



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

CURRICULUM POLICY AND MAP

Date reviewed: February 2015
Next review: February 2016

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

INTRODUCTION AND RATIONALE

In providing a caring, nurturing environment, the School aims to:

- Recognise the worth, individuality and potential of each student;
- Give access to a broad, balanced and relevant curriculum throughout the school day and in the residential setting. This will include the National Curriculum at a level appropriate to the individual needs, age and intellectual/developmental stage of the student;
- Promote effective communication, using a range of approaches and techniques;
- Prepare students for their transition from school into the wider community, and for the demands they will meet in their future lives, by teaching practical, functional, vocational and life skills;
- Support students to enable them to modify inappropriate social behaviours;
- Implement individual education plans in co-operation with parents/carers, ensuring consistency both in school and in the residential setting;
- Develop understanding and respect for all cultures and enhance students' spiritual, moral and social development;
- Promote students' ability to make choices/decisions and develop leisure and recreational skills;
- Work in partnership with parents and other family members;
- Provide opportunities for students to participate in activities in the wider community.

PRINCIPLES AND PRACTICE

Whilst all students have Autistic Spectrum Condition, they present a wide variety of abilities and learning difficulties and all have highly individual needs. What they do share, however, is some difficulties relating to three fundamental areas of life – communication, social interaction and flexibility of thought and behaviour.

Autistic specific teaching and learning approaches are used to reduce the barriers to learning, enabling all students to make progress. The school aims to create a learning environment that can be clearly understood by students with autism. Emphasis is placed on visual learning and graphic symbols and pictures with clear labels are used to help students understand. Other media of communication, such as computers, Picture Exchange Communication System (PECS) and MAKATON are available to the students, some of whom find the use of information technology an easier way to learn as well as to communicate.

Within a clearly defined structure, students are given opportunities to choose activities, and develop their own interests and abilities. Most students are helped by a TEACCH approach to structure the learning environment and enable them to work independently. Young people with autism can be very resistant to change, so students are prepared for change and where necessary, small changes are built into their programme on an individual level to help them cope with change. Other students require a PECS approach to help them understand the interactive nature of communication and how to initiate an interaction.

A number of our students do exhibit challenging behaviour. To support students, routines and individual boundaries are clearly defined. The framework provides a structure to daily life and a foundation for establishing the principles for living with other people. Baskerville School recognises that the management of students' indoor physical environment makes an important contribution to learning. The visual educational environment is designed to support learning by setting expectations and giving students a clear context for learning so they understand what they need to do.

Attractive, well laid out displays provide a silent and ever present reminder about what the school ethos is about and the standard set. The involvement of all staff is essential and needs to be carefully planned to achieve a consistency of approach. To help students understand the relevance of their learning and to apply their understanding to their life, emphasis is placed on learning through practical activities.

It is important to make cross-curricular links so that students understand how a skill learnt in one situation can be applied in other situations. Key skills such as literacy and communication, numeracy, computing and personal and social skills are strands that must thread through all lessons and residential activities so that students understand how skills can be applied. Joint planning for each key stage is essential and achieved through the faculty meetings and includes residential staff. Cross-curricular links are identified in schemes of work and the 24-hour curriculum and written into plans to ensure progression of skills, knowledge and understanding as students move through the school.

As greater expectations are placed on students, this can induce stress and challenging behaviour. Each student's individuality is recognised and planned for in their individual education plan and individual programme plan. Individual education plans identify the barriers to learning for each student and the strategies required to overcome them. Curriculum targets are identified in lesson plans and are reflected in the school's statutory targets.

Therapeutic experiences are built in to students' educational programme to help them manage their stress. Music, dance, art and physical activities and down time are timetabled so students experience time to recover and reduce their stress levels. Some students find working outside,

horticulture, cooking, trampoline and swimming therapeutic experiences. Music can be used to calm students and aid their concentration. Students need to be given time to process information, to reflect on what they are doing and to make a successful transition from one activity to another.

An overriding principle is that all students are entitled to high quality learning experiences that are all children's statutory right. Students come to Baskerville School to prepare themselves for the next phase in education. Achieving an entitlement for all means that students' gender, ability, interests and ethnic background must be taken into consideration when planning the curriculum delivery. In order to achieve their potential, students require nationally recognised accreditation and qualifications to establish progression pathways into adult life.

The curriculum is an adapted National Curriculum that is flexible to meet the ASC Specific aspects of students' needs and a wide range of abilities and interests. The core and foundation subjects of the National Curriculum are taught throughout the school. In recognising the widely varying abilities of our students, access will be made to the National Curriculum at the level appropriate to the development stage and needs of each individual student. We have four colour-coded pathways that our students can follow according to their ability.

At Key Stages 4 and 5 students cover a core curriculum of essential skills and select options according to their aptitudes and abilities. The class tutor provides guidance, monitors progress, both academic and in personal development, and helps students to make informed choices about their future studies.

The time allocated to teaching each subject varies according to the student's needs. Generally five lessons a week are allocated to English, four to Maths, and three to Science at Key Stage 3. Foundation subjects are allocated two lessons a week. Personal Social Health and Citizenship Education (PSHCE) one lesson a week and tutorials each day. Physical Education (PE) is allocated three because of their importance to students with autism and all students have one period of Religious Education (RE). PSHCE includes sex and drugs education plus citizenship.

At Key Stage 4, five lessons a week are allocated to English and Maths, three to Science, releasing additional time to introduce a vocational subject. Careers education is delivered throughout the school and becomes an increasingly important subject as students' progress through the school.

At Post 16 a greater emphasis is placed on functional, vocational and personal and social development. Citizenship is taught within this.

Key Stage 3

Students are taught by specialist teachers for all subjects. Specialist teachers usually teach in the students' classroom. For subjects that require specialised equipment like music, art, technology, PE and science, students go to the specialist teaching area.

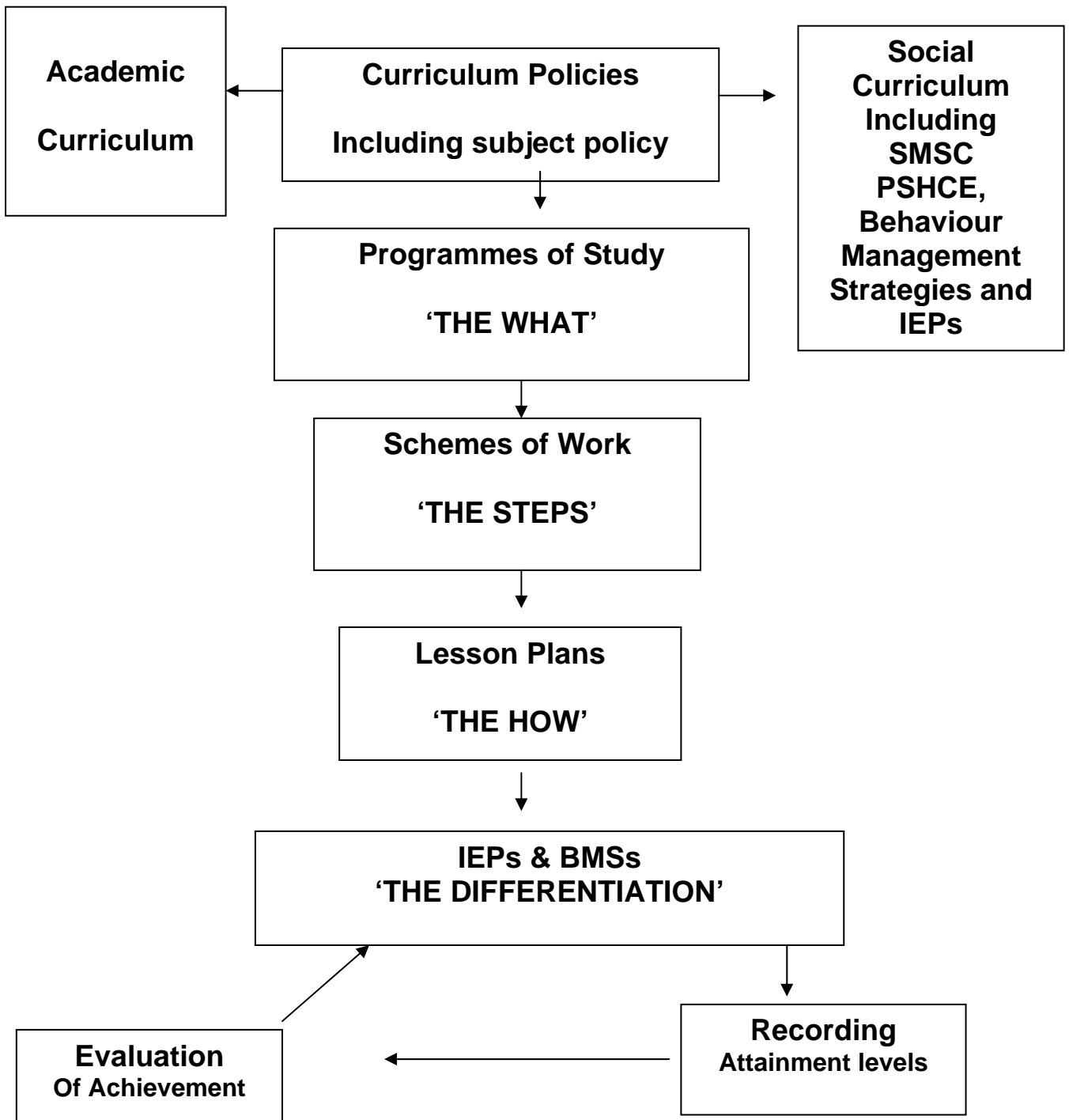
Key Stage 4

When students enter Year 10, where possible there is a choice of courses and subjects. All students have to follow courses in English, Maths, Science, Computing, PE, RE, and PSHCE. Entry level courses, and Level 1 and 2 GCSE courses are available. Lower ability students follow ASDAN Personal Progress entry level course. Middle ability students follow entry level courses and the more able students select GCSE, and entry to level 1 courses. All students have careers and citizenship lessons and most have a work experience placement in Year 11.

Post 16 Provision

The National Curriculum ceases to be a legal requirement beyond the age of sixteen, but students have an entitlement to a broad and balanced curriculum, which builds on what they have learnt and experienced during the first five years at Baskerville School. The core subjects of English, Maths and Computing are still of importance and the pathway through the curriculum is determined by the students' individual needs and interests. Students are provided with options according to their abilities, interests and personal development needs at appropriate levels

STRUCTURE AND CURRICULUM DELIVERY



CURRICULUM MAP AND PROGRESSION ROUTES

KEY STAGE 3

| | | | |
|--|-------|------|------|
| National Curriculum and Religious Education, Forest Schools Awards, New Horizons and Key Steps | | | |
| P3i-P8 | P8-L1 | L1-3 | L3-6 |

KEY STAGE 4

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|---|---|---|---|
| <p style="text-align: center;">Entry Level 1</p> <p>ASDAN : Personal Progress Award Units to cover: English, Maths, Science, Computing, Food Technology, Design Technology, Creative Arts, Leisure Ingots</p> | <p style="text-align: center;">Entry Level 2</p> <p>English, Maths, Science, Computing, Land Based Studies, Food Technology, Design Technology, Art, PSHCE, RE, PE, Independent Living, Ingots</p> | <p style="text-align: center;">Entry Level 3</p> <p>English, Maths, Science, Computing, Land Based Studies, Food Technology, Design Technology, Art, PSHCE, RE, PE, Independent Living, Ingots</p> | <p style="text-align: center;">Level 1 and 2</p> <p>GCSEs in English Literature, Maths, Science, Religious Education, Sports and Active Leisure, Work Skills, Humanities, Food Technology, Creative Skills</p> |
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KEY STAGE 5

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|--|--|
| <p style="text-align: center;">Entry Level 1</p> <p>Skills for further learning and employment (Open Awards) Units to cover: English, Maths, Science, Computing, Food Technology, Design Technology, Creative Arts, Leisure, Life Skills, Animal Care, Social Communication, PE, Land-Based Studies, PSHCE, RE Beliefs and Values (ASDAN), Functional Skills</p> | <p style="text-align: center;">Level 1 & 2</p> <p>Functional Skills (English & Maths), Computing, Sports Leadership, BTECs (Students' choice), Work Skills, Personal & Social Development, Vocational courses (Students' choice)</p> |
| <p style="text-align: center;">Entry Level 2</p> <p>Skills for further learning and employment (Open Awards) Units to cover: English, Maths, Science, Computing, Food Technology, Design Technology, Creative Arts, Leisure, Life Skills, Animal Care, Social Communication, PE, Land-Based Studies, PSHCE, RE Beliefs and Values (ASDAN), Functional Skills</p> | <p style="text-align: center;">Entry Level 3</p> <p>Skills for further learning and employment (Open Awards) Units to cover: English, Maths, Science, Computing, Food Technology, Design Technology, Creative Arts, Leisure, Life Skills, Animal Care, Social Communication, PE, Land-Based Studies, PSHCE, RE Beliefs and Values (ASDAN), Functional Skills</p> |