



St Nicholas School Curriculum Pathways

Curriculum Pathways: An Introduction

The curriculum at St Nicholas School includes all learning experiences we plan for our pupils throughout their day.

Our curriculum is designed to engage our learners in the development of key skills that are functional and equip pupils for life beyond school. There is an ongoing focus on communication skills, physical skills, emotional resilience, personal safety and independence skills.

The curriculum is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and prepares them for the opportunities, responsibilities and experiences of later life.

Our curriculum is personalised to the needs of each pupil and is structured so that it provides three distinct pathways for children through the school and into adulthood. These pathways differentiate between the levels of independence the learner is working towards achieving.

- Students on the **Cedar pathway** are making choices, expressing feelings and exploring their environment with adult support. The curriculum enables students to build positive relationships with others and develop early communication skills, with a sensory based approach. Students are supported to develop and maintain their mobility skills to promote personal independence.
- Students on the **Willow pathway** are developing their communication, self-regulation and self-learning skills with adult support. This curriculum is carefully structured with a variety of approaches used to support access to learning to develop functional independence in their immediate environment and wider community.
- Students on the **Oak pathway** are working towards achieving optimal independence in their lives. This subject based pathway is organised around the National Curriculum areas, which are modified to meet student's learning needs. Students' independence is promoted in all areas of academic and practical learning.

Curriculum Pathways: An Introduction

There is flexibility for pupils to experience opportunities from more than one pathway dependent on individual needs.

Our curriculum addresses the whole child and ensures therapeutic approaches combine with teaching strategies to support wellbeing and achievement. Social skills, team work and problem solving strategies are encouraged and there are opportunities to develop creatively through the expressive arts including music, art, drama and dance. We offer a wide range of sports and leisure activities. Learning is practical and utilises the wider environment of the school and the community. It supports student learning within the Engagement Model framework, developing the 5 areas of exploration, realisation, anticipation, persistence and initiation.

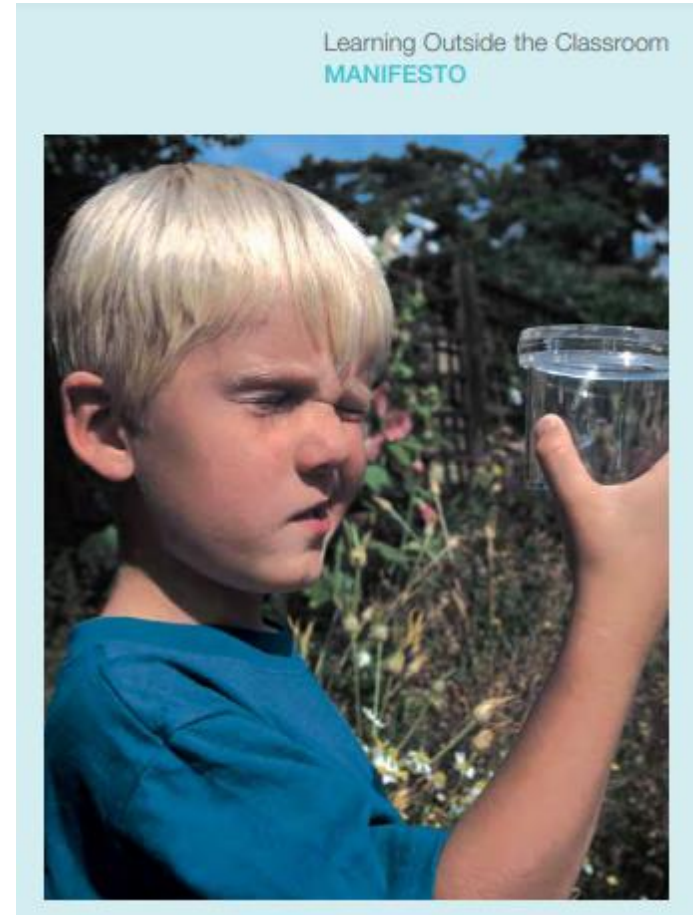
Each child's Education, Health and Care Plan (EHCP) contains the outcomes and targets towards which the learner is working and curriculum activities are planned accordingly. Progress through the curriculum is gauged by the achievement of the targets and outcomes in the EHCP and their development within the Engagement Model where non subject specific learning applies. These are co-constructed in the review meetings with the learner, their family, the class teacher and other professionals involved in the plan.

St Nicholas School offers a personalised curriculum for every pupil, supporting them to achieve their full potential in preparation for adulthood.

“A Community of Learners”

Community Learning Opportunities

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Forest School Community Visits	Forest School Horse Riding (RDA) Swimming Community Visits Residential Trip (Swattenden Residential)	Forest School Swimming Community Visits Learning in the Community Programme Residential Trip (Kingswood Residential)	Forest School Duke of Edinburgh Award ASDAN Award Residential Trip (Isle of Wight) Vocational Pathways options (Samphire Hoe Retreat to Wonderland, Stream Walk Community Gardens) Independent Living Skills Programme.	Forest School FAR Academy (Construction) Muddy Wellies Food with Friends/ The Umbrella Cafe Swimming Community Visits



What are we trying to achieve?

Curriculum Vision: At St Nicholas we work together to provide a stimulating, happy, caring, safe and inclusive environment, enabling children to become independent learners by providing activities that promote optimal levels of Health, wellbeing and engagement. A place where they can feel safe to explore, investigate and learn through first hand experiences.

The EYFS Curriculum is organized into three 'prime areas' Communication and Language , Physical Development, Personal, Social and Emotional Development and four 'specific' areas Literacy, Maths, Understanding of the World and Expressive arts and design.

How do we organize learning?

Communication and Language
The development of children's spoken language underpins all seven areas of learning and development.

Personal Social and Emotional Development: Children's PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Physical Development (PD)
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Literacy, Mathematics
Understanding of the World
Expressive Arts and design

All pupils will have access to appropriate communication systems. Strategies and interventions used include Intensive interaction, Objects of reference, Makaton, TAC PAC, communication / symbol exchange system (PECS). Some pupils may require more targeted support for example, Eye gaze. Some pupils may require input from specialist services for example the CAT Team.

All pupils will have opportunities to experience community visits and forest school. Some pupils may require additional targeted input for example sensory circuits, counselling, therapy (play / art / music etc), a personal health care plan, wellbeing plan and/or a Positive Behaviour Support Plan.

All pupils will have opportunities to experience a variety of environments to develop their personal independence eg swimming in the hydro pool ,sensory room, soft play and community trips. Some pupils may require additional targeted interventions such as Active Ed, MOVE, therapy programmes, hydrotherapy and Sensory Integration.

How well are we achieving?

Recording and Assessment: Pupils receive daily feedback through verbal praise that enables them to progress with their learning. Quality narrative through observation of children's learning helps guide next steps and assess against the Early Learning Goals within the EYFS Curriculum. Pupils are encouraged to self-evaluate and comment on their learning. EHCP outcomes are holistically woven into a child's personalized learning experience. Parents and multi-agencies are involved in the Assess, Plan, Do, Review process and collaboratively assess progress and set targets. Focus on Pupil Learning is central to the child's development.

What are we trying to achieve?

At St Nicholas School, we work together to support student's learning effectively; providing each student with a stimulating environment that will promote optimal levels of health, wellbeing and engagement to enable success in their individual goals. We are committed to enabling students to have opportunities to experience a holistic curriculum (SHINE) focused around developing a functional and purposeful communication system that allows them to make choices, decisions and share their opinions and feelings. Central to this will be ensuring that the individuals health and wellbeing needs of each learner are promoted throughout their day enabling them to develop and maintain their independence as much as possible

How do we organise learning?

Communication & Interaction		Knowledge & Understanding		Physical Development		Wellbeing (SEMH)	
Individual and personalised learning plan (Section F – EHCP)		Individual and personalised learning plan (Section F – EHCP)		Individual and personalised learning plan (Section F – EHCP)		Individual and personalised learning plan (Section F – EHCP)	
All	OORs, Makaton, AACs, Intensive Interaction, visual supports, sensory stories, interactive play, TAC PAC	All	Experience of community visits, forest schools, sensology, residential experiences	All	Opportunities to experience environments to develop their personal independence, e.g. swimming (hydro or leisure centre), sensory room	All	Experience of community visits, forest schools, sensology, residential experiences
Targeted	PECS, Eye Gaze, TASSLES, SALT	Targeted	Therapies, HCP, PBSP	Targeted	Active Ed, MOVE, therapy program, hydrotherapy	Targeted	Therapies, HCP, PBSP
Specialist	CAT	Specialist	CAMHs			Specialist	CAMHs

All students engagement for learning will be assessed in order to tailor their personalised learning program, incorporating their daily routines, community learning experiences and access to a variety of environments, and may include residential experiences. Environments may include (but not exclusive too) student classrooms, sensory rooms, soft play, sports hall, hydro pool, kitchen, playgrounds, garden areas.

The SHINE curriculum will be led on a rotation of broad topics on a 3 year cycle, offering learning tasks and activities suitable and appropriate to both student interest, age and stage. Teachers will produce a termly overview for each topic and the 4 curriculum areas, then provide more structured and detailed medium term plans and lesson plans which will include differentiation, interventions and teaching strategies.

How well are we achieving?

Recording: Each student will have an Engagement profile detailing their optimal levels of engagement for learning. Recorded observations will be taken daily/weekly using their engagement profile page. Teaching staff may use the platform of Earwig to record learning, achievements and progress, this may be done through a wide range of mediums, e.g. photographs, video recordings, student work.

Assessment: Students in EYFS will follow this statutory framework. Students in KS1-5 will be assessed using the engagement for learning profile, in addition to their EHCP targets and the SHINE assessment tool if appropriate. Some students may be assessed using the Pre Key Stage Standards (KS1 & 2), some students may be assessed using accreditation methods such as the OCR Life and Living Skills program. Some students may be assessed via the use of specific assessment tools such as MOVE, SCERTS etc.



Communication is defined as *'the imparting or exchanging of information by speaking, writing or using some other medium'* - Oxford Dictionary.

- ★ Communication is an integral part of daily life. Students with PMLD may be at pre-intentional stages of communicational development. Therefore it is important that staff are equipped with the correct knowledge and understanding of how to offer appropriate communication opportunities and how to identify, interpret and respond to these effectively.
- ★ It is important that staff are consistent with their use of language and presentation of communication aids and responsive to any attempts to communication whether through movement, sound or behaviour. We must ensure we are offering an optimal communication environment at all times.
- ★ The ability to make choices is important and opportunities will be given to students in order for them to be able to have an active role in all life experiences.
- ★ Students will be given opportunities to explore, react and develop interests; develop skills and knowledge in different ways, contexts and environments; to predict and interpret the world around them, preparing them for learning; to maintain and reinforce their learning and to act spontaneously and independently to develop more advanced learning.
- ★ Students will develop and progress their skills in practical, real life situations to prepare them for adulthood and functional life and living skills.

Interventions

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| <ul style="list-style-type: none"> ★ PECS – Picture Exchange Communication System ★ Eye Gaze/Eye pointing ★ Story Massage ★ SALT-Speech and Language Therapy | <ul style="list-style-type: none"> ★ Hi-tech communication aids, <i>e.g. iPads, Proloquo, Tech Talk, Clicker</i> ★ Objects of Reference ★ Intensive Interaction ★ Visual Supports | <ul style="list-style-type: none"> ★ AAC's – Augmentative Assisted Communication ★ Interactive Play ★ Makaton ★ Access to Communicative Assisted Technology Team |
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PRIMARY

SECONDARY

6th FORM

In the primary department instructional songs are used to support the understanding of daily routines. Age appropriate storytelling and early communication are embedded within their day. Observation forms a key part in identifying responses to ensure personal needs are met

In the secondary department tasks are more widely differentiated to enable age appropriate storytelling and communication sessions to continue. Instructional songs continue to be utilised to inform daily routines. Students are supported to develop consistency in communicating their needs.

In the 6th form department students are supported to practise applying their skills into functional situations. Age appropriate instructional songs may be utilised to embed their routines, and to prepare them for adulthood. Students may work towards gaining accreditation in key life skills.



'Knowledge is the ability to understand information and to then form judgements, opinions, make predictions and decisions based on that understanding' www.bbc.co.uk

- ★ Knowledge and Understanding is about how we develop and how we interpret the world around us; nurturing relationships and exploring the environment we live in. It focusses on how we interact with that environment and our role within it.
- ★ Students will be encouraged to develop their curiosity and make connections with people, places and objects.
- ★ We will encourage students to recall and respond to experiences presented to them, developing consistency and understanding of expectations and routines.
- ★ Repetitive learning will enable pupils to acquire skills that can be used and applied in different situations. This will support students to apply functional, problem solving ideas into everyday life.
- ★ We will give opportunities to develop their interaction and independence with the world around them.

