



Abbot's Lea School Curriculum Map
Key Stage 3

Abbot's Lea Key Stage 3 Curriculum 2019 - 2020		Abbot's Lea School adopts a holistic ASD model of education that encompasses the academic progress of our students, but also supports them through the intergradation of Specialist Support and the Development of life skills. The school also uses a thematic approach to the curriculum and embeds key learning through the use of six themes throughout the year. Some subjects are stand alone and emphasis is placed on these when appropriate.									
Class Groupings and stage range	Mozambique	Malawi	Cape Verde	Seychelles	Madagascar	Botswana	Kenya	Peru			
Academic Progress	National Curriculum 2014 Students have the opportunity, where appropriate to have access the National Curriculum 2014. Where appropriate students are taught and have exposure to the following subjects; English, Mathematics, Science, Physical Education, Religious Studies, Computing, Geography, History, MFL, Art, Music, Design Technology.		EQUALS For students who are working below their ages related expectations or require extra support, they are taught using the EQUALS curriculum. This has been specially designed by teachers to support progress in the following subjects; English, Mathematics and Science https://equals.co.uk/schemes-of-work-for-the-national-curriculum/			Differentiated and personalised curriculum Students who require a unique and personalised curriculum are provided with a range of learning opportunities that allow them to engage with personalised learning that reflects their current stage and age. This is a bespoke curriculum that is designed on a needs basis by the team within the key stage (Key Stage Leader/Class team). This type of curriculum means that students can access learning that allows them to make personalised progress.					
Themes	Our Stories		Our World		Our Past		Our City		Our Heroes	Our Outdoors	
Specialist Support	SALT Speech and Language Therapy is support is offered by commissioned therapist. The support and guidance is offered and embedded into daily practice.		Educational Psychologist Support is offered with regards to assessments that identify interventions and support that enables students to connect with the curriculum		Occupational Therapy Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed.		Psychotherapy This is a bespoke support offer that students can access if they need extra support. This is a commissioned service.		CAMHS Support is offered both internally from a CAMHS advisor and externally through a referral system within the CAMHS team.		Curriculum Interventions Within Key Stage 3 the students also have access to a range of curriculum interventions that support their progress. These include; Sensory diets, TEACHH, Lego Therapy, Numicon, PECS
Development of Life skills	Life Skills Curriculum The life skills curriculum spans the entirety of the school and enables students to progressively work through the aspects of cultural and social capital at a point in time that is in line with their age and stage of learning. Where applicable there will be more emphasis on this curriculum so that students are able to go into the world with the knowledge and understanding of what being a citizen in a modern day society is. The staff within the Key Stage also use the PSHE Association for support with this and students also engage with the weekly assembly.			Personalised Learning Students also have the opportunity to engage in personalised learning that is matched to their age and ability. This will take the form of modules that are identified as key developmental points for individual students. This learning will enable students to have targeted interventions when required and areas that are identified as key to engaging in learning.			Employability and Job Coaching The employability curriculum spans each phase of the school and within Key Stage 3 students have the opportunity to engage with a curriculum that matches their age and stage of learning. This is a pivotal point as the end of Key Stage 3 provides and exit point of a 14 to 16 college. If a student's so wishes to move to this type of establishment then they are supported by the Job Coach. Students also have exposure to the workplace and an opportunity to carry out work experience. The curriculum is explicitly taught but also embedded in everyday teaching.				
Assessment	My Plans All students in Key Stage 3 have a My Plan and the targets are set through the EHCP, but also dynamically the class team should a need arise. This assessment allows for progress towards the outcomes to be made enabling students to gain cultural and social capital.			SCERTS The assessment of SCERTS allows for students to make personalised progress towards their own individual targets within the stage that they are working at. SCERT targets are set for; Social Communication, Emotional Regulation and Transactional Support.			Rising Stars This provides teachers with a summative assessment of students' progress in all curriculum areas. This provides targets for students within each of the subject areas and allows for tracking over time.			Formative Assessment Assessment is provided to students on all aspects of learning and this takes the form of; photographs, written comments, verbal feedback, peer feedback and visual feedback	