Kiora Hall

Curriculum Handbook

north east autism society

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Contents

- Curriculum Intent
  - Intent Statement
- Curriculum Implementation
  - Extended Initial Assessment
  - Person Centred Curriculum
  - Curriculum Pathways
- Curriculum Offer
  - Communication and Sensory Learning Pathway
  - Pre-14 Educational Pathway
  - Pathway to Independent Living
  - Post-14 Pathway to Continuing Education / Employment
  - Post-16 Pathway to Continuing Education / Employment
- Curriculum Impact
  - Subject Workbooks & Marking
  - RARPA

Curriculum Intent: Intent Statement

The ambitious curriculum at Kiora Hall School has a clear vision designed to give pupils knowledge, skills and behaviours to promote their social and economic inclusion. Pupils are aged between 5 and 19 and are autistic and/or neurodivergent. All pupils experience differences in the way they process information which requires specialist support to remove barriers for pupils to engage and learn.

The school has a responsive curriculum to ensure that it matches the needs and aspirations of all pupils by providing personalised learning programmes, taking account of their starting point and planned destination so that all pupils can participate, achieve, and make progress.

The school aims to prepare all pupils for the next stage in their education, employment and/or lives through a coherent and sequenced learning experience.

We structure the curriculum according to five main pathways. These are:

- Communication and Sensory Learning Pathway
- Pre-14 Educational Pathway
- Pathway to Independent Living
- Post-14 Pathway to Continuing Education / Employment
- Post-16 Pathway to Education / Employment

The curriculum is planned to:

- Equip each pupil with the skills, knowledge and behaviour needed to fulfil aspirations for learning, employment and independence
- Provide all pupils with access to a full and not narrowed curriculum to give the pupils the knowledge and cultural capital they need to succeed in life
- Develop skills to enhance employment opportunities in real-life situations including meaningful work experience
- Develop pupils independence in their everyday lives and take an active part in their local communities
- Improve communication skills
- Empower pupils to have greater independence in making relevant personal choices and decisions about their lives
- Increase self-confidence and resilience
- Enable pupils to develop strategies to regulate their own well-being
- Equip pupils to be responsible, respectful and active citizens who contribute positively to society
- Enable pupils to live safe, healthy and fulfilling lives
- Develop functional skills that pupils are able to transfer into all aspects of their lives

Curriculum Implementation: Extended initial assessment

The aim of the Extended Initial Assessment procedure is to complete an in-depth individual assessment for each pupil. Throughout this period staff aim to identify the pupil's personal interests, aspirations, current capabilities, support needs preferred learning styles, preferred learning environments and particular approaches to learning.

Within a six-week period the following are completed:

- Pupils complete individual induction
- Diagnostic assessments across core subjects
- Baseline assessments across all curriculum areas
- Reading assessment
- STEP Plan
- Identify any additional support needs including any learning difficulties or disabilities, health or personal circumstances where the pupil might require support
- Identify any potential barriers to learning and achievement that need to be addressed
- Individual Education Plan (IEP)

For the first six weeks of each pupils' programme pupils will be assessed to identify which specific pathway is most suitable to meet their individual needs. This includes assessment in core subjects as well as communication, thinking skills, emotional regulation and the Preparing for Adulthood areas.

