



## **CURRICULUM POLICY FOR THE TEACHING AND LEARNING OF PUPILS WITH AUTISTIC SPECTRUM CONDITIONS (ASCs)**

This policy is a statement of the shared values of the staff of Papillon House School. It provides us with the framework which will guide our actions to help us achieve our aims. We believe that children learn best when teaching takes account of their individual needs and learning styles. This document sets out the approaches and modifications that we will apply for children with ASCs.

### **School Ethos**

All adults are committed to providing a caring, comfortable and welcoming atmosphere. They create a stimulating, attractive and safe learning environment for all of our pupils. The Leadership and Management of the School checks the quality of teaching and learning, as well as the curriculum provided, to ensure that staff do not impose any particular views. The School always ensures that a balanced presentation of views is offered. We do not promote any particular political views.

### **The Learning Environment**

- The learning environment is characterised by its highly structured nature thereby ensuring the pupils have clear reference points which then have benefits for behaviour and learning
- The learning environment is kept, to a large extent, fairly free of visual distractions, this includes consideration of the positioning of work areas, the storage of equipment and careful and controlled use of wall displays
- Teaching Support Assistants (TSAs) and Special Needs Assistants (SNAs) are used appropriately to support teaching and learning
- Additional support is appropriately targeted to address individual pupils' needs
- Teachers ensure equal opportunities for all pupils by using time and resources effectively
- Staff constantly reinforce established classroom routines and codes of behaviour
- All classrooms are equipped with individual TEACCH stations, a group table and a circle teaching area
- All classrooms have visual timetables with Makaton symbols
- Pupils are supported by teachers and therapy to have access to any specialist equipment that may support their learning

### **English as an Additional Language (EAL)**

The School views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Individual curriculum planning takes account of factors such as the pupil's age, length of time in this country, previous educational experience and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding. The School will make every effort to ensure that any additional needs of a pupil's family members with English as an additional language are recognised and met. The school will also adapt ways of communicating with EAL families to a method suitable for them to access, such as email using a translating programme. Interpreters may be sourced to support in translation during meetings, such as Annual Reviews and Parents' Evenings.

## The Curriculum

At Papillon House School we provide a broad and balanced curriculum for all pupils that inspires, motivates and encourages pupils' participation in a range of learning activities. The focus is on developing depth and breadth of subject knowledge in teaching and learning, whilst providing a holistic, individualised curriculum for all pupils across the school. Planning will always consider each pupil's current abilities and aspirations for their future learning. There is a clear pathway through the school in what is delivered and taught from Reception through to Year 14, avoiding repetition of learning outcomes and content across the school.

Our curriculum includes the following key areas of learning (Appendix A – Our Curriculum)

- Communication
- Community
- Topic
- PSHE and RSE
- ICT
- Equals (Schemes of Work)
- Attention Autism
- ASDAN (Award Scheme Development and Accreditation Network) from Year 5
- Post-16 Curriculum

All pupils are assessed on entry and baselined across the curriculum within the first six weeks. These are mapped and tracked using B-Squared Connecting Steps. Pupils will then be placed onto the curriculum pathway that best suits their academic and developmental levels (Appendix B – Curriculum, Qualification and Accreditation Pathway). Pupils will be placed onto one of the following pathways:

- Engagement Steps – Informal Learners
- Progression Steps – Informal Learners
- Progression Steps – Formal Learners

## Planning and Target Setting

Teachers set Individual Targets using B-Squared Connecting Steps and these are linked to individual EHCP outcomes. Targets are reviewed termly.

**Long Term Planning** provides a forward vision of the range, content and curriculum coverage. The topic maps provide a series of topics for each year group and identify areas of Science and Physical Development that will be covered each half term within a year. Equals schemes of work run alongside the topic maps.

**Medium Term Planning** is provided by the teachers to outline activities that will be included across each half-term, including topic work, community-based activities and subject specific learning outcomes (Equals Schemes of Work).

**Short Term Planning** is provided by teachers each week and includes learning objectives, teaching and learning activities, staff deployment and resources. Core subjects (English, Mathematics, Science and PSHE) have clearly differentiated learning outcomes for all pupils.

## Topic

The Topic Maps (Appendix C: Reception – KS3 Topic Map and Appendix D: 14 – 19 Curriculum Map) provide a range of motivating and age-appropriate themes across the year to inform planning in areas such as Creative Development and Knowledge and Understanding of The World. Topics may also link to other areas of the curriculum, such as Literacy, Numeracy and Community Visits. Areas of Science are identified to ensure Physics, Biology and Chemistry are covered across the year. These may also

link to the topics being delivered each term. Physical Development areas are identified and rotate Gymnastics, Dance and Athletics throughout the year.

