



PATRON  
HM THE QUEEN



# Hassocks

A unique, positive education for  
young people on the autism spectrum

## Curriculum Policy

**Date of Implementation :** 3<sup>rd</sup> August 2018

**Next Review:** 3<sup>rd</sup> August 2019

**Reviewer:** Sarah Sherwood

**Ratified By:** Governors

## **Autism Statement**

At LVS Hassocks we aim to develop practices and policies that promote and sustain the wellbeing of children and young people with autism.

We aim to offer support and training for staff, parents and other stakeholders to enable them to best meet the needs of children and young people with autism.

We aim to establish a consistent approach across all areas of our school community that enables all individuals with autism to learn and make progress.

We aim to ensure that our communication with all stakeholders is clear and appropriate.

We aim to ensure that our physical environment is responsive to the needs of children and young people with autism, and that we take account of the sensory needs and differences of individuals.

We aim to provide a range of experiences that enable interaction; promote social inclusion and independence; and support learners with autism to reflect of their experiences.

We aim to empower our learners to understand their autism and celebrate their difference.

We aim to provide on-going high quality staff development for all members of staff at the School.

We aim to develop and sustain a multi-disciplinary approach where professionals plan and work together to meet the needs of learners with autism.

## **Policy Statement:**

This policy confirms the statutory entitlement to learning for all students at LVS Hassocks and relates to the provision of a broad and relevant curriculum for students with an autism spectrum disorder (ASD). We believe that young people with an ASD diagnosis should have an entitlement of opportunity and access to education and training provision that is meaningful, relevant and appropriate. One of the fundamental beliefs of the school is that students' self-esteem, confidence and emotional regulation are greatly enhanced through academic achievement and learning pathways that lead to employability.

The Education Act 2002 requires all state schools in England to provide students with a curriculum that:

- Is balanced and broadly based
- Promotes the spiritual, moral, social, cultural, mental and physical development of students
- Prepares students for the opportunities, responsibilities and experiences of later life
- Follows the National Curriculum, including religious education, sex and relationships education, independent careers education and fundamental British Values

LVS Hassocks has an independent status and thus the National Curriculum is not a legal requirement. However, the school will incorporate the National Curriculum and apply it as appropriate. Students will be able to access learning which leads to nationally recognised qualifications. It is recognised that for students with an ASD, the National Curriculum forms only part of the learning required, with the emphasis on an inclusive curriculum that is broad, balanced and developed to meet the needs of the students at the school.

Curricula will focus on developing key skills which improve learning and performance in education, work and life, along with preparation for participation in community-based activities/work experience at Key stage 5. Life skills are embedded via literacy (including communication), working with others and developing the social skills required to do so. We recognise that improving student's own learning and performance, along with problem solving is essential for life beyond LVS Hassocks. For students with autism and associated learning difficulties these skills are fundamental to participation and achievement in both the curriculum and personal development.

LVS Hassocks will develop, plan, monitor and regularly review curricula, to ensure inclusivity, set suitable learning challenges, respond to students' diverse learning needs, include all students' by overcoming potential barriers to learning and assessment, ensure differentiation through the planning of robust schemes of work with regular reviews to enable progression. Revision and development will take account of any changes in legislation and guidance.

Teaching methods will focus on small group and individual approaches with the emphasis on independent learning, with progress systematically recorded and reviewed. A full range of teaching strategies are utilised along with considerations to environmental conditions, therapeutic approaches, interventions and behaviour strategies. Approaches will vary according to the needs of each student, and will be regularly reviewed, with new ideas considered and adopted where appropriate. Teaching will be structured and will follow the guidance set out in The LVS Way document and the LVS Hassocks Autism Practice Toolkit.

### **2018 – 2019 Curriculum**

The LVS Hassocks curriculum is based upon the National Curriculum with additional subjects specific for learners needs and in line with the LVS Hassocks Curriculum Policy statement.

Each young person has their own timetable and attainment pathway, monitored by their tutor, subject teachers and senior leaders. This is discussed with parents and there is opportunity for regular progress updates throughout the year.

#### **Curriculum for Key stage 3 students:**

- Maths
- English Language
- Science
- Life skills
- Physical Education
- Food Technology
- Art
- PSHE
- Music
- Humanities
- Geography
- Computing
- Orientation (Monday P1 for all students)
- Tutor Time Programme (Once a day for all students)

#### **Curriculum for Key stage 4 students:**

- English Language
- Science
- Mathematics
- Food Technology
- History
- ICT
- Life skills
- Physical Education
- Music

- PSHE
- Orientation (Monday P1 for all students)
- Tutor Time Programme (Once a day for all students)

#### **Curriculum for Key stage 5 students:**

- English Literature
- English Language
- Science
- Statistics/Mathematics
- Food Technology
- Geography
- ICT
- Work experience
- Physical Education
- Music
- PSHE
- Orientation (Monday P1 for all students)
- Tutor Time Programme (Once a day for all students)

#### **24 hour curriculum:**

All aspects of a student's day are seen as learning opportunities with a range of additional areas being taught including, personal, social, self-help and behavioural skills. Joint planning by school staff, the residential team and parents will provide a consistent approach in a variety of settings whilst supporting students to generalise and transfer knowledge and skills across groups of people or from one environment to another.

Residential staff will actively contribute and support students with their education within the residential provision. They will be familiar with and aware of the educational needs and progress of students they are supporting and will communicate with school staff to promote and encourage each student's personal, social and educational development. Short-term achievable targets matched to individual need will form part of education and care plans.

**Equal Opportunities:**

In line with the Disability Discrimination Act 2010, teaching approaches and resources will enable all student to have equal opportunities to participate in the curriculum of the school, regardless of any protected characteristics.

**Measure:**

ISI

Ofsted Social Care

Annual Reviews

Governor Visits

Director of SEN audits