National Autistic Society | Sybil Elgar School

Curriculum Policy

This guidance is to be read in conjunction with related National Autistic Society Policies

Declaration

Sybil Elgar School does not promote partisan political views. School promotes British Values.
The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The SEND Code of Practice 2014, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.
School has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principal
Date of document	July 2021
Latest revision	October 2024
Signed Chloe Phillips Principal	

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National Autistic Society | Sybil Elgar School

Sybil Elgar School Mission Statement

We are committed to ensuring that every autistic student has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.
We want to ensure that all our young people have purposeful and enjoyable experiences at Sybil Elgar, preparing them for the opportunities, responsibilities and experiences of later life. This is achieved by ensuring that all students have access to an aspirational broad, balanced, motivating, relevant curriculum with clear outcomes and an emphasis on Quality of Life. Students at Sybil Elgar all have an Education and Health Care Plan outlining individual difficulties in language and communication, social awareness and imagination.
Every aspect of the students' care and education is tailor-made for them using approaches that The National Autistic Society has tried and tested over many years.

Sybil Elgar School Ethos and Philosophy

- We put the needs of our children and young people first. We are resolute in our commitment to ensuring their right to a quality education and to be treated with dignity and respect which we do with compassion, kindness and sincerity.
- We are non-judgemental and celebrate diversity. We unreservedly accept all our children and young people as part of our culture and community
- We promote that compassion, tolerance and positive intervention can effect change.
- We believe in a strong and transparent partnership with parents, carers and families, including other professionals around each family.
- Our empowering teaching approach puts our autistic students at the centre of all we do and always looks ambitiously towards next steps and preparation for meaningful adult living.
- Our curriculum is broad, balanced and creative with enhanced access to the community with positive opportunities for sensory, physical, social communication and practical living skills. It is underpinned by established research and effective autism specific best practice.
- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.
- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn

independence skills and gain qualifications to be as autonomous and fulfilled as possible.

- We are committed to Equal Opportunities and all that implies.

Introduction

This Policy is written within the context of the vision and values of the National Autistic Society

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and interested stakeholders. The policy incorporates our aims values and ethos as well as describing the approach to our curriculum, the content and the highly specialised approaches for teaching complex autistic students. The curriculum is the basis for our school to provide a meaningful and effective education. We believe this should be as broad and balanced as possible, preparing our students for adulthood and tailored to meet individual needs. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

The design of the curriculum is led by the Senior Leadership Team (SLT). All staff, including Teachers, Transdisciplinary Team (TDT) and Keyworkers work closely together to develop the curriculum, which means there is real ownership and understanding as it evolves. Consistency is vital for our students, therefore any changes to the curriculum are carefully researched and considered.
Further information about Therapeutic Interventions and individualised programmes and how these integrate into our curriculum can be found in section 3.

Context of School

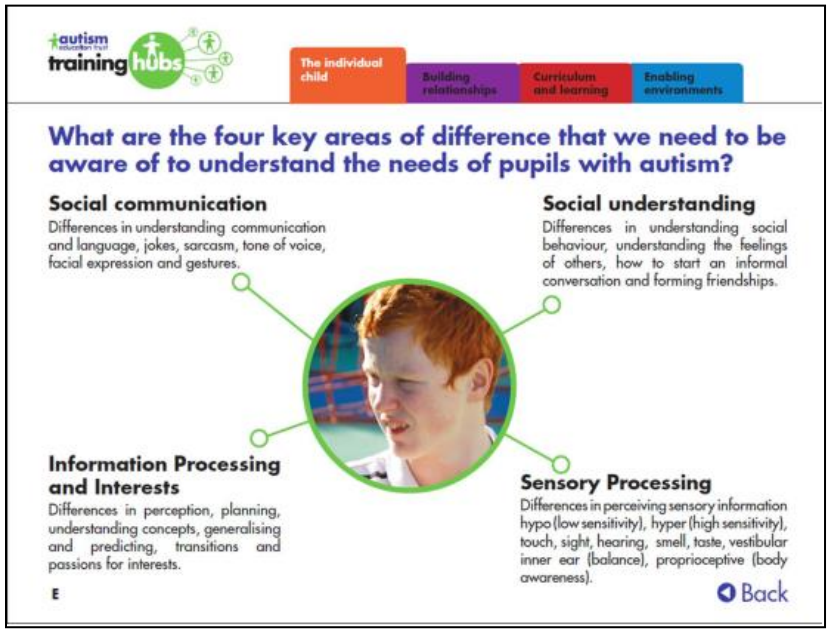
The Sybil Elgar School is part of the National Autistic Society. All of our students have a diagnosis of Autism and they all have an EHCP.

The School currently has 96 students across our two sites in West London aged 4.5-22 years.

All our students experience extreme and complex behaviours creating significant barriers to learning; many

having come to us due to their needs only being able to be met in our very specialised setting. Student referrals and intake occur throughout the academic year allowing us to support excluded students and those who are out of education. Many of our students have complex family and/or social care needs, including a large cohort of Children with Social Workers, LAC and CIN. We are proud that our children and staff come together from diverse backgrounds.
In addition to a primary diagnosis of autism and the four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs



our typical current cohort of students have significant global delay and severe profound and complex multiple learning difficulties.

They may demonstrate features of emotional and behavioural difficulties, may be highly withdrawn or isolated, may be hyperactive, extremely disruptive and lack concentration and focus.

Most will have immature social skills and may present extreme challenging behaviour arising from other complex special needs.

For example, some of our most able students may have additional emotional and sensory needs including extreme anxiety and /or depression, which can result in self-harming, obsessive behaviour and eating disorders.

A high proportion of our student population may also be affected by specific disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA) attachment disorder, anxiety disorder or, more rarely, schizophrenia or bipolar disorder.

A significant proportion of our student cohort may also have Dyslexia and Dyspraxia.

Intent

Sybil Elgar School

National Autistic Society

Our Ethos and Philosophy

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- We promote that compassion, tolerance and positive intervention can effect change.
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- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.
- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn independence skills and gain qualifications to be as autonomous and fulfilled as possible.

We are committed to Equal Opportunities and all that implies.

The underpinning ethos of Sybil Elgar is that all children and young people should be given the utmost beneficial opportunities to experience, learn, achieve and gain qualifications through experiences which will add value to their lives now and into the future.

We aim to improve the quality of life for our students, to ensure their safety and wellbeing and to increase their breadth of experience.
Atypical behaviours are accommodated in a positive and empowering learning environment, which supports students to develop alternative functional skills and strategies that can be adopted in the wider community.

We celebrate diversity and ensure that every student has full access to a suitably ambitious curriculum to meet their needs and prepare them for the next step in their education or training; including those who have been out of education for extended periods of time or previously were unable to succeed in other settings.

The central intent of the curriculum is to improve the quality of life for our autistic students.

It is centred on these needs and strengths which are identified in individual Education and Health Care Plans (EHCPs) and the corresponding agreed developmental goals. This ensures that our autistic students with highly complex needs develop the knowledge and skills to learn and make progress now and in the future.

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Sybil Elgar School

We intend that all our students will achieve ….

- Happiness
- A good quality of life
- Meaningful occupation beyond school
- Self-esteem and pride in themselves
- Assertiveness and self-advocacy
- Academic competency and achievement
- Qualifications and credits
- Literacy, both functional and for pleasure
- Functional and financial numeracy
- Meaningful, caring and respectful relationships. Friends
- Successful communication with others
- Independence, as is safely possible, with their everyday care and living tasks
- Understanding and cooperation when people are trying to help

- Awareness, responsiveness and safety from danger.
- Fitness and the ability to make healthy lifestyle choices
- Mental and Emotional Wellbeing
- The ability to access community and social activities safely and appropriately
- Self-moderation of both their own sensory and emotional levels
- A range of relaxation activities
- Enjoyment in leisure and self-occupancy activities
- Coping strategies and skills to find solutions for the challenges of everyday living
- Competence with technology
- Knowledge about the wider world
- Curiosity and to want to continue to learn and to be the best they can be.

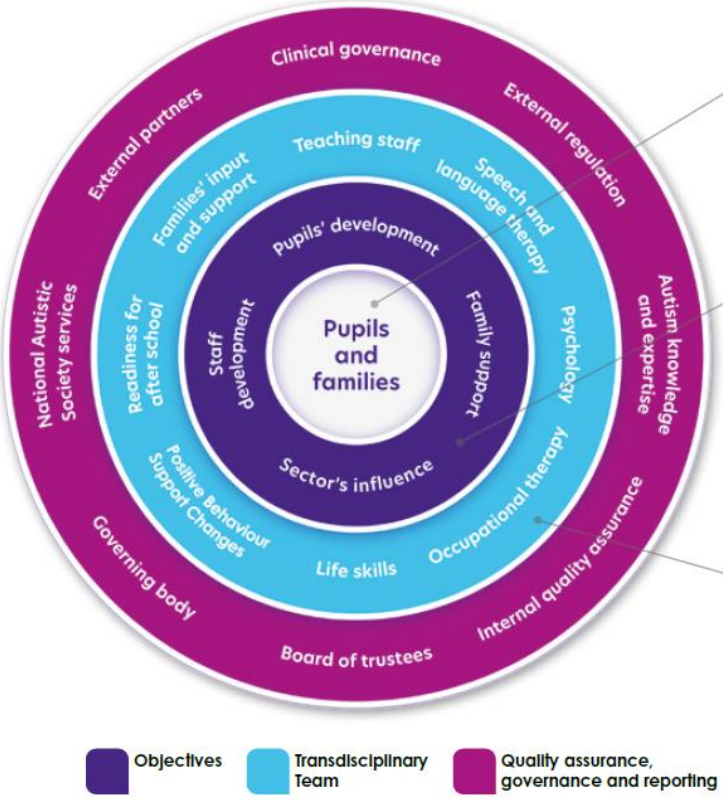
- We are innovative and follow best practice and legislation to ensure that we provide an outstanding autism specific curriculum.
- The curriculum is individually tailored, differentiated, enriched and therapeutic with a focus on developing strengths, learning and development.
- The curriculum is based on rigorous and holistic assessments which acknowledge the challenges and difficulties faced by autistic students.
- Ensures every student achieves their maximum potential and that their achievements are evidenced and celebrated.
- Transferable skills for adult life; occupational skills and the world of work underpinned by external accreditation.
- The curriculum establishes support strategies to develop resilience and teaches self-management and communication skills. It empowers students to develop tools for life using fully integrated therapeutic support, designed to suit individual paces and learning styles.
- Equality of opportunity, access and Inclusion includes well planned and Risk Assessed Community Access, and enhanced access to outdoor learning, sensory and physical activities.
- Planned relaxation, personal and self-occupancy skills and opportunities to develop personal interests enhanced by the creative and expressive arts.

Curriculum Design

The National Autistic Society Quality of Life Framework

The major objective of this framework is to ensure we plan each student's educations carefully and cohesively, every student is entitled to an education and every student deserves to have access to the best possible developmental opportunities so that they learn more and do more, preparing themselves for life after school. Our students learn in happy and safe learning environments that are able to support their individual needs as autistic learners.

QoL & Well-being – NAS QoL Framework



Pupils and families at the centre of our Transdisciplinary Approach.

Supporting pupils and families' involvement in planning, coproduction, collaboration and evaluation.

Pupil Development –through individualised assessments, formulation, implementation, evaluation, communication.

Staff Development – through training, supervision, appraisals, reflective practice, professional development, research-evidence-based practice and practice-based evidence.

Families' development.

Learning skills that support self-regulation, enabling independence, social participation and well-being.

Supporting in understanding barriers to teaching and learning.

Enhancing strengths, and resources, supporting pupils' aspirations and providing opportunities. Developing skills which support social communication, social interaction and social understanding.

Working as Teams and as a whole school approach.