Formative Assessment: Stages and Progression Maps

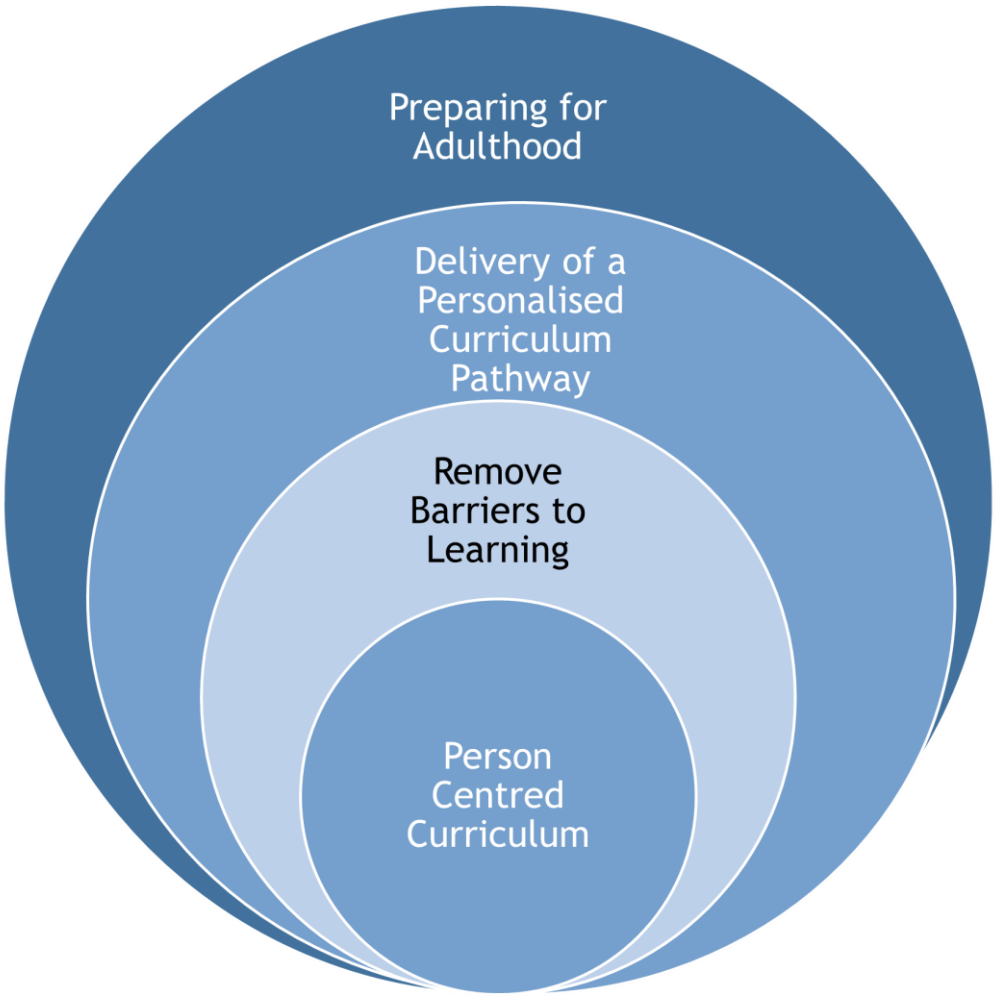
- Our curriculum for core subjects is sequenced and structured using stages and progression maps.
- Progression maps relate to both the Communication and Sensory Learning Pathway, Independent Living Skills Learning Pathway and Education Pathways.
- Each pupil is assessed and placed on a specific stage on the progression map for each of the core subject (English, maths, science, ICT, PSHE, health and Wellbeing/ PE)
- Progress is assessment through national curriculum objectives and/or milestones
- Progress is mapped against the objectives on the progression maps, through Individual Education Plans (IEP) that map the progress
- Progress is reported on half termly using whole school Quality Data Workbook and for each pupil using their Individual Education Plan.

Summative Assessment: Accredited Learning

- Pupils on a Post-14 Education Pathway may move onto qualification-based learning for their core subjects and as such they may be involved in portfolio building; some pupils may also sit functional skills assessments as part of their learning programme.
- Where accreditation is not relevant or meaningful, pupils will remain on stages and progression for their core subjects

Curriculum Implementation: Person-centred curriculum

Our high-quality curriculum and teaching approach focuses around childhood development and how people learn, rather than objective focused. We use a vast range of specialist strategies designed for use with autistic and/or neurodivergent pupils, to ensure they can access a full broad and balanced curriculum.





Curriculum Implementation: Pathways

Communication and Sensory Learning Pathway

- Literacy
- Communication
- Numeracy
- Investigating the world around us (Science)
- PSHE
- Health and Wellbeing (PE/ Sensory Diet)
- Community Inclusion
- Independent Living Skills
- Exploring the World around us (Topic 1 – Geography/ History/ RE)
- Experiencing the World around us (Topic 2 – Art/Music/ DT)

Pre-14 Educational Pathway

- Literacy (including Communication)
- Numeracy
- Science
- Health and Wellbeing (PE)
- PSHE
- Computing/IT
- Community Inclusion
- Independent Living
- Education / Employment
- Topic 1 (Geography/ History/ RE)
- Topic 2 (Art/ Music/ DT)

Post-14 Pathway to Independent Living

- Pre-Entry Level Literacy
- Communication
- Pre-Entry Level Numeracy
- PSHE
- Health and Wellbeing (PE/ Sensory Diet)
- Community Inclusion
- Independent Living Skills
- Education / Employment

Post-14 Pathway to Continuing Education / Employment

- Functional Skills English
- Functional Skills Maths
- Science
- Health and Wellbeing (PE)
- PSHE
- Computing/IT
- Community Inclusion
- Independent Living
- Education / Employment
- Work Experience

Post-16 Pathway to Continuing Education / Employment

- Functional Skills English
- Functional Skills Maths
- Health and Wellbeing (PE)
- PSHE
- Computing/IT
- Community Inclusion
- Independent Living
- Education / Employment
- Work Experience

Curriculum Offer

Pathway	Age
Communication and Sensory Learning Pathway	5 to 13
Pre-14 Educational Pathway	5 to 13
Pathway to Independent Living	14 to 19
Post-14 Pathway to Continuing Education / Employment	14 to 16
Post-16 Pathway to Continuing Education / Employment	16 to 19

What does learning look like?

