

EXETER HOUSE SCHOOL CURRICULUM OVERVIEW



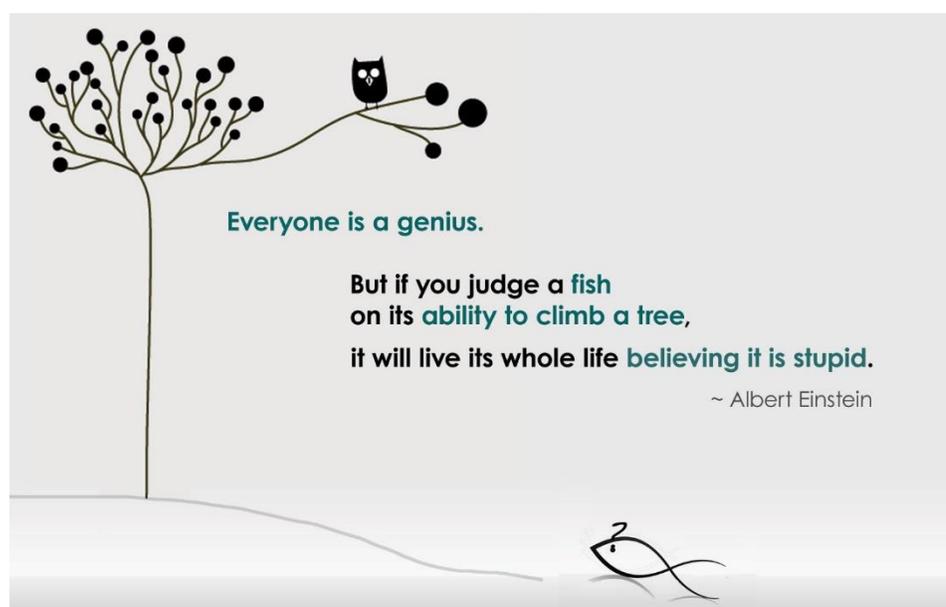
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At Exeter House we are determined to provide all students with a full and broad learning experience that supports them in overcoming their barriers to learning, develops their skills and knowledge and prepares them for a rich and fulfilled life beyond school. The curriculum we have designed enables us to develop increasingly independent and successful young people who can transition into adulthood as effectively as possible.

Developing communication and independence is central to meeting the needs of our young people and this is imbedded throughout our curriculum across the full age range and need of our students. We design personalised learning programmes that provide an appropriate balance between academic and personal development for each individual. We pride ourselves on looking at each of our students as an individual and creating an educational journey through the school that enables them to develop the core skills needed in life and learning.

We strive to support each student to maximize their potential and are determined not to put a ceiling on what they can achieve. We aim to provide an education that changes lives through increasing aspiration and ensuring access, opportunity and possibility for all.



School Organisation

The school is organised into three departments which pupils move through by age. Each department provides a curriculum designed to meet the needs of the pupils at that phase of their journey and to prepare them for the next.

Lower School

In Lower School we prepare the children for a life of learning, whatever their specific needs may be. We believe that their early-years' experience shapes the learners they will become. We aim to equip our children with the ability to communicate effectively and have an awareness of themselves and others. We develop their social, attention and engagement skills through a play based curriculum which allows the children to explore and experience their environment at their level. We celebrate achievements, however small they may seem; we know that they are in fact significant and meaningful. Our children leave the department confident in their own abilities and ready for the next challenges that they are offered.

(please see the Lower School Information Booklet for further information)

Middle School

The Middle School Department fundamentally believes in enhancing the skills our students have already obtained and preparing them for their next stage of education which could be our Vocational Centre or the more bespoke 14 – 19 class bases that cater to the very individual needs of some of our students. Across all the classes within the Middle school department there are common themes which we all aspire to. We are developing skills which promote communication, problem solving and independence. We are providing the opportunity for students to become

confident in their own decision making and supporting them as they transition not only through school but life itself.

(please see the Middle School information Booklet for further information)

Upper School

In Upper School we prepare the students for life beyond school, whatever their specific needs may be. The curriculum in the Upper school changes from the Middle School to reflect the change in emphasis in preparing our young people for life beyond school. We want them to be confident, independent and responsible individuals who feel equipped to make informed choices about their futures. We consolidate students' prior study and aim to broaden and develop previous skills and develop the students' ability to interpret and understand a variety of forms of communication in a social context.

There is particular emphasis on developing communication, independence and life skills in preparation for adult life. In the Upper school we provide the skills and knowledge needed to manage everyday routines and procedures. We celebrate success and achievement and all our students leave with accreditation based on their personal learning pathway. Our students leave the department confident and prepared for the next challenges and opportunities ahead of them.

(please see the Upper School information Booklet for further information)

Alongside our departmental structure we also provide specialist pathways for those pupils who have more complex learning and support needs. These pathways whilst offering a more specialist educational experience are intertwined within our departmental structure offering pupils a personalised programme which combines a specialist curriculum and elements of the departmental curriculums.

Autism Spectrum Specialist Pathway

This pathway is designed for those learners with more complex Autism and who therefore require a more specialised learning environment and approach to teaching and learning. These classes span all the Key Stages of a child's educational journey at Exeter House School (Early Years to Post 16). There are currently four Autism Spectrum specialist classes:

Within these classes we understand that the students all have their own specific barriers to learning and require a personalised curriculum tailored to meet individual needs.

Each class adheres to the Autism Education Trust (AET) Progression Framework in conjunction with the Lower, Middle or Upper School planning framework. For our 14 – 19 year old students there is a shift in focus so that there is a greater emphasis on preparation for life after school, whatever their pathway may be.

(please see the Autism Specialist Classes information Booklet for further information)

Complex Needs Specialist Pathway

This pathway is for learners with PMLD (Profound and Multiple Learning Difficulties) and those who have more complex learning needs and therefore require a more sensory based approach to learning. These classes span all the Key Stages of a

child's educational journey at Exeter House School (Early Years to Post 16). There are currently three Complex Needs Specialist classes.

Within the PMLD/Complex Needs specialist classes we understand that the students all have their own specific health, physical and/or cognitive barriers to learning and require a personalised curriculum tailored to meet individual needs.

Classes follow The Equals Pre-Formal Curriculum in conjunction with the Lower, Middle or Upper School planning framework. A few pupils may also access aspects of Development Matters and The Semi-formal Curriculum as part of their personalised learning. In our oldest Complex Needs class we move away from The Equals Curriculum and work towards ASDAN Personal Progress Certification in the PMLD modules. Within these modules, we aim to consolidate the skills that pupils have learnt over their time in previous classes, and maintain them through a variety of activities. We work on broadening their experiences, particularly in regards to communication and social skills, in mind that this will aid in their transition from school into adult provision when they leave.

(please see the Complex Needs Specialist Classes information Booklet for further information)

At every stage of their education, each child's strengths and needs are considered carefully and the best Curriculum pathway for them is chosen and reviewed regularly. This means that challenge is pitched at just the right level for each learner to make the best progress possible from Early Years right through to Post 16 and beyond.

Curriculum Pathways

<p>Lower School</p>	<p>Development Matters</p> <ul style="list-style-type: none"> ➤ Communication & language ➤ Physical Development ➤ Personal, Social & Emotional Development ➤ Literacy ➤ Maths ➤ Understanding the World ➤ Expressive Arts & Design 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autism Curriculum – Across All Age Groups</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Social Communication Social Interaction Social Imagination & Flexibility Sensory Processing Learning Emotional Awareness & Self Awareness </p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Equals Pre-Formal Curriculum– Across Lower & Middle School</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Communication and Social Sensory Physical Cognition and Challenge Self-Determination and Independence Creative Well-being </p>
<p>Middle School</p>	<p>Semi-Formal Curriculum</p> <ul style="list-style-type: none"> ▪ My Communication ▪ My Thinking & Problem Solving ▪ My Play & Leisure ▪ My Independence ▪ The World About Me ▪ My Creativity 				<p style="writing-mode: vertical-rl; transform: rotate(180deg);">14 – 19 Complex Needs Curriculum</p>
<p>Upper School</p>	<p>Formal Core Curriculum</p> <ul style="list-style-type: none"> ○ Literacy ○ Maths ○ Science <p>Post 14 & Post 16 Curriculum</p> <ul style="list-style-type: none"> ❖ Functional Skills <ul style="list-style-type: none"> ○ Maths ○ English ○ ICT ○ Science (Post 14 only) ❖ Personal & Social Development ❖ Vocational Skills and Work Related Learning ❖ Accessing the Community & Independent Travel ❖ Work Experience & Enterprise ❖ Enrichment Activities 				

Curriculum Strands

Regardless of which Curriculum Pathway Learners take there are five overarching strands that are built into all aspects of our curriculum. At each phase of their educational journey the balance of these strands may be different based on the identified priorities for that age group and/or individual. However, each phase is designed to build on what has come before and prepare for what is coming next, with the overarching aim of preparing all learners for life after school. These 5 strands are evaluated within the Annual Review process as well as being tracked through the core curriculum targets.

Five Strands

- Social and Emotional
- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Independence

Overarching Curriculum Strands

		Social & Emotional		Cognition & Learning	Communication & Interaction		Sensory & Physical	Independence		
Lower School	Development Matters Curriculum	Personal, Social & Emotional Development	ELSA / Forest Sch	Literacy Maths Understanding of the World	Communication & Language	Speech And Language Therapy	Physical Development Expressive Art & Design	Physio / Forest Sch	Physical Development	
	Autism Curriculum	Emotional Understanding & Self awareness		Learning	Social Interaction Social Communication		Sensory Processing		Independence & Community Participation Social Imagination & Flexibility	
	Pre-Formal	Social relationships Creative Well-being		Cognition and Challenge	Communication				Life Skills	
Middle School	Semi-Formal & Formal Curriculum	My Thinking & Problem Solving My Creativity	ELSA / Forest Sch	Literacy Maths Science My Thinking & Problem Solving The World About Me	My Communication		My Play & Leisure My Creativity My Thinking & Problem Solving	Rebound Therapy / Physio / Forest Sch	My Independence	
	Autism Curriculum	Emotional Understanding & Self-awareness		Learning	*Social Interaction *Social Communication		Sensory Processing		Independence & Community Participation Social Imagination & Flexibility	
	Pre-Formal	Social Relationships Wellbeing		Cognition and Challenge Creative	Communication		Sensory Physical		Self-Determination and Independence	
Upper School	Post 14 & Post 16 Curriculum	Personal & Social Development Enrichment	ELSA / Forest Sch	Functional Skills	Personal & Social Development		Enrichment	Sensory Integration Therapy / Sensory Therapy / Music Therapy / Riding Therapy	Occupational Therapy	Work Experience & Enterprise / Accessing the community & independent travel / Vocational Skills & Work Relate learning / Personal & Social Development
	Autism Curriculum	Emotional Understanding & Self-awareness		Learning	Social Interaction Social Communication		Sensory Processing			Independence & Community Participation Social Imagination & Flexibility
	14 – 19 Complex Needs Curr	Encountering experiences: being part of things		Engaging with the world around you: technology Engaging with the world around you: objects	Engaging with the world around you: people		Engaging with the world around you: therapies.			Engaging with the world around you: events

Topic Cycles

A rolling programme of termly themes are in place across all three departments to provide a context for learners to engage with the curriculum. Themes have been selected with the age of the learners in mind and to motivate and stimulate pupils to engage with the learning process. Following a theme for a term ensures sufficient time is given to provide depth and coverage, as well as to ensure pupils have plenty of opportunities to practice and consolidate new skills

Year	Term	Lower school	Middle school	Upper school
Year 1	Autumn Term	Minibeasts	Stories and Rhymes	Time
	Spring Term	Night & Day, Time & Space	Magic	Imagination
	Summer Term	How Does Your Garden Grow?	Animals	Blue Planet
Year 2	Autumn Term	All About Me	Festivals	Patterns and design
	Spring Term	Weather	Materials	Emotions
	Summer Term	The Sea	New Life	Green Planet
Year 3	Autumn Term	Where's the Bear?	Friends	Trade
	Spring Term	Houses and Homes	Monsters	Popular culture
	Summer Term	Transport	Salisbury	Red Planet
Year 4	Autumn Term		Water	
	Spring Term		The Rain Forest	
	Summer Term		Holidays	

The Wider Curriculum

We have a proud history of being a forward looking school and are always searching for innovative ways to further improve the curriculum for our young people in order to offer as broad, rich and stimulating learning experience as we can.

We are able to offer our learners a range of regular on and off site enrichment activities including Forest School, Hydrotherapy, Music Therapy, Rebound Therapy, gym sessions, swimming at the Five Rivers Leisure Centre, Riding Therapy, as well as accessing various local and community facilities. All of our older students have the opportunity to undertake the Bronze Duke of Edinburgh Award if they wish to and our secondary aged students can access an Outdoor Pursuits Residential week.

We work closely with our external colleagues such as Physiotherapists, Occupational Therapists and Health professionals to meet the physical and medical needs of our young people. In addition we employ a Sensory Integration Practitioner to support the extensive work we do on Sensory Modulation, as we recognise the significant impact this can have on a learner's well-being and therefore their ability to access the learning experiences we offer.

Access to creative experiences is an important and powerful aspect of our curriculum offer. We are fortunate to have developed partnership work with some inspirational local Arts groups. Each year we work with La Folia to create unique performances using the mediums of music and drama. We also work in partnership with Salisbury Playhouse's Youth Theatre section, offering a weekly after school drama club, but also have the opportunity to work with national companies for a focused week each year in which the drama students help devise and create a performance piece. Our performances with both these groups at local venues such as the Art Centre, Salisbury Playhouse and the Cathedral enable students to develop a wide range of skills, have a powerful impact on their personal and social development, enable us to strengthen our links with our local community and perhaps most importantly give our young people opportunities to showcase what they can achieve and how amazing they are.

Developing the curriculum and evaluating its impact

Although our curriculum has a clear strategy and approach it is also flexible and adaptive to need as well as new innovations and approaches. The development of the curriculum is an ongoing process which is fundamentally interlinked with the development of teaching and learning and our assessment processes, and as such requires many systems, approaches, strategies and inputs in order that consistent reflection and improvement is maintained. This strategic approach towards how we monitor its effectiveness and appropriateness ensures our curriculum offer has maximum impact.

Please see the document 'Summary – Curriculum at Exeter House. Intent: aims and approaches of what we do' for further information.

