

PAPILLON HOUSE SCHOOL

CURRICULUM POLICY FOR THE TEACHING, LEARNING AND ASSESSMENT OF PUPIS WITH AUTISTIC SPECTRUM DISORDERS (ASDs)

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. This document sets out the approaches and modifications that we will apply for children with ASDs.

School Ethos

Adults are committed to:

- providing a caring, comfortable and welcoming atmosphere
- creating a stimulating, attractive and safe learning environment

where children will be:

- secure, happy and able to learn
- friendly, kind and increasingly be able to tolerate others
- positively praised and encouraged
- encouraged to share in their own success
- encouraged to be independent
- challenged by high expectations

The Leadership and Management of the School checks the quality of teaching and learning and 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 children 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
- As children develop and their attention control develops an increasing number of distractions can be introduced
- Special needs assistants are used appropriately to support teaching and learning
- Additional support is appropriately targeted to address pupils' needs
- Teachers ensure equal opportunities for all pupils by using time and resources effectively
- Staff constantly reinforce established classroom routines and code of behaviour
- All classrooms are equipped with individual TEACCH stations
- All classrooms have visual timetables

The Curriculum

All pupils have access to a broad and balanced curriculum, appropriate to meet their needs. Due to the particular nature of our children's special educational needs and the impact these needs have on the pupils' ability to learn, priority is given to key areas of the curriculum.

These are:

- Communication
- Social Skills

- Self-help Skills
- Independence
- Physical Development

All pupils have regular access to the school's extensive outdoor environment, undertake weekly community visits and have regular opportunities for the development and practice of self-help skills.

Personal, Social and Health Education and Citizenship (PSHE)

PSHE is a very important part of the school curriculum. PSHE is taught through all areas of the curriculum and all pupils have an individual IEP relating to their priority area for development in PSHE. We aim to help the children learn and develop the personal, social, self-help and emotional skills that enable them to relate well to others, play and work together, become more independent socially and in their work, The school also aims to ensure that children develop their awareness of the basic principles of health, hygiene and safety relevant to their stage of development.

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 is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from underachievement. 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 will take account of such factors 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 pupils' family members with English as an additional language are recognised and met.

Key Stage One – Key Stage Three

The curriculum is structured using the following areas of learning:

- **Personal, social and emotional development**

This area is all about developing a positive sense of self and respect for others, social skills including dressing, undressing and washing, as well as having an enthusiasm for learning.

- **Physical development**

Children will be helped to develop skills of coordination, control, manipulation and movement and to understand the importance of a healthy diet and lifestyle.

- **Communication, language and literacy**

Children develop confidence and competence in communicating, speaking and listening, listening to stories and beginning to read and write.

- **Problem solving, reasoning and numeracy**

Developing a growing understanding of problem solving and numbers, through stories, songs, games and play. Children should become comfortable with numbers and use language such as 'heavier than' or 'bigger'.

- **Creative development**

Developing imagination and creativity in art, music, movement, dance, imaginative and role-play activities

- **Knowledge and understanding of the world**

Learning to make sense of the world, finding out about the natural environment, using tools and different materials to make things and exploring ICT.

Within this structure all subject areas of the National Curriculum are covered through a cross-curricular model. In recognition of the special educational needs of our pupils, programmes are modified to match individual needs.

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 local supermarkets and shops, garden centres, libraries, and sports centres as well as social activities with other schools are integral to the curriculum. The curriculum addresses Life Skills, including skills such as shopping, cooking, home management, travel and community skills and a range of appropriate vocational skills, such as catering and horticulture.

Programmes are accredited through the ASDAN awarding body. ASDAN offers imaginative ways of developing, recording and certificating young people's 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. (Our policy for Careers Education and Guidance is attached as Appendix A to this policy)

The 14 - 19 Curriculum Model

Our 14 – 19 Curriculum 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.

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.

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.

PSHEE:

PSHEE deals with real life social 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, 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.

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.

Vocational Learning

Vocational Learning includes the following elements:

Horticulture and Gardening.

Students will be able to 'shadow' employees at a local garden centre before then working 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).

Work based learning

Where appropriate students will have experience of the world of work through job shadowing or a supported work experience placement. All students will participate in a range of enterprise activities to include running a school café, tuck shop and car cleaning scheme. Their activities within Horticulture and Gardening will also afford opportunities for enterprise activities. They will also be supported to run a school tuck shop and car-cleaning scheme. Money from these enterprise initiatives will be divided between replenishing stock and a meal out for the students at the end of term where they will also be involved in the planning and budgeting.

