



CHURCHILL
SCHOOL

Curriculum Aims

At Churchill we believe in providing the very best for all our students, and we expect them to achieve the very best they can. Every student is valued as a unique individual with an important contribution to make to the life of the school and beyond. Through our curriculum provision and personalised learning opportunities we challenge each and every student to reach their full potential, believing learning to be a lifelong process that should prepare young people for life and its many challenges.

Our mission statement informs our approach to the curriculum. We believe that all young people should be helped to develop as successful learners, confident individuals, responsible citizens and effective contributors and that we need to find ways of making learning meaningful and accessible for all our young people, whatever their circumstances. We believe that every pupil at Churchill School has the right to become as independent as possible and this philosophy underpins all our teaching and learning. In order to give our pupils maximum opportunities for learning and development, we will use autism-specific strategies.

Our curriculum planning is based on three cornerstones:

- **Alternative and personalised curriculum pathways**
Pupils have individualised programmes and timetables that include one to one sessions and learning in small groups. Pupils are provided with opportunities to access learning in the mainstream school and planning maximises opportunities to accelerate the progress of more able pupils.
- **Maximising outcomes through enhanced language and communication.**
The curriculum has a strong focus on speaking and listening, increasing vocabulary, plus exposure to a wide range of talk, reading materials and opportunities to experience language in many contexts.
- **Broad, balanced and enriched.**
Specialist staff, visits and visitors enhance the curriculum. Pupils are encouraged to take part in community or environmental projects. Three days of every week there are a range of enrichment and sporting opportunities for pupils to choose.

<p>Values Our school is an inclusive place where our young people have: The Right to Learn The Right to be Respected The Right to be Safe</p> <p>We share and embrace the values of Samuel Ward Academy Respect, courage, Resilience, Integrity, compassion, responsibility, wisdom and justice.</p> <p>Strong parental/ community involvement is important</p>	<p>Curriculum The curriculum is inclusive and developed through reference to the National Curriculum and examination programmes, adapted to the needs of the individual</p> <p>Development of Speech Language and Communication is taught discretely and also integrated across all learning</p> <p>For younger pupils learning is delivered through themes and topic work</p> <p>There is staged access to learning in mainstream education</p>		<p>Learning and Teaching Teaching involves pupils in active learning opportunities within relevant contexts and a inspiring environment</p> <p>Staff work with subject specialist partners to plan collaboratively for aspects of the curriculum</p> <p>Assessment for Learning involves pupils in setting their targets and success criteria</p> <p>The Teaching and Learning policy informs quality assurance</p> <p>Environment is the <i>third teacher</i></p>
<p>Curriculum content</p> <ul style="list-style-type: none"> • Communication, Language and literacy • Maths • Creative/ expressive arts • PSHE, citizenship, RE • Sciences and technologies • Historical, geographical, social learning • ICT integrated into subjects <p>Communication is well embedded across the school</p>	<p>Successful learners</p> <p>who enjoy learning, make progress, choose learning pathways that are appropriate to them individually and enable them to achieve their full potential</p>	<p>Confident Individuals</p> <p>who can lead safe, healthy, fulfilling lives, who have high aspirations for themselves, are adaptable and willing to learn</p>	<p>Entitlement</p> <p>Alternative and individualised pathways The curriculum enables pupils to access opportunities for learning appropriate for their age/stage. Access to mainstream education is available to study for relevant qualifications</p> <p>Maximising outcomes through communication and language:</p> <p>Broad, balanced enriched Visits, enrichment activities beyond the school day.</p> <p>There is a high percentage of time for language and literacy alongside a wide range of National Curriculum subjects</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Learner</p> </div>		<p>Effective Contributors</p> <p>Who strive to overcome difficulties, and develop resilience and problem solving</p>	
<p>Personal Support</p> <p>Pupils are well supported at transition</p> <p>Individual learning needs are taken into account</p>	<p>Principles</p> <ul style="list-style-type: none"> • Raising self esteem • Challenge and enjoyment • Personalisation and choices • Relevance • Extended provision through enrichment, visits, visitors • Pupils' interaction / relationships with others are key to their learning. 		<p>Assessment</p> <p>Assessments are used throughout the school to track attainment.</p> <p>Pupils are involved in self and peer assessment.</p>

Organisation

Students are organised into teaching classes of up to 10 students, each with their own class teacher. During lessons a combination of whole class, group and 1-1 teaching may take place on any one occasion according to the demands of the task, supported by one or more teaching assistants. Lessons may be delivered by teachers or instructors who are specialists in their subject areas.

Individual progress is fostered by providing individual support for learning and social development.

Each day begins with meeting time led by the class teacher. Class teachers have an overview of the entire experience of the learner. This includes having detailed knowledge of their needs in subject areas, and how they are getting on in and around school, their life outside of school and the barriers that impede progression towards success.



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Curriculum Overview

All our pupils follow the National Curriculum at a level appropriate to them. However, we also recognise that many of our pupils first need to be equipped with the tools to learn: our Learning to Learn curriculum teaches the basic skills such as focusing on a task, tolerating sitting beside another pupil, that are prerequisites to learning. We teach all areas of the National Curriculum, though not all pupils will study a modern foreign language. The National Curriculum is followed as appropriate, but with flexibility to meet diverse and individual needs. For some pupils in some subjects, the Programmes of Study are for their Key Stage. For others, the Programmes of Study for an earlier Key Stage may be more appropriate.

