Next review due: January 2026



#### RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

#### **CURRICULUM**

#### **INTRODUCTION**

It may be an obvious statement but it is imperative to recognise that **our autistic pupils are all unique**; thus, we needed a curriculum which puts the individual young person at the centre and meets their strengths and needs.

The underlying characteristic is to provide our pupils with the opportunity to reach their full potential as skilful learners. We recognise they will be with us for a relatively brief period in the context of their whole lives and as such, **outcomes** and **future aspirations** should be highlighted, strived towards and become part of each pupil's curriculum pathway.

#### Our Aim...

is to provide our pupils with the opportunity to reach their full potential as skilful learners.

#### Our Values are...

to be confident, embrace challenge and develop resilience; to be happy, healthy and safe;

to be increasingly independent;

to be accepting and respectful of others.

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#### Our Purpose is...

to inspire, intrigue and motivate learners to engage with the curriculum in order to reach their full potential;

to meet each pupils' current stage of development and communication by working within the most appropriate RLS pathway;

to use our knowledge of the pupils' strengths and interests to create opportunities for engagement;

to identify, highlight and strive towards achieving each pupils' outcomes and future aspirations.

#### We develop the whole person... by focussing on the skills and concepts learners require to progress; by celebrating success in a positive environment, thereby increasing confidence and self-efficacy; by being able to quickly identify and address any lack of progress and being flexible enough to adapt our approach to meet each pupil's needs and aspirations. as lessons are taught across six areas of learning to cover a wide range of subjects; by using half termly topics to allow cross curricular Our Curriculum is learning and exciting medium-term planning; broad... as we utilise first-hand involvement inside and outside of lessons to create meaningful practical learning experiences. by using personalised learning outcomes (PLOs) across a range of key developmental aspects; as pupils work at their own level to achieve success in Our Curriculum the skills and concepts they are ready to develop; is balanced... and with flexibility to allow the most relevant areas to be worked on at a particular moment in time. as pupils graduate through the Key stages each with unique age appropriate styles of learning; Our Curriculum year on year pupils build on prior knowledge allowing has clear for repetition and mastery whilst adding new understanding; progression... where older pupils are motivated to generalise their skills and concepts towards their specific, purposeful and relevant future ambitions.

#### PATHWAYS AND CURRICULUMS

At Radlett Lodge School, all pupils and older students are vertically grouped according to their specific individual needs, including: communication, cognition, social, emotional and sensory profiles.

We use two distinct pathways to deliver the most appropriate curriculum for each pupil:

<u>Pathway 1</u> is designed for our pupils who we classify as **Explorers (Primary pupils)** and **Adventurers (Secondary pupils)**. This includes those learners who learn better through sensory sessions and play. Once explorers reach secondary age they then become Adventurers. The Adventurers curriculum focuses on

acquiring functional skills to meet their individual needs and unique learning profiles. Their curriculum is delivered through mainly informal learning environments. In terms of the SCERTS® Model, these pupils would typically be at the **Social Partner** stage of communication.

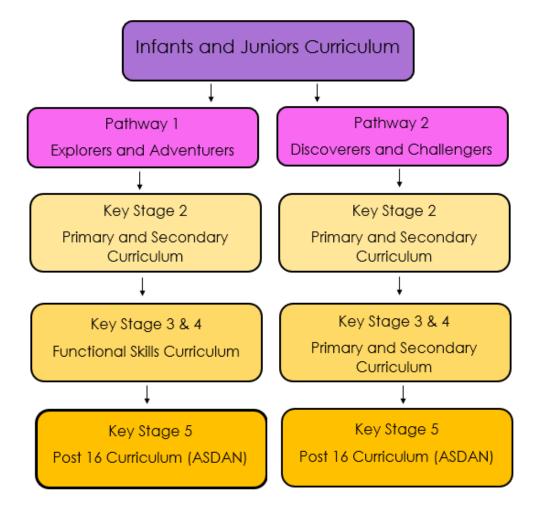
<u>Pathway 2</u> is for our pupils who are <u>Discoverers and Challengers</u>. The Discoverers have moved through this informal stage and are beginning to access a semi-formal learning environment. The Challengers are beginning to access a formal learning environment. In terms of the SCERTS® Model, Pathway 2 pupils would typically be at the <u>Language Partner</u> and <u>Conversational Partner</u> stage of communication.

