

Curriculum

Curriculum Intent

The curriculum at Sir Charles Parsons School is driven by our vision statement 'Enjoy, learn and achieve'. This is a moral belief and aspiration that: "every student, every day, will enjoy their day in school, learn as much as they can and achieve as much as they are capable of".

Our intention is that our curriculum fully supports our mission statement 'maximising opportunities, enriching lives'. The curriculum at Sir Charles Parsons school is broad, deep and balanced. Its breadth enables the scope and ambition of the national curriculum to be delivered which, in turn, is then highly adapted to meet the needs of our learners.

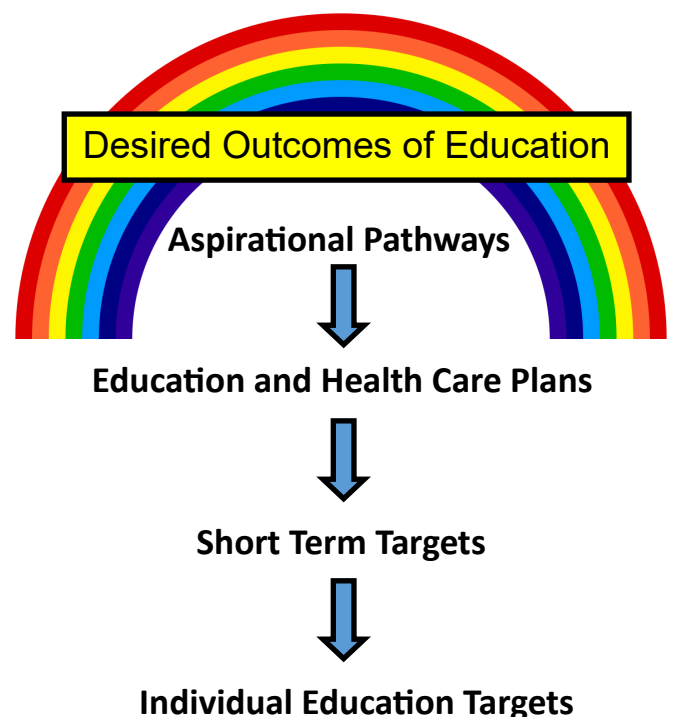
As a school we have considered what is important for our students to know, believe and value to flourish in an ever changing world. Our clear vision of what we want our students to achieve by the time they leave school is referred to the 'Desired Outcomes of Education (DOEs). The school has a diverse population of students and it follows our curriculum should be as diverse.

The DOEs have been differentiated to reflect seven cohorts of student attainment known as pathways.

Curriculum	Formal	Formal	Semi-formal	Semi-formal	Semi-formal	Informal	Informal
Pathway	Red	Orange	Yellow	Green	Blue	Dark Purple	Purple

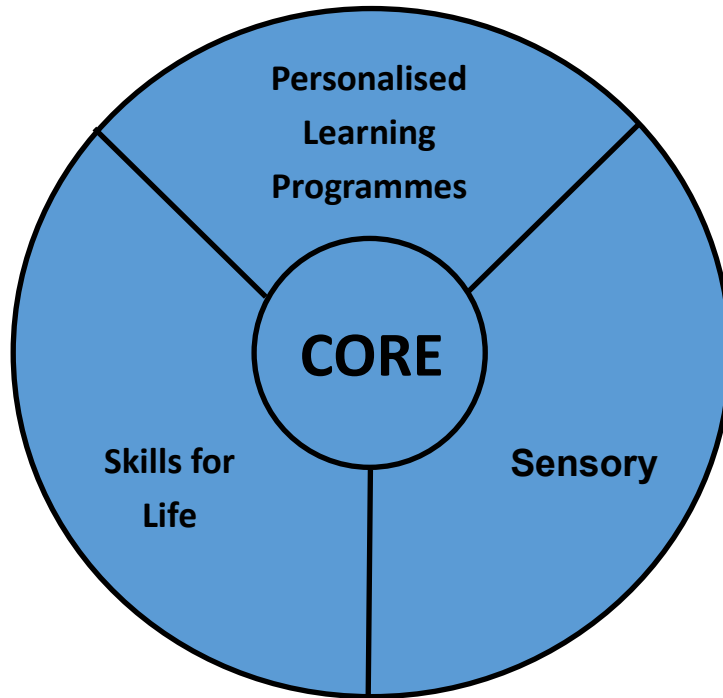
The pathways are 'Aspirational' in that they have outcomes which challenge and support students to be capable, empathetic, resilient individuals in the adult world.

It is our Desired Outcomes of Education which inform the formation of Education and Health Care Plans. Target setting throughout the school year is informed by the Desired Outcomes of Education. This ensures individual students receive an education which is full of opportunities to achieve the outcomes within their aspirational pathway.