Our schemes of work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability.

There is a focus on learning outside the classroom – with increased opportunities to contextualise language development through hands-on learning.

There is:

- **a focus on raising aspiration** so that every pupil makes excellent progress both academically and socially, whatever their starting point.
- **teaching that engages all pupils** so that each one participates, is creative, able to express their views and develops the emotional resilience to succeed even when facing difficulties. Some children such as those with autism need a lot of structure and security in order to function well. They need to know exactly what will happen in the day. We use visual schedules in order to help the pupils maintain their awareness of the timetable and use the Meeting Time to go through the day's demands
- **a strong drive on improving learning through engaging with carers** and the local community values, to support our principles of equality and access, also respect for local people and local culture.
- **a strong emphasis on building children's repertoire of communication**, spoken and written language so that they become confident and effective communicators, using alternative systems such as Makaton where appropriate; every interaction is seen as an opportunity to develop language
- **personalised planning that enables pupils to access mainstream opportunities** The model is one of truly personalised teaching that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and stretch their limits.



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Areas of Learning

Introduction

There are some basic strategies that can help whatever the subject:

- Pupils with autism like structure and routine. Visual timetables and plans before the day/lesson begins reassure them and let them know what to expect
- Don't assume understanding—check for understanding. Language is complex. Take for example the word 'settlement' – it has different meanings depending on the context.
- Teachers should not use abstract terms, jokes, figures of speech or sarcasm—pupils with autism take language literally.

Skills and knowledge learned in one situation or subject may not be generalized to other situations. So the curriculum provides many opportunities to practise skills in many different situations, sometimes there only needs to be a small detail that is different for the pupil not to know what is expected, e.g. think of the words used in arithmetic to convey an outcome – equals, makes, product, result, answer

Many, but not all individuals with autism learn most from visual experiences. Where the teaching medium is delivered via other learning channels (e.g. oral medium requiring hearing reception), little may be understood. Visual back up to lesson content is therefore important – clear written or symbolic or pictorial instructions are a useful resource for ongoing reference – provision of such a scaffold for support may mean the learner can be far more independent.

Time taken to process may need to be longer than that needed by other pupils. People with autism say that they have to deconstruct each word, analyze for meaning, look at the intentions of the speaker before formulating and delivering their own response.

- Allow at least twice the time that you would expect for extra processing – this may mean many pregnant pauses but any attempt to re-phrase or simplify will not help the person with autism.
- Use the curriculum to practise the application of skills maths in P.E./ speaking and listening in R.E./ body movements in science etc.
- Pupils with autism may take things in a very literal and concrete way – they may need support to visualize, imagine, pretend, invent. Sometimes concrete thinking styles may lead them to hold extreme views which may need accommodation and working on.
- Attention and memory may need to be explicitly worked upon – unless the topic or task is of interest to them, both attention and memory can suffer. Build up sayings, mnemonics and rules based routines to help them to extend their attention span – use real rewards (something that motivates them) to mark the successful completion of tasks.

Language and Communication

At all stages, Language and Communication forms the core of the programmes used to support students, with the help of the school's Speech, Language & Communication therapist. Language skills are integrated into all schemes of work and learning plans, so that pupils are constantly encountering and developing them. Together with personal development and learning skills these are mapped and tracked across the curriculum:

Social Communication

- Communication and conversation skills
- Friendships and other relationships
- Language for social interaction

Emotional Management

- Vocabulary relating to feelings
- Understanding own and others' emotions; understanding cause and effect
- Managing own behaviour

Language

- Vocabulary,
- Language structure; grammar, tenses, word order, sentence construction
- Language use, inferences, different audiences
- Philosophy for children to develop questioning skills and deeper understanding

Communication & Interaction

Embedded into our teaching is the development of communication and interaction skills e.g.

- Vocabulary learning, narrative, expressive language, verbal reasoning, active listening and memory strategies.
- Increasing awareness of learning and develop self-monitoring skills
- Self-esteem and confidence strategies

By providing students with improved language skills and strategies they are encouraged to take responsibility for their learning and to function through the whole school day with improved access to the curriculum and consequently improved learning.

Development of Social Skills

It is not only students with autism that are likely to experience difficulties developing social relationships, but also those with speech, language and communication disorders. On this basis, the school places a high emphasis on developing these skills across a range of contexts. All students focus on the development of social and communication skills. Following assessment of a students' social communication skills, their profile of strengths/difficulties determines which social communication programme they are likely to most benefit from. Lessons focus on developing crucial social skills (e.g. eye contact, turn-taking, listening, proximity) and developing both self and other-awareness.

Socially Speaking/The Social Use of Language Programme (SULP) are highly structured cumulative programmes. Some students respond more positively to the strict structures of these programmes which are underpinned by the view that social communication skills are developed in a hierarchical fashion and uses a meta-cognitive, multi-sensory and language-based learning approach to teaching these.

The Social Communication group is more tailored to the needs of the individual group members, but incorporates the same meta-cognitive, multi-sensory and language-based methods of teaching. These sessions benefit students who have mastered many of the “foundation” social communication skills but who still struggle with certain aspects of their social communication, both in terms of understanding and interpreting situations and managing these. Particular issues that arise socially within a year group or with certain students can also be reinforced through the daily Meeting Time session.

