



Addington School

Key Stage 4 (14-16) and Key Stage 5 (16-19) Curriculum Principles and Impact

An effective curriculum includes a planned approach to personal development and will be reflected in the ethos and values of the school. All school staff can contribute to personal development and wellbeing of our students.

Our curriculum principles promote our spiritual, moral, social and cultural values.

Enjoy and achieve

- The principles of the Foundation, Key Stages 1, 2, 3 are built upon and extended. The curriculum should enable all young people to become successful learners who enjoy learning, make progress and achieve.
- We are committed to making the curriculum rich, relevant, and stimulating in order to prepare our students for the opportunities, responsibilities and experiences of adult life.
- We are committed to producing high quality planning and ensuring that our approach to the curriculum is flexible and can take advantage of unexpected learning opportunities. Our curriculum is based on a clear and shared understanding of how our learners learn.
- We provide opportunities for learners to experience the benefits of different learning styles and approaches.
- We provide a wide range of experiences for our students to ensure that they become increasingly independent. Every student will have the opportunity to engage in externally accredited work. The accredited schemes we use are practically based and allow our students to be active in their learning. All students are following accredited courses under Key Stage 4 (KS4) and the Key Stage 5 (KS5) 16 – 19 Programmes of Study.
- KS4 and KS5 more dependent students access ASDAN Personal Progress. This covers all aspects of 14-16 and 16-19 frameworks including English, Maths, ICT, Personal and Social Development (PSD) and Work related Learning (WRL).
More independent KS4 students access a range of accreditation including, ASDAN Bronze/Silver Personal Development Award, PSD and Science.
More independent KS5 students follow a range of accredited programmes for Functional skills (English and Maths) as well as ASDAN PSD and Employability.
In KS5 we have established vocational courses in Horticulture and Hospitality.
Alongside Hospitality we have developed a very successful Young Entrepreneurs Project, managing and running all aspects of a café for employees and visitors in the local council.
Accreditation is used to provide a rich diversity of subject areas and practical activities to meet the needs of all our students.
- All students work on the core subjects to improve literacy including communication, numeracy and personal skills. The curriculum is driven by the needs of the student rather than the demands of an accreditation body. We are committed to helping every learner to make progress, building on their experiences both within and outside of school.

- Students are given opportunities to attend week long courses at residential centres. These courses provide a wide range of experiences from staying away from home to activities such as rock climbing, gully scrambling and sand sledging. We currently go to Tirabad in KS4, Atlantic College and more recently Grosvenor Hall in KS5. We also use the specialised environment of the Calvert Trust for our most dependent students or those with physical challenges.
- Comprehensive records are continued from KS3 in the form of Student Subject Profiles (SSP) and Widening Horizons to replace Records of Achievement. This ensures that students continue to build on the skills they have and are able to use these skills in a wider range of contexts.

Be healthy and stay safe

- Good behaviour is acknowledged and rewarded. Students and staff are aware of the school's Code of Conduct; staff model appropriate behaviour and promote a positive ethos. Class groups are encouraged to work together so all students can benefit from role models in other groups. All students benefit from our fully trained staff and some individual students benefit from the support from our specialist teams for Behaviour and Autistic Spectrum Disorders.
- Students benefit from aspects of the curriculum which promotes healthy, active and safe lifestyles, from eating a healthy diet, taking exercise and gaining awareness of how to stay safe at home, school and in the community. We encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make.
- All students have opportunities to use the local community leisure, sport and other facilities to develop skills in being healthy and staying safe.
- Students access sports and leisure facilities to develop interests and skills for the future. We actively encourage students to participate by providing opportunities to experience a wide range of activities from golf, yoga, street dance, climbing, aerobics, horse riding, cycling, Boccia, and bowling alongside more traditional activities and team games, for example football, hockey, basketball.
- We consider PSHE (Personal, Social Health Education) to be a core subject for our students. All students receive Sex and Relationship Education delivered at their level and stage of development.
- Most of our students undergo travel training, some will be able to undertake this independently in the future. Others need to understand how to behave and respond when using public transport and to follow instructions from support staff.
- We consider developing self esteem, confidence, and emotional health and well being key to the development of our students and use PSHE, Citizenship and Social and Emotional Aspects of Learning (SEAL), to further promote this.
- We encourage links with the School nurse, therapists and other professionals in school.
- We offer additional emotional and mental health support through Music, Art and Drawing Therapy, Yoga, alongside a comprehensive Nurture programme, Touch Talk and Aromacare.

Make a positive contribution

- All students are encouraged to make a positive contribution to benefit themselves and others in school.
- We have an active School Council including elected representatives from Year 6 to Year 14 and a Buddy system of elected students who befriend others at lunchtimes and are ambassadors at school events. This gives students a further voice in the life of the school and encourages them to volunteer to help others.
- We encourage our students to take responsibility within school from taking care of personal belongings to taking part in events and activities both in and out of school.
- We are committed to providing personalised learning for our students ensuring what is taught and learnt and how it is taught and learnt match as closely as possible to the needs of the learner. We try to involve young people in their learning. Teachers and support staff observe learners closely, recognising their strengths and areas for further development.
- All students have Individual Education Plans and are, as far as possible, made aware of their targets.
- Students contribute to their annual review of statement or Education Health and Care Plan by attending all or part of the review meeting and producing a PowerPoint presentation. We have developed a person centred approach to reviews to support our young people as they transition to adulthood.
- We ensure that we have a good partnership with other professionals working with the student, for example Occupational Therapy (OT), Physiotherapy, Teachers of Visually Impaired (VI) or Hearing Impaired (HI) and other external professionals. We also provide additional support for students via our Access and ICT Higher Level Teaching Assistant. This ensures that each student is able to access the curriculum in a way appropriate for them, allowing them to achieve their full potential. We use ICT and access technology to improve access to learning.
- We have additional support provided by highly trained specialised staff in our Behaviour and ASD support teams
- Music is a significant element of the curriculum at Addington and our students have opportunities to perform in concerts either playing instruments/ singing. Many of these events are part of a collaborative programme with local mainstream schools
- We encourage our students to try new things and make the most of opportunities and new experiences

