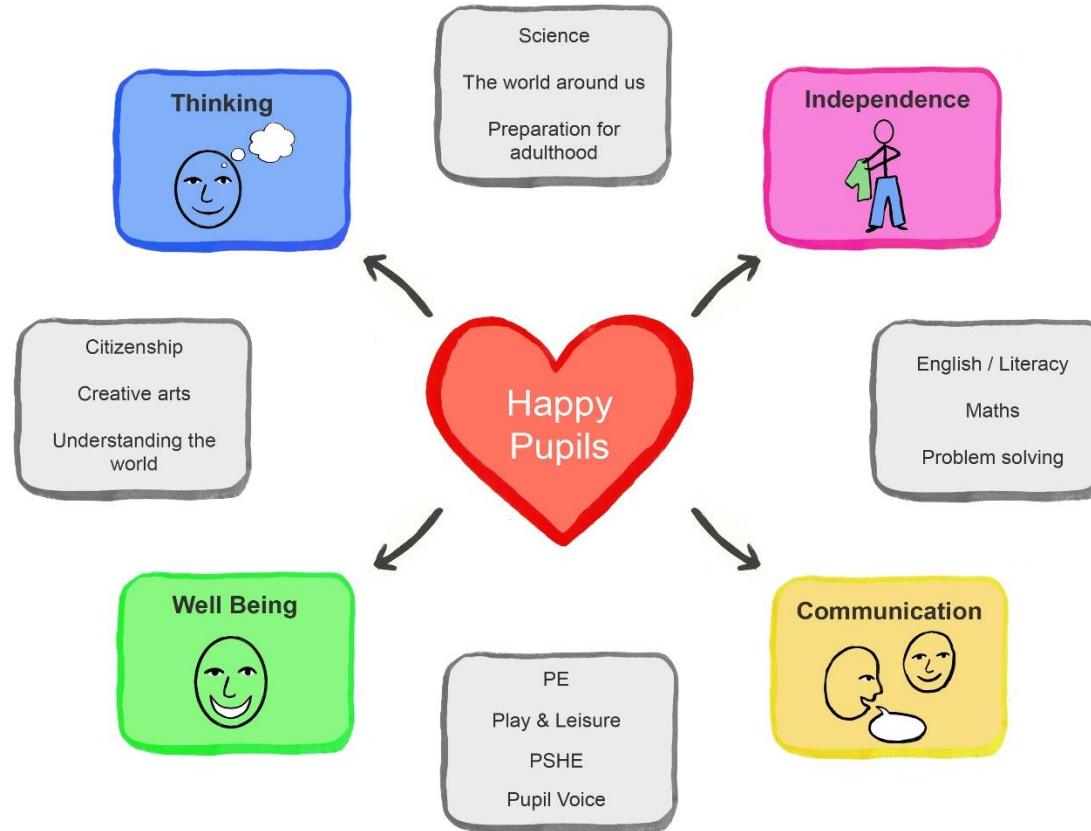


College Park School Curriculum



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 learner's 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 a 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 Semi Formal Curriculum for pupils with ASD and SLD and the 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

Early Years Foundation Stage

Personalised developmental curriculum that learners follow until the end of KS1

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)</p>	<p align="center">The Semi-Formal Curriculum (Autism and SLD)</p>	<p align="center">The Formal Curriculum (Autism and MLD)</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><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><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> <p>College of North West London</p>

A summary of school curriculum 2024-2025:

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 Reading Plan- Year 2024-2025- Informal and Semi Formal Curriculum

	Autumn	Spring	Summer
Topic	Sky, Land and Sea	Space and time	London
Topic EYFS and KS1/Proposed Books	Under the sea <ul style="list-style-type: none"> • The Rainbow Fish • Under the sea • Tiddler • The little mermaid • Commotion in the ocean 	Day and Night <ul style="list-style-type: none"> • Night Monkey • Maisy's snowy day • Hello Moon • The very lonely firefly 	My London <ul style="list-style-type: none"> • Maisy goes to London • Paddington Bear • The London noisy Book
Topic KS2/ Proposed Books	Pirates Ahoy! <ul style="list-style-type: none"> • Treasure Island • Peter Pan • My Pirate voyage • Pirates Love underpants 	Aliens <ul style="list-style-type: none"> • Welcome to alien school • Max space adventurer • Smeds and Smogs • Aliens love underpants • Welcome to alien school 	Travelling through London <ul style="list-style-type: none"> • All Aboard the London bus • Madeleine in London • A walk in London • London sounds
Topic KS3/ Proposed Books	Unusual Journeys <ul style="list-style-type: none"> • Around the world in 80 days • Oh places you will go • Coming to England • 20000 leagues under the sea 	Sparks in the Sky <ul style="list-style-type: none"> • The coming of night • The kid who came from space • The little Prince • Sparks in the sky 	London-past and present <ul style="list-style-type: none"> • Oliver Twist • My fair Lady • Horrible histories London • London children's Map
Topic KS4/ Proposed Books	The environment and plastic <ul style="list-style-type: none"> • Dear children of the Earth • One plastic Bag • Rocket says look up 	Space exploration <ul style="list-style-type: none"> • American Moonshot • The comet 	London Landmarks <ul style="list-style-type: none"> • The London Eye Mysteries • The story of London • Where is the tower of London