Types of Intervention

At Churchill a range of resources are used to support students at a whole-school level including;

- Makaton; use of a signing system to support spoken language. This can aid students who have difficulties attending to spoken language or knowing which parts to focus on, help with understanding language and using language.
- Social stories; the writing of social stories can be used to prepare students for a new situation or to explain desired behaviour for a situation.
- Comic-strip style conversations; the use of comic-strip conversations to manage difficult social situations that have or are currently occurring.
- TEACCH; a structured approach to creating a suitable environment for students with an Autism Spectrum Disorder.

PHSCE

This is an important area of learning, underpinning the school’s aim to make pupils confident individuals who and develop high aspirations and are able to respond positively and make appropriate choices when faced with challenges. Through these sessions they learn to recognise their responsibilities and develop the skills of working collaboratively to meet them.

Mathematics

Understanding mathematics is an essential life skill. The curriculum and teaching addresses not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. Mathematics provides a means for organising, communicating and manipulating information. The ability to communicate mathematically is fundamental and students need to learn how to communicate with others using the language/medium of mathematics.

Students’ knowledge, skills and understanding in mathematics develop as they use it in practical activities, to solve relevant and meaningful problems, and to explore the patterns and relationships on which mathematical concepts depend. Planning of teaching strategies therefore draws on practical activities.

The ability to apply mathematical knowledge to unfamiliar problems has to be learned by all students. The relationship between mathematical skills and techniques and their practical use is not always self-evident. Problem solving and investigational work help develop this ability. Qualities of perseverance, imagination and flexibility, self-management and team working skills are also developed through these skills.

Some pupils in our school, may excel at Mathematics; because it is a logical subject with right and wrong answers, some pupils can work at a high level. Others may have problems with abstract pattern work such as algebra or estimation. Pupils might be afraid to attempt tasks because of a fear of getting the answer wrong. Individuals on the spectrum like precision and accuracy. We often see individuals with

autism who are able to memorize numbers or tell us what day a certain date in the future will fall on. Such skills do not serve any real purpose and can often deceive us into thinking that the child is more able than she/he actually is.

Useful strategies include:

- Presenting tasks in context, e.g. weights in domestic science, money on an outing
- Teaching repetitive tasks such as counting and timetables to enable pupils to master some basic skills
- Giving concrete examples and over learning activities
- Making records, e.g. keeping visual using graphs and symbols
- Being sensitive when marking work – maybe give older pupils the opportunity to mark their own work. Some pupils with an autism will not be at all happy when an answer is incorrect

Programmes of study at Key Stage 4 and 5 are designed to develop the skills covered at Key Stage 3 and reflect the need to prepare students for independence and for external accreditation.

Performance Arts (Music and Drama)

We believe that the Performance Arts allow students to channel their energy and desires in ways that they may have not experienced before.

During these sessions students are engaged in a variety of different activities from music appreciation to music production, using and performing with play scripts to learning to use the lighting/sound desk for a performance and creating props/costumes and scenery. Many students also enjoy the extended day enrichment activities of drama and music to ensure cross curricular links.

In music, students have the opportunity to develop a variety of skills focusing on both practical and theoretical aspects of music. They learn to play a variety of different percussion instruments. Through the practical elements they also learn about some of the more technical aspects of music, including composition and develop a growing musical vocabulary.

Physical Education

PE is a unique part of the curriculum that lends itself to developing physical, emotional and social qualities. As a consequence of full engagement in the school PE programme, the potential for students' learning in other aspects of the curriculum is enhanced. PE also promotes a physically active and healthy lifestyle, both in and beyond school. Some pupils develop negative feelings about PE as they do not enjoy the pressure of competition or the close working of a team or even the wide open space of the sports field.

Pupils at Churchill are offered a FEEL GOOD programme of carefully selected activities.

The Feel Good PE Programme

Through unique timetabling, pupils at Churchill school are able to access an alternative curriculum to suit their individual requirements. The programme aims enable students to have:

Fun, Enjoyment, Endurance, Laughter, Growth, Ownership, Options, Direction

The activities on offer to make Physical Education an enjoyable, safe and positive experience include:

- Rebound Therapy – this is a blend of gymnastics and Trampolining which is used to facilitate movement, promote balance, promote an increase in muscle tone, promote relaxation, promote sensory integration, improve fitness and tolerance and to improve communication skills.
- Outdoor Adventurous Activities (OOA) – involving orienteering activities, walking, following trails or taking part in treasure hunts which can contribute to a sense of wellbeing within school and the surrounding environment.
- Fitness & Circuits - Static but high energy activities using our extensive fitness equipment including weight machines, free weights, bikes, rowing machines, battle ropes, kettle bells and much more.
- Boccia - an adapted boules type game using fine motor skills.
- Tee Ball - an adapted rounders game using principles of striking and fielding taking from rounders, softball and cricket.
- New Age Curling - an indoor version of curling which again uses fine motor skills.

An important aspect of the PE programme is opportunity to engage in therapeutic programmes, based on advice from the school's Occupational Therapist, to improve students' fine and gross motor skills.

In PE/Drama/Dance, teachers may need to consider difficulties in fluidity of movement, imagination, gross motor co-ordination, balance, team games and rules.

