

The Avenue School Curriculum Statement (Summary Document)

‘Love, Learn Laugh’



At The Avenue School we recognise the importance of preparing our pupils for the next stage in their education and adult lives. Our high-quality sequenced curriculum is delivered at an extremely personalised level to ensure it meets the unique strength and needs of all our pupils.

Intent - We have developed our curriculum to enable our pupils to **RISE**

Resilient	<ul style="list-style-type: none"> - Ensures pupils develop skills to regulate their own emotions and behaviour and can advocate for what they want and need in a safe way - Ensures pupils develop skills that support them to tolerate situations they may find challenging and can identify relevant coping strategies
Independent	<ul style="list-style-type: none"> - Promotes skills that ensure preparation for adulthood at every Key Stage - Ensures pupils are encouraged to be as independent as possible in their self-care and life skills (e.g. dressing, food preparation and eating, personal hygiene, medical needs, shopping, home care) - Allows pupils to develop skills to actively contribute to their community and access experiences outside of the school site
Skilled	<ul style="list-style-type: none"> - Ensures pupils are enriched by their time at school and challenged to fulfil their unique potential - Focuses on the core curriculum areas of Communication, PSHE, Literacy (including phonics) and Numeracy (including financial education) - Places core curriculum subjects within a rich and diverse context of foundation subjects relevant to pupils Key Stage (Art, Music, Science, KUW, RSE, P.E, Life Skills, Food Technology, Computing, Media, Design) - Prepares pupils for their next stage in education, training, employment, or placement when they leave
Expressive	<ul style="list-style-type: none"> - Ensures a pupil develops a functional mode of communication which they will be able to use confidently at school, home and when accessing the community - Supports pupils to develop their character, confidence and self-advocacy skills (activity supporting their Spiritual, Moral, Social and Cultural (SMSC) development - Promotes British values, supporting our pupils to access these in a way that is meaningful for them (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance)

Implementation - Implementation of the curriculum and target setting relies on rigorous ongoing assessment of the individual pupil's changing needs.

EYFS	Pupils follow our EYFS curriculum. Through structured play, communication and learning activities (in and outdoors), whole class teaching and practical experiences pupils learn about the world and their place in it. Building relationships is key in our EYFS classes to ensure pupils feel safe and supported in their first experiences at school. All pupils have targets set half termly on a pre-subject specific PIP to ensure they are making progress in line with our small steps assessment system.	Multi-Agency Input (OT, SaLT, Behaviour Analysis) Learning Themes Preparation for Adulthood Positive Behaviour Support
Primary KS1/KS2	Due to the sequential nature of The Avenue School curriculum pupils build on the progress they have made in EYFS. Class timetables are personalised as necessary to allow for flexibility in the way individual pupils access learning (e.g. whole class teaching, small group and 1:1). Some specialist teaching programmes (such as VB sessions, Attention Autism) are employed to support pupils to develop communication skills, target behaviours of concern and respond when progress isn't being made. Pupils will transition to subject specific PIP targets when they have completed levels B1-4 in the Small Steps Assessment System.	
Secondary KS3	Pupils transitioning into their secondary years have developed strong foundations for learning. Pupils continue to follow a sequential curriculum, building learning from previous years. In KS3 it is imperative that all learning is functional and is preparing the pupil for life beyond school. Pupils continue to access teaching in core and foundation curriculum areas but in addition begin to explore careers education through practical activity and where appropriate the 'My independence' ASDAN programme. In KS3 Personalised Intervention Plans (PIPs) are set 3 times per year and have been adapted to capture the focus on preparation for adulthood.	
Secondary KS4	Pupils in KS4 will have the opportunity to gain external accredited qualifications at a level appropriate for them. All pupils complete the ASDAN 'Personal Progress Qualification' and units from 'The Life Skills Challenge'. PIPs in KS4 are reviewed three times a year and reflect the structure of the qualifications being followed. <i>Note: In future as cohort increases additional qualifications will be added.</i>	
Secondary KS5	Pupils in KS5 will continue to have the opportunity to gain external accredited qualifications at a level appropriate for them. Qualifications will be selected from a range of awarding bodies and will build on skills pupils have been learning in KS4 whilst continuing to focus on developing skills in the 4 areas of Preparing for Adulthood. PIPs in KS5 are reviewed three times a year and will reflect the structure of the qualifications being followed	

Impact – Progress is demonstrated through

- Multi-agency review of outcomes with professionals and parents in EHCP Annual Reviews, documented in Annual Review Report
- Personalised half termly PIP Target Data
- Evidence for Learning (EfL)
- Review against Develop Matters outcomes (*EYFS only*)
- Small Steps Assessment System (Pre-subject specific learning B1-4, Subject specific learning: Speaking, Listening, Reading, Writing, Phonics, Number, Geometry and Measure, PSHE, Science and Functional Skills)
- Learning ladders (Music, Art, P.E, D&T, Geography, History, RE, RSE)
- Supplemental assessment documents as appropriate (VB-MAPP, EFL)
- ASDAN Accreditation (*KS3/4 only*)
- Destinations at end of secondary provision (*KS4/5 only*)
- Supported transitions within, in and out of setting, including within Trust transitions
- Pupil's attendance
- Pupil voice
- Pupil's enjoyment and attitudes to learning, pupil voice as appropriate
- Parent voice and engagement
- Behaviour Incident Data
- Case studies and personalised data collection
- Social care access data/support
- CAMHS access data/support