	Pathway 1		Pathway 2		
	Explorers	Adventurers	Discoverers	Challengers	
EHCP Link	•	<b>C</b>		+	
	(Primary) Play-based curriculum	(Secondary) Functional skills curriculum	Semi-formal curriculum	Semi-formal Curriculum	
	As an Explorer	As an	As a	As a	
	I can:	Adventurer I	Discoverer I	Challenger I	
		can:	can:	can:	
Communication and Interaction	Communicate through my actions, gestures, facial expressions, vocalisations, and / or single words (spoken or using AAC). Engage and respond when familiar adults join in with my activity, actions or sounds.  Exploring communication systems.	Communicate through my actions, gestures, facial expressions, vocalisations, and / or single words (spoken or using AAC). Engage and respond when familiar adults join in with my activity, actions or sounds.  Embedding chosen communication system.	Communicate using word combinations (spoken or using AAC) and/or a symbolic means of communication. Participate in two-way interactions with a familiar adult.	Communicate using sentences and link ideas using basic conjunctions, for example: and / or / because (spoken or using AAC).  Participate in structured rule-based games and group discussions with peers (either verbally or using AAC).	
Cognition and	Attend to	Attend to	Focus my	Engage in	
Learning	activities of my	activities of my	attention on an	learning	

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Opening jars, forming letters			Opening jars,		forming letters

	Use PE	fastening	Actively engage	and numbers
	equipment and	buttons and	in PE sessions	using the correct
	apparatus with	putting on	and use	formations and
	adult support.	shoes).	apparatus and	line placement.
		3110037.	equipment	mio piacomorn.
	Explore the	Use PE	confidently.	Actively engage
	world mainly		Cornidorniy.	in PE sessions
	•	equipment and	De ginning to	
	through my	apparatus with	Beginning to	and use
	senses, with	adult support.	explore the	apparatus and
	adult		world, safely,	equipment
	supervision.	Explore the	with minimal	independently.
		world mainly	support.	
	Need support	through my		Explore the
	with sensory	senses, with	Starting to	world safely,
	regulation –	adult	recognise	recognising risk
	adults to control	supervision.	strategies to self-	in familiar and
	the stimuli to		regulate. May	unfamiliar
	meet my needs	Need support	use sensory	settings. Can
	and	with sensory	equipment and	distinguish
	preferences.	regulation –	regulatory	between safe
	prototoricos.	adults to control	strategies	and unsafe.
		the stimuli to	consistently.	and onsaid.
			Consistently.	Understand
		meet my needs		
		and		what sensory
		preferences.		strategies and
				equipment I
				need to self-
				regulate. Can
				use sensory
				equipment and
				regulatory
				strategies.
Community and	Cooperate	Cooperate	Carry out some	Complete most
Independence	with adults	with adults	basic activities	key activities of
	during	during	of daily living	daily living
	activities of	activities of	independently	independently
	daily living	daily living	e.g. following	(e.g. dressing,
	(e.g. dressing,	(e.g. dressing,	a visual jig,	eating and
	toileting,	shopping,	imitating a	drinking, basic
	washing	cooking, self-	model or	food
	hands), with	care, travel,	responding to a	preparation,
	visual / gesture	independent	gesture cue.	toileting,
	/ touch	living skills), with		washing), and
	support.	support.	Access the	can organise
			community	my own
	Access the	Access the	with adult	belongings for
	community with	community with	support and	routine
	adult support	adult support	able to follow	activities with
	and supervision.	and supervision	rules and	minimal
		3 2 30 0 3. 1101011	routines in	prompts.
	VA/SII le e edel e la	VA/SII le e elelele le	order to stay	
	Will be able to	Will be able to	safe.	Access the
	self-occupy.	self-occupy with		community
1				- John Horning





#### **OUR CURRICULUMS**

Based on the age of each pupil, the curriculum offer and teachers planning allows for a unique focus which is considered to facilitate year on year progression of skills, knowledge and understanding.