Interventions

<ul style="list-style-type: none"> ★ Sensory Room ★ Sensory massage ★ Use of ICT, e.g. Visi Screen,, tapit, sound beam, sensory trolley, iPads 	<ul style="list-style-type: none"> ★ Sensory Garden ★ Reflexology ★ Sensology 	<ul style="list-style-type: none"> ★ Sensory Music ★ TAC PAC ★ Cooking
PRIMARY	SECONDARY	6th FORM
In the primary department students are encouraged to notice others around them, and accept parting of key care givers, and accept others around them. Students are encouraged to recognise key environments and begin to make connections with these.	In the secondary department students build on developing relationships and friendships. They are encouraged to participate in age appropriate game play and become more aware of their individual preferences. They experience a wider variety of environments and experiences.	In the 6 th form department students are encouraged to experience a wider variety of environments and make connections with these as they prepare for their transition to adulthood. They experience a wider range of groups, developing various relationships. Students may work towards gaining accreditation in key life skills.



“Physical development is important ‘to improve the overall quality of life for people with complex difficulties, their families, and the professionals who care for them’. Development of this will also ‘promote full participation in the home, school and community life and encourage independence and the dignity that such participation brings for every individual’. MOVE Europe (2001)

- ★ Physical development is important to all students which improves cardio vascular endurance, flexibility, muscular strength and psychological well-being.
- ★ It is vital we support pupils with PMLD to maintain their range of movements and where possible, encourage them to further develop these. This will be supported by Physiotherapists, Active Education Consultant and through the MOVE programme.
- ★ It is important to ensure pupils receive regular changes in position throughout the day to maintain and encourage healthy body function. This can be supported through the use of specific, individualised programmes and equipment. This should be part of daily curriculum delivery. Staff will be trained and competent in moving and handling individual pupils as well as understand and follow personalised risk assessments.
- ★ Students will be given opportunities to develop as independently as possible, enabling them to explore the world around them and interact positively with it.

Physical development should enable students to develop awareness and understanding of how their body works and how they can use their body to interact with the environment around them. Each individualised programme will focus on body awareness, fine and gross motor control and mobility. Wherever possible, some pupils (in liaison with parents/carers/therapists) will be encouraged to safely move freely within the environment.

Interventions

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| <ul style="list-style-type: none"> ★ MOVE ★ Water based activities ★ Active Ed | <ul style="list-style-type: none"> ★ Sport activities and games, e.g. <i>sitting basketball, sailing, botcha, cycling</i> | <ul style="list-style-type: none"> ★ Write Dance ★ Rebound Therapy | <ul style="list-style-type: none"> ★ Horse-Riding ★ Sherbourne Movement ★ Fizzy & Beam |
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PRIMARY	SECONDARY	6th FORM
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<p>In the primary department students will be assessed and challenged to identify their range of skills. They will be encouraged to develop their independence in movement as much as possible, moving freely within a range of environments.</p>	<p>In the secondary department students focus shift to maintaining their skills. Continuing to practise those skills learnt and apply them into functional situations for example when in the community.</p>	<p>In the 6th form department students work hard to develop the skills they have learnt, and focus on applying them functionally to important activities within their daily lives Students may work towards gaining accreditation in key life skills.</p>
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'A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life: people in good mental health have the ability to recover effectively from illness, change or misfortune.'
 Mental Health Foundation (2005)

- ★ It is important to ensure that all pupils are in a state of positive well-being so that they are able to access learning and function within the school community. Emotional responses and reactions of students will be valued, nurtured and developed by all staff.
- ★ Students will be given opportunities to discover new things and take more control within activities to build resilience and excitement within their learning.
- ★ All pupils will be prepared and given time to adjust to the daily curriculum and routine offered. Staff will offer consistency in their approaches to enable students to anticipate events. Some students may require more bespoke programmes to support their well-being ie therapeutic input.
- ★ Build positive relationships within the inclusive environment of St Nicholas school, home and community.
- ★ To provide opportunities to generalise their skills and experiences in a variety of settings so that they can make informed choices about their future.

Interventions		
<ul style="list-style-type: none"> ★ Residential Trips ★ Therapeutic input, <i>e.g. play therapy, art therapy, music therapy, massage therapy</i> 	<ul style="list-style-type: none"> ★ Mindfulness ★ Community Visits ★ Leisure Activities, <i>e.g. swimming, yoga</i> 	<ul style="list-style-type: none"> ★ SEAL ★ Circle Time
PRIMARY	SECONDARY	6 th FORM
In the primary department students are encouraged to notice others around them, and accept parting of key care givers, and accept others around them. They are encouraged to begin identifying their emotions through....	In the secondary department students build on friendships and identifying their motivators, likes and dislikes. They may begin to develop interests in how they spend their leisure time and identify activities that make them feel good.	In the 6 th form department students work hard to maintain their skills and apply them into wider community activities and develop personal routines around their leisure time. Some students may gain accreditation in key life skills.

Assessment & Recording

Engagement is the common aspect of learning and shows the extent to which pupils are actively engaged within the process of learning. Sustainable learning can only occur with meaningful engagement.

Engagement represents variations in attention, interest and involvement which pupils demonstrate when they participate in learning new skills; they can then master these skills and learn how to generalise and apply them to functional situations.

The Engagement model enables us to:

- ★ observe; allowing insight that improves provision
- ★ use a pupil centred approach focussed around individual ability
- ★ promotes consistency and a common language
- ★ recognises the complex interactions between physical, sensory and learning, and the impact of this on pupil progress.

The engagement model is focussed on 5 Key areas (in no hierarchal order):

- ★ Exploration
- ★ Anticipation
- ★ Realisation
- ★ Persistence
- ★ Initiation

In order for the engagement model to be successful targets need to be appropriate, relevant, realistic and obtainable, and these are set collaboratively with all relevant parties involved with the pupil (e.g. parents / cares / therapists / teaching staff etc). Targets will be set across the 4 dimensions, and be implemented through the pupils daily program. Teachers work hard to continually review and assess student learning and adapt experiences according to individual progress and need. Quality observations will inform progress and next steps.

All students will be baselined against the assessment criteria on entry into school and their targets will be assessed termly with new targets set. Targets are assessed according to the level of skill achieved and the degree to which it was independent in conjunction with the Engagement Model observations/profile. We understand that some pupils do not always achieve their targets due to illness, change in diagnosis or absence. Each target is reviewed and analysed to ensure they are achievable to reflect the current situation. Successes are built upon, and acquired skills maintained through practice.

St Nicholas endeavours to use assessment tools which best provide the most effective monitoring of pupil progress within the curriculum and additional interventions accessed.

We have created an assessment tool based on extensive research (Routes for Learning (RFL), MAPP, P scales, Pupil Asset, Shared Goals, MOVE, Active Education, Switch Progression Roadmap, OCR continuum, Scales of Engagement(S of E), Leuven and through County Moderation) and collaborative work with multi-agency colleagues. We are confident that this assessment tool provides the most effective, productive data which will inform future planning and create the best possible learning experiences for our pupils and their hopes and dreams for the future.

The assessment tool focusses on the four areas of learning ie Communication and Interaction, Knowledge and Understanding, Physical Development and Well Being each incorporating 4 strands to ensure full coverage of learning experiences. We recognise the individual nature of our pupils and that whilst some may excel in areas others may not and therefore have created the 'Stars of Success' which encompass and incorporate a variety of assessment tools relevant for our pupils. We will use the individual engagement profiles to assess and monitor progress in all areas.

In addition to these assessment tools, in Key Stage 4 through to 5, pupils work on gaining accreditation through the OCR Life and Living skills programmes. This programme encourages transitioning of skills into everyday life and modules are selected to suit individual need. Some students may gain a certificate or diploma.

Willow



Pathway

Mission Statement

At St Nicholas School, we work together to support student's learning most effectively. By providing each individual with an appropriate amount of support required, we can promote and work towards an achievable level of independence. By delivering a flexible semi-formal and informal curriculum, students within the Willow pathway will develop a sense of curiosity and enquiry in the world around them, becoming successful and confident learners. Learning environments on the main school site and others are tailored to individual learners needs to give all the opportunity to be emotionally resilient, engaged and valued.

Semi-Formal

Our semi-formal Willow Pathway caters for students needing flexibility in their curriculum using teaching strategies from Oak and Informal Willow pathways. These students will have acquired some pre-requisites that are needed for extended learning and their curriculum aims to develop these further whilst also engaging with some subject specific content (e.g. English, Maths etc.).

Informal

Our Informal Willow Pathway delivers a unique and personalised curriculum for students to develop their social communication and emotional regulation skills. Activities are tailored to encourage students to develop the pre-requisites for learning including joint attention, engagement and participation, early communication, mutual regulation and self regulation. The curriculum is delivered in a total communication and highly structured environment with room for personalised flexibility with routines to meet the needs of these students. Due to the nature of this curriculum, content is taught cross-curricular through highly motivating activities; including curriculum and multisensory.

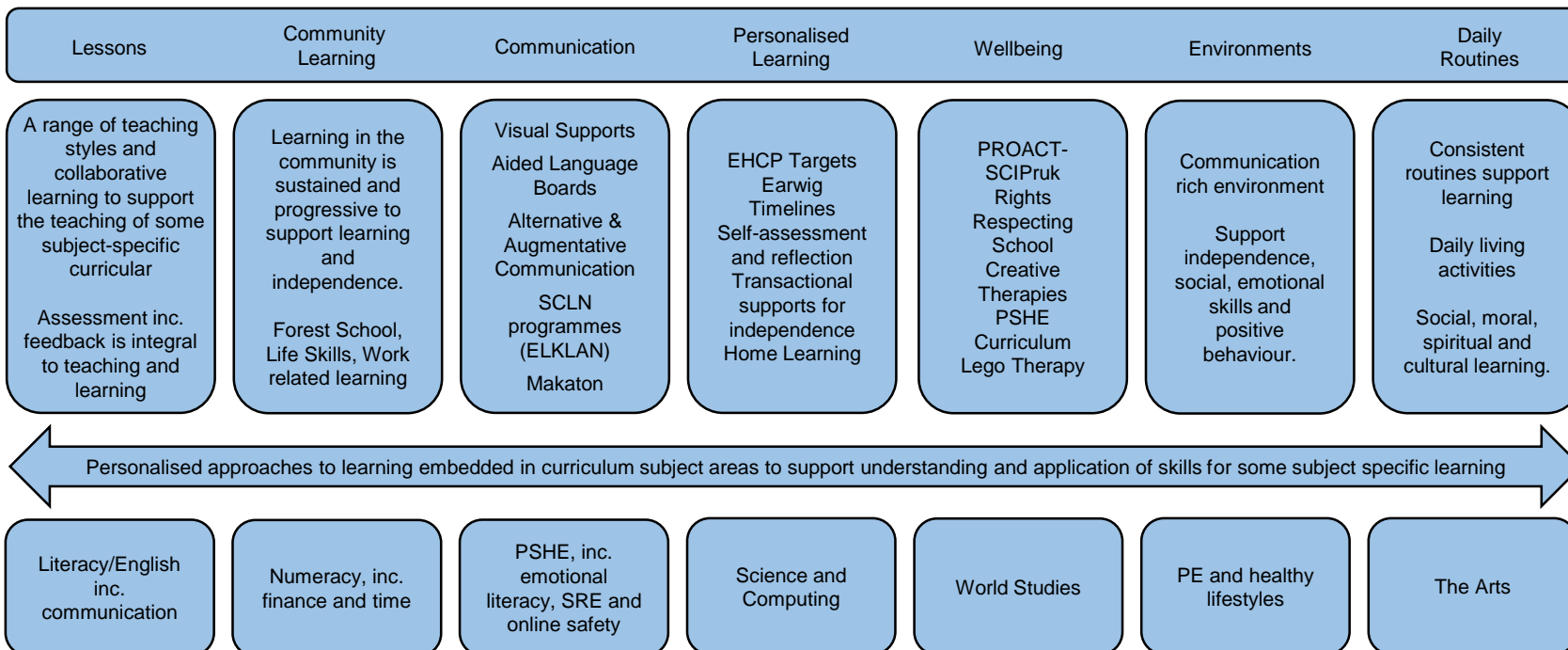
Willow Curriculum Pathway – Semi Formal

What are we trying to achieve?

