

EXETER HOUSE SCHOOL CURRICULUM OVERVIEW



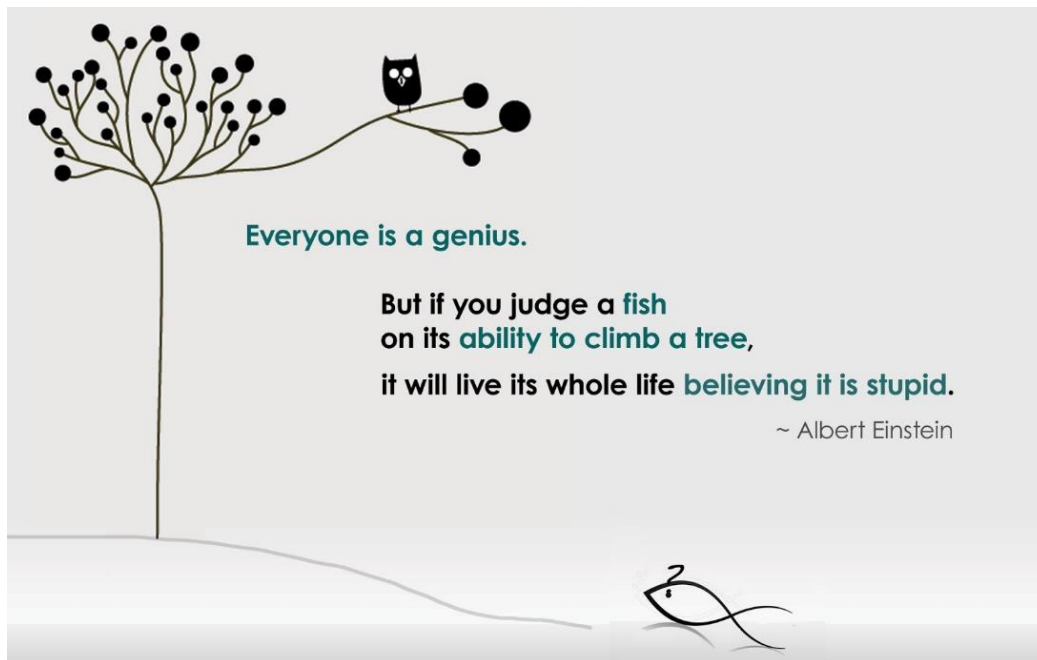
EXETER HOUSE SCHOOL

2023

At Exeter House we are determined to provide all students with a full and broad learning experience that supports them in overcoming their barriers to learning, develops their skills and knowledge and prepares them for a rich and fulfilled life beyond school. The curriculum we have designed enables us to develop increasingly independent and successful young people who can transition into adulthood as effectively as possible.

Developing communication and independence is central to meeting the needs of our young people and this is embedded throughout our curriculum across the full age range and need of our students. We design personalised learning programmes that provide an appropriate balance between academic and personal development for each individual. We pride ourselves on looking at each of our students as an individual and creating an educational journey through the school that enables them to develop the core skills needed in life and learning.

We aim to provide an education that changes lives through increasing aspiration and ensuring access, opportunity and possibility for all.



School Organisation

The school is organised into four departments, located across four buildings which pupils move through largely by age. Each department provides a curriculum designed to meet the needs of the pupils at that phase of their journey and to prepare them for the next:

EYFS – Lower School – Middle School – Upper School

In addition to these four departments, we have 3 Resource Base classes located in Wyndham Park Infants' School and St. Mark's Junior School. Students in our Upper School attend the Vocational Centre, apart from some students in the PMLD or Autistic Spectrum classes. Teachers work closely with the Upper School team to ensure access to the ASDAN Awards.

Early Years

In Early Years we aim to ensure that every pupil has an outstanding start to their education at Exeter House School, ensuring that each child's learning is personalised to their abilities, needs and stage of development. In the Early Years the majority of learning takes place through play and a key focus of the curriculum is developing early skills and behaviours for learning, communication and independence. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the school community.

