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1.0 CURRICULEM INTENT

At Baston House School, the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards.

In line with the National Curriculum aims, we would like all students who attend Baston House School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Implementation of this policy: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 CURRICULUM IMPLEMENTATION

Pupils and students will receive and develop:

- To ensure effective and consistent planning and delivery of a personally engaging curriculum that maximises the ability of our students with autism and complex needs to enjoy learning and achieve their individual potential
- To support staff in making personalised professional responses to meet the profile of learning need of each student through personalising recognised approaches based upon best practice in Autism and Complex Learning Needs
- To set out the roles and responsibilities of different staff within the school, promoting curriculum access and achievement
- A firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school and in preparation for life in a diverse society
- A curriculum that promotes and supports development and understanding of fundamental British Values



- The confidence that comes when achievement is recognised
- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education, which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education, which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to teaching and learning
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child.

3.0 CURRICULUM IMPACT

Baston House School's Curriculum will:

- Lead to qualifications that hold currency for employers and for entry to higher education
- Fulfil statutory requirements
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond
- Ensure continuity and progression within the school and between phases of education, increasing students' choices during their school career
- Provide opportunities for work experience
- Develop an enquiring mind with the confidence to explore through trial and error
- Help students to communicate effectively in verbal and written form
- Teach students to acquire information from various sources and to record findings in various ways including the use of digital technology
- Help students to understand mathematical ideas and apply numerical skills
- Help students to understand basic scientific ideas and concepts
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire control of tools, computers and digital technology
- Appreciate the joys and benefits of physical education and experience a range of sporting activities.
- Use music, drama and arts and craft forms as a means of creative expression
- Teach students how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
- Develop self-help skills and be aware of the rewards and dangers of society in preparation for adult life

4.0 TEACHING & LEARNING

Teaching at Baston House School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centred and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context, which is relevant and meaningful to all students on the autism spectrum to ensure effective learning and appropriate accreditation.

The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties. This design makes meaningful connections for students, which maximises their potential for success, access and independence.



5.0 CURRICULUM PLANNING

Baston House School provides a broad and balanced curriculum over time, with learning broken into small steps and frequent opportunities to repeat and practice skills before becoming independent. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a cross-curricular focus on developing functional skills, knowledge and understanding
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible.

The delivery of the curriculum is personalised and predominantly thematic. It has an emphasis on experiential and sensory learning across the curriculum, while providing access to a highly differentiated National Curriculum. Each student's personalised curriculum places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their timetable, designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

Teachers develop the curriculum through the use of the following working documents:

- National Curriculum
- Rising Stars Progression Framework
- Exam board subject specifications (GCSE, ELC, Functional Skills, BTEC)

Learning Prompts

Where appropriate, classes should use a 'learning board/wall' in order to support the students to identify the sequence, focus and intended learning objectives within each lesson. This enables the students to know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

Planning

Teachers start their planning by looking at established route planners, schemes of work and exam specifications depending on their phase. They adapt these planning documents into half-termly medium term planners.

Learning Intention Templates – LIT

These are significant aspects of a pupil's development based on the Autism Progression Framework. The learning intentions are written in line with the students EHCPs for the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health



- Sensory, physical and motor skills
- Community and independence

At the end of the academic year, consultation between the outgoing and incoming teachers undertaken is to ensure workable targets for the new year are made. Parents are regularly informed of their child's targets (learning intentions) and progress is discussed at Parent's Evenings and at a pupil's Annual Review of their EHCP.

Skills Builder

Baston House School has joined to the Skills Builder partnership to build essential skills and monitor progress using especially designed resources and assessment frameworks.

The Skills Builder Framework breaks down each of the eight essential skills (listening, presenting, problem solving, creativity, staying positive, aiming high, leadership, teamwork) into fifteen tangible, teachable and measurable steps. We can use it with children, young people and ourselves to clarify what success looks like in each skill and to map out the trajectory for proficiency.

The Partnership brings together more than 500 organisations towards a common mission, joined by shared language, principles and outcomes.

We built the program into the Social skills and Careers curriculum.

Resources

The school recognises that quality education needs quality resources and there is a commitment to provide a breadth of exciting, suitable and up to date resources in all subjects.

Across the different key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences, which will improve progression and achievement for all children who have autism. Subject teaching and cross-curricular studies are considered to be complementary and act together to benefit pupils' learning. Some of the most effective learning occurs when connections are made between subjects. While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All students work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the National Curriculum.

