

Curriculum Intention, Implementation and Impact at Beverley School 2021



Mission

Empowering Autistic people to lead independent, fulfilling and happy lives.

Vision

An aspirational learning community that celebrates Autism. Where everyone is committed to exploring possibilities and opportunities to develop our students' potential.

Values

Person Centered

Non-judgmental

Ready, Respectful and Safe

Overall Curriculum Intention

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our students for life after school. Our curriculum is based around the principles of preparation for adulthood, under the headings of Employment, Friends, Family and Community, Independence and Good Health from EYFS to 6th form. The preparation for adulthood themes are woven through the whole curriculum offer at Beverley. Specific Autism strategies are also embedded in the curriculum to enable communication and independence such as PECS, TEACCH and Attention Autism.

Woven through our curriculum are opportunities to support and develop students' wellbeing through quality first teaching approaches, such as mindfulness, relaxation and yoga. If more support is identified, we offer specialist provision of psychodynamic counselling, play therapy, occupational therapy and rebound therapy.

Our classes are grouped to promote positive social relationships and support students' social and emotional needs, teaching staff are experts in providing differentiation and challenge.

We offer a broad and balanced curriculum with an emphasis on Project Based learning throughout the whole school to promote active engagement, active learning and success in generalising skills and knowledge outside the classroom. Class timetables are planned to offer appropriate weighting of subject delivery to meet the needs of the learners.

Classes where students are not accessing National Curriculum objectives are assessed on **Language and Communication** (English) , **Cognition** (Maths) and **Science** using SOLAR assessment tool along with their EHCP outcomes.

Classes where students are accessing the National Curriculum students are assessed on National Curriculum Learning Objectives ,recorded on SOLAR ,and their EHCP outcomes.

Subject Intention, Implementation and Impact at Beverley

All subjects are taught with the intention that students leave school with the skills and qualifications to be fully prepared for adulthood. Many of our subjects taught in primary and secondary then become vocational opportunities and qualifications in 6th form.

English

At Beverley we aim to develop all aspects of English to enable every student to develop his/her skills to enable functional literacy up to GCSE English. We believe competence in English is a life skill needed to lead a fully independent life. We want our students to develop a love of English through meaningful, engaging experiences and resources, to foster a desire to communicate and reading for pleasure.

From developing early literacy to fluency, all students are provided appropriate learning experiences for the stage they are at, irrespective of Key Stage.

Maths

At Beverley we aim to develop all aspects of Maths, to enable functional numeracy to GCSE Mathematics.

We offer appropriate learning experiences of Maths through concrete, pictorial and abstract resources at the stage that our students are at, irrespective of Key Stage.

We want our students to be able to apply Maths in everyday situations, be able to solve problems and have a sound understanding of Mathematical principles.

Science

At Beverley we aim to offer the opportunity to access a Science curriculum that is stimulating, enquiry based and awe inspiring. We draw down from the Science "Big ideas" curriculum to make our science relevant and engaging.

We want our students to be able to understand how science impacts the life of each individual and apply this understanding into the real world.

PSHE/SRE

At Beverley we offer the PSHE programme of study and follow statutory RSE guidance. The core themes are Health and Wellbeing, Relationships and Living in the wider world.

We want our students to be able to build and sustain relationships, keep themselves safe, interact with the world around them and live a healthy and happy lifestyle.

We aim to develop students' awareness and skills in British values, as well as spiritual, moral and cultural understanding. This curriculum is delivered in lessons and throughout all elements of everyday life at school.

CEIAG

At Beverley we offer a careers programme that meets the statutory requirements through our Preparation for Adulthood headings in our EHCPS, discrete curriculum lessons and careers related activities throughout the year. We offer impartial careers advice and guidance to our 14-19 year olds.

We want our students to develop themselves through careers and employability education, learn about the world of work and develop their career management, employability and enterprise skills. We aim for our students to be as work ready as possible when they leave Beverley School.

Physical Education

At Beverley we offer a PE curriculum that offers opportunities for all our learners, irrespective of ability and physical competence. We weave opportunities for physical activity in PE lessons and throughout the day to develop our students' level of fitness for a lifelong healthy lifestyle. We want our students to have a range of opportunities to develop their motor skills to enable students to participate in sport and everyday tasks. We aim for our students to find their own niche in sport or physical activities, so this can continue in leisure time and life after school.

We have a rich Outdoor Education programme where students can build resilience, fitness and self confidence in their immediate and local natural world.

