriptor best fits the pupil's performance. When doing so, each descriptor should be considered alongside descriptors for adjacent levels

The expectation is that pupils will sit the National Curriculum Tests at the end of Key Stage 3 and then move on to sit relevant public examinations at Key Stage 4. Optional Tests at the end of Years 7 and 8 may be used as a diagnostic tool to inform future planning for pupils and to make judgements concerning the effectiveness of teaching. Higher functioning pupils with ASD will be encouraged to sit a range of GCSE examinations. Some may however be entered for Entry Level examinations if appropriate.

The level descriptors are not designed to assess individual pieces of work. They list aspects of attainment, based on the programmes of study, which teachers need to assess to build up a picture of a pupil's performance over time in a range of contexts. Although the level descriptors are mainly used to assess attainment, teachers will also find them useful for: *planning, reporting* and *target setting*.

### **Planning**

Teachers' planning for schemes of work start from the programmes of study and the needs and abilities of the pupils. Reference needs to be made to the dominant learning style of the pupils; the creation of a suitable learning environment; pupils' prior learning and targets set out in the Individual Education Plan for each pupil. Level descriptors can, however, help to determine the degree of challenge and progression needed for work to ensure that suitable challenge is built into schemes of work for each year of a key stage. Schemes of work will be written by subject co-ordinators and will be based on the QCA Units.

### **Reporting**

Teachers are required to report annually to parents on pupils' progress. Although not designed to be used at the end of each year across the key stage, the level descriptors will be used as a basis to describe pupils' progress in termly reports and in the Annual Review of the Statement of Special Educational Needs.

### **Target setting**

To support target setting for pupils who achieve significantly below age-related expectations, performance criteria have been developed in English and mathematics leading to level 1 and within levels 1 and 2. In addition, performance criteria have been developed for pupils' personal and social development. Pupils who do not attain Level 1 of the National Curriculum or who have difficulties moving between the initial levels of the National Curriculum will be set Targets using P Levels.

## **MONITORING**

The Vice Principal: Head of Education. will monitor the curriculum provision each term; This will involve observing lessons, scrutinising work, assessment records, policies and plans. The results of this monitoring will inform the School Improvement Plan.

The subject policies will be reviewed annually.

The Senior Management Team will review this curriculum document annually.

## **SCHEMES OF WORK**

Subject co-ordinators will ensure that the three tiers of planning are in place for their subject areas. This will require each subject to have a Policy outlining the aims of each subject detailing how they contribute to the school achieving its aims. It will also identify how the subject contributes to the development of Key Skills and contributes to the numeracy and literacy strategies. Half termly schemes of work will be developed, based on the QCA Units of Work for the subject. These plans will detail more closely the areas of content and skills to be the focus of the unit of work and will identify resources to be used and areas of opportunity for cross-curricular links. Lastly, teachers implementing the scheme will draw up teaching plans ensuring that pupils are set suitable and challenging work in order to achieve the learning objectives set out in the scheme.

Although every attempt will be made to deliver the curriculum in classes arranged by peer grouping, the idiosyncratic nature of pupils' needs might mean that pupils are best taught in cross year group classes. It is important therefore that a record is kept of Units completed by pupils so that their progress and route way through the curriculum can be monitored.

Teachers are expected to implement where possible the Key Stage 3 Strategy and deliver a three part lesson to include a starter activity; whole class teaching opportunity with differentiated tasks, and a plenary. The structure established by the strategy may not be suitable for all pupils especially where the teacher adopts and adapts the methodology of the TEACH approach or where the differences in the abilities within the class are so wide that highly individualised work is being followed. This might necessitate the teacher setting individual targets and giving individual plenaries.

When developing a scheme of work, subject co-ordinators must consider:

- pupils learning styles;
- individual pupil strengths;
- prior learning and educational experiences of the pupils;
- the balance between knowledge, skills and understanding;
- how content may best be sequenced;
- how to check pupils progress;
- links to the wider curriculum;
- the resources available;
- the aims and purposes of the subject at key stage 3 and the subject's contribution to the whole school curriculum;
- ways in which pupils make progress in the subject.

The quality of a scheme of work can be evaluated by the extent to which it enables teaching and learning to:

- prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology;
- make available a wide range of resources that are varied and up to date;
- provide opportunities for pupils to use subject skills to find, explore, exchange and present information responsibly, creatively and with discrimination;
- recognise that pupils have their own experiences and knowledge of the world;
- provide pupils with experiences outside the classroom and with experience of using subject knowledge and skills in other subjects;
- provide opportunities for pupils to develop initiative and independent learning;
- enable pupils to work with and communicate with others;
- enable pupils to enjoy learning the subject and be motivated by it.