Lower School

In Lower School we prepare the children for a life of learning, whatever their specific needs may be. We build on their Early Years' experience and provide a broad and balanced curriculum designed to meet the individual needs of the pupils

at this phase of their journey, and to prepare them for the next. We aim to equip our children with the ability to communicate effectively and have an awareness of themselves and others. We develop their social, attention and engagement skills through a play-based curriculum which allows the children to explore and experience their environment at their level. We celebrate achievements, however small they may seem; we know that they are in fact significant and meaningful. Our children leave the department confident in their own abilities and ready for the next challenges that they are offered.

Middle School

The Middle School Department fundamentally believes in enhancing the skills our students have already obtained and preparing them for their next stage of education which could be our Vocational Centre or the more bespoke 10 – 19 Complex Needs class base that cater to the very individual needs of some of our students. Across all the classes within the Middle school department there are common themes which we all aspire to. We are developing skills which promote communication, problem solving and independence. We are providing the opportunity for students to become confident in their own decision making and supporting them as they transition not only through school but life itself.

Upper School

In Upper School we prepare the students for life beyond school, whatever their specific needs may be. The curriculum in the Upper School changes from the Middle School to reflect the change in emphasis in preparing our young people for life beyond school. We want them to be confident, independent and responsible individuals who feel equipped to make informed choices about their futures. We

consolidate students' prior study and aim to broaden and develop previous skills and develop the students' ability to interpret and understand a variety of forms of communication in a social context.

There is particular emphasis on developing communication, independence and life skills in preparation for adult life. In the Upper school we provide the skills and knowledge needed to manage everyday routines and procedures. We celebrate success and achievement and all our students leave with accreditation based on their personal learning pathway. Our students leave the department confident and prepared for the next challenges and opportunities ahead of them.

Alongside our departmental structure we also provide specialist pathways for those pupils who have more complex learning and support needs. These pathways whilst offering a more specialist educational experience are intertwined within our departmental structure offering pupils a personalised programme which combines a specialist curriculum and elements of the departmental curriculums.

Autism Spectrum Specialist Pathway

This pathway is designed for those learners with more complex Autism and who therefore require a more specialised learning environment and approach to teaching and learning. There are currently four Autism Spectrum specialist classes: Within these classes we understand that the students all have their own specific barriers to learning and require a personalised curriculum tailored to meet individual needs.

Each class adheres to the Autism Education Trust (AET) Progression Framework in conjunction with the Lower, Middle or Upper School planning framework. For our 14 – 19 year old students there is a shift in focus so that there is a greater emphasis on preparation for life after school, whatever their pathway may be.

Complex Needs Specialist Pathway

This pathway is for learners with PMLD (Profound and Multiple Learning Difficulties) and those who have more complex learning needs and therefore require a more sensory based approach to learning. These classes span all the Key Stages of a child's educational journey at Exeter House School (Early Years to Post 16). There are currently two Complex Needs Specialist classes.

Within the PMLD/Complex Needs specialist classes we understand that the students all have their own specific health, physical and/or cognitive barriers to learning and require a personalised curriculum tailored to meet individual needs.

Classes follow The Equals Pre-Formal Curriculum in conjunction with the Lower, Middle or Upper School planning framework. A few pupils may also access aspects of Development Matters and The Semi-formal Curriculum as part of their personalised learning. In our oldest Complex Needs class, we move away from The Equals Curriculum and work towards ASDAN Personal Progress Certification in the PMLD modules. Within these modules, we aim to consolidate the skills that pupils have learnt over their time in previous classes, and maintain them through a variety of activities. We work on broadening their experiences, particularly in regards to communication and social skills, in mind that this will aid in their transition from school into adult provision when they leave.

At every stage of their education, each child's strengths and needs are considered carefully and the best Curriculum pathway for them is chosen and reviewed regularly. This means that challenge is pitched at just the right level for each learner to make the best progress possible from Early Years right through to Post 16 and beyond.

