

CURRICULUM POLICY

Park House School

Curriculum Policy

Our Vision

Our vision is to help young people with Autism lead fuller lives, and to offer them a life enhancing education that enables them to reach their full potential at school, at home and in their communities.

Our Values

- **Dedicated to delivering excellence**
- **Committed to Applied Behaviour Analysis**
- **Respectful**
- **Proud to challenge**

Our Aims

We will do this through:

- Consistently high expectations and achievements for every individual.
- High quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

Curriculum Statement

Park House School curriculum has been developed to meet the needs of our pupils, from Reception to year 8. It aligns to the Independent Schools Standards (ISS) curriculum areas and has communication and interaction at its core. The curriculum is personalised to each individual pupil and because of this is naturally broad and balanced. We want to focus on sustainable progress and skill acquisition, whilst ensuring that learning remains relevant and engaging.

Curriculum Practice Should:

- Build positively on what pupils already know and what they can do.
- Include well-structured opportunities to learn skills in an intensive way, and then generalise these into natural environments, developing and extending learning.
- Be relevant, functional and interesting for the learner.
- Offer opportunities for the pupils to be creative and adventurous in their learning.
- Provide opportunities for first hand experiences using a wide range of resources.

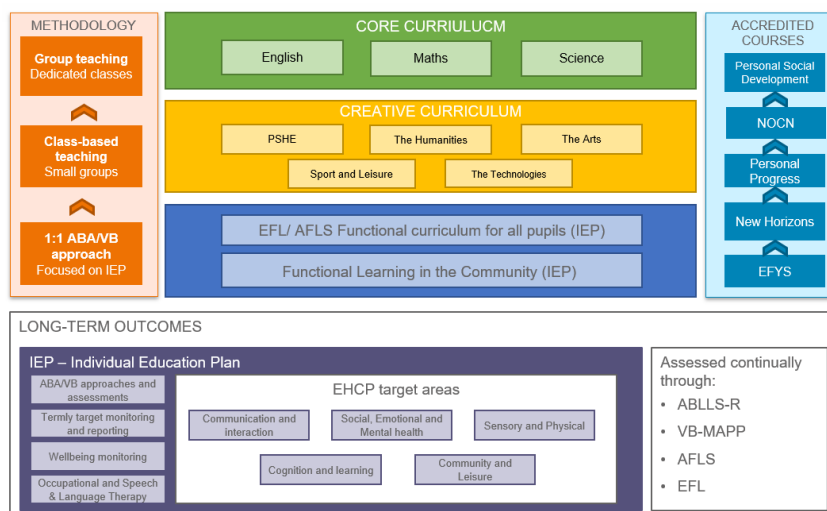
Our curriculum is aligned to the ISS standards curriculum areas and is mapped against pupils IEP's.

Independent School Standards Curriculum areas	Linguistic	Mathematical	Scientific	Creative	Technological	Human and Social	Human and Social	Physical and Aesthetic
Our interpretation of that into our subject groups	English	Maths	Science	The Arts	The Technologies	The Humanities	PSHE	Sport and PE
Subjects that are in those subject groups	English	Maths	Science	Art, Music Drama	Design Technology, IT and Computing, Food Technology	Geography, History and Religious Education	PSHE	Sport and PE

Teaching and Learning

At Park House School we offer teaching based on the principles of Applied Behaviour Analysis (ABA) using Skinner’s analysis of Verbal Behaviour (VB). The science of ABA (VB) and the teaching methods that have evolved from this have proven to be effective in advancing children and young people with autism. We focus on the acquisition of functional skills, effective communication and developing behaviours that are conducive to learning (reinforcing appropriate behaviours and reducing those behaviours that stop pupils enjoying a fuller life). Each pupil is valued for their unique contribution to the Park House School community.

Our teaching model is made up of three layers, based on the foundation of the IEP. The diagram below depicts our teaching model:



Individual Education Plans

All pupils have an Individual Education Plan (IEP). The targets on the IEP are primarily taken from the assessment tool entitled “Verbal Behavior Milestones Assessment and Placement Program” (VB MAPP) in which skills are targeted that aim to fill deficits in language, learning and social skills. For some learners targets may also or solely be taken from the Essentials for Living Curriculum (EFL) which has some more functional and advanced targets. All of these targets are directly related to the EHCP outcomes for each pupil.

English, Mathematics, PSHE and Science targets are additionally derived from our core curriculum, which has been developed internally to fulfil all criteria set within the respective National curriculums. These curriculum use targets from all previously mentioned assessment tools, the national curriculum as well as additional assessment tools; the assessment of basic language and learning (ABLLS-R) and assessment of functional living skills (AFLS).

Emphasis is on functional communication, independence and self-help skills. IEPs are discussed termly with parents/carers, and progress against targets are reviewed and reported on termly, as well as at the Annual Review and in annual reports.

Targets set on IEPs are SMART (Specific, Measurable, Attainable, Realistic and Time-bound). The targets for IEPs are updated termly, however, the pupil’s curriculum will not be limited to only these targets. Reporting on pupil progress to the Governing Body and external agencies is completed through the IEPs. Reporting progress is related to the percentage of target completion against each EHCP area. We also report on the percentage of completion of targets that are mapped against our curriculum subject groups.

Communication

We place a strong emphasis on the developing and enhancing of the pupils’ communication skills. Our young people are encouraged to use vocal, verbal communication if possible, and individual programmes are aimed at teaching them to express their needs, to interact socially, to develop listener responding as well as the ability to identify people, places, and objects, answer questions and have well developed conversational skills. Children and young people who are unable to express their needs vocally are taught to communicate using sign language (Makaton) or use another augmentative communication system, such as PECS (Picture Exchange Communication System), iPad or other interactive device. Park House School support staff on Makaton training courses and is a signing community. Parents are given information, training and materials to enable them to use the same communication system in a functional way at home.

Assessment and Curriculum

Pupils follow the VBMAPP as a developmental curriculum in order to build skills in language, learning and social skills and when or if appropriate they then move on to the more functional EFL. If needed both the ABLLS-R and AFLS can be used to support or in addition to the other assessment tools. The pupils are assessed using these tools and skills are then chosen to form the focus of the IEP. Progress on these assessments is carefully tracked and recorded. Park House School pupils follow a personalised curriculum based on their IEPs. The core

academic curriculum also follows the National Curriculum for all subjects, supported with related skills and targets from the previously mentioned assessment tools. From Year 7 pupils also follow courses of study that lead to accredited certification and qualifications from the ASDAN examination board, which follow through to Tram House School and other settings.

Pupils in Park House School are able to access group teaching in Literacy, Maths, Science, Computing and PSHE. The full range of school subjects, including the Humanities, Religious Education, Music and Art, is covered through topic or themed weeks and reinforced through weekly assemblies. Skills are taught both explicitly (for example, in group teaching or in intensive 1:1 sessions) and implicitly through natural environment teaching (NET). If a child is not currently at a stage to access academic learning within group work, then they will have individual targets on their IEP, which will be taught individually by the pupil's Tutor. They will also be taught the skills needed for them to access group teaching in the future. The skill of being independent and able to learn within a small group is also emphasised through the use of group work. An internal assessment tool called the Independence Framework has been created which is a hierarchy of skills that an individual needs to acquire in order to be able to learn and work independently, based on all of the previously mentioned assessment tools.

The curriculum will promote the spiritual, moral, cultural and physical development of pupils, preparing them with realistic outcomes for adult life, and enabling them to make a unique contribution to their community (Please see the SMSC Policy).

Schemes of work

At Park House School, Schemes of Work show how the targets are translated into a practical plan, including themes / topics or units of study. Long term and medium-term plans are written for subject groups.

Resources

There are a wide range of teaching aids and resources to support learning in all subject areas in school. We also make good use of our community resources and facilities to ensure that all pupils are included, engaged, motivated to learn, and are able to practice their skills in a functional way. Our school location means we have access to world-class museums, galleries, parks and landmarks that will develop the children's' understanding of the world around them.

Equal Opportunities

Park House School are committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

Fundamental British Values

At Park House School, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others. By ensuring that we actively promote and reinforce British Values, Park House School will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Related Policies

Teaching and Learning Policy
Assessment, Reporting and Moderation Policy
Sixth Form Curriculum Policy.

Last reviewed: May 2020
Date of next review: May 2022
Review group: Standards Committee

Appendix 1

Subject summary for Curriculum mapping

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Subject summary descriptions				Art	Design Technology	Geography	PSHE	
				Music	IT and Computing	History	SRE	
				Drama	Food Technology	Religious Education	SMSC	