### **Evaluating a scheme of work**

When evaluating a scheme of work the subject co-ordinator will consider how far the schemes of work and units:

- provide long- and medium-term plans that are clearly linked to the programme of study and level descriptions;
- provide a secure basis from which teachers can plan lessons to meet the needs of pupils with ASD;
- link teaching activities to the learning they are intended to promote;
- identify what pupils are expected to learn, both within a unit and by the end of the specified period and how pupils' learning may be assessed;
- provide opportunities to develop literacy, mathematics and ICT and, where appropriate, links with other subjects and curriculum areas;
- give indications of the time needed to teach each unit;
- encourage good practice in teaching;
- allow for some flexibility when used;
- identify the type and use of key resources and make use of a resource range appropriate to the age and ability of the pupils;
- identify key ideas of the subject so that concepts are built up in an organised, systematic and rigorous way;
- inspire pupils and motivate them to continue studying the subject;
- set out what is taught and key activities consistent with an agreed timetable allocation for the subject for each year for each teaching group.

### **KEY STAGE 3 SUBJECT AREAS**

English  
 Mathematics  
 Science  
 Art & Design  
 Technology  
 Geography  
 History  
 PE  
 Social Skills  
 Music

ICT  
Social Studies (PSHE, Citizenship, Careers, Sex Education, RE)  
French  
Enrichment

#### **KEY STAGE 4 SUBJECT AREAS**

English  
Mathematics  
Science  
Art & Design  
Technology  
PE  
Social Skills  
ICT  
Social Studies (RE, Citizenship, PSHE, Careers, Sex Education)  
Enrichment

Individual courses are made available to pupils as requested either during Enrichment or during the school week. These include English Literature, Photography, Textiles, Sociology, Music and Vocational Education.

#### **External examinations available 2005 – 2006**

GCSE Mathematics  
GCSE English  
GCSE Art  
GCSE Textiles  
GCSE Photography  
GCSE Fine Art  
GCSE Science Single Award  
GCSE Science Double Award  
GCSE Geography  
GCSE History  
GCSE Sociology  
GCSE Technology Resistant Materials  
GCSE PE  
GNVQ Intermediate ICT

Entry Level Mathematics, English, Technology, History

As required in law all pupils all pupils follow courses in:

English, mathematics, science, ICT, PE, citizenship, RE, sex education, careers education and work related learning.

All pupils have access to courses of study in each of the following entitlement areas Design Technology, the Arts, Humanities and a modern foreign language. At present no pupil has requested a course in a modern foreign language.

### **Possible modifications at key stage 4.**

Regulations under section 363 of the 1996 Education Act allow schools to make exceptional provision to meet a wider range of individual pupils' needs

Schools may disapply, for any one pupil, up to two National Curriculum subjects, in order to:

- Provide wider opportunities for work-related learning than are possible alongside the full statutory requirement by disapplying up to two of design and technology, modern foreign languages and science.
- Allow pupils making significantly less progress than their peers to study fewer National Curriculum subjects in order to consolidate their learning across the curriculum by disapplying design and technology and/or modern foreign languages.
- Respond to pupils' individual strengths and talents by allowing them to emphasise a particular curriculum area by exchanging a statutory subject for a further course in that curriculum area, by disapplying design and technology and/or modern foreign languages.

Decisions concerning the possible Disapplication of pupils will be discussed at Annual Reviews and where suitable, an application will be made.

For 2006 – 2007 we have identified a group of pupils who are disaffected and who are risk of disengaging or being excluded. These have a timetable that is adapted and tailored to their needs. The pupils will access Core lessons of Maths, English, ICT, Social Studies, Social Skills and PE. They have been disapplying from Science Art and Technology in order to do extra social skills and work related learning. Pupils wishing to study any one of these subjects can have it written into their timetable or choose to study the subject in the extension block on Thursday afternoon.

## **SUBJECT ALLOCATIONS 2006 - 2007**

### **Total Taught Time**

35 sessions x 40 minutes = 23 hours 20 minutes

4 sessions x 15 minutes = 1 hr

Total time = 24 hours 20 minutes

### **Percentage of taught time per subject**

	<b>Key Stage 3</b>	<b>Key Stage 4</b>
<b>MATHEMATICS</b>	<b>11</b>	<b>11</b>
<b>ENGLISH</b>	<b>11</b>	<b>11</b>
<b>SCIENCE</b>	<b>8</b>	<b>8</b>
<b>ICT</b>	<b>8</b>	<b>11</b>
<b>DESIGN TECHNOLOGY</b>	<b>8</b>	<b>8</b>
<b>ART &amp; DESIGN</b>	<b>8</b>	<b>8</b>
<b>GEOGRAPHY</b>	<b>6</b>	
<b>HISTORY</b>	<b>6</b>	
<b>PHYSICAL EDUCATION</b>	<b>8</b>	<b>8</b>
<b>SOCIAL STUDIES</b>	<b>6</b>	<b>6</b>
<b>SOCIAL SKILLS</b>	<b>6</b>	<b>6</b>
<b>MUSIC</b>	<b>6</b>	<b>/</b>
<b>ENRICHMENT</b>	<b>6</b>	<b>15</b>
<b>TUTORIAL</b>	<b>3</b>	<b>3</b>

**MFL is delivered to individual pupils in Key Stage 3.**