ICT and Computing

At Beverley we offer a computing curriculum for all our students, so they are equipped to participate and achieve in the technological world at school and when they leave. We want our students to have the skills and confidence to fully engage with an ever changing digital world. We also want our students to use technology to remove any barriers their ASD may be present, and ICT can support. Through the ICT curriculum we teach online safety and teach the skills and knowledge to stay safe online.

Project Based Learning (History , Geography and RE)

At Beverley we weave Humanities through termly Key Stage projects. By using project based learning (PBL), we aim for our students to develop real life links through various projects that our students can make connections and reference to. By using this enquiry based approach, PBL encourages active enquiry to engage and enthuse our students about the past, the present world they live in, living respectfully with others and being respectful towards the planet.

We believe in RE for all at Beverley, and we weave RE throughout the school day, in lessons and through focus days. We want our students to experience the “Five Keys” planning model of RE around connection, knowledge, senses, symbols and values that the RE curriculum can provide. We design our RE curriculum around the Middlesbrough agreed syllabus.

Performing Arts

At Beverley we offer rich, creative and inspiring performing arts opportunities in the school day and through lessons in music, dance and drama. We believe that performing arts can provide opportunities to develop communication skills and build self-esteem and confidence. We are actively involved in Open Orchestra. Many of our students participate in individual instrument lessons.

We want our student to develop a lifelong love of performing arts, so they lead a happy and culturally rich life after school.

Art and Design

At Beverley we offer Art and Design in the curriculum to develop our students’ individual creativity, expression and understanding.

We want our students to enjoy the process of being creative and the mental wellbeing, that art can provide.

Design and technology

At Beverley we offer a DT curriculum that equips students with a range of valuable practical and technical skills to develop independence and creativity. Students develop an understanding of health and safety as well as being able to identify potential hazards and potential risks, so they can keep themselves safe. We offer a range of DT subjects , including resistant materials, textiles and food and nutrition.

We want our students to develop practical skills for an independent ,safe and healthy life after school.

EYFS (up to Year 1) at Beverley

Intention: To offer an extended 3-year **EYFS** curriculum to provide foundations for future success in the curriculum. This will include Nursery, Reception and the Year 1 Class. Our curriculum plans to cover all of the areas of the EYFS framework through a yearly programme. Students have access to enabling environments to promote active learning, enquiry and thinking skills through play and exploration. We actively promote positive family partnerships and support our families to understand their child's ASD (Autistic Spectrum Disorders) and how best to work with school to help their child make progress.

In EYFS & lower KS1 students start the journey to adulthood through early experiences of....

Employment	Independence	Friends, Family and Community	Good Health
Following objects of reference, visual cues and learning daily routines. Planning skills – e.g. collecting own resources. Following timetable. Following adult direction. Ability to attend. Early literacy and numeracy skills. PECS - Communication skills through the different word levels. Rules and boundaries. Following person centered interest. Problem solving.	Personal hygiene Toilet training Handwashing Tooth brushing Dressing and undressing. Weather appropriate clothing. Independent feeding skills. Encourage risk taking or new experiences. Ability to separate from care giver. Build positive relationships with adults. Resilience.	Parallel play. Building sense of belonging. Sharing, turn taking. Attending to peers. Celebrating own and others' achievements. Class floor books to promote discussion. Cultural and religious celebrations marked and celebrated throughout the year.	Physical exercise. Varied healthy diet. Sensory diet as advised by OT services. Self-soothing techniques and self-directed time. Attend medical appointments. Multi-agency approach Engage in early years mindful activities. Time outside to facilitate mental and physical wellbeing, positive sleep patterns and to build resilience.

Implementation: Through the curriculum well planned activities are provided to promote language and communication, interaction and physical development throughout the mornings with practical project-based learning in the afternoons. Classes work collaboratively both indoors and outdoors in school and the local community so their project themes run in tandem to help facilitate communication and active learning and enquiry

Impact: Our early years students develop their independence, communication and interaction skills through play and fun with active hands-on learning. Students achieve progress through the Development Matters Framework and in their individual EHCP outcomes. At the end of EYFS reception, students are assessed on the Development Matters framework.

Project Based Learning Themes

EYFS Themes	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Nursery	All about me Senses	Colour Light and Sound	Toys Movement	Animals Nature	People who help us Materials	Sunshine and water
Reception	All about me Senses	Colour Light and Sound	Toys Movement	Animals Nature	People who help us Materials	Sunshine and water
Class 1	All about me Senses	Colour Light and Sound	Toys Movement	Animals Nature	People who help us Materials	Sunshine and water
Outdoor Learning Themes	Seasonal changes Autumn/Winter Plus, cross curricular learning		Seasonal changes Spring Plus, cross curricular learning		Seasonal changes Summer Plus, cross curricular learning	

Upper Key Stage1 & KS2, Years 2-6 at Beverley

Intention: To develop increasing curiosity in learning and independence. To further develop communication and social interaction skills.