Achieve economic well-being

- Students are encouraged to value education and to appreciate that it is the key to enjoyment and future opportunities.
- We use Addington's additional and developmental curriculum for those students who need this.

- We place great emphasis on students being prepared for life after school. We work very closely with our personal adviser from Adviza (Independent Careers Service) to offer appropriate advice to our students and their parents/ carers alongside our Careers teacher. Our close links with local colleges also supports this.
We have developed an 'Opportunities Evening' to aid with transition into adult services and higher education facilities. All Year 9 and above students and their parents/ carers are encouraged to attend from Addington and local mainstream schools. A wide range of providers attend this forum from social services, colleges and voluntary organisations.
- We work closely with Reading College and BCA in particular, to provide experience of higher education for our students via a Links course. Students experience the challenge of managing an unfamiliar environment, being able to access facilities e.g. canteen and working with a range of adults.
- In Key Stage 5, most students will attend Reading College Links Course for a session per week, for a minimum of 1 year. This course provides a range of modules including Art, ICT, Catering, Ceramics and Radio
- In addition KS5 students are being offered an alternative vocational based links course at BCA
- Key Stage 5 more dependent students attend transition sessions managed by Reading College based at Our House Wokingham and at Newbury College.
- Key Stage 4, Year 11 leavers attend a Links courses in order to ensure they are well prepared for the transition to life and work.
- Working with local colleges has developed our links with other Berkshire special schools leading to exchange visits.
- We work closely with the Central Berkshire Education Business Partnership (CBEBP), who support us with work experience placements and in providing student training days held at a local business centres to develop work related skills. For example; team building days; CV writing and interview techniques. We are actively engaged in the CBEBP Transitions Programme where our students meet with employers and visit a range of businesses.
- Within school, our Whole School Coordinator for Citizenship, Careers and Work Related Learning alongside our Higher Level Teaching Assistant (HLTA) for Work Related Learning, set up internal community work experience placements for students.
- In order to prepare for the future students experience requesting a placement by letter and go through an interview process before starting both internal and external placements.
- We currently have a very successful supported employment work experience programme in place for more dependent students.
- External work experience placements are supported by the Central Berkshire Education Business Partnership.
- We also have an HLTA for Horticulture and have developed a very successful course for our students. This has supported our links with Thrive and Growing Places, two gardening charity organisations, who support adults with learning difficulties.
- Our most dependent students attend a weekly links course 'Pots and Petals' at Thrive.
- Our very successful 'Young Entrepreneurs' project runs alongside a City and Guilds Hospitality course. This is now in its third successful year and continues to manage and run a café at the Wokingham Council offices.
- Work related learning and Business Enterprise are high on our agenda particularly for students in KS5 and leavers in Years 11 and 12. All students experience enterprise activities, we have a number of ongoing initiatives including the Addington Friendship Café and Christmas craft fairs. More recently KS5 have been organising and holding social events for younger students.

- We are now in our second year of a very successful supported internship programme with the National Grid based in Wokingham. We are very proud that all four of the interns who completed the first year of the programme have gained employment, two with full time posts and one with a part time post at the National Grid and one part time in a local nursery. Our next cohort of five students have made a successful start to the current year long placement.

Assessment

- We consider that assessment is integral to good teaching and learning. We encourage teachers to draw on a wide range of evidence of students' achievement from both in and beyond the classroom. We are working towards our students engaging in the assessment process. Our staff provide helpful, ongoing feedback to learners and their parents or carers so that targets for further improvement are clear.

Impact of these Principles on the Curriculum in Key Stage 4 and 5:

At Addington we aim to produce a curriculum that strongly focuses on students' well-being now and in the future. By incorporating Personal Learning and Thinking Skills (PLTS) and Curriculum Dimensions into the Curriculum through a wide range of opportunities and experiences we seek to develop the qualities and skills that learners need for success in learning and life

We aim to produce a curriculum that is full of surprise and challenge, building on individual's interests and aptitudes; that is passionate and lively and results in opportunities for creativity, experimentation, teamwork and performance.

We support students to set personal goals and achieve realistic outcomes

In Key Stage 4 and 5, this results in a curriculum that has continuity and progression; that has been successful in showing students how they can experience the joy to be gained from learning; and has encouraged students to contribute to their own school and the wider community.

When the curriculum is successful learners experience self worth from feeling that they are equipped to take personal responsibility for their future, whether that be in employment or as a responsible member of society.

We are committed to continuity of learning that sets the scene for individuals preparing for their next stage of learning and for their future life