## **Communication**

Children develop confidence and competence in communicating through their preferred form of communication. A range of communication tools are utilized to encourage pupils to develop their communication skills, such as Makaton, PECS, PODD, Intensive Interaction and other visuals such as symbol use and social stories.

## **Community Based Curriculum**

All pupils will access the community through weekly community visits and weekly off-site physical activities. Pupils will take part in swimming, cycling and horse riding (primary pupils) or the gym (secondary pupils) on a termly rota.

## **PSHE (Personal, Social, Health and Economic)**

PSHE is an important part of the curriculum that focuses on the key areas:

- Citizenship
- Physical Health and Mental Wellbeing
- Relationships and Sex Education

PSHE is embedded through all areas of the curriculum and all pupils have on-going targets related to their EHCP (Education, Health Care Plans) outcomes. We aim to help pupils learn and develop personal, social, self-help and economic skills that enable them to relate well to others, play and work together and become independent both socially and through their work. Basic principles of health, hygiene and safety relevant to their stage of development are taught across the whole school.

## **Attention Autism**

Teachers are trained in using the Attention Autism approach to deliver sensory based activities that encourage engagement, listening, attention and exploratory play skills.

## **Equals Schemes of Work**

Teachers use the Schemes of Work to inform planning across all areas of the curriculum, including core areas such as English, Mathematics and Independence, as well as Music, Art, Drama, Dance, ICT and Outdoor Learning.

There are 3 Schemes of Work that pupils in KS1 – KS3 are placed on, although they can work across more than one and move between them depending on their skills, abilities and interests across the different subject areas.

Semi-Formal Curriculum – this consists of 12 Schemes of Work delivered to pupils who are working within the Engagement Steps of Connecting Steps, Informal Learners, in the areas of:

- |                                   |                       |
|-----------------------------------|-----------------------|
| - My Communication                | - My Dance            |
| - My Thinking and Problem Solving | - My Drama            |
| - My Citizenship                  | - My Music            |
| - My Physical Well-being          | - My Art              |
| - The World About Me              | - My Play and Leisure |
| - My Independence                 | - My Outdoor School   |

Formal Curriculum – this consists of 7 Schemes of Work delivered to pupils who are working within the lower levels of Progression Steps on Connecting Steps, Informal Learners and some of our Formal Learners, in the areas of:

- English
- Mathematics
- Independence
- Physical Well-being
- The World About Us
- Outdoor Schooling
- Play and Leisure

Subject Specific Schemes of Work – this consists of 6 Schemes of Work delivered to pupils who are working at the higher end of Progression Steps on Connecting Steps, Formal Learners, in the areas of:

- Maths
- English
- Science
- PE
- DT
- RE

Moving On Curriculum (14 – 19 years) – this consists of 6 Schemes of Work delivered to our Post-16 pupils, to run alongside the other qualifications and accreditations in this department, in the areas of:

- Literacy; Numeracy; ICT
- Adventurer
- Explorer
- Globetrotter
- Traveller
- Voyager

## **14–19 Curriculum**

The 14-19 Curriculum at Papillon House School enables us to continue to provide exceptional education and therapy for our young people. Programmes are specifically tailored to the individual needs of our students to develop the skills needed for adult life and there is an emphasis on developing independence within themselves and within the community. Links with our local community includes supermarkets and shops, garden centres, libraries, and sports centres which are integral to the curriculum.

Programmes are accredited through the ASDAN awarding body. ASDAN offers imaginative ways of developing, recording and certificating young peoples' personal achievements and students enjoy new activities and personal challenges as part of the programme.

All pupils receive appropriate careers guidance in terms of considering all available options post-school (See our policy for Careers Education and Guidance).

**The 14-19 Curriculum Model** has six key areas:

### **Vocational Learning:**

We strongly believe that the vocational element of our curriculum will promote personal and social development, enhance self-esteem, build aspirations and will help our young people contribute to the community. The blend of activity-based curriculum enrichment will help develop key skills and other personal and social skills. During **Horticulture and Gardening** students will work on-site to plan a garden and choose the seeds and plants to grow. The students will learn to use tools such as spades, forks and rakes, preparing the soil for planting before then providing continued care for the plants. They will also be involved with regular garden maintenance (grass cutting, weeding and leaf clearing).