It is vital to make an assessment of need before planning physical activities. Each pupil is unique and some pupils have very poor co-ordination whilst others are great athletes. Teachers need to be sensitive of needs during team or group activities.

Strategies that help include:

- Work positively with pupils' abilities and interests.
- Consider the environment- are there likely to be any sensory distractions such as echoes in the hall?
- Offer guidance and support to pupils who find it difficult to find their way around apparatus

Information Communication Technology

The school has a comprehensive I.C.T. programme which covers all key stages, reflecting the needs and strengths of the individual. Because we want all our children to be technologically advanced, ICT is woven through the whole curriculum so that it is integral to the way pupils work.

In order to help pupils gain basic and advanced skills, resources have been designed that enable pupils to progress through the National Curriculum, either working 1:1, through self-directed study or in a group.

Through this programme we are able to offer our pupils a differentiated curriculum developing independent learning, creative thinking and problem solving skills. Each class has access to an interactive whiteboard or touch screen which enables a wider use of ICT in different subjects across the curriculum.

Art

At Churchill School we feel that art should be fun, challenging and stimulating. We aim to increase awareness of the world and to develop creativity whilst promoting a sense of achievement and self-worth with pupils showing respect towards their own and others' work.

In Art, Design and Technology pupils may have difficulties being imaginative and creative. They may interpret instructions literally, e.g. 'Paint the child sitting next to you!' Fine motor skills may be poor and the manipulation of materials may be problematical. This may be a source of frustration to the child who has the visual perception but not the manual dexterity. Some pupils may not see the point of the exercise having difficulties envisaging the end result. They may find it difficult to evaluate the styles of different artists and designers. Some pupils might find the sensory experience of using certain materials such as clay offensive and some may simply not want to get messy.

Strategies that help can include:

- Visual details of the sequencing skills required to construct a model or carry out an activity
- Keeping a portfolio of work to boost self-esteem and to encourage discussion and interaction with others.
- High profile art displays around the school to instill a sense of pride and achievement.

Within the art lessons, pupils are encouraged to use a wide range of media. This includes: painting, drawing, textiles, batik, fabric painting, fabric crayons and embellishment, paper mache, printing etc.

Younger pupils have art lessons in the Churchill building. Key Stage 3 and 4 pupils have access to a well-equipped art room attached to the Samuel Ward Art Barn. All pupils opting for art are entered for one or more accreditations in the subject at the end of Year 11.

Science

In Key Stage 2 science is taught through project work, carefully adapted from the International Primary Curriculum.

In Key Stage 3 and 4 students are taught science in a new science laboratory in Churchill school or integrated into mainstream lessons. The programmes for secondary year groups aim to develop essential science skills through a range of activities and different levels. As far as possible lessons have a fun and practical focus, particularly in years 7, 8 and 9 with plenty of hands on experiences to support learning. The location of the school provides a wide range of natural habitats to support learning about the environment. Whenever possible we use outside resources to supplement the ideas and concepts we are learning about in class.

Those pupils taught in the special school base study topics taken from the KS3 and 4 curriculum, adapted to their individual needs. These topics cover aspects of biology, physics and chemistry, as well as the ongoing development of science skills such as planning and recording investigations.

Some high- performing Autistic pupils excel in science and maths learning. Other pupils might experience difficulties forming hypotheses, generating tests, applying concepts and transferring skills and knowledge.

Useful strategies:

- Allow pupils to explore through taste, touch and smell
- Record findings in a visual way- keep a photographic record
- Be sensitive when organizing group activities

- Consider Health and Safety issues- remember that pupils with autism can be unaware of danger and the consequences of their own actions
- Link sensory activities to every day activities, e.g. sampling hot and cold food
- Where possible use a special interest to develop scientific knowledge.

History and Geography

At Key Stage 2, coverage of history and geography is through thematic units of work, carefully adapted from the International Primary Curriculum. In Key Stage 3, humanities is aligned to the Programmes of Study in the mainstream school.

In history pupils with autism will often have difficulties understanding the concept of time and can be lacking in imagination and empathy. They may get ‘stuck in an era’ if it happens to be a special interest, e.g. Ancient Rome or dinosaurs.

Some topics in history have to be approached with sensitivity, for those historical events that involve violent or shocking stories, which can be very traumatic to sensitive pupils. For example, the Holocaust, which is a legal requirement of the mainstream curriculum is disturbing for some pupils.

Useful strategies :

- Use artefacts, photographs, maps, symbols and carefully selected film
- Make visits to museums, sites of historic interest and places of worship
- Use ICT to record observations, to list and sequence collections of objects and to categorise them
- Use stories and role play to develop an understanding of past events and people’s feelings
- Make things as visual as possible

In Geography pupils with autism may have issues around concepts of space and considering other cultures and ways of life. Some enjoy studying physical geography, but find human geography more difficult. They may find time zones and different climates difficult to understand, too

Useful strategies:

- Take advantage of visual aspects of subject, e.g. maps and timetables
- Let pupils keep a photographic record of a local area or country abroad
- Let pupils use the Internet to find out about different countries and cultures
- Use food technology to develop an understanding of different countries
- Use pictures, artefacts and DVD/video
- Use drama and music to extend knowledge of different cultures.

