



Heltwate School

Curriculum Journeys

September 2020, reviewed January 2023

Heltwate Curriculum Journeys

At Heltwate children and young people are placed at the centre of all we do and what we offer. All of our children and young people have unique abilities (super powers) and ways of learning, these need to be built upon to make them as successful as possible. We have developed clear Curriculum Journeys' throughout the school (pathways), from Reception to Key Stage 5. Children's journeys will vary as they change and develop. Students may move from one journey to another as they progress or regress throughout their time at Heltwate.

Our Curriculum Journeys aim to:

- Enable all our pupils to develop their learning and skills to ensure they reach their full potential while in a supported and safe environment.
- Provide a rich, creative and engaging curriculum with endless learning opportunities to allow individuals to progress
- Promote an understanding of British values
- Provide functional and first hand learning opportunities to all our pupils
- Provide clear accredited outcomes for pupils at the end of Yr. 11 and Yr. 14.
- Enable pupils to become confident, resourceful, enquiring and independent learners
- Help our pupils to make sense of the world around them
- Enable pupils to be a part of their local community
- Enhance pupil's self-esteem and help them build positive relationships with other people
- Provide our pupils with the tools they need to communicate effectively
- Develop key skills in self-regulation, self –respect and to respect others
- Equip and prepare our students of skills needed in adulthood

Each Curriculum Journey is rich and varied in its content and underpins the ethos of the school and takes into consideration that every child is unique, they learn at different paces and have very different starting points.

Our Curriculum Journeys are carefully planned, highly differentiated and well resourced to meet the needs of all pupils. There is a high degree of personalisation, centred on what we know about them, their individual academic starting point, what they want and need for future aspirations and independence. The knowledge, visions and priorities of parents, carers and other professionals are captured regularly; these are incorporated into the individual pupil's journey.

It is fundamental to our pupils' future that we ensure that each individual has an effective communication method. We use a range of communication and engagement strategies, which may include, Attention Autism, British Sign Language (BSL), Picture Exchange Communication System (PECs) and/or Intensive Interaction for those pupils at a very early developmental level.

Each class has an overarching themed topic each half term or term. This allows teachers to plan and teach cross-curricular themed lessons that give children context for their learning. We are very fortunate to have access to four school minibuses, we use these to enrich our curriculum outside the classroom and provide pupils with the opportunity to develop key life skills within the local and wider community. Our older pupils are encouraged to take part in

school based enterprise projects and external work experience, independently or supported depending on the individual.

All of our Curriculum Journeys have scope to be adapted and developed to provide successful and suitably challenging lessons for **all** our pupils. It is the role of our experienced and skilled classroom practitioners to plan these lessons taking full account of all the needs of the pupils in their class.

Our classrooms and teaching areas are attractive, use high quality resources and are well maintained. It is of equal importance that we take account of the learning needs of the specific learning disabilities. Classrooms for pupils with Autistic Spectrum Condition (ASC) have low stimulus and minimal arousal, meaning that displays are kept to a bare minimum. Well-designed visual support materials are used throughout the school.

Early Years Foundation Stage		
Foundation		
<p>Learners follow the EYFS curriculum throughout their Reception year at Heltwate, through a topic theme each half term.</p> <p>There is a developmental curriculum which is assessed using the Development Matters framework.</p>		
Key Stage 1, 2 and 3 Curriculum		
<p>A decision about which pathway our pupils will follow is based upon their academic and social abilities. This allows us to plan an individualised curriculum based on the pupils' needs at each Key Stage. Pupils are continually assessed and can move between the three Curriculum Journeys during their time at Heltwate School</p>		
The Informal Curriculum	The Informal Curriculum	The Formal Curriculum
Engage	Explore	Develop
<ul style="list-style-type: none"> ● My Skills to Learn ● My Engagement ● My Development ● My Play to Learn 	<ul style="list-style-type: none"> ● My Learning ● My Communication ● Myself and Others ● My Care and Independence ● My Movement ● The World about Me ● Play to Learn 	<ul style="list-style-type: none"> ● My Learning ● Communication & Language ● Personal, Social & Emotional Care ● Physical Development ● Preparing for Adulthood

KS4 Curriculum

Pupils follow a broad and balanced curriculum and work towards the following qualifications, the accredited pathway that a child takes in KS4 will be determined by their academic achievements at the end of KS3. All children will have bespoke individualised accredited outcomes whilst also being part of a broad and balanced curriculum.