Curriculum Implementation:

The DOEs drive the curriculum. The whole curriculum has been reviewed to ensure that those students within each pathway are receiving an education which meets their needs, challenges, motivates and prepares them for future life beyond school. The curriculum is developed and implemented to allow individuals to be challenged to achieve outcomes within the pathway.



Our curriculum is diverse to support the needs of our diverse population of students. The curriculum is a layered one. At its 'core' it delivers subject specific learning to all learners within school. The national curriculum is delivered which is highly differentiated. The curriculum is designed and implemented in a way that it builds upon prior knowledge and prepares students for the next stage in their education. Students move around the building to different classrooms to be taught by specialist subject teachers.

Students who are engaged in pre formal learning access subject specific lessons but work within the engagement profile through the 'medium' of that subject.

Year 7 and 8 are taught within mixed ability classes (their pastoral form class). This provides students the time and opportunity to familiarise themselves with the structure and routines of the school following transition from year 6. By being taught as a pastoral group students have the opportunity to develop secure peer and staff relationships .

Year 9, 10, 11 and 6th form for most lessons are taught within ability groups. They spend an amount of learning time also within their pastoral form class. This enables students to develop social relationships but also maximises opportunities to achieve their aspirational learning outcomes and access appropriate accreditation.

The Extended Curriculum



Skills for Life Curriculum:

The Skills for Life Curriculum seeks to develop the knowledge, skills, attitudes and aptitudes of students within the red and orange pathways. Students from year 9 onwards within the red and orange pathway can access the Skills for Life Curriculum in addition to the core curriculum. The SFL (Skills for Life) curriculum focusses upon the development of the skills necessary to achieve within the adult world and world of work. The curriculum focusses upon the development of skills, aptitudes, attitudes and knowledge required to live as independently as possible in life after education.



Personalised Learning Curriculum:

Many students also access personalised learning programmes (PLPs). These programmes supplement the core curriculum and are designed to meet individual student's needs. Students from any pathway may access this curriculum. Students maybe withdrawn from subject specific learning to access therapies/groups/activities catered to develop their specific additional needs.

The programmes, include for example, hydrotherapy sessions in the school's swimming pool, rebound therapy and sensory integration programmes, personal care/hygiene programmes, independent travel programmes, mainstream link programmes etc. Mainstream link programmes are provided for some higher attaining students, in order to offer, both a greater degree of academic challenge in identified subjects and, exposure to a more demanding social environment. Many PLP programmes are planned and delivered in collaboration with other professionals, for example, physiotherapists, occupational therapists, speech and language colleagues and members of the local authority's visual impairment team.



Sensory Curriculum:

The sensory curriculum is designed to meet the needs of learners working at early levels of cognition. The sensory curriculum offers a sensory diet in order to help students improve, use and integrate their sensory processing, visual, auditory, tactile, olfactory and kinaesthetic awareness and skills. Students usually access the core, personalised learning and sensory curriculum. Students within blue, indigo and violet pathways access this curriculum.

We believe that students with profound and multiple learning difficulties and those with complex sensory needs benefit from this approach to learning. All our student's individual educational plans (IEPs) identify learning targets that are informed by their needs as stated in their EHC plan. All learning targets are personalised to individual student need. A robust system of continual assessment of progress is in place to track student learning and inform new targets.

Broadly the students learning is focussed on developing:

- sensory awareness
- communication skills
- cognitive understanding
- physical development
- self-help and independence skills
- emotional and social development.

Inevitably these areas are interrelated so we adopt an holistic approach to the students learning. Planning individual learning programmes for these students is the responsibility of a highly skilled multi-disciplinary team which include education, physiotherapy, occupational therapy, speech and language therapy, the visually impaired service and health.

Sensory learning passports play a large part in ensuring approaches to learning are consistent across the school. The sensory curriculum is delivered by a team of skilled staff, who understand the student's abilities and needs, in a variety of ways:

- discreet lessons daily with peers of a similar level of ability
- integrated learning with their pastoral group peers helping them to generalise their learning and develop socialisation skills and experience a wider world
- therapeutic sessions such as Tac Pac, hydrotherapy and Rebound Therapy.

Staffing ratios for delivering the sensory curriculum are appropriate to ensure high quality learning opportunities.

Curriculum Impact

The curriculum at Sir Charles Parsons School will ensure all students receive an education which meets their needs, challenges, motivates and prepares them for future life beyond school. Students will:

- have made gains in their breadth of knowledge enabling them to be successful in the next stage of their learning journeys.
- have gained the necessary skills, aptitudes, and attitudes (independence, effective forms of communication, morality, resilience, empathy, tolerance, patience, curiosity) to be ready for the next stage of their learning journey and enable them to achieve in the adult world.
- be successful in gaining appropriate accreditation.
- have the ability to make informed choices.