



ABINGDON
HOUSE SCHOOL

Curriculum Policy

Responsible Person: Deputy Headteacher

Reviewed: Sept 2021

Next Review Date: September 2022

In all AHSC Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact AHSC’s main office.

AHSC employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Care Check (DBS)
Educare (online CPD)

Introduction

Abingdon House School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of AHSC Policies that, taken together, are designed to form a comprehensive, formal Statement of AHSC's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures being put into place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its Core Principles:

Self-belief/confidence

Respect

Perseverance

Kindness/empathy

Independence

Resilience

Overview

At Abingdon House School, we are committed to providing a quality learning experience for students with specific learning difficulties. We achieve this by providing a stimulating and exciting learning environment that develops each child holistically and equips them with the necessary social skills and life skills required to become independent and responsible citizens. Teaching and learning will be influenced by the promotion of SMSC education and students are encouraged to develop personal skills that reflect British values and the values of our school community.

AHSC Curriculum Aims

The curriculum at AHSC aims to:

- Ensure all students make progress in line with their age, aptitude and additional need, with reference to their individual starting points;
- Provide a broad and balanced curriculum;
- Build up each student's confidence and motivation to learn through the use of multisensory teaching techniques;
- Embed key skills in order to prepare students for real-life and everyday situations;
- Stimulate our students' natural curiosity, giving them the confidence to be curious by working through topics that engage them;
- Develop students' skills as effective communicators and learners;
- Teach students the appropriate skills of English, Maths and Computing;
- Enable students to recognise the connection between different subjects;
- Encourage the integration of ICT into all curriculum areas;

- Develop social and life skills which encourage students to become more active citizens within the school community and beyond;
- Make students aware of their own spiritual development, the rights of others and the difference between right and wrong;
- Give students an understanding of the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Encourage students to respect themselves and be able to live and work cooperatively with others;
- Prepare students for independence and preparation for the future.

Principles of Teaching and Learning

- To provide opportunities to apply knowledge and learning in practical ways;
- To shape our curriculum to meet the needs of our students through an Individual Education Plan (IEP), involving the children in the planning and the direction of the learning;
- To use a multidisciplinary approach to teaching that is tailored to the needs of each student;
- To provide opportunities for students to extend their learning inside and outside the classroom with an emphasis on enrichment;
- To monitor student progress according to the skills required in the curriculum;
- To set common, open ended tasks to elicit a variety and depth of response;
- To set tasks of increasing difficulty, scaffolding where appropriate;
- To group students by ability and differentiate within tasks.

The curriculum policy should be read in conjunction with the [Senior School Provision](#) document (outlines the overview for each subject), and the [Post 16 Provision AHSC](#) (provides the overview for our Post 16 provision).

Organisation and Planning

The curriculum at AHSC follows the National Curriculum and is thoroughly planned and reviewed in a variety of ways.

Long-term Plan (Available on request)

SLT and curriculum leads agree on a long-term curriculum plan for each class/ability group in each subject. This indicates the topics taught in each half term and to which groups of students.

We have a number of shorter themes of the week where the whole school works together to promote cross phase work and celebrate national and international days of celebration; these are developed by SLT and class teachers and are changed on a yearly basis. Topics are based on worldwide events and important concepts, for example: World Cup, Diversity, Teamwork, National elections, or Olympic Games.

Medium-term Plans

Medium term plans are taken from the long term plans and broken down into weekly objectives. In our medium term plans we take each subject area individually and give more detail such as

including what should be taught week to week. Teachers are expected to make their own medium term plans and SLT or the Subject Lead will review these to make sure the sequence is appropriate. Teachers plan their individual lesson sequence from the medium term plans.

Short-term (Weekly or daily) Plans

Short term (weekly or daily) plans are taken from the medium term plans. Each teacher is provided a planning folder either physically or online and will either plan for the week, by subject, or plan their lessons per day. Each session will identify the learning objectives, the outline of the lesson and what resources and activities are going to be used.

After the sessions, teachers evaluate each lesson and note if the learning objective was met and if further support is needed for the next lesson. These evaluations, alongside formative assessment throughout the lessons, inform the teaching and learning in each lesson.

Individual Education Plans (IEP)

Each term the SENCo is responsible for developing an IEP in collaboration with the multi-disciplinary team, for each student. Termly meetings are held where all relevant staff working with the child are required to attend to give their input into the plan.

Students have individual outcomes which are graded according to their ability to independently complete the outcome. Each outcome and level is assessed and reviewed during the IEP meeting.

Curriculum Outline

Teaching and learning at AHSC is designed around the National Curriculum, which is adapted to support the needs of our students and enhanced by an integrated therapeutic programme.

The use of ICT is embedded across the whole curriculum, as well as being a subject in its own right, creating opportunities for students' independent learning.