6.0 EDUCATION – KEY STAGES

Primary - Key Stage 1 and 2

Baston House School – Primary offers access to the National Curriculum for all pupils aged from five to eleven years old. Access to the National Curriculum is tailored to the individual needs of the pupils and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.

CORE CURRICULUM

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills
- **Science**

WIDER CURRICULUM



- Design Technology
- Art
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Foreign language
- Religious Education
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

Secondary - Key Stage 3

CORE CURRICULUM

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills
- **Science**

WIDER CURRICULUM

- Design Technology
- Art
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Foreign language
- Religious Education
- Careers
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

Key Stage 4

CORE CURRICULUM

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Science**
- **Computing** including functional skills

WIDER CURRICULUM

- Design Technology
- Media Studies
- Art



- Design and Technology
- Business Studies
- Music, Dance and Drama
- Physical Education
- Geography
- History
- Modern Foreign Language
- Religious Education
- Careers
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills and work-related learning, play and leisure skills

Key Stage 5

CORE CURRICULUM

- **English/Literacy**, with an emphasis on social communication and functional skills
- **Mathematics/Numeracy**, including problem-solving and functional skills
- **Computing** including functional skills

WIDER CURRICULUM

- Business Studies
- Biology
- English Literature
- Art
- Music
- ICT/Computing
- Home cooking
- Spanish
- French
- History
- PE
- Media Studies
- PSHE/Citizenship, including relationships and sex education, health and well-being, independence skills, careers and work-related learning, play and leisure skills
- ASDAN: Expressing Arts and Design, Animal Care and Peer Mentoring

7.0 GENERAL

Equal Opportunities

We actively promote through our teaching, both discretely and in direct ways, the rights of all individuals to receive the optimum opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our pupils.

Social, Moral, Spiritual and Cultural Values

Spiritual Development:



The specific spiritual needs of young people with Autism are as diverse as their academic profiles. At Baston House School, spiritual development enables our young people to look within themselves, at their human relationships and at the wider world. The spiritual development of all our children is addressed through the ethos of the school and explicitly through the curriculum.

We are committed to:

- Celebrate the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Foster common human values and build spiritual capacities to promote self-worth
- Help our pupils to come to an understanding of themselves as unique individuals and encourage them to reflect on ultimate questions
- Develop our pupils' curiosity, imagination, and creativity and promote a sense of awe and wonder.

Moral Development

Moral development is the ability to know what is right and wrong and to act on it accordingly. We are committed to encourage pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from their own
- Help others
- Solve differences of opinion in non-violent ways
- Reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

Social Development

Social development is at the very core of our educational ethos in that social communication is a core deficit that accompanies a diagnosis of Autism. We are committed to:

- Develop a social skills curriculum that is tailored to the individual needs of pupils in order for them to be able to access the wider world outside of school
- Provide an environment where pupils can take responsibility for themselves and others in school and the wider society
- Develop the life skills required to socialise appropriately and independently

Cultural development

We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole.

We aim for our pupils to become aware of differing cultures, be tolerant of other viewpoints and heritages, and be able to join and share the delights of our diverse population from an informed position.

Citizenship

We believe that Baston House School has a role to play in developing responsible attitudes by our pupils towards society. We actively promote the common tenets of good citizenship through assemblies, PSHE and whenever the opportunity arises throughout our daily activities. The ethos and practices of the school



combine to establish this as a feature of daily interaction between pupils, staff and friends of the school. We aim for our pupils to be motivated to join in with positive citizenship practices.

Careers Education / Environmental and Economic Understanding

The approach to these strands is essentially cross-curricular in the primary phase, they can be taught discreetly or explicitly, in a classroom setting. The aim of these themes is to give our pupils a rounded sense of life's opportunities and expectations at this early stage. Life skills and Careers become a discreetly taught subject when pupils start Key Stage 3.

Role of Parents & Wider Community

Parents and the wider community are welcome into the school. Parents are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents may have their own expertise, which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.

Monitoring

Leadership and management of the school monitor the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to students.

Themed weeks

Anti-bullying week, science week, book week and activity week are all regular features of the curriculum.

Physical Education (PE)

At Baston House School, we follow the National Curriculum programme for PE. We are privileged to have use of outdoors grounds and more recently the acquisition of a Multi Use Games Area (MUGA). The school also participates in inter-school events and fixtures.