

**Outcomes
First
Group.**

Curriculum Policy

Policy Folder: Education

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Please read this policy in conjunction with the Assessment Policy, Marking and Feedback Policy and The Quality Assurance Process.

1.0 Introduction

This policy outlines Overton School's aims to ensure effective & consistent practice throughout the school that maximises learning opportunities and achievement through the highest quality teaching for every student at Overton.

Implementation: It is the responsibility of the Head of School and the Assistant Head responsible for Quality of Education to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

Aims of our Practice

1. To fulfil Options Autism's Values to ensure we support the development of Young People by:
 - Being open and honest, delivering promises, dreaming big and being inclusive
 - Keeping young people safe and supporting their future
 - Providing a nurturing and compassionate staff team approach
 - Providing a therapeutic environment
2. Providing opportunities to support Young people to be:
 - Happy & Confident, with a Positive Self-esteem
 - Able to Learn Independently & Cooperatively
 - Independent & Sociable
 - Able to Communicate their Feelings, Wishes & Needs
 - Able to Make positive Choices & Enjoy Life
3. To facilitate individual progress and attainment for all our pupils, through effective understanding of their needs as an autistic individual and the effective implementation of appropriate curriculum, teaching strategies and assessment tools.
4. To support the development of skills in the areas of social communication, play and imagination, and in their ability to learn.
5. To prepare each Young person in the best way for their next steps and into adult life.
6. To ensure accurate formative and summative reporting to parents, carers, Local Authorities, Government agencies, and additional significant others as required.

2.0 Education, Health and Care Plans and the Individual Education Plan

Every pupil at Overton has an Education, Health and Care Plan (EHCP) which sets out long term outcomes within five areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence

Yearly targets are written from the EHCP outcomes and are embedded into medium term and daily planning as well as the school's assessment tool SOLAR to ensure that all pupils have a personalised approach to their curriculum and the monitoring of their progress.

Each pupil's curriculum and assessment links back to their EHCP outcomes and termly Individual Education Plan.

At Overton School, we ensure access to the curriculum areas that are listed in the Independent School Standards (2019). In accordance with this we undertake to provide a curriculum that meets the needs of each young person based on the terms of their Education, Health and Care Plan. All young people receive full-time supervised education, in which they experience a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development. The overriding aim of the curriculum is to achieve the best possible outcomes for the young people in terms of individual learning, independence, personal growth and development.

3.0 Curriculum Intent

Due to the varied and ever changing needs of the young people that attend Overton and the need for us to best prepare them for their adult lives, there is a necessity to provide a curriculum that is adaptable, flexible and robust in its approach.

The curriculum at Overton School is set into 2 different Pathways in order to meet the needs of all. Each Young person's personalised planning places an emphasis on addressing the core characteristics and challenges associated with autism by offering a comprehensive educational programme via their personalised timetable designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

We use evidence-based practice to identify the unique needs, difficulties and learning skills of each Young person, supporting us to provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a predominantly thematic focus
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home, care-setting and the community)

- prepare for adulthood and a life that is as independent and fulfilled as possible
- is broken into small steps and provides frequent opportunities to repeat and practice skills
- has an emphasis on experiential and sensory learning.

4.0 Curriculum Implementation

The implicit curriculum includes all routines of the school day such as transition time, lunchtime, snack time, leisure time etc. These occasions are regarded as an integral part of the curriculum for students with autism and complex needs. Each class has access to a weekly offsite forest school session which supports the development of appropriate risk taking, social skills and sensory exploration. Students also regularly take part in activities in the local community, including shopping, library, swimming, horse riding and café experience. Links with local businesses will be established to support work experiences when applicable.

The curriculum pathways and the strands within are outlined below, along with a description of how these are taught and assessed across the school. Each young person is assessed during the referral process and on entry to ensure that their curriculum is individualised to meet their needs. This is reviewed regularly to ensure that their pathway remains the most appropriate for them, this is flexible with the opportunity for the young person's curriculum pathway to change as their needs change. Input from previous placements, family, Local Authority and EHCP will contribute to this decision-making process.

Pathway	Strand	Learning Style	Curriculum	Assessment	Personalised Learning Intentions
Equals	Corndon	Informal	Equals	SOLAR	Yes
	Clee	Semi-formal	Equals	SOLAR	Yes
	Callow	Formal	Equals	SOLAR	Yes
Formal	Mortimer	Formal	Personalised NC Functional Sills/Open Awards	SOLAR Accredited Qualification	Yes
	Stretton	Formal	Personalised NC Functional Skills/ Open Awards/ GCSE	SOLAR Accredited Qualification	Yes

Equals Pathway

Equals Pathway consists of three strands where by the curriculum is delivered in an informal, semi-formal or formal approach. Corndon; our informal strand is a personalised framework which lays a focus on development of Communication, interaction and regulation. The curriculum is designed to be different rather than

differentiated as the way the learner's following this pathway learn is different. We work towards developing a broad and balanced curriculum for all; however, this must be appropriate to the needs of each young person.

Within this strand, it may be necessary for concentration and intensity in one or two particular areas of focus at some times for a considerable time for their education.

Corndon	
Subject/Curriculum Area	Notes
Communication and Social Relations	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus.
Physical Wellbeing	
Sensory Play	
Self Determination/Self Regulation	
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Independence/ASDAN Short courses	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Our semi-formal learning style strand Clee has a freedom for creativity and concentrates on individual needs with a focus on communication and independence. A key feature of this curriculum strand is the importance of concrete learning experiences. Some pupils will learn best through informal or structured play; others will learn more effectively through functional activities

Clee	
Subject/Curriculum Area	Notes
My Communication	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus. This will include PSHE/RSE, Careers and Citizenship.
My Independence	
My Play and Leisure	
My Thinking and Problem solving	
Living Independently ASDAN/My Independence ASDAN	This is certificated and prepares for Independence and next destinations This will incorporate off site activities and community access opportunities
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Independence/ASDAN Short courses	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

The third strand within the Equals Pathway Callow follows a formal learning approach. Here, pupils follow a subject specific curriculum, adapted from EQUALS units of work. There is a framework to challenge, reinforce and revisit learning concepts; this curriculum is also flexible and influenced by the needs of each pupil.

Callow	
Subject/Curriculum Area	Notes
English	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus.
Maths	
Science	
Art/D&T	
PE	
Topic- Humanities/RE	
PSHE/RSE	
Citizenship	
Careers	
Raising Aspirations ASDAN	
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Independence/ASDAN Short courses	These will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Formal Pathway

The formal pathways consists of two strands – Mortimer and Stretton, both are delivered using a formal approach and lead to accredited qualification suited to pupils individual needs in key stages 4 and 5. The strand each young person will follow will be dependent on each young person’s attainment within core subjects during key stage 3.

Mortimer strand includes personalised aspects of the National Curriculum whilst developing pupil’s independence it prepares them for their next steps by working towards and gaining accredited certificates and qualifications for Asdan, Asdan Lifeskills Challenges, Functional Skills and Open Award qualifications.

Mortimer	
Subject/Curriculum Area	Notes
English	The pathway will prepare for entry to attainment appropriate qualifications Functional Skills/Open Awards
Maths	
Science	
Computing/IT	
Employability and Professional Development	The pathway will prepare for entry to appropriate vocational qualifications Open Award qualifications Qualification selection depending on pupil ability and GLH required Up to a total of 6 sessions per week.
Creative Arts	
Arts, Media and Publishing	
Hospitality and Catering Skills	
Health and Social Care	
Retail Skills	
PSHE/RSE	
Citizenship	
Careers	
Transition Challenge ASDAN/ Work Right ASDAN	This is certificated and prepares for Independence and Next destinations. This will incorporate off site activities and community access opportunities
Work Experience	This will be specific to each YP.
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Stretton strand is similar in the aspect that follows a bespoke plan with aspects of the National Curriculum relevant to each pupils learning journey and pupils prepare for their next steps by working towards and gaining accredited certificates and qualifications for Asdan, Asdan Lifeskills Challenges, Functional Skills, Open Award qualifications and GCSE.

Stretton	
Subject/Curriculum Area	Notes
English	The pathway will prepare for entry to attainment appropriate qualifications Functional Skills GCSE Open Awards
Maths	
Science	
Computing/IT	
Creative Arts	The pathway will prepare for entry to appropriate vocational qualifications Open Awards qualifications Qualification selection depending on pupil ability and GLH required Up to a total of 6 sessions per week.
Hospitality and Catering Skills	
Retail Skills	
Health and Social Care	
Arts, Media and Publishing	
Employability and Professional Development	
PSHE/RSE	
Citizenship	
Careers	
Transition Challenge ASDAN/ Work Right ASDAN	This is certificated and prepares for Independence and Next destinations. This will incorporate off site activities and community access opportunities
Work Experience	This will be specific to each YP.
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

5.0 Curriculum Impact

Both Equals and Formal Pathways are assessed using our Assessment Platform SOLAR. Through SOLAR, we are able to assess all Young People's progress in a personalised way, through assessment frameworks that align with the curriculum pathway and qualifications that the young people are working towards.

Teachers assess and evidence the outcomes that are met by the young person, this takes place in all areas of learning or subjects that the young person are working towards. Teachers make ongoing judgements which support the identification, planning for next steps and further development. Moderation takes place termly with peer teachers to ensure a standardised approach to the judgement of progress takes place.

Through the assessment and evidencing process each young person's attainment towards the outcomes is categorised as emerging, developing and secure. The young person's development through their outcomes equates to percentage progress within their current working stage of their assessment framework. Progress across the year for all young people is monitored with moderation taking place at the end of the Autumn, Spring and Summer Term, this progress is categorised as working below, working just below, working at or working above expected progress towards their target percentage. Any young person identified as working below or working just below expected target level is highlighted for intervention support. The SENCO works with the intervention team to plan and deliver a bespoke intervention programme for that young person. Those young people on a bespoke intervention programme will have their progress assessed and monitored half termly with necessary amendments made to their plan to support their progress.

The impact of the curriculum is monitored through robust quality assurance process, this involves a calendar of planned learning visits, discussions, pupil voice, moderation and work scrutiny to support curriculum leads and teachers to further develop the implementation of the curriculum.

6.0 Post 16 Provision

At Overton, young people who are post 16 can continue to follow a bespoke plan of learning, consisting of core and vocational subjects, Independence, PSHE and Careers, preparation for next steps and destination. Where appropriate all pupils work towards additional accredited qualifications. Pupils who are post 16 will continue within the pathway and strand that best suits their needs and prepare them for their transition into adulthood. Opportunities for example at FE Colleges, other training providers, work placements or experience or community access are provided where possible and appropriate.

- **Equals Pathway**

Corndon Strand KS5	
Subject/Curriculum Area	Notes
Communication and Social Relations	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus.
Physical Wellbeing	
Sensory Play	
Self Determination/Self Regulation	
Supporting Aspirations ASDAN	This is certificated and prepares for independence and next destinations. This will incorporate off site activities and community access opportunities
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Work Experience & Volunteering	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Clee Strand KS5	
Subject/Curriculum Area	Notes
My Communication	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus. This will include PSHE/RSE, Careers and Citizenship.
My Independence	
My Play and Leisure	
My Thinking and Problem solving	
Living Independently ASDAN/My Independence ASDAN	This is certificated and prepares for Independence and next destinations This will incorporate off site activities and community access opportunities
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Work Experience	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Callow Strand KS5	
Subject/Curriculum Area	Notes
English	The Core curriculum content is interlinked and therefore will be allocated flexibly across the timetable as required. It will not appear as distinct subject areas, but more as allocated learning sessions that span several areas of focus.
Maths	
Science	
PE	
PSHE/RSE	
Citizenship	
Careers	
Living Independently ASDAN/Life Skills Challenge ASDAN	This is certificated and prepares for Independence and next destinations This will incorporate off site activities and community access opportunities
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Independence/ASDAN Short courses	These will be personalised for each YP.
Work Experience	This will be personalised for each YP.

Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

- **Formal Pathways**

Mortimer	
Subject/Curriculum Area	Notes
English	The pathway will prepare for entry to attainment appropriate qualifications Functional Skills/Open Awards
Maths	
Science	
Computing/IT	
Employability and Professional Development	The pathway will prepare for entry to appropriate vocational qualifications Open Award qualifications Qualification selection depending on pupil ability and GLH required Up to a total of 6 sessions per week.
Creative Arts	
Arts, Media and Publishing	
Hospitality and Catering Skills	
Health and Social Care	
Retail Skills	
PSHE/RSE	
Citizenship	
Careers	
Transition Challenge ASDAN/ Work Right ASDAN	This is certificated and prepares for Independence and Next destinations. This will incorporate off site activities and community access opportunities
Work Experience	This will be specific to each YP.
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

Stretton	
Subject/Curriculum Area	Notes
English	The pathway will prepare for entry to attainment appropriate qualifications Functional Skills GCSE
Maths	
Science	
Computing/IT	
Creative Arts	The pathway will prepare for entry to appropriate vocational qualifications Open Awards qualifications Qualification selection depending on pupil ability and GLH required Up to a total of 6 sessions per week.
Hospitality and Catering Skills	
Retail Skills	
Health and Social Care	
Arts, Media and Publishing	
Employability and Professional Development	
PSHE/RSE	
Citizenship	
Careers	
Transition Challenge ASDAN/ Work Right ASDAN	This is certificated and prepares for Independence and Next destinations. This will incorporate off site activities and community access opportunities
Work Experience	This will be specific to each YP.
Asdan Lifeskills Challenges	This will incorporate off site activities and community access opportunities. This will be personalised for each YP.
Duke of Edinburgh	All YP will engage with a plan of Duke of Edinburgh programmes to suit their needs and abilities.
Enrichment	These sessions will take place on a Friday afternoon and will incorporate enrichment activities and reward activities.

7.0 Personal Development

All young people at Overton, will have a personalised plan of extra curricular and options activities to enrich their core curriculum offer. This may include Horseriding, Forest Schools, Swimming, Access to voluntary activities, work experience, cooking, gardening and outdoor learning, Duke of Edinburgh, Asdan and Asdan Lifeskills Challenges.

In addition, to support SMSC exposure and experiences Overton follows an Overton SMSC and Values Map which outlines awareness days and events, local participation and further development experiences.

Young people will progress and develop in different ways and at different rates and arrive at Overton with varying experiences and background, we therefore, journal essential experiences to develop skills. These essential experiences that we feel our young people should be exposed to and enjoy to support their wider social and emotional development.

8.0 SEND

Overton School is a specialist provision, providing education for young people with Autism and a range of

complex needs. The Special Educational Needs Policy supports to ensure that all young people at Overton can access the curriculum in the right

way for them.

Appendix

Overton School Curriculum Pathways		
Key stage	Curriculum	Strand Name
Equals Curriculum Pathway		
KS3/KS4/KS5	Informal Equals	Corndon
KS3/KS4/KS5	Semi Formal Equals	Clee
KS3/KS4/KS5	Formal Equals	Callow
Formal Curriculum Pathway		
KS3/KS4/KS5	Bespoke National Curriculum Working towards formal qualifications Functional Skills and Open Awards.	Mortimer
KS3/KS4/KS5	Aspects of National Curriculum + Working towards formal qualifications Functional Skills, Open Awards and GCSE.	Stretton

Pathway and Strand Names

Overton School is located in the Shropshire Hills and so to support our Young People to reach their goals and pave the way for successful futures, we are following Curriculum pathways named after hills in the locality. We will support each individual to follow a pathway that is tailored to meet their needs, enabling them to reach their potential with their finish line at the peak of their pathway, preparing them in the best way for their next destinations.

Curriculum Pathways and Strands- KS3

Equals Curriculum Pathway- Corndon Strand

Equals Curriculum Pathway- Clee Strand
Raising Aspirations ASDAN Pathway

Equals Curriculum Pathway- Callow Starnd
Towards Independence ASDAN Pathway

Formal Curriculum Pathway- Mortimer Strand
New Horizons ASDAN

Formal Curriculum Pathway- Stretton Strand
Exploring Aspirations ASDAN

+ Complementary Provision
Bespoke Pathway of Asdan Lifeskills Challenges
Bespoke Pathway of ASDAN Short Courses
Duke of Edinburgh Award

Key Stage 4

Equals Curriculum Pathway- Corndon Strand

Equals Curriculum Pathway- Clee Strand
Living Independently ASDAN/My Independence ASDAN

Equals Curriculum Pathway- Callow Strand
Living Independently ASDAN/Life Skills Challenge ASDAN

Formal Curriculum Pathway- Mortimer Strand
Transition Challenge ASDAN/ Work Right ASDAN

Formal Curriculum Pathway- Stretton Strand
Transition Challenge ASDAN/ Work Right ASDAN

+ Complementary Provision
Bespoke Pathway of Asdan Lifeskills Challenges
Bespoke Pathway of ASDAN Short Courses
Duke of Edinburgh Award

Key Stage 5

Equals Curriculum Pathway- Corndon Strand
Work Experience- Volunteering

Equals Curriculum Pathway- Clee Strand
Living Independently ASDAN/My Independence ASDAN- Work Experience

Equals Curriculum Pathway- Callow Strand
Living Independently ASDAN/Life Skills Challenge ASDAN- Work Experience

Formal Curriculum Pathway- Mortimer Strand
Transition Challenge ASDAN/Work Right ASDAN- Work Experience

Formal Curriculum Pathway- Stretton Strand
Transition Challenge ASDAN/ Work Right ASDAN- Work Experience

+ Complementary Provision
Bespoke Pathway of Asdan Lifeskills Challenges
Bespoke Pathway of ASDAN Short Courses
Duke of Edinburgh Award



Acorn Education And Care
National Fostering Group
Options Autism