Curriculum Pathways

Lower School	Development Matters <ul style="list-style-type: none">➤ Communication & language➤ Physical Development➤ Personal, Social & Emotional Development➤ Literacy➤ Maths➤ Understanding the World➤ Expressive Arts & Design	
Middle School	Development Matters <ul style="list-style-type: none">➤ Communication & language➤ Physical Development➤ Personal, Social & Emotional Development➤ Literacy➤ Maths➤ Understanding the World➤ Expressive Arts & Design	Semi-Formal Curriculum <ul style="list-style-type: none">▪ My Communication▪ My Thinking & Problem Solving▪ My Play & Leisure My Independence▪ The World About Me▪ My Creativity
	Formal Core Curriculum <ul style="list-style-type: none">○ Literacy○ Maths○ Science	
Upper School	Post 14 & Post 16 Curriculum <ul style="list-style-type: none">❖ Functional Skills<ul style="list-style-type: none">○ Maths○ English○ ICT○ Science (Post 14 only)❖ Personal & Social Development❖ Vocational Skills and Work-Related Learning❖ Accessing the Community & Independent Travel❖ Work Experience & Enterprise❖ Enrichment Activities	

Autism Curriculum – Across All Age Groups	Social Communication Social Interaction Social Imagination & Flexibility Sensory Processing Learning Emotional Awareness & Self Awareness ▲ ▲ ▲ ▲ ▲ ▲	The Equals Pre-Formal Curriculum– Across Lower & Middle School	Communication and Social Sensory Physical Cognition and Challenge Self-Determination and Independence Creative Well-being
		16 – 19 Complex Needs Curriculum	•Encountering experiences: being part of things •Engaging with the world around you: people •Engaging with the world around you: events •Engaging with the world around you: objects •Engaging with the world around you: technology •Engaging with the world around you: therapies.

Curriculum Strands

Regardless of which Curriculum Pathway learners take there are five overarching strands that are built into all aspects of our curriculum. At each phase of their educational journey the balance of these strands may be different based on the identified priorities for that age group and/or individual. However, each phase is designed to build on what has come before and prepare for what is coming next, with the overarching aim of preparing all learners for life after school. These 5 strands are evaluated within the Annual Review process as well as being tracked through the core curriculum targets.

Five Strands

- Social and Emotional
- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Independence

Overarching Curriculum Strands

		Social & Emotional		Cognition & Learning	Communication & Interaction		Sensory & Physical		Independence	
Lower School	Development Matters Curriculum	Personal, Social & Emotional Development	ELSA / Forest Scho	Literacy Maths Understanding of the World	Communication & Language	Speech And Language Therapy	Physical Development Expressive Art & Design	Physio / Rebound Therapy / Physio / Forest Sch	Physical Development	Occupational Therapy
	Autism Curriculum	Emotional Understanding & Self awareness		Learning	Social Interaction Social Communication		Sensory Processing		Independence & Community Participation Social Imagination & Flexibility	
	Pre-Formal	Well-being		Cognition and Challenge Creative	Communication & Social		Sensory Physical		Self-determination & Independence	
Middle School	Development Matters Curriculum	Personal, Social & Emotional Development	ELSA / Forest School	Literacy Maths Understanding of the World	Communication & Language		Physical Development Expressive Art & Design		Physical Development	
	Semi-Formal & Formal Curriculum	My Thinking & Problem Solving My Creativity		Literacy Maths Science My Thinking & Problem Solving The World About Me	My Communication		My Play & Leisure My Creativity My Thinking & Problem Solving		My Independence	
	Autism Curriculum	Emotional Understanding & Self-awareness		Learning	*Social Interaction *Social Communication		Sensory Processing		Independence & Community Participation Social Imagination & Flexibility	
	Pre-Formal	Wellbeing		Cognition and Challenge Creative	Communication & Social		Sensory Physical		Self-Determination and Independence	
Upper School	Post 14 & Post 16 Curriculum	Personal & Social Development Enrichment	ELSA / Forest Sch	Functional Skills	Personal & Social Development		Enrichment		Work Experience & Enterprise / Accessing the community & independent travel / Vocational Skills & Work Relate learning / Personal & Social Development	