In key stage 1, pupils at RLS follow a play-based model to ensure they are motivated and engaged in their learning. This then allows us to teach using autism specific approaches to implant planned, purposeful play through a mix of *child-initiated* and *adult-led* learning.

Pupils working in Key Stages 2 build upon the foundation from previous cycles and years, consolidating earlier learnt skills, whilst the emphasis switches to establish greater life skills, independence and challenge.

When entering the Secondary phase at Key Stage 3, pupils will either follow pathway 1 and embark on a functional skills-based curriculum (Adventurers) which continues to offer a sensory and experiential based programme of learning or follow pathway 2 with a semi-formal curriculum. For some of our Discoverers and Challengers, the move is away from themes and toward many of the traditional *National Curriculum* subjects that are taught through our cross-curricular models.

For Post 16 pupils (Key Stage 5), their curriculum phase is based around 'Preparation for Adulthood'. Here, each young persons' interests and abilities are the focus with a greater emphasis on outcomes and future opportunities. It begins with a 'person-centred planning' (PCP) meeting which informs future planning and offers a chance to accomplish accredited awards (such as 'ASDAN') for each student's level of achievement.

Our Adventurers and Post 16 students spend more time accessing the community and this allows students the opportunity to generalise skills whilst experiencing different environments and interacting with the wider society (see the RLS Local Procedure for 'Post 16 Education' for further details).

#### THEMES explained

To ensure Radlett Lodge School's curriculum offer is broad and balanced, stimulating, challenging and relevant to our pupil's interests we offer a thematic approach for the younger pupils. At Key Stages 1- 4, whichever pathway pupils are in, they all follow a themed approach which repeats in cycle every four years.

Cycle	Autumn Term		Spring Term		Summer Term	
	ME	ME and OTHERS	Something MOTIVATING	LIVING THINGS	MY SURROUNDINGS	BEING ACTIVE
2	<b>2023-2024</b> My story	2023-2024 Religious stories	2023-2024 Investigating Water	<b>2023-2024</b> Habitats	2023-2024 Environment	2023-2024 Time to play sport
3	2024-2025  My Family and Friends	2024-2025 Spiritual places + people	2024-2025 Food and drink	<b>2024-2025</b> Animals	2024-2025 The Great Outdoors	2024-2025 Summer holiday
4	<b>2025 – 2026</b> My School	2025 – 2026 Festivals and Lights	<b>2025 – 2026</b> Fun and  Games	<b>2025 – 2026</b> Life cycles	2025 - 2026  Out in the community	<b>2025 – 2026</b> Keep on moving
1	2026-2027 All about me	2026-2027 Celebrations	2026-2027 Sensory Exploration	<b>2026-2027</b> Field to fork	2026-2027 Going places	2026-2027  Keeping healthy, keeping fit
2	<b>2027-2028</b> My story	2027-2028 Religious stories	2027-2028 Investigating Water	<b>2027-2028</b> Habitats	2027-2028 Environment	2027-2028 Time to play sport

#### Rationale for the order of our topic cycles

Each year the pupils go through a similar range of topics following a structured pattern, starting with:

**Themselves**; then **Others** (other people, other things); then **Something Motivating**; then **Living Things and Wider World**; moving towards **Their Surroundings**; and finally, **Being Healthy**.

#### Our Curriculum is filled with rich first-hand purposeful experiences...

by using a variety of exciting teaching strategies; through the use of a total communication approach; with a combination of tried and tested and innovative TDT (Trans-Disciplinary Team) initiatives; using autism specific strategies (e.g. SCERTS, Intensive Interaction and Attention Autism); with weekly education visits (EV) trips; and the use of sensory circuits and diets as part of creating optimal learning environments.

Our curriculum is flexible and responsive to individual needs and interests... by using a person-centred planning approach in every pupils' unique areas of interest and strengths; PLO (Personalised Learning Outcomes) incorporated into their curriculum using individual EHCP and annual targets; from our understanding of each pupils' sensory needs and unique strengths and interests; and regularly updated individual support plans (ISP).