**In Minibus/Car Maintenance** students will help with the weekly maintenance and cleaning of the school's minibuses or cars.

Within **Catering** they will be introduced to the essential hygiene requirements of preparing food for sale and will be involved in simple market research to explore what dishes they might include in the School Café. Students will be involved in preparing snacks, running a till and clearing up at the Café.

During **Enterprise** activities all students will participate in a range of activities that may include running a school café, tuck shop, growing plants to sell and car cleaning scheme. Money from these enterprise initiatives will be divided between replenishing stocks, going on trips or meals out or other activities at the end of term. They will also be involved in the planning and budgeting.

During **School based work learning** they may assist our caretaker or work in the school office learning about shredding, photocopying and getting letters ready for the post.

Where appropriate students will have experience of the world of work through **Work based learning** job shadowing or a supported work experience placement.

### **Functional Skills**

Our students will continue to develop their Communication, English, Mathematics and ICT skills to enable them to gain the most out of life, learning and work. These skills will support their understanding of everyday life, their relationships with others and their personal development. All these areas will be approached from as practical a position as possible and will be differentiated to meet individual needs. Our students will continue to develop their Communication skills including language and listening skills, with the use of Makaton signs and symbols where appropriate. They will be encouraged to develop a greater understanding of the world around them including personal and world news. Students will be encouraged to develop their **Literacy** through reading and basic writing skills. They will be offered a wider range of literature including newspapers and magazines. In addition to the continued development of numeracy skills, work will include money skills (recognition of coins and paper money, the development of practical use of money in a range of contexts and understanding of the value of money), time and measurement. Through the use of ICT we aim to develop students' independence, cognitive and linguistic skills as well as providing them with interesting ways of spending leisure time. Students will learn how to use a telephone and will develop their computer skills to include finding out information via the internet.

### **Life Skills**

The explicit teaching of life skills will continue to be an essential element of our curriculum. We are committed to helping our students to develop their independence and will be supported by links with the local community as well as involvement with our families, and onsite support from our Occupational Therapists and Speech and Language Therapist. **Home organisation** skills will help to develop more independent living and will be developed with specific support from the Occupational Therapists. Domestic safety will be taught explicitly. Students will be taught practical skills, for example using a washing machine, dishwasher, and cooker. Students will learn about **Shopping** by planning and budgeting for what they need to buy, using a shopping list, recognising, and finding foodstuffs in the shops and paying for their purchases. Students will be supported to develop their skills for **Travel and Road Safety** this may begin with finding their way around the safe and secure environment of the school by taking of simple messages. For some students the use of public transport, problem solving and planning individual trips will provide an appropriate degree of challenge.

### **PSHE**

PSHE deals with real life personal health and mental wellbeing, social, relationships, sexual and economic issues affecting young people, their families and communities. It aims to support young people to make safe and informed choices about their lifestyles, their health, relationships, careers and their finances both now and as they prepare for the responsibilities of adulthood.

## Sports and Leisure

Our students will be encouraged to develop their involvement in sports and leisure activities and work will include developing personal choice and the use of spare time. Links with local sports centres and local secondary schools will help to extend and consolidate the skills, enjoyment and experiences the students have previously acquired. A holistic approach to combining physical activity with keeping healthy will include a consideration of diet and activity. Students will be encouraged to monitor their diet as well as their own responses to physical activity to develop an understanding of the physical processes involved. For the post 16 cohort this element will involve extending their experience of a range of sports and leisure in their community, through a range of visits and new experiences which can include: cycling, using a leisure centre i.e., the gym or swimming, badminton, circuits, dance and walking, craft activities, ten pin bowling and relaxation classes such as yoga.

Students will be encouraged to understand the range of sports opportunities available to them and to make informed choices about what sports they might like to continue to engage with when they leave school.

