

Curriculum map



Ambitious Approach

We want to prepare children and young people for a happy and fulfilling life and, whilst doing so, afford them dignity, respect, and compassion. The Ambitious Approach is centred around improving the quality of life of autistic young people while they are in education and ensuring this quality of life continues into adulthood. When pupils and learners leave our settings, we want them to find employment, go on to further education or training, and live fully as part of the communities of their choice.



Curriculum

- Our curriculum is meaningful, functional, personalised, empowering, innovative, creative and flexible to help us meet the needs of every pupil.
- We maximise opportunities for our students to enjoy and succeed in their learning and be equipped and prepared for fulfilling and rewarding adult lives.

Curriculum delivery

- We ensure pupils have the support they need to access learning environments.
- We put in place reasonable and practicable adaptations to allow everyone to thrive.

Collaboration

- We involve pupils and learners in decisions about their learning, support and future and value their voices and opinions.
- We also work closely with parents and carers ensuring a continuous partnership between home and school that benefits the child or young person.

Curriculum intent statement

Spring School provides all pupils with a curriculum that is ambitious, coherent and sequenced, accessible and balanced.

Ambitious – the curriculum is closely linked to a quality-of-life framework with all pupils learning and progression closely aligned to ambitious outcomes in their Educational Health Care (EHC) plans. Learning will be geared towards a preparation for valued inclusion in communities after school, preparation for the next stage of education and realising the goal of meaningful, paid employment. It will be aspirational for all pupils and provide a framework in which they can realise their passions and skills, and utilise these as a vehicle for a successful adult life.

Coherent and sequenced – the curriculum is built on individual prior learning and designed to celebrate the small steps that lead to long term progression and generalisation across contexts and experiences. The curriculum is the framework that links formal and informal learning across the school and ensures that all pupils make clear and demonstrable progress during their time at Spring School.

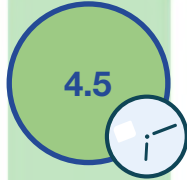
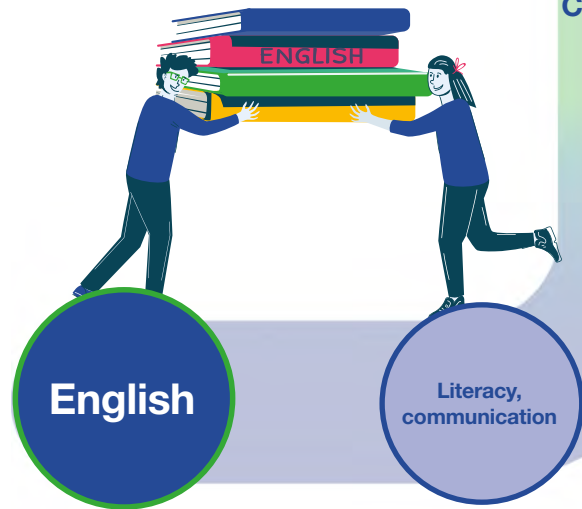
Accessible – all pupils are provided opportunities to develop the tools and skills needed for life-long learning. For many at Spring School their autism presents as a barrier to inclusion, learning and success. The curriculum accounts for this and places significant importance on the development of regulation and communication skills that are transparent and functional and can be used across contexts. The curriculum accounts for the reality that many joining the school will have had disjointed and exclusionary school experiences and that they will need support in filling in gaps in knowledge and understanding.

Balanced – throughout the curriculum uses national frameworks (EYFS framework, national curriculum, national accreditation and others) to shape expected learning for pupils. The curriculum is rich and diverse, reflecting the cohort of pupils in the school and their wider community. It celebrates diversity and core British values and has a focus on developing cultural capital for all students as an aide to their valuation in community groups during their time at Spring School and beyond.

The focus of each cohort's and individuals' curriculum are shared with staff, parents and governors on a regular basis. Pupils are encouraged to engage in their learning processes and to co-produce their learning opportunities and journey.



Curriculum area English



National curriculum, speech and language therapy, GCSEs, entry levels, EYFS, SCERTs, Pre-KS1/2 markers



Quality of Life outcomes
(links or examples of possible outcomes)

The ability to communicate emotions and feelings transparently and effectively

Emotional

Transparent communication systems, access to the written word, reading for meaning, writing for purpose etc...