Our curriculum embeds the principle of sustainability... through the continuous self-appraisal of our local offer; by evaluating the success of the curriculum we deliver; and through regular and meticulous analysis of all pupils' progress.

Our curriculum has an eye on the future and the needs of future citizens... through PSHE and SMSC; life skills and independence; student council; work experience; careers; transition programmes; community links and enterprise projects.

We encourage the use of environments and expertise beyond the classroom... in areas including: lessons; learning outside the classroom; specialist visitors (such as sports coaches, musicians, dancers and drama teachers; our school garden; our off-site allotment and annual pop up market stall; and the use of offsite activity centres (golf, sailing, swimming and skiing).

### Our curriculum links between areas of knowledge and the major issues of our time...

at Key Stages 1, 2 & 3 / 4: through our thematic approach giving broad topic areas which incorporate current affairs;

at Key Stage 4: through our functional skills curriculum, building on that previously taught with an increased focus on community links and on practical, purposeful lessons; and

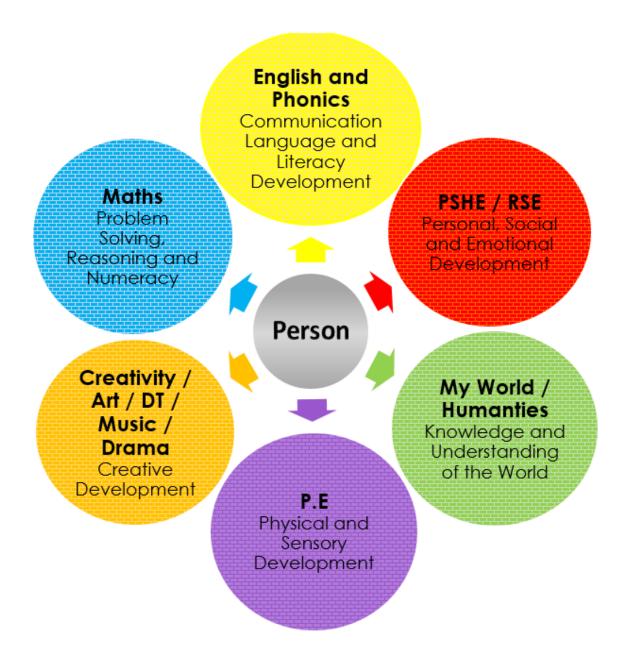
at Key Stage 5: as pupils are preparing for adulthood and have curriculum plans designed around a pupil centred planning approach.

#### Our curriculum has a local, national and international dimension...

with a diverse range of cultural days; whole school and class events; charity events; visitors and guest speakers; community links; inter school sporting competitions; work experience opportunities and CBE (Community Based Education) visits.

#### FRAMEWORK

The framework which underpins our curriculum is based on the DfE's Early Years Foundation Stage (EYFS): 7 areas of learning, but we have adapted it to meet the needs of our pupils by combining 'literacy' with 'communication and language'. Therefore, the 6 learning areas at RLS are:



Often, autistic people experience differences in the way they 'sense' the world around them as compared to non-autistic people. This affects the way autistic children and young people use, develop and understand social communication and interaction. Our pupils achieve success when this curriculum is supported by sensitive, empathic educators who utilise a whole range of tried and tested interventions whilst under the principles of SPELL (NAS).

# Intended Impact

#### Measured by:

- All progress: PLO, SCERTS, subject specific targets, assessment, etc.
- Parental views and Pupil voices.
- Behaviour and incident data CPOMS.
- Lesson observations and learning walk feedback.
- Curriculum feedback from teachers.
- Staff feedback and well-being.
- Annual pupil review meetings.
- Outcomes/next steps/pupil destinations.
- Work books / Folders.

#### The review date for this policy will be January 2026.

The Radlett Lodge School Local Procedure for Curriculum should be read in conjunction with:

#### NAS POLICIES:

Special Educational Needs and Inclusion Policy.

Supported Home Learning Policy.

Remote Learning Policy.

SEND and Inclusion Policy.

Educational Visits and Trips Policy.

#### RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Teaching and Learning.

Assessment, Recording and Reporting.