

Policy for Curriculum

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Campbell
Principal
September 2021

2. The Cambian Group Mission Statement

'To actively enable each and every one of the children and young people in our care to achieve their personal best'

At Cambian Spring Hill School, we fully believe in an uncompromised curriculum which involves providing our learners with wide and varied opportunities and experiences beyond the formal curriculum.

Our revised curriculum offer complements the 7 strands of learning as prescribed in the DfE Independent School Standards (2014) and provides for the spiritual, moral, social and cultural development of all. We are united in our common purpose to support our children and young people to make outstanding progress in every dimension of school life and strive to prepare our youngsters for dealing with a range of challenges that life may present them with.

Our programmes of study are tailor-made to support each learners' needs and support them to develop their physical well-being, independence, resilience and sense of curiosity in addition to promoting academic attainment at a level that meets individual capacity.

Our students are supported by dedicated and passionate staff. As such we expect our each of them to try their very best by following our non-negotiables, which are displayed in all classrooms and communal areas:



How we will achieve this

We will achieve this by providing:

- A holistic environment, facilities and a multi-disciplinary staff team that maximise opportunities for students to learn and make progress
- Valuing and promoting creativity, initiative and solutions-focused problem solving and opportunities for individuals to empower learners to make realistic and informed decisions about their lives and future aspirations
- A rich, inclusive learning environment where everyone is empowered to progress and achieve to the best of their ability
- A curriculum blend of individualised and group learning opportunities to enable children and young people to try new things, overcome barriers and develop their resilience and patience
- A multi-disciplinary approach which fosters collegiate reflection opportunities to develop levels of understanding which help develop learners' needs, strengths and talents whilst respecting individual learning preferences and paces
- Developing positive relationships with our learners to support them understand them and their potential

Our Values

- An unreserved commitment to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to observe to this pledge and fulfil their potential
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing individual capacity for communication and improvement of social skills and acceptable behaviours in a supportive, structured and non-threatening way
- Providing a curriculum that is exciting and challenging and reflects and nurtures learners' interests and needs and celebrates traditions that are important to our local and wider community

- Working tirelessly to raise individual self-esteem, reduce anxieties and focus upon delivering opportunities that support each child and young person to prepare for adulthood and/or the next stage of their life
- Everyone is a happy and confident learner at Spring Hill School and staff continuously develop their competencies for providing an appropriate range of strategies to inspire each child and young person to fully engage in their programme of education

Within our established ethos, children and young people will gain confidence in making choices and increase their knowledge and appropriate levels of understanding of life in modern Britain and the wider World

Our Curriculum

All Cambian Spring Hill School policies are based on best practice arrangements for promoting the learning and well-being of children and young people with Autism Spectrum Conditions (ASC). They also consider the needs, rights, and development of the staff team. The statements below outline the principles upon which policy and practice are developed and reviewed.

The overarching aim of our curriculum is that all of our children and young people:

1. Are empowered to understand their Autism, celebrate their difference and present as confident individuals who are able to make choices that help them to stay safe and live healthy and fulfilling lives
2. Experience a curriculum that offers a range of learning opportunities which promote Communication, Self- Management, Independence and Achievement
3. Are supported by a team of staff who work collaboratively to deliver a consistently high standard of pedagogical approaches which enable each student to stay safe, learn and prepare themselves for the next stage of their education or training

We aim to ensure that the curriculum:

- Is broad and balanced and complies with the Quality of Education indicators as set out in the Schedule to the Education (Independent School Standards) Regulations 2014 and, where appropriate, National Curriculum frameworks
- Is tailored to encourage all learners to reach their full potential
- Is flexible in order to meet the needs of the diverse population within the school and matched to the specific needs of the child/young person
- Builds on students' existing knowledge, skills and understanding
- Reflects the nature of the local community, builds on British Values and references appropriate wider societal issues
- Develops confidence, positive self-esteem and independence

- Develop a level of respect for other people and the environment
- Prepare students for the opportunities, responsibilities and experiences of adult life