In KS 1 & 2 students are developing skills in preparation for adulthood through:

Employment	Independence	Friends, Family and Community	Good Health
Communication skills and strategies.	Choice of learning activities.	Turn taking – resources, adult & space.	Balanced & healthy diets promoted.
Role play opportunities.	Time management & planning.	Relationships & friendships.	Opportunities to try new foods.
Class responsibilities e.g. register, following rules.	Personal hygiene.	SMSC	Emotional & self-regulation tools.
	Real life experiences in community – inc. Money management .	Opportunities in the community for communication & exploration.	Sensory diets.
	Additional experiences – horse riding, swimming .		PE & games.
	Keeping safe – stranger danger, online safety, road safety.		Yoga and increased awareness of mindfulness activities.
	Independent living – dressing, food prep, cooking and washing up.		Opportunities to explore activities and find things that make them ‘happy’
			Managing needs of their bodies – inc. Puberty

Implementation

Students have access to enabling environments, that relates to our learning projects. The learning environment allows for the development of active enquiry and independent learning through a continuous learning structure.

A broad and balanced timetable offers two strands – pre-KS learners and KS learners. All classes follow the same learning project, when the project is repeated in later years , the content changes to be more age appropriate. Learning the same project allows for meaningful learning experiences between classes and students, including educational visits. Through observations and detailed assessments we strive to ensure that students receive appropriate targeted support to allow progress

3 Year Project Based Learning Themes

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Traditional Tales / Fairy tales (Sci: Electricity / Forces & Motion)	What a wonderful world (Sci: Weather and seasonal changes)	Dinosaurs (Sci: Animals Extension: Rocks)	Potions and mixtures (Sci: Materials Extension: states of matter)	Oh, I do like to be beside the sea! (Sci: Living things and their habitats)	Families (Sci: animals / working scientifically)
	Seasonal Change / Outdoor learning / Festivals and celebrations					
2	Houses and Homes (Sci: Materials and their properties)	Toys (Sci: Everyday materials)	Superheroes / People who help us (Sci: Forces & motion)	How does it work? (Sci: Light / electricity/ changes of state)	Travel and Transport (Sci: Materials)	Things that grow / Lifecycles (Sci: Plants / Animals)
	Seasonal Change / Outdoor learning / Festivals and celebrations					
3	All about me (Sci: Animals inc. humans)	World Adventures (Arctic / Rainforest) (Sci: Animals / Living things and their habitats)	Space (Sci: Seasonal changes / working scientifically) Extension – forces	Knights and Dragons (Sci: Forces & motion / Materials)	Playlist (Sci: Sound / Senses)	Food (Sci: Senses / States of matter/ Food chains/ Plants)
	Seasonal Change / Outdoor learning / Festivals and celebrations					

Impact

Students are happy and engaged in learning activities. They are becoming more independent in managing themselves (physically and emotionally) and more able to express themselves through their preferred method of communication. Students achieve progress through Beverley Steps in Maths and English , progress through national curriculum objectives , Reading and Maths ages and EHCP outcomes.

Key Stage 3 – Year 7-9 at Beverley

Intention

To build upon communication, develop enquiry skills and independence developed in primary and generalise these skills in a greater variety of subject specialist teaching, where appropriate. To develop enquiry skills and thinking skills.

In KS 3 students are embedding skills in preparation for adulthood.

Employment	Independence	Friends, Family and Community	Good Health
Communication Skills. Enterprise opportunities. Subject links to jobs. Subject specialists teaching. Money handling. Careers lessons. Receptive and expressive language skills. Focus on the importance of being organized.	Real-life experiences - Timetables, shopping, recipes etc. Follow routines. Food handling. Independent living tasks: cooking, washing and cleaning. PSHE Keeping safe. Online Safety.	Community links- Main, Daisy Chain etc. Community Clubs Social clubs, music, dance and drama. Collective Worship. SMSC RE Teamwork, in PE and throughout	Physical Education. Encouraging participation in out of school sports clubs Promoting fitness through exercise/hygiene. Age-appropriate Sex Education (personal space, touch, appropriate dress, relationships) Tutor time – focusing on the value of sleep. Meditation, relaxation and yoga.

Implementation

We offer a broad and balanced curriculum through a timetable with a focus on core subjects ,project- based learning and subject specialist teaching to develop active learning and enquiring minds. Through observations and detailed assessments we strive to ensure that students receive appropriate targeted support to allow progress.

