

Policy for Teaching, Learning and Curriculum

Cambian Spring Hill School

| | |
|--------------------------|-------------------|
| Policy Author / Reviewer | Samantha Campbell |
| Approval Date | 2021-09 |
| Reviewed | Annually |
| Next Review Date | September 2025 |
| Version No | 6 |
| Policy Level | Local |
| Staff Groups Affected | All Staff |

Contents

| | | |
|-----|-----------------------------------------------------------------------------------|-------------------------------------|
| 1. | Monitoring & Review | 2 |
| 2. | The Cambian Group Mission Statement | 2 |
| | How we aim to achieve this | 3 |
| | Our Curriculum..... | 3 |
| 3. | Curriculum Organisation | 4 |
| | Curriculum Intent..... | 4 |
| | Curriculum Implementation | 5 |
| | Curriculum Impact..... | 6 |
| 4. | Curriculum Structure | 7 |
| | Key Stage 3 Curriculum Entitlement | 8 |
| 5. | Appendix A: Whole School Curriculum Strands 2023/2024..... | 11 |
| 6. | Appendix B: Formal Curriculum Core Subjects – Sample KS3 | 14 |
| 7. | Appendix C: Informal Curriculum Enrichment Sample..... | Error! Bookmark not defined. |
| 8. | Appendix D: Independent School Strands..... | Error! Bookmark not defined. |
| 9. | Appendix E: Social Interaction and Communication – Enrichment Opportunities | 19 |
| 10. | Appendix F: Key Stage 3 Curriculum 2022 / 2024..... | 21 |
| 11. | Appendix G: Key Stage 4 Curriculum 2022 / 2024..... | 22 |
| 12. | Appendix H: Post-16 Curriculum 2022 / 2024..... | 23 |

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 2024

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 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.



How we aim to achieve this

We will provide:

- A therapeutic approach delivered by a multi-disciplinary staff team that maximise opportunities for students to learn and make progress at a pace that they can manage and enjoy
- Creative and solutions-focused problem solving with opportunities for appropriately trained staff to empower learners to make realistic and informed decisions about their lives and future aspirations
- An inclusive learning environment where everyone is supported to progress and achieve to the best of their ability
- A 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 and collegiate reflection opportunities to develop levels of understanding around learners' needs, strengths and talents whilst respecting individual learning preferences and paces
- Positive relationships with our learners to help them to develop confidence and resilience to help them to overcome barriers to learning

Our Curriculum

Our approach aims to promote the learning and well-being of children and young people with Autism Spectrum Conditions (ASC) and associated conditions. We carefully consider the professional development and learning needs of the staff team to secure best practice. 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:

- 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
- Experience a curriculum that offers a range of learning opportunities which promote communication, self-management, independence, achievement and aspiration
- 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, achieve to their potential 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 (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 and matched, as far as is practicably possible, to the specific needs of the child/young person
- Builds on students' existing knowledge, skills and understanding and is sequenced accordingly
- Reflects the nature of the local community, builds on British Values and references appropriate wider societal issues
- Develops confidence, positive self-esteem, independence and accountability
- Develop a level of respect for other people and the environment
- Prepare students for the opportunities, responsibilities and experiences of adult life
- Weaving cultural capital throughout the curriculum giving context and reference points to topics that allow students to build schema

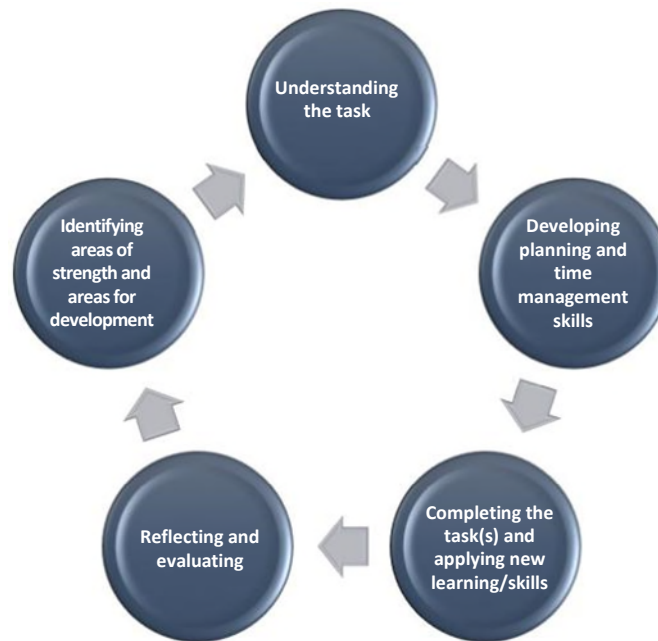
3. Curriculum Organisation

At 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, understanding of British values and SRE
- Sensory and physical skills and capabilities to include outdoor learning, competitive sports/PE, swimming, independent living skills on campus and in the local community
- Independent careers education, work-related learning/vocational skills across campus and in the local community
- Opportunities to learn outside the classroom

Curriculum Intent

- To offer a broad and balanced curriculum, which reflects the interests and aptitudes of our students and supports pathway planning for a range of academic or vocational 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 baseline
- To deliver integrated therapeutic and/or clinical support, to enable each child/young person to accomplish or exceed their 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
- Ensure that all teaching and learning experiences are thoughtfully planned and appropriately delivered to ensure all students progress without feeling overwhelmed or insufficiently stretched
- To involve each student in the planning of their own learning in order to maximize levels of engagement and secure accredited outcomes
- Develop students’ resilience, confidence and levels of independence

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, record and monitor progress across subjects and identify barriers to learning, often against a backdrop of national benchmarks as standardised via GL Assessments, for example
- 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 learning opportunities, enabling each student to learn and develop the skills they require for later life
- Providing engaging teaching and learning experiences via: topic days, school council, assemblies, clubs, learning outside the classroom, inter-school sports experiences, workshops, trips and visits, fund raising and community work
- Small class sizes and 1:1 support for those students who require bespoke intervention
- Access to learning which is delivered by suitably qualified staff who access continuous professional development and learning
- Stage-based class groups with flexibility such as when a student may have spent time out of school before joining Spring Hill
- Access to a range of nationally accredited awards: A-levels, GCSE, Levels 1 and 2 Functional Skills, Prince's Trust
- Dedicated 1:1 statutory CEIAG for all students' 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 inter-personal skills while working or learning in different settings which may include: The Ripon Walled Garden, Lister House Royal British Legion Care Home, 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 approach to learner profiling, via our iSTART provision, 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 and modify our approaches as required

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

Objective 1: Develop our Student's Learning

Our children and young people make outstanding progress from starting points. We intend that the impact is that children and young people will 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; by appreciating, these principles, our students are better prepared for living in the community, demonstrating tolerance and understand equality. We measure this by the work our students produce and 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. We establish positive parent/carer relationships to understand the impact of our interventions in the family home.

Objective 3: Develop Behaviours and Habits to become Effective Learners

Offering our students opportunities to engage with varied 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 aim to develop their resilience enabling them to make appropriate decisions and feel less overwhelmed with unfamiliar situations. 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, RSE 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 may have multiple 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. Increasingly, since the COVID19 pandemic, children have missed extensive learning experiences and we acknowledge that there may be significant gaps in learning. Our iSTART Programme is designed to identify strengths and areas that require intervention and development.

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 and shapes individual timetable offerings. For cognitively able learners, formal learning is blended with opportunities to develop practical skills and levels of independence around vocational and enterprise skills.

Curriculum Entitlement

Our curriculum is an all-through syllabus from KS2 to the end of KS5 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. However, each child is delivered a programme based on their ability to access learning and what works for one child may not work for another. Our aim is to ensure that students are able to access appropriate post-16 courses, at Spring Hill or another suitable setting and/or employment.

Many 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; formal 1:1 CEIAG sessions, with our independent advisor, begin prior to statutory expectations.

Spring Hill School typically operates a 6 teaching-period day with additional early morning Breakfast Club sessions; there are also alternative activities, such as a walk around campus or access to the outdoor gym, in place. Lunch times are 45 minutes for all key stages and morning break is 15 minutes; both are appropriately 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. Lunchtime is structured and staff deliver various clubs which students can opt in to attend.

Example timetables are provided below:

| | AM Reg. 09:00 | Lesson 1 09:15 | Period 2 10:00 | Period 3 11:00 | Period 4 12:45 | Period 5 13:45 | Period 6 14:30 |
|------------|------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------|--------------------------------------------------|----------------------------------------------|
| Mon | Tutorial - Tutorial (UB) UB Classroom | History - History (FB, EW) CJ Classroom | PHSCE - PHSE (FB, EW, PF) EH Classroom | Maths - Maths (EW, FB, JBI) EH Classroom | Swimming - Swimming (UB) Off Site | Swimming - Swimming (UB) Off Site | Tutorial - Tutorial (UB) UB Classroom |
| Tue | Tutorial - Tutorial (UB) UB Classroom | Design Technology - GCSE DT (FB) DT Classroom | | Design Technology - DT (FB, CM) DT Classroom | Maths - Maths (EW, FB, JBI) EH Classroom | RE - GCSE RE (FB, EW) CJ Classroom | Games - Games (UB) UB Classroom |
| Wed | Tutorial - Tutorial (UB) UB Classroom | History - History (FB, EW) CJ Classroom | English Language - English (FB, EW) UB Classroom | Maths - Maths (EW, FB, JBI) EH Classroom | Citizenship - Citizenship (FB, EW, JN) CJ Classroom | Design Technology - GCSE DT (FB) DT Classroom | Tutorial - Tutorial (UB) UB Classroom |
| Thu | Tutorial - Tutorial (UB) UB Classroom | Art/Music - Art/Music (FB, EW) Art Room | English Language - English (FB, EW) UB Classroom | Maths - Maths (EW, FB, JBI) EH Classroom | Science - Science (FB, EW) Science Room | RE - GCSE RE (FB, EW) CJ Classroom | Quality of Life - Games (UB) UB Classroom |
| Fri | Tutorial - Tutorial (UB) UB Classroom | Enterprise - Enterprise (CM, FB, EW, HH) Enterprise Room | Enterprise - Enterprise (CM, FB, EW, HH) Enterprise Room | RE - GCSE RE (FB, EW) CJ Classroom | | | |

| | AM Reg. 09:00 | Lesson 1 09:15 | Period 2 10:00 | Period 3 11:00 | Period 4 12:45 | Period 5 13:45 | Period 6 14:30 |
|------------|------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|----------------------------------------------------------|-------------------------------------------------|----------------------------------------------|
| Mon | Tutorial - Tutorial (EH) EH Classroom | PHSCE - PHSE (3EH) EH Classroom | English Language - English (3EH) UB Classroom | Geography - Geography (3EH) JS Classroom | Horse Riding - Horse Riding (AG, TC) Horse Riding | | Tutorial - Tutorial (EH) EH Classroom |
| Tue | Tutorial - Tutorial (EH) EH Classroom | Maths - Maths (EH) Pines multi use classroom | Science - Science (EH) Science Room | English Language - English (3EH) UB Classroom | Design Technology - DT (TC, CMi.) DT Classroom | Art - Art (TC, CMi) Art Room | Quality of Life - Games (EH) EH Classroom |
| Wed | Tutorial - Tutorial (EH) EH Classroom | English Language - English (3EH) UB Classroom | Maths - Maths (EH) Pines multi use classroom | Science - Science (EH) Science Room | Food Technology - Food Technology (EH) Food Tech Room | | Tutorial - Tutorial (EH) EH Classroom |
| Thu | Tutorial - Tutorial (EH) EH Classroom | Science - Science (EH) Science Room | Humanities - Humanities (3EH) CJ Classroom | Maths - Maths (EH) Pines multi use classroom | ICT - ICT (3EH)1 CL Classroom | Enterprise - Enterprise (EH) Enterprise Room | Quality of Life - Games (EH) EH Classroom |
| Fri | Tutorial - Tutorial (EH) EH Classroom | Humanities - Humanities (3EH) CJ Classroom | English Language - English (3EH) UB Classroom | Maths - Maths (EH) Pines multi use classroom | | | |

| | AM Reg. 09:00 | Lesson 1 09:15 | Period 2 10:00 | Period 3 11:00 | Period 4 12:45 | Period 5 13:45 | Period 6 14:30 |
|------------|------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------|
| Mon | Tutorial - Tutorial (CC) CC Classroom | Maths - Maths (KL) CC Classroom | Quality of Life - QoL (KL) CC Classroom | Design Technology - DT (KL) DT Classroom | Horticulture - Horticulture (KL) The Croft | | Tutorial - Tutorial (CC) CC Classroom |
| Tue | Tutorial - Tutorial (CC) CC Classroom | English Language - English (KL) CC Classroom | Quality of Life - QoL (KL) CC Classroom | Food Technology - Food Tech (KL, HW) Food Tech Room | Forest School - Forest School (CM, KL, HH) Forest School | Forest School - Forest School (CM, KL, HH, PF) Forest School | Quality of Life - Games (CC) CC Classroom |
| Wed | Tutorial - Tutorial (CC) CC Classroom | Maths - Maths (KL) CC Classroom | Quality of Life - QoL (KL) CC Classroom | History - History (KL) CJ Classroom | Horticulture - Horticulture Work Exp (KL) The Croft | Horticulture - Horticulture Work Exp (KL) The Croft | Tutorial - Tutorial (CC) CC Classroom |
| Thu | Tutorial - Tutorial (CC) CC Classroom | Enterprise - Enterprise (PF, KL, JBI) Enterprise Room | Enterprise - Enterprise (KL, JBI, CM) Enterprise Room | PHSCE - PHSE (KL) CC Classroom | Horticulture - Horticulture (KL, JBU) The Croft | Horticulture - Horticulture (KL, IWC) The Croft | Quality of Life - Games (CC) CC Classroom |
| Fri | Tutorial - Tutorial (CC) CC Classroom | Quality of Life - QoL (JBI, KL, AG) CC Classroom | | Horticulture - Horticulture (KL) The Croft | | | |

| | AM Reg. 09:00 | Lesson 1 09:15 | Period 2 10:00 | Period 3 11:00 | Period 4 12:45 | Period 5 13:45 | Period 6 14:30 |
|------------|------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------|------------------------------------------|
| Mon | Tutorial - Tutorial (CL) CL Classroom | Horticulture - Horticulture Work Exp. (OHM) The Croft | Maths - A Level Maths CL Classroom | | | | Tutorial - Tutorial (CL) CL Classroom |
| Tue | Tutorial - Tutorial (CL) CL Classroom | PHSCE - PHSE (BHS, HW, OHM) CL Classroom | Horticulture - Horticulture Work Exp. (OHM) The Croft | | Maths - A Level Maths CL Classroom | | Games - Games (CL) CL Classroom |
| Wed | Tutorial - Tutorial (CL) CL Classroom | BTEC Computing - BTEC Computing (HW, OHM) CL Classroom | | | | | Tutorial - Tutorial (CL) CL Classroom |
| Thu | Tutorial - Tutorial (CL) CL Classroom | Maths - A Level Maths CL Classroom | BTEC Computing - BTEC Computing (HW, OHM) CL Classroom | | ICT - ICT (3EH)1 CL Classroom | BTEC Computing - BTEC Computing (HW, OHM) CL Classroom | Games - Games (CL) CL Classroom |
| Fri | Tutorial - Tutorial (CL) CL Classroom | Maths - A Level Maths CL Classroom | Horticulture - Horticulture (OHM) The Croft | Work Related Learning - Work Skills/Careers (CL) CL Classroom | | | |

5. Appendix A: Whole School Curriculum Strands 2024/2025

| Bespoke | Semi-formal Curriculum | Formal - Modified National Curriculum | Post-16 Curriculum |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 to require low level demand to require significant therapeutic learning opportunities to have a history of trauma and/or mental health needs or high anxiety 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 |
| <p>What do we use to inform our learning intentions?</p> | | | |
| <p>EHCP Outcomes iSTART Assessments National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations</p> | <p>EHCP Outcomes iSTART Assessments National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations</p> | <p>EHCP Outcomes iSTART Assessments National Curriculum BTEC, GCSE Syllabus or 'A' Levels Princes Trust Functional Skills LIBF Ascentis Entry Level to Level 2 English and Maths Awards AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations</p> | <p>EHCP Outcomes iSTART Assessments National Curriculum Quality of Life / Independence Plus Princes Trust Sensory Diet Ascentis Entry Level English and Maths Award AQA Unit Awards SaLT/OT/MHP recommendations Young person's interests, dreams and aspirations Autism Education Trust Ascentis Independent Living Skills</p> |

| 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)</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 MHP input 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 MHP input where appropriate</p> | <p>Distinct teaching group with subject specific teaching. Consistent staffing with a maximum group size of 5.</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 MHP input 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 MHP input where appropriate</p> |
| How is evidence gathered? | | | |
| Work Books, photographs, unit awards, witness statements, portfolio work | Work Books, photographs, unit awards, witness statements, portfolio work | Work Books, unit awards, portfolio work | Work Books, photographs, unit awards, witness statements, portfolio work |
| How do we determine good / outstanding progress? | | | |
| Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data | Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data | Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data | Progress Meetings, GL Standardised Assessments, Core Subject Trackers, Work Books, EHCP Progress Tracker, Clinical Services Reports, Behaviour Data |

Please Note

Some students 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.

In addition to the Annual Review process, our curriculum offer is reviewed as often as is required in line with changing need and by listening to the wishes of our children and young people.

Due to the number of programmes of study, designed to support true personalisation, the following examples give a flavour of the content of some of the schemes of work delivered at Spring Hill School.

6. Appendix B: Formal Curriculum Core Subjects – Sample KS3

| 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 | <ul style="list-style-type: none"> The importance of Reading Reading – different media and different purposes Using language to persuade Poetry – terms, types, identifying key features and content Writing a poem Punctuation and vocabulary | <ul style="list-style-type: none"> Reading and reviewing short stories Spelling and vocab. Reading comprehensions and interpretations Writing a short story and presenting Literary genres – Utopian fiction Compare film v book Comprehension challenge | <ul style="list-style-type: none"> Heroism and ‘heroic’ professions Planning an interview Myths and legends Structural language techniques Adverts, leaflets, posters, letters Advertising campaign analysis Stories from around the world Assessment quiz | | | |
| Mathematical | Mathematics | <ul style="list-style-type: none"> Assessment Probability 1 Ratio and Proportion | <ul style="list-style-type: none"> Ratio and Proportion cont... Compound Measures | <ul style="list-style-type: none"> Percentages Algebraic Expressions 2 | <ul style="list-style-type: none"> Algebraic Expressions 3 3D Shapes | <ul style="list-style-type: none"> Statistics 1 Assessments | |
| Scientific | Science | <ul style="list-style-type: none"> Assessment Organisms Movement Earth | <ul style="list-style-type: none"> Ecosystems Forces Bottle Rocket | <ul style="list-style-type: none"> Genes Matter | <ul style="list-style-type: none"> Forces Science Week Working scientifically Assessments | <ul style="list-style-type: none"> Organisms Electromagnetics | <ul style="list-style-type: none"> Reactions STEM (Money Week) Working scientifically Assessments |

| Core topics as recommended by PSHE Association PoS Guidelines | | Autumn HT1 Health and Wellbeing | Autumn HT2 Relationships | Spring HT3 Living in the Wider World | Spring HT4 Health and Wellbeing | Summer HT5 Relationships | Summer HT6 Living in the Wider World |
|---------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary KS2 | | <ol style="list-style-type: none"> Understanding Emotions Feelings, Emotions and Vocabulary Mental Health and Signs of Illness Physical Health and Signs of Illness | <ol style="list-style-type: none"> Helping out with Babies Self-Esteem and Self-Worth Online Behaviour and Risks Stranger Danger | <ol style="list-style-type: none"> Success and Achievement Independence and Responsibility Courtesy and Manners Change, Grief and Loss | <ol style="list-style-type: none"> Health Habits Sleep Hygiene Medicines and Household Safety First Aid | <ol style="list-style-type: none"> Behaviour and Respect Friendships Peer Pressure Loving, Stable Families | <ol style="list-style-type: none"> Internet and Screen Time Age Restrictions Fake News Fireworks and Bonfires |
| | | <ol style="list-style-type: none"> Health Living Intro Living a Healthy, Active Life Dental Hygiene Germs, Bacteria, and Viruses | <ol style="list-style-type: none"> Positive Relationships Intro Disagreeing Respectfully Love and Abuse Online Relationships: Online Gaming | <ol style="list-style-type: none"> Asking for Health and Advice Diversity and Celebrating Difference Social Media Online Privacy and my Data | <ol style="list-style-type: none"> Mental Health Intro Girl's Puberty Boy's Puberty Hormones and Emotions | <ol style="list-style-type: none"> Bullying Intro Bullying or Teasing? Consent Human Reproduction - Sex | <ol style="list-style-type: none"> What is money and how did it evolve? Different Attitudes about Money Keeping Safe New Schools and Classes: Transitions (If relevant). |
| Secondary | | <ol style="list-style-type: none"> Mental Health Intro - Depression Healthy Living - Benefits of Exercise How can we manage anger? What do we mean by a healthy lifestyle? | <ol style="list-style-type: none"> Keeping Safe Bullying or Banter? Cyber Bullying Family Relationships | <ol style="list-style-type: none"> How does Self-esteem help us achieve? Being a resilient student Social Media - Safe and Private Prejudice and Discrimination - Racism | <ol style="list-style-type: none"> Periods - What happens, when and why? Puberty - What happens, when and why? What is FGM and why is it dangerous? The dangers of Smoking | <ol style="list-style-type: none"> Personal Identity - British Values What is Radicalisation and Extremism? Keeping good friendships Keeping safe and positive relationships | <ol style="list-style-type: none"> What are different financial products for? What are different financial transactions? How can we budget our money? Creating a personal budget plan |

| | | | | | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none"> 1. Emotional Literacy - Why is self-awareness and sensitivity important? 2. Managing my Behaviour to Achieve 3. Self-Confidence and Goals 4. What is Mindfulness? | <ol style="list-style-type: none"> 1. Safe Sex - Consent 2. Safe Sex - Contraception and STIs 3. Safe Sex - The Dangers of Pornography 4. Safe Sex - Sexting and the Dangers of Sharing Images | <ol style="list-style-type: none"> 1. Discrimination, Teens and the Media - How is the media prejudice towards teenagers and what impact could this have? 2. Homophobia 3. Internet Safety - Online Grooming 4. Prejudice and Stereotypes - How are disabled people portrayed in media? | <ol style="list-style-type: none"> 1. Cancer Awareness 2. Personal Safety and First Ai 3. Teen Pregnancy - What issues do young parents face? 4. Vaping, Nicotine and Addiction | <ol style="list-style-type: none"> 1. Radicalisation and Extremism - How can we prevent it? 2. How do extreme leaders attract converts? 3. Cults, Religions and their Leaders 4. Extreme Groups | <ol style="list-style-type: none"> 1. Careers Focus - Communication Skills 2. Careers Focus - Teamwork Skills 3. Finance - Income and Expenditure 4. Finance - Income Tax and National Insurance |
| | <ol style="list-style-type: none"> 1. Mental Health - How can we cope successfully with stress? 2. How can we manage anxiety? 3. Acid Attacks 4. Self-Harm | <ol style="list-style-type: none"> 1. How can we keep good mental health and body image? 2. Body Image, Media & Eating Disorders 3. Domestic Violence and Abusive Relationships 4. How can we deal with peer pressure? | <ol style="list-style-type: none"> 1. Knife Crime - How does it impact our lives? 2. How does the law treat young offenders? 3. Human Trafficking and Modern Slavery 4. What is Genocide? | <ol style="list-style-type: none"> 1. Alcohol Awareness 2. Drugs and the Law 3. Responsible Health Choices - Vaccinations, blood and organ donation, Stem cells & hygiene 4. Human Rights Focus - Why can't some children gain an education? | <ol style="list-style-type: none"> 1. Child Sexual Exploitation 2. Immigration: The UK and Diverse Communities 3. British Community, Religion and Culture 4. Who are the LGBT Community? | <ol style="list-style-type: none"> 1. How can I avoid debt? 2. Money Management: Navigating Financial Institutions 3. Self-Discipline to Achieve 4. Sustainability |
| KS4 | <ol style="list-style-type: none"> 1. Managing tough times: Change, Grief and Bereavement 2. Suicide 3. Screen Time - How much is too much? 4. Social Media and Self-Esteem | <ol style="list-style-type: none"> 1. Conflict Management 2. Forced and Arranged Marriages 3. Harassment and Stalking 4. Revenge Porn | <ol style="list-style-type: none"> 1. The Right Career for Me 2. What are employers looking for in CV's? 3. Rights and Responsibilities in the Workplace 4. Why do we need an International Women's Day? | <p>Living Responsibly</p> <ol style="list-style-type: none"> 1. Homelessness 2. Hate Crime 3. Tattoos and Piercings 4. How harmful is 'Binge' drinking? | <ol style="list-style-type: none"> 1. Same Sex Relationships 2. Gender and Trans Identity 3. Community Cohesion 4. Sexism | <ol style="list-style-type: none"> 1. Anti-Social Behaviour 2. County Lines 3. Money Laundering 4. Overt and Covert Racism |

| | | | | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none"> 1. Why is PSHE so important? 2. Fertility and Reproductive Health 3. Digital Footprints 4. The Importance of Sleep | <ol style="list-style-type: none"> 1. What is good sex? 2. Consent, Rape and Sexual Abuse 3. Safe Sex and Chem Sex 4. Relationship Breakups | <ol style="list-style-type: none"> 1. Applying to College and University 2. GCSE Revision and Study Skills 3. How to prepare for a job interview 4. Independent Living | <ol style="list-style-type: none"> 5. First Aid - CPR 6. Gambling and Online Gaming 7. Obesity and Body Positivity 8. Why do we take risks? | <ol style="list-style-type: none"> 1. Happiness and Positivity 2. Types of Relationships 3. Bullying - Body Shaming | <ol style="list-style-type: none"> 1. Cyber Crime and Online Fraud 2. Internet Safety: The Dark Web 3. Extremism 4. Multiculturalism |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| 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

Cambian Spring Hill School Enrichment Curriculum Statement 2024/25

At Spring Hill School, we recognise that our students possess diverse passions and skills that extend beyond the traditional curriculum. To nurture these interests, we offer personal and group enrichment sessions aimed at enhancing the mental, social, and physical well-being of each student. Our goal is to support the holistic development of **children and** young people, improving their quality of life and equipping them with cultural capital for adulthood.

Personal Enrichment Sessions are student-led activities, allowing individuals to explore their unique interests in a more personalised setting. These sessions can take place in one-on-one or small group formats, facilitated by LSAs, HLTAs, instructors, or teachers. Students have the freedom to choose from a variety of activities, which may include learning an instrument, exploring alternative subjects, or spending time on a specialist interest. **Group Enrichment Sessions**, on the other hand, are school-led and organised within our House system or through the sports partnership. These activities promote community engagement and teamwork, allowing students to participate in small, mixed groups. This may include activities such as team sports, board games and debating. This structure encourages skill mastery, knowledge expansion, and personal growth.

Together, these enrichment opportunities help students thrive, fostering a love for learning and encouraging the exploration of new interests. We're committed to creating an environment where every student can discover and develop their strengths.

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

| Whole School Enrichment | Lunch Time Activities | Community Engagement | Bespoke Interventions |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLT and 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 ICT Club Football Club Arts & Craft Club Board Games and Lego Club Reading 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 Parent e-Safety Workshop Christmas Church Service Christmas Lunch Festival Events Bi-Annual Market Stall | S & L Classes Programme S & L Assessment Additional/Specific Literacy/Numeracy Interventions Social Stories Support Social Skills Classes Mentoring Scheme Multi-Agency Partners CAMHS Clinical Psychologist Occupational Therapist Student Support & Wellbeing Officer Breakfast Club OT and SaLT Intervention |

9. Appendix F: Key Stage 3 Curriculum 2024/2025

| | | | | | | | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SHS Key Stage 3 Curriculum 2022 - 2024 | | 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. | |
| Specialist Support | SALT Speech and Language Therapy is offered by our onsite therapist. The support and guidance is offered and embedded into daily practice. | Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children's/young people's wellbeing | Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions offered as needed | Pastoral Support This is a bespoke offer that students can access if they feel they need extra support for a variety of reasons. | CAMHS/Early Help Support is offered externally through a referral system within the CAMHS or Early Help 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 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 |

10. Appendix G: Key Stage 4 Curriculum 2024/2025

| | | | | | | | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| SHS Key Stage 4 Curriculum 2022/2024 | | 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. | |
| Specialist Support | SALT Speech and Language Therapy is support is offered by commissioned therapist. The support/ guidance is offered and embedded into daily practice. | Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children's/young people's wellbeing | Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed | Pastoral Support This is a bespoke offer that students can access if they feel they need extra support for a variety of reasons. | CAMHS/Early Help Support is offered externally through a referral system within the CAMHS or Early Help 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 | |

11. Appendix H: Post-16 Curriculum 2024/2025

| | | | | | | |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SHS Key Stage 5 Curriculum 2022 - 2024 | | 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. | | | | |
| 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. | | |
| 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. | Mental Health Support Support is offered with regards to understanding barriers to learning and focus on children's/young people's wellbeing | Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed | Pastoral Support This is a bespoke support offer that students can access if they need extra support. This is a commissioned service. | CAMHS/Early Help Support is offered externally through a referral system within the CAMHS or Early Help 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 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 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 and addresses transition arrangements | 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 |