3. Curriculum Organisation

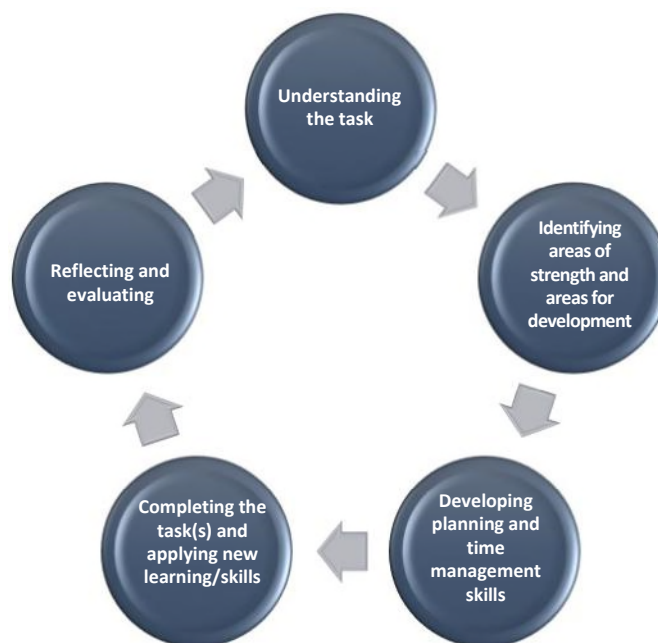
At Cambian Spring Hill School, we afford particular emphasis in our curriculum to the development of:

- Communication and interaction skills
- Cognition and learning skills with specific focus on literacy, numeracy and personal development and well-being
- Social, Emotional and Mental Health strategies to include PSHCE and SRE
- Sensory and Physical skills and capabilities to include outdoor learning, competitive sports/PE, swimming, trampolining, independent living skills on campus and in the local community
- Work-related learning/vocational skills across campus and in the local community

Curriculum Intent

How do we consider the quality of the curriculum in each subject as a driver of change?

- To offer a broad and balanced curriculum, at each Key Stage, which reflects the interests and aptitudes of our students and supports pathway planning for a range of courses
- To develop students' autonomy and resilience by providing learning opportunities that promote metacognitive awareness and approaches:



- To impact positively on behaviour and communication responses, secure achievement and attainment and individual personal spiritual, moral, social and cultural development from starting points
- By offering integrated therapeutic support, enable each child/young person to work towards, accomplishing or surpassing individual EHCP outcomes
- To support students to access the community and develop their vocational skills and aspirations
- Develop children and young people's Cultural Capital by providing learning opportunities and experiences for them to be better informed about the world in which they live
- All teaching and learning experiences are well planned and appropriately delivered to ensure all students progress without feeling over-whelmed or insufficiently stretched
- To involve each student in the planning of their own learning in order to maximize levels of engagement

Curriculum Implementation

How do we consider the content and teaching sequence for each of our learners?

- A key focus on assessing and continually evaluating children and young people's holistic needs to enable teaching and clinical intervention to be carefully shaped to address deficits and effect progress
- Use of qualitative and quantitative assessment tools to support us to measure reasoning skills, monitor progress in core subjects and identify barriers to learning, often standardised and set against a backdrop of national benchmarks
- A curriculum approach that is underpinned by the Quality of Life (QoL) model which is based on three broad dimensions – independence, social participation and well-being
- A personalised learning pathway that provides tangible, relevant and stimulating educational provision, enabling each student to learn and develop the skills they require for later life
- Quality First teaching and learning experiences in school and out: topic days, school council, assemblies, clubs, learning outside the classroom, inter-school sports experiences, workshops, WOW! trips and visits, residential visits, fund raising and community work
- Small class sizes and 1:1 support for those students who require bespoke intervention
- Broadly age-based class groups with flexibility when required such as when a student may have spent time out of school before joining Spring Hill
- Access to a range of nationally accredited awards: GCSE, Levels 1 and 2 Functional Skills, Prince's Trust

- Dedicated 1:1 CEIAG for all students of statutory age and opportunities to engage with local and wider community work experiences opportunities, quality assured by North Yorkshire Business and Education in Partnership
- Tailored stretch and challenge to encourage young people to become active members of their local communities, developing social, communication and interpersonal skills while working or learning in different settings which may include: The Ripon Walled Garden, Lister House Royal British Legion Care Home, Follifoot Riding Stables, Boltby Trekking Centre.
- A post 16 curriculum that affords students with opportunities for social inclusion both on and offsite and which provides structured support for the QoL Independence Plus curriculum and development of life skills

Curriculum Impact

How we determine how well are our students learning the content within our curriculum?

- Our sophisticated approach to learner profiling enables us to base teaching decisions and plan personalised learning and identify those students who need support and further intervention
- We strive to develop each child/young person's engagement in the learning process

We have four goals when it comes to measuring the impact of our curriculum:

Objective 1: Develop our Student's Learning

Many of our children and young people make outstanding progress from starting points. We want our children and young people to be academically and physically prepared for the next phase of their education, whether here at Spring Hill or in their own local community.

Objective 2: Develop the Character of our Learners

Our curriculum supports our learners to develop their character and further their understanding of values such as equality, fairness, friendship and trust. Only by truly appreciating, what such ideals mean will our students be able to develop a character that prepares them for living in the community, demonstrating tolerance and equality. We measure this not just by the work our students produce, but also by their interactions with others across campus and out in the local community. The impact of this intention is seen in the daily interaction of all members of our school community.