Our QoL framework includes:

- Putting the student voice and family at the centre of the assessment and planning process.
- Assessing our student's quality of life using a range of indicators and surveys.
- Combining support and development across academic, vocational, life skills, occupational health, psychological, speech and language, and pastoral inputs
- Working with colleagues in partner organisations and Incorporating autism best practice to support individual development
- Ensuring each student has a nominated keyworker who has the potential to change a student's life by being the key advocate for the student in school and key point of liaison for the parents.
- Ensure our curriculum supports students in developing the skills they need now and will need in the future to have the best possible quality of life
- Our QoL framework is built on the National Autistic Society's position that parents and young people need to be full participants in decision making and that we should be working together to support autistic young people to live the lives they want as they move towards adulthood.

The Sybil Elgar Curriculum Model

informed by the National Autistic Quality of Life Framework as over:

Sybil Elgar School Curriculum: The Big Picture

National Autistic Society | Sybil Elgar School

Intent
What are we trying to achieve?

Curriculum values:		Positivity	Mutual Respect	Ambition	Voice	Choice	
Curriculum aims:	Bespoke Planning For Each Student	Build Confidence To Live As Independently As Possible	Develop The Knolwedge and Skills: Now and For The Future	Able To Participate In Their Local Community			
Focus on learning:	Learn More Do More	Skills eg: Communication, social, work related	Knowledge and understanding eg: big ideas that shape the world				
The curriculum will...	...demonstrate best practice for autistic young people	...be engaging and enjoyable	...promote community and environmental values	...be supported by a therapeutic milieu	... shape each child's provision around their EHCP agreed development goals	...provide individual pathways	

Implementation
How do we organise learning?

The Quality of Life Curriculum:	Engagement			Enrichment			Academic / Vocational			Personalised Provision			Therapeutic Input		
Means of delivery:	Core Lessons & Options	Breaks & Lunchtime	Tutor Time	Transitions & Transport	Community Events	School Ethos (models)	Community Access & Navigation	Whole School Focus Days	Structured reflection	Student council	Therapy	College Placements	Perform - ances	Displays	Work Related Learning
Whole curriculum dimensions:	Confidence	Independence	Future Options / Employability	Empowerment	The 'Arts'	Outdoor Learning	Food Catering & Hospitality	Enterprise	Pupil participation Empowerment and Voice	PE: Health, Fitness and Wellbeing	PSHCE (Inc. RSE & Brit. V.s)	??			
Statuory guidance and expectations	"A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." Amanda Spielman HMCI (2018)														

Impact
How well are we achieving our aims?

Evaluating Impact	Does every pupil enjoy school?	Is every pupil progressing as a reader?	Aspirational expectations for all pupils	Is every pupil progressing with their confidence	Is every pupil equipped with sufficient core skills to take their place in the world of work?	Does every pupil hhave a voice?	Is every pupil sufficiently independent to thrive as adults in society?	Do all pupils have the knowledge and understanding to make healthier lifestyle choices?
Accountability measures	Optimum attendance. Positive engagement. Participation and achievements.	Recorded progress as a reader Achieving beyond expectations	Staff and pupils share ambitious targets and goals Progress towards goals monitored regularly	Measurably more confident than on arrival	Recorded progress towards core skills Clear pathways to employability	Able to participate in society and make their 'voice' heard? A role in school and/or beyond	Experiences to enhance Independence Linked external accreditation.	Completed Health, Fitness & Well Being Passport Living healthier lifestyle than on arrival at TCES

Implementation

Cohesive pathways from 4-22

Extensive and ongoing assessment of all students from Key Stage 3 onwards identifies them to learn through one of three broad pathways, which are then further broken down. Students in Early Years and Primary are taught together in nurturing chronological groups, with opportunities for individual, small group and independent learning, overseen by the class teacher together with keyworkers and TDT. Pathways are provisionally identified and are confirmed at the start of the Secondary phase. There is more information about how students are taught in their different Key Stages later in this document.

Curriculum Pathways

Three Main ways that our students will access learning at Key Stages 3, 4 and 5

Individual Sensory Explorers

- Students in this group have significant difficulties accessing group learning, due to significant sensory needs, rigid behaviour patterns; including PDA or present with significant anxieties and / or behaviours that put themselves or others at risk of harm. Approximately 8% of our students

Global

- This is our main cohort, about 90 % of students across School. Typically the students in this group will be autistic and have severe learning difficulties (PL3 – NCL1)
- Students benefit from being in and learn from being taught in groups, which are further differentiated by ability (see next slide)

(External) Challengers

- Students who are particularly gifted or who have strong vocational interests in one or more areas. These students benefit from specialist advanced teaching, including from tutors, accessing mainstream settings and Remote Learning. Can be taught as part of a group , where there is an appropriate peer group. Typically about 5% of our population, increasing at Post 16.

Outcomes and key Areas of Study are defined for each pathway. All students, especially those with 'spiky profiles 'can be on a mixture of the three pathways and can move between them, depending on progress and engagement throughout their career at Sybil Elgar. Pathways are not necessarily hierarchical in terms of educational attainment. They are designed to provide the optimal learning opportunities for individual autistic students.

Curriculum Pathways. Broad Descriptors

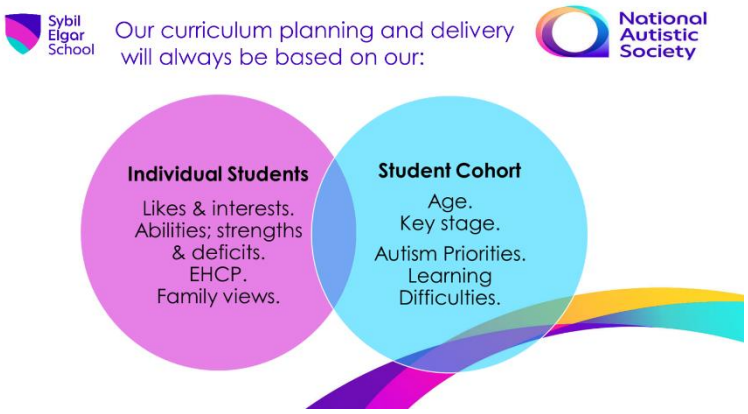
Pathway	Cohort	Learning Activities focus	Led by	Assessment	Outcomes
Individual Sensory Explorers	SLD PDA	Sensory Experience Physical Curriculum Engagement AET	TDT Teachers Keyworkers	Photo, Video Testimony Attendance Incident Recording	Safely and confidently: engage and cooperate with others access the community Self-occupy and regulate ASDAN Transition challenge (Sensory Experience, 1 - 4 modules)
Global Explorers	SLD PL 3- 4	Sensory Exploration Physical and practical Community learning AET	TDT Teachers Keyworkers	Photo Video Testimony	Safely and confidently: Independently Self-occupy and regulate Engage and cooperate with others with a wide range of living skills DoE, ASDAN Transition challenge (PP, 4 modules). Functional Skills Entry Level
Global Discoverers	SLD PL 5 - 7	Physical and Practical Community learning Semi-formal Vocational Internal	Teachers	Photo Video Testimony	Independence in self-care, DoE, ASDAN Workright, Internal Work Experience placement, ASDAN Transition challenge (PG – I, 4 modules) Foundation Skills Entry Level, towards Level 1
Global Challengers	MLD PL7 – NC 2	Practical Academic / pre-formal Vocational / Community	Teachers	Photo, video Coursework, Teacher marking and assessment Formal Assessments	Supervised Community Access, DoE, ASDAN Workright, External Work Experience placement ASDAN Transition challenge (VP – I and Silver, 4 – 5 modules). Foundation Skills up to Level 2 BTEC, Entry Level, Level 1, GCSE
(External) Challengers	MLD / MH	Academic / pre-formal Vocational / Community	Teachers Tutors	Exams External moderation	Supervised - Independent Community Access. Foundation Skills up to Level 3, BTEC, GCSE, A Levels, DoE, Apprenticeships

Our curriculum follows the pathways outlined above and is personalised based on student's EHCPs. Each student has enhanced access to a wide range of physical, sensory outdoor and practical activities; and creative and expressive arts as appropriate.

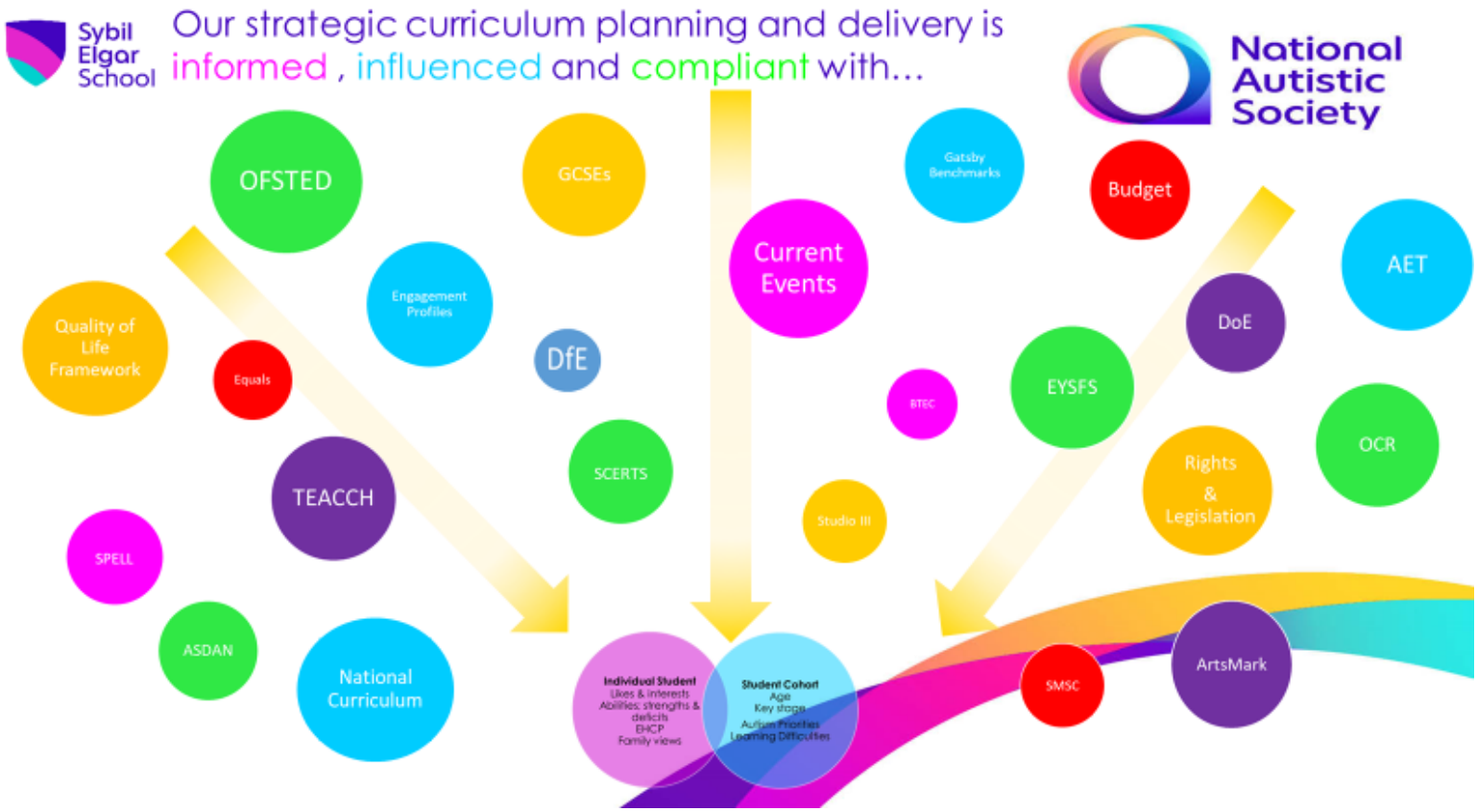
Cohesive pathways ensure that there is a planned approach for skills and knowledge progression, linked not just to cognitive levels but also linked to the developmental and chronological needs of all students. Where there is a 'barrier' due to learning or physical difficulties, this will ensure that key concepts can be refreshed and further generalised at all key stages without repetition of learning activities. Assessment is lateral to demonstrate progress in generalisation, engagement and refinement of skills. This will improve the quality of experience, motivation and engagement for these students. Cohesive pathways promote a genuine progression, enabling the development of special interest areas, further accreditation, careers and key skills for each individual.