## Expressive Arts

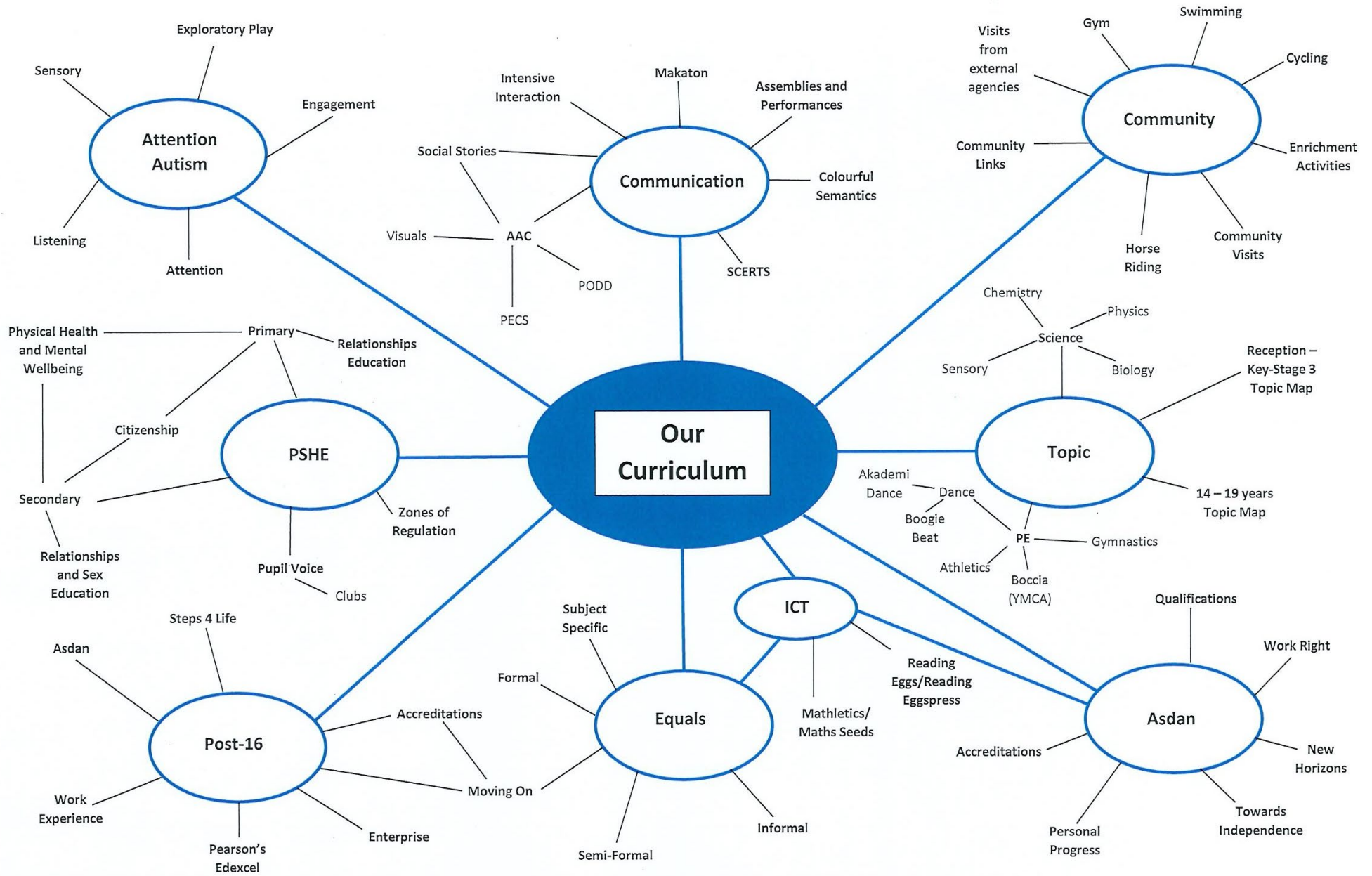
Our Expressive Arts Curriculum will provide opportunities for our students to be creative and express themselves in different ways through the mediums of Art and Design, Music, Drama and Dance. They will experience enjoyment and enhanced self-esteem through creative and expressive performance and presentation. Through Art and Design, students will have rich opportunities to be creative and to experience inspiration and enjoyment. They will explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Studies of the works of artists and designers will enhance their enjoyment and deepen their knowledge and understanding. Visits to art galleries and exhibitions will be included

*This policy should be read in conjunction with all other relevant policies.*

This policy was reviewed and revised by Katie Lonborg (Deputy Head Teacher) in consultation with Anne Mackey (Secondary and Post 16 Lead).