Objective 3: Develop Behaviours and Habits to become Effective Learners

Offering our students opportunities to engage with complex learning challenges, in either a group or individual basis, allows us to assess where additional support or intervention is required. By supporting our students to embrace different experiences we intend to develop resilience in each individual to enable them make appropriate dynamic decisions

and respond positively to unfamiliar situations; this could be during a sporting activity, during a formal assessment situation or during a social time activity. The impact of individualised learning opportunities influences our students to improve their resilience so that they are less inclined to give up, develop their motivation to succeed and achieve and are better equipped to manage and cope with the complexities that life may present them with

Intention 4: Develop the Moral Compass of our Learners

We aspire to support our learners to make positive choices for the right reasons and hope that they will be motivated by a strong personal sense of morality. Our holistic curriculum supports each individual learner to develop a sense of empathy whilst developing the ability to resist negative influence. Our comprehensive PSHCE and SMSC offer appropriately prepares students for life in modern Britain and identifies which levels of support are required to enable each individual to enjoy good physical and mental health, stay safe, develop skills for adulthood, make a positive contribution and achieve to their full potential.

4. Curriculum Structure

We acknowledge that some of our young people have compound learning difficulties and benefit from a curriculum where the priority is to maintain and develop their physical and emotional well-being, in addition to ensuring that their medical and sensory needs are addressed.

To cater for the differing needs of our cohort, we have developed a 'layered' curriculum; this is reviewed at least annually to ensure it is appropriate and engaging and meets children's and young people's requirements. Individual learning profiles (ILP's) are compiled, with input from the Clinical Team, to identify barriers to learning and safeguard the holistic needs of each student so that they have the opportunities to achieve their potential. We want all of our learners to develop as independent, confident and successful learners who know how to make a positive contribution to their community.

As learners move through the Key Stages, the emphasis shifts more towards preparation for adulthood and maximising independence. 1:1 Independent careers education and guidance is provided on a rolling programme. For higher functioning learners, formal learning is blended with opportunities to develop practical skills and levels of independence around vocational and enterprise skills.

Key Stage 3 Curriculum Entitlement

Our curriculum is an all-through syllabus from KS2 to the end of KS4 and designed through a 'stage not age' approach. Priority is given to core subjects and removing barriers to learning impacted by social, communication and learning difficulties. Our aim is to ensure that students are able to access appropriate post-16 courses, supported internships and or employment.

All of our children and young people follow appropriate elements of the national curriculum in key-stage 3. The Year 7 curriculum follows on from the work undertaken in

the primary phase. In Year 9 pupils begin a supported transition onto their key-stage 4 pathway and engage in formal 1:1 CEIAG sessions with our independent advisor.

Cambian Spring Hill School typically operates a 6 teaching-period day with an additional early morning Wake and Shake session available for young people; there are also alternative activities, such as a discussion group and walking in place. Lunch times are 45 minutes for all key stages and morning break is 15 minutes; both are structured to support young people to appropriately manage their interactions with others and the level of intervention required very much depends on the individual child/young person.

Example timetables are provided below:

Timetable – KS3											
Day	Arrival 8.45 - 9.00	Tutor Time 9.00- 9.10	Period 1 9.10 -10.10	Period 2 10.10 -11.00	BREAK	Period 3 11.15 –12.15	LUNCH	Period 4 1.00 – 1.45	Period 5 1.45 -2.30	Period 6 2.30-3.00	3.05 -3.15
Monday	Shake up notes		DT	History	BREAK	English	LUNCH	Maths	PE EH	Tutor	Class
Tuesday			KS3 English	Maths		Science		Textiles MW	Art MH	Tutor	

Timetable – OHM											
Day	Arrival 8.45 - 9.00	Tutor Time 9.00- 9.10	Period 1 9.10 -10.10	Period 2 10.10 -11.00	BREAK	Period 3 11.15 –12.15	LUNCH	Period 4 1.00 – 1.45	Period 5 1.45 -2.30	Period 6 2.30-3.00	3.05 -3.15
Monday	Wake up – Shake up Lunch Choices		Self Study	PE	BREAK	A Level Maths	LUNCH	Work Experience		Tutor	Class staff Meeting
Tuesday			A Level Maths	OHM LL Work Experience HW – 1:1 Study		OHM LL Work Experience HW – 1:1 Study		A Level Maths	Self Study	Tutor	
Wednesday			BTEC Level 3			BTEC Level 3		BTEC Level3	A Level Maths	BTEC Level 3	
Thursday			A Level Maths	BTEC Level 3		BTEC Level 3		BTEC Level 3	A Level Maths	BTEC Level 3	
Friday			PSE	A Level Maths		A Level Maths (Extra)					