At St Nicholas School, we work together to support student's learning most effectively. By providing each individual with an appropriate amount of support required, we can promote and work towards an achievable level of independence. By delivering a flexible semi-formal and informal curriculum, students within the Willow pathway will develop a sense of curiosity and enquiry in the world around them, becoming successful and confident learners. The semi-formal curriculum delivers a skills-based curriculum encouraging learners to further develop the pre-requisites for learning they have already acquired which are monitored through the use of a variety of assessment tools. Learning environments on the main school site and others are tailored to individual learners needs to give all the opportunity to be emotionally resilient, engaged and valued.

We offer our pupils many **personalised learning opportunities** throughout the school, however each class needs a timetable for the day. Teachers can be **flexible** and **adaptive** within this; lessons can become more free flowing or structured, adapted in pace and reactive to the needs of individual pupils or the group.

How do we organise learning?



How well are we achieving?

Recording: A wide range of evidence will be accumulated in order to capture and monitor pupil progress to support the assessment. This evidence will be used to inform teacher judgements during assessments and to ensure the student received a broad and balanced curriculum.

Assessment: Personalised assessment for each learner to capture and monitor progress and data will be used to inform progress and areas for further development .



Semi-Formal Willow

In the **primary** department, students on the semi-informal Willow pathway are developing a range of behaviours for learning including; increasing concentration, active listening, independent curiosity and co-operation. Students are exposed to a multitude of enriching and captivating learning opportunities, which follow the National Curriculum subject areas. These learning opportunities are differentiated and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Entwined within these bespoke learning opportunities, students are consistently encouraged to explore and develop their preferred methods of communication in both learning and social situations. Students are beginning to build and maintain positive relationships with their peers, through the development of social skills and a growing understanding of themselves and others

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction Cognition and Learning Social, Emotional, Mental Health Sensory and Physical

Core subjects follow the topic areas set out within the national curriculum; Mathematics, English, Science, ICT, PSHE, PE, World Studies, RE, Music, Art and DT. Computing is embedded throughout the curriculum.. Additionally, Community based learning is used to develop independence and building self confidence in various areas of learning, i.e. Mathematics (money) PSHE (road safety)

EHCP targets are reviewed 3x per year and evidence is recorded on Earwig to capture the progress of these outcomes.

Specialist teacher input—Drama, Music, Art. As well as community based teaching at RDA (horse riding) and Heron's Pool—swimming.

Weekly Assemblies to celebrate children's achievements.

For a more detailed description of the primary departments curriculum content, please look at the Key Stage 1 and Key Stage 2 long term plans.

Interventions

LEGO Therapy	Attention Autism	Rebound Therapy	TAG
Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports



Semi-Formal Willow

In the **secondary** department, students on the semi-informal Willow pathway are developing a range of behaviours for learning including; increased concentration, active listening, independent curiosity and co-operation. Students are exposed to a multitude of enriching and captivating learning opportunities, which follow the National Curriculum subject areas. These learning opportunities are differentiated and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Entwined within these bespoke learning opportunities, students are consistently encouraged to explore and develop their preferred methods of communication in both learning and social situations. Students are supported to build and maintain positive relationships with their peers, through the development of social skills and a growing understanding of themselves and others.

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction Cognition and Learning Social, Emotional, Mental Health Sensory and Physical

The Willow semi-formal pathway follows the National Curriculum subject areas, whilst providing students with the opportunity to experience and engage in additional enriching learning activities. NC subject areas include; Mathematics, English, Science, PSHE, PE, World Studies, RE, Music, Art and DT. Computing is embedded throughout the curriculum. In conjunction, students will access their individual EHCP and MOVE targets.

Students will have access to specialist teacher input for the following sessions; Drama, Music, Art. In addition, students will have the opportunity to engage in community based teaching at Kingsmead swimming pool and access to forest school during the academic year.

St Nicholas is situated in a culturally rich town and our students have regular opportunity to explore its history and functionally transfer our in class learning within the community. Within the secondary department we also allocate time for social clubs, to ensure the children have opportunity to transfer their social and communication skills within different environment and amongst unfamiliar peers.

Weekly Assemblies to celebrate children's achievements.

For a more detailed description of the secondary departments curriculum content, please look at the Key Stage 3 and Key Stage 4 long term plans.

Interventions

LEGO Therapy	Attention Autism	Rebound Therapy	TAG
Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports



Semi-Formal Willow

*In the **6th form** department, students on the semi-formal Willow Pathway are consolidating and applying their learning in a range of functional and vocational experiences. We strive to provide a wide range of learning opportunities for our young people that will prepare them for their future aspirations. We run a timetable that covers the core subjects as well as offering a wide range of choices that suit individual needs and interests. Students work towards a range of accreditation, that reflects students' intrigue and the breadth of curriculum subjects on offer. Students are empowered to build appropriate relationships and develop the skills required for life as a young adult both in and outside school including in the wider community and the workplace. Student's independence is valued and we provide a safe, nurturing environment for students to make their own choices and understand the consequences of their actions.*

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction Cognition and Learning Social, Emotional, Mental Health Sensory and Physical

We strive to provide a wide range of learning opportunities for our young people that will prepare them for their future aspirations. The 6th form runs a timetable that covers the core subjects (English, Maths, ICT, PSHE, PE) as well as offering a wide range of choices that suit individual need and interests. Our aim is to provide our young people and their families with a clear understanding of potential future pathways and we work in collaboration with a wide range of professionals to ensure this.

Our main offer is to provide students with the functional skills they require to be able to access and function within their local community. For our young people working at pre Entry Level and Entry Level 1, we look at offering them with a wide range of enjoyable experiences within the local area and accredit their skills through the OCR Life and Living skills Program. For those working at Entry level 1 and 2 we strive to develop their functional use of skills within English, Maths and ICT to enable them to continue making progress and move onto other educational provisions to continue practicing and developing these skills. We continually look and collaborate with a range of realistic work based learning opportunities for our young people. Currently, we offer placements at Muddy Wellies, Food With Friends Café (both part of Brogdale CIC), The Umbrella Café in Whitstable, The Far Academy, and Forest Schools.

For a more detailed description of the 6th form departments curriculum content, please look at the Key Stage 5 long term plan.

Interventions

LEGO Therapy	Attention Autism	Rebound Therapy	Residential trips
Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports

Willow Curriculum Pathway – Informal

What are we trying to achieve?

At St Nicholas School, we work together to support student's learning most effectively. By providing each individual with an appropriate amount of support required, we can promote and work towards an achievable level of independence. By delivering a flexible semi-formal and informal curriculum, students within the Willow pathway will develop a sense of curiosity and enquiry in the world around them, becoming successful and confident learners. The informal curriculum delivers a skills-based curriculum encouraging learners to develop the pre-requisites for learning which is monitored through the use of a variety of assessment tools including engagement scales. Learning environments on the main school site and others are tailored to individual learners needs to give all the opportunity to be emotionally resilient, engaged and valued

We offer our pupils many **personalised learning opportunities** throughout the school, however each class needs a timetable for the day. Teachers can be **flexible** and **adaptive** within this; lessons can become more free flowing or structured, adapted in pace and reactive to the needs of individual pupils or the group.

How do we organise learning?

Activities	Community Learning	Communication	Personalisation	Wellbeing	Environment	Daily Routines
<p>A range of approaches, teaching styles and collaborative learning.</p> <p>A focus on the development of communication, attention and engagement skills.</p>	<p>Learning in the environment is sustained and progressive. Learning in real, meaningful contexts.</p> <p>Forest Schools, Life Skills, Horse riding, Work related Learning.</p>	<p>Sensory Cues</p> <p>Intensive Interaction</p> <p>Total Communication</p> <p>Alternative & Augmentative Communication</p> <p>Makaton</p> <p>PECS</p> <p>Communication Books</p> <p>Aided Language Boards</p>	<p>All learners have the opportunity to personalised learning.</p> <p>Learners interests are the focus of the curriculum.</p> <p>EHCP Targets</p> <p>Transactional Supports for independence</p> <p>Earwig timelines</p> <p>Home Learning</p>	<p>PROACT-SCIPruk</p> <p>Zones of Regulation</p> <p>Creative Therapies</p> <p>Child-Initiated Play</p> <p>Social Skills</p> <p>Lego Therapy</p>	<p>Low-arousal classrooms</p> <p>Total communication rich environment</p>	<p>Consistent and predictable daily routines</p>

Personalised approaches to learning embedded by the individuals interests which are delivered through cross-curricular teaching activities

Social Communication

Emotional Regulation & Development

Thinking & Problem Solving

Independent Living Skills

Sensory & Physical Development

Social Engagement

How well are we achieving?

Recording: A wide range of evidence will be accumulated in order to capture and monitor pupil progress to support the assessment. This evidence will be used to inform teacher judgements during assessments and to ensure the student received a broad and balanced curriculum.

Assessment: Personalised assessment for each learner to capture and monitor progress and data will be used to inform progress and areas for further development .



Informal Willow

In the **primary** department, students on the semi-informal Willow pathway are developing a range of behaviours for learning including; increasing concentration, active listening, independent curiosity and co-operation. Students are exposed to a multitude of enriching and captivating learning opportunities, which follow the National Curriculum subject areas. These learning opportunities are differentiated and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Entwined within these bespoke learning opportunities, students are consistently encouraged to explore and develop their preferred methods of communication in both learning and social situations. Students are beginning to build and maintain positive relationships with their peers, through the development of social skills and a growing understanding of themselves and others.

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction

Cognition and Learning

Social, Emotional, Mental Health

Sensory and Physical

Mathematics and English based learning is accessed through TEACCH cycles—individual and independent workstation activities, group work, paired work, 1:1 teaching support and access to leisure time. Attention Autism is a main focus of the curriculum. Each stage of the lesson has a different focus and can be adapted to suit the needs of each pupil. Community based learning is used to help develop key areas of each pupils well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons—physical development, Dough Disco—fine motor skill development, golden time—well being, computing—personalized approach learning.

Each child may have an individually based Positive Behaviour Support Plan that is a working document within the team that are working with each child. This document acts as guidance for staff to offer bespoke and personalized approaches to supporting children to access a holistic approach to their individual development and therefore learning. SCERTS framework may be used as the assessment tool to capture progress, alongside individual EHCP outcomes. EHCP targets are reviewed 3x per year and evidence is recorded on Earwig to capture the progress of these outcomes.

Specialist teacher input—Drama, Music, Art. As well as community based teaching at RDA (horse riding) and Heron's Pool—swimming. Weekly Assemblies to celebrate children's achievements.

For a more detailed description of the primary departments curriculum content, please look at the Key Stage 1 and Key Stage 2 long term plans.

Interventions

TEACCH	LEGO Therapy	Attention Autism	Rebound Therapy	TAG
(SCLN programmes (ELKLAN))	Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
SCERTS	Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Zones of Regulation	Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports
Sensory Room	Soft Play Room	Intensive Interaction	Dog Therapy	Community Based Learning



Informal Willow

In the **secondary department**, pupils accessing the Informal Willow pathway have a direct focus on their individual well being particularly in regards to behaviour support and development. This is with the focus that each pupil can access a personalised learning approach that is designed to be adaptable and flexible to their needs. Staff and pupils work on modifying and improving individual behaviours so that pupils can access curriculum based activities as well as other holistic development opportunities that have a direct positive impact on their day-to-day lives. This is developed through a range of socially approach augmentative communication methods. It is also designed to encompass emotional regulation strategies. And this is through a range of transactional supports including resources, interventions and bespoke timetabling. Students are encouraged to build upon their learning from primary and continue to build positive working relationships with staff, peers and other individuals (including other professionals and family members) through a variation of 1:1 teaching, paired work, group work, whole class activities and independent work. Differing levels of support is adapted for each activity by the staff working with the pupils to develop independence.

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction

Cognition and Learning

Social, Emotional, Mental Health

Sensory and Physical

Mathematics and English based learning is accessed through TEACCH cycles—individual and independent workstation activities, group work, paired work, 1:1 teaching support and access to leisure time. Attention Autism is a main focus of the curriculum. Each stage of the lesson has a different focus and can be adapted to suit the needs of each pupil. Community based learning is used to help develop key areas of each pupils well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons—physical development—fine motor skill development, golden time—well being, computing—personalized approach learning.

Each child may have an individually based Positive Behaviour Support Plan that is a working document within the team that are working with each child. This document acts as guidance for staff to offer bespoke and personalized approaches to supporting children to access a holistic approach to their individual development and therefore learning. Community based learning is used to help develop key areas of each pupils well-being. Personal care routines are also a focus of development. PE Enrichment which involves activities such as Orienteering, Team Games, Yoga, Rebound Therapy. SCERTS framework may be used as the assessment tool to capture progress. Alongside individual EHCP outcomes. EHCP targets are reviewed 3x per year and evidence is recorded on Earwig to capture the progress of these outcomes.