Heltwate Main Site

Heltwate St. George's

Discover

The pupils at KS4 are encouraged to **DISCOVER** what Post 16 opportunities options are suitable for them. Pupils are prepared for the academic grounding for this.

- ASDAN My Independence framework - Exploring Aspirations. Students gain certificates supporting the Preparing for Adulthood Pathways (Friends, relationships and community, Good health, Independent living and Employability)
- AQA Maths and English Pre-Entry Unit Award Scheme (UAS)

A topic themed, broad and balanced curriculum is taught and the pupils are working on the

- AQA Step Up to English
- AQA Step Up to Maths
- AQA Unit Awards
- OCR Life and Living Skills
- Duke of Edinburgh Award - Bronze

In addition, our pupils will aim to complete a block of work experience in a self-chosen area of interest, this is supported as each individual needs.

KS5 Curriculum

Stepping On

Pupils at KS5 are being encouraged to think about preparing for adulthood and **STEPPING ON**. They are encouraged to think about what key skills they need for their future beyond Olympic College.

Pupils entering our KS5 will be assessed as to which curriculum best suits their individual needs. This will be based on academic and soft skills assessments. All of our pupils at KS5 have been at Heltwate main site for their KS4 curriculum.

Pupils follow an individually mapped curriculum route which is bespoke to their academic abilities. All outcomes focus on Preparing for Adulthood outcomes (PfA)

Olympic College

Olympic Rainbow

- EQUALS Moving on 14-19 curriculum
- ASDAN Personal Progress
- ASDAN Workright
- Arts Award - Discover Level

- EQUALS Moving on 14 -19 Curriculum
- AQA Unit Award Scheme
- Arts Award – Discover Level

Curriculum and Accredited schemes

At Heltwate we understand that there is no single curriculum that suits all our learners and no 'set' of subject areas. We use a range of published materials and accredited bodies to help us shape the curriculum for our pupils. These include, The Early Years and Foundation Stage, Development Matters, The National Curriculum (2014). Cornerstones Education, Numicon, Storytime Phonics, PSHE Association Scheme for RSE, EQUALS Moving On 14 -19 curriculum, Letters and Sounds, ASDAN Accredited Awards, AQA Unit Award Scheme, OCR Life and Living, Arts Award, Duke of Edinburgh. All schemes comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE).

Heltwate Curriculum Journeys

Reception

Learners follow an Early Years Foundation Stage (EYFS) curriculum during their Reception year at Heltwate, through a topic theme taken from Cornerstones each half term. Our Foundation Curriculum is a developmental curriculum, which is assessed using the Development Matters framework in the prime/specific areas of learning. The curriculum develops play-based skills, engagement and sets the building blocks for independent learning, communication and interaction and social skills. The pupils all have Individual Learning Plans, targets are derived from the child's EHCPs, Development Matters framework and the Heltwate academic and soft skills tracking system. Our foundation autistic learners benefit from a structured and predictable routine approach which includes the use of visual time tables, now and next boards and visual communication methods.

Key Stage 1 – 3

When deciding which Heltwate Journey the child should embark upon within these Key Stages we take into account the child's academic developmental and social abilities and place the child on the appropriate Heltwate Curriculum Journey.

We have 3 potential journeys a child could take within Key Stage 1- 3 these are known as:

- **Engage**, main focus is early development skills of getting ready to learn, connecting and engaging
- **Explore**, main focus is communication and early development learning skills, life skills approach
- **Develop**, a formal curriculum driven outcome approach, an adapted National Curriculum

The curriculum is differentiated and individualised for each child within the class. We design and deliver lessons that are engaging and responsive to the individuals needs. Highly skilled, familiar staff are able to observe and interpret their responses in a positive way.

There is a continuous thread of British Values and Spiritual, Moral, Social and Cultural, (SMSC) experiences and opportunities provided throughout the curriculum content for individual, whole school and class level interaction.

