

Curriculum Statement

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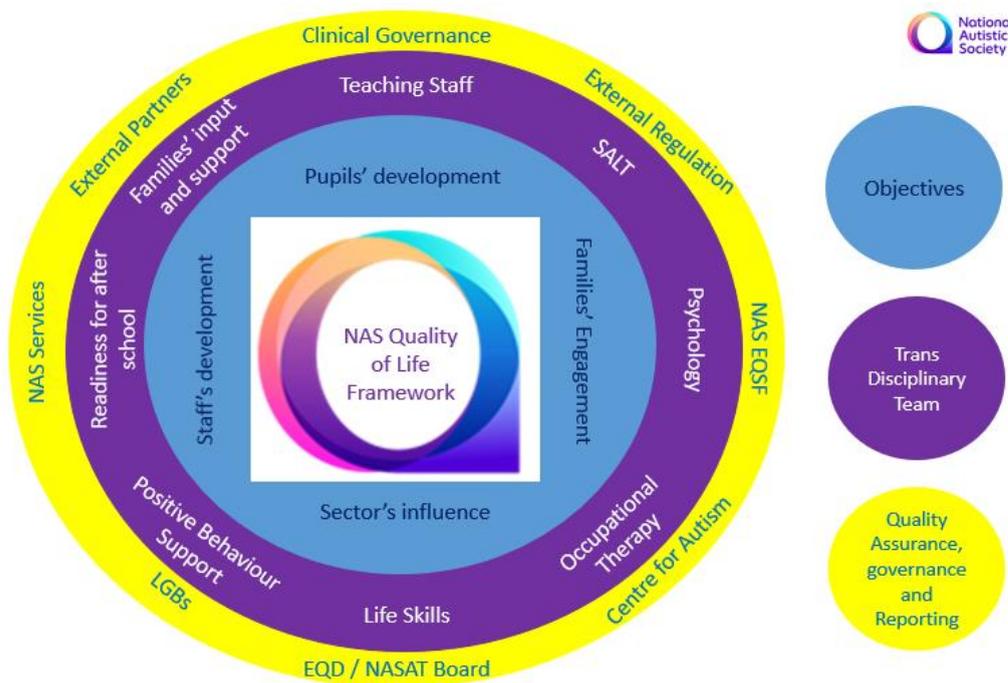
Next Review Date: September 2022

Approach

Our curriculum is based on a quality of life focused framework to curriculum planning, incorporating the best NAS and sector approaches to best serving autistic pupils. This means integrating all of our schools' provision inputs into their financial, resource and staff planning so that what we aim to achieve for each pupil is a probable likelihood. Our curriculum anticipates and plans for the development of pupils, their families and our staff so that the knowledge and skills required to affect lasting improvements are secure.

Over time, we anticipate contributing increasingly to the education sector's development through our work with partners and colleagues from different schools, networks and organisations.

Our approach can be summarised in the following diagram:



Strategy

NAS and NASAT Schools (referred to as our schools) offer a specialist package of developmental support. The package incorporates academic, vocational, life skills, occupational health, psychological, speech and language, social and emotional skills, and pastoral inputs and specialist autism (SPELL Framework) support that when combined well develops pupils' knowledge and skills now and for the future.

Across our schools, there is currently variability in the extent to which the different inputs into pupils' provision work cohesively. In some cases, schools have developed a robust model of curriculum delivery that is holistic and virtually synonymous with what the NAS perceive to be a transdisciplinary approach. In other cases, there is a lack of cohesion between the different inputs so that pupils' subject based learning is not well supported by the other inputs and visa-versa. This became evident in the summer term EQSF Reviews and subsequently reported to the Directorate, EQD/NAS AT Committees.

The purpose and aim of this NAS Quality of Life Curriculum strategy is to build on our schools' strengths and then focus on developing areas of current weakness so that every child and young person that we serve benefits from a deliberately planned and cohesive curriculum regardless of their point of admission and preparing them for when they leave us.

Significant challenges are faced by our schools, including (but not limited to): financial pressures; recruitment and retention challenges; families experience challenges that impact on pupils in our schools; varying degrees of local service availability e.g. CAMHS; varying success in local stakeholder relationship building.

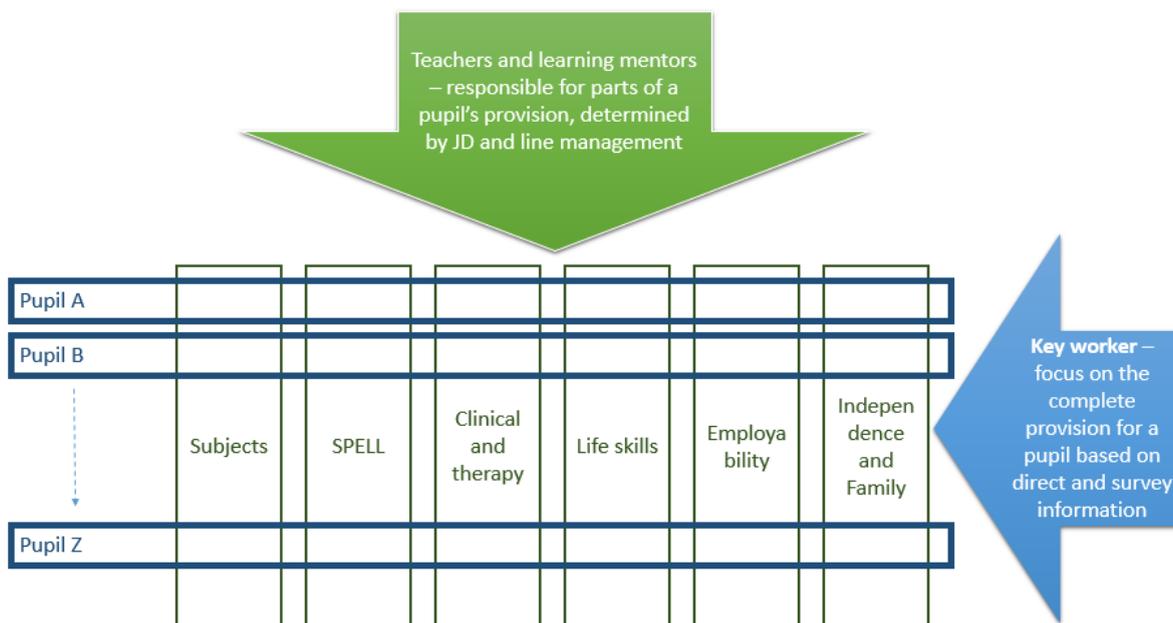
We will pull together our schools’ self-evaluation and improvement plans (SEIPs) under the banner of NAS QOL Curriculum so that our pupils and their families are consistently placed at the heart of all of our work. We propose to change the narrative behind our curriculum delivery so that each school has the autonomy to make decisions about the what, when and how, all within our shared ambition and ‘why’. This is a positive sum game approach where we will not view any aspect of a child’s developmental provision more favorably than any other.

Operational delivery

In order to achieve our objectives, we will be developing the NAS QOL Curriculum, firstly via a dual pilot programme during the 2020-21 academic year. We will be working with Kent University’s TIZARD and Swalcliffe Park School. Both are developing approaches to quality of life measures and frameworks. Our schools will work with one or the other or both partners to pilot and develop their bespoke interpretation of the NAS QOL Curriculum.

The role of ‘key workers’ is central to our QOL model. A key worker is any member of suitably trained staff who has responsibility for being a pupils’ advocate on the school’s behalf. They should be the ‘go to’ person for each pupil and their family/carer, holding key information about the pupils’ development and liaising with other staff to ensure that the pupils’ quality of life is effectively supported and their education, health and care plans are fulfilled.

The following diagram is a simplified representation of the key worker role:



Our QOL model accommodates and aligns to January 2020 Department for Education guidance ‘The engagement model’ (Jan 2020 draft for 2020/21) so that our English schools are able to assess those pupils’ in line with government guidance. The ‘Engagement model’ aims to enable accurate assessment of pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2).

CURRICULUM STATEMENT

Curriculum Intent:

Our curriculum is designed to: recognise children's prior learning, provide firsthand experiences, develop interpersonal skills, build resilience and enable them to become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond school. We constantly provide enrichment opportunities to engage children in their learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our curriculum is designed to support social mobility and academic growth, by providing opportunities to learn both subject content and broader skills, in order to thrive and have the best possible life chances. Our aim is to provide challenges and successes for all, by offering differentiated and diverse opportunities, in and out of the classroom. Our subject content will be interwoven with skills and values, enabling learners to develop into resilient, self-regulating and tolerant adults, who understand and can play a valuable part in society. We will promote a love of learning and thirst for knowledge by ensuring that our subject curricula remain relevant and engaging and subject specialists will draw on links to careers and applications of knowledge wherever possible

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences.

Our PHSRE curriculum will support the pastoral work of the school and together these curricula and extra curricula opportunities will show learners the importance of laws and boundaries, demonstrating integrity, and teach our young people to value emotional and physical health, leading safe and active lives where their participation is valued.

For all young people we will endeavour to teach the knowledge required to:

- Interpret historical events and value the impact that these have had on modern day lives.
- Demonstrate tolerance, understanding that people have different beliefs and respecting cultural differences.
- Be numerate and able to competently work with money.
- Be literate and read widely.
- Have an appreciation of the arts and be able to communicate in different ways.
- Be IT literate.
- Be able to give scientific explanations for everyday occurrences, and to use 'science' rather than 'magic' to explain the unusual.
- Be successful in their core and chosen qualifications.
- Respect and protect the environment.

Curriculum Implementation:

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to our school context and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Our classroom environments stimulate and engage quality thinking and reasoning. Explicit weekly and medium-term planning is responsive to children's needs, interests and talents; incorporating holistic approaches to teaching and learning.

Our curriculum is monitored closely to ensure it meets each national curriculum objective and that work evidences the vocabulary, knowledge and skills needed. Leaders ensure that each curriculum area is given a high priority and that progress and standards in each are high.

At Church Lawton School, we embrace a pedagogy of 'Personalised Learning'. Children's interests are pursued and pupil voice helps shape the curriculum. Teachers and leaders look at ways to inspire pupils in each subject, by using quality teaching, texts, other resources, visits and visitors to stimulate learning. Giving learning a clear purpose allows children to make connections, motivating and inspiring children to equip them for learning today and life tomorrow. Our Quality of Life framework encompasses the PHSRE curriculum and underpins our whole school curriculum.

Our lessons are timetabled with slots for PHSRE learning each week and assemblies each week. Students enjoy their learning and we see this evidenced in classrooms and during extra-curricular activities. The options process enables students to select from a range of qualifications for their KS4 and 5 studies. We pride ourselves on offering subjects from the arts, computing and humanities, alongside a core curriculum of English, Maths, Science and PE.

PHSRE values permeate the school and can be seen in lessons, assemblies, extra-curricular activities and the school newsletter. They are also the basis of the pastoral support and guidance linked to behaviour for learning and inspiring young people to give their best efforts.

PHSRE days are a highlight each term, with participation its core theme. Students are encouraged to try new activities and be inspired by the careers, ideas and workshops they experience.

Curriculum Impact:

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design. Senior leaders and teachers carefully monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Coverage and progress are accurately assessed through careful analysis of the application of skills across the curriculum. Children develop their understanding and use of the correct topic vocabulary, knowledge and skills to demonstrate their understanding in each subject taught.

Our children are respectful, confident and happy. All areas of the curriculum allow children to shine and achieve well. Our children make good progress in their time at Church Lawton School and we are proud of their academic achievements; academic figures, however do not reflect all aspects of our children's endeavours. Through our Quality of Life curriculum student's achievements are celebrated and recorded. We have talented artists, sportspeople, scientists, historians and computing experts within the school community. There are many occasions when these skills have been demonstrated with purpose to a wider audience and outside of school.

At Church Lawton School, everyone feels welcomed, respected and valued as an equal member of the school community. The children enjoy learning more about the heritage and culture of our area and learning how we are part of the wider region, country and world. Children develop respect for other cultures, moral values, spiritual reflectiveness and good social skills. Our school is a happy place where children leave for their next stages in learning being well prepared for life in modern Britain.

We evaluate our curriculum annually, to ensure that it is having the desired impact. When doing this we will consider, a range of evidence, including feedback from staff, students, pupils and governors.

Curriculum

An ambitious, rounded education for every child

We are a high-performing school, providing an exceptional education to all our children. We are here to provide academic excellence and an environment where all our pupils learn well.

We aim for our pupils to achieve in appropriate and different public examinations ranging from Unit Award Schemes to GCSEs and A levels, and more, giving equal attention to the things they achieve and the things they struggle with.

We deliver the full National Curriculum throughout the school, starting with the Early Years Foundation Stage for our youngest children.

Your child will study at the level they are ready for, regardless of their age and we will draw on expertise from within the school and beyond to ensure that your child is always challenged to their full ability.

A complete education for life

Every student at Church Lawton has a truly personalised curriculum and timetable. Pupils learn at their own pace and according to their own needs and interests. We always find a way to deliver the learning your child needs.

Students learn traditional academic subjects alongside the life skills they'll need to become confident young adults. The student's timetable includes support from our education psychologists, speech and language therapists and occupational therapist.

We teach all the academic subjects of the National Curriculum. Our long experience of teaching children with autism lets us deliver each subject in a practical and structured way that plays to the student's strengths. Our students have a range of abilities and our high staffing levels means we can provide small group teaching as well as individual support.

Personal, Social, Health Education (PSHE), and British Values is an important part of our curriculum at every stage. Through it we introduce our students to life skills, when they enter Key Stage 3 they will learn about careers and work experience.

Many of our older students take qualifications such as AQA Unit Awards, ASDAN, ELC, GCSEs, BTECs and A levels.

Our school day

Some students start with a physical activity followed by relaxation, which helps pupils to be ready to learn, especially if they have had a long journey to school.

In our Early Years, Primary and Middle department children spend most of their time with their own teacher and support staff. They are also taught by specialists in PE, music and Adventure Learning.

In our Secondary department pupils either move up from our Middle department or join as a new pupil. Pupils have a full timetable which includes core as well as foundation subjects. Pupils move around the area to the appropriate classroom and subject teacher according to their timetable. The national curriculum including Religious Education is offered, and is adapted to the pace and learning style of each group. We teach independence and social skills as well as academic lessons throughout the department.

Our curriculum aims to develop young people who:

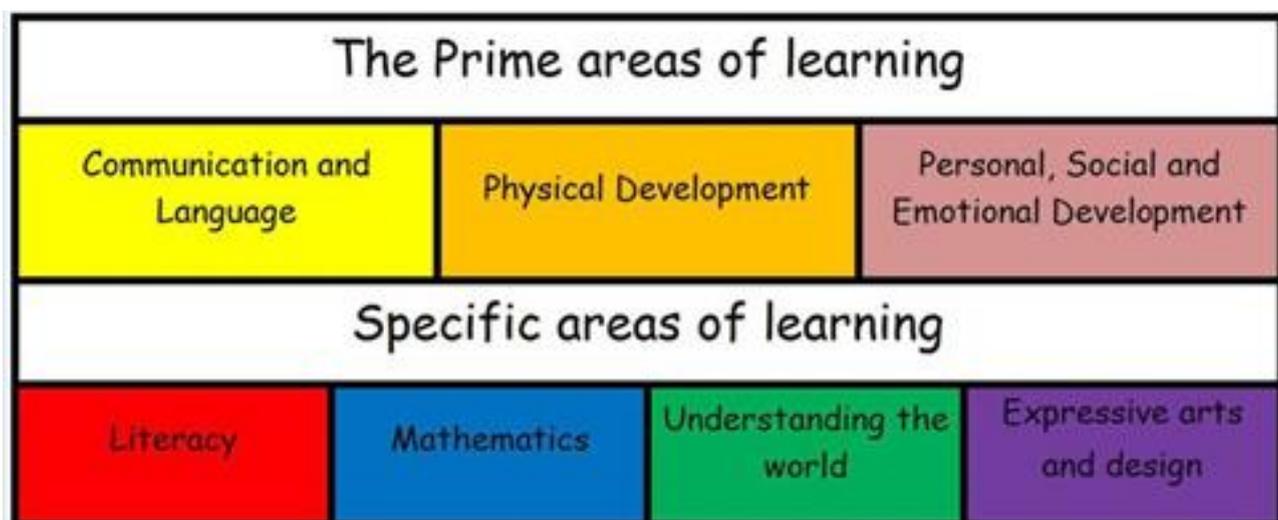
- achieve highly
- are resilient, confident and responsible citizens
- feel supported and included
- develop independence skills
- secure positive destinations beyond school

The curriculum of Church Lawton School comprises a broad and innovative range of learning experiences planned for each student. A personalised curriculum offer, in conjunction with outstanding teaching that impacts positively on learning and progress that will enable all our students to respond positively to the opportunities and challenges of a rapidly changing world.

There is more detail of the curriculum for each year group under the year group pages. Please take a look.

Early Years Foundation Stage (EYFS)

The EYFS curriculum covers Nursery and Reception and is split into seven areas of learning, three prime areas and four specific areas.



The EYFS curriculum is underpinned by a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children will engage in self-chosen activities as well as carefully planned adult directed sessions, including phonics. The curriculum is based around four themes: the unique child, positive relationships, enabling environments and learning and development. The objective lead planning covers in great detail children's interests and skilfully links all the areas of learning. The children are continually observed and assessed by teachers and support staff so that they progress rapidly towards achieving the 'Early Learning Goals'.

The framework can be found here [Early Years Foundation Stage \(EYFS\) – Schools](#). We teach this framework through topics that excite the children; we gather their ideas through mind-mapping and plan according to their needs and interests.

Some pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter the school. Throughout this period and beyond most children are still developing their phonic knowledge through different phonic programmes. The *Read Write Inc.* programme meets the higher expectations of the [National Curriculum](#) and uses [effective assessment](#) to accelerate every child's progress. This is a complete literacy programme which teaches reading and writing to younger children and provides additional support for older children who need to make rapid progress to meet National Standards.

Key Stage 1 and 2

At Key Stage 1 and 2, children have a daily English and Mathematics lesson.

As a school, we recognise the importance of reading for all children and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons in Primary. Reading is developed through using the Read Write Inc. Accelerated Reader approach.

Writing is taught through a topic-based approach, as much as possible, in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the English curriculum.

The Mathematics curriculum aims to ensure that all pupils become fluent in the fundamentals of Mathematics including the ability to recall and apply knowledge rapidly and accurately. Children at Church Lawton are taught to reason mathematically, solve problems and apply their mathematical skills in a variety of real life contexts.

The English curriculum and the mathematics curriculum are supported through a framework. These subjects are taught in tutor groups in Key Stage 1 and Key Stage 2. In all tutor groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

In addition to English and Mathematics, children are taught to develop their skills, understanding and creativity in Science, Computing, History, Geography, Design Technology, Music, Art, Physical Education, Modern foreign languages and Religious Education. Many topics are brought together, where possible, and taught in a cross-curricular way, to maximise the use of time but also to make experiences more meaningful and provide children with a real context for learning. ICT is an integral part of many teaching and learning experiences.

The foundation subjects of the National Curriculum are delivered planned using a variety of sources. ASM Sports delivers a lesson a week to our children in PE and we also have specialist music teachers coming into school to teach our children to deliver music lessons and play musical instruments.

The curriculum taught ensures coverage and progression throughout the school. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

Children are taught about the community in which they live and are encouraged to work in co-operation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All children are expected to undertake appropriate responsibilities within the class and school, e.g. caring for the classroom environment, participating in class assemblies and participating in out of school activities.

We aim to develop children's enjoyment, confidence and skill in physical activity and introduce them to the pleasures of sport to help develop active children who benefit from a healthy lifestyle. Through a multi-skills approach, children develop their skills in football, netball, hockey, rounders and cricket, as well as athletics, gymnastics, dance and swimming.

We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school and links with other schools.

Specialist teachers and instructors support music, adventure learning and physical education. Teachers are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities

and opportunities within and outside school all enrich and develop the children's learning. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based exhibitions, performances, competitions and events. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

The effective Spiritual, Moral, Social and Cultural development of the child is integral to our planned programmes of work. Our aim is to prepare our children for life in modern Britain, enabling them to become active and responsible citizens in society. We encourage the children to become involved - to look after their environment and to help others. The spiritual, moral, social and cultural (SMSC) development of our pupils and their understanding of the core values of our society are woven through the curriculum. The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are promoted through our school curriculum, and our whole school ethos.

Middle School

The school's curriculum is in line with the National Curriculum. At the age of nine, in Year 5, the pupils follow a timetable that is similar to the one they have followed in their primary class, in that they usually have their own class teacher for much of the week. However, they will have the added advantage of having specialist teachers working alongside their teachers in certain subjects. They will also have access to the specialist facilities.

As the children progress up the school the timetable becomes more specialised and they will see a wider range of teachers. Children with particular learning difficulties or with particular talents are supported in normal lessons by specialist staff and sometimes withdrawn for lessons in small groups.

The curriculum aims to be broad, balanced, relevant and differentiated according to a child's individual ability. The Middle School is able to offer the unique triple combination of specialist accommodation, teachers who have sustained contact with the children throughout their Middle School years and a staffing ratio which provides the support of specialist expertise to ensure the development of a cross-curricular approach to learning.

The school will also pay attention to the themes, dimensions and skills associated with cross-curricular work. These include Citizenship and environmental education and multi-cultural issues. Considerable emphasis will be given to Personal, Social and Health Education.

In certain areas, of course, important aspects need to be treated separately and there will always be elements within each subject, which can only be satisfactorily taught as separate disciplines.

At Church Lawton School we firmly believe in giving a firm grounding in basic skills with high priority given to numeracy and literacy.

Key Stage 3

Our Key Stage 3 curriculum focuses on developing core skills plus wider knowledge and understanding derived from a thematic curriculum linking subject areas where possible: English, mathematics, science, PE, games, humanities, modern foreign languages, technology and art, music, computing and life skills, as well as 'reflection' time. Our school day is structured to support this curriculum by enabling a mixture of lessons in response to the differing learning needs of each subject.

Key Stage 4

The key stage 4 curriculum meets the needs of our students by incorporating the opportunity for both academic and vocational study. We aim to give every student the opportunity to succeed by offering an appropriate range of qualifications. The key stage 4 programme of study will commence in Year 10, with all students continuing with core subjects to GCSE/BTEC/Functional skills or Entry level qualification as appropriate. By the end of year 9, each student will formally select optional GCSE/BTEC/Entry Level subjects to study in Years 10 and 11 to supplement the core GCSE subjects. Some students may also follow a vocational course. It is our aim that all students will be offered some work experience in year 10 and 11.

Organisation

- Students are taught in blocks of 45-minute lessons each day.
- At KS3 students cover all the National Curriculum subjects and at KS4 the teachers deliver ASDAN/GCSE/BTEC /functional skills/Entry level) and vocational qualifications through our Academic, Technical and Supported Curriculum Pathways.
- As students' progress through KS3, 4 and 5 they are taught in ability set classes within English, Maths and Science and in some option subjects.

Key Features of the Church Lawton School Curriculum

- In the Early Years and primary department students follow the Autism Education trust (AET) framework which encompasses the following: life skills, Attention Autism, Food and nutrition, safeguarding, weekly Adventure learning and independence skills amongst others.
- In Middle and Secondary School, the Quality of Life framework encompasses the following: PSHE days, life skills, careers, Zones of Regulation, Food and nutrition, safeguarding and independence skills amongst others.
- Students in Y7-13 have weekly life skills sessions where they receive lessons based around enhancing skills to make them better learners, stay safe, and become more employable.
- Students have a PSHE day each half term where the normal timetable is suspended and students spend time working on a personal development theme.
- Examples of days from last year include First Aid Training, Internet Safety, Grooming and Exploitation, Life Choices, Citizenship. Speakers from outside agencies, such as local colleges, police, school nurse, and Safer Opportunities, offer valuable contributions to these days.

KS4 options curriculum

- The school offers a two-option curriculum for the majority of the students which run alongside English, mathematics, science and core PE.
- Option choices can include: History, geography, Information technology, Food and nutrition, Media Studies, Music technology, Modern foreign languages, and Art, craft, design.

Sixth Form Curriculum

The Sixth Form will be split into 3 different curriculums and pupils will follow one of these dependent on ability, their own aspirations and their current academic achievements. The curriculum that each pupil follows will be decided by meetings between parents/guardians and pupils with the school.

Curriculum 1 is aimed at more academic pupils. Pupils will be offered courses in GCSE's and A-levels. Education at an alternative site can be offered as appropriate. They also continue on the Quality of life framework developing living skills, study skills, personal finance, personal safety and UCAS/College applications. Pupils will access a work experience placement and additional courses in work skills will be delivered by Safe Opportunities to support and enhance work experience.

Curriculum 2 is aimed at pupils who wish to follow a more vocational pathway. Core subjects English and Maths will also be offered at functional skills. They also continue on the Quality of life framework developing living skills, study skills, personal finance, personal safety and UCAS/College applications. Pupils will access a work experience placement and additional courses in work skills will be delivered by Safe Opportunities to support and enhance work experience.

Curriculum 3 will primarily focus on building independence skills. Pupils following this pathway will complete more practical and life skills activities such as planning and cooking meals, staying safe, budgeting and will work towards an ASDAN qualification. Practical courses, such as functional skills, in core subjects English and Maths will be followed. College courses can be offered as appropriate.

Work Experience Our work experience programme will be delivered by an external company (Safe Opportunities) and offers support to pupils with finding suitable work placements, reviewing and evaluating these placements. They will also support the theory work at school, developing CV writing skills, interview and other work-related skills. Students will have the opportunity to gain a BTEC employability level 1 or 2 qualification if appropriate. The ultimate goal is for pupils to travel and attend these work placements on their own, but for some of whom this is not a realistic goal, it offers the experience of a real-life work placement.

Health & Fitness All pupils will follow a health and fitness programme which will include a physical/sports activity, relationships & sexual health, managing own medical appointments and access to a school nurse. In addition to curriculum time all students have access to a full and thorough pastoral programme in which they experience a citizenship programme through tutor periods and assemblies. Students also experience various Curriculum focus days in which there is a large cross curricular element to learning through special experiences, such as Literacy, STEM, PE and Adventure Learning to name a few.

MyProgress® at Church Lawton

At Church Lawton we use MyProgress®, The National Autistic Society's programme for working with children with autism. For the students, MyProgress® means that from the day we meet them to the day they leave our school, their learning will be completely tailored to their needs. With MyProgress®, we will assess students regularly, plan the approaches and strategies that will work best for them, deliver them and monitor your child's progress. We are systematic and thorough, and above all, we work with you and your child to create the best education for them as an individual.

You can view The NAS Academy Trust [QOL Framework Curriculum Policy](#) by downloading a PDF version.

Learning beyond Church Lawton School

Our education is designed to help your child gain knowledge and skills that will take them on to further study and adult life. We therefore give all our pupils plenty of opportunities to extend their learning beyond our classrooms.

We make regular visits to places of interest such as local farms, parks and National Trust properties, linking our trips to the topics we are studying in class. We encourage your child to interact with as many people as possible, building their confidence and skills, for example by choosing and buying their own snacks in a local shop.

Our older children will take part in work experience and have opportunities to study in local colleges and universities.