Specialist teacher input—Drama, Music, Art. As well as community based teaching such as swimming at Kingsmead Swimming Pool.

For a more detailed description of the secondary departments curriculum content, please look at the Key Stage 3 and Key Stage 4 long term plans.

Interventions

TEACCH (SCLN programmes (ELKLAN))	LEGO Therapy	Attention Autism	Rebound Therapy	TAG
SCERTS	Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
Zones of Regulation	Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Sensory Room	Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports
	Soft Play Room	Intensive Interaction	Dog Therapy	Community Based Learning



Informal Willow

In the 6th form department, students on the informal Willow Pathway are consolidating and applying their learning in a range of functional and vocational experiences. Students work towards a range of accreditation, that reflects student's interests and the breadth of curriculum subjects on offer. Students are empowered to build appropriate relationships and develop the skills required for life as a young adult both in and outside school including in the wider community and the workplace. Student's independence is valued and we provide a safe, nurturing environment for students to make their own choices and understand the consequences of their actions.

Curriculum Content

The EHCP document is integral to each child's education and development. Attainment, Engagement and Progress is shown within the four SEN dimensions:

Communication and Interaction

Cognition and Learning

Social, Emotional, Mental Health

Sensory and Physical

We strive to provide a wide range of learning opportunities for our young people that will prepare them for their future aspirations, allowing for student's to be as independent as they can. The 6th form runs a timetable that covers the core subjects (English, Maths, ICT, PSHE, PE) as well as offering a wide range of choices that suit individual need and interests. Our aim is to provide our young people and their families with a clear understanding of potential future pathways and we work in collaboration with a wide range of professionals to ensure this.

We offer many enjoyable and functional experiences across the 6th form and within the wider community, accrediting the skills gained through the 'OCR life and Living Skills' programme.

Our informal willow 6th formers are offered a range of functional real life experiences focussing on vocations, life skills and community based learning to support with their preparation for adulthood with a higher staffing ratio to ensure that the students are able to access and receive the appropriate level of support required.

In addition to the above, we continue to develop, if required, personal care routines, in addition to focussing on motor skills, student wellbeing and clear transitional programmes. We also have specialist teacher input for : Drama, Music, Art. As well as community based teaching at RDA—horse riding and Kingsmead Pool—swimming.

Each student may have an individually based Positive Behaviour Support Plan, this is a working document within the team that are working with each child. This document acts as guidance for staff to offer bespoke and personalized approaches to supporting children to access a holistic approach to their individual development and therefore learning.

For a more detailed description of the 6th form departments curriculum content, please look at the Key Stage 5 long term plan.

Interventions

TEACCH (SCLN programmes (ELKLAN))	LEGO Therapy	Attention Autism	Rebound Therapy	TAG
SCERTS	Music Therapy	Makaton	PPG: English and Mathematics based interventions	NHS Input: OT, SALT, Physio
Zones of Regulation	Art Therapy	Forest Schools	Reflexology	Referred support from the CAT team
Sensory Room	Counselling	Lunchtime Clubs	Referred support from feeding and drinking teams	Symbol Use / Visual Supports
	Soft Play Room	Intensive Interaction	Dog Therapy	Community Based Learning

Oak



Pathway

Mission Statement

At St Nicholas School students on our Oak Pathway experience a broad and exciting curriculum that will motivate and inspire them in their learning. Learning is organized in accordance with National Curriculum subject areas, and delivered in ways that are engaging and relevant for students' needs and learning styles. Classroom teaching is supplemented with community learning and social experiences, so that students are able to apply their learning in ways that will be useful and functional for them.

In all key stages, students work towards achieving individual targets within curriculum subject areas, which are delivered in the classroom, outdoors and in the community.

Learning environments, on the main site and at partner schools, are stimulating and nurturing to give all students the opportunity to be successful, healthy and valued.

We recognize the great potential in all our students and have high expectations for them in all areas of school and community life.

We are committed to all young people becoming:

Successful learners Confident individuals Responsible citizens

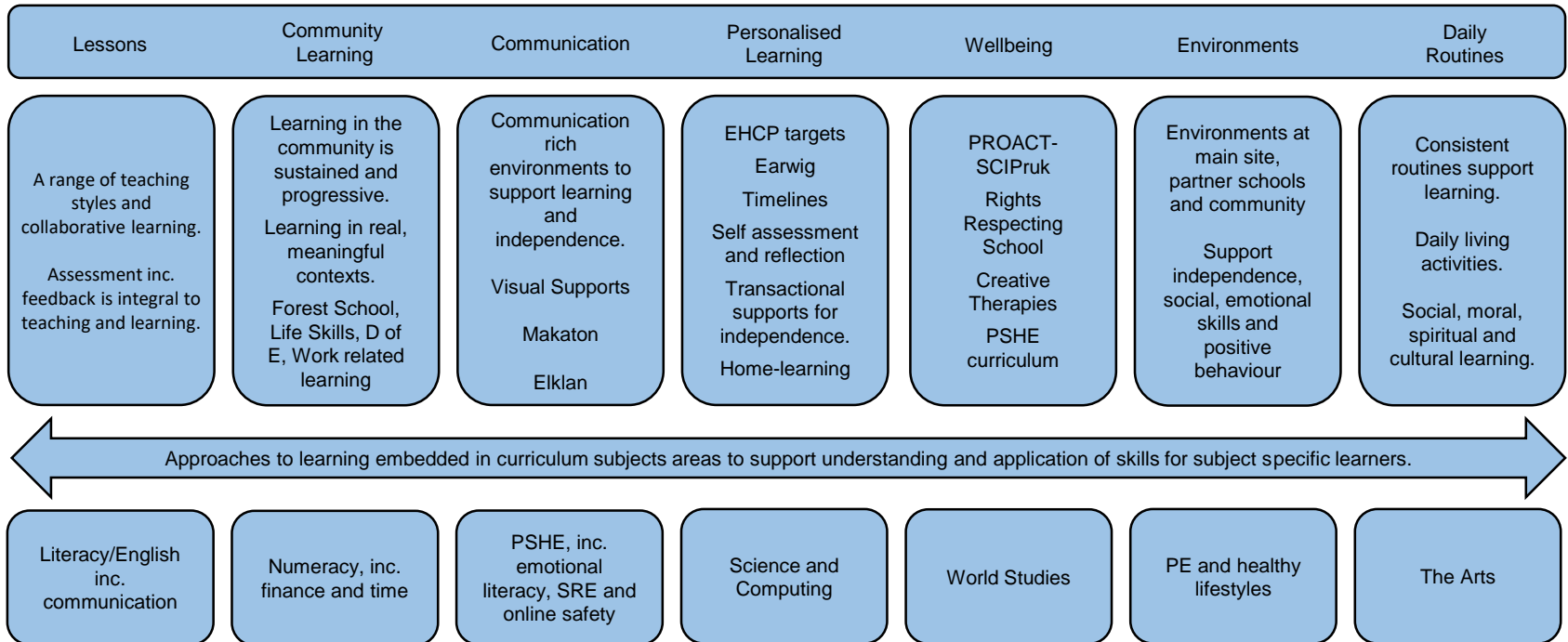
What are we trying to achieve?

Curriculum Vision: At St Nicholas School students on our Oak pathway experience a broad and exciting curriculum that motivates and inspires them in their learning. Learning is organized in accordance with national curriculum subject areas, which are delivered in ways that are engaging and relevant for students' needs. Classroom teaching is combined with community learning and social experiences, so that students are able to apply their learning in ways that will be useful and functional for them. Learning environments, on the main site and at partner schools, are stimulating and nurturing to give all students the opportunity to be successful, healthy and valued. We recognize the great potential in all our students and have high expectations for them in all areas of school and community life.

We are committed to all young people becoming:

Successful learners Confident individuals Responsible citizens

How do we organise learning?



How well are we achieving?

Are students making progress in all curriculum areas?
Can students apply learning across settings?
Are parents and other agencies involved in reviewing student progress and target setting?
Does attainment reflect evidence of student learning?

Do students receive feedback that enables them to progress their learning?
Are there opportunities for students to self-assess and review their own learning?
Can students express views on their learning experiences?

Is data (qualitative and quantitative) used to inform areas for curriculum development?
Are developments implemented consistently and how is the impact measured?
Do teachers have opportunities to learn and develop practice?

Do students achieve relevant and challenging accreditation?
Do students leave the school in to further education, employment or training?
Does the school's broad curriculum enhance students life, living and independent skills?



Oak

In Key Stage 1 students on the Oak Pathway are developing behaviours for learning including attention, concentration, listening, curiosity and co-operation. Students participate in a full range of National Curriculum subjects differentiated to meet individual needs and learning styles. Learning experiences are multi-sensory, immersive and play based with teachers drawing on students interests to create engaging and meaningful learning opportunities. Students are developing their chosen methods of communication; augmentative communication systems such as Makaton and symbol based approaches are used across the school day to support students in their learning. Students are supported to build and maintain strong relationships with their peers, through the development of social skills and a growing understanding of themselves and others.

Curriculum Content (All subject areas will be delivered in the classroom, outdoors and/or in the community)

English, Maths, Science, PSHE, PE, World Studies, RE, Music, Art, DT.

Computing is embedded throughout the curriculum.

Outdoor and Community Learning opportunities, to include Forest School

Enrichment Activities

Forest School, swimming, horse riding, community learning activities, sporting events.

Interventions

Students in Key Stage 1 may access the following school based interventions as required:

PBS (Positive Behaviour Support) Meetings Creative Therapies Lego Therapy Clever Fingers Attention Autism Clever Hands Social Stories Friends Project TEACCH.

Subject: English

English

Year 1 and Year 2 run simultaneously with activities differentiated to meet needs of individual student.

English planning in KS1, focuses on speaking and listening, reading and writing, all of which is interwoven across all subjects and activities.

Activities are planned to develop shared interaction and turn taking, to promote communication skills whilst developing attention and listening skills. Communication opportunities are built in throughout the day, to share stories, answer questions and express emotions, when students are supported to develop their individual communication skills.

Stories and songs play an integral role in the structure of every day and are linked to the particular lesson, promoting engagement with letters and text. There is a focus on developing phonic knowledge, using the letters and sounds program, teaching students to hear, say and recognize phonic sounds. As students progress, they are taught about how to blend sounds together, how to decode text, and how to print letters.

Across the day, activities are planned to promote control of both gross and fine motor skill that are required for all aspects of literacy. Mark making activities are planned and undertaken across the curriculum and students are supported to develop their confidence in letter formation and writing.

Daily individual reading is undertaken, and assessments are utilized . Synthetic phonics is used alongside whole word and multi sensory approaches to teach reading.

Individual programs are also followed as required for individual students in liaison with multidisciplinary agencies.

Enrichment Activities:

- Community visits (e.g. libraries, local amenities etc)
- Forrest schools activities
- World Book Day
- Pop Up literacy project
- Visiting theater performances

Interventions:

- Fizzy and Clever Hands programs
- Attention Autism
- Social Stories
- Friends Project
- TEACCH
- SLCN Programmes

Subject: Maths

Maths

Year 1 and Year 2 run simultaneously with activities differentiated to meet needs of individual student.

The maths curriculum in KS1, revolves around the use of practical concrete objects to aid mathematical learning. Maths is taught daily and reinforces and builds on the themes taught throughout the year. Practical play encourages the development of students confidence around the use of number, shape and mathematical language. Students are supported to use their Maths skills in a variety of functional learning opportunities outside dedicated Maths lessons across the curriculum and within enrichment activities, such as paying for items in shops, or counting objects in the woods.

Because Maths is a hierarchical subject strands of the maths curriculum are taught throughout the year to allow time to teach and practice key concepts. Understanding and security in mathematical learning is achieved by repetition and applying learning in a range of contexts over time.

Strands of Maths National Curriculum taught throughout the year:

Number and Place Value Addition and Subtraction Multiplication and Division Measurement Geometry, Properties of Shape / Position and Direction Statistics.

Enrichment Activities:

- Forrest schools activities
- Community visits (e.g. shopping, public transport)
- Cooking
- Design Technology
- Fundraising events

Interventions:

World Studies—incorporating History, Geography and RE

As communication develops students are supported to retell stories and use language and phrases associated with the passage of time. Planning focuses both on changes students can relate to within their living memory and develops an awareness of the past, through significant historical events.

Planning encourages learning about the weather and the world around us; utilising the local environment for first hand exploration of the physical features of both the countryside and the manmade features of the city and transport structure.