Pathways also promote the development of social skills and friendships as students are encouraged to learn with other compatible students wherever possible.

Whilst we are ambitious for all our students to achieve the best they can, we also work with families and students to support their understanding and realistic expectations about what they can do and achieve. Our students may demonstrate 'patchy' progress and there may be periods of regression. We tirelessly and creatively look for ways to enhance the experience of learning and to generalise skills in as many functional and enjoyable ways as possible.



All students, regardless of which pathway they are on have a curriculum that is tailored to meet their needs. We have established Schemes of Work for our Global Students, which are then personalised to the student and their group. Students from the other pathways, Individual Sensory



Explorers and External Challengers, are aligned to the global group as much as possible and appropriate to promote cohesion and shared experiences. Students can and do move between pathways as appropriate to their needs. Curriculum schemes are informed by developmental factors, qualifications and DfE guidelines.

Our Curriculum Framework and approach to teaching autistic students is both creative and underpinned and supported by a wealth of assessment documentation and established researched supporting material including the following:	
EHCPs **E**ducation **H**ealth and **C**are **P**lans	Individual plans and profiles including Sensory, Positive Behaviour, Communication, Medical and Academic targets. Foundation for whole curriculum for every student. Therapeutic support and framework Emphasis on Transdisciplinary embedded approaches, promoting wellbeing. Embedded in daily learning. The four broad areas of SEND need are: • communication and interaction. • cognition and learning. • social, emotional and mental health difficulties. • sensory and/or physical needs. We also address the post 14 area at all ages: • Independence and Community participation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Quality of Life Framework	Linked to the NAS Ensures we plan each student's education carefully and cohesively. Puts student/ family voice at centre of all planning. https://dy55nndrxke1w.cloudfront.net/file/24/gVCUl2ZgBolQvrgVtRFgztfK1Q/NAS%28AT%29%20QoL%20Policy%20SO-03.pdf
OIF 2019 **O**fsted **I**nspection **F**ramework	Statutory regulations. Curriculum Broad and balanced schools to ensure all students have access to this https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework
SPELL **S**tructure, **P**ositive approaches and expectations, **E**mpathy, **L**ow arousal, **L**inks	The NAS framework for understanding and responding to the needs of autistic students and adults. Emphasizes ways to change and adapt the learning environment and our approaches to meet the specific needs of each person Recognizes the individual and unique strengths and needs of each student and emphasizes that planning, intervention and monitoring be organized on this basis. It provides a context for and is complementary to other approaches, notably TEACCH. See below. https://www.autism.org.uk/what-we-do/professional-development/the-spell-framework
Autism Accreditation	NAS Quality control. Looks at whole school autism culture- currently Sybil Elgar School is designated Advanced Status. https://www.autism.org.uk/what-we-do/best-practice/accreditation

SCERTS (**S**ocial **C**ommunication, **E**motional **R**egulation and **T**ransactional **S**upport)	The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in: • Social Communication • Emotional Regulation • Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings. Students are supported by a sensory and physical curriculum which acknowledges the need for self-regulation, readiness to learn and functional communication skills. This is underpinned by the use of SCERTS https://scerts.com/
TEACCH **T**raining and **E**ducation of **A**utistic and related **H**andicapped **C**hildren	Evidence based academic programme that focuses on autistic students as visual learners. Teaching and intervention strategies are adapted to skills interests and needs. Focus on emerging skills Based on individual assessments and individualized programmes Supports both work and 'learning to learn' skills and leisure and social activities. Enable techniques to be used collaboratively across settings Acknowledge and positively supports perceptual and sensory difficulties which may be barriers to learning. We follow the TEACCH philosophy of providing a curriculum around our autistic students that makes the most of their individual strengths and works around their areas of difficulty. TEACCH is based on the unique learning needs of autistic people including: · Strengths in visual information processing · Difficulties with social communication, attention and executive function https://teacch.com/
Studio III	A training programme for all staff in positive behavior support across all settings; instrumental to accessing learning for many of the students. Emphasis on the teaching of alternative and functional skills for each individual and the reduction of restrictive practices. Positive Behaviour Support approach empowers all involved to adopt more efficient, positive, and less harmful ways to fulfil their individual needs. These can range from developmental, educational, social, psychological, biological needs, which form the foundations for a meaningful and fulfilling life (QoL). There is a focus on using evidence-based tools to enable staff teams to better understand the individual they support, thus enabling services to improve the support offered. Underpinned by the PERMA model **P**ositive emotion, **E**ngagement, **R**elationships, **M**eaning and **A**ccomplishment) https://www.studio3.org/

National Autistic Society | Sybil Elgar School

The National Curriculum	The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages. We adapt this for our autistic children and, depending on pathways offer the following subjects: • English • Mathematics • PSHCE – including RSE and Careers • Science • Humanities – Geography and History • Religious Education • Art and Design • TED: Technology, Enterprise and Design • Cookery • Physical Education and Community Links https://www.gov.uk/government/collections/national-curriculum
EYFS **E**arly **Y**ears **F**oundation **S**tage Statutory Framework	Used throughout EY and Primary Department. Sets the standards for learning, development and care in Early Years settings. It ensures that children learn and develop well and are kept healthy and safe. The 7 areas of learning and development: The 3 prime areas: • communication and language • physical development • personal, social and emotional development The 4 specific areas: • literacy • maths • understanding the world • expressive arts and design; being Imaginative and Expressive https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
AET **A**utism **E**ducation **T**rust	Includes a comprehensive assessment tool for students with autism. Designed to support in identifying learning priorities and measuring progress in areas that fall outside the national curriculum. Also provides strategies, programmes, training, and resources. The assessment framework covers the following areas: • Communication and interaction • Social understanding and relationships • Sensory processing • Interests, routines and processing • Emotional understanding and self-awareness • Learning and engagement • Healthy living • Independence and community participation https://www.autismeducationtrust.org.uk/
Equals	A developmental curriculum for students with additional needs, enabling personalisation. Start at the beginning of the learning journey and aim for the highest level of independence possible. Facilitates planning, assessment and recording in relation to personal learning goals. Incorporates MAPP (managing and assessing personal progress.) Quality Assurance Informal Curriculum: • My Sensory Play • My Communication

	• My Physical Well-Being • My Independence Semi-formal Curriculum: • My Outdoor School • My Physical Well-being • My Communication • My Play and Leisure • My Independence • My Thinking and Problem Solving • The World About Me • My Drama • My Dance • My Art • My Music • Relationships and Sex Education Formal Curriculum: • Maths • English • Independence • The World About Us • Outdoor Schooling • Physical Well-Being • Play & Leisure https://equals.co.uk/curriculum/
The UN Convention on the Rights of the Child (UNCRC)	A complete statement of children's rights and is the most widely-ratified international human rights treaty in history. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. Particular relevance here is Article 23 1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf
Gatsby Benchmarks	The Good Career Guidance report sets out in the report eight benchmarks which serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. The eight Gatsby benchmarks of Good Career Guidance are: 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces

	7. Encounters with further and higher education 8. Personal guidance https://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Foundation Skills	• Collaboration • Problem solving • Self-management • Learning • Information and communication technology
The Engagement Model	The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. The engagement model has 5 areas of engagement, these are: • Exploration • Realisation • Anticipation • Persistence • Initiation At Sybil Elgar we use these to support with broadening and generalising learning into different settings and to celebrate 'horizontal' achievements. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf
Primary PSHE scheme of work	The scheme includes the overarching themes of health and wellbeing, living in the wider world and relationships where safeguarding, SMSC and British values are the golden threads throughout. https://www.egfl.org.uk/elp-services/health-improvement-schools/pshe-scheme-work-primary
Healthy Schools London	Healthy Schools London is an awards programme which recognises schools' achievements in supporting pupil health and wellbeing. https://www.egfl.org.uk/elp-services/healthy-schools/about-ealing-healthy-schools-programme
Accredited Courses	
ASDAN Transition Challenge **A**ward **S**cheme **D**evelopment and **A**ccreditation **N**etwork	Curriculum development organisation and awarding body that develops skills for learning, work and life ASDAN Transition Challenge is offered to all KS4 students with the following subjects: • English • Maths • Science • Design and Technology • MFL • ICT • RE • Citizenship • Community • Expressive Arts • Family & Home

	• Recreation • Sport & Leisure • Vocational Education https://www.asdan.org.uk/transition-challenge/
ASDAN Workright **A**ward **S**cheme **D**evelopment and **A**ccreditation **N**etwork	Workright provides a framework to develop a range of basic transferable employability skills for a variety of settings, including schools, FE, training providers and day care services. The programme is for young people (aged 14+) and adults who are following a work-based/work experience programme of study. It can cater for a range of abilities: those performing below Entry Level through to those at Entry 3 who may be able to progress quickly to training programmes and employment. Modules: • Health and safety at work: Health and safety rules; Emergencies; Keeping your workspace clean and tidy • Responsibilities in the workplace: Attendance; Timekeeping; Appearance • Working with others: Respecting others; Getting on with people at work; Working in a team • You at work: Doing jobs at work; The things you use at work; Getting help with problems at work https://www.asdan.org.uk/workright/
ASDAN Life Skills Challenge **A**ward **S**cheme **D**evelopment and **A**ccreditation **N**etwork	Life skills Challenge – www.lifeskillschallenge.org.uk – is **an online bank of challenges for learners working from pre-Entry to Level 3**. This programme enables centres to meet individual needs by providing a personalised curriculum for young people with SEND or those facing barriers to learning. Challenges have been mapped to the four Preparing for Adulthood pathways and cover subject areas such as English, mathematics and PSHE. • Challenges take 10, 20 or 30 notional learning hours to complete • Challenges are internally moderated • Unlimited number of challenges per learner registration • Challenges are mapped to the four Preparing for Adulthood pathways, covering 12 subject areas and eight vocational areas • Opportunity to write your own challenges
ASDAN Short Courses **A**ward **S**cheme **D**evelopment and **A**ccreditation **N**etwork	ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. They are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level. There are more than 30 programmes in these areas: • Core subjects • Vocational Tasters • Work-related • Personal and social development • Sport and activities • Informal https://www.asdan.org.uk/short-courses-multiple-titles/

BTEC **B**ritish and **T**echnology **E**ducation **C**ouncil	Specialist work related qualifications. Combine practical learning with subject and theory content https://qualifications.pearson.com/en/qualifications/btec-nationals.html At Key Stage 4 Home Cooking Skills is established. https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills/about.html
OCR **O**xford **C**ambridge and **R**SA Examinations and award qualifications including GCSEs and A Levels	Functional Skills designed to enable students to develop confidence and fluency in Life skills, Maths ICT and English. Equips students with the practical skills to get the most out of education, work and everyday life https://www.ocr.org.uk/qualifications/functional-skills/
Pearson GCSE and A Levels	Available across all areas for those students who demonstrate the appropriate level of skill and/or interest in particular subject (s) https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html
Arts Mark Creative quality standard for schools accredited by Arts Council England	Clear and flexible framework for schools to enable creativity across the whole curriculum and address school Improvement priorities. Supports personal development and meets spiritual, moral, social and cultural requirements. Silver, Gold and Platinum https://www.artsmark.org.uk/
D of E Duke of Edinburgh's Award	Supporting students to believe in themselves, take on challenges and follow their passions, and discover talents they never knew they had. • Physical • Skills • Volunteering https://www.dofe.org/

We place the highest priority on the promotion of communication, personal and social education to include the acquisition of independent living skills and to maximise opportunities for self-confidence, personal autonomy, self- empowerment and self-advocacy. This includes aspects of Health Education and Relationships and Sex Education. This is always fully supported and informed by our TDT and specialist teachers. It forms part of planning for all lessons. Every student at Sybil Elgar has a personalised curriculum and timetable. As students move through the school their learning is extended to beyond the classroom into the local, national and sometimes international community.