	Autism Curriculum	Emotional Understanding & Self-awareness		Learning	Social Interaction Social Communication		Sensory Processing		Independence & Community Participation Social Imagination & Flexibility	
	14 – 19 Complex Needs Curriculum	Encountering experiences: being part of things		Engaging with the world around you: technology Engaging with the world around you: objects	Engaging with the world around you: people		Engaging with the world around you: therapies.		Engaging with the world around you: events	

Topic Cycles

A rolling programme of termly themes are in place across all three departments to provide a context for learners to engage with the curriculum. Themes have been selected with the age of the learners in mind and to motivate and stimulate pupils to engage with the learning process. Following a theme for a term ensures sufficient time is given to provide depth and coverage, as well as to ensure pupils have plenty of opportunities to practice and consolidate new skills.

Year	Term	EYFS	Lower school	Middle school	Upper school
Year 1	Autumn Term	Traditional Nursery Rhymes	Traditional Stories	Our Favourite Stories and Authors	Time
	Spring Term	Dark and Light	Night and Day/Time and Space	The Solar System	Imagination
	Summer Term	Colours	Weather	Weather and the Seasons	Blue Planet
Year 2	Autumn Term	Exploring our Environment	At Home and Around the World	All Around the World Explorers of the 7 continents	Patterns and Design
	Spring Term	If you go down to the woods today...	Animals	Living Things and Their Habitats	Emotions
	Summer Term	How Does your Garden Grow?	Plants	<i>All Around the World Explorers of the 7 Continents 2023</i> The Rainforest	Green Planet
Year 3	Autumn Term	All About Me	Me and My Friends	The Human Body	Trade
	Spring Term	Fairytales	Prehistoric Creatures	Time Travelers: Exploring the Past and Present	Popular culture
	Summer Term	At the Seaside	Under the Sea	Oceans and Seas	Red Planet

Year 4	Autumn Term			Festivals and Celebrations	
	Spring Term			Materials	
	Summer Term			A World of Sport	

The Wider Curriculum

We have a proud history of being a forward-looking school and are always searching for innovative ways to further improve the curriculum for our young people in order to offer as broad, rich and stimulating learning experience as we can.

We are able to offer our learners a range of regular on and off-site enrichment activities including Forest School, use of the Hydro pool, Music Therapy, Rebound Therapy, gym sessions, swimming at the Five Rivers Leisure Centre, Riding Therapy, as well as accessing various local and community facilities. All of our older students have the opportunity to undertake the Bronze Duke of Edinburgh Award if they wish to and our secondary aged students can access an Outdoor Pursuits Residential week.

We work closely with our external colleagues such as Physiotherapists, Occupational Therapists and Health professionals to meet the physical and medical needs of our young people. In addition, we employ our own full time Occupational Therapist who works closely with our class-based staff teams to develop functional independence skills and to support the extensive work we do on Sensory Modulation, as we recognise the significant impact this can have on a learner's well-being and therefore their ability to access the learning experiences we offer. These therapeutic approaches enable our students to participate in and successfully manage the activities that they want, need or are required to do at school, at home or during their free time. These therapists have the skills and expertise to identify the personal, task and environmental factors that support or inhibit students' development, participation and achievement.

Access to creative experiences is an important and powerful aspect of our curriculum offer. We are fortunate to have developed partnership work with some inspirational local Arts groups. Each year we work with La Folia to create unique performances using the mediums of music and drama. We also work in partnership with Salisbury Playhouse's Youth Theatre section, offering a weekly after school drama club, but also have the opportunity to work with national companies for a focused week each year in which the drama students help devise and create a

performance piece. Our performances with both these groups at local venues such as the Art Centre, Salisbury Playhouse and the Cathedral enable students to develop a wide range of skills, have a powerful impact on their personal and social development, enable us to strengthen our links with our local community and perhaps most importantly give our young people opportunities to showcase what they can achieve and how amazing they are.