College Park School 2024-2025 Semi-Formal / Informal Subject Plan

<p>Post 16 Moving On - Adventurer</p>	<p>World Studies Materials & Change Textiles Language Music – instruments Religions Independent Living Healthy Living Travel services and role in the community Hobbies and pastimes Horticulture Vocational Studies Planning for work Self-awareness</p>	<p>World Studies What Makes Things Work? Food Lifestyles Art – 2D materials Worship and festivals Independent Living Personal care Local current affairs Sport Meal preparation Vocational Studies Going to work Accessing, communicating, and using information</p>	<p>World Studies Looking After our World DIY Wider culture Drama/dance movement and gesture The Numinous sense Independent Living Sexuality education Local environmental issues Health/therapy Domestic skills/technology in the home Vocational Studies Health and safety at work Careers Education and guidance/Post School Planning</p>
<p>My Independence</p>	<p>My travel training My cooking and shopping Personal care Intensive Interaction Attention Autism</p>	<p>My dressing and undressing Personal care Intensive Interaction Attention Autism</p>	<p>My play and leisure Personal care Intensive Interaction Attention Autism</p>
<p>The world around me</p>	<p>Festivals Food Water Trips and visits</p>	<p>Change and the history of the passing time Recycling Digital Photography Trips and visits</p>	<p>Life Cycles The Seasons The Weather Trips and visits</p>
<p>My Physical wellbeing</p>	<p>Healthy Eating Sensory Circuits Personalized sensory diets Movement breaks/ running and walking</p>	<p>Mental Health Sensory Circuits Personalized sensory diets Movement breaks/ running and walking</p>	<p>My dance and movement Sensory Circuits Personalized sensory diets Movement breaks/ running and walking</p>
<p>My Thinking and Problem Solving (See My Thinking and Problem-Solving Curriculum SoW)</p>	<p>Establish Routines Memory Building Sequencing (The task is being undertaken regularly and established within the CYP day)</p>	<p>Recognising and Identifying Problems Recognising Opportunities (The CYP is aware when a problem arises and may ask for help at the least or consider appropriate action)</p>	<p>Generalisation Independent Resolution (A solution is obtained by inference OR the CYP makes persistent and valid attempts to overcome a problem with success)</p>

College Park School Reading Plan- Year 2024-2025-Formal Curriculum

	Autumn	Spring	Summer
Topic	Sky, Land and Sea	Space and time	London
Topic EYFS and KS1/Proposed Books	Under the sea <ul style="list-style-type: none"> • The Rainbow Fish • Under the sea • Tiddler • The little mermaid • Commotion in the ocean 	Day and Night <ul style="list-style-type: none"> • Night Monkey • Maisy's snowy day • Hello Moon • The very lonely firefly 	My London <ul style="list-style-type: none"> • Maisy goes to London • Paddington Bear • The London noisy Book
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Topic KS3/ Proposed Books	Unusual Journeys <ul style="list-style-type: none"> • Around the world in 80 days • Oh places you will go • Coming to England • 20000 leagues under the sea 	Sparks in the Sky <ul style="list-style-type: none"> • The coming of night • The kid who came from space • The little Prince • Sparks in the sky 	London-past and present <ul style="list-style-type: none"> • Oliver Twist • My fair Lady • Horrible histories London • London children's Map
Topic KS4/ Proposed Books	The environment and plastic <ul style="list-style-type: none"> • Dear children of the Earth • One plastic Bag • Rocket says look up 	Space exploration <ul style="list-style-type: none"> • American Moonshot • The comet 	London Landmarks <ul style="list-style-type: none"> • The London Eye Mysteries • The story of London • Where is the tower of London

Math's Curriculum Plan 2024-2025 – Formal Curriculum

Maths EYFS and KS 1	Under the sea/Number <ul style="list-style-type: none"> Counting using modes of transport Shapes – identify different shapes found in modes of transport Compare sizes of modes of transport 	Day and Night/Time and Money <ul style="list-style-type: none"> Identifying different units of time Counting and ordering, first and next Days of the week, at school or home Money role play 	My London/Measure and Shape <ul style="list-style-type: none"> Comparing length between tube stations Identify shapes found in London landmarks Units of measurement
Maths KS 2	Pirates Ahoy!/ Money and measurement <ul style="list-style-type: none"> Prates treasures Units of measurement for distance Recognizing and estimating money 	Aliens/Shape and Time <ul style="list-style-type: none"> Compare size and shapes in space Properties of shapes Ordering planets 2D and 3D shapes Time travel, transport, timetables 	Travelling through London/Time and number <ul style="list-style-type: none"> Estimation, how long, how many Fractions, sharing Timetables
Maths KS 3	Unusual Journeys/Money and Measure <ul style="list-style-type: none"> Perimeter, area Units of measurement Budgeting, value 	Sparks in the sky/Number <ul style="list-style-type: none"> Number operations Fractions Functional use of number Trips, money, timetables, travel time 	London-past and presents/Time and shape <ul style="list-style-type: none"> Timelines Calendar, years, months, days Counting in multiples, decades Ordering numbers by years past to present
Maths KS 4	The environment and Plastic <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 	Space exploration <ul style="list-style-type: none"> Time, years, decades and centuries 3D shapes and properties Units of measurement Analogue and digital time 	London Landmarks <ul style="list-style-type: none"> Addition, subtraction, multiplication and division Measurement – estimation, temperature Cooking

Autism specific strategies are evidence based educational methods.

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; to implement the work system which establishes expectations and activity measurements that promote independence; to established routine and to implement visual structure which involves visually-based cues for 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 aims to develop natural and spontaneous communication through the use of visual 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.