KS3 3 Year Project Based Learning Themes

Year 1	Autumn	Spring	Summer

	<p>Myths and Magic</p> <p>Sci: Big Idea: All matter in the Universe is made of very small particles</p>	<p>Conflict</p> <p>Sci: Big Idea: Objects can affect other objects at a distance.</p> <p>Light and Sound Electricity</p>	<p>Rainforests</p> <p>Sci: Big Idea: Organisms require a supply of energy which they can depend on, or compete with other organisms</p>
Year 2	<p>Autumn</p> <p>The Planets</p> <p>Big Idea: Our solar system is a very small part of one of billions of galaxies in the Universe.</p> <p>Earth and Space</p>	<p>Spring</p> <p>Attraction</p> <p>Big Idea: The amount of energy in the Universe is always the same but can be transferred from one energy source to another during an event.</p> <p>Forces and magnets</p>	<p>Summer</p> <p>Beast Creator</p> <p>Big Idea: Organisms are organised on a cellular basis and have a finite life span</p> <p>Animals and their habitats</p>
Year 3	<p>Autumn</p> <p>Natural Disasters</p> <p>Big Idea: The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth' surface and its climate</p> <p>Seasons and Weather</p>	<p>Spring</p> <p>Changes</p> <p>Big Idea: The total amount of energy in the Universe is always the same but can be transferred from one energy source to another during an event.</p> <p>Energy and changing materials</p>	<p>Summer</p> <p>People and Places</p> <p>Big Idea: Genetic information is passed down from one generation to organisms to another and the diversity of organisms, living and extinct is the result of evolution</p> <p>Human Body / Animals /Evolution</p>

Impact

Students are happy ,engaged and active enquirers in learning activities. They are independent in managing themselves (physically and emotionally) and able to express themselves through their preferred method of communication. Students achieve progress through Beverley Steps in Maths and English, progress through national curriculum objectives, Reading and Maths ages and EHCP outcomes.

Key Stage 4 Year 10-11 at Beverley

Intention

To prepare students for their next step into adulthood by providing the foundations for post 16 education for further study or independent living skills.

In KS4 students are mastering skills and knowledge in preparation for adulthood through :

Employment	Independence	Friends, Family and Community	Good Health
Communication Skills. Job applications and CVs. Subject links to jobs. (subject specialists) Receptive and Expressive language skills. Volunteering posts. Focus on the importance of being organized.	Real-life experiences - Timetables, shopping, recipes etc. Follow routines. Food handling. Independent living tasks: cooking, washing and cleaning PSHE Keeping safe. Online Safety. Encouraging responsibility and independence around the school premises (fobs where appropriate)	Community links- Main, Daisy Chain etc. Community Clubs: Social clubs, music, dance and drama. Collective Worship SMSC RE Teamwork, in PE and throughout school. Beginning to focus on different relationships, professional, friendship and intimate.	Physical Education. Encouraging participation in out of school sports clubs. Promoting fitness through exercise/hygiene. Age-appropriate Sex Education (personal space, touch, appropriate dress, relationships) Tutor time – focusing on the value of sleep. Meditation, relaxation and yoga.

Implementation

We offer a broad and balanced curriculum through a timetable with a focus on core subjects, accreditation and project-based learning to develop active learning and enquiring minds. In KS4 students have the opportunity to choose options

to study as part of their timetable. Through observations and detailed assessments we strive to ensure that students receive appropriate targeted support to allow progress

KS4 2 Year Project Based Learning Options

Year 1	Autumn America Physics: Big Ideas : Space/Action Distance/Forces	Spring Wonder Chemistry Big Ideas: Atoms/Energy/Changing Materials	Summer Kings and Queens Biology Bid Ideas: Genetics/Cells/Ecology
Year2	Autumn Tyranny Physics Big Ideas: Space/Action Distance/Forces	Spring Climate Chemistry Big Ideas Atoms/Energy/Changing Materials Composition of the Earth	Summer Conflict Biology Big Ideas: Genetics/Ecology/Evolution

Impact

Students are happy, active enquirers and are keen to learn as they become young adults. They are developing the skills and knowledge to lead a life that contributes to society. Students achieve progress through Beverley Steps in Maths and English, progress through national curriculum objectives, Reading and Maths ages accreditation and EHCP outcomes.