Developing the curriculum and evaluating its impact

Although our curriculum has a clear strategy and approach it is also flexible and adaptive to need as well as new innovations and approaches. The development of the curriculum is an ongoing process which is fundamentally interlinked with the development of teaching and learning and our assessment processes, and as such requires many systems, approaches, strategies and inputs in order that consistent reflection and improvement is maintained. This strategic approach towards how we monitor its effectiveness and appropriateness ensures our curriculum offer has maximum impact.

Curriculum Entitlement

In order to ensure we are providing a broad and balanced curriculum we have developed our entitlement, where we set suggestions about how much time per week each subject area or experience should be allocated. Teachers have the freedom to plan their own timetables, with the expectation that these guidelines are broadly followed. There may be instances where students may not receive as many sessions as their peers if they are accessing other experiences or associated therapies. Teachers will look at the balance of these sessions over the course of a term or year.

Each department has mapped out its entitlement and have broadly included the three main pathways: pre-formal, semi-formal and formal. We recognize that learners may not be fixed on one pathway. For example, a learner may be able to access a formal pathway for phonics but semi-formal for maths, or vice versa. Knowledge and understanding of the approach that each learner needs are essential to ensure the correct pathway is followed and the most appropriate strategies are used to support learning and progress.

Early Years Foundation Stage

Curriculum Area	EYFS		
	Pre-Formal	Semi-Formal	Formal
Total Communication Approach	<p style="text-align: center;">All day Every day + 1 explicitly communication activity per day Intensive Interaction Story Sharing Attention Wiltshire Social Interactions Scaffold language at child's level + 1 word Core Boards to model vocabulary in all every activity throughout the day. Means, Opportunities, Reasons and Expectations to communicate throughout the day</p>		
Communication	Adult modelling and daily opportunities for using both high and low tech ALDs including Makaton, Core Boards and Super Core. Planned opportunities for work on individual communication targets 3x a week minimum		Daily opportunities for developing communication and contributing to small group sessions with relevant scaffolds in place e.g. Core Boards.
Phonics Daily	Developing attention and listening skills- Curiosity Programme, Attention Wiltshire Recognition of objects and symbols Exposure to different sounds in the environment and through music Intensive Interaction	Daily specific individual, paired or small group phonics activities using Attention Wiltshire or sensory activities	Daily group activities using a Systematic Synthetic Phonics Programme, SSP (Bug Club)
Reading	Weekly Sensory Story Story Massage	Sensory Story Story Massage Daily opportunities for looking at books with an adult Weekly library session Symbol recognition and matching objects and symbols	Individual reading book- daily Weekly library session
Writing	Daily opportunities for developing communication	4x short sessions a week fine motor or mark making using sensory activities/ TEACCH boxes	1x sessions a week taught handwriting and letter formation 4x sessions fine motor or mark making
Maths	Daily opportunities for recognising changes including same/different, passage of time, object permanence	3x a week maths focused session using Attention Wiltshire, TEACCH workstations or sensory activities	3x a week maths focused sessions as part of a group Daily opportunities for subitising, counting, writing numbers, solving number problems and finding