### Agreed by the Management Team: June 2021

Written	Gillian Hutton	The Management Team	September 2007
Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	October 2009
Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Reviewed & Amended	Alicia Rickman	Head Teacher	December 2016
Reviewed & Amended	Alicia Rickman	Head Teacher	March 2017
Reviewed & Amended	Katie Lonborg	Deputy Head Teacher	May 2021



## Appendix B Curriculum, Qualification and Accreditation Pathway

Assessed on entry:	Communication and Community Based Learning									
	Topic Maps (Reception – KS3 Topic Map and 14 – 19 years Topic Map)									
	Schemes of Work				Accreditations and Qualifications					
	Reception and KS1 – KS4				From Yr 5 (9 years old)	Yr 8 Introduce:	Yr 11 Introduce:	Post-16		
<b>Engagement Steps – Informal Learners</b> Equals: Semi-Formal Curriculum (12 areas)	<b>Numeracy</b> Equals <b>My Thinking and Problem Solving</b> + Maths Seeds	<b>Literacy</b> Equals <b>My Communication</b> + Reading Eggs	<b>Science</b> Equals <b>The World About Me</b>	Asdan New Horizons	Asdan Towards Independence	Asdan Personal Progress and/or Work Right	By the end of Year 11 – Minimum of one Work Experience	Steps 4 Life	Asdan individually selected modules according to pupil need, skills and aspirations + <i>Mathletics</i> + <i>Reading Eggs</i>	By the end of Year 14 – Minimum of one Work Experience
<i>Other curriculum area Schemes of Work:</i>	<b>My Citizenship; My Play and Leisure; My Independence; My Drama; My Dance; My Art; My Music; My Physical Well-Being; My Outdoor School</b>								<b>Equals</b> <b>Moving on Curriculum</b> Literacy, Numeracy & ICT Adventurer Explorer Globetrotter Traveller Voyager + <i>Mathletics</i> + <i>Reading Eggs/ Reading Express</i>	
<b>Progression Steps – Informal Learners</b> Equals: Formal Curriculum (7 areas)	<b>Mathematics</b> Equals + <i>Maths Seeds</i>	<b>English</b> Equals + <i>Reading Eggs</i>	<b>Science</b> Equals <b>The World About Us</b>							
<i>Other curriculum area Schemes of Work:</i>	<b>Independence; Outdoor Schooling; Physical Well-being; Play and Leisure</b>									
<b>Progression Steps – Formal Learners</b> Equals: Subject Specific Curriculum (6 areas)	<b>Numeracy</b> White Rose + <i>Mathletics</i>	<b>English</b> Equals + <i>Reading Eggs/Reading Express</i>	<b>Science</b> Equals						<b>Steps</b> Pearson's Edexcel Functional Skills Numeracy and Literacy + <i>Equals Science</i> + <i>Mathletics</i> + <i>Reading Express</i>	
<i>Other curriculum area Schemes of Work:</i>	<b>Maths</b> Equals + <i>Mathletics</i>			<b>Next Steps:</b> <i>AQA - Possibly to be introduced for new cohort moving up in the future Post-16 department</i>						
<b>Moderation Dates:</b>	Twice Yearly - December and June			From year 7 onwards – at the end of each academic year – one Careers Encounter						
				January – Quality Monitoring Moderation May – Internal Moderation; June – External Moderation						



