



Abbot's Lea School Curriculum Map  
Key Stage 4

Abbot's Lea Key Stage 4 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	Year 10 Australia		Year 10 Papua New Guinea		Year 11 Samoa		Year 11 Fiji
Academic Progress	<p><b>National Curriculum 2014</b> 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;</p> <p>English, Mathematics, Science, Physical Education, Religious Studies, Computing, Geography, History, MFL, Art, Music, Design Technology.</p>		<p><b>Accredited Learning</b> Students have the opportunity to undertake accredited learning that matches their academic stage and level. These qualifications are undertaken in;</p> <p>English, Mathematics and ICT from Functional Skills Entry Level 1 to Level 2. Students are also offered GCSE English And Mathematics if they are at a stage in their learning to complete these. The school also offers a Level 1 in Science Students also undertake a Life and Living Skills Qualification from Entry Level 1 to Entry Level 3</p>			<p><b>Differentiated and personalised curriculum</b> 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.</p>	
Themes	Our Stories	Our World	Our Past	Our City	Our Heroes	Our Outdoors	
Specialist Support	<p><b>SALT</b> Speech and Language Therapy is support is offered by commissioned therapist. The support and guidance is offered and embedded into daily practice.</p>	<p><b>Educational Psychologist</b> Support is offered with regards to assessments that identify interventions and support that enables students to connect with the curriculum</p>	<p><b>Occupational Therapy</b> Support is given to support students with their sensory needs within the school. Assessments and interventions are offered where needed.</p>	<p><b>Psychotherapy</b> This is a bespoke support offer that students can access if they need extra support. This is a commissioned service.</p>	<p><b>CAMHS</b> Support is offered both internally from a CAMHS advisor and externally through a referral system within the CAMHS team.</p>	<p><b>Curriculum Interventions</b> Within Key Stage 4 the students also have access to a range of curriculum interventions that support their progress. These include;</p> <p>Sensory diets, TEACHH, Lego Therapy, Numicon, PECS</p>	
Development of Life skills	<p><b>Life Skills Curriculum</b> Students are taught through the use of the Life and Living Skills Qualification. This allows for targeted units to be assigned to a student based on their needs and also their stage of learning. The units create a bespoke package of life skill demonstration, allowing for cultural and social capital to be gained. The units are also identified against the My Plan for each student and based on their targets within their EHCPs. Students are also provided with enterprise opportunities and they embrace the opportunity to engage in community initiatives. The students also benefit from external speakers such as; St. Johns Ambulance, The Brooke, BIMA.</p>		<p><b>Personalised Learning</b> Students also have the opportunity to engage in personalised learning that is matches 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.</p> <p>Students also have the opportunity to engage in offsite learning if they require it and this will be supported by the Job Coach and the employability team.</p>			<p><b>Employability and Job Coaching</b> The employability curriculum spans each phase of the school and within Key Stage4 students this is a pivotal time for them as they have the opportunity to leave the school at the end of year 11. Students are offered 1:1 guidance with the school Job Coach, who also support families through the annual review and transition process. Transition guidance is provided when a student decides to leave us and also if they continue to Key Stage 5. Students are taught about the offer of Supported Internships and also the opportunities that are available to them after Abbot's Lea. Students have the opportunity to carry out work exposure/experience and are taught explicitly about employability.</p>	
Assessment	<p><b>My Plans</b> All students in Key Stage 4 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.</p>		<p><b>SCERTS</b> 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.</p>		<p><b>Rising Stars</b> 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.</p>		<p><b>Formative Assessment</b> 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</p>