	Opportunities to explore number using songs/ rhymes	Daily opportunities for number recognition and counting e.g. using number songs or as part of daily routines or number of the week	quantities as part of a daily challenge/ continuous provision
Science	Opportunities for experiencing outdoors in different weather Developing understanding of cause and effect through daily activities Daily opportunities for exploring materials	1 focused session for knowledge and understanding of the world using sensory activities	1 focused session for knowledge and understanding of the world and exposure to more science-based vocabulary
RE	One themed day per term to promote RE experiences where children experience immersive learning opportunities tailored to their individual needs/learning styles. including where appropriate visiting places of worship and meeting people of different faiths.		
Collective Worship	10 minutes a day		
Independence	All day every day, interwoven into all activities, plus as needed for work towards EHCP outcomes for all pupils		
PSHE/RHE	Embedded throughout day	Embedded throughout day Where appropriate 1 sensory/ play based session per week	
Play & LOC	Learning takes place through a play-based curriculum throughout the day. Modelling of how to play takes place in outdoor areas, soft play and classroom spaces and where appropriate structured play sessions are timetabled to teach specific play skills one to one or in pairs.		
World around Us	Opportunities for experiencing different local environments e.g. on trips out Opportunities for experiencing different celebrations or festivals Developing understanding of cause and effect through daily activities	1 focused session for knowledge and understanding of the world using sensory activities Opportunities for experiencing different celebrations or festivals	1 focused session for knowledge and understanding of the world and exposure to a wider range of vocabulary about the world around us Opportunities for experiencing different celebrations or festivals and the vocabulary associated with these
Water based activities	Class based water play as part of learning experiences Where appropriate access to hydro and jacuzzi according to need- ideally each class should have termly access to hydro and weekly access to jacuzzi		
PE	One session per week		
Forest School	One session weekly		
Careers	Implicit through knowledge and understanding of the world/ PSRE topics- e.g. people who help us		
Creative Arts	At least one creative opportunity per week which could/should link to other subjects		
Performing arts	At least one creative opportunity per week which could/should link to other subjects		
IT	Cross-curricular use and access to class ICT weekly		

Lower School

Curriculum Area	Lower School		
	Pre-Formal	Semi-Formal	Formal
Total Communication Approach	<p style="text-align: center;">All day Every day + 1 explicitly communication activity per day Intensive Interaction Story Sharing Attention Wiltshire Social Interactions Scaffold language at child's level + 1 word Core Boards to model vocabulary in all every activity throughout the day. Means, Opportunities, Reasons and Expectations to communicate throughout the day</p>		
Communication	Daily opportunities for developing communication through use of low tech and high tech ALD's	Daily opportunities for developing communication and contributing to small group sessions with relevant scaffolds in place e.g. core boards. Opportunities to communicate with peers on a 1-1 level with adult support.	Visuals to support the development of core and session-based vocabulary. Peer to peer dialogue consistently encouraged and supported across learning and social times
Phonics	Developing attention and listening skills- Curiosity Programme, Attention Wiltshire Recognition of objects and symbols Exposure to different sounds in the environment and through music Intensive Interaction	Paired or small groups phonics activities overlearning phase 2-phase 3 graphemes (e.g. 1 set per big term) and focusing on blending. Utilising multisensory approaches to learning to support engagement.	Daily group activities using a Systematic Synthetic Phonics Programme, SSP (Bug Club)
Literacy	Implicit throughout the day linked to reading and writing activities.	3 explicit and 1 implicit sessions per week that sequence children's learning showing progress over time.	Evidence of weekly sequential learning within Literacy topics.
Reading	Implicit throughout the day. Using symbols and communication system and developing joint attention skills.	Specific reading skills such as comprehension and sight word reading targeted in sequenced literacy sessions as well as developing a love for story.	Specific reading skills such as comprehension and sight word reading targeted in sequenced literacy sessions as well as developing a love for story.
Writing	Daily opportunities for developing communication, fine motor and gross motor skills.	4x short sessions a week fine motor or mark making using sensory activities/ TEACCH boxes or sensory activities	1x session a week taught handwriting and letter formation 4x sessions fine motor or mark making e.g. incorporated as part of morning work/literacy sessions