Timetable – AH

Day	Arrival 8.45 - 9.00	Tutor Time 9.00- 9.10	Period 1 9.10 -10.10	Period 2 10.10 -11.00	BREAK	Period 3 11.15 –12.15	LUNCH	Period 4 1.00 – 1.45	Period 5 1.45 -2.30	Period 6 2.30-3.00	3.05 -3.15
Monday	Wake up – Shake up Lunch Choices		Post 16 Maths	PSE	BREAK	1:1 JE Session	LUNCH	Clinical Input	Post 16 English	Tutor	Class staff Meeting
Tuesday			Post 16 Maths	BTEC Science		AH 1:1 EVJ		Post 16 English	1:1 Session	Tutor	
Wednesday			Post 16 Maths	1:1 MW Session		Post 16 English		BTEC Science	Food RJ	Tutor	
Thursday			BTEC Science	Post 16 English		Post 16 Maths		Riding session LL			
Friday		Work Experience				KH		Work Experience			

Timetable – JN

Day	Arrival 8.45 - 9.00	Tutor Time 9.00- 9.10	Period 1 9.10 -10.10	Period 2 10.10 -11.00	BREAK	Period 3 11.15 –12.15	LUNCH	Period 4 1.00 – 1.45	Period 5 1.45 -2.30	Period 6 2.30-3.00	3.05 -3.15
Monday	Wake up – Shake up Lunch Choices		GCSE 2 English	GCSE 2 Maths	BREAK	PSE 1:1 Support EH	LUNCH	KS4 French	PE	Tutor	Class staff Meeting
Tuesday			GCSE SC	GCSE Art (2)		GCSE Spag 2		GCSE SC	GCSE 2 Maths	Tutor	
Wednesday			GCSE Maths 2	GCSE 2 English		GCSE SC		BTEC Food	GCSE ICT CR	Tutor	
Thursday			GCSE Art (2)	GCSE SC		GCSE Maths 2		GCSE (2) English	GCSE ICT CR	Tutor	
Friday			Princes Trust	KS4 French		BTEC Food					

5. Appendix A: Whole School Curriculum Strands 2021/2022

Differentiated and Personalised Curriculum	Therapeutic Curriculum	Adapted National Curriculum	Post-16 Curriculum
Pines / Oaktrees / Chestnuts	Pines / Oaktrees / Chestnuts	Pines	Pines
<p>Learners who are likely:</p> <ul style="list-style-type: none"> to be working below age related expectations to have a 'spiky' profile to require a level of flexibility in their timetable to require 1:1 support, sometimes 2:1 to require low level demand to require significant therapeutic learning opportunities to have a history of trauma and/or mental health needs to require phased introduction to peers to have significant sensory needs 	<p>Learners who are likely:</p> <ul style="list-style-type: none"> to be working below age related expectations to be unable to follow the full national curriculum due to high levels of academic demand to require therapeutic learning opportunities at various points throughout the day to have a lack of resilience to require social communication development to have a learning difficulty to require 1:1 or 1:2 staffing ratios to have significant sensory needs 	<p>Learners who are likely:</p> <ul style="list-style-type: none"> to be working at age related expectations to be able to follow the demand of the national curriculum to fully engage with learning to have a desire to learn and develop to require high levels of structure and routine in their timetable to have a lack of resilience to require 1:2 staffing ratios, occasionally 1:1 	<p>Learners who are likely:</p> <ul style="list-style-type: none"> to be age 16 or above (on occasion there may be younger students if the offer meets need and is most appropriate) to require independence skills in preparation for adulthood to require work experience in preparation for adulthood to require a programme to meet individual transition needs to have a lack of resilience to require 1:1 or 1:2 staffing ratios to require access to English and Maths stepping stone qualifications
What do we use to inform our learning intentions?			
EHCP Outcomes Equals Curriculum National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Awards AQA Unit Awards SaLT/OT/Clinical Psychologist recommendations	EHCP Outcomes Equals Curriculum National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Awards AQA Unit Awards SaLT/OT/Clinical Psychologist recommendations	EHCP Outcomes National Curriculum GCSE Syllabus BTEC Princes Trust Functional Skills LIBF Ascentis Entry Level to Level 2 English and Maths Awards AQA Unit Awards	EHCP Outcomes Equals Curriculum National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Award AQA Unit Awards SaLT/OT/Clinical Psychologist recommendations