All students are encouraged to develop and express their own attitudes, values and beliefs, through whole school, class, small group and individual sessions; sharing experiences, emotions and celebrating achievements. A range of religious festivals across faiths are covered as they are celebrated throughout the year.

Enrichment activities: Community visits to local area (Town / Seaside / woods / farmland etc). Experience travel on local bus and train. Church services, collective worship and reflection time.

Science		Year A	Year B
	Autumn:	Animals 1: Ourselves	Animals 3: Comparison with plants
	Spring:	Seasonal changes 1: Light and dark Everyday Materials: Sorting and using everyday materials	Seasonal changes 2: Keeping warm Everyday materials 2: Teeth and eating
	Summer:	Plants 2: Helping plants grow Animals 2: Health and growth	Plants 1: growing plants Animals 4: Moving and growing

Science enrichment activities:

Chemistry: Cooking activities **Physics:** Whole school challenge. **Biology:** Visit from exotic pets. Forest schools. Community visits—pet shop, visiting animals, dog walking.

PHSE

PHSE is embedded into the cross-curricular classroom routines, focusing on life skills and independence, behaviours for learning, and relationships and citizenship. Learning is planned following structured routines, with opportunities for individual, small group and whole class learning. Child initiated play and adult lead activities are alternated. A play-based approach is taken when planning the learning activities.

The FRIENDS project is followed throughout the year with students having the opportunity to build upon their understanding of emotions and resilience in the second year of KS1.

Intervention:

MOVE programs. FIZZY activities. Clever Hands. Backward changing approach.

Timetables, Celebrations of achievements. Reward board. Positive behaviour support plans, working towards boards, social stories.

PE

Physical activity is incorporated into all aspects of the KS1 classroom, with direct planning in accordance with learning activities and interjected between activities to promote positive behaviour for learning. KS1 focuses on developing competence and confidence in fundamental movement skills and using these skills in co-operation with peers.

A range of sporting activities are undertaken which include: Exploration of playground equipment; toys, cars and bikes; soft play; ball skills; tag rugby; climbing wall; trampolining; athletics; horse riding; forest school; community visits and swimming.

Enrichment activities:

Community visits. Forrest schools. Horse riding. Swimming.

Creative Arts

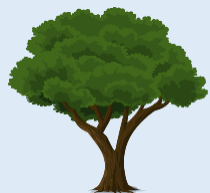
The planning of Music, Art, Drama and DT are incorporated across the KS1 curriculum,. These curriculum areas are embedded through playful, experiential learning. Music is used to signify transitions, to set the scene of lessons and to embed facts to memory; Drama to re-enact stories, emotions and situations; Art to express ideas and learning, and DT in choosing equipment and the manipulation of tools to complete the task. Creative art subjects are also taught as blocks of dedicated lessons with advice from specialist teachers.

Enrichment activities:

Performances in Harvest festival, Christmas play, Easter service. Presenting class assemblies. Visits from traveling theatre companies. Forrest school, enabling storytelling and creative arts to take place in natural environment.

Computing

Computing and IT is taught functionally and accessed across the curriculum, with an emphasis on developing an awareness of e-safety. Students are supported to understand how to remain safe online, while learning to access and operate the resources available.



Oak

In Key Stage 2 students on the Oak Pathway are developing more self-confidence, resilience and independence in their learning. They are encouraged to take greater responsibility for their learning, their personal choices and to reflect on their learning experiences. Students are engaged in subject-specific learning and are beginning to transfer their skills in real life situations. Students have opportunities to apply their learning in daily living activities, during trips to local shops, cafes and leisure facilities and at our Forest School site. Students are equipped with the relevant knowledge and skills to keep themselves safe personally, including online and in their relationships with others. The importance of good physical and mental health is promoted across the curriculum.

Curriculum Content (All subject areas will be delivered in the classroom, outdoors and/or in the community)

English, Maths, Science, Computing, PSHE, PE, World Studies, RE, Music, Art, DT.

Outdoor and Community Learning opportunities, to include Forest School.

Enrichment Activities

Horse riding, Forest School, swimming, community visits, inter school sports tournaments, Sports Week (biannually), residential visits

Interventions

Students in Key Stage 2 may access the following school based interventions as required:

PBS (Positive Behaviour Support) Meetings Creative Therapies Lego Therapy Clever Fingers Attention Autism Clever Hands Social Stories Friends Project TEACCH.

Key Stage 2 Curriculum Grid

	Year 1	Year 2	Year 3	Year 4
TOPIC:	Autumn: Community—Where We Are	Helping Ourselves	Toys and Games	Space
	Spring: Animation	Julia Donaldson	Magic	Celebrations
	Summer: Animals	The Seaside	Minibeasts	Superheroes
English Suggested themes, suggested texts, genres or authors	<i>The Jolly Postman Series</i> Janet and Allan Ahlberg Writing Letters	<i>The Making of Milton</i> <i>We are all Different</i> Stories with PSHE themes—social stories and staying safe	Instructional Texts • Rules of a game • Instructions—how to use a toy, how to play a game. • Sequence instructions	<ul style="list-style-type: none"> • <i>There's No Place Like Space</i>— Dr Seuss • <i>Aliens Love Underpants</i> • <i>Three Little Aliens</i> and the Big Bad Robot
	Non Fiction—travel brochures, adverts, promotional videos.	Julia Donaldson texts	<i>George's Marvellous Medicine</i> (Roald Dahl) Harry Potter	<i>The Tiger Who Came to Tea</i> (Judith Kerr) Invitations
	Traditional Tales	Harry and the Bucket of Dinosaurs	Eric Carle stories.	Comics book texts.
Daily teaching of reading, including synthetic phonics. Shared story every day at home time.				
Maths	Number Measurement Geometry Statistics	Number Measurement - Geometry Statistics.	Number Measurement Geometry Statistics.	Number Measurement Geometry Statistics.

Because Maths is a hierarchical subject strands of the maths curriculum are taught throughout the year to allow time to teach and practice key concepts. Understanding and security in mathematical learning is achieved by repetition and applying learning in a range of contexts over time.

Science	Autumn: Chemistry, Promoting Curiosity and Working Scientifically	Staying Healthy	Electricity Light	Earth and Space
	Spring: Forces and Magnets Everyday Materials	Living Things and Their Habitats /	Properties and Changes of Materials	Scientists and Inventors Sound
	Summer: Animals including Humans	Rocks The Environment	Minibeasts Lifecycles	Plants Lifecycles
Computing	In Key Stage 2 students are working towards developing independence in their use of ICT and computing resources. Computing and ICT is integrated into all areas of the curriculum and pupils practice their skills across all subject areas. Opportunities include accessing interactive learning games, online presentations and videos, creating digital content, as well as operating a range of devices and appliances. Pupils learn about e-safety as part of their PSHE and Computing education in a stage appropriate ways to ensure they are developing their skills and understanding to keep themselves safe online.			
PSHE Inc. Community Learning	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities. 	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities. 	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities. 	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities.

**PE and
Outdoor
Learning**

Activities to include:

- Horse riding
- Swimming
- Forest School
- Climbing Wall
- Trampoline
- Team Games
- Gymnastics
- Dance
- Yoga
- Sports Day / Sports Week
- Interschool tournaments
- Residential Visit
- Local walks
- Community visits—parks, softplay, woodlands, bowling, trampoline, Animal Parks



Oak

In Key Stage 3 students on the Oak Pathway are developing greater self-confidence, resilience and independence in their learning. Students are becoming independent learners who can make choices and reflect on their learning experiences. Students are engaged in subject specific learning and are beginning to transfer their skills in real life situations. This will include opportunities to apply their learning in daily living activities, during trips to local shops, cafes and leisure facilities and at our Forest School site.

Students learn about their future options, the changes they will experience and the decisions they will make as they mature into young adulthood. They are equipped with the relevant knowledge and skills to keep themselves safe personally, including online and in their relationships with others. The importance of good physical and mental health is promoted across the curriculum.

Curriculum Content (All subject areas will be delivered in the classroom, outdoors and/or in the community)

English, Maths, Science, Computing, PSHE, PE, World Studies, RE, Music, Art, DT.

Outdoor and Community Learning opportunities, to include Forest School.

Enrichment Activities

Forest School (John Muir Award), Swimming, School Shakespeare Project, Community Arts projects, Museums in Schools, Kent School Games and inter school tournaments, individual music lessons, Mini Enterprise Challenge, Careers Week, Sports Week (biannually), Residential Visits, National sporting events.

Interventions

Students in Key Stage 3 may access the following school based interventions as required:

PBS (Positive Behaviour) Meetings Creative Therapies Lego Therapy Clever Fingers Attention Autism Clever Hands
Social Stories Friends Project TEACCH.

Transition Planning

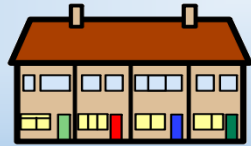
As students enter the secondary phase of their education at St Nicholas School, we start to talk about their hopes and dreams for the future. Thinking about the transition to young adulthood from an early age gives students and their families the time and resources to explore the possibilities and make decisions about their future life.

Starting in Key Stage 3 and becoming more of a focus in Key Stages 4 and 5, students and their families explore opportunities and make plans for their future lives. There is a focus on 4 key outcomes:

Employment



Housing



Health



Friendships, Relationships and Community



In **Key Stage 3** this learning is embedded in our PSHE curriculum, in careers education, in all community learning opportunities and is discussed at review meetings.

In **Key Stages 4 and 5** the students are encouraged to regularly think about their future, and are offered a wide range of work experience opportunities to help them understand some of the different jobs available to them. Students will participate in a vocational day enabling them to develop key skills in areas of interest. We work closely with partner organisations and charities such as MENCP to keep up to date information about future options, and students have taster opportunities at provisions of interest to them to inform their transitional pathway. As part of the students career education they are offered advice and guidance, as well as access to career fayre's.

PATHWAYS TO GETTING A Life



From *Pathways to Getting a Life*, Department of Health.

Key Stage 3 Curriculum Grid

	Year 7/ Year A	Year 8 / Year B	Year 9/ Year C
TOPIC: World Studies	Autumn: Evolution	Cultures	Canterbury, A comparison
	Spring: Europe	Leisure and Tourism	Media
	Summer: Invaders and Settlers	Rivers, Seas and Oceans	Expeditions
English Texts	Aesop's Fables	Treasure Island	The Canterbury Tales
	Non-Fiction Biographies 2 Sides Polly Ho-Yen	Growing Chocolate (Wordsmith Text)	Iron Man
	Beowulf	Storm(Wordsmith Text) 20'000 Leagues Under the Sea	Christophe's Story
Daily teaching of reading, including synthetic phonics. Teaching will focus on the key areas of reading, writing, speaking and listening (including oracy). Teaching and learning is thematic and cross curricular. Students have opportunities to practice and apply their learning in functional situations.			
Maths	Number – Measurement - Geometry – Statistics.	Number – Measurement - Geometry – Statistics.	Number – Measurement - Geometry – Statistics. Algebra introduced as appropriate

Because Maths is a hierarchical subject strands of the maths curriculum are taught throughout the year to allow time to teach and practice key concepts. Understanding and security in mathematical learning is achieved by repetition and applying learning in a range of contexts over time.

Science	Autumn: Biology, <i>Variation and Classification</i>	Physics, <i>The Earth and Beyond</i>	Biology, <i>Living things and their environment</i>
	Spring: Chemistry, <i>Separating materials and their properties</i>	Biology, <i>Keeping Healthy</i>	Physics, <i>Force and Motion</i>
	Summer: Physics, Electricity and Magnetism/ Light and Sound	Chemistry, <i>Changing Materials</i>	Chemistry, <i>Grouping and classifying materials and their properties</i>
Computing	Autumn: Exploring Simulations	Information through the Web	Surveys
	Spring: Information in the Community	Instructions and Sequences	Social Networks
	Summer: Programming and Controlling Toys	Manipulating Sounds	Making Videos
PSHE Inc.Community Learning	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities. 	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities. 	<ul style="list-style-type: none"> • FRIENDS Project • ESafety • RSE • Community learning opportunities.
PE and Outdoor Learning	<ul style="list-style-type: none"> • PE Enrichment Activities • Swimming at Kingsmead Leisure Centre • Activities at outdoor learning site to include Forest School 	<ul style="list-style-type: none"> • PE Enrichment Activities • Swimming at Kingsmead Leisure Centre • Activities at outdoor learning site to include Forest School 	<ul style="list-style-type: none"> • PE Enrichment Activities • Swimming at Kingsmead Leisure Centre • Activities at outdoor learning site to include Forest School



Oak

In Key Stage 4 students on the Oak Pathway are consolidating and applying their learning in a range of functional and vocational experiences. Students work towards a range of accreditation, that reflects students' interests and the breadth of curriculum subjects on offer. Students are empowered to build appropriate relationships and develop the skills required for life as a young adult. There is a focus on learning both in and outside school, including in the wider community and the workplace. Students' independence is valued and we provide a safe, nurturing environment for students to make their own choices and to understand the consequences of their actions.