Key Stage 5 Years 12,13 and 14

Intention

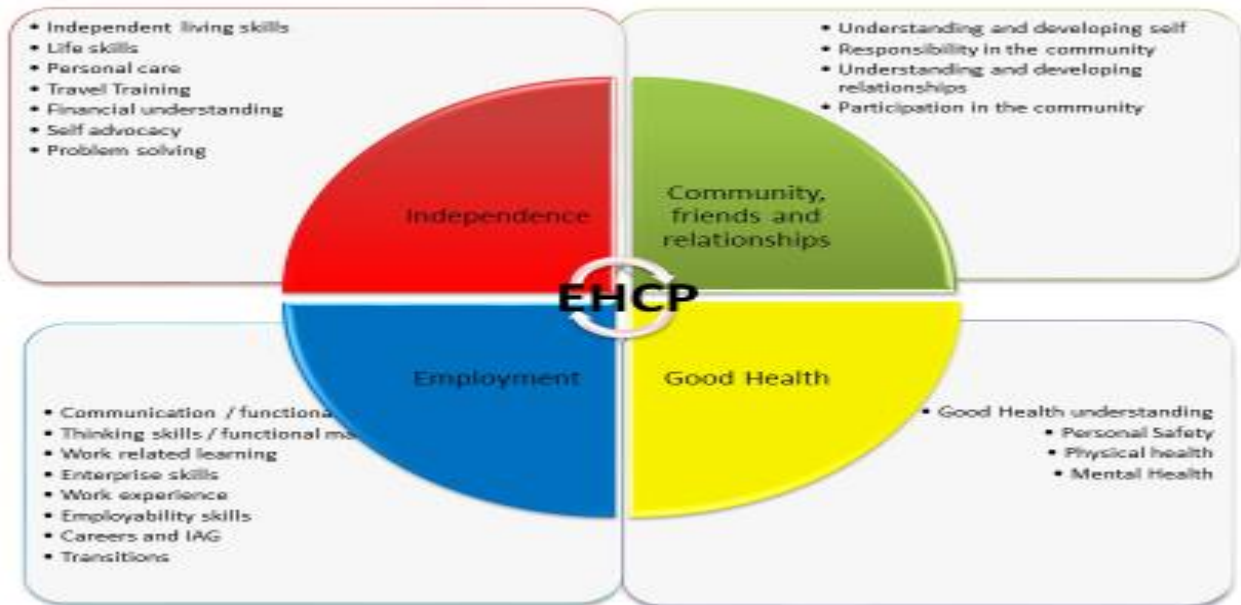
To develop students in being as independent as possible, having a valued contribution to society in the pursuit of a happy and fulfilled future. To make choices, develop relationships and participate confidently in society and the working world.

To be fully prepared for life after Beverley school with a clear pathway ahead , led by student interest skills and qualities.

Generalizing acquired skills and knowledge in preparation for adulthood through:

Employment	Independence	Friends, Family and Community	Good Health
<ul style="list-style-type: none"> •Communication / functional English. •Thinking skills / functional maths. •Work related learning. •Enterprise skills. •Work experience. •Employability skills. •Careers and IAG. •Transitions. 	<ul style="list-style-type: none"> •Independent living skills. •Life skills. •Personal care. •Travel Training . •Financial understanding. •Self-advocacy. •Problem solving. 	<ul style="list-style-type: none"> •Understanding and developing self •Responsibility in the community. •Understanding and developing relationships •Participation in the community.. 	<ul style="list-style-type: none"> •Good Health understanding. •Personal Safety. •Physical health. •Mental Health.

Beverley KS5 curriculum model



Timetable

Model KS5 2021 – 22		
GCSE / L1 / ELC3 Pathway	ELC / LSC Pathway	LSC Pathway
English FS Level 1 and 2 (supported through cultural and current affairs, life skills / employability skills contexts) 4	Maths / numeracy and English / Communication FS ELC / LSC (supported and also delivered through contextual independence, life and employability skills) 3	Communication / numeracy and problem solving LSC (supported and also delivered through contextual independence, life and employability skills) 3
Maths GCSE FS Level 1 and 2 (supported through life skills / employability skills contexts) 2 or 4	Targeted numeracy and communication 1	
Vocational options and Work experience 6	Vocational options and Work experience 7	Vocational options and Work experience 3
Work related Learning / Employability skills 2	Work related Learning / Employability skills 3	Work related Learning / Employability skills 3
Health and Wellbeing 4	Health and Wellbeing 4	Health and Wellbeing 4
Community participation and responsibility 4	Community participation and responsibility 3	Community participation and responsibility 6
Independence / self help and advocacy skills 3	Independence / self help and advocacy skills 4	Independence / self help and advocacy skills 6

Impact

Students have the core skills and qualifications to make a successful transition into adulthood ,and they have achieved progress in Preparation for Adulthood and EHCP outcomes.

Our students have developed resilience and emotional regulation skills to lead an independent, fulfilling and happy life and able to contribute in their communities and society.