Personal

Wellbeing

Physical

e.g. Completing a health form, reading and following information related to safety and health

Can communicate and advocate autonomously

Rights

Deciphering of systems

Material wellbeing

Can communicate and advocate autonomously

Self-determination

Independence



Skills for the workplace centred about literacy and communication, nationally recognised qualifications, skills needed to transition to next stage of education

Employment

Transparent communication systems, reading instructions, accessing information

Living

Ability to attend to a common source with other people

Joint attention

The ability to communicate emotions and feelings transparently and effectively, can communicate and advocate autonomously

Inter-personal relations

Community inclusion

Being able to read signs, instructions and information in a community setting, e.g. accessing a library

Social participation



Can advocate and communicate self-strategies and what might be needed for these to be successful

Self-regulation

Mutual regulation

Communicate what is needed from others and environment for regulation

Emotional regulation

Transparent communication systems, reading instructions, accessing information

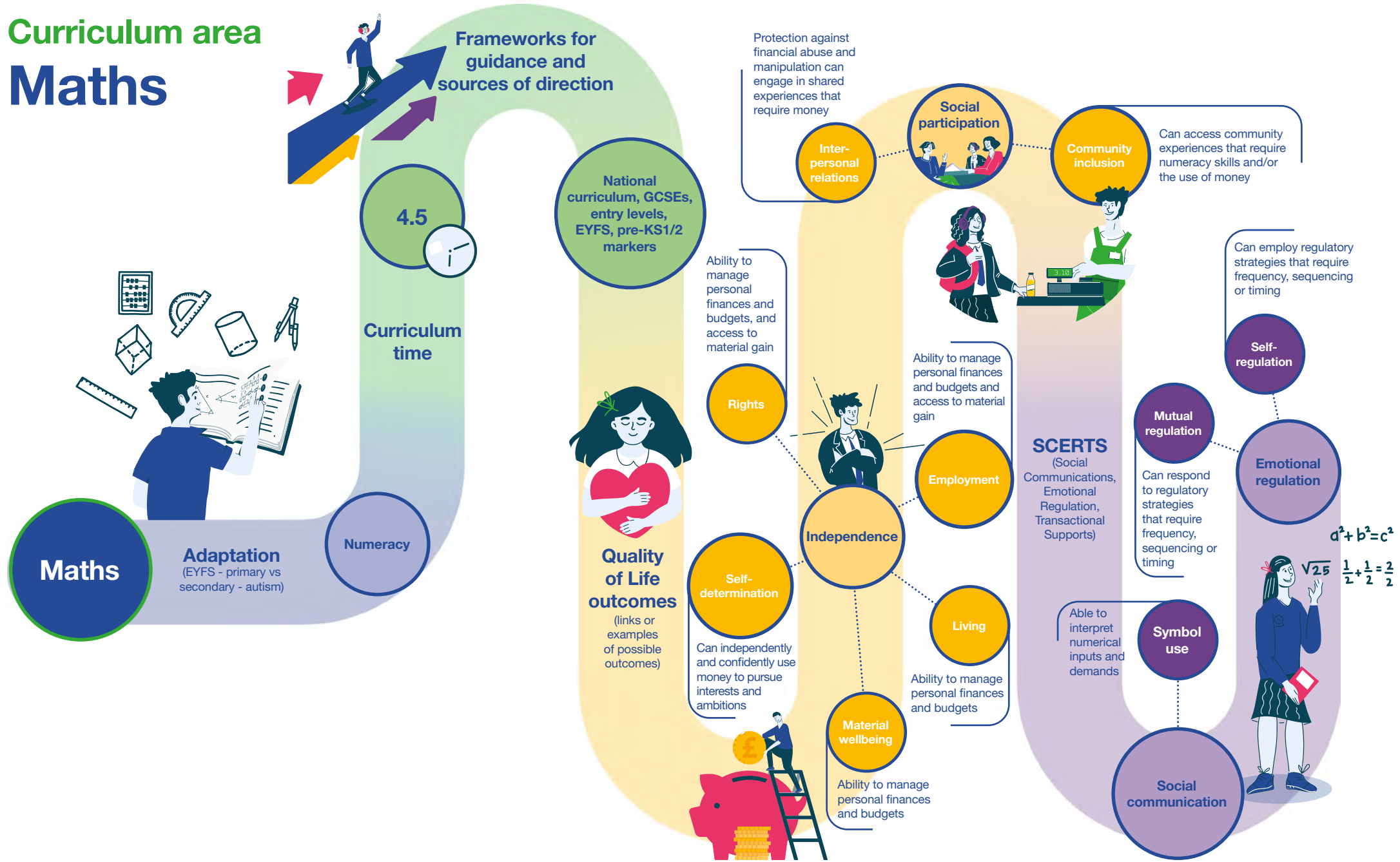
Symbol use



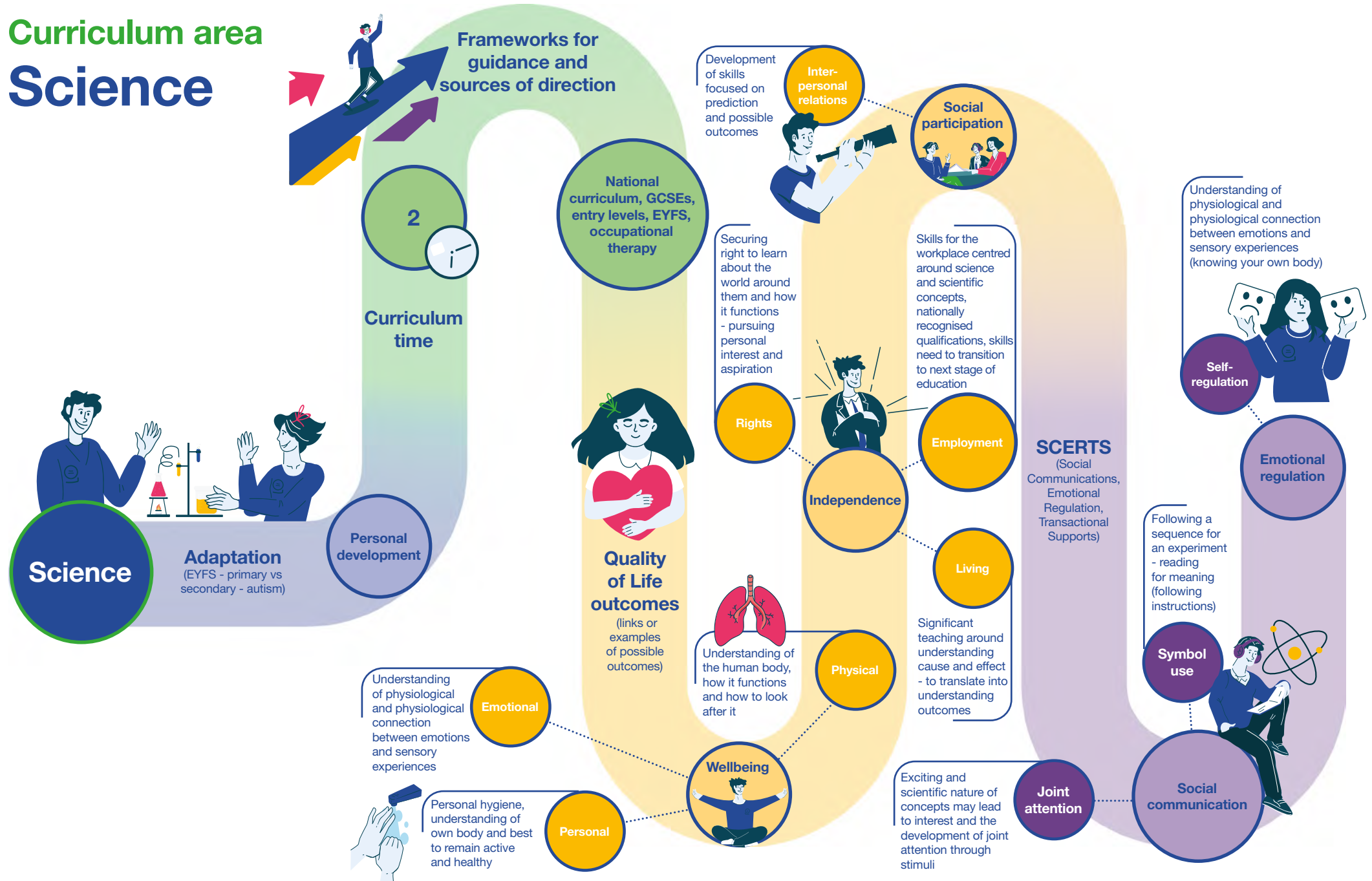
Social communication

SCERTS
(Social Communications, Emotional Regulation, Transactional Supports)