Students will assist in the school office with shredding, photocopying and getting letters ready for the post.

Minibus Maintenance

Students will help with the weekly maintenance and cleaning of the school's three minibuses.

Catering

Students will be involved in preparing snacks, running a till and clearing up at the School Café. 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 Café.

Functional Skills

Functional Skills includes the following elements:

Communication.

Our students will continue to develop their language and listening skills with the use of Makaton signs and symbols where appropriate, and will be encouraged to develop a greater understanding of the world around them. This will include personal news and world news.

Literacy.

Students will be encouraged to develop their reading and basic writing skills, and will be offered a wider range of literature to be used including daily newspapers and magazines. Regular visits to the local library will be made.

Mathematics

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. All these areas will be approached from as practical a position as possible and will be differentiated to meet individual needs.

ICT

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

Life skills include the following elements:

Home organisation

Skills to develop independent living will be developed with specific support from the Occupational Therapists. Domestic safety will be taught explicitly and students will be taught the practical skills of using a washing machine, dishwasher and cooker.

Shopping

Students will plan and budget what they need to buy, have a shopping list, recognise and find foodstuffs in the shops and will pay for their purchases.

Travel and Road Safety

Students will be supported to develop their skills for independent travel. This will begin with finding their way around the safe and secure environment of the school and the taking of simple messages through to road safety. For some students the use of public transport, problem solving and planning individual trips will provide an appropriate degree of challenge.

PSHEE

PSHEE includes the following elements:

Personal Wellbeing

This comprises of personal, social and health education, including sex education and the social and emotional aspects of learning.

Economic & Financial Wellbeing

This includes economic understanding, careers education and enterprise.

Sports and Leisure

Sports and Leisure includes the following elements:

Keeping fit and healthy

This will offer a holistic approach to combining physical activity with what keeping healthy means and will include a consideration of diet and activity. Students will be encouraged to monitor their own responses to physical activity to develop an understanding of the physical processes involved.

Sports

For the post 16 cohort this element will involve extending their experience of a range of sports including; trampolining, swimming, hockey, and gymnastics. 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.

Leisure Activities

Students will be introduced to the range of opportunities for leisure in their community, through a range of visits and new experiences which will include: sailing, woodcraft, ten pin bowling and relaxation classes such as yoga and Tai Chi.

Expressive Arts

Expressive Arts includes the following elements:

Art and Design

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.

Music

Performing and creating music will be the prominent activities for all students. Through these activities they will develop vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They will further develop their understanding and capacity to enjoy music through listening to a range of musical genres and musical performances and identifying those they like most.

Drama and Dance

Students will be introduced to a range of dramatic productions and they will be encouraged to identify what they like and dislike about different productions. Students will be encouraged to explore real and imaginary situations and will use these opportunities to understand and share their experiences of the world.

In dance students will be introduced to a range of forms of dance. They will be encouraged to express themselves through the medium of dance. Dance will contribute to their physical education and physical activity.

Performance and Presentation

All aspects of learning in expressive arts will provide opportunities for students to present and perform, for example through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in the community.

Teaching and Learning Approaches

At Papillon House we are determined that every pupil has the opportunity to reach their maximum potential. We know that pupils learn best when teachers:

- Have clear aims and objectives
- Provide differentiated tasks and employ methods and strategies which match the needs of all children
- Base their teaching on a secure knowledge and understanding of all curriculum areas and are technically competent in teaching basic skills
- Provide opportunities for children to be independent, active learners, taking a pride in their work
- Build on children's previous experiences
- Have high expectations
- Manage time, learning resources, support staff and adult helpers effectively
- Feel valued through a supportive working environment.

Our approach to the planning of our curriculum seeks to embrace these key elements.

Planning

We have adopted a cross curricular curriculum model. In recognition of the special needs of our pupils, curriculum programmes are further modified to match individual needs.

Long Term Planning

Our long term plans provide a forward vision of the range, content and curriculum coverage. There is a long term map outlining a series of topics for each year group. Over time these plans demonstrate a broad and balanced curriculum.

(Long term plans for Key Stages 1 – 3 and 14-19 are attached as Appendix C)

Medium Term Plans

For each of the half-termly topics on the long term map, teachers prepare a medium term plan outlining activities to be included within each topic area relating to the six areas of learning. Teachers also identify potential community visits for each topic area.