Sessions and learning opportunities are planned to be motivating and stimulating through creative approaches, a range of settings, quality resources and the use of specialists. The culture is student centred, seeing learning opportunities in every situation and is about creating independence through problem solving and empowerment.

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Pupils receive an exceptional education at this school. Leaders have planned a high-quality curriculum that is taught by staff who have expertise in working with pupils with autism spectrum disorder (ASD). Parents are uniformly positive about the school and how it has transformed the lives of their children and their families.

Ofsted Outstanding Provider

Leaders plan every subject so that teachers can adapt lessons and use resources to meet the needs of individual pupils. They anticipate and help pupils to overcome any difficulties they may have with their learning, and they enable them to achieve very well. Leaders ensure staff have high-quality training so that the school's curriculum is taught successfully

Curriculum Planning Documents

There are coordinated Curriculum Maps across all stages that ensure breadth and development of learning, skills and experiences for all students, as well as developing opportunities for cross curricula learning.

Sybil Elgar School

Curriculum Map: Secondary Key Stage 3 and Key Stage 4

Key Stage 3	English	Maths	Science	PSHCE	Computing	Design Technology	Cookery	Humanities	Religious Education	Physical Education	Art and Design	Music
Year 7 Autumn	Rhyme and song	Baseline Assessment Numeracy	Animal, Plants and Humans	Health and Wellbeing	ICT Equipment Understanding Instructions	Safety Design and Make Candles	Hygiene & Safety Diwali Christmas	Orientation Autobiography Personal Changes	Signs and Symbols	Assessment Intro to Basketball	Collage Textiles	Assessment Technique
Spring	Familiar Stories	Counting Estimation Tally	Light, Sounds and Movement	Living in the Wider World	Algorithms B-Bot	Structures Buildings Electricity	Choppin g, Spreadin g, Slicing Easter	Local Area Study Introductory Map Skills and Photo Interpretation	Special Books Special Pictures	Football Dance	Painting Printing Drawing	Rhythm
Summer	Cards Character Costumes	3D Shapes	Sorting and Using Everyday Materials	Relationships	Data in digital formats	Textiles Graphic Media	Cakes, Pastry, Bread Eid	Food Chronological Sequencing Skills	Special Places and Journeys	Athletics Rounders	Observatio n 3D Printmaking	Pitch (High and Low)
Year 8 Autumn	Familiar Poems and Rhymes	Length	Animals and Plants Variation and Diet	Health and Wellbeing	Communication and networks E-safety	Graphic Media Modelling	Snacks Diwali Christmas	Environmental Quality People Who Help Us	Special Days/Times	Gymnastics Hockey	Painting Drawing Observatio n	Sound Colours Timbre
Spring	Stories Related to People Actions & Movement	Place Value	Electricity and Forces	Living in the Wider World	Programming Code Avengers	Packaging Transport	Packed Lunches Storage	Hoses, Homes and Buildings	Special Clothes	Football Badminton	Collage 3D	Beats and Bars
Summer	Letters to Family and Friends	Money	Changing Materials	Relationships	Information Technology Email	Mechanisms Wood Turning	Healthy Foods Eid	Adventures: Map Reading, Historical Adventure	Special People Special Names	Athletics Cricket Rounders	Space and Shape Observatio n 3D	Loud and Soft
Year 9 Autumn	Poems and Emotions	Fractions	Habitats	Health and Wellbeing	Hardware and processing How computers work	Transport Design and Make	Planning a Meal Diwali Christmas	Mapping Skills	Exploring Food	Gymnastics Hockey	Textiles	Melody Making

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Key curriculum planning documents are standardised across all departments to ensure depth and consistency of planning and continuity of learning experiences for students as they progress through School.

All teachers have planning folders, which are electronic and accessible to other teachers and therapists to foster cross curricula links and holistic learning, as well as the SLT to ensure quality assurance.

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Curriculum Planning Documents Overview

Curriculum Intent

- Curriculum Policy
- Student Curriculum Policy
- 5 Year Plan (Programme of Study)
- School Development Plan: Curriculum
- Schemes of Work (one for each topic taught, minimum of one per term per Year Group)

Personalised Implementation

- Medium Term Plans (incorporating Schemes of Work, customised for each group taught, showing progression of teaching and breadth of learning experiences for the pupils)
- Lesson Plans (separate planning only needed if not already included in Medium Term Planning. A detailed plan continues to needed for any lessons being observed / inspected to demonstrate depth of teaching skills and understanding)

Other Curriculum Planning Documents:

- 5 Year Curriculum Development Plan (budgets)
- Risk Assessments
- Value Added / Clubs Termly Planning
- Individual Targets, Annual Review information
- Impact: Assessment documents

Sybil Elgar School

Outline Plan Programme of Study

Subject / Area:

Year Group	Autumn Term		Spring Term		Summer Term	
	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links
Year 12 (FE 1)						
Year 13 (FE 2)						
Year 14 (FE 3)						
Year 15 (FE 4)						
Year 17 (FE 5)						
Year 18 (FE 6)						

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1st Lesson.	
Activity:	Learning Objectives / Key Teaching Points:
2nd Lesson.	
Activity:	Learning Objectives / Key Teaching Points:
3rd Lesson.	
Activity:	Learning Objectives / Key Teaching Points:
4th Lesson.	
Activity:	
5th Lesson.	
Activity:	
6th Lesson.	
Activity:	
7th Lesson.	
Activity:	
8th Lesson.	
Activity:	

Medium Term Planning is especially robust to ensure that all considerations for teaching and learning are covered and to ensure that lessons form part of a progressive and cohesive programme.

Sybil Elgar School

Medium Term Planning

Area:	Topic/Module:	Key Stage:	Year Group:	Summer 1st ½ Term

Learning Outcomes:

All pupils will experience: (Explorer)

-
-

Most pupils will with support: (Discoverer)

-
-

A few pupils will independently: (Challenger)

-
-

Community Access / Based Learning:	Communication and Language. Activities to Promote Interaction:	Opportunities for Problem Solving / Flexibility of Thought:
Resources (including multicultural, age appropriate, sensory, gender specific, etc.)	ICT, web sites and apps, (Baker Clause):	Vocabulary / Key Words/ Visual Aids
Curriculum Links:	Personal, Social and Emotional Development. Spiritual, Moral, Social and Cultural development Opportunities, including British Values:	Opportunities for developing learning and work skills, (Gatsby Benchmarks) including Work experience and externally moderated / certified courses

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Imbedded into curriculum planning across departments is our 'SMSC Diary of Events'. This is updated termly by our Student Committees and staff teams, depending on choice and on seasonal events. These events are an opportunity for the school community to come together and to focus on key national and international events, celebrating and collectively raising awareness. Additional information and resources are posted on our website

https://www.autism.org.uk/our-schools/sybil-elgar/latest-news

Bringing stories to life for World Book Day

Blanca from Havelock and Christina from Woodlands have been leading a range of exciting activities to celebrate Literacy Week and World Book Day.

Pupils, students and staff got dressed as their favourite characters, bringing the school to life with colour and fun.

A closing note from our therapy team

Sharing books can be a valuable tool to promote development of:

- Social skills
- Attention and listening skills
- Turn -taking
- Problem-solving
- Understanding spoken and written language
- Expressive skills: answering questions, sharing ideas

It is important to provide opportunities for our students to explore and enjoy a range of books and to offer support and guidance as needed.

Please see our home learning resources page for useful home resources, covering topics in our Transdisciplinary Team newsletter such as activities to develop literacy skills and a multi-sensory approach to promoting literacy skills.

Celebrating World Book Day is an important way for us to promote reading, encourage learning, celebrate diversity, build shared interests, foster creativity, and provide educational opportunities for our pupils and students.

SMSC Diary of Events for Summer Term 2023 Sybil Elgar School

DATE	EVENT	TIME	LOCATION
April			
Monday 17th	Students return	9am	Both sites
Wednesday 22nd March – Saturday 22nd April	Ramadan & Eid al-Fitr		
Friday 21st	Earth Day	All day	Both sites
Thursday 27th	Student Council meeting	PM	Woodlands
Friday 28th	Superhero Day	All day	Woodlands
May			
Monday 1st	Bank Holiday Weekend		
Tuesday 2nd – Friday 5th	Gardening Week	All week	Woodlands
Friday 5th	Coronation day	All day	Both sites
Monday 8th	Bank Holiday Weekend – Coronation		
Wednesday 10th	Student Council meeting	AM	Havelock
Thursday 11th	Therapy Dog Rex 'Spirit Day'	PM	Havelock
[illegible]y 15th	Mental Health Awareness Week – Anxiety		
[illegible]y 16th	Start of Kayaking sessions	All Summer term	Both sites (Key stage 4 -Hav)
[illegible]esday [illegible]th	National Numeracy Day	All day	Both sites
[illegible]y 18th	Outdoor Classroom Day	All day	Havelock
[illegible] 19th	World Day for Cultural Diversity	All day	Both sites
[illegible] 26th	Break up for half term	3.40pm	Both sites
June			
[illegible]y 12th	Students return	9am	Both sites
[illegible] 12th – [illegible] 16th	Healthy Eating Week	All Week	Both sites
[illegible] 15th	Student Council meeting	PM	Woodlands

Ofsted Outstanding Provider

Pupils love attending this school. They relish the many special days and events that take place throughout the year such as fundraising on Jeans for Genes Day, and the school's recent mathematics and reading weeks.

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Remote Learning and Homework

We work closely with families and carers to ensure that IEP Targets and key curriculum topics are, as appropriate worked on when not at School. This may be as part of agreed homework or when some of our students are not able to consistently come onsite for their learning.

We appreciate that this is not possible for many of our students and their families, due to the challenges that this may present. As such we ensure that we carefully plan any remote learning carefully and in agreement with families.

More information and resources are in our Remote Learning Policy and on our website: https://www.autism.org.uk/our-schools/sybil-elgar/about-us/curriculum

Sybil Elgar School — Remote Education Information for Parents — National Autistic Society

Engagement and feedback.

What are your expectations for my child's workload?

- We recognise that there are many factors which may make it difficult for you to support your autistic child with remote education. Your child's teacher will establish with you in the first few days of remote learning what is the:
  - Minimal
  - Realistic and
  - Aspirational engagement and productivity we will all expect from your child.
- Each pupil and student at our school has very different attention spans and ability to engage and as such all our remote learning packages are individualised and tailored around your child and your home situation.
- We are sensitive that your child may only be able to manage formally structured work for short periods of time with sensory or movement breaks in between. School are able to provide sensory break resources as appropriate or websites/links to support you with the mental wellbeing of your child at home as well as the family.

parents and carers should provide at home?

child is willing to accept you in the role of 'teacher' we are
tion and advice about positive ways that you can support
and tested approaches that help cut out conflict and
nay arise from helping your child with remote learning.

do follow agreed plans in terms of content, quantity and
sible. These will be established with you at the outset and
not working out.

my child is engaging with their work? How will I be
ns?

Sybil Elgar School — National Autistic Society

Helping your child with Homework

In this pack we have prepared some activities for your child to complete at home so that they can continue with their learning and have activities that they enjoy.

Activities in this pack have been chosen by teachers and therapists and are individualised around your child's EHCP and curriculum.

