

**Sir Charles Parsons Learning Offer**

The curriculum at Sir Charles Parsons School is driven by our vision statement 'Enjoy, Learn, Achieve'.

We deliver an ambitious curriculum focussed upon the National Curriculum. It is highly adapted to ensure it is accessible to all, regardless of background or ability, and offers challenge.

Our core curriculum is underpinned by a broader curriculum which creates opportunities to develop skills, attitudes and attributes to be successful in later life.

We offer a curriculum which supports students who follow four broad pathways (further differentiated to seven). The pathways offer a differentiated curriculum according to need and ability, ensuring student's access teaching and learning at the most appropriate level.

	Red	Orange	Yellow	Green	Blue	Indigo	Violet	
	Formal		Semi-formal		Semi-formal		Informal	
Intent	<ul style="list-style-type: none"> <li>Functional literacy &amp; numeracy skills</li> <li>Independent living</li> <li>Employment</li> <li>Access services (such as healthcare) independently</li> </ul>		<ul style="list-style-type: none"> <li>Basic literacy &amp; numeracy skills</li> <li>Supported living</li> <li>Supported to access work related activities</li> <li>Access services (such as healthcare) with support</li> </ul>		<ul style="list-style-type: none"> <li>Literacy &amp; numeracy awareness</li> <li>Engage in activities to support own needs in supported accommodation</li> <li>Engage in a range of social/leisure activities within the community environment</li> <li>Supported to access service and appointments (such as healthcare)</li> </ul>		<ul style="list-style-type: none"> <li>Experience of, and comfortable with, a wide range of people to meet their needs</li> <li>Communicate basic choices with a wide range of people in a range of settings</li> <li>Experience a range of social/leisure activities within immediate home and community environment</li> <li>Supported to access service and appointments (such as healthcare)</li> </ul>	

	KS3		KS4		KS3		KS4		KS3		KS4	
Implementation	English	Art	English	My World	English	Art	English	My World	English	ICT	English	ICT
	Maths	RE	Maths	Towards Independence	Maths	RE	Maths	Towards Independence	Maths	Art	Maths	RE
	Science	Humanities	Science	Preparing for Adulthood	Science	Humanities	Science	Preparing for Adulthood	Science	RE	Science	PSHE
	Literacy	My World	Literacy	Enrichment Programme	Literacy	My World	Literacy	Enrichment Programme	Literacy	Music	Literacy	My World
	ICT	Food	ICT	Programme	ICT	Food	ICT	Programme	PE	PSHE	PE	PSHE
	Music	Technology	RE	Swimming	Music	Technology	RE	Swimming	Swimming	My World	Swimming	My World
	PSHE	Towards Independence	PSHE	Swimming	PSHE	Towards Independence	PSHE	Swimming	Humanities	Towards Independence	Humanities	Towards Independence
	PE	PE	PE	Swimming	PE	PE	PE	Swimming	Food Technology	Preparing for Adulthood	Food Technology	Preparing for Adulthood
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Towards Independence	Enrichment Programme	Towards Independence	Enrichment Programme
									Sensory Exploration	Sensory Exploration	Sensory Exploration	Sensory Exploration
	<b>PLP sessions including:</b>		<b>PLP sessions including:</b>		<b>PLP sessions including:</b>		<b>PLP sessions including:</b>		<b>PLP sessions including:</b>		<b>PLP sessions including:</b>	
	Rebound	SEAL	Hydrotherapy	Art Therapy	Forest School	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Forest School
	SEAL	Hydrotherapy	Art Therapy	Forest School	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Forest School	Music Therapy
	Hydrotherapy	Art Therapy	Forest School	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Forest School	Music Therapy	Thrive
	Art Therapy	Forest School	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Sensory Stories	Sensory Circuits	Thrive	Rebound
	Forest School	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Sensory Stories	Sensory Circuits	Thrive	Rebound	SEAL
	Music Therapy	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Sensory Stories	Sensory Circuits	Thrive	Rebound	SEAL	Hydrotherapy
	Thrive	Rebound	SEAL	Hydrotherapy	Art Therapy	Sensory Stories	Sensory Circuits	Thrive	Thrive	Rebound	SEAL	Hydrotherapy