Curriculum Content (All subject areas will be delivered in the classroom, outdoors and/or in the community)

English, Maths, Science, Computing, PSHE, PE, World Studies, RE, Music, Art, DT.

Outdoor and Community Learning opportunities, to include Forest School.

Accreditation

OCR, Life and Living Skills

OCR, Functional Skills in English, Maths and ICT.

City and Guilds, Skills for Working Life

Duke of Edinburgh Award, Bronze, Silver, Gold.

Arts Award, Bronze/ Silver <https://www.artsaward.org.uk/site/?id=64>

Sports Leaders Award <https://www.sportsleaders.org/>

Key Stage 4 Curriculum Grid

Subject		Year A			Year B			
<p>English: English planning and delivery will include phonics throughout, and will focus on developing the key areas of reading, writing, speaking and listening. These elements will be practised and applied in functional situations on a daily basis, with accreditation in OCR Life and living skills or Functional Skills programmes. These will be used as a means of demonstrating student progress and achievement. Elements of the National curriculum and literacy strands will be drawn upon for those learners it is relevant and as appropriate. The planning will have a number of cross-curricular links and include a range of enrichment activities including community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need.</p>								
English	Topic	<p>Term 1&2: Dickens <i>(David Copperfield)</i> LS: Creating & shaping texts Engaging & responding to text Word structure & spelling Sentence structure & punctuation</p>	<p>Term 3&4: Shakespeare <i>(Romeo & Juliet)</i> LS: Listening & Responding Group discussion and interaction Drama Word Recognition</p>	<p>Term 5&6: Poetry <i>(The Highway man)</i> LS: Speaking Understanding & interpreting text Text structure and organisation Presentation</p>	<p>Term 1&2: 16th Century Novel <i>Frankenstein</i> LS: Listening & Responding Group discussion and interaction Drama Word Recognition</p>	<p>Term 3&4: Digital media & Goodnight Mr Tom LS: Creating & shaping texts Engaging & responding to text Word structure & spelling Sentence structure & punctuation</p>	<p>Term 5&6: Fiction and War Poetry LS: Speaking Understanding & interpreting text Text structure and organisation Presentation</p>	
	Accreditation	FS EL 1 / 2; LLS B04/B06			FS EL1 / EL2 / EL3			
Other:		<p>Enrichment Activities: Community visits (e.g. museums linked to text, libraries, local amenities etc) World Book Day; Poetry Week Cooking Residential Shakespeare School Festival</p>			<p>Interventions: Independent life skills programme Language Through colour Work Experience Interaction TEACCH Education SLCN Programmes</p>			<p>PECS SCERTS Intensive Active Specialist English focus group EAL Programme</p>

Subject	Year A	Year B					
<p>Maths: Maths planning and delivery will focus on incorporating the key aspects of money and time, and appropriate accreditation opportunities will be utilised to demonstrate student achievement and progress. Other topic areas will include Measures, Number, Statistics and Algebra. Planning will also incorporate a variety of enrichment activities such as community based visits to help students apply and generalise their skills in daily life situations e.g. accessing local shops, cafes, sports centres, museums etc, and gaining independence in using their skills. Students will be encouraged to develop their fluency in using a variety of maths based skills in order to solve problems and reason mathematically. The planning will have a number of cross-curricular links, and mini-enterprise opportunities will be utilised at key times through the year. A range of other interventions and strategies will be utilised where appropriate to individual need.</p>							
Maths	Topic:	Term 1&2: <i>Pets</i> Data Handling Criteria / Statistics & Probability Data Collection Presentation Analysis Money (Number) Time Using & Applying	Term 3&4: <i>Party</i> Number / develop fluency (money) Counting & understanding money Knowing and using number facts Calculating Shape, Space & Measure / Geometry 2D/3D shapes Pattern and symmetry Using & Applying	Term 5&6: <i>DIY</i> Shape, Space & Measure 3D shapes / Geometry & Proportion 2D shapes Pattern and symmetry Position, direction and movement Length Mass Capacity Money (Number) Using & Applying	Term 1&2: <i>Zoo Animals</i> Data Handling Criteria Data Collection Presentation Analysis Money (Number) Time Measures: Length Mass Capacity Using & Applying	Term 3&4: <i>Sports</i> Money (Number) Counting & understanding money Knowing and using number facts Calculating Time (SSM) Using & Applying	Term 5&6: <i>Transport</i> Shape, Space & Measure 3D shapes 2D shapes Pattern and symmetry Position, direction and movement Measures Length Mass Capacity Money (Number) Using & Applying
Accreditation		FS EL1 / EL2 / EL3			FS EL1 / EL2 / OCR LLS J01		
Other:		Enrichment Activities: Community visits (e.g. places linked to topic e.g. Zoo, DIY stores etc, local amenities etc) Cooking STEM week Residential			Interventions: Independent life skills programme Specialist focus Maths group SHINE focus group Travel Training TEACCH Work Experience		

Subject	Year A	Year B
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Computing:

Computing planning and delivery will focus on functionality to support our students to use and access technology in a safe and healthy way. E-safety will be delivered as a standard element throughout every bespoke lesson, as well as teaching students how to effectively and safely access information and protect their identity and personal information. Where appropriate accreditation will be used to demonstrate student achievement and progress. Elements of the National curriculum will be drawn upon for those learners it is relevant and appropriate to, enabling them to develop and apply their analytic, problem-solving, design, and computational thinking skills. The planning will have a number of cross-curricular links and include a range of enrichment activities such as community visits where students can practice generalizing their skills in a number of different environments and situations.

Computing	Topics	Story books E-Safety	Card Making E-Safety	Coding E-Safety	Photography E-Safety	Music Videos E-Safety	Coding E-Safety
	Accreditation:	FS EL2 / EL3; LLS F01 / F02					

Other:

Enrichment activities:
 Using and recognising ICT in the community (e.g. using cash points, using cameras / I-Pads etc etc)
 STEM Week
 E-Safety Week
 Residential
 Cooking

Interventions:
 TEACCH
 CAT Service
 Speech and Language Therapy
 Work Experience

Science:

Science planning and delivery will include developing key skills in scientific thinking; experimental skills and strategies; analysis and evaluation; and the development of vocabulary, units, symbol and nomenclature. These elements will be practised and applied in functional situations, and some students may gain modules of accreditation to demonstrate their progress and achievements. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations.

Science	Topics	Term 1&2: <i>Earth and the atmosphere</i>	Term 3&4: <i>Health, Disease and Medicine</i>	Term 5&6: <i>Senses</i>	Term 1&2: <i>Animals and environments</i>	Term 3&4: <i>Plants</i>	Term 5&6: <i>Forces & Motion</i>
	Accreditation	<i>WJEC units, AQA units</i>					

Other:

Enrichment activities:
 STEM Week
 Horticulture activities
 Residential
 Cooking

Interventions:
 Work Experience
 Independent Life Skills programme
 Duke of Edinburgh

Subject	Year A	Year B												
<p>PSHE and RSE: PSHE and RSE will be embedded into the daily routines of the students' timetables, supporting them to develop functional life skills such as personal care tasks, home management, friendships and relationships within the class and during leisure times. Students will be encouraged to develop their understanding around how to make informed choices about health and wellbeing, including managing transition and how to identify and access help, advice and support. In addition to this discrete lessons will take place weekly and students will be working toward achieving accreditation to demonstrate their progress and achievements within specific areas. Elements of the National curriculum will be drawn upon for those learners it is relevant and appropriate to. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations. Students will have access to practise specific home management (e.g. cooking and cleaning) and travel training skills, and for some this will include access to our Independent Life Skills programme. Independent careers and advice guidance will be provided for all learners within their time in KS4. The curriculum will incorporate all elements required to meet the Gatsby bench marks to ensure that they have an opportunity to experience a number of employment placements and to inform them of their future options. A range of other interventions and strategies will be utilised where appropriate to individual need.</p>														
<p>PSHE / RSE / Careers</p>	<p>Topics</p>	<table border="1"> <thead> <tr> <th data-bbox="397 492 636 825">Term 1&2:</th> <th data-bbox="636 492 874 825">Term 3&4:</th> <th data-bbox="874 492 1108 825">Term 5&6:</th> <th data-bbox="1108 492 1350 825">Term 1&2:</th> <th data-bbox="1350 492 1597 825">Term 3&4:</th> <th data-bbox="1597 492 2047 825">Term 5&6:</th> </tr> </thead> <tbody> <tr> <td data-bbox="397 492 636 825"> <p><i>ILS: Keeping Safe</i></p> <p><i>Recognising work areas in the wider community</i></p> </td> <td data-bbox="636 492 874 825"> <p><i>Healthy Living</i></p> <p><i>RSWP: Following Instructions</i></p> </td> <td data-bbox="874 492 1108 825"> <p><i>Dealing with problems</i></p> <p><i>First Aid</i></p> </td> <td data-bbox="1108 492 1350 825"> <p><i>Positive relationships</i></p> <p><i>Preparation for work</i></p> </td> <td data-bbox="1350 492 1597 825"> <p><i>Rights and Responsibilities</i></p> <p><i>Mini-Enterprise</i></p> </td> <td data-bbox="1597 492 2047 825"> <p><i>Emotional Wellbeing</i></p> <p><i>First aid</i></p> </td> </tr> </tbody> </table>	Term 1&2:	Term 3&4:	Term 5&6:	Term 1&2:	Term 3&4:	Term 5&6:	<p><i>ILS: Keeping Safe</i></p> <p><i>Recognising work areas in the wider community</i></p>	<p><i>Healthy Living</i></p> <p><i>RSWP: Following Instructions</i></p>	<p><i>Dealing with problems</i></p> <p><i>First Aid</i></p>	<p><i>Positive relationships</i></p> <p><i>Preparation for work</i></p>	<p><i>Rights and Responsibilities</i></p> <p><i>Mini-Enterprise</i></p>	<p><i>Emotional Wellbeing</i></p> <p><i>First aid</i></p>
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<p>Accreditation</p>	<p>D05</p>		<p>M05 & D06</p>											
<p>Other:</p>	<p>Enrichment activities: Community Visits Apprenticeship Week Brogdale Mini-Enterprise Residential activity week Cooking</p>		<p>Interventions: Duke of Edinburgh Independent life skills programme Travel training programme (KCC) Behaviour Support Wellbeing / Health care plans Creative Therapies (Art / Music / Play / Counselling / Lego) Reflexology / Massage Therapy Friends Project Work Experience</p>											

Subject	Year A	Year B					
<p>Creative Arts: Creative arts planning and delivery will include opportunities to access Music, Art, Drama, and a number of other creative activities including elements of DT (Resistant Materials, Graphic Design and Textiles), Pottery, film, animation and so on. Skills learnt from these sessions will build on and enhance functional skills. Accreditation options will be available and these will be used as a means of demonstrating student progress and achievement. Elements of the National curriculum will be implemented for those learners it is relevant and appropriate to. The planning will have a number of cross-curricular links and include a range of community visits where students can practise generalising their skills in a number of different environments and situations. A range of other interventions and strategies will be utilised where appropriate to individual need.</p>							
Creative Arts	Topics	Term 1&2: <i>Superhero's</i>	Term 3&4: <i>Art in the Community</i>	Term 5&6:	Term 1&2:	Term 3&4:	Term 5&6:
Accreditation		Bronze / Silver / Gold Arts Award; OCR LLS; WJEC; AQA Units					
Other:		<p>Enrichment activities: Community visits e.g. museums, galleries, music shops, art shops etc Theatre Cinema Shakespeare School festival Residential</p>			<p>Interventions: Creative Therapies (Music / Art / Lego / Counselling) Wellbeing Plan Massage therapy / Reflexology Independent Life skills programme Work Experience</p>		