Before you start consider:

- Will my child be able to cope with being set school work in the home environment?
- Will my child accept me in the role of teac
- Will this cause too much conflict?
- How much time and support will my child ne
- How much and how often? Make sure you b

We want this pack to help you at home howev
the tasks that we have set, especially if you

The team will be keeping in touch with you to
anything we can help with.

Do consider the 'Why', 'How' and 'What' about your child's homeworking and do discuss and get advice from your child's teacher and therapists.

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Why do homework?

- To help your child continue with their curriculum learning when not at school
- To develop and generalise the skills and learning that they have done at school
- To develop your child's personal interests
- To develop your child's self-occupancy skills
- Develop my child's personal work ethic
- To ensure that they also have homework if they have any brothers or sisters also studying.
- To have a pleasurable shared experience with your child

How do I want my child to do their homework?

- As an independent or self-occupancy activity
- As work we can do together
- As work my child can do with their brothers or sisters

What sort of homework will be best for your child and for you?

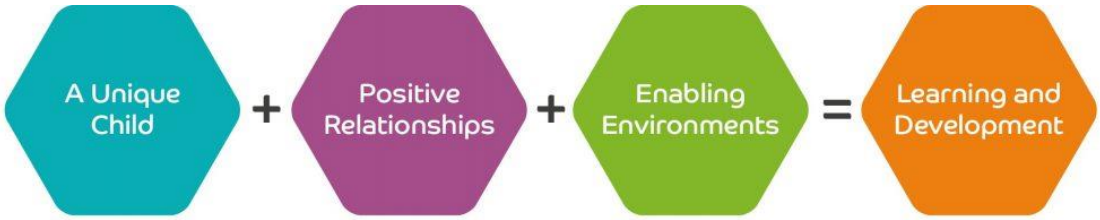
- Academic, worksheets
- Practical activities
- Social and Self Help Skills
- Physical exercises
- Art and Craft activities
- Online activities
- As part of an externally certificated scheme such as ASDAN, OCR, BTEC, GCSEs, etc

Our Departments

The Primary and Early Years Department

Our Primary department combines Early Years and Primary up to the end of Key Stage 2.

Children are placed into groups based on age and ability suitable to their needs. A Primary model is followed and the children are taught most subjects by their tutor teacher. Curriculum specialists from the Secondary Department also support as timetabled in areas such as PE and Music. Class groups have no more than eight children and are supported by a team of Teaching and Learning Assistants. There are focus days and weeks throughout the year where the children in the department and as appropriate with the whole school participate in workshops, outings and celebrations as part of the SMSC calendar of events.



Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through positive relationships.

EYFS Statutory Framework

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the) importance of learning and development. Children develop and learn at different rates.

EYFS Statutory Framework

Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Enabling Environments

- value all people
- value development and learning

They offer

- stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Thinking creatively and critically

The Early Years Framework (EYFS) is used throughout the department and is highly individualised. It emphasises outdoor learning and sensory and physical approaches as throughout the rest of the school.

School embraces the four overarching principles of the EYFS, which are highly relevant to all our EYFS and Primary children.

Communication and Language
- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development
- Self-Regulation
- Managing Self
- Building Relationships

Physical Development
- Gross Motor Skills
- Fine Motor Skills

Literacy
- Comprehension
- Word Reading
- Writing

Mathematics
- Number
- Numerical Patterns

Understanding the World
- Past and Present
- People Culture and Communities
- The Natural World

Expressive Arts and Design
- Creating with Materials
- Being Imaginative and Expressive

The children are taught to develop play skills to support the development of imagination. Structured play sessions and outdoor learning are an integral part of the Early Years Curriculum. There is an investment in play equipment to support both child led and adult led play activities. School's Occupational Therapists support with resources, target setting and modelling best practice.

Play is carefully planned and designed to be functional and fun, based on the child's experiences and interests.

Within the early years and primary age group teaching is already aiming towards adult life. Independence is fostered and each child is encouraged to be empowered and to reach their full potential. All

children in the Primary Department have additional IEP targets relating to Independence. The Gatsby Benchmarks are adhered to.

Early Learning Goals (ELGs) underpinned by EHCP targets summarise the knowledge, skills and understanding that all the children should have reached by the end of their time in the Primary department.

A thematic approach to curriculum planning is followed by the whole Primary Department, as shown by these examples of the Curriculum Overview and weekly timetable planning:

Sybil Elgar School

Curriculum: EYFS and Primary

Term & Year Group	Communication, Language and Literacy	Problem Solving, Reasoning and Numeracy	Personal, Social and Emotional Development	Knowledge and Understanding of the World	Physical Development	Creative Development	Topic, Themes and Special Events
Year5/6 Autumn	Language for Communication Writing Reading: Use talk to gain attention. Use language for an increasing range of purposes. Taking turns in conversation. language, and readily turn to it in their play and learning. Handwriting Begin to use anticlockwise movement and retrace vertical lines	Numbers Recognise some numerals of personal significance. Count out up to six objects from a larger group. Count actions or objects that cannot be moved. Explore and represent patterns within numbers up to 10	Self-Regulation Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	People Culture and Communities • explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Discover some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery;	Being Imaginative and Expressive • Explore what happens when they mix colours. • Choose particular colours to use for a purpose. • Introduce a storyline or narrative into their play. • Play alongside other children who are engaged in the same theme. • Play cooperatively as part of a group to act out a narrative.	Black History Week Diwali / Holi Festival Christmas St. Andrew's Day/ Scotland Anti-bulling week Remembrance Day
Spring	Linking Sounds and Letters Handwriting Reading: Use talk to gain attention. Use language for an increasing range of purposes. Taking turns in conversation. language, and readily turn to it in their play and learning. Continue a rhyming string Handwriting Begin to use anticlockwise	Numerical Patterns Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognizing similarities and orientation.	Managing self: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride	Past and Present Notice and comment on patterns. Show an awareness of change. They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them.	Health and Bodily Awareness -our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught.	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in	Chinese New Year Easter Parade Literacy Week Red Nose Day Autism Awareness St. George's Day St. Patrick's Day

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Sybil Elgar School

Name: **Reception Class Timetable** **Week beginning:**

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	9.20	SELF REGISTRATION				
9.20	9.30	**Circle Time and Developmental Activities** (Fine motor, child-initiated activities) VP GP I SE very good good KW	**Circle Time and Developmental Activities** (Fine motor, child-initiated activities) VP GP I SE very good good KW	**Circle Time and Developmental Activities** (Fine motor, child-initiate d activities) VP GP I SE very good good KW	**Circle Time and Developmental Activities** (Fine motor, child-initiated activities) VP GP I SE very good good KW	**Circle Time and Developmental Activities** (Fine motor, child-initiated activities) VP GP I SE very good good KW
9.30	10.00	Teacher directed activities **Literacy- Writing** (Pre-writing skills) VP GP I SE very good good KW	Teacher directed activities **Literacy- Group reading** (Sensory stories)	Teacher directed activities **Mathematics** (Shapes and patterns) VP GP I SE very good good KW	Teacher directed activities **Literacy- Writing** (Pre-writing skills) VP GP I SE very good good KW	Teacher directed activities **Mathematics** (Tracing and recognizing numbers) VP GP I SE very good good KW
10.00	10.25	**Snack time** (PSHE)	**Snack time** (PSHE)	**Snack time** (PSHE)	**Snack time** (PSHE)	**Snack time** (PSHE)
10.25	11.00	PLAYGROUND				
11.05	11.20	Teacher directed activities **Cooking/FT** (Exploring new recipes) VP GP I SE very good good KW	Teacher directed activities **PE/Yoga** (Yoga /relaxation / Outdoor games)	Teacher directed activities **Literacy- Phonics** (Reading practice) VP GP I SE very good good KW	Teacher directed activities **Literacy- Phonics** (Reading practice) VP GP I SE very good good KW	Teacher directed activities **Creative development/ Art** Teacher directed activities **CHOOSING** VP GP I SE very good good KW
11.20	11.30	**CHOOSING**	**CHOOSING**	**CHOOSING**	**CHOOSING**	
11.30	12.00	Teacher directed activities **Literacy- Phonics** (Reading practice) VP GP I SE very good good KW	Teacher directed activities **Literacy- Phonics** (Reading practice) VP GP I SE very good good KW	Teacher directed activities **Understanding the World ICT/Computing** VP GP I SE very good good KW	Teacher directed activities **OT** (threading bids, puzzle, sensory toys) VP GP I SE very good good KW	
12.05	1.25	LUNCH/PLAYGROUND				
1.25	2.00	Teacher directed activities **Creative development/Music** (Exploring sounds & instruments) VP GP I SE very good good KW	Teacher directed activities **Understanding the world** (All about me)	Teacher directed activities **Mathematics/ SHOP visit** (Trip to the local shop, using money) VP GP I SE very good good KW	Teacher directed activities **Understanding the world** (All about me) VP GP I SE very good good KW	Teacher directed activities **PE** (Hall -exercises/ Outdoor games) VP GP I SE very good good KW
2.00	2.10	**CHOOSING**	**CHOOSING**	**CHOOSING**	**CHOOSING**	**CHOOSING**
2.10	2.40	Teacher directed activities **Literacy - Library** (Trip to the local library to choose my favourite books) VP GP I SE very good good KW	Teacher directed activities **Creative development/DT** **Craft time** VP GP I SE very good good KW	Teacher directed activities **PE** (Playing in hall & Outdoor games) VP GP I SE very good good KW	Teacher directed activities **OT** (treading bids, puzzle, sensory toys) VP GP I SE very good good KW	Teacher directed activities **Creative development/Music** (Exploring sounds & instruments) VP GP I SE very good good KW
2.40	2.50	**CHOOSING**	**CHOOSING**	**CHOOSING**	**CHOOSING**	**CHOOSING**
2.50	3.15	**Circle time** Class assembly	**Circle time** Class assembly	**Circle time** Class assembly	**Circle time** Class assembly	**Reward Assembly** Whole school assembly

VP (verbal prompt) **PG** (physical guidance) **I** (completed Independently) **SE** (sensory experience) **KW** (keep working)

Our Departments

The Secondary Department

Our Secondary Department encompasses Key Stage 3 and Key Stage 4. A Secondary Model is followed, where the pupils are grouped by year in tutor groups for Registration, PSHCE and mealtimes and then join their pathways for curriculum sessions; being taught by teachers, instructors and therapists supported by their keyworkers from their tutor group.

Building on the skills and strategies used within the Primary Department, the students from Year 7 onwards are introduced to the wider and

more subject specific secondary curriculum, with pathways to work experience and externally moderated qualifications.

Through their pathways students are given opportunities to learn both individually with a compatible cohort of students across their Key Stage.

We are committed to integration and inclusion. However, some students benefit from individual learning at different stages throughout their school life, if it is assessed that they:

- are globally developmentally severely delayed
- have significant self-care needs and will need additional time with showering, toileting and eating.
- have significant difficulties with transitioning or have a Pathological Demand Avoidance (PDA) profile.
- have difficulties accessing any group learning; finding it over stimulating, aversive or frightening.
- may have significant challenging behaviours which put themselves or others at risk of being hurt or scared.
- may have restrictive behaviours which can be labelled as anti-social, such as stripping, openly masturbating, smearing and spitting.
- may not be able to access particular onsite rooms or community-based settings due to any of the above.
- may be working at a higher level academically (gifted for our cohort) and need a highly personalised individual curriculum with opportunities for focused work towards accredited courses and integration with mainstream peers.

In all cases we work holistically and therapeutically with graduated targets to support students to develop the skills and resilience to tolerate and eventually be part of group-based learning. There is a weighted focus on developing communication, self-regulation and engagement skills at this time with less focus on the acquisition of new skills and knowledge linked to their curriculum.

Where appropriate students will be in carefully planned age and ability groups and will transition within school to subject specialist teachers for part of the school day. This is a deliberately planned part of learning for our autistic students to manage change and transition, to work as part of a group and to develop flexibility in a supportive and empowering environment. It also ensures that students access high quality specialist teaching and resources.