Maths	Daily opportunities for recognising same/different, passage of time, object permanence Opportunities to explore number using songs/ rhymes	3x a week explicit and 1 implicit maths focussed sessions using a combination of approaches such as Attention Wiltshire, TEACCH workstations and sensory/physical activities Daily opportunities for number recognition and counting e.g. as part of daily routines and responsibilities such as counting the books for classroom job. Evidence of small steps sequential learning	3x explicit and 1 implicit maths focussed sessions as part of a group Daily opportunities for subitising, counting, writing numbers, solving number problems and finding quantities as part of a daily challenge/ continuous provision. Evidence of weekly sequential learning within maths topics
Science	Opportunities for experiencing outdoors in different weather Developing understanding of cause and effect through daily activities Daily opportunities for exploring materials	Sensory Science-based activities. Minimum of 1 a week	Sequence based science sessions building early science skills and vocabulary
RE	One themed day per term to promote RE experiences where children experience immersive learning opportunities tailored to their individual needs/learning styles. including where appropriate visiting places of worship and meeting people of different faiths		
Collective worship	10 minutes a day 20 minutes once a week	10 minutes a day 20 minutes once a week	10 minutes a day 20 minutes once a week
PSHE/ Relationships education & Health Education	Embedded throughout day	1 session per week. Embedded across group work, social playground times and trips.	1 session per week. Embedded across group work, social playground times and trips.
Careers	Implicit through knowledge and understanding of the world/ PSRE topics- e.g. people who help us		
Independence	All day every day, interwoven into all activities, plus as needed for work towards EHCP outcomes for all pupils		
Play & LOC	Learning through play all day Daily 20 mins, 60 mins break times	Play incorporated into the curriculum including consistent modelling of how to play and using play to access learning across the curriculum through the use of outdoor spaces, breakout rooms/corridors and sensory builders trays/water trays. Daily breaktimes 2 x 15 mins, 1 x 60 mins (spread out over lunchtime including 30 mins access to big playground)	Playful opportunities to learn across the curriculum. Playful acknowledgement of children's sensory needs through effective use of spaces for active learning e.g. outdoor areas, corridor areas and tough trays etc.
World around Us/Topic	Immersive learning opportunities through topic-based learning	Immersive learning opportunities through topic-based learning. Topical vocabulary embedded across the curriculum as well as 1 topic-based session per week (e.g. science topic crossover)	Knowledge of a topic built through immersive learning opportunities across the curriculum so that children can begin to link learning across the curriculum.
PE			
Creative Arts	At least one creative opportunity per week which could/should link to other subjects	At least one creative opportunity per week which could/should link to other subjects and develop key skills over time.	At least one creative opportunity per week which could link to other subjects

Performing Arts	At least one music/drama opportunity per week which could/should link to other subjects	At least one music/drama opportunity per week which could/should link to other subjects and develop key skills over time.	At least one music/drama opportunity per week which could link to other subjects and develop a specific skill.
IT	Cross-curricular use and access to class ICT weekly.		

Middle School

Curriculum Area	Middle School		
	Pre-Formal	Semi-Formal	Formal
Total Communication Approach	<p style="text-align: center;">All day Every day + 1 explicitly communication activity per day Intensive Interaction Story Sharing Attention Wiltshire Social Interactions Scaffold language at child's level + 1 word Core Boards to model vocabulary in all every activity throughout the day. Means, Opportunities, Reasons and Expectations to communicate throughout the day</p>		
Phonics	Daily reading and sound exposures throughout the day	1 x 20-minute Sensory based phonics session a day	1 x 20-minute SSP session a day
Literacy	Implicit throughout the day to include reading and writing. Tailored to individual need.	1 Explicit session a day to include reading and writing.	1 Explicit session a day to include reading and writing. Implicit / cross curricular opportunities to write daily. Reading Scheme 1:1 daily
Maths	1x Session a week with a Maths learning Focus Daily exposure to number including workstation tasks	3 x Sessions a week with a maths focus including workstation tasks Daily exposure to number	5 x Explicit 30-minute sessions a day 3 x number 2 x shape / space and measure
Science	Implicitly throughout daily routines and activities such as sensory exploration and walks/visits to different environments.	Implicitly through communication throughout the day. Explicitly 1 session a week through a range of activities (bucket, sensory exploration, topic etc.)	Implicitly through communication throughout the day. Explicitly 1 x 45 minute session a week through a range of activities (bucket, sensory exploration, topic etc.)

