



INSPIRE BELIEVE ENHANCE ACHIEVE

At Warmley Park School we believe in and value every individual and what they can aspire to. We strive to motivate pupils to reach their goals and beyond.

Warmley Park School Secondary Department offers provision for pupils aged 11—16 years with complex learning needs.

SECONDARY



SCHOOL SITE AND OUTDOOR SPACE

The school building is on a secure site on a single level and is fully accessible for pupils. With easy access to main hall, library, art room, dance studio and a Food technology room.

Our school has various outdoor spaces for pupils and classes to access. A main playground and a large field that pupils can enjoy. We have different play areas around the school that have play equipment for pupils to explore. The site has a developing woodland area with bat house and viewing platform. Next to the Nursery it has a growing Orchard. Our Food Technology room has direct access to a kitchen garden for pupils to tend and harvest for ingredients.



Enrichment

In order to build independence, our pupils experience learning in groups across the department as well as in their tutor group. There are plenty of opportunities for pupils to access a range of new experiences through our community partnerships. For example;

Bristol Bears Community Foundation, Flamingo Chicks, Nova Sports and Coaching

Pupils are involved in exciting physical activities and events that range from table cricket, tag rugby to wheelchair basket ball.



SECONDARY CURRICULUM



The Secondary Curriculum aims to support pupils to become independent. We follow a guided curriculum which is adapted for each pupil and their EHCP outcomes.

Our Curriculum Intent is based on the three concepts of Communication, Relationships and Independence

In KS4 the focus is on preparing pupils for College and Adulthood through ASDAN Transition Challenge and teaching of functional and life and living skills.

		Secondary Department Intent									
Intent	Curriculum Aims	Communication & Interaction	Cognition & Learning	Social, Emotional, Mental Health	Sensory / Physical	Self Care / Independence					
		Use of language, symbols, Makaton, CofE, AAC Motivation & intent to communicate Use of expressive and receptive language Ways to communicate needs/wants/preferences, opinions Play behaviour and communicating with others Conversation skills (intensive interaction to verbal conversation) Skills to be included with WPS peers and wider peers Forming and developing relationships with staff and students	Understanding and using cause and effect Imagining Looking Listening Counting Problem solving Ownership/responsibility Respond appropriately to changing environments/visuals/sounds Understanding and being curious Generalising skills across a range of contexts Groupwork/Modelling/Management skills/Therapy Goals	Connecting Connecting with others Confidence Self-regulation Taking positive health choices Coaching Social expression/health language Cooperation Establishing interaction with others Confidence Participating in different types of play Engaging in activities	Fine motor skills— threading, functional tray tasks e.g. stone maze Gross motor skills—agility Self-regulation skills / emotion coaching / Citizenship Award Skills Sensory workout skills—engaging in and re-writing Awareness of learning styles / schemas Healthy living—mental and physical	Personal care—toddling, showering, dressing Eating and drinking skills Travel training—WPS or South Glouce Community learning Functional skills / Life & Living Skills Work experience					
	Key Skills	Listening	Speaking	Problem Solving	Creativity	Staying Positive	Aiming High	Leadership	Teamwork		
Implementation	Areas of Learning	Literacy & Numeracy Reading, writing, number	Functional Skills Speaking & listening, reading, writing, number	Creative Development Music, art, drama, dance, animation, music therapy, pottery	The Wider World Geography, History	Physical Development PE, swimming, hydro, rebound	Independent Living Skills PSHE, cooking & cafe, personal care, careers and WEX, life & living skills, emotional literacy	Community Awareness Travel training, community visits, outdoor education, environmental issues	Science & Technology Science, Design Technology, ICT, e-Safety		
		Cross-curricular approaches - KS3 Topics / NQA Adaption Challenge and ASDAN									
		<p>Approaches</p> <p>Pre-Formal - a therapeutic, needs led approach based on EHCP outcomes. / Semi-Formal - content chosen to maximise engagement and build relationships with peers and adults / readiness for learning and progression to formal curriculum</p> <p>Formal - a subject specific approach based on the national curriculum subjects and other areas (above)</p>									
	Assessment	<p>Assessment</p> <p>Person centred assessment based on IEP's (taken from EHCP's) / ASDAN Transition Challenge (KS4) / Reading Schemes / Evidence—SeeSaw—progress over time /</p> <p>Assessment informs future planning / Pupil voice</p>									
Impact		Progress: EHCP outcomes, IEP targets, lesson content, behaviour for learning, accreditation, relationships, healthy and positive lifestyle choices, well-being surveys, enhancing future choices									

ACCESSING THE CURRICULUM



Our Warmley Park Family and Community believe in building positive relationships and creating an environment where pupils feel safe.