Depending on individually assessed need and choices the Secondary students access learning through these timetabled subjects and topics:

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English	•Spoken Language and Communciation skills •Reading and Writing •Drama
Personal, Social, Health, Citizenship and Emotional Development	•Safety •RSE •British Values •Independence skills •Careers
Physical Education	•Sports; Athletics, Gymnastics, Team Games •Physical skills and Fitness; Coordination and Stamina •Relaxation Activities; Yoga, Tension Release •Dance, Aerobics, Zumba •Community Access and Leisure Skills: Swimming, Leisure Centres, Hiking and orienteering, Canoeing, Cycling
Science	•Working Scientifically •Biology and the Living World •Chemistry •Physics
Mathematics	•Using and Applying •Number •Shape, Space and Measure •Functional Skills; Finance, Time
Humanities	•History •Geography
Art and Design	•Exploring media and materials •Skills; Fine Motor, Observation, Replication •Creative and Expressive Art; 2-D, 3-D, Installation, ICT •Art Appreciation and History
Design Technology	•Design Process •Resistant and flexible materials •Using technology •Business Enterprise
Cookery	•Healthy Eating and Nutrition •Safety in the kitchen; hygiene, equipment •Cooking Skills; cutting, mixing •Menus; planning, following and creating
Religious Education	•Understanding of world Religions •Tolerance and respect for others •SMSC

Throughout all subjects each student's IEP Targets are taught to. These are drawn from the EHCP outcomes and targeted autistic outcomes:

1. Cognition and Learning. Attention, Access to Learning, Managing Change, Problem Solving.
2. Communication and Interaction
3. Social and Emotional Behaviour, Well-being and Keeping Safe
4. Sensory and Physical
5. Self-help, Independence and Organisational skills

According to assessed skills, interests and needs students will follow bespoke pathways which will inform what they will learn and how. Students may be grouped broadly in these three pathways:

1. **Global Explorers, Discoverers and Challengers.**

This is our main cohort of students who will be grouped largely according to their cognitive ability and their age.

2. **Individual Sensory Explorers**

Those students who may have profound or multiple learning disabilities or who may need a highly individualised engagement curriculum are termed Individual Sensory Explorers

3. **(External) Challengers**

Those students who have particular skills or who perform at an academic level higher than the majority of the cohort and for whom externally accredited academic courses (for example GCSE) may be appropriate are termed (External) Challengers

The school offers a wide range of subjects. Leaders have organised the curriculum based on the goals and outcomes that they know pupils need to attain. Staff ensure that pupils build up and retain the knowledge and skills that they are taught in school.

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Curriculum Pathways. Broad Descriptors

Pathway	Cohort	Learning Activities focus	Led by	Assessment	Outcomes
Individual Sensory Explorers	SLD PDA	Sensory Experience Physical Curriculum Engagement AET	TDT Teachers Keyworkers	Photo, Video Testimony Attendance Incident Recording	Safely and confidently: engage and cooperate with others access the community Self-occupy and regulate ASDAN Transition challenge (Sensory Experience, 1 - 4 modules)
Global Explorers	SLD PL 3- 4	Sensory Exploration Physical and practical Community learning AET	TDT Teachers Keyworkers	Photo Video Testimony	Safely and confidently: Independently Self-occupy and regulate Engage and cooperate with others with a wide range of living skills DoE, ASDAN Transition challenge (PP, 4 modules). Functional Skills Entry Level
Global Discoverers	SLD PL 5 - 7	Physical and Practical Community learning Semi-formal Vocational Internal	Teachers	Photo Video Testimony	Independence in self-care, DoE, ASDAN Workright, Internal Work Experience placement. ASDAN Transition challenge (PG – I, 4 modules) Foundation Skills Entry Level, towards Level 1
Global Challengers	MLD PL7 – NC 2	Practical Academic / pre-formal Vocational / Community	Teachers	Photo, video Coursework, Teacher marking and assessment Formal Assessments	Supervised Community Access, DoE, ASDAN Workright, External Work Experience placement ASDAN Transition challenge (VP – I and Silver, 4 – 5 modules). Foundation Skills up to Level 2 BTEC, Entry Level, Level 1, GCSE
(External) Challengers	MLD / MH	Academic / pre-formal Vocational / Community	Teachers Tutors	Exams External moderation	Supervised - Independent Community Access. Foundation Skills up to Level 3, BTEC, GCSE, A Levels, DoE, Apprenticeships

The curriculum focuses on developing the student's understanding of the world, and of social interactions and relationships. It values the process as much as the achievement and it is flexible in order to be responsive to the current needs of the student. It is delivered in an integrated manner incorporating learning, therapeutic, behavioural and health needs.

Every student has their own learning pathway and map, which sets out their targets each term, three times a year. This includes an engagement target and is underpinned by the core targets in the EHCP IEP. This is related to their individual profile which supports their ability to learn and safe access to activities. The targets often have a sensory basis and are used to plan appropriate, individualised activities, bespoke to current need.

There is a rolling programme to ensure that all students cover all topics in each curriculum area.

By nature, the curriculum for our individual **Sensory Explorers** will largely be devoted to engagement. We strive for all our students to move at least in part from being Sensory Explorers so that they can benefit from the social and educational benefits of learning and integrating within a group

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Explorers and Discoverers

The Explorers, Discoverers and Challengers curriculum consists of both 'traditional 'and less traditional subject areas as outlined in the curriculum map.

Please refer to individual curriculum policies for each subject.

The curriculum for these students is through a flexible approach, designed as a mixture of the Explorers, Discoverers and Challengers curriculums. Students may access both of these according to current need. This ensures that teachers in partnership with key workers, therapists and parents have the opportunity to dynamically support student's strengths and ensure access to curriculum areas, whilst using the best approach to their learning style, strengths and interests.

The Global Challengers curriculum consists of adapted National Curriculum subjects, along with core areas as detailed above, enhanced access to a PSHCE and RSE curriculum, physical sensory, creative and life skills. Students working within this curriculum, tend to be working near the top end of our academic expectations. Some of our most able students may also need at some times to access an individual sensory curriculum as detailed above.
We may have young people who benefit from a bespoke challengers' curriculum, our **(External) Challengers** as they are more able than their peers, or have particular skills in one area, this may lead to them integrating into a main stream setting for some of the time or receiving 1:1 onsite tutoring by subject specialists/remote learning.

All our subjects and topics are adapted to reflect the needs of our students, whilst ensuring challenge and progress.

Linked to our subject specific curriculum there are focus days and weeks throughout the year where the students in the department and as appropriate with the whole school participate in workshops, outings and celebrations as part of the SMSC calendar of events. These are linked to festivals and national and international focus events.

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Outline Plan Programme of Study

Subject / Area: English

Year Group	Autumn Term		Spring Term		Summer Term	
	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links	Unit of Work/ Topic	Links
Year 7	**My daily routine**	Community ASDAN	**Emergency services**	Community ASDAN	**Transportation**	Community ASDAN
Year 8	**Non-fiction books – In the supermarket**	ASDAN	**Occupations**	Community Work Experience ASDAN	**Road safety** **Road signs**	Community PSHEC ASDAN
Year 9	NC Tuesday/ One Christmas wish		Boy/The Day the Crayons came home Roald Dahl/Drew Daywalt		An Alien in the jam factory By Chrissie Sains	
Year 10	**What is in my House?**	Community ASDAN	**In my local area**	Community ASDAN	**Outdoor events/We are going on a BBQ/we are going camping**	Community ASDAN
Year 11	**Social signs**	Community	**Going to the shops**	Community ASDAN	**Leisure activities**	Community ASDAN

Key Stage 4

In addition to the above at Key Stage 4 students will focus on generalising and expanding on existing learning and skills with an emphasis on skills for life.

Students in Key Stage 4 are given increasing responsibility around school and are empowered to make choices as part of their everyday learning. They are encouraged to be role models for younger students. There is a higher representation of Key Stage 4 students in our Student Committee.
Students will also have enhanced access to Life skills, work related learning, and Business Enterprise, Careers and Community- based Learning as appropriate (see related Policies.)

The key stage 4 curriculum incorporates enhanced Transition Planning for adult life and recognises the need for students to move towards a higher proportion of life skills and independence. The SEND code of practice recommends that from 14 years old;

"High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision.
Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work" (SEND code of practice January 2015)

The students will continue to follow an individualised or specialised curriculum as before working with their peers within the KS 4 environment which gives more opportunity for age appropriate delivery and topics, particularly relating to PSHCE and RSE.

Curriculum content and focus at KS4 is discussed at Annual Reviews to ensure that the aspirations and priorities of the students and their families are incorporated into their Transition Plan.

There is an increasing focus on externally moderated courses with a view to all students having some qualifications to support access to the next stage of life after their time with us.

Currently at Key Stage four ASDAN Transition Challenge and BTEC Level 1 courses are the most used and appropriate.

The school has regard for the Gatsby Benchmarks as part of Careers Planning.

Throughout Key Stages 3 and 4 students will access accredited courses as appropriate.
On all routes, students will continue to have targets set and monitored (See assessment policy). These options should be seen as a supportive package to enhance the curriculum as opposed to formulating a curriculum in their own right.

Our Departments

The Post 16 Department; Sixth Form and 19 – 22 Provision

The 16-22 Campus at Woodlands maintains an adult centred environment in design, ethos and curriculum. We strive for our students to be able to practice and learn life, work and recreational skills in a way they enjoy. We want to support our students towards doing more of the things that they like most and to be able to do it in a meaningful way.

Ofsted Outstanding Provider

The sixth-form provision is outstanding. Leadership is exceptionally strong in facilitating bespoke learning pathways for students. They are very well prepared for their next steps.

The curriculum map below is to provide a comprehensive overview of the curriculum that is implemented at the school and the way it is structured at the Post 16 department. It serves as a guide for teachers, staff, parents and stakeholders to understand the intended learning outcomes, strategies, and resources used to support the education of students with EHCPs. The curriculum map helps ensure that the educational provision at Sybil Elgar School is aligned with the needs and goals of the students, and that it promotes their overall development and well-being:

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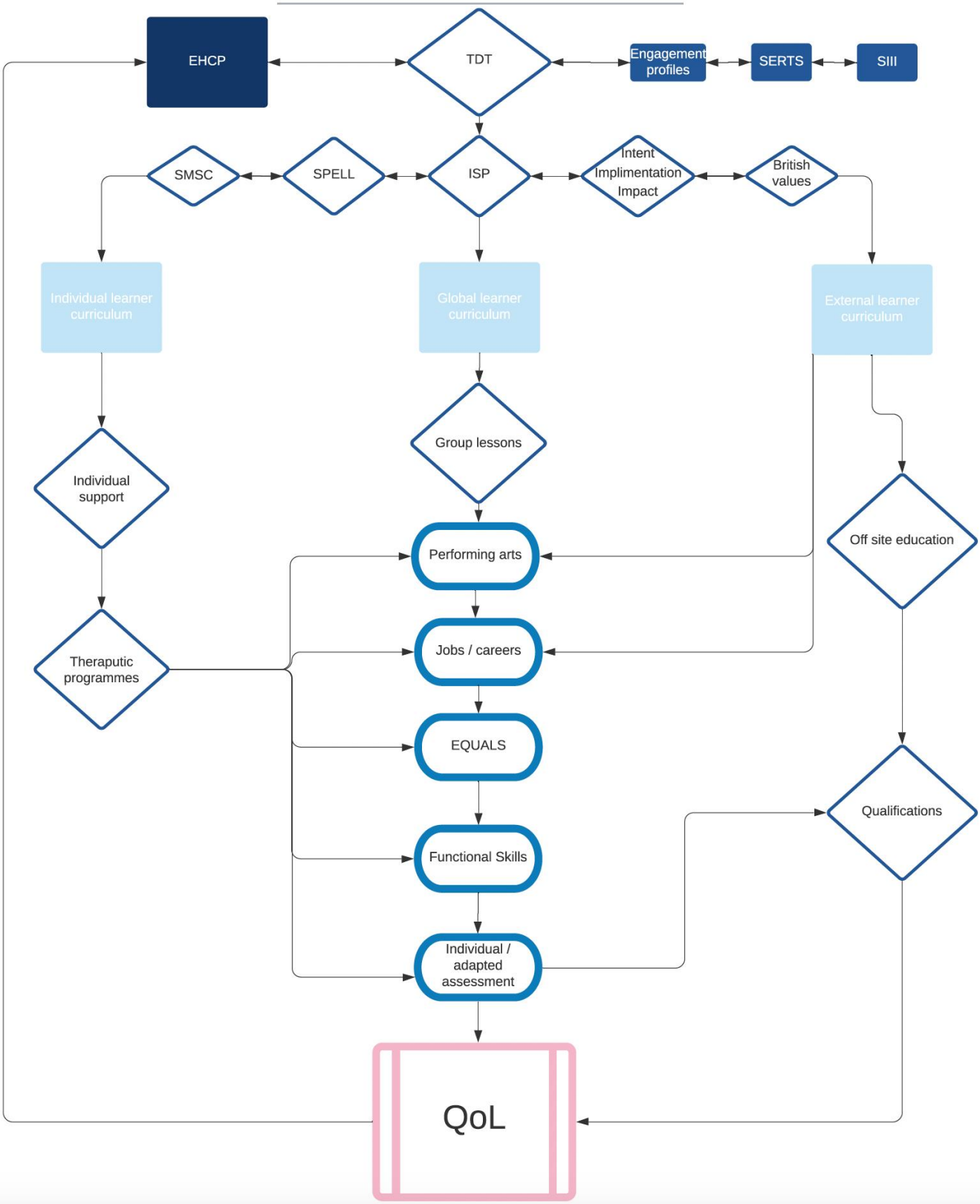
Sybil Elgar School 16-22
Curriculum map



Key components of the curriculum

The curriculum focuses on individual learner profiles, and the implementation of various programs and therapies. It includes group lessons, individual support, off-site education, and performing arts. The curriculum also aims to prepare students for jobs and careers, while addressing their therapeutic needs. There is scope to add different individualised qualification pathways depending on student interests, skills or needs. The document highlights the impact of the curriculum on individual learners, as well as its alignment with SMSC (Spiritual, Moral, Social, and Cultural) development and British values.

Performing Arts is at the heart of the Post 16 provision's curriculum. Drama, Dance, Music, Art and other related subjects are on offer. Students have the opportunity to take part in collective school performances, either live or pre-recorded and presented digitally. Subjects that are not directly related to Performing Arts, such as Business Enterprise, Physical Skills and Catering also plays a fundamental role in every performance. We actively seek ways in which to include as many students as possible in these events.

Currently there are one or two performances every year, with a wide range of themes and subjects from 'Alice in Wonderland' to drama and dance productions entirely scripted and choreographed by students. Through our performance productions we have captured personal and inter-personal transformations and assessed, for example, speech and language development, positive parental engagement, development of confidence by showcasing skills and talents, creative expression, collaborative work, cross- curricular subject adaptations, increased self-awareness and self-esteem and many other ways in which the experience of contributing to a performance has enriched the lives of our students, their parents, key workers and wider community.

Enhancing employability through individualised support and transdisciplinary collaboration

A strong focus is on preparation for adulthood with carefully tailored study programmes to equip students for future choices in work, college and independent or supported living. Individualised curricula are created by considering a range of bespoke and statutory elements such as student likes and dislikes, prior learning, EHCPs, OFSTED and criteria from external awarding bodies. There is an increasing focus and

preparation to working towards the next steps in education, training and employment.

We aim to make employability for each student more tangible by focusing on the things they are good at and enjoy. We have an ever-evolving job list of tasks that students can take responsibility for with support in a safe, secure manner. Naturally and regularly occurring tasks are grouped and presented as different roles and matched with the interests of our students.

Students have a range of Work Experience opportunities throughout their career at our Post 16 Department, both onsite and in the community. Work experience opportunities are essential for autistic students to provide a practical context to apply and hone their skills, boost confidence, and familiarise them with work environments. These experiences foster social interaction and enhance their communication skills. It also helps prepare them for adulthood by setting expectations for a work environment. Bespoke work experience activities enable students to discover new interests and strengths and can guide their future training and career paths. These experiences focus on contributing to the student's overall growth and development, regardless of whether they will work unsupported in the future.

These include timetabled opportunities for Horticulture throughout the week. Depending on student interest, skills, availability, safety and seasons a range of other work activities are also accessed such as bicycle repairs, horse care, animal husbandry, charity shops, cafes, libraries.

The roles are then broken down into a few clear tasks, those tasks broken down to a few clear instructions, those instructions broken down into key vocabulary that are used to explain the objectives of the task to the student and how to make improvements if needed.

Our Transdisciplinary Team plays a crucial role in the effective implementation of individual curriculums. Psychology, Occupational Therapy and Speech and Language Therapy provide a holistic overview of students through Individual Support Plans. This is integral to adapting the curriculum to individuals. These documents support a consistent therapeutic approach being embedded in each students' timetable.

Student-centered curriculum: promoting independence, skills development, and lifelong learning in young adults with EHCPs

Teachers, keyworkers, parents and other professionals have access to the ISP from which they can gather transparent underlying information to identify and adapt each students' curriculum in the best way possible. These documents are updated dynamically following regular team meetings, formal assessments and Annual Review.

Our framework ensures:

- Quality and Consistency
- Partnership Working
- Equality of Opportunity
- Work skills and Employability
- Working towards Accredited Courses and stepping stone qualifications
- Development of independent living skills and ability to make independent choices and decisions in an adult context.

This provides students with:

• Lifelong learning, aiming to be more independent and able to assert themselves appropriately

•A tool box of transferable skills and systems

There is an increased focus in Annual Reviews on Transition Planning and identifying readiness for life beyond the school.

Our Individualised Curriculum develops independence and social skills through:

Academic Life Skills – which focus on the practical aspects of daily life.

Arts/Personal – which give opportunity for choice, individual interest including strengths and talents.

Enrichment – which seeks to promote interests for the development of self-esteem, confidence, mental health and well-being.

Careers- purposeful self-occupancy, work experience and next stage of life.

Curriculum areas will vary according to the current cohort of students and their needs. Currently, it is based on individually assessed

English
Mathematics
ICT
Art
Catering
Horticulture
Dance
Drama
Music
Physical Skills
Work Experience
Business Enterprise
Duke of Edinburgh

needs and choices, the students access learning through these timetabled subjects:

Transdisciplinary Team

Our Transdisciplinary Team and framework support regulation and readiness to learn

The shared working between the teaching staff, key workers, parents and carers, the students and other professionals, particularly fully integrated on site therapists, informs teaching and learning, and overall increases students' outcomes and their individual achievements. The school has full time onsite Occupational Therapy, Speech and Language Therapy and Psychology support, and a Family Liaison Manager.

Occupational Therapy (OT)

supports the students' development across a range of functional areas including: sensory-motor regulation to support wellbeing and readiness for learning; fine motor skills (bilateral coordination, puzzles, pre-writing, writing, typing, scissors); gross motor skills; self-care skills (toileting; mealtime skills; dressing; activities of daily living); as well as play, leisure and self-occupancy abilities. Occupational Therapy input includes a range of sensory-motor adaptations and resources within classrooms and playgrounds, as well as recommendations for specialist adaptive equipment. OT is also key to assessing and delivering the Recovery curriculum for students returning to onsite education after periods away, (due to Covid 19, for example).

Speech and Language Therapy (SaLT)

Speech and Language Therapy supports and facilitates effective communication for our students. Emphasis is placed on promoting a positive, effective and supportive communication environment to nurture their communication skills. Strategies and systems, for example Social stories, PECs and visual information are provided to fulfil potential through assessing communication needs. Our Speech and Language Therapy aims to enhance each student's ability to understand information and be independent, to express their needs and ideas and to gain confidence in their social interactions.

Psychology

Psychology supports our students through assessments, formulation, interventions, monitoring and evaluations to determine their developmental needs. This also supports the cognitive, social, emotional, and academic learning goals of students and can positively impact their learning at the individual, small group, classroom, systemic and school levels.
The psychology team also works directly with students, supporting with preventative, proactive and reactive strategies when a student is highly dysregulated and when Individual Support Plans (ISPs) and associated Individual Risk Assessments need updating. They are instrumental in training when adopting a reduction and a need for restrictive practices, such as Studio III.
The team collaborates with teachers, families, carers, other school clinicians and specialists, and other health professionals to ensure that every student learns in a safe, healthy, engaging and supportive positive environment. They are able to link Mental Health to learning and development, wellbeing by supporting and advising in promoting positive social skills, healthy relationships and connectedness, autonomy, competence, self-esteem and resiliency. They support and provide expertise in student's cognitive, social, physical, and emotional development. They also support the implementation of systems and processes through joint case formulation, joint working and family partnership. They promote models of change through embedded transdisciplinary approaches. They provide support with implementation of positive behaviour support and sustained change and generalisation as well as providing targeted clinical input and support.

All our teams work with partners outside of school, for example clinical psychologists, psychiatrists and other CAMHS and medical professionals Following the Covid pandemic transdisciplinary support as part of the recovery curriculum has been essential.

Impact

Assessment and Recording

For full details of assessment and recording see the Assessment recording and reporting policy.

Assessment data and annual review reports indicate that the school is highly effective in bringing about Students Personal Development – building their resilience, self- esteem, independence and confidence and has influenced student engagement, positive behavior, self-esteem and progress.

The school has a rigorous cycle of assessment review and evaluation of learning at all stages. Recording is ongoing and updated each term to provide summative assessment data which is shared centrally. There are Termly EHCP meetings with students, parents, therapy staff and relevant key workers or as required (often more frequent). We measure dynamically the impact of the curriculum and outcomes for students using a range of tools.

Staff use assessment in a systematic and effective way. They gather detailed knowledge about the pupils that they teach. Teachers and the in-house therapy team communicate with each other daily. This provides teachers with a joined-up picture of how well each pupil is doing. From this information, they regularly review and develop pupils' targets and pathways as pupils remember and build on prior learning

Ofsted Outstanding Provider

A comprehensive assessment is recorded as part of every student's Annual Review. Student voice and self-assessment is part of all assessment. Baseline and end of Key Stage assessments are a crucial part of all transitions.

This data collection is used to scrutinise both individual, whole school and cohort progress and achievement and impacts on teaching. Assessment data is moderated both internally and in collaboration with other special schools and this means we can be confident about the quality of data.

Our assessment also includes focus on therapeutic and holistic assessments from EYFS to post 16. These measure, in addition to academic progress, key markers such as engagement, attendance, happiness, positive behaviours and reduction in behaviours that harm and stereotypical behaviours. This ensures that we are also assessing impact by wellbeing as well as externally accredited qualifications (For example ASDAN BTEC OCR and GCSE and Duke of Edinburgh Award)

Pupils rise to the staff's high expectations that they behave well because of the strong and nurturing relationships that exist across the school. Pupils can remove themselves safely from situations that may escalate and are able to self-regulate throughout the day. This means that learning can continue uninterrupted.

Ofsted Outstanding Provider

Our data demonstrates the development of positive learning skills; including readiness to learn and learning skills, problem solving, learning as part of a group and self-regulation both within the school and when working within the wider community. Data assessment is supported by an assessment coordinator. All monitoring information is analysed carefully and any student under achieving is identified and interventions put in place. The introduction of individual timetables and tracking for key students who have difficulties working as part of a group has had a positive impact on them.