Curriculum area Maths

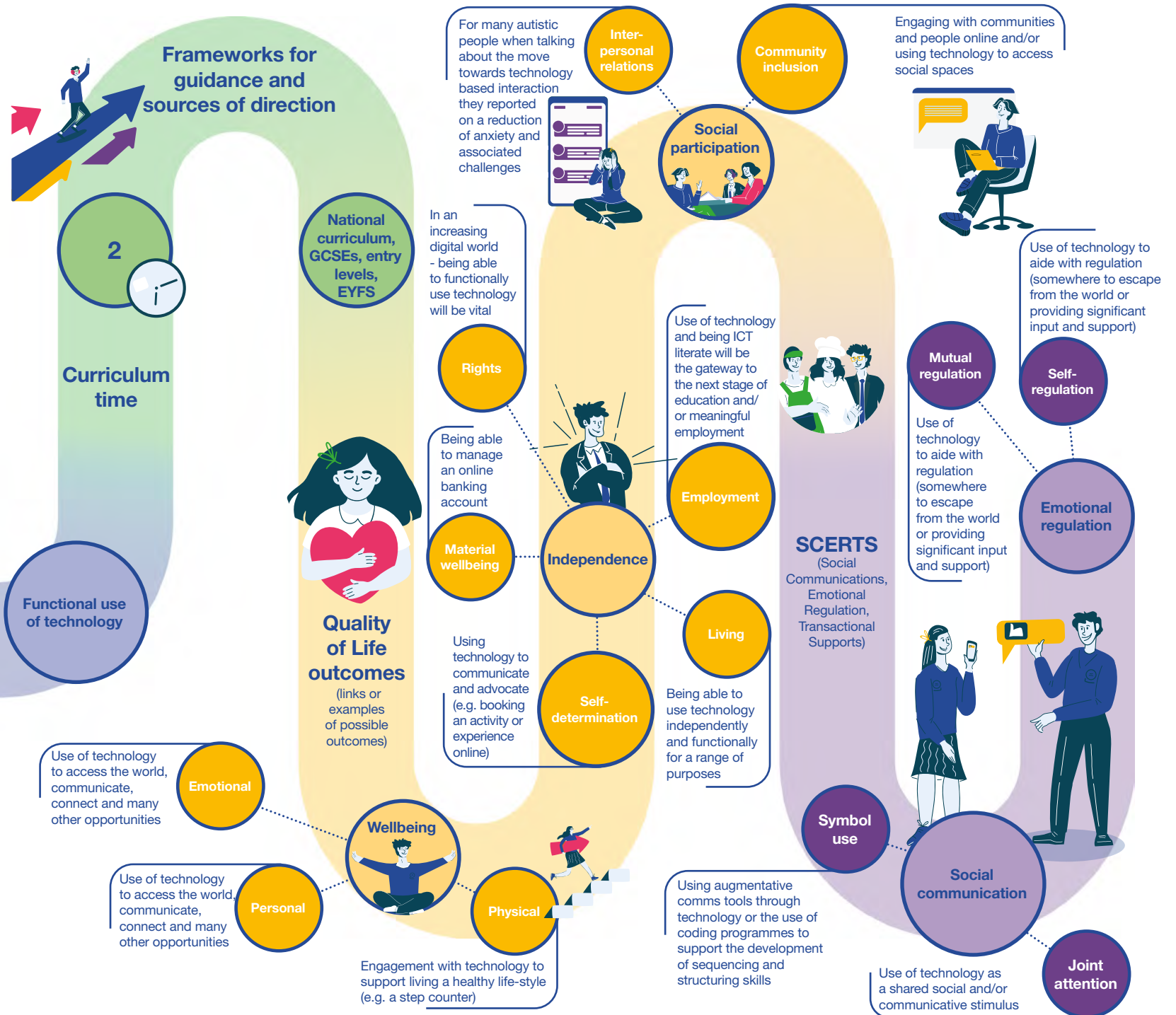