Subject	Year A	Year B					
<p>PE:</p> <p>Our PE curriculum aims to develop our students personal fitness, motivating them to lead active lifestyles. At the heart of this we endeavour to build links with our local sports centres and clubs in our local community and sign post students and families to extra-curricular activities in their own time. Where appropriate we will utilise elements of the national curriculum. Students will have opportunities to take part in a variety of competitive sports suitable to both their cognitive and physical abilities. A range of other specialist interventions and strategies will be utilised where appropriate to individual need.</p>							
PE	Topics	Term 1&2: <i>Fitness</i>	Term 3&4: <i>Leisure</i>	Term 5&6: <i>OAA</i>	Term 1&2: <i>Games</i>	Term 3&4: <i>Dance</i>	
	Accreditation	Sports Leaders Award Duke of Edinburgh OCR LLS Units					
Other:		Enrichment Activities: Local gym, Leisure centres, swimming, cycling, orienteering Swimming Gala Sports Day Sports week Olympics / Paralympics / Special Olympics Residential activity week Competitions			Interventions: MOVE Active Education Duke of Edinburgh Independent life skills programme Clever fingers / Hands Sensory circuits Rebound Therapy Sherbourne Hydrotherapy Work Experience Sports Leaders		

Subject		Year A			Year B		
<p>World Studies (RE / Geography / History):</p> <p>Our World Studies curriculum will offer opportunities to learn about key elements within the subjects of RE, Geography and History, and utilise these skills to support their preparations and transitions into adulthood. Topic and research projects will be used to deliver a broad and balanced learning approach that will help students develop their skills in these subject areas and apply them to functional situations. All students will be encouraged to develop their own attitudes, values and beliefs with confidence to express, reflect on and accept others. Students will be encouraged to develop their awareness and understanding of British, local and world History identifying significant events, including political power. Students will also develop skills within fieldwork and gain an understanding of locations and places; human and physical geography. The planning will have a number of cross-curricular links and include a range of community visits where students can clarify and experience a range of different environments and situations. A range of other specialist interventions and strategies will be utilised where appropriate to individual need.</p>							
Humanities	Topics	Term 1&2: <i>Festivals</i>	Term 3&4: <i>Spring Celebrations</i>	Term 5&6: <i>International Focus (varies yearly)</i>	Term 1&2: <i>Festivals</i>	Term 3&4: <i>War</i>	Term 5&6: <i>International Focus (varies Yearly)</i>
	Accreditation	WJEC; AQA Unit Award Scheme, OCR LLS programme					
Other:		<p>Enrichment activities:</p> <ul style="list-style-type: none"> Church service's Community visits Observance of Religious events (e.g. Christmas, Easter and so on) Museums Religious buildings Varied landscapes (Rivers / Seaside / woods / forests etc) Residential 			<p>Interventions:</p> <ul style="list-style-type: none"> Creative Therapies (Music / Art / Play / Lego / Counselling) Friends project DofE Independent Life Skills programme Forest School Work Experience 		

Subject	Year A			Year B		
<p>Cooking:</p> <p>Cooking will be taught as a bespoke session on a regular basis to help encourage students to gain the knowledge, understanding and skills around healthy eating, keeping safe in the kitchen, and preparing and making meals as independently as possible. Cooking will link into a number of curriculum areas and allow cross-curricular teaching opportunities, linking into World studies topics, elements of Maths, English, PSHE/ RSE, science and Computing giving students the opportunity to apply these skills into functional life situations. Students will be offered opportunities to source and purchase ingredients themselves and work through entire cooking processes so they understand where food comes from. A range of other specialist interventions and strategies will be utilised where appropriate to individual need.</p>						
	Term 1&2: <i>Chef Careers</i>	Term 3&4: <i>Healthy Eating</i>	Term 5&6: <i>International focus (varies yearly)</i>	Term 1&2: <i>Diet types (Vegetarian / Vegan etc)</i>	Term 3&4: <i>Freshness</i>	Term 5&6: <i>International focus (varies yearly)</i>
<i>Accreditation:</i>	OCR LLS / Jamie Oliver B-Tech / WJEC / AQA Unit Award Scheme					
<i>Enrichment:</i>	Enrichment activities: Community visits Shopping Using local amenities e.g. restaurants / cafes Residential experiences (Particularly Centre Parcs / Seastar)			Interventions: Independent life skills programme Work Experience SNAKKIES Wellbeing Plan		



Oak

In Key Stage 5 students on the Oak Pathway are consolidating and applying their learning in a range of functional and vocational experiences. Students work towards a range of accreditation, that reflects student's interests and the breadth of curriculum subjects on offer. Students are empowered to build appropriate relationships and develop the skills required for life as a young adult. There is a focus on learning both in and outside school, including in the wider community and the workplace. Student's independence is valued and we provide a safe, nurturing environment for students to make their own choices and to understand the consequences of their actions.

Curriculum Content (All subject areas will be delivered in the classroom, outdoors and/or in the community)

English, Maths, Employability Skills, Computing, PSHE, PE, Creative Arts, World Studies.

Enrichment Activities

Community visits,

Residential trips,

STEM Week

Duke of Edinburgh Award

Sports Leaders Award

Work experience opportunities.

Accreditation

Functional Skills

Life and Living Skills

Skills for Work and Life

BTEC Awards

Duke of Edinburgh Award

Sports Leaders Award

Arts Award.

Key Stage 4 Curriculum Grid

English				
<p>English planning and delivery will include phonics throughout, and will focus on continuing to develop and embed their knowledge and key skills practised in KS4. Students will be encouraged to develop culturally, emotionally, intellectually, socially and spiritually through a wide variety of texts and digital literacy. Students will be encouraged to apply their skills in reading, writing and the spoken language into functional tasks and activities within their local community, and within the class room to help them develop confidence and self-esteem, and work towards gaining the skills needed for their future endeavours. Students will have access to differentiated accreditation opportunities and this will be used as a means of demonstrating student progress and achievement. The planning will include community visits and be taught in a cross curricular way linking in with a range of other subjects. Throughout our English curriculum there will be focus that supports students to develop skills such as CV writing, interview skills, making phone calls, using technology for research and communicative purposes to prepare them for future employment opportunities where appropriate.</p>				
English:		Year A	Year B	Year C
	Topics:	Europe Antarctica Asia	Europe North America South America	Europe Australasia / Oceania Africa
Accreditation	Entry 2 / 3	Functional Skills EL2 / 3 or OCR LLS units: B10/ B15	Functional Skills EL2 / 3 or OCR LLS units: B11 / B17	Functional Skills EL2 / 3 or OCR LLS units: B13 / B18
	Entry 1	Functional skills EL1 or OCR LLS units: B01 / B04 / B07	Functional skills EL1 or OCR LLS units: B02 / B05 / B08	Functional skills EL1 or OCR LLS units: B03 / B09
	Enrichment Activities:		Interventions:	
	Community visits (e.g. museums linked to text, libraries, local amenities etc) World Book Day; Poetry Week Cooking Residential trips Work Experience activities		Additional: Independent life skills programme PECS Language Through colour SCERTS / Intensive Interaction / TEACCH Specialist English focus group Speech and Language Interventions EAL Programme	

Maths

The KS5 maths curriculum aims to build on learning from KS4 to further develop fluency, mathematical reasoning and competence in solving problems. The aim within KS5 is for students to apply their knowledge and skills into functional situations to help them with their daily living for example finances and time management. Other topic areas will include shape, space and measure, number and statistics. Planning will incorporate a variety of community based visits to help students practise and generalise their skills in daily life situations e.g. accessing local shops, cafes, sports centres, museums etc, and gaining independence in using their skills. Students will have a variety of differentiated accredited pathways available to them to demonstrate their ongoing progress and application. Throughout our Maths curriculum there will be focus that supports students to develop skills such as budgeting, creating daily routines, and so on to prepare them for future employment opportunities where appropriate.

Maths:		Year A	Year B	Year C
	Topics:	Europe Antarctica Asia	Europe North America South America	Europe Australasia / Oceania Africa
Accreditation	Entry 2 / 3	Functional Skill EL2 / 3 OR OCR LLS units: J06/ J11	Functional Skill EL2 / 3 OR OCR LLS units: J07 / J12	Functional Skill EL2 / 3 OR OCR LLS units: J09 / J13
	Entry 1	Functional Skills EL1 OR OCR LLS units: J04/ J05	Functional Skills EL1 OR OCR LLS units: J02 / J09	Functional Skills EL1 OR OCR LLS units: J03 / J06
Additional:	Enrichment Activities:		Interventions:	
	Community visits (e.g. cafes, museums, galleries, garden centres, DIY stores, supermarkets etc) Cooking STEM week Residential Work Experience		Independent life skills programme Specialist focus Maths group Travel Training TEACCH	

Computing

Computing will continue to build on the knowledge and skills learnt within KS4, and will encourage students to become digitally literate. Planning and delivery will be taught functionally to support our students to use and access technology in a safe and healthy way. Internet safety will be delivered as a standard element throughout every bespoke lesson, as well as teaching students how to effectively and safely access information. Where appropriate accreditation through OCR will be used to demonstrate student achievement and progress. Throughout our Computing curriculum there will be focus that supports students to develop skills such as keeping safe online, office skills and so on to prepare them for future employment opportunities where appropriate.

ICT		Year A	Year B	Year C
	Topics:	E-Safety Information Digital literacy	E-Safety Computer science	E-Safety
	Entry 2 / 3	Functional Skills EL2 / 3OR OCR LLS Unit: F7 / F10 / F12	Functional Skills EL2 / 3OR OCR LLS Unit: F08 / F09 / F13 / F15	Functional Skills EL2 / 3OR OCR LLS Unit: F11 / F14 / F16
	Entry 1	Functional Skills EL1 OR OCR LLS unit: F04	Functional Skills EL1 OR OCR LLS unit: F05	Functional Skills EL1 OR OCR LLS unit: F03 / F06
Additional:	Enrichment Activities:		Interventions:	
	Community visits (e.g. cafes, museums, galleries, garden centres, DIY stores, supermarkets etc) Cooking STEM week Residential Work Experience		Independent life skills programme Travel Training	

PSHE

PSHE is delivered on a daily basis throughout the 6th form, encouraging student independence as much as possible, and continuing to build on the knowledge and skills previously taught in KS4. However specific sessions will focus on the complexities of relationships throughout the year as well, and other more bespoke elements of PSHE will be incorporated into the curriculum. Transition, planning and preparing for adulthood will form a key structure to this curricular area, this will include engaging students in thinking about their hopes and dreams for the future in terms of independent living, employment, health and social opportunities. Our curriculum will support our students to develop the softer skills required for these.

PSD / RSE		Year A	Year B	Year C
	Topics:	Positive Relationships Keeping Safe Emotional Wellbeing	Developing Self Healthy Living Dealing with Problems	Rights & Responsibilities Leisure Online Safety
	Entry 2 / 3	OCR LLS unit: M31 / M34 / M11 / M12 / M32 / M15 / M25 Vocational EL3 B-Tech award	OCR LLS Unit: M13 / M23 / M27 / M14 / M24 / M16 Vocational EL3 B-Tech award	OCR LLS Unit: M10 / M26 / M18 / M29 Vocational EL3 B-Tech award
	Entry 1	OCR LLS Unit: M04 / M08 / M06	OCR LLS unit: M09 / M07	OCR LLS unit: M01 / M03
Additional:	Enrichment Activities:		Interventions:	
	Community visits International week Careers week Vocational Pathways Work experience opportunities Forest schools program Sports enrichment activities Residential experiences		Therapeutic interventions: Counselling, Play / Music / Art Therapy SMILE Therapy Independent life skills programme Travel Training	

PE

Offering opportunities to stay healthy and active will play a key role within the KS5 study programme, and will offer students the opportunity to explore the facilities available to them within their local community. Students will have options where they can choose which leisure based activities they would like to participate in and these will continue to build on the knowledge and skills learnt in KS4. Students will be offered the opportunity to gain accreditation in the OCR LLS programme if relevant or of interest to them. Throughout our PE curriculum there will be focus that supports students to prepare for adulthood in terms of managing and being aware of their own health and social opportunities.

PE		Year A	Year B	Year C
PE (Environment & Community)	Topics:	Games Leisure Orienteering Fitness	Games Leisure Orienteering Fitness	Games Leisure Orienteering Fitness
	Entry 2 / 3	OCR LLS unit: C07 / C09 DofE Sport &Leisure EL3 B-Tech award	OCR LLS unit: C08 / C10 Sports Leaders Sport &Leisure EL3 B-Tech award	OCR LLS unit: C11 Sport & Leisure EL3 B-Tech award
	Entry 1	OCR LLS unit: C02	OCR LLS unit: C05	OCR LLS unit: C03 / C06
Additional:	Enrichment Activities:		Interventions:	
	Access to community leisure centres (Canterbury College / Kingsmead etc) Sports Day / Week Swimming / hydro Gala DofE Residential experience Sports Leaders Sport &Leisure EL3 B-Tech award		Fizzy / Beam / Clever Fingers / Hands	

Employability

A high proportion of our students time table will be central to supporting them to consider their hopes and aspirations for their futures, and preparing for adulthood this will include considerations to independent living and employment if appropriate. These programmes will incorporate a high level of individualisation and will form part of each students EHCP plan. To facilitate this students will be offered a variety of work based and independent living learning experiences, and we will support students to achieving the qualifications they require in order to make steps to their next chosen destinations. These sessions will help prepare the young person for skills required within the work place, and will encourage them to develop a range of what we consider to be the softer skills (e.g. team work, problem solving, communication, and so on). Students (and their families) will be offered to have access to a variety of information about potential future destinations such as specific college courses, traineeships, apprenticeships and so on. We will work in partnership with a number of community projects where possible and endeavour to develop opportunities that are purposeful and meaningful to each individual.