Communication and Sensory Learning Pathway:

Pupils following this pathway may have significant communication and sensory needs which require specialist intervention for them to successfully access learning. Learning can take many different forms to meet the individual needs of pupils in each class. This can include circle time, short periods of group work, individual desk work focussing upon a specific task, pupil led experiential learning, as well as learning through play and real-life experiences e.g. trips out in the community to put learning into practice.

Pre-14 Educational Pathway:

Pupils following this pathway may have some communication and sensory needs, that require specialist intervention for them to successfully access learning. Learning can take many different forms to meet the individual needs of pupils in each class. This can be group work, individual task-based work, practical and vocational activities, community and work-based learning. Progress made throughout the stages on this pathway support pupils to transfer their skills and knowledge developed during this time into a more practical and/or vocational route, in preparation for their next steps.

Pathway to Independent Living:

Pupils following this pathway may have significant communication and sensory needs which require specialist intervention for them to successfully access learning. Pupils access a broad and engaging curriculum designed to prepare them to be as independent as possible going into adulthood. Learning can take many different forms in order to meet the individual needs of pupils, the focus within this pathway incorporates the Preparing for Adulthood Agenda, ensuring pupils are exposed to numerous activities and real-life experiences preparing them for life following school.

Post-14 Pathway to Continuing Education / Employment:

Pupils following this pathway may have some communication and sensory needs, that require specialist intervention for them to successfully access learning. Learning focuses upon pupils accessing a broad and engaging curriculum designed to meet specific individual needs and relevant subject knowledge and skills in preparation for independence and adulthood. The curriculum offer consists of the core subjects, that are complimented by a wide range of vocational options to support future destinations and long-term goal. Pupils also have the option to continue with the topic subjects should they wish to do so. Within this pathway leaners will also have the opportunity to engage in work-based learning programmes and supported work placements.

Post-16 Pathway to Continuing Education / Employment:

The 16-19 Study Programme is designed to equip pupils with the skills and knowledge needed to give them the best start in their careers, future education and adult life. We offer each pupil a bespoke curriculum and timetable that is matched to their pathway, long term aspirations and interests and is underpinned by the PfA agenda. All opportunities are tailored to individual needs and are designed to develop routes into work.

Accreditation opportunities

There are opportunities for pupils to gain accredited qualifications, where relevant. These are always used to support transition in adulthood and will form part of a bespoke curriculum tailored to meet individual needs.

- NOCN Functional Skills Maths
- NOCN Functional Skills English
- NOCN Functional Skills ICT
- NOCN Skills for Employment, Training and Personal Development
- ASDAN Short courses – Geography, History, Science e.g. to support individual needs and aspirations

Work Placements

We strive to work closely with local employers to develop meaningful and relevant work placements. These are planned to meet individual needs and may link to pupils long term aims and aspirations. All work placements aim to support pupils to develop a range of transferable skills which can be adapted to any future workplace opportunity. As well as these, pupils undertake simulated work experience within the school environment.

Careers, Education, Information, Advice and Guidance (CEIAG)

School works closely with CareerWave to ensure that all pupils are provided with high quality, independent careers advice and guidance. This happens from Year 8 and all pupils will be supported to develop a Careers / Transition Plan as part of this process. In addition to this, we operate a Careers Calendar which aims to offer a variety of opportunities for pupils to meet with external education and/or training providers, adult services and employers. This will entail guest speakers coming into school to speak with pupils about their options post school. It may also involve pupils attending careers fairs or visits to local FE providers.

Curriculum Impact: Subject workbooks and marking

Work from all subjects is collated in workbooks and evidence folders, as appropriate. Work should be marked regularly using our marking guidance and marking should provide constructive feedback to every pupil, in a suitable format, focusing on success and improvement at a personalised level.

Each pupil should have a separate workbook for:

- English
- Maths
- Science
- PSHE
- Topic

Progress is mapped continuously across the academic year, and at the end of each half term, the data held on each pupil's individual education plan is reviewed to support pupil progression. All data is held centrally in the school's Quality Data Workbook, enabling the review of individual, group, and whole school progress data.

Curriculum Impact: Recognising and rewarding progress and achievement

RARPA underpins our entire curriculum through the use of cross curricular targets aimed to develop pupils social, emotional and communication skills as well as develop a range of life skills to support the next stage of their lives post school.

Pupils are assessed across all areas during their extended initial assessment process and targets are set in the following key areas:

- Core subjects
- Communication
- Thinking Skills
- Emotional Regulation
- Independence Skills
- Health and Wellbeing
- Community Inclusion
- Education / Employment

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