Curriculum area Science

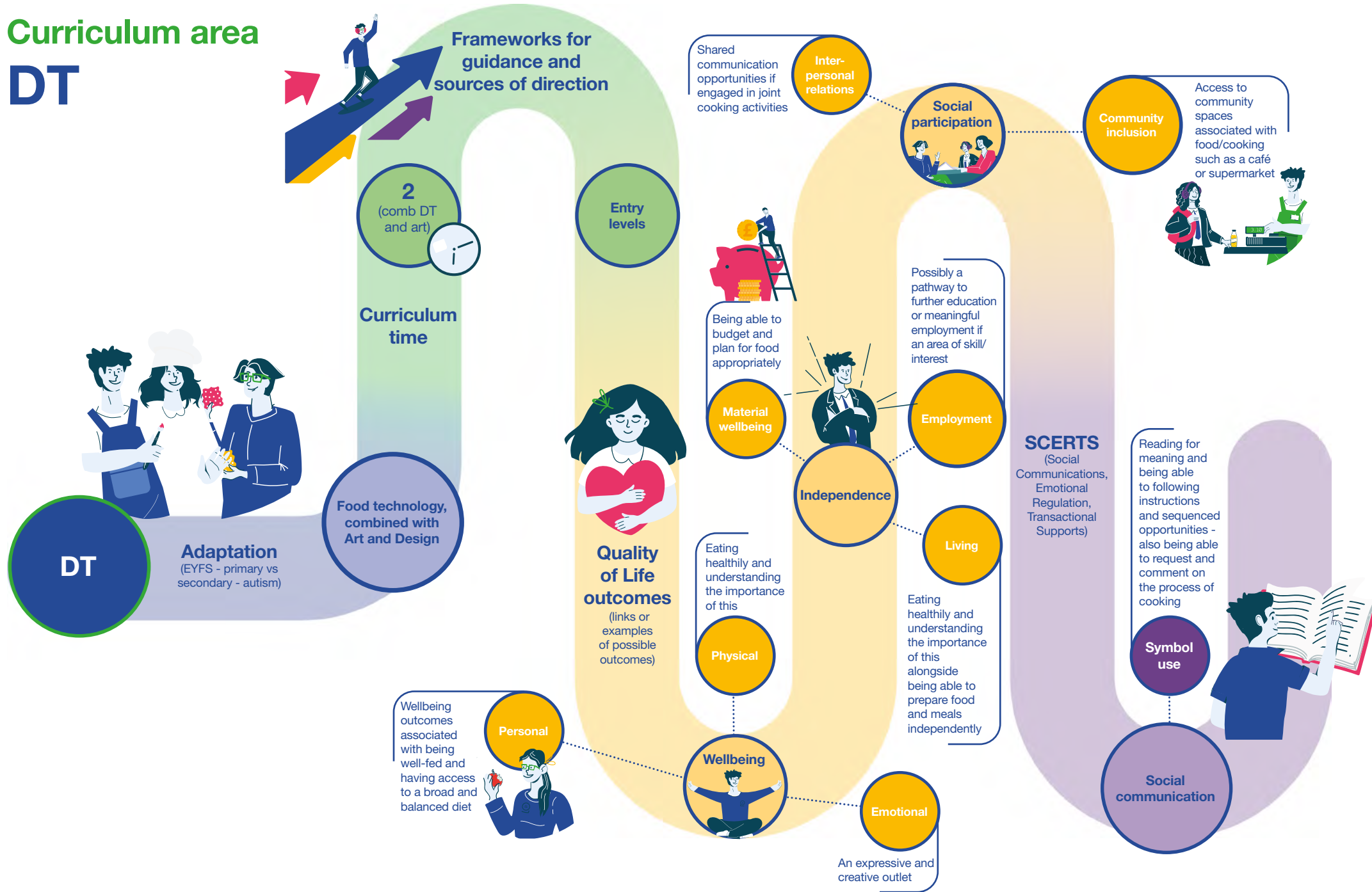


Curriculum area