Vocational:		Year A		Year B		Year C	
World of work Horticulture Home Management Hospitality & Catering Animal Care	Activities:	Terms 1-3: Sport & Leisure Construction & Engineering Health & Social Care ICT & Office Skills Creative arts	Terms 4-6: Land based studies Public Services Hospitality & Catering Hair, Beauty & Office Skills Performing Arts & Media	Terms 1-3: Sport & Leisure Construction & Engineering Health & Social Care ICT & Office Skills Creative arts	Terms 4-6: Land based studies Public Services Hospitality & Catering Hair, Beauty & Office Skills Performing Arts & Media	Terms 1-3: Sport & Leisure Construction & Engineering Health & Social Care ICT & Office Skills Creative arts	Terms 4-6: Land based studies Public Services Hospitality & Catering Hair, Beauty & Office Skills Performing Arts & Media
	Entry 2 / 3	C&G Skills for working Life EL3 B-Tech Awards OCR LLS units: D08 / D14 / E01 / N06 / N10 / N13 / N18			C&G Skills for working Life EL3 B-Tech Awards OCR LLS units: D09 / D12 / D15 / E02 / N07 / N09 / N17 / N16		C&G Skills for working Life EL3 B-Tech Awards OCR LLS units: D10 / D13 / D16 / E03 / N08 / N11 / N12 / N14
	Entry 1	OCR LLS units: D01 / D04 / N01			OCR LLS units: D02 / N02 / N05		OCR LLS units: D06 / N03

Additional:	Enrichment Activities:	Interventions:
	Work experience opportunities / placements e.g. Muddy Wellies, Food with Friends café, Construction, Trenley Park, Woodpecker Court Mini-Enterprise Tuck shop Careers Week Partnerships work with charities (including MENCAP) Open evenings / Coffee Mornings Multi-agency working	Impartial advice and Guidance meetings / sessions EHCP meetings Bespoke Transition programmes

Creative Arts

The creative arts (Music, Art, Drama) will form part of our students optional study programme and they will be able to choose which lessons they would like to participate in across the year. Students will be encouraged to continue building on the knowledge gained in KS4 and continue to facilitate their spiritual, moral, social and cultural development. These subject areas will also be utilised in cross curricular teaching styles, to enable students to develop their interests and motivators which may support them to develop hobbies, or possible employment opportunities for their future. These subject areas will also encourage students to develop softer skills (such as team work, problem solving, communication etc) that will support them in their future choices, which may include (for some); work place opportunities.

Creative Arts:		Year A	Year B	Year C
Activities:		Photography / Textiles / Resistant Materials / Art / Performing Arts	Photography / Textiles / Resistant Materials / Art / Performing Arts	Photography / Textiles / Resistant Materials / Art / Performing Arts
Entry 2 / 3		OCR LLS units: A04 / A07 Arts Award Bronze / Silver	OCR LLS units: A05 / A08 Arts Award Bronze / Silver	OCR LLS units: A06 / A09 Arts Award Bronze / Silver
Entry 1		OCR LLS Units: A01 Arts Award Bronze / Silver	OCR LLS units: A02 Arts Award Bronze / Silver	OCR LLS units: A03 Arts Award Bronze / Silver

Additional:	Enrichment Activities:	Interventions:
	Community visits International week Vocational pathway options	Art / Music / Play Therapy

World Studies

World Studies (RSE, Geography, History and Science) will form part of our students optional study programme and they will be able to choose which lessons they would like to participate in across the year. However there will be discrete Religious Studies sessions delivered within form times, where students will be encouraged to continue building on the knowledge gained in KS4 and continue to develop their own beliefs, values and attitudes and respecting those of others. Geography, History, Science and RS will form part of our cross curricular teaching methods, where students will be encouraged to continue to build on the knowledge about their local geographical and historic areas and use scientific enquiry to identify reasoning. These sessions will continue to support students to develop skills in preparation for adulthood such as team work, problem solving, communication etc to enable them to develop their own interests which will in turn support them to take part in choosing their future study or careers based pathways if appropriate.

World Studies:		Year A	Year B	Year C
	Activities:	Europe Antarctica Asia	Europe North America South America	Europe Australasia / Oceania Africa
	Entry 2 / 3	OCR LLS: E01 / M23 / C07	M26 / E02 / D09 / D15	M12 / E03
	Entry 1	C01	M02 / C02	Consolidation
	Pre-Entry	C01 / C04	B05 / M02	
Additional:	Enrichment Activities:		Interventions:	
	Church services (e.g. Harvest / Christmas / Easter) Community visits Residential experiences DofE Vocational pathway options			



PSHE

Curriculum Map

Our Vision

- ▶ At St Nicholas School, PSHE is taught in order to develop the qualities and attributes needed to thrive as individuals, family members and to be a part of society.
- ▶ Throughout the PSHE curriculum, we are guided by materials and frameworks from the PSHE SEND Association and EQUALS and within this an emphasis on the 5 areas of PSHE that reflect our St Nicholas Pathways; Cedar, Willow and Oak.
- ▶ Within this Curriculum Map, we aim to provide an outline of the content delivered in each of the pathways and Key Stages within each of the 5 areas of PSHE.
- ▶ The PSHE Curriculum Map signposts to other documents such as the RSE Policy, World of Work Policy, Computer Safety Policy and schemes of work such as EQUALS for PSHE and RSE, PSHE SEND Association, Jigsaw

The PSHE Curriculum Framework

- ▶ It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.
- ▶ Alternatively, a set of descriptors for 'working towards...', 'working at.../attaining' or 'working beyond/exceeding' using the learning outcomes in the grid could be used. Depending on the level of special educational need, pupils may be able to work only within the learning outcomes of one column, e.g. Encountering or Foundation. However, some pupils may be able to work progressively across the six stages with regular opportunities for revisiting and consolidation of previous outcomes. In this way, the framework could be adapted for groups of pupils or used to create a bespoke learning programme for individual pupils.
- ▶ The outcomes in the framework will support targets and identified areas of need in a pupil's EHC plan

Curriculum Pathways

- ▶ Each of the curriculum pathways identifies the learning outcomes for each topic area in progressive Key Stages. Starting with the first stage, Key Stage 1, Cedar through to Oak. Each pathway builds on the one before, assuming that pupils have met their learning outcomes.

Cedar	Willow	Oak
<ul style="list-style-type: none">• Effective engagement in the learning process• Underpinning learning	<ul style="list-style-type: none">• Fundamental learning elements• Increasing understanding of learning	<ul style="list-style-type: none">• Deepening of application of learning• Apply learning in different contexts

Curriculum Pathways cont'd...

- ▶ All students will have the opportunities, where appropriate/possible, to:
 - Experience taking and sharing responsibility
 - Feel positive about themselves and others
 - Reflect on their perceptions and experiences
 - Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
 - Carry out or take part in daily personal living routines
 - Make real decisions (with support where necessary so that they can act upon them)
 - Take part in group activities and make contributions
 - Develop and maintain positive relationships and interactions with others.
 - Recognise and celebrate their achievements and successes.

The Cedar Pathway

- ▶ PSHE is a core area of learning and curriculum for all learner of the curriculum. It allows pupils to acquire and develop necessary life skills at a level appropriate to their needs and learning style. As students learn to interact with the world around them, share attention and influence outcomes. Personalised learning programmes are at the centre of all learning through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE helps pupils to stay healthy, safe and prepared for life and work. They will be supported to transfer new developed skills across different contexts. Students learning on the Cedar Pathway will be encouraged to access a wide range of learning opportunities. At this level PSHE is explored by ways of promoting body awareness, interaction of familiar adults, using eye movements, symbols, hand movements and vocalisation, which will be fully or partially supported. Teachers differentiate planning to promote progression. *(Please see key stage areas for specific areas of progress)*

The Willow and Oak Pathways

- Many of the learning opportunities, particularly in key stages 3,4 and 5 refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; self regulation; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns. The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers should endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

Our PSHE Curriculum at St Nicholas School

- ▶ The planning framework and associated topics for PSHE are organised into **6 sections**
 1. Developing confidence, responsibility and making the most of their abilities (including independent living skills)
 2. Preparing to play a role as active citizens
 3. Developing a healthier, safer lifestyle
 4. Developing good relationships and respecting other people
 5. Relationships and sex education
 6. World of Work

Key Stage 1 Topics

1. Developing confidence and responsibility and making the most of my abilities (including independent life skills)	2. Preparing to play a role as citizens	3. Developing a healthier, safer lifestyle	4. Developing good relationships and respecting differences between people	5. RSE	6. World of Work
Knowing myself	Belonging to groups	Ourselves	Caring	Making personal choices	Jobs around the School
Being aware in the community	Looking after our environment	Food/exercise - 'healthy choices'	People around me	Personal responsibility	Jobs that help us
Independent life skills (including TAG, Dysphagia)	Fundamental British Values (FBV)	Safe use of technologies			Jobs we see around us
					Jobs we want to know more about and that we are interested in
					The benefits of work

Key Stage 2 Topics

1. Developing confidence and responsibility and making the most of my abilities (including independent life skills)	2. Preparing to play a role as citizens	3. Developing a healthier, safer lifestyle	4. Developing good relationships and respecting differences between people	5. RSE	6. World of Work
Being aware of my ability	Recycling	Medicines and drugs	Friends	Knowing how I am changing	Jobs around the School
Choosing	Rules	Healthy exercise	My family	Rights and choices	Jobs that help us
Communities	Topical issues	Keeping safe	Playing and learning together	Safety in the community	Jobs we see around us
Taking responsibility towards others	Valuing money	Growing and changing	Special days	Respecting privacy	Jobs we want to know more about and that we are interested in
Independent life skills (including TAG, Dysphagia)	Fundamental British Values (FBV)	Safe use of technologies			The benefits of work

Key Stage 3 Topics

1. Developing confidence and responsibility and making the most of my abilities (including independent life skills)	2. Preparing to play a role as citizens	3. Developing a healthier, safer lifestyle	4. Developing good relationships and respecting differences between people	5. RSE	6. World of Work
Recognising my needs	Everyday choices	Health and exercise	Changing relationships	My changing body	Jobs around the School
Risk assessment	Earning and spending	Leisure awareness	Self evaluation	Awareness and coping	Jobs that help us
Media and advertising	Groups I belong to	Healthy lifestyles	Respecting others	Being myself	Jobs we see around us
Communities and cultures	Helping others	Medicines and medication	Lifestyles	Community belonging	Jobs we want to know more about and that we are interested in
Money and environment	Looking after our school	Personal hygiene	Peer pressure	Personal sensitivity	The benefits of work
Feelings	newspapers	Exercise is fun	Making compromises, goodwill and conflict resolution	Human development	
Independent life skills (including TAG, Dysphagia)	Fundamental British Values (FBV)	Safe use of technologies			

Key Stage 4 & 5 Topics

1. Developing confidence and responsibility and making the most of my abilities (including independent life skills)	2. Preparing to play a role as citizens	3. Developing a healthier, safer lifestyle	4. Developing good relationships and respecting differences between people	5. RSE	6. World of Work
Self esteem	Accessing the community	Safe relationships and lifestyles	stereotypes	Understanding my bodily needs	Jobs around the School
Democracy and human rights	Banks and saving	Leisure and relaxation	Planning for the future	Teenage pregnancy	Jobs that help us
Change in the community	Decision making - voting	Personal care and hygiene	Working relationships	Sexual health	Jobs we see around us
Rights in the community	Looking after the environment	Drugs awareness	Ethnic diversity	Relationships and divorce	Jobs we want to know more about and that we are interested in
Co-operating	Rausug nibet fir cgaruty	Health yeating	Communicating about feelings and relationships	Pregnancy and birth	The benefits of work
Taking responsibility for employment	The media	Exrecice is fo rlife	Crisis and response	Sexuality and enjoyment	
Independent life skills (including TAG, Dysphagia)	Fundamental British Values (FBV)	Safe use of technologies			