Young person's interests, dreams and aspirations	Young person's interests, dreams and aspirations	SaLT/OT/Clinical Psychologist recommendations Young person's interests, dreams and aspirations	Young person's interests, dreams and aspirations
What does this look like in a teaching group?			
<p>A large proportion of 1:1 lessons with opportunities to join specific small teaching groups (maximum 4) when appropriate</p> <p>A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria</p> <p>Sequenced learning towards knowledge for future living, learning, leisure and work</p> <p>Flexible opportunities on the timetable to accommodate need</p> <p>Consistent staff to promote positive relationships</p> <p>Access to a range of learning environments including off campus community experiences if appropriate</p> <p>Access to therapeutic lessons such as Art, Music and Therapy Dog</p> <p>Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and Clinical Psychology where appropriate</p>	<p>Group teaching with consistent staff for the majority of lessons. Class sizes up to a maximum of 5 students</p> <p>A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria</p> <p>Sequenced learning towards knowledge for future living, learning, leisure and work</p> <p>Flexible opportunities on the timetable to accommodate need</p> <p>Consistent staff to promote positive relationships</p> <p>Access to a range of learning environments including off campus community experiences if appropriate</p> <p>Access to therapeutic lessons such as Art, Music and Therapy Dog</p> <p>Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and Clinical Psychology where appropriate</p>	<p>Distinct teaching group with subject specific teaching. Consistent staffing with a maximum group size of 8.</p> <p>A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria</p> <p>Sequenced learning towards knowledge for future learning and employment</p> <p>Consistent staff to promote positive relationships</p> <p>Access to some off campus and community learning experiences</p> <p>Access to GCSE pathway in KS3/4</p> <p>Opportunities to take part in residential activities</p> <p>Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and Clinical Psychology where appropriate</p>	<p>Group teaching with consistent staff for the majority of lessons. Class sizes up to a maximum of 5 students</p> <p>A broad and balanced curriculum that extends beyond the academic, vocational and technical aspects but which meets the independent school experiences criteria</p> <p>Sequenced learning towards knowledge for future living, learning, leisure and work</p> <p>Flexible opportunities on the timetable to accommodate need</p> <p>Consistent staff to promote positive relationships</p> <p>Timetables reflect individual study programmes</p> <p>Internal and external work experience opportunities</p> <p>Access to indirect and/or direct Occupational Therapy, Speech and language Therapy and Clinical Psychology where appropriate</p>
How is evidence gathered?			
Work Books, photographs, unit awards, witness statements, port-folio work	Work Books, photographs, unit awards, witness statements, port-folio work	Work Books, unit awards, port-folio work	Work Books, photographs, unit awards, witness statements, port-folio work

How do we determine good / outstanding ipsative progress?			
Accountability Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data	Accountability Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data	Accountability Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data	Accountability Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data

Please Note

Some children/young people may have a deliberate move from one curriculum to another as part of a planned and agreed transition as they make progress. Others may move curriculum to accommodate personal, social and emotional issues such as illness, emotional difficulties, medication changes, deteriorating mental health.

6. Appendix B: Formal Curriculum (GCSE) Year 1 Core Subjects

Curriculum Overview 2020 / 2021

Independent School	Subject	Term					
		Autumn		Spring		Summer	
		Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Explorations in Creative Writing	English			Writer's Viewpoints and Perspectives		Speaking and Listening Activities Leading Assessment	
<ul style="list-style-type: none"> Collecting and representing data Sequences Basic 	Mathematics	<ul style="list-style-type: none"> Angles, scale and bearings Number, factors and multiples Basic algebra Fractions and decimals Coordinates and linear graphs 	<ul style="list-style-type: none"> Percentages revision 	<ul style="list-style-type: none"> Perimeter and area Circumference and area Real life graphs Ration and proportion Properties of polygons 	<ul style="list-style-type: none"> Equations Indices Surds Basic probability Standard for Measures 	<ul style="list-style-type: none"> Transformations Congruence and similarity 2D representations of 3D shapes Calculating with percentages 	<ul style="list-style-type: none"> Statistical measures Constructions and loci Revision
Scientific	Science	<ul style="list-style-type: none"> States of matter Atomic structure Periodic table 	<ul style="list-style-type: none"> Chemical quantities Cells in animals and plants Waves 	<ul style="list-style-type: none"> Forces and energy changes Structure and bonding Magnetism and electromagnetism 	<ul style="list-style-type: none"> Systems in the human body Plants and photosynthesis 	<ul style="list-style-type: none"> Lifestyle and health Radiation and risk Preventing, treating and curing diseases 	<ul style="list-style-type: none"> Forces and motion Electricity Acids and alkalis