Engage

The 'Engage' Curriculum Journey is planned to meet the needs of our pupils working on non-subject specific lessons within Key Stages 1 -3. Within this Curriculum Journey there is an even greater emphasis on the early development skills, getting ready to learn, connecting and engaging.

Some sessions are to be taught discreetly as the topic does not fit the statutory content e.g. SRE.

The curriculum is taught under four broad areas;

- My Skills to Learn,
- My Engagement,
- My Play to learn,
- My Development.

All pupils will have an Individual learning plan (ILP); this will clearly identify within the four areas what the pupil's individual targets are. Long term targets are derived from the pupils' EHCP early development targets. Academic and soft skills targets will be set from school assessments. These outcomes are broken down into smaller trackback steps that the child works on throughout the school day and in each lesson/session. The integration of pupils' individual therapeutic programmes into the curriculum and daily lessons is also a significant feature.

Explore

Our 'Explore' Curriculum Journey prepares children for learning. Pupils are on a non subject specific curriculum and are encouraged to explore interactive and creative activities to develop key learning and academic concepts within Key Stages 1 -3 developing fundamental skills in preparation for subject learning. The curriculum enables pupils to work at their own pace on targets that are suitable for the point at which they are in their learning, and ones which are relevant in preparing them for future learning and adulthood. The focus within this Curriculum Journey is on communication and early development learning skills and key life skills. Some sessions need to be taught discreetly as the topic does not fit the statutory content e.g. SRE.

This curriculum journey has the following learning area;

- My Learning,
- My Communication,
- Myself and Others,
- My Care and Independence,
- My Movement,
- The World about Me
- Play to learn

All pupils will have an Individual learning plan (ILP); this will clearly identify what the pupil's individual targets are. Targets will be set based on the outcomes on the pupils EHCP, academic

and soft skills targets will be set based on our school assessments. These long term targets are broken down into smaller trackback steps that the child works on throughout the school day and in each lesson/session. To achieve these targets some pupils may need extra provisions to support their learning and may have access to specialised resources, seating and programmes (including speech, sensory integration, feeding, physical). Use of alternative communication methods (BSL, PECS) and assistive technology (iPads and computer equipment). The integration of pupils' individual therapeutic programmes into the curriculum and daily lessons is also a significant feature.

Develop

Our 'Develop' Curriculum Journey is for pupils who are ready for subject specific teaching, to develop their subject knowledge and have the appropriate attention and engagement skills. The curriculum focuses on a termly topic; teachers plan and prepare lessons that have clear learning outcomes that are mapped to the 2014 National Curriculum. All lessons are creative and are differentiated to meet the needs of the pupils. Some sessions are to be taught discreetly as the topic does not fit the statutory content e.g. SRE.

The curriculum is divided into the following subject headings;

- My Learning
- Communication & Language
- Personal, Social & Emotional Care
- Physical Development
- Preparing for Adulthood

Key Stage 4

Discover

When deciding which Heltwate journey at Key Stage 4 a pupil should embark upon, we take into account the child's academic achievements at the end of Key Stage 3.

We have two potential journeys a child could take within Key Stage 4, and these are known as:

- **Discover at Heltwate**
- **Discover at St. George's**

Within each of the 'Discover' Journeys pupils will follow a broad and balanced curriculum that has an overarching topic theme each term. The pupils work towards a unique predicted accreditation route, the level and quantity of qualifications will be dependent on the individual pupil and the pathway they take at this stage.

Discover at Heltwate

'Discover at Heltwate' is based upon a topical theme from ASDAN My Independence framework- Exploring Aspirations. Pupils are working on gaining certificates supporting the Preparing for Adulthood Pathways (Friends, relationships and community, Good health, Independent living and Employability)

This Journey allows for a greater emphasis on life skills and communication. Pupils take part in functional lessons which build on preparing for adulthood outcomes supporting them for life, alongside working on EHCP outcomes. The integration of pupils' individual therapeutic programmes into the curriculum and daily lessons may also occur.

Pupils on this Journey are working at a lower cognitive ability than those at St. George's and therefore are likely to go on to a school based Post 16 placement.