Short Term Plans

Each teacher prepares a detailed weekly short term plan. This includes reference to:

- Learning objectives
- Teaching and learning activities
- Staff deployment
- Resources

The short term planning process takes into account the individual needs of the group and ensures that learning objectives are personalised and teaching and learning activities take into account individual learning styles and key priorities for development. Over-arching the planning for the areas of learning is the identification of key personal, social and emotional development individual priority IEP targets which are addressed across the curriculum.

Assessment

Assessment for Learning/Formative Assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and teachers to decide where the learners are in their learning, where need to go and how best to get there.

Assessment Reform Group, 2002

At Papillon School we recognise that effective assessment for learning is fundamental to ensuring that the needs of our pupils are met and that every child makes outstanding progress.

As a school we have invested significant time and energy through our programme of continuing professional development for teachers in improving practice in this area.

All teachers are aware of the expectations of the school in this area of their work. They maintain running records to record day to day evidence of pupils' progress and also to pinpoint any barriers to learning for individual pupils. This information is discussed with the class team and is used to inform the next steps of teaching and learning for all classes and individuals.

Assessment of Learning/Summative Assessment

At key points during the academic year teachers undertake summative assessments of the levels pupils have achieved in English, mathematics and Personal and Social Development. For the vast majority of Papillon pupils their achievements are assessed using the P Scales. These are national scales designed to capture the progress and achievement of pupils with special educational needs, who are working below age-related expectations.

In order to ensure that our summative assessments of pupils' progress and achievement are reliable and accurate the school undertakes bi-annual standardisation and moderation exercises to check the reliability of individual teacher's assessments. This process also serves to enhance our teachers' confidence in using the P Scales.

Summative assessments of pupil's progress and achievements are reported to parents/carers twice per year: at the Annual Review Meeting in the Spring Term and at the end of each Academic Year in the Annual Report to Parents.

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

**The Management Team
March 2007**

**Reviewed & Revised: Senior Management Team
September 2008**

**Reviewed & Revised: Senior Management Team
September 2009**

**Reviewed & Revised: Senior Leadership Team & School Improvement Partner
September 2011**

**Reviewed & Revised: Senior Leadership Team & School Improvement Partner
September 2013**

**Reviewed & Revised: Alicia Rickman, Head Teacher
October 2014**

**PAPILLON HOUSE SCHOOL
Careers Education and Guidance Policy
April 2012**

1. Introduction

At Papillon House School we consider Careers Education and Guidance as an entitlement for all young people. All pupils and parents/carers will require advice, guidance and support in working toward and planning for their future after school.

Parental involvement is an integral part of our Careers Education and Guidance, with parents and school staff assuming the role of pupil advocate in some circumstances. Wherever possible pupils are encouraged to take a full part in planning for their future. We work closely with our placing local authorities to consider the full range of opportunities available for our students when they leave school and seek the full engagement of staff from social services.

The student's annual review meetings will provide an opportunity to plan for a successful transition from school and will identify the options available for students and action that needs to take place to successfully prepare them for life after school. The Careers Programme will operate at many different levels, in ways that are appropriate to the learning needs of individual pupils.

2. Aims

The aims of our Careers Education and Guidance programme are:

- To encourage young people to value themselves and appreciate their relationship with other people, the community and the environment;
- To develop skills in young people that help them to contribute to making realistic choices and informed decisions regarding their lives;
- To develop communication and confidence skills required in new roles and situations that will equip the young person for life after school;
- To promote understanding and experiences of the world of work;
- To make young people and their parents aware of the opportunities and alternatives available in education, training and leisure;
- To promote equality of opportunity in respect of race, gender and special needs.

3. Careers Education and Guidance Programme

Specific work on Careers Education and Guidance is focused on our 14 – 19 age group. However, the foundations for many of the skills, attitudes and capabilities are established in our Primary and Key Stage 3 provision. Our regular community visits programme contributes significantly to extending pupils' understanding of the community. Much of this work will be embedded within the curriculum, particularly within Personal, Social and Health Education, in which students learn about themselves and others and the wider community.

The Careers Education Programme will be incorporated into the curriculum strands taught as part of the 14 – 19 curriculum. The strands include:

- Functional skills: communication, English and mathematics
- Life Skills: shopping, cooking, home management, travel and community skills
- Vocational Skills, including opportunities for horticulture and catering.
- Personal development: personal, social and health education, sports and leisure skills.

Where appropriate, these strands will include work related learning, including opportunities to experience the world of work. These could include: sheltered work experience, role play in the classroom, work experience in school, enterprise activities and visits to work places.

Policy for Sex Education and Relationships

Introduction

This document is a statement of our aims and strategies for Sex Education and Relationships at Papillon House School.