Computing

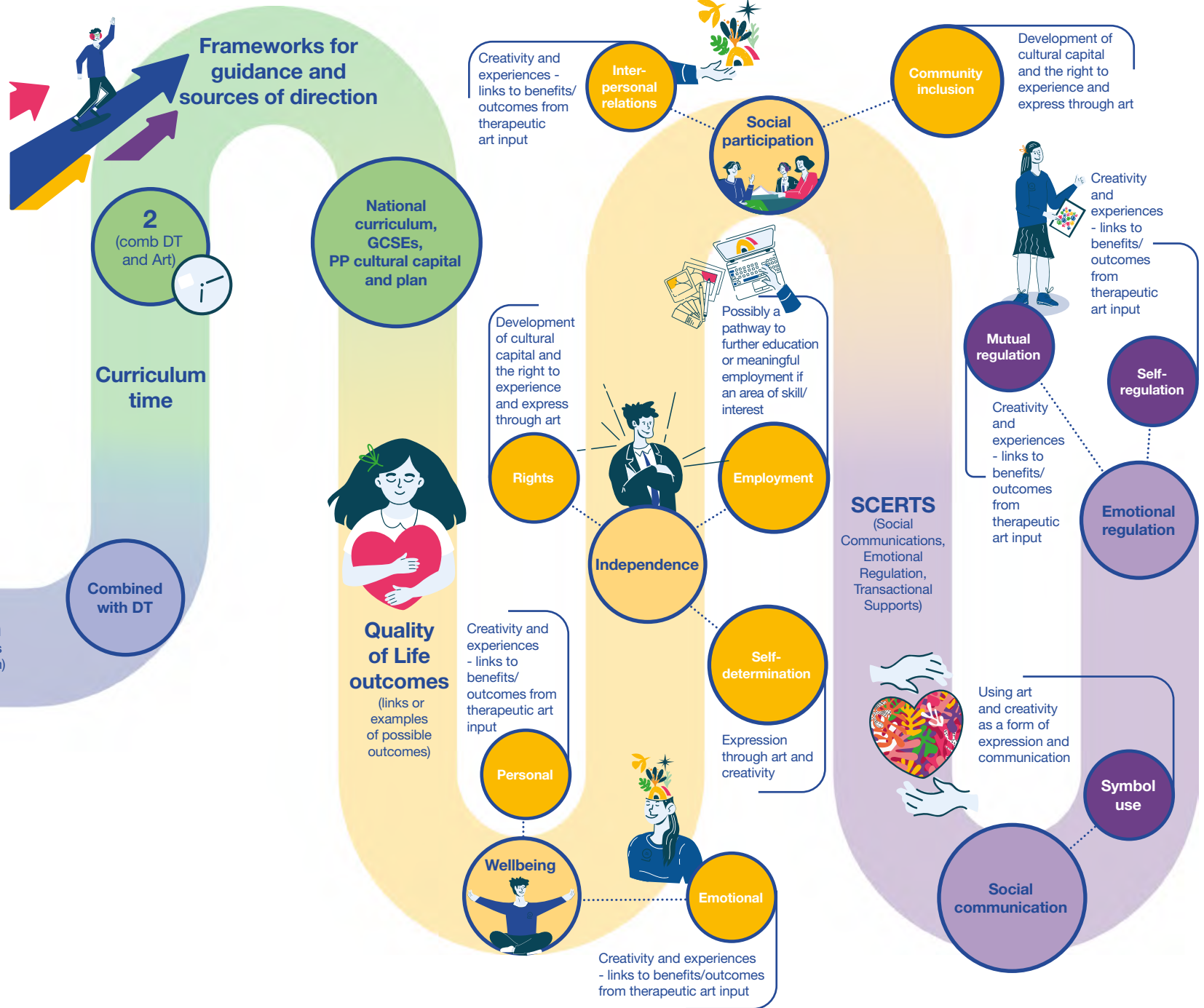


Curriculum area DT