RE

RE teaching is delivered as part of the PHSCE curriculum. The aim is to develop pupils’ spiritual awareness and to give them a knowledge and understanding of world religions.

Some of our pupils may have a difficulty understanding religion when they are not able to see Jesus or God. With their tendency to interpret information literally, it may be hard for them to understand the symbolism of religions. Useful strategies include introducing the sensory aspects of different religions using incense, candles and music. Visits to churches and places of worship can also help.

Sex Education

For pupils with difficulties in understanding relationships and personal space, this is a difficult area. Some pupils do not understand the concept of social distance and inappropriate behavior, for example

not stroking a stranger's hair. Growth and change at puberty can be a difficult experience for youngsters who have emotional issues. Teaching aims to promote a healthy, well-balanced and moral life-style, covering

- Personal relationships and responsible behaviour
- Developing self-esteem
- Family relationships
- How bodies change; reproduction and methods of birth control
- Developing their ability to make informed and responsible decisions

Careers Education and Work Experience

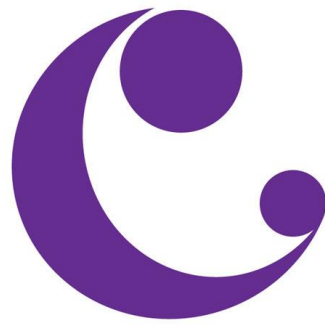
The Careers programme is designed to prepare our pupils for adulthood and working life enabling them to take their place in society as responsible independent citizens. All pupils from Year 9 follow a basic Work Related Learning programme which encompasses Careers Education and Guidance and is integrated into PSHCE lessons and supported throughout the whole curriculum. The aims are to develop a self-awareness that results in a realistic, but positive appreciation of abilities, skills, values and potential.

Specialist information and advice can be accessed through our partnership with Samuel Ward Academy. A comprehensive programme of Work Experience begins in Year 10 with all pupils having equal access to placements.

Enrichment

We believe that enrichment opportunities are an essential part of our pupils' education. Three afternoons a week after the end of the formal day there are opportunities for pupils to access a programme of curriculum enrichment activities. Pupils will be able to access the Samuel Ward Academy enrichment programme and choose from over 60 after school activities and clubs or select from those available at Churchill.

Our pupils also have access to Samuel Ward's successful Summer school. This involves a range of half day workshops each designed to develop interdependent and independent learning strategies in the classroom developing confidence and skills in working with others. The choice of activities is wide, enabling a sensitive match to the pupil's interests and needs



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Key Stage 2

Key Stage 2

The Key Stage 2 curriculum at Churchill School is designed to ensure learning is relevant, engaging and fun. It is shaped to provide a learning journey to help students prepare for the opportunities, experiences and responsibilities to come and is adapted according to each child's unique abilities and preferred ways of working. A feature of the curriculum throughout the school is the high degree of personalisation of pupils' programmes of work. In planning the learning programme for each pupil, priority is given to addressing the specific difficulties that are creating barriers.

All our pupils follow the National Curriculum at a level appropriate to them although the primary curriculum has an emphasis on the development of the key skills of literacy, numeracy and ICT as well as a focus on personal and learning skills. We structure our teaching around each child's personal strengths and are sensitive to how each child learns best and will be guided by this.

Planning draws inspiration from Reggio Emillio philosophy

- Children will have some control over the direction of their learning;
- Children will be given opportunities to learn through experiences of touching, moving, listening, seeing, and hearing;
- Children will be helped to develop relationships with other children and with material items in the world that they explore
- Children will be given endless ways and opportunities to express themselves.
- The environment is seen as *the third teacher*

Learning areas
Communication, Language and Literacy
Numeracy
Personal, Social, Health and Emotional development
Physical Development
Historical and Geographical understanding and RE
Science and Technology
Creative Arts
ICT (As a discreet subject and across the curriculum)

Number of hours provision for each learning area: Key Stage 2

Communication, Language and Literacy	Numeracy	Personal, Social, Health and Emotional Development PE	Historical and Geographical understanding and RE	Science and Technology	Creative Arts
6.25 26%	5 21%	4 17%	2 12.5%	1.5 8%	3.5 15%

For Key Stage 2 and some Key Stage 3 pupils morning lessons consist of focused literacy and numeracy, life and social skills in their learning base. Literacy and Numeracy is delivered through structured, individualised programmes, whilst teaching of the Foundation subjects are through themes that cover the NC subject content. Priority is given to addressing pupils' social communication and interactions.

English: We follow the National Curriculum (NC). As English and its component elements are critical skills for pupils' capacity to learn, a large proportion of the timetable is allocated to enabling pupils to gain competency in communicating and in reading and writing. As many of our pupils enter school with limited language repertoires it is important that they have a rich language experience through talking, interacting and exposure to language which develops their range of vocabulary, their language facility and their ability to use more formal language registers.

Maths

Pupils are likely to have the difficulties with spatial, sensory-motor development as well as in both expressive and receptive language. They need time to process information and learn best through visual concrete experiences. These pupils need opportunities to develop sensory-motor skill, as well as early cognitive growth such as L/R directionality, hand-eye co-ordination, one-to-one correspondence, scanning and judging size. The programme for these pupils develops the language of number and spatial development through well planned practical activity.

We encourage children and their families to play games which support and extend their mathematical thinking and skills.

Individual Planning

Provision is specifically focused on the individual needs of the learner. Assessments (including Beam Diagnostics, PHAB, Yarc Reading Comprehension, Wrat 4 Spelling) identify individual strengths and difficulties. Specialist techniques and programmes are used to accelerate the rate of learning. Effective Wave 3 programmes are wide and varied and include those identified by the Department for Education such as;

- Sound Linkage
- Alpha to Omega
- Teaching Handwriting (Speed up)
- Rapid Reading
- Rapid Phonics
- Active Literacy
- Numicon
- Wave 3 maths

PSHE is an important area of learning, underpinning the school's aim to make pupils confident individuals who develop high aspirations and are able to respond positively and make appropriate choices when faced with challenges. A range of programmes deliver skills including:

- Socially Speaking
- Circle of friends

Break times are used as social and learning opportunities.

Foundation Subjects

For the remaining subjects pupils in Key Stage 2 follow a thematic curriculum with a strong emphasis on language. Pupils in years 4, 5 and 6 are taught using adaptations of the International Primary Curriculum. Children's learning is the central purpose of everything connected with the IPC and helping them learn - academically, socially, spiritually, emotionally and physically

"Children's learning must respond to their current and future personal needs, their future

career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Learning needs to be active, in the sense that children must engage with their own learning.

The International Primary Curriculum

From the start we aim to develop pupil's potential to learn independently.

Children need to share responsibility for their learning with their teachers, parents and carers. The proportion of responsibility each bears will depend on the age and characteristics of the children. Nevertheless, learning must be constructed in such a way that, by the end of the primary years, children begin to see and experience the potential for taking responsibility for their own learning."

The International Primary Curriculum

Priority is given to addressing pupils' social communication and interactions. This include time spent with the speech therapist if needed.

Example of a day's programme at Key Stage 2

8:15-8:45	Arrival Breakfast (optional) and readiness time
8:45	Introduction to the day with class teacher for Meeting Time. Setting goals for the day. Personal learning and planning the day
9:05-10:45	Language and Literacy: Each pupil working on own skills programme or in small groups Motor skills activities Numeracy Each pupil working on own skills programme or in small groups Social Skills development
10.45-11:00	Break
11:00-12:40	Language and Literacy: Each pupil working on own skills programme or in small groups Motor skills activities Numeracy Each pupil working on own skills programme or in small groups Social Skills development
12:40-1:10	Lunch
1:10-2:40	Thematic learning activities, with an emphasis on Historical and Geographical understanding and RE, Science and Technology and the Creative Arts PE
2:40-2:50	Learning review with class teacher Celebrating success. Target setting
2:50-3:40	Enrichment (Tuesday, Wednesday and Thursday only)

Example of Literacy Targets at Key Stage 2

	Half-termly teaching and learning objectives
Spring Term 1 st Half	<ul style="list-style-type: none"> To read and spell words containing ch, th, ou, and igh To read and spell words ending with ng and st To confidently segment and blend cvc and ccvc words To correct confusion of b and d when reading, using visual prompts To leave finger spaces between words To begin to learn to use a cursive script by drawing joined patterns and joining letters a, d, c, g, u and n To write up to 2 sentences demarcated by a full-stop
Spring Term 2 nd Half	<ul style="list-style-type: none"> To correct confusion of b and d when reading, using visual prompts To join letters in vc and cvc words To leave clear spaces between words To use capital letters to begin sentences and for proper nouns To read and spell words containing ew, ou, ai and ir To read words beginning with dr and br To read and spell 8 more the High Frequency words set 2 To know all of the letter names and sounds
Summer Term 1 st Half	<ul style="list-style-type: none"> To join handwriting consistently To revise spellings containing ai, igh and or To spell words containing ow and ew To read and spell could, would and should To read all of the High Frequency words set 2 To spell all of the High Frequency words set 1
Summer Term 2 nd Half	<ul style="list-style-type: none"> To spell 8 more of the High Frequency word set 2 To read and spell words containing ar, oa and oi To read and spell words ending with nk, ft and sk To check and edit sentences for sense To revise reading and spelling of split digraphs To use capital letters appropriately To plan a piece of writing using a Mind Map and then write at least 6 sentences
Autumn Term 1 st Half	<ul style="list-style-type: none"> To check and edit sentences for sense independently To use capital letters appropriately To correctly position letters with descenders below the line To read and spell words containing ea, oa (revision) and oa To join letters consistently
Autumn 2 nd Half	<ul style="list-style-type: none"> To check and edit sentences for sense independently To check and edit written work for capital letters and full-stops To read and spell words containing all, ar and ear To revise spelling of ea & igh To correct b/d confusion when reading

Example of Numeracy Targets at Key Stage 2

Numeracy	Learning Steps
Autumn Term First Half	To have instant recall of number bonds to 10 To count back in 1s from any 2 digit number To know it is easier to start with bigger numbers when adding up To know the doubles of numbers up to 20
Autumn Term Second Half	To recall the number bonds to make 20 To add ten to any 1 or 2 digit number To add or subtract 10 from any 2 digit number
Spring Term First Half	To add 9 or 11 to a 2 digit number in his head To know pairs of numbers to make 100 using knowledge of number bonds to 10 To round a 2 digit number to the nearest 10
Spring Term Second Half	To have instant recall of the doubles to 20 To add 9 to any number by adding 10 and subtracting 1 To add 11 to any number by adding 10 and then adding 1
Summer Term First Half	To think and talk about what strategies he might use to solve a number problem before he begins to work it out. To have instant recall of the 3 x tables up to 3 x 10. To know by heart all addition and subtraction facts for each number to 2

Individual Key Stage 2 and 3 Planning Sheet

Weekly Objectives:			
	Teacher Led Activities	Teaching and Learning Assistant	Independent Work
Meeting Time 8:45-9:05			
Period 1 9:05-9:55			
Period 2 9.55-10:45			
10.45-11.00	BREAK		
Period 3 11.00–11:50			

Period 4 11.50–12:40			
12.40-1.10	LUNCH		
Period 5 1.10-2:00			
Period 6 2:00-2.40			
2.40-2.50	Learning review with Learning coach Celebrating success. Target setting		

Thematic Unit Samples

GO WITH THE FLOW

(11 weeks)



The big idea

The world's rivers are our most precious resource. This unit studies the impact of the world's rivers on people and landscapes in the past, present and future.

In Geography, we'll be finding out:

- How the shape of a river is always changing
- How it changes the land through which it flows
- What happens when it floods
- What uses people make of rivers

In Science, we'll be finding out:

- Where water comes from
- How to grow a stalactite
- How to clean water
- How water can be used to make power
- How rivers provide habitats for wildlife

In Technology, we'll be finding out:

- How bridges are built and then putting what we have learned into practice with 'the great bridge-building challenge'

In History, we'll be finding out:

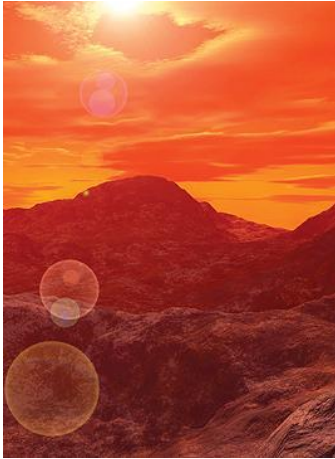
- About the importance of the River Nile in every aspect of life in Ancient Egypt

PSHE and RE

- That rivers still have an importance in the everyday life of people across the world and we'll be looking at the effect of river management for communities and for countries when rivers are dammed
- Why we all need to use less water
- About sacred or holy rivers

MISSION TO MARS

(7 weeks)



The big idea

One day, humans may need to leave the Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and, with our invention, may do so again.

In Science we'll be finding out:

- About the planets in our solar system
- About mass and weight, and the effects of gravity
- How to grow seeds and plants, and choose those that will be suitable for Mars
- How to identify a living organism
- About different energy sources
- How to choose the best energy source/s for our Mars shelter

In Geography, we'll be finding out:

- About the geographical features of Mars
- How we can prove that there was once water on Mars

In Technology, we'll be finding out:

- About the technology that has been used to explore Mars
- How to design and make a robot to explore Mars
- How to design and make a suitable shelter for living on Mars

In History, we'll be finding out:

- About what people in the past used to think about Mars
- About the evidence to prove and disprove intelligent life on Mars

In Physical Education, we'll be finding out:

- How to ensure we are fit and healthy for our space mission
- How to plan and test our own exercises suitable for space travel

In PSHE, we'll be finding out:

- How to work as a team
- How to assemble a successful team for our mission to Mars
- How to write our own international rules and regulations for Mars
- About the reasons why we might one day need to live on another planet

MYTHS AND LEGENDS

(8-9 weeks)



The big idea

In this unit the children are going to learn about myths and legends from around the world. They will look at myths from the host and home countries and think about why people used such stories to reflect on life at the time.

In History, we'll be:

- Researching societies that are well-known for their myths and legends
- Comparing the host country to other societies
- Finding out about major events in the past

In Music, we'll be:

- Finding out about music that has been inspired by myths and legends
- Making judgements about pieces of music
- Composing a piece of music to accompany a myth or legend

In Art, we'll be:

- Finding out how artists use paintings and other methods to show myths and legends
- Looking closer at the art of Ancient Egypt
- Turning characters from myths and legends into comic book superheroes
- Producing our own piece of art to represent a story we have written

In PSHE, we'll be:

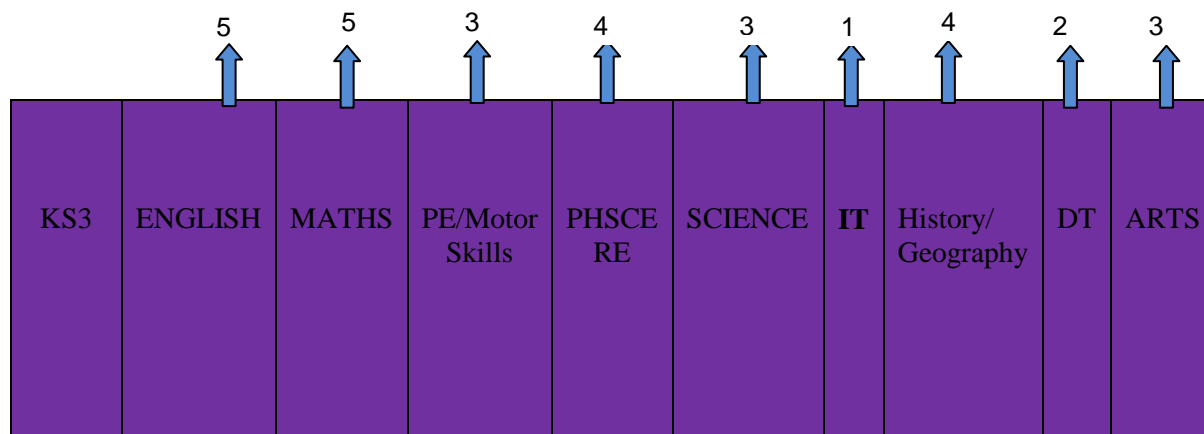
- Finding out about traditions, celebrations and religious festivals which have been influenced by myths and legends from the past
- Considering how the behaviour of individuals and groups can be influenced by the moral messages of myths, legends and other stories
- Looking at how global brands use myths and legends to persuade people to buy their products
- Finding out how stories around the world are both the same and different
- Finding out how myths and legends have affected large areas of the world
- Researching stories from all the home countries of children in the class

Some pupils may be sensitive about stories which have tragic or mystical content. The stories will be carefully selected to avoid traumatising them



CHURCHILL
SCHOOL

Key Stage 3



Key Stage 3

The secondary curriculum is taught in flexible ways according to pupils' needs and learning styles, interests and aspirations and made as practical as possible. All students in Years 7/8/9 receive sessions to develop their social skills, to support them in learning to integrate with mainstream pupils and to prepare them for social situations beyond school.

Pupils have access to the range of National Curriculum subjects, with the exception of modern foreign languages, which will be available for individuals if appropriate, but not included for all pupils.

As pupils progress through the school, the programme becomes more subject-based and specialised, with additional learning and language support as necessary. Programmes of study at Key Stage 3 are informed by the National Key Stage 3 Curriculum but we have adapted these programmes in way that recognises the special needs of our students. We use methods and organisation that best promote teaching and learning.

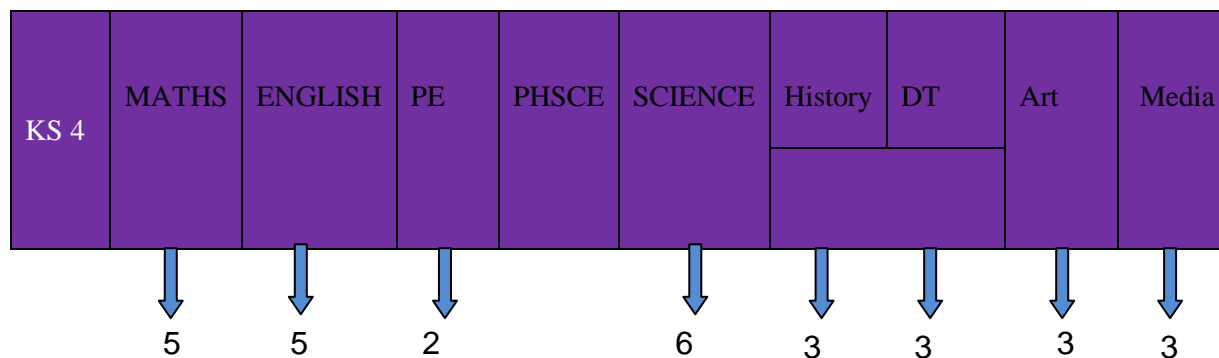
The Key Stage 3 Curriculum Maps show the learning journey that each class takes over the year giving a brief outline of the content and topics that are covered in each subject area. These are aligned to the curriculum plans in the mainstream school, so that pupils can join lessons in Samuel Ward or be supported to pursue the programme of study in Churchill School, with appropriate adaptations.

We provide a Transition curriculum for pupils who have fallen too far behind to access the Key Stage 3 programmes, even with adaptation, to enable them to close the gaps in their learning.



CHURCHILL
SCHOOL

Key Stage 4



Key Stage 4

At KS4, pupils are encouraged towards greater independence and accepting more responsibility for their own learning, with preparation for leaving school as the ultimate goal. Planning takes account of 5 elements:

1. Core Skills: For some pupils, Functional skills of English, Maths and ICT are taught in Churchill, Others may be able to join mainstream groups for maths and IT, access maths teaching through a Virtual Learning Environment.

We encourage students to gain qualifications in each of these subjects where possible, under our Qualifications Framework. Our focus is above all on enabling students to acquire the skills they need in these subjects in order to tackle the problems of adult work and daily life.

2 We continue to give significant emphasis to personal and social development through PHSCE and all students have regular sessions a week.

3 All students also learn subject knowledge.

4 The fourth element of our curriculum focuses on areas that frequently cause difficulties for learners with autism and communication difficulties. This includes exercise (facilitated by our occupational therapist) and social communication sessions (facilitated by our speech and language therapist).



CHURCHILL
SCHOOL

Post 16

Sixth Form

High performing students who wish to take A-Level are supported in studying alongside their mainstream peers

Other course will be available such as the Sports Leader and the Certificate of Personal Effectiveness with 12 units including

- Communication
- Citizenship and the Community
- Sport and Leisure
- Independent Learning
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Others may follow vocational programmes, some continuing their studies commenced in Key Stage 5.