Discover at St. George's

'Discover at St. George's is based on a topic themed, (Cornerstones) broad and balanced curriculum which is modified for the needs of the students, based on the 2014 National Curriculum. Individual predicted accredited outcomes are set by the teacher to work towards by the end of Year 11. These are appropriate to their ability (Entry level 1, 2, 3). The class teacher will teach the majority of lessons with some subject specialist teaching. Pupils take part in subject specific lessons alongside working on EHCP outcomes that focus on Preparing for Adulthood (PfA) outcomes.

This Journey ensures all pupils achieve nationally recognised qualifications before the end of their time at Heltwate School enabling students to progress onto higher levels of study that would normally be undertaken at college.

We offer the following qualifications;

- An Award in OCR Life and Living Skills in home management at Entry Level 1, 2 or 3
- AQA ELC Maths
- AQA ELC Literacy
- AQA ELC PSE
- AQA Unit Awards in various subject areas, inc. PSE, Literacy, Numeracy
- D of E Bronze award.

Pupils within this Journey will undertake a short work experience placement; this could be supported or not depending on the individual's ability.

Key Stage 5

Stepping On

The 'Stepping On' Journey comprises a personal progression pathway, which prepares students for adulthood with a study programme using the EQUALS MOVING ON scheme. There is a specific focus on life skills, community involvement, enrichment, employability including work related and vocational learning throughout the 16+ study programme.

Pupils entering our Post 16 will be assessed as to which Curriculum Journey best suits their individual needs; this is based upon their academic and soft skills assessments. Pupils follow an individually mapped curriculum route, which is bespoke, to their academic abilities. All outcomes focus on Preparing for Adulthood outcomes (PfA). There is a focus on preparing students for further progression and reaching positive destinations in adult life. These destinations include higher education or further training, employment and / or independent living.

Stepping On – Olympic College

Pupils on this Journey tend to require less adult support than Olympic Rainbow in their daily routines. Pupils access the community for sessions/lessons to equip them with important community participation skills. The pupils on this journey will work on themed units taken from EQUALS Moving On 14-19 Curriculum while also working towards a mapped, personalised accredited qualification/certificate outcome. Pupils take part in running the Post-16 enterprise project 'Munchbox Cafe' on a weekly basis. The Munchbox cafe is open each Friday for pupils, staff and the public. Pupils learn key skills in hospitality.

Pupils follow different units of accreditation leading to qualifications/certificates of achievement in:

- ASDAN Personal Progress
- Arts Award, Discover Level
- ASDAN Workright
- Duke of Edinburgh Award, Silver
- EQUALS moving on 14-19 curriculum

Stepping On – Olympic Rainbow

Pupils on this journey tend to require more structure and support in their daily routines. Pupils will work on themed units taken from EQUALS Moving On 14-19 Curriculum, which is mapped to an individual accredited qualification/certificate pathway.

Pupils follow different units of accreditation leading to qualifications/certificates of achievement in:

- EQUALS moving on 14-19 curriculum
- AQA Unit Awards
- Arts Award, Discover Level

Assessment and Progress

We know all our learners are capable of making great progress over their school lives and we have very high expectations for all. We believe that students' achievements; both soft skills and academic, should be celebrated at school and home to highlight their learning and progress.

We expect to see all children making progress, whether that be linear or vertical progression based on their initial baseline assessment. Close scrutiny and monitoring of progress will identify those pupils who are making good progress and those not making progress, and this will promote constructive conversations as to why.

Throughout the school day, staff will take photographs and videos of the children to celebrate their successes and experiences and use a formative assessment tool 'Earwig' to share this learning journey for all our pupils. We will track student's achievements and progress using the Heltwate assessment frameworks in academic achievement and independent living and self help. Through the parent portal on Earwig, parents are encouraged to play an active role in their child's learning by uploading observations to their child's timeline to celebrate their child's achievements.

Achievement is continuously logged by class staff and other professionals against individual learning targets. Pupil Progress dialogue conversations happen formally three times a year, line managers conduct these meetings and talk about the impact of the curriculum upon the learners in the classroom. In addition, they quality assure evidence against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required.

Information from these meetings is evaluated, key children who are a concern are identified, closer scrutiny of these pupils is made in between meetings.