RE	1 themed day every term		
Collective worship	1 x 15-minute session daily		
PSHE/ Relationships, Sex and Health Education	Implicit throughout the day	Embedded throughout day. 1 session a week with a PSHE learning focus.	1 x 45 minute session per week
Independence	All day every day, interwoven into all activities, plus as needed for work towards identified EHCP outcomes for specific pupils		
Play & LOC	All activities throughout the day to have a play based approach. Pupils are able to choose their leisure activity for 30 mins per day.	1 hour break times daily	1 hour break times daily
The World around Us / Humanities			Implicitly through cross curricular subjects
Water based activities	Access to Hydrotherapy / Jacuzzi / Swimming sessions based on individual need / referall	Access to Hydrotherapy / Jacuzzi / Swimming sessions based on individual need / referall	1 X 30 minute Session per week Swimming at Five Rivers
PE	1 x hour a week		
Forest School	1 x hour a week		
Careers	N/A		
IT	Implicit use of individual ICT aids and access to class ICT	Implicit use of individual ICT aids and access to class ICT	1 x hour a week (cross curricular) Implicit use of individual ICT aids and access to class ICT
Creative Arts	At least one creative opportunity per week which could/should link to other subjects		
Performing Arts	At least one music/drama opportunity per week which could/should link to other subjects		

Upper School

Curriculum Area	Vocational Centre	
	Formal	Semi-formal
Total Communication Approach	<p style="text-align: center;">All day Every day + 1 explicitly taught communication activity per day Intensive Interaction Story Sharing Attention Wiltshire Social Interactions Scaffold language at child's level + 1 word Core Boards to model vocabulary in all every activity throughout the day. Means, Opportunities, Reasons and Expectations to communicate throughout the day</p>	
Literacy (reading and writing)	<p>Implicit throughout the day in majority of subjects. Taught explicitly in literacy lessons 1 hour, twice a week. Taught in a Literacy Cooking Planning session, 1 hour a week, on a fortnightly basis (rotation of students).</p>	<p>Implicit throughout the day in majority of subjects. Taught explicitly in literacy lessons 1 hour, twice a week. Taught in a Literacy Cooking Planning session, 1 hour a week, on a fortnightly basis (rotation of students).</p>
Maths – including Number	2 hours a week explicit maths lessons including number as part of rolling cycle	2 hours a week explicit maths lessons including number as part of rolling cycle
Science	1 hour weekly KS4 only	
RE	1 RE topic per big term	
Collective worship	1 x 30 minute session a week	
PSHE	1 hour per week, in explicit lesson	
RSE	Covered within PSHE, ELSA and Careers lessons	
Play / Leisure & LOC	Daily 45 mins	
Daily Living skills	1 hour a week	
Design and Technology	2 x 1 hour sessions a week. Taught in 'woodwork' sessions once a week, and through 'enterprise' sessions, also once a week.	
Cookery	1 hour a week Additional opportunities in Community slot (1 hour-1hr30) once a week	
Shopping	1 hour per week on fortnightly rotation	
PE	2 x 40 minute sessions a week	
Swimming	1 session a week, for one term	
Careers	7 hours per year Post 17 class – 1 x 45 minute session per week	
IT	Incorporated into ASDAN, Literacy and Numeracy sessions	

Creative Arts	Taught explicitly in 1 x 1 hour session, weekly	At least one music/drama opportunity per week which could/should link to other subjects
Performing Arts	At least one music/drama opportunity per week which could/should link to other subjects	At least one music/drama opportunity per week which could/should link to other subjects

In addition to this document, each department has its own Curriculum Overview with a more detailed breakdown about their specific aims and approaches:

EYFS

Lower School

Middle School

Upper School

Resource Bases