



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

CURRICULUM POLICY AND MAP

Date reviewed November 2017
Next review: November 2018

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

TELEPHONE: 0121 427 3191
FAX: 0121 428 2204

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

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. The students require careful preparation for adult life and they are helped to develop the skills they require to access supported living, supported learning, further learning and employment. For those who will require continuous care, preparation for life in the community is equally important. The students at Baskerville School will only master relevant skills for living through carefully structured teaching and high quality real life opportunities to put into practice what they have learned. Students completing their education at the end of year 11 have the opportunity of continuing their education into Post-16. This policy is in place to support achieving the school's vision statement.

In providing a caring, nurturing environment, Baskerville 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 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 any inappropriate social behaviours;
- Implement individual learning 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, cultural 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 at Baskerville have Autistic Spectrum Condition, they present a wide variety of abilities and learning difficulties and all have highly individual needs. However what they do share, are 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 meet the needs of students with autism. Emphasis is placed on visual learning and symbols and pictures with clear labels are used to support students learning alongside other methods of communication, such as Picture Exchange Communication System (PECS) and MAKATON. The use of computers and I pads are available to the students; some students find the use of technology an easier way to learn as well as to communicate.

Some students are supported 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 where possible. Small adjustments 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. In order to support the students, routines and individual boundaries are clearly defined. 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 real life, emphasis is placed on learning through practical activities.

It is important to make cross-curricular links so that students understand how a skill gained in one lesson can be applied in other situations.

Key skills such as literacy and communication, numeracy, computing, personal and social skills are strands that thread through all lessons and activities so that students understand how skills can be applied.

Behaviour for learning plans identify the barriers to learning for each student and the strategies required to overcome them.

Therapeutic experiences are built in to students' educational programme to help them manage and to self-regulate. Music, dance, art, physical activities and relaxation are timetabled so students experience time to recover and reduce any stress levels. Some students find working outside, horticulture, cooking, trampoline and swimming, therapeutic experiences. Music can be a way to calm some 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.

All students are entitled to high quality learning experiences which a 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, some students require nationally recognised accreditation and qualifications to establish progression pathways into adult life.

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. This starts in key stage 3 upon starting at Baskerville school once in Key stage 4 then:

Students on the yellow pathway will follow entry 1 courses.

Students on the purple pathway will follow entry 2 courses.

Students on the green pathway will follow entry 3 courses.

Students on the red pathway will follow level 1 courses including GCSE.

At Key Stages 4 and 5 students cover a core curriculum of essential skills and courses are selected according to the student's aptitudes and interests. The class tutor provides guidance, monitors progress, both academic and in personal development, and helps students to make informed choices about their future.

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; music, art, technology, PE and science, students go to the specialist teaching area.

The time allocated to teaching each subject varies according to the student's needs.

At Key Stage 3, it is generally:

3 hours English

3 hours Maths,

2 hours Science.

2 hours PSHCE

2 hours PE

1 hour RE

With remaining time allocated to: Computing, Design Technology, Textiles, Art, Forest schools, Land Based Studies and Food Technology.

Key Stage 4

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 delivered.

3 hours English

3 hours Maths,

3 hours Science

3 hours Vocational studies.

2 hours PSHCE

2 hours PE

1 hour RE

With remaining time allocated to: Land based studies, Forest schools, Humanities and Creative iMedia.

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 and Maths are still of importance and the pathway through the curriculum is determined by the students' individual progress, needs and interests. At Post 16 a greater emphasis is placed on functional, vocational and personal and social development. Citizenship is taught within this.

BF

November 2017

CURRICULUM MAP AND PROGRESSION ROUTES

KEY STAGE 3

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

KEY STAGE 4

<p style="text-align: center;">Entry Level 1 ASDAN: Personal Progress</p> <p>English Maths PSHCE Science Food Technology Social skills RE Creative Skills, Forest schools Life skills PE</p>	<p style="text-align: center;">Entry Level 2</p> <p>English Maths Science Humanities Computing Vocational studies Forest Schools, Design Technology PSHCE RE PE</p>	<p style="text-align: center;">Entry Level 3</p> <p>English Maths Science Humanities Computing Vocational studies Forest Schools, Design Technology PSHCE RE PE</p>	<p style="text-align: center;">Level 1 and 2</p> <p>English Maths Science PE RE Humanities PSHCE Work Skills Vocational studies Creative iMedia</p>
---	--	--	--

KEY STAGE 5

<p>Entry Level 1 Post 16@ Baskerville Units from Skills for further learning and employment (Open Awards) Units from Independent Living (Open Awards) Units to cover: English, Maths, Science, Food Technology, Creative skills, Vocational skills, Leisure, Life Skills, Forest schools, Enterprise, Music, PE, Horticulture PSHCE, RE</p>
<p>Entry Level 2 Post 16@ Baskerville Units from Skills for further learning and employment (Open Awards) Independent Living (Open Awards) Units to cover: English, Maths, PSHCE Science, Social Media skills, Food Technology, Enterprise, Forest schools, Horticulture, Leisure skills, Travel training, Work experience, PE, Creative skills, Life skills, RE Beliefs and Values (ASDAN)</p>
<p>Entry Level 3 Post 16@ Baskerville Units from Skills for further learning and employment (Open Awards) Independent Living (Open Awards) Units to cover: English, Maths, PSHCE Science, Social Media skills, Food Technology, Enterprise, Forest schools, Horticulture, Leisure skills, Travel training, Work experience, PE, Creative skills, Life skills, RE Beliefs and Values (ASDAN)</p>
<p>Level 1 Post 16 @ Baskerville Units from Skills for further learning and employment (Open Awards) Independent Living (Open Awards) Units to cover: English, Maths, PSHCE Science, Social Media skills, Food Technology, Enterprise, Forest schools, Horticulture, Leisure skills, Travel training, Work experience, PE, Creative skills, Life skills, RE Beliefs and Values (ASDAN) Baskerville at Bournville Courses include Functional Skills (English & Maths), Sports Leadership, Employability, Personal & Social Development, Vocational courses (Students' choice) , BTECs (Students' choice)</p>