	Year 7	KS4	Year 7	KS4	Year 7	KS4
Implementation	Time in pastoral class each afternoon.	Taught within ability groups with access to accreditation.	Time in pastoral class each afternoon.	Taught within ability groups with access to accreditation.	Time in pastoral class each afternoon.	Taught within ability groups with access to accreditation.
	Subject specific learning delivered by subject specialists.	Subject specific learning delivered by subject specialists.	Subject specific learning delivered by subject specialists.	Subject specific learning delivered by subject specialists.	Learning delivered by subject specialists.	Differentiated curriculum with some functional subject specific learning.
	Taught as a pastoral class.	Access to opportunities to develop physical, emotional and sensory needs.	Taught as a pastoral class.	Differentiated curriculum with some functional subject specific learning.	Taught as a pastoral class.	Social, emotional, communication and physical needs developed.
	Access to opportunities to develop physical, emotional and sensory needs.	Focus on core skills, social, emotional and independence skills	Differentiated curriculum with some functional subject specific learning.	Social, emotional, communication and physical needs developed.	Differentiated curriculum with some functional subject specific learning.	Focus on life skills.
	Residential experiences.	Independent travel skills.	Social, emotional, communication and physical needs developed.	Focus on life skills.	Social, emotional, communication and physical needs developed.	Opportunities for supported work experience.
		Focus on life skills and work based learning.	Residential experiences.	Opportunities for work experience.	Residential experiences.	Residential experiences.
		Opportunities for work experience/placements.	Residential experiences.	Residential experiences.	Residential experiences.	Residential experiences.
		Residential experiences.	Residential experiences.	Residential experiences.	Residential experiences.	Residential experiences.

Impact	Communicates wants/beliefs/views effectively	With familiar people and within familiar situations, communicates wants/beliefs/views effectively	With familiar people and within familiar situations, communicates wants/beliefs/views effectively	Recognised means of gaining attention
	Has functional literacy and numeracy	Has basic literacy and numeracy skills	Has literacy and numeracy awareness	Recognised means of communication
	Can regulate emotions	Can manage emotions	Can manage emotions	Express likes/dislikes
	Responsible with moral withstanding	Responsible with moral withstanding	Empathetic and resilient	Shows patience and tolerance
	Empathetic and resilient	Empathetic and resilient	Curious about the world around them	Have had experience of and comfortable with a range of professional staff meeting their care needs
	Understanding and respectful of different cultures, faiths and the natural world	Some understanding of and respectful of different cultures, faiths and the natural world	Attends to directed activities, showing enjoyment	Experienced positive experiences exploring the wider world, faiths and culture
	Living independently	Curious about the world around them	With support, make choices and decisions about immediate life	Shows confidence and tolerance of social facilities, events and leisure providers
	Manages own financial affairs	Attends to directed activities, showing enjoyment	Some understanding of and respectful of different cultures, faiths and the natural world	Show an interest in people and the world around them, enjoy a range of identified activities and willing to participate in new/unfamiliar activities
	Accreditation (Entry Level/AQA Unit Award/Duke of Edinburgh/Art Award/Asdan)	With support, make choices and decisions about immediate life	Contribute meaningful to management of own financial affairs	Accreditation (AQA Unit Award Scheme)
	Transition to post 16 education	With familiar people and within familiar situations, communicates wants/beliefs/views effectively	Accreditation (AQA Unit Award)	Transition to post 16 provision
	Gain voluntary/paid employment	Supported to live independently as possible	Transition to post 16 provision	Move on to specialist college provision and supported living
		Handles money and makes basic transactions	Move on to specialist college provision and supported living	
		Accreditation (AQA Unit Award)		
		Transition to post 16 provision		
		Explore voluntary employment opportunities		