

GREAT OAKS SMALL SCHOOL

CURRICULUM POLICY

**HEAD TEACHER: JULIE KELLY
REBECCA TAYLOR**

**DATE AGREED: MARCH 2017
DATE OF NEXT REVIEW: MARCH 2018**

Great Oaks Small School ensures that every student has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met. This is achieved by ensuring that all students have access to a broad, balanced, motivating, relevant curriculum. We base our curriculum on the National Curriculum so that our students can access adapted, structured and planned programmes of study in some of the same curriculum subjects and topics as other students in the UK. However, the focus of the curriculum is supporting young people to make a successful transition into adulthood as confident young people with the necessary skills to live independently, gain paid employment and participate in their local community.

Differentiation and Personalised Learning

We aspire towards a pedagogy and culture of personalised learning:

- To ensure that tasks are matched to the capabilities of the individual child
- To ensure that there is continuity and progression for the individual child
 - To meet the student's needs through differing teaching and learning styles, tasks, student outcomes and responses
- In accordance with the Autism Education Trust (AET) Autism Standards, the curriculum will “not only capture the learning needs of the students, including learning styles and uneven ability profile but will also address their social, emotional and wellbeing, their communication needs and life skills.”

Great Oaks Small School actively promotes experiences to develop both the strengths that young people with autism have as well as teaching strategies to counteract the difficulties presented by the Triad of Impairment. Underpinning the planning and the delivery of the curriculum is the SPELL approach of

- Structure
- Positive
- Empathy
- Low Arousal
- Links

Aims

- To help students achieve their full potential by creating an environment where they feel safe and are supported
- To develop students interests and fuel their motivation
- To provide opportunities for learning and development of curricular and vocational skills
- To create a holistic learning environment conducive to social development that helps students to enhance their spiritual and moral understanding of the world, reinforced by SMSC and PSHE lessons
- To teach about and encourage students to make healthy lifestyle choices including teaching about health and encouraging positive physical activity
- To allow students to understand and prepare for their role in society particularly by developing social skills and improving their knowledge of workplace environments
- Create a responsive curriculum that tailors external curricular programs for our students in an appropriate manner
- To embrace the individuality of all our students and to understand their individual requirements for learning
- To provide a variety of learning experiences within each lesson
- To actively encourage extracurricular activities where appropriate
- To provide varied individual strategies to enable all students to access a full time curriculum that allows for choice within what is offered on the timetable at anyone given time
- Encourage independent learning and provide an environment which is conducive to it
- Use PSHE and SMSC time to promote personal and social development
- Ensure Equal Opportunities

Review

Ratified by the Full Board of Trustees on 7th March 2017

To be reviewed after three years or as changes in legislation / policy dictates

To be displayed on the School Web Site? Yes ~~No~~