Aims

- To begin to develop children's understanding of growth and change over time through life cycles.
- To begin to develop children's knowledge and understanding of the characteristics and behaviours of living things.
- To develop children's self-awareness and self-esteem.
- To respond to individual needs for information.
- To develop children's ability to relate with others in a positive way.

Through our classroom practice and organisation we aim to ensure that no child is unfulfilled through limited opportunity as a result of gender, creed, race, social background, or any sensory or physical impairment.

Strategies

- We use opportunities for teaching and learning through topics such as Ourselves, New Life or Growth.
- We name body parts and develop sensory awareness.
- We encourage children to express their feelings and opinions.
- We encourage children to communicate to each other and to pay attention to what others have to say.
- We find out about other life forms and their characteristics and behaviours.
- We explore life cycles, and may observe the development from frogspawn to frogs or from eggs to butterflies, at first hand.
- We grow plants and vegetables from seeds or bulbs to observe the changes over time.
- While being sensitive to family units and respecting differences, we talk about families and explore the stages in human development.
- We raise their awareness of how they have grown and changed since birth.
- We respond to children's incidental questions honestly and in simple terms, giving enough information to satisfy the child's need for an answer.

A wide variety of resources are used to support teaching and learning, including books, posters, photographs, role play equipment, mirrors, puzzles, natural resources, small animals and magnifiers, and relevant discussion is encouraged.

Liasing with parents and carers

- Our school brochure for parents and carers contains the following advice under the heading of Sex Education: "Children's questions are answered simply and honestly as they occur."
- We may liase with and offer support to parents/carers when necessary, for example, through recommending books that may be shared with young children.

APPENDIX C

PAPILLON HOUSE SCHOOL KEY STAGES 1 – 3 LONG TERM CURRICULUM MAP

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	R	Ourselves	Christmas	Houses & Homes	Animals	Food	Journeys
	1	People who help us	Christmas	Clothes	Growth	Farms	The Sea
	2	The Senses	Christmas	Where I live	Minibeasts	Shopping	Weather
Key Stage 2	3	Healthy Living	Christmas	Winter	Spring	Transport	Seaside
	4	Colour	Christmas	Toys	Farm animals	Food	Summer
	5	People who help us	Christmas	Pets	New Life	Healthy Eating	Holidays
	6	Ourselves	Christmas	Winter	Wild Animals	The Sea	Transport
Key Stage 3	7	Making music	Christmas	Healthy Living	Ourselves	Sport	Leisure
	8	Food	Christmas	Sounds	Wild animals	Dinosaurs	Minibeasts
	9	Independent Living	Christmas	Space	Water	Transport	Growth

PAPILLON HOUSE SCHOOL: 14 – 19 LONG TERM CURRICULUM MAP

	Autumn		Spring		Summer		
	1	2	3	4	5	6	
10	Title: <i>Hello, let me introduce myself</i> Focus: PSHE Expressive Arts	Title: <i>On the Red Carpet</i> Focus: Expressive Arts Leisure	Title: <i>Ready, Steady, Cook</i> Focus: Life Skills – Shopping Home organisation	Title: <i>Making it New</i> Focus: Vocational Learning Expressive Arts Life Skills	Title: <i>Grow it, Eat It, Sell it!</i> Focus: Vocational Learning – Horticulture and Gardening	Title: <i>The Summer Exhibition</i> Focus: Expressive Arts	
	7	8	9	10	11	12	
11	Title: <i>My Adult Life</i> Focus: PSHE Expressive Arts	Title: <i>Applause Please</i> Focus: Expressive Arts Sport & Leisure	Title: <i>Keep it Tidy</i> Focus: Work Related Learning PSHE	Title: <i>Launching a Show</i> Focus: Vocational Learning Expressive Arts	Title: <i>My Portfolio</i> Focus: PSHE Life Skills	Title: <i>Banquet</i> Focus: Vocational Learning – Catering Life Skills	
	13	14	15	16	17	18	
12	Title: <i>My Resume</i> Focus: PSHE Life Skills Transition	Title: <i>Plays and Musicals</i> Focus: Expressive arts Sport & Leisure	Title: <i>Come and Dine With Me</i> Focus: PSHE Life Skills Vocational Learning	Title: <i>Helping Our Community</i> Focus: Vocational Learning Life Skills	Title: <i>The Showcase</i> Focus: Expressive Arts Life Skills PSHE Planning and preparation for end of year exhibition	Title: <i>Summer Prom</i> Focus: Life Skills PSHE Expressive Arts	

Black History Week

Red Nose Day/Helping Others Week

Residential Experience