Whole school outcomes for the development of student's key skills are integrated across the curriculum and in a range of settings and shared with all staff involved and this impacts positively on levels of progress.

Autistic specific/SEND Code of Practice Planning takes full account of prior learning and student's capacity to make even further progress; detailed assessment information is used as part of lessons and assessment. Evaluation/self-evaluation is embedded as part of daily culture.
Strategies resulting from multi-agency working continue to raise attainment in reading.

Where possible and appropriate external accreditation is used.

Resources, spaces and health and safety

(See resources policy)

All resources used to support the curriculum and school and community environments are of the best possible quality and age appropriate. Every resource and activity is carefully risk assessed to ensure the safety of the students and staff,

Curriculum Management structure

The Principal of the school and senior Team are highly experienced, dedicated and with a wealth of autism experience.
The Senior Management Team is similarly stable and experienced. Professional training is given a high priority with a detailed programme of staff appraisal in place.

Monitoring and subject leadership

The School Improvement plan is monitored and reviewed termly. A rigorous cycle of self- review and evaluation informs development planning and enables a process of continuous improvement.

Every subject area has a designated subject Lead. (see subject area policies) In collaboration with other staff they lead on policy and subject development, ensure appropriate assessment within school curriculum guidelines and keep up to date on latest government initiatives.

Continued professional development for all Staff is identified through 'Management, Support & Development (MSD) meetings and is linked to the priorities in the School Improvement and Development Plan and has a positive impact on student outcomes.

Senior managers are proactive to ensure that excellent relationships with parents and carers are established and maintained, ensuring valuable support to student's welfare, learning and progress. Engagement with parents is strength of the school. Close Links to other NAS Schools and services enable collaboration and moderation of school Development plans linked to the NAS Strategic vision

Quality Control

There is a planned cycle of mentoring, lesson observation, shared working and evaluation, linked to NAS Strategic goals and the Quality of learning and Continued Professional Development (CPD)

The school managers are responsible for co-coordinating the development, delivery and evaluation of the school curriculum.
Subject Area Leaders have responsibility for the development of specific areas of the curriculum and for the provision of a range of appropriate resources to develop the area of the curriculum.
Teachers ensure that there planning is available through shared drives.
There is a programme of regular Learning Walks by the SLT to monitor documentation, provision, delivery and assessment.
The NAS Education Head of Schools Improvement visits School every half term and the NAS Director of Education termly to monitor Teaching and Learning and Leadership.
School is inspected under the Independent Special School Standards by OFSTED. Currently Sybil Elgar is graded as 'Outstanding'.
School also is audited by the NAS Accreditation Scheme to monitor the autistic specific provision and practice. Currently School is graded as 'Advanced'.

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Assessment Documents				
What	Why	Who	Where	When
Referral Profile	To ensure school can meet a student's needs before accepting and ensure full information upon arrival and provide baseline for progress	IR TDT as appropriate	Student confidential files- referred to for baseline assessment	On receipt of request for placement
Parent/Carer information	To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress	CP IR TDT as appropriate	Student confidential files- referred to for baseline assessment	At initial student interview
Baseline Profile Statement of Needs (SEN) if applicable or EHCP Triad 6 assessment Behaviour Communication Academic Levels (PSHCE/PIVATS I can statements) Cognition and Learning Communication Social and Emotional behaviour, Wellbeing and Keeping Safe Sensory and/or Physical Self-help, Independence and Organisational Skills and	To ensure full information and provide baseline for progress. To assess placement and provision.	TDT Teachers Parents Care staff (if student accesses a residential provision)	Student Assessment Folder Communication File	On arrival & First 6 months

Community Involvement Maths Eng. Computing AAPEP Risk Assessment Medical/Dietary Information				
6 Monthly assessment	Statutory requirement, informs carers, LEA and funding bodies, main assessment of progress and setting of outcomes for next year. Checks suitability of provision, status (e.g.1:1) and entitlements	TDT, SMT, teachers	Student Assessment folder, Psychology dept.	6 months After arrival
SALT Communication levels Academic levels S&L	Clear comm. Levels strategies and targets for all students	SALT (with Eng. Staff)	Communication file, assessment folder	Baseline Annual review and if necessary
Case Studies	To provide a narrative for complex students who do not have a clear development profile and to demonstrate progress	TDT		
Development profiles	Significant Information relating to, but other than, academic development (SCERTS, SMSC)			
Subject Area assessments Early Years Profile (Primary) English Maths Science Computing DT Design Technology DT Cookery Humanities Physical Education (Aerobics)	Clear level and next target	Subject leaders	Student assessment folder Teachers assessment files Assessment folder in communication file	Annually for review, Termly summative Ongoing for learning (usually fortnightly)

Art & Design Music RE 16-22 provision Students will have individualised subject areas				
Subject Areas assessment checklists	Linked to long term planning, ensures planned progression and learning of skills	Subject leaders	Teachers planning files	Ongoing as skills achieved
Assessment Profile	Overview of levels for each student	Tutor teacher	BROMCOM Onwards and Upwards Communication folder Assessment File	Annually and as needed
Subject Area Summary Statements	Overview of achievements within each subject area	Subject leaders	Subject area planning files	Annually Summer Term
ASDAN (Awards Service Development and Accreditation Network)	Externally Accredited courses; Transition Challenge	Teachers ASDAN internal assessor	ASDAN File,	End of yr. 10 and 11 (Summer term)
BTEC	Externally Accredited course	Cookery	BTEC Folder	Annually Summer Term
OCR	Externally Accredited course	16+/6th form provision Subjects; varies with each cohort (based on strengths)	OCR Folder	Annually Summer Term
GCSE	Externally Accredited course	16-22 Provision Subjects; varies with each cohort (based on strengths)	GCSE Folder	Annually Summer Term
Transition Profile	To ensure full information upon departure and provide baseline for next service/ 16+ 6th form Provision	Year 11 tutor teacher & TDT (& care staff if res)	Assessment Folder	Transition planning ongoing from Annual Review yr. 9 Profile usually during

				Spring/Summer Term yr. 11
IEP Targets	5 core targets of access, Autism specific Cognition and Learning Communication Social and Emotional behaviour, Wellbeing and Keeping Safe Sensory and/or Physical Self-help, Independence and Organisational Skills and Community Involvement	Parents/carers, teacher, review chair, student	Communication folder Assessment file	Annually for review. Termly (at least) update and fortnightly assessment
Whole School targets	Part of SDP, ensure key areas promoted throughout school	All staff	cc each classroom, assessment profiles	Annually Ongoing for learning (usually fortnightly)
Communication Timetable	To ensure consistency and continuity 24/7 log behaviour, access to learning and give overview	Teachers & Res staff (with TAs and students as appropriate)	Communication folder, cc into assessment folder at end of week	Every session daily, sent home weekly (daily if requested and to SEH)
Annual Review EHC Plan Review	Statutory requirement, informs carers, teachers, LEA and funding bodies, main assessment of progress and setting of targets for next year. Checks provision and entitlements	Teachers, tutor teacher, TDT, Parents, Res staff, Lead teacher	Assessment folder	Annually
Academic targets	Set in all subject areas to ensure measurable assessment of progress	Teachers	Assessment folder Assessment & Recording file	Annually at review. Broken into half termly steps, assessed fortnightly
Individual student tracking	ensures measurable assessment of progress, enables comparisons of cohorts in key areas	Assessment Coordinator	Assessment Folders	Annually
BROMCOM	Ensures that data can be translated into graphs and charts for comparison of	Assessment Coordinator	BROMCOM	Ongoing

	individual, cohort, subject, IEP summative and formative assessment			
Onwards and Upwards	Ensures that data can be translated into graphs and charts for comparison of individual, cohort, subject, IEP summative and formative assessment	Assessment Coordinator all teachers	BROMCOM	Ongoing
Benchmarking	Enables above information to be compared with peers in other services, identifies areas for whole school development	Assessment Coordinator	Central assessment file (Assessment Coordinator)	Annually
Record of Achievement	Photo/video/picture/text evidence, annotated and dated as examples and illustrators of achievements	Teachers/Res staff and CAs	Large blue RofA files	Ongoing, checked annually
Achievement Power point presentation	Photo/video record of achievements over year	Teachers (Assessment Coordinator)	Confidential student files cc parents	Annually (for review meeting)
Self-Assessment and work planner	Ensures students involved in own learning and assessment	All Teachers	Subject area folders then Assessment folders	Ongoing, filed at least annually
Individual Support Plan	Ensures full profile, positive management of potentially restrictive behaviours, consistency	IR with psychology team, teachers, carers and key workers	Psychology files, Assessment folder communication file	Ongoing, as needed, at least annually
Functional Analysis, Time Interval Sampling, SIB checklists	Tools to support analysis of behaviour and ensure objective, factual approach. Inform ISP	IR with psychology team, teachers, carers and key workers	Psychology files, Assessment folder communication file	Ongoing as needed
Incident Recording	As above. Ensure behaviour closely monitored and any emerging patterns spotted. Links with home/Res informs ISP	All staff, IR	Confidential Incident recording files, psychology files	Ongoing as needed
Food Intake Charts	As above. Ensure FI closely monitored and any emerging patterns spotted. Links with home/Res	Teachers Res workers (IR)	Assessment folder communication folder. Psychology file,	Daily, sent home weekly (daily if area of concern)

			medical file if areas of concern	
Communication Assessment and Profile	Following SALT assessments. Ensures full profile, consistency of approach	SALT (with teachers and linked to Eng. dept.)	SALT files, communication folder	Ongoing, as needed, at least annually
Sensory Profile	Following OT Assessment	OT with relevant staff/parents	OT Files Individual sensory profile	Ongoing, as needed, at least annually
Student Profile	Gives 'quick access' overview of all relevant information	Teachers with TDT	Communication folder, assessment file	At least annually
Safeguarding monitoring	Statutory Requirement Duty of Care. Extreme vulnerability of students	All staff (LB) to make entries in CPOMS	Confidential CP file	Any incidents/areas of concern
Risk Assessments	Ensures safe access to curriculum, community and events. Planned support	Teachers, (Assessment Coordinator)	Communication folders Subject area files H&S Files (Bursar)	Ongoing, at least annually
Medical Information	Statutory Requirement Duty of Care. Extreme vulnerability of students	IR / AW Parents/ teachers	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually
Menstrual Charts	Linked to medical information and behaviour	Key workers, teachers, parents	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually
16 plus/6th form Provision				
All Assessments continue as for Secondary. Subject Areas become individual. In addition, see below				
SALT Lang and Literacy Assessment	Clear comm. Levels and targets for all students			
Transition Plan	To ensure full information upon departure and provide baseline for next service	Completed by Tutor staff TDT Parents/ carers and Social Services. May link to 18 plus assessment carried out by SS	Students Assessment folder	FEU year 3 and 6; builds on profile completed in FEU 1 and 2; 5

OCR Skills for Life and Living	Externally accredited scheme	Tutor teachers OCR coordinator	OCR Files	FEU year 1-6
GCSE	Externally accredited scheme	Tutor teachers GCSE coordinator	GCSE Files	FEU year 1- 6

Key:

IR Irina Roncaglia Psychologist

AW Anne Williams family Liaison Manager

CP Chloe Phillips Principal

MR Lead Teacher 16-22 Provision

LB Lucy Burholt Deputy Principal

TS Thea Smit Assessment Coordinator/ Designated Teacher

TDT Trans Disciplinary Team

SALT Speech and Language Therapist (Karen Reeves)

OT Occupational Therapist (Tess Steventon)

IEP Individual Education Plan

SDP School Development Plan

'I Can statements' Indicators for Value Added Target Setting

Early Years Framework Statements linked to SCERTS

SIB Self Injurious Behaviour

CP Child Protection (Safeguarding)

*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to 16-25 Provision