7. Appendix C: Formal Curriculum (GCSE) Year 2 Core Subjects

Curriculum Overview 2021 / 2022

Independent School Standards	Subject	Term					
		Autumn		Spring		Summer	
		Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Linguistics	English	To gain underpinning grammar and punctuation skills		Receiving and responding to information		Develop reading and writing skills	
Mathematical	Mathematics	<ul style="list-style-type: none"> • Understand Number • Measure: Time and Temperature 	<ul style="list-style-type: none"> • Handling Data • Understanding length, weight, and capacity 	<ul style="list-style-type: none"> • Using Calculations • Multiplication and Division of Whole Numbers 	<ul style="list-style-type: none"> • Understanding and Using Decimals 	<ul style="list-style-type: none"> • Understanding and Using 2D Shapes 	<ul style="list-style-type: none"> • Understanding Perimeter and Area
Scientific	Science	Biology: environment, evolution and inheritance		Chemistry: elements, mixtures and compounds OR Chemistry in our world		Physics: Energy, forces and the structure of matter OR Electricity, magnetism and waves	

8. Appendix D: Independent School Strands

Independent School Strands	Timetabled Subject	Definition
Linguistic	English	This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing-pupils must acquire speaking, listening and literacy skills.
Mathematical	Maths	This area concerns pupils making calculations, understanding and appreciating relationships and patterns in number and space and developing their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
Scientific	Science	This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. This does not necessarily require extensive practical work.
Technological	ICT, Design and Technology, Food Technology	Technological Skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluation processes and products. If a school does not allow the use of IT systems it should still teach pupils to be aware of the impact these can have in their lives.
Human and Social	History, Geography, Politics, Citizenship, Outdoor Ed, PHSE	This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of History and Geography make a strong contribution to this area.
Physical	P.E., Horse Riding, Outdoor Ed	This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
Aesthetic and Creative	Art, Music, Drama, Design and Technology	This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including Art, Music, Dance, Drama and the study of literature because they call for personal, imaginative and often practical responses.
*Quality of Life (QoL)	Independent Living Skills (ILS), Employability, Money Management, Community Engagement, Princes Trust, Careers, Work Experience, PHSCE	This area aims to develop and promote the quality of life for each of our pupils as they progress through the school and prepare for adulthood and their future. The 3 key dimensions to this area are Independence, Social Participation and Wellbeing.
**Spiritual, moral, social and cultural development of pupils (SMSC)	PHSCE, RE, Princes Trust, Tutorials	This area aims to ensure that pupils develop their spiritual, moral, social and cultural awareness. PHSCE and RE make strong contributions.
**British Values	Politics, Citizenship, PHSCE, Tutorials	This area aims to promote pupils ability to distinguish right from wrong, respecting the civil and criminal law of England with a view to the consequences of their own and others' actions

Note: Many subjects weave across many of the Independent School strands and reference elements of the National Curriculum. However, for the ease of planning you will only refer to the subject area under one strand.

* = This is not a specific Independent School Standards strand. However, Cambian Spring Hill School believes that the curriculum should support our young people into adulthood and supports this by helping them to develop the skills required to be happy, confident and effective citizens

**= These are not specific strands but we are required to develop both SMSC and British Values across the curriculum. The table shows predominantly this will happen

9. Appendix E: Social Interaction and Communication – Enrichment Opportunities

Whole School Enrichment	Lunch Time Activities	Community Engagement	Bespoke Interventions
SLT & Class Assemblies PSHE Themed Days Wake & Shake Tutor Time Science Lab Events Cross-Curricular Activities Outdoor Education History Days Enterprise Challenge Regular Theatre and Cinema Visits Art Workshops Induction and Transitions Days to Work Experience Placements Life Skills and PSHE Visits to the Fire Service and Local Amenities	Basketball Club Dodgeball Club Lunchtime Singing Club ICT Club Football Club Arts & Craft Club Board Games and Lego Club Reading Club Robot Club Film Club Gardening Club	Parent Tours Parent Visits Celebratory Assemblies Parents Showcase Transition Events Work Related Learning Links Lister House Sports Day Local Library Year 11 Prom Parent e-Safety Workshop Christmas Church Service Christmas Lunch Festival Events	S & L Classes Programme S & L Assessment Additional/Specific Literacy/Numeracy Interventions Social Stories Support ELSA Support Social Skills Classes Mentoring Scheme Multi-Agency Partners CAMHS Clinical Psychologist Occupational Therapist Student Support & Wellbeing Officer Breakfast Club

10. Appendix F: Key Stage 3 Curriculum 2021 / 2022

SHS Key Stage 3 Curriculum 2021 - 2022		Spring Hill School adopts a holistic ASD model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds the key learning through the use of five themes throughout the year. Some subjects are stand-alone and emphasis is placed on these when appropriate.					
Classes	RJ		JL/JD			KH I Start	
Academic Progress	Adapted National Curriculum Students have the opportunity, where appropriate, to access parts of the National Curriculum. Where appropriate students are taught and have exposure to the following subjects; English, Mathematics, Science, Physical Education, Religious Studies, Computing, Geography, History, Art, Music, Design Technology and Food.		Therapeutic Curriculum Students have the opportunity to study parts of an adapted National Curriculum with more practical/nurturing activities as well to give a range of learning opportunities. This cohort of students are learning at a slower rate and require a more primary type curriculum to ensure they make sustained progress. They have an academic morning with a more practical/therapeutic afternoon. The group also have Plan, Shop and Cook days on a regular basis.			Differentiated and personalised curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on a needs basis by the QOL team). This type of curriculum means that students can access learning that allows them to make personalised progress.	
Themes	Changes	Well Being	Being British		Our World		Dream, Believe, Achieve
Specialist Support	SALT Speech and Language Therapy is offered by our onsite therapist. The support and guidance is offered and embedded into daily practice.	Clinical Psychologist Support is offered with regards to assessments that identify interventions and support that enables students to connect with the curriculum	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions offered as needed	ELSA Support This is a bespoke support offer that students can access if they need extra emotional support. This is provided by our SENSO.	CAMHS Support is offered internally from a monthly CAMHS consultation and externally through a referral system within the CAMHS team.	Curriculum Interventions Within Key Stage 3 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, Toe by Toe, SSW support, literacy and numeracy catch up sessions.	
Development of Life Skills	Life Skills Curriculum The life skills curriculum spans the entirety of the school and enables students to progressively work through the aspects of independent living at a suitable speed that is in line with their age and stage of learning. Where applicable there will be more emphasis on this curriculum so that students are able to go into the world with the knowledge and understanding of being a citizen in a modern-day society is. The staff within the Key Stage also use the PSHE Association for support with this and students also engage with the weekly assembly.		Personalised Learning Students also have the opportunity to engage in personalised learning that is matched to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning.			Employability and Job Coaching The employability curriculum spans each phase of the school and within Key Stage 3 students have the opportunity to engage with a curriculum that matches their age and stage of learning. Students also have exposure to the workplace and an opportunity to carry out internal work experience is offered in Year 9. The curriculum is explicitly taught but also embedded in everyday teaching. Enterprise is taught and develops into the Prince's Trust Awards as the students move through KS3.	
Assessment	My EHCP/MAPP All students in Key Stage 3 have targets/outcomes that are set through the EHCP, but also dynamically the class team should a need arise. This assessment allows for progress towards the outcomes to be made enabling students to gain cultural and social capital.	Quality of Life Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.		GL Assessment This provides teachers with a summative assessment of students' progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.		Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback	

11. Appendix G: Key Stage 4 Curriculum 2021 / 2022

SHS Key Stage 4 Curriculum 2021 - 2022		Spring Hill School adopts a holistic ASD model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds key learning through the use of five themes throughout the year. Some subjects are stand alone and emphasis is placed on these when appropriate.				
Classes	EH		AM		AM	
Academic Progress	Adapted National Curriculum Students have the opportunity to access the National Curriculum where appropriate. Students are taught and have exposure to the following subjects: English, Mathematics, Science, Physical Education, Citizenship, ICT, Geography, History, Art, Food, Design Technology.		Accredited Learning Students have the opportunity to undertake accredited learning that matches their academic stage and level. These qualifications are undertaken in; English, Mathematics and ICT from Functional Skills Entry Level 1 to Level 2. Students are also offered GCSE English and Mathematics if they are at a stage in their learning to complete these. The school also offers an Entry Level in Science. Students also undertake independent living skills which are accredited.		Differentiated and personalised curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on needs basis by the Quality of Life Team. This type of curriculum means that students can access learning that allows them to make personalised progress. Princes Trust award is offered and this involves a wide variety of cross curricular activities including enterprise, PE, ICT and DT.	
Themes	Changes	Well Being	Being British	Our World	Dream, Believe, Achieve	
Specialist Support	SALT Speech and Language Therapy is support is offered by commissioned therapist. The support/ guidance is offered and embedded into daily practice.	Clinical Psychologist Support is offered with regards to assessments that identify interventions and support that enables students to connect with the curriculum	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed	ELSA Support This is a bespoke support offer that students can access if they need extra support.	CAMHS Support is offered both internally from a CAMHS advisor and externally through a referral system within the CAMHS team.	Curriculum Interventions Within Key Stage 4 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, SSW, Toe by Toe, literacy and numeracy catch up sessions. Online learning is also available for those who benefit from this opportunity.
Development of Life Skills	Life Skills Curriculum Students are taught through the Quality of Life framework. This allows for targeted units to be assigned to a student based on their needs and also their stage of learning. The units create a bespoke package of life skill demonstration, allowing for cultural and social capital to be gained. The units are also identified against the learning plan for each student and based on their targets within their EHCPs. Students are also provided with enterprise opportunities and they embrace the opportunity to engage in community initiatives. The students also benefit from external speakers such as Prouder Communities, Army Warrant Officer and Recycling Officer.		Personalised Learning Students also have the opportunity to engage in personalised learning that is matches to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning. Students also have the opportunity to engage in offsite learning and this will be supported by the Work experience and employability team.		Employability and Work Experience The employability curriculum spans each phase of the school and within Key Stage 4 students this is a pivotal time for them as they have the opportunity to leave the school at the end of year 11. Students are offered 1:1 guidance with the independent career's adviser and the transitions co-ordinator, who also support families through the annual review and transition process. Transition guidance is provided when a student is preparing to leave us and also if they continue to KeyStage 5. Students learn about the different opportunities that are available to them after Spring Hill School. Students have the opportunity to carry out work exposure/experience and are taught explicitly about employability.	
Assessment	My EHCP/MAPP All students in Key Stage 4 have targets that are set through the EHCP, but also dynamically the class team should a need arise. This assessment allows for progress towards the outcomes to be made and demonstrated.	QOL Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.	GL Assessment This provides teachers with a summative assessment of students' progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.		Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback	

12. Appendix H: Key Stage 5 Curriculum 2021 / 2022

SHS Key Stage 5 Curriculum 2021 - 2022		Spring Hill School adopts a holistic ASD model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds key learning through the use of five themes throughout the year. Some subjects are stand alone and emphasis is placed on these when appropriate.					
Classes	JS / CL		AM			JS	
Academic Progress	Core Subjects and Accredited Learning Students have the opportunity to undertake accredited learning that matches their academic stage and level. These qualifications are undertaken in; English, Mathematics and ICT from Functional Skills Entry Level1 to Level 2. Students are also offered GCSE English and Mathematics and other subjects if they are at a stage in their learning to complete these.		Supported Living Preparation A core offer of the Key Stage 5 curriculum is a planned supported living curriculum. This offer is open to any student in Key Stage 5 and the school aspires to work with all students to allow them to have aspirational views of work. Our school currently works with a variety of employers.			Differentiated and personalised curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on needs basis by the Quality of Life Team. This type of curriculum means that students can access learning that allows them to make personalised progress.	
Themes	Changes	Well Being	Being British		Our World	Dream, Believe, Achieve	
Specialist Support	SALT Speech and Language Therapy is support is offered by our onsite therapist. The support and guidance is offered and embedded into daily practice.	Clinical Psychologist Support is offered with regards to assessments that identify interventions and support that enables students to connect with the curriculum	Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed	ELSA SUPPORT This is a bespoke support offer that students can access if they need extra support. This is a commissioned service.	CAMHS Support is offered both internally from a CAMHS advisor and externally through a referral system within the CAMHS team.	Curriculum Interventions Within Key Stage 5 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, SSW support, Toe by Toe, literacy and numeracy catch up sessions. Online learning is also available for those who benefit from this opportunity.	
Development of Life Skills	Life Skills Curriculum Students are taught through the use of the Quality of Life framework. This allows for targeted units to be assigned to a student based on their needs and also their stage of learning. The units create a bespoke package of life skill demonstration, allowing for cultural and social capital to be gained. The units are also identified against the outcomes for each student and based on their targets within their EHCPs. Students are also provided with enterprise opportunities and they embrace the opportunity to engage in community initiatives. The students also benefit from external speakers such as Dog's Trust, Environmental Officer etc.		Personalised Learning Students also have the opportunity to engage in personalised learning that is matches to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning. Students also have the opportunity to engage in offsite learning if they require it and this will be supported by the Work Experience and employability team.		Employability and Work Experience The employability curriculum spans each phase of the school and within Key Stage 5 students this is a pivotal time for them as they have the opportunity to leave the school at the end of year 12 or 13. Students are offered 1:1 guidance with the independent career's adviser and transition co-ordinator, who also support families through the annual review and transition process. Transition guidance is provided when a student is preparing to leave us and co-ordinated meetings are held with all concerned. Students learn about the different opportunities that are available to them after Spring Hill School. Students have the opportunity to carry out work exposure/experience and are taught explicitly about employability.		
Assessment	My EHCP/MAPP All students in Key Stage 5 have targets that are set through the EHCP, but also dynamically by the class team should a need arise. This assessment allows for progress towards the outcomes to be made and demonstrated.	QOL Students tell us how they are doing and what they are struggling with through their termly QoL questionnaire. The results inform keyworker discussions which in turn allows students to shape their own timetable, learning and care plans. Targets are aligned to the Independence plus curriculum and set in collaboration with the student. Evidence is collated from a variety of contexts and progress is monitored through an electronic tracker.	GL Assessment This provides teachers with a summative assessment of students' progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.		Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback		