



Abbot's Lea Key Stage 3 Curriculum 2020 - 2021		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. Some subjects are taught discretely, whilst others are grouped and taught in a thematic approach. This enables students to see the links between their learning and to easily build on prior knowledge in the full range of their curriculum offer when approaching new learning. At all stages, our curriculum shows a clear commitment to supporting students to access their learning by dedicating time and expertise into understanding and removing barriers.						
Class Groupings and stage range	Mozambique	Brazil	Cape Verde (Nurture)	Seychelles	Madagascar	Botswana	Kenya	Peru
Academic Progress	<p><b>National Curriculum 2014</b> Students access the National Curriculum 2014. The level at which they access the curriculum is dependant to their ability and not limited to their Key Stage. Students are taught following subjects;</p> <p>English, Mathematics, Science, Physical Education, Religious Studies, Computing, Geography, History, MFL, Art, Music, Design Technology, Food technology, Life Skills</p>		<p><b>REVISITING OF WORK</b> For students who are working below their ages related expectations or require extra support, work is revisited in a different way with a different approach using concrete learning tools to aid with abstract concepts.</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. All of our nurture provision students follow this approach.</p>		
Themes	The curriculum areas; MFL, Art, DT, RE, Geography, History and Music are taught in a thematic approach so as to allow learners to explore the links between different subject areas in a more explicit manner.							
Specialist Support	<p><b>SALT</b> Speech and Language Therapy 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 3 the students also have access to a range of curriculum interventions that support their progress. These include but are not limited to;</p> <p>Sensory diets, TEACHH, Lego Therapy, Numicon, PECS</p>		
Development of Life skills	<p><b>Life Skills Curriculum</b> 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.</p>		<p><b>Personalised Learning</b> 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.</p>			<p><b>Employability and Job Coaching</b> 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.</p>		
Assessment	<p><b>My Plans</b> 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.</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 an Transactional Support.</p>		<p><b>Summative Assessments</b> Learners will engage with: Reading age tests, phonics screening, Maths GL Assessments, PASS GL Assessments.</p>		<p><b>Formative Assessment – Evidence for Learning</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. This is uploaded onto Evidence for learning daily and families are able to dynamically interact, building a full team with the student in the centre.</p>	