

Statement and Intent for Curriculum

Cambian Spring Hill School

Policy Author / Reviewer	Valerie Clayden
Approval Date	2021-10-01
Next Review Date	2022-09
Version No	1
Policy Level	Local
Staff Groups Affected	All Staff

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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

October 2021

2. Curriculum Intent

At Cambian Spring Hill School we provide flexible routes to full qualifications and offer from entry level through GCSE's to Level 3 BTEC's/A levels. Whichever level best suits the young person on their journey at Spring Hill School.

The preparation for adulthood agenda is a key component in our work to help young people with autism gain life skills and self-esteem, which are essential as they progress into adulthood and future destinations.

By offering our students the opportunity to undertake nationally recognised qualifications, we help young people to gain confidence and lead socially active and engaged lives. This is supported by therapeutic interventions, personal development and progress with communication skills, confidence and competence.

Ultimately our curriculum and education provision aim to prepare individuals for independent living as much as possible through improved quality of life, communication skills, support and guidance from a multi-disciplinary approach.

3. Curriculum Provision

- Broadly follows study programme principles
- Preparation for Adulthood Agenda
- EHCP outcomes
- Independent Living Skills
- PSHE covering aspects such as internet safety, British Values, safeguarding as well as relationships and sex education

- Qualifications and/or accreditations
- Work Experience/Voluntary work
- Learner and other stakeholder interests and aspirations
- Each young person will have the following sessions on their bespoke timetable: Independent Living Skills, Community and PSHE and PE (in various forms) to support EHCP outcomes and PFA agenda.

4. Primary Qualifications

Typically, students follow one of three pathways which can be blended depending on an individual. The formal route enables students to gain GCSE's, BTEC qualifications and other certificates by the end of year 11. If here for sixth form then A level's and Level 3 BTEC's can be studied alongside skills for living and employment.

The semi-formal pathway allows students to study a variety of subjects and sit appropriate exams including GCSE's, BTEC's, Ascentis qualifications including English and mathematics as well as the Princes Trust awards. Some individuals will participate in Functional Skills English, Maths & ICT qualifications Entry level 1 – Level 1 for each respective subject.

The informal pathway enables students to participate in a wide range of experiences and opportunities including developing literacy and numeracy skills. Some young people will participate in Functional Skills English, Maths & ICT qualifications Entry level 1 – Level 1 as part of a blended approach.

5. Secondary Qualifications

All learners will have access to AQA Unit Award Scheme and work towards units relevant to EHCP outcomes, Adulthood Agenda, and Life Skills, as well as vocational recognition of skills development where appropriate.

6. Preparation for Adulthood Agenda

Each individual will follow the subject areas below alongside the EHCP outcomes which will embed the personalised learning journey profile as part of the study programme.

- Employment – replicated through work experience, voluntary work, simulated work experiences, real working environment practical sessions (cooking and land base topics such as horticulture) All tailored as appropriate to individual need and starting skill point from KS3.
- Independent Living – All students have Independent Living Skill sessions involving personal hygiene, cleanliness, personal shopping, managing their home or environment appropriate to their age and stage.
- Community Inclusion – all young people from KS3 have community and leisure sessions to help provide safe access to a wide variety of community-based activities.

- Health – all students have access to PE sessions and on-site equipment/organised sessions. Food and healthy eating are covered in PSHE and cookery sessions.

7. Work Experience

This is completed in real working environments as much as possible such as Ripon Golf Club, Ripon food bank, charity shops and local cafes for example. Students may also attend a local College to give them specific skills in an area of interest which will normally lead on to a course after Spring Hill. Some learners begin in simulated placements such as reception at school or working in the Croft as a starting point.