## Papillon House School Topic Map - Reception, KS1, KS2 &amp; KS3

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Caterpillar Reception</b>	Me and My Family <i>Biology</i> <i>Gymnastics</i>	Christmas Colours <i>Chemistry</i> <i>Gymnastics</i>	Nursery Rhymes <i>Physics</i> <i>Dance</i>	Animals <i>Biology</i> <i>Dance</i>	Bears and Teddies <i>Chemistry</i> <i>Athletics</i>	Journeys <i>Physics</i> <i>Athletics</i>
<b>Key Stage 1</b>	<b>Meadow 1</b>	People who help us <i>Physics</i> <i>Gymnastics</i>	Little Donkey <i>Chemistry</i> <i>Gymnastics</i>	The Circus <i>Physics</i> <i>Dance</i>	New Life <i>Biology</i> <i>Dance</i>	Farms <i>Biology</i> <i>Athletics</i>	Under the Sea <i>Chemistry</i> <i>Athletics</i>
	<b>2</b>	Our School <i>Physics</i> <i>Gymnastics</i>	The Nativity Story <i>Chemistry</i> <i>Gymnastics</i>	Fairy Tales <i>Physics</i> <i>Dance</i>	Pets <i>Biology</i> <i>Dance</i>	Senses <i>Biology</i> <i>Athletics</i>	Summer Fun <i>Chemistry</i> <i>Athletics</i>
<b>Key Stage 2</b>	<b>Peacock 3</b>	Healthy Living <i>Biology</i> <i>Gymnastics</i>	Christmas Wishes <i>Physics</i> <i>Gymnastics</i>	Mini beasts <i>Biology</i> <i>Dance</i>	Springtime <i>Chemistry</i> <i>Dance</i>	Transport <i>Physics</i> <i>Athletics</i>	The Seaside <i>Chemistry</i> <i>Athletics</i>
	<b>4</b>	Colour <i>Chemistry</i> <i>Gymnastics</i>	Christmas Celebrations <i>Physics</i> <i>Gymnastics</i>	Toys and Puppets <i>Physics</i> <i>Dance</i>	Farm Animals <i>Biology</i> <i>Dance</i>	My Favourite Foods <i>Biology</i> <i>Athletics</i>	Summer Weather <i>Chemistry</i> <i>Athletics</i>
	<b>Swallowtail 5</b>	Our Community <i>Chemistry</i> <i>Gymnastics</i>	The Nutcracker <i>Physics</i> <i>Gymnastics</i>	Winter Weather <i>Chemistry</i> <i>Dance</i>	Wild Animals <i>Biology</i> <i>Dance</i>	Healthy Eating <i>Biology</i> <i>Athletics</i>	Holidays around the World <i>Physics</i> <i>Athletics</i>
	<b>Monarch 6</b>	All about Me <i>Biology</i> <i>Gymnastics</i>	'Twas the night before Christmas <i>Physics</i> <i>Gymnastics</i>	Chinese Festivals <i>Chemistry</i> <i>Dance</i>	Growth <i>Biology</i> <i>Dance</i>	Transport <i>Physics</i> <i>Athletics</i>	The Sea <i>Chemistry</i> <i>Athletics</i>
<b>Key Stage 3</b>	<b>7</b>	Making Music <i>Physics</i> <i>Gymnastics</i>	The 12 Days of Christmas <i>Chemistry</i> <i>Gymnastics</i>	Foods from around the World <i>Biology</i> <i>Dance</i>	My Changing Body <i>Biology</i> <i>Dance</i>	Sports & Leisure <i>Physics</i> <i>Athletics</i>	Summer Holidays <i>Chemistry</i> <i>Athletics</i>
	<b>Admiral 8</b>	Rain Forests <i>Biology</i> <i>Gymnastics</i>	A Christmas Carol <i>Chemistry</i> <i>Gymnastics</i>	Winter Sports <i>Physics</i> <i>Dance</i>	Dinosaurs <i>Biology</i> <i>Dance</i>	Planet Earth <i>Physics</i> <i>Athletics</i>	Summer Time Leisure Activities <i>Chemistry</i> <i>Athletics</i>
	<b>9</b>	Independent Living <i>Physics</i> <i>Gymnastics</i>	Celebrations around the world (including Diwali - festival of light) <i>Chemistry</i> <i>Gymnastics</i>	Space <i>Physics</i> <i>Dance</i>	Famous Sports People <i>Biology</i> <i>Dance</i>	Independent Travel <i>Chemistry</i> <i>Athletics</i>	My Growing Body <i>Biology</i> <i>Athletics</i>

## Papillon House School 14-19 Topic Map

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
KS4	Yr 10	Hello, let me introduce myself  Biology    Gymnastics	My School Performance  Physics    Gymnastics	Developing positive relationships  Biology                  Dance	Famous Personalities and me  Chemistry                  Dance	My Place in my Local Community  Physics                  Athletics	The Summer Art Exhibition  Chemistry                  Athletics
	Yr 11	Keeping myself healthy and happy  Biology    Gymnastics	Films and Media  Physics    Gymnastics	Decisions about Future Enterprises  Chemistry                  Dance	Looking after and caring for living things  Biology                  Dance	My Wider Community  Physics                  Athletics	My Portfolio  Chemistry                  Athletics
Post-16	Yr 12	Safety at school, work and home  Chemistry    Gymnastics	Plays and Performances  Physics    Gymnastics	Developing Enterprise Projects  Chemistry                  Dance	Wildlife at my School  Biology                  Dance	Travelling around my local area  Physics                  Athletics	Helping and working in my community  Biology                  Athletics
	Yr 13	Developing independence and safety in the community  Biology    Gymnastics	Launching a show  Physics    Gymnastics	Building links for the future  Chemistry                  Dance	Nurturing Nature  Biology                  Dance	DIY Skills  Physics                  Athletics	My Communication Passport  Chemistry                  Athletics
	Yr 14	Work experience in the community  Chemistry    Gymnastics	Design and Production  Physics    Gymnastics	Community Participation  Biology                  Dance	Money Matters  Chemistry                  Dance	Being independent and moving on  Biology                  Athletics	Reflecting on my school experience  Physics                  Athletics