Opportunities for Speaking and Listening are optimised and basic skills are delivered through this holistic approach to teaching. Teaching staff are encouraged to broaden the experience for the children in their topic work through educational visits, inviting visitors into school and shared experiences of the wider school community.

Due to the SEN profiles of our students, Modern Foreign Languages are not compulsory across the curriculum, however, are available through Enrichment opportunities.

While chronological year groups are referred to below, each students' individual needs and progress is considered throughout their time at AHSC. To that end, some students may be in a section of the school that does not relate to their chronological age if that is appropriate for them (done in conjunction with families and local authorities).

Junior School (Years 1-6)

Students in Junior School cover the following individual subjects:

Maths, English, Science, IT, PSHE, Humanities, PE, Drama, Music, Art, Study Skills, Life Skills, Social Skills.

Throughout Key Stages 1 and 2, we follow the national curriculum that is adapted to suit the needs of our students.

Senior School (Years 7-11)

Students in Senior School cover the following individual subjects:

Maths, English, Science, IT, PSHE, Humanities, PE, Arts Award, Music, ASDAN, Study Skills, Life Skills, Social Skills.

Students in the Senior School follow the structure of qualification curriculums relevant to their ability level. Where a qualification curriculum is deemed to be too narrow the curriculum will be adapted to include the full breadth of topics as well as the topics needed for the qualification.

College (Years 12-13)

Students in Senior School cover the following individual subjects:

Maths, English, Science, IT, PSHE, Food Tech, PE, Arts Award, ASDAN, Study Skills, Life Skills, Social Skills, Optional BTEC Qualifications.

Students in the College follow the structure of qualification curriculums relevant to their ability level but with an increased focus on independence and life skills learning.

Throughout Key Stages 3 and 4 and post 16, we use schemes of work based on Entry Level, Functional Skills, BTEC, GCSE qualifications and Arts Award for the following subjects:

English

Maths

Science

Computing

Arts Award

COPE / AOPE / Bronze Award

Optional BTEC Qualifications

In the Upper Senior School and College students have the opportunity in their timetable to choose from the following BTEC qualification units.

Applied Science

Home Cooking Skills

Hospitality

IT

Personal Growth and Well Being

Art & Design

Pre-Vocational Studies

Literacy Statement

English is taught as a discrete subject but there are opportunities for literacy progress across all subjects of the curriculum. There is a strong emphasis upon developing the students' speaking

and listening skills through oracy tasks; and vocabulary through using the Word Aware teaching approach. Speech therapy programmes, where appropriate, will be integrated into the curriculum, and relevant strategies will be employed. It is acknowledged and recognised that students may have specific learning challenges in acquiring literacy skills. Occupational therapists also work with students during literacy sessions to support them around handwriting, typing skills and fine motor difficulties.

Aims

1. To enable students to have key skills in reading and spelling to access the curriculum (through letters and sounds and the phased phonics programme).
2. To deliver the National Curriculum for English through appropriate, challenging and meaningful lessons.
3. To provide opportunities for learning experiences in all areas of English.
4. To encourage and develop key attitudes of co-operation, independent study and perseverance.
5. To widen students' experience of English and to teach an appreciation of literature and language in their everyday lives.
6. To enable students to gain enjoyment from reading and the ability to access a range of information texts by regular use of the library and other mediums.
7. To enable students to use ICT as appropriate for a range of tasks and to encourage creative use of the media available.
8. To enable students to achieve their individual potential at an appropriate level for their age, ability and emotional and behavioural difficulties. This goes up to (but not always including) external certification.
9. To use differentiation to the extent that all pupils will make progress according to ability.
10. To employ intervention strategies for those pupils in need of catch up.

Junior School

The Junior school literacy curriculum is developed from the National Curriculum and modified to suit individual children's needs. For those working at a KS1 or KS2 level, medium term plans are developed from 'The Hamilton Trust' Scheme of Work but follow a whole school approach of a rotation of fiction, non-fiction and poetry. Students are streamed into ability groups (Year 1- Year 6). Throughout the academic year students will have covered fiction, non-fiction, poetry.

Senior School and College

The Senior School English curriculum embeds the learning objectives from the Pearson's Entry Level and Functional Skills English Language frameworks. The curriculum is designed to incrementally build the skills in order for our students to access these qualifications. English complete topics on transactional writing, non-fiction, fiction, poetry and plays.

This ensures that our students achieve an English qualification that can take them onto either a GCSE pathway or possess the necessary qualifications to enrol in vocational study at a post-16 or further education provider.

Assessment

For whole school assessment and marking see [AHSC Assessment Policy](#) and [AHSC Marking and Feedback Policy](#).

Numeracy Statement

Maths is taught as a discrete lesson. There are opportunities planned for numeracy skills to be practiced and used across other subjects of the curriculum, with relevance to everyday use of number and its practical application. It is recognised that students will require individual and tailored programmes for developing their mathematical skills. They will have individual learning targets for mathematics, from their individual education plan.

Aims

1. To build a pupil's confidence in their own ability and develop mathematical skills for use at school and in the outside world;
2. To develop an understanding of all the different components and complexities of Maths;
3. To set realistic yet challenging targets, with high expectations for all pupils;
4. To ensure all pupils leave AHSC with a Maths qualification which reflects the best of their ability which will help them in their next stage of education or work;
5. To engage and motivate students through offering a variety of approaches to teaching and learning, encouraging their active participation in Maths;
6. To foster a love and enjoyment of maths;
7. To see the purpose and function of Maths in the world;
8. To develop and extend a pupil's ability to solve problems using creativity and logic;
9. To develop confidence in using specialist mathematical language;
10. To develop fluency in numeracy;

Junior School

The Junior school numeracy curriculum is developed from the Y1 - Y6 National Curriculum and is modified to suit individual children's needs. Students working at KS1 and KS2 level follow this scheme of work. Students are streamed into ability groups (Year 1- Year 6). There will be a strong emphasis and use of practical and visual resources to ensure concepts are embedded securely before moving to more complex mathematical operations. Mathematical vocabulary is embedded using word aware to help the students with contextualised questions as they progress.

Senior School and College

The Senior School Maths curriculum embeds the learning objectives from the Pearson's Entry level, Functional Skills and AQA GCSE Maths frameworks. The curriculum is designed to incrementally build the skills in order for our students to access these qualifications. Students' pathway through AHSC will be tailored to achieve the best Mathematical qualification possible that will help them to make the next step in their lives after AHSC.

Literacy and Numeracy Integrated Therapy Study Skills Sessions

As part of our integrated therapy model at AHSC, therapists (SaLT and OT) support academic progress for students through direct input in English and Maths. Teachers and therapists work collaboratively to develop the bespoke programme for each class, based on age, identified and emerging needs, and academic phase.

The objective of the integrated therapy study skills lessons is to provide students with strategies and interventions that will help to reduce and/or remove their barriers to learning and support them in accessing the curriculum.

This is a dynamic programme that will be formatively assessed by the staff and continually adapted to address the needs of a particular class.

Intervention Sessions

Daily intervention sessions are taught as discrete lessons at the start of each school day.

The SEND team identifies the priority of need for each student which ensures that all students are allocated individually targeted interventions to support their learning. These lessons are run by the class teachers and TAs, supported by speech and language and occupational therapists, and overseen by the SEND team.

The progression of all students is monitored from an initial baseline at the beginning of the academic year. This allows priority of need to be monitored and the individual interventions to be scrutinised for efficacy.

During these lessons, students may be allocated one or more interventions from the list below.

- IDL Literacy – After undertaking a baseline assessment, this evidence based multisensory programme supports learners with dyslexic profiles, and other difficulties that may impact on their literacy acquisition, to increase their reading and spelling ages. Data is generated and used for the monitoring of individual progress.
- Sight Word Reading – This multisensory learning programme works towards generalising skills across contexts. Fluency and retention are achieved and monitored through Precision Teaching. Students are baselined and words are selected for each student from the Pearson Entry Level Word Lists. Ongoing progress is recorded after weekly retesting.
- Accelerated Reader – selects books at an appropriate age/interest level at the Zone of Proximal Development for each student using the Star Reader Assessment.

Comprehension is checked as students sit quizzes at the end of each book. Progress is monitored by the Accelerated Reader programme from which teachers pull data to help inform the level language input in their lessons.

- Guided Reading – These sessions are run for small groups of up to 4 students, matched in ability with similar needs, and focus on developing comprehension skills. Students read with the teacher or speech and language therapist and answer questions to encourage deeper understanding of the text through discussion around the meaning of abstract concepts, inference and non-literal language.
- IDL Numeracy – This is an adaptive games-based maths intervention where mathematical puzzles are presented in an engaging way. Mathematical language development is supported as each challenge is presented with auditory instructions. Self-help strategies support independence where students can use devices to break down more challenging tasks.
- Plus 1 and Power of 2 Maths - This coaching system is delivered 1:1 and, through repetition, builds confidence through the development of mental calculation skills.
- Touch Typing – Typing Club is used in these sessions across the school. It is an engaging and motivating online touch typing programme that reinforces correct finger positioning on the keys enabling speed and accuracy improvements. The voice over feature supports spelling associations and contributes to the built-in multisensory learning opportunities. Accuracy and typing speeds are monitored on the student accounts.

Further Curriculum Overview

AHSC aims to offer our students a broad and balanced curriculum that supports their Special Educational Needs. Our core curriculum in Literacy (English), Numeracy (Maths), Science, ICT, Humanities is enhanced by the teaching of the following subjects.

PSHE

PSHE is taught in line with guidance from the PSHE Association and covers all statutory topics, in line with the latest recommended guidance.

Abingdon House School is proud to have a progressive PSHE curriculum which covers the key topics of self awareness, healthy living, personal and online safety, growing up and puberty, SRE and careers. All these topics are taught in an age and need appropriate manner in a safe and open environment. Within these sessions, the So-Safe framework is taught which is a way for students with additional needs to understand consent and think about their social safety.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies, form times and PSHE lessons, on important cultural and religious festivals and commemorative days.

For more information, please see the school's PSHE policy.

Relationship Education / Sex and Relationships Education

Relationship Education, in the Junior school, and Sex and Relationships Education, in the senior school and college, is taught in PSHE lessons at a level appropriate to the degree of understanding of the young people.

We source resources from a range of providers including:

- So Safe
- CEOP/Thinkuknow

At AHSC we want all of our students to be actively engaged in these lessons. However, parents may request that their child is excused from non-statutory parts of the Sex Education. When this occurs, we engage parents in dialogue to determine whether adaptations can be made in order for the student to participate.

For more information on the SRE curriculum see the [SRE policy](#).

Careers Education

All students at KS3/4 have access to impartial careers education and advice through Scope's external careers advisors. Abingdon House School also uses the Career Education Centre's Compass tool to track and measure student's career activities; uses resources from Inspiring the Future, Young Enterprise and Barclays LifeSkills; and provides work placements through Unity and the Norwood Charity.

Wellbeing

The Wellbeing curriculum in the Junior and Senior school is a combination of wellbeing activity mornings during form times and wellbeing activities that are planned throughout the school day, for example during class group therapy sessions. There is a strong emphasis on developing the students' understanding of their own wellbeing as well as participating in specific activities to promote and support wellbeing. Where appropriate, social and emotional targets are included in individual education plans.

Enrichment

Enrichment activities at Abingdon are designed to nurture pre-existing talents and allow our students to develop new ones. Enrichment activities play an essential part in enhancing the educational experience of all our students as well as supporting the development of non-cognitive skills and well-being.

As a school we place value, not just on academic achievement, but student involvement, enthusiasm and personal development. We recognise that it is important to provide cultural, physical, intellectual and community enrichment. Two days a week, activities are built into the curriculum to enrich students' learning and support them in seeing school as a place where they can learn outside of the traditional classroom lesson. These activities are delivered in a way that builds on the skills taught in the core therapeutic and curriculum provision.

In the Junior school, our enrichment programme focuses on developing flexible thinking, communication skills and expanding the students' frames of reference and interest. Students can choose from enrichments such as learning sign language, exercise circuits and model making. The Senior School enrichments take on a more life skills focus with the aim to prepare the students with practical skills they can use for independent living. With a wide range of activities on offer, students can partake in activities such as cooking skills, home appliance safety and bicycle maintenance.

Art, Drama and Music

At Abingdon House School, through the creative arts we aim to promote; creativity, confidence, competence and develop character in all our students.

Art is taught as an individual lesson in the Junior School, however it is also often used to support other curriculum areas such as History and Geography. The students use a range of materials and techniques to produce individual and collaborative pieces of art. The skills developed in the younger years build to the project work the students complete in the Senior School where the students are aiming for accredited qualifications in the Arts Award. This curriculum is governed by Trinity College London and promotes artistic expression across areas of Art, Music and Drama.

Music is taught as a discrete subject. It is our aim to immerse our students in a range of musical genres. They will have experience of playing various percussion instruments, the guitar and singing. Students have the opportunity to develop their skills with specific instruments via individual tuition from our instrumental teachers.

Through Drama our Junior School students are encouraged to experiment with improvised story ideas. They will also be expected to perform in a drama, be that one of their own devising or an existing script. This will either be as a live piece of theatre or as an edited video recording. Students are encouraged to use editing and filming software to supplement their work in music and drama.

Physical Education

At Abingdon House School, we strive to provide our students with high quality, wide ranging, inclusive, yet challenging, PE and school sport opportunities. Teaching objectives are taken from the National Curriculum for Key Stage 1/2/3 and are then adapted to suit the specific needs of the students. The school promotes participation in team and individual sports, and supplies opportunities for students to partake in competitive events such as sports days and inter school competitions. The aim of Abingdon House School is to inspire students to continue their learning beyond the classroom, supporting them to lead healthy, and active lifestyles.

Touch Typing

All students are taught touch typing skills explicitly using online keyboarding resources such as www.sense-lang.org and www.typingclub.com . These skills are further developed and reinforced curriculum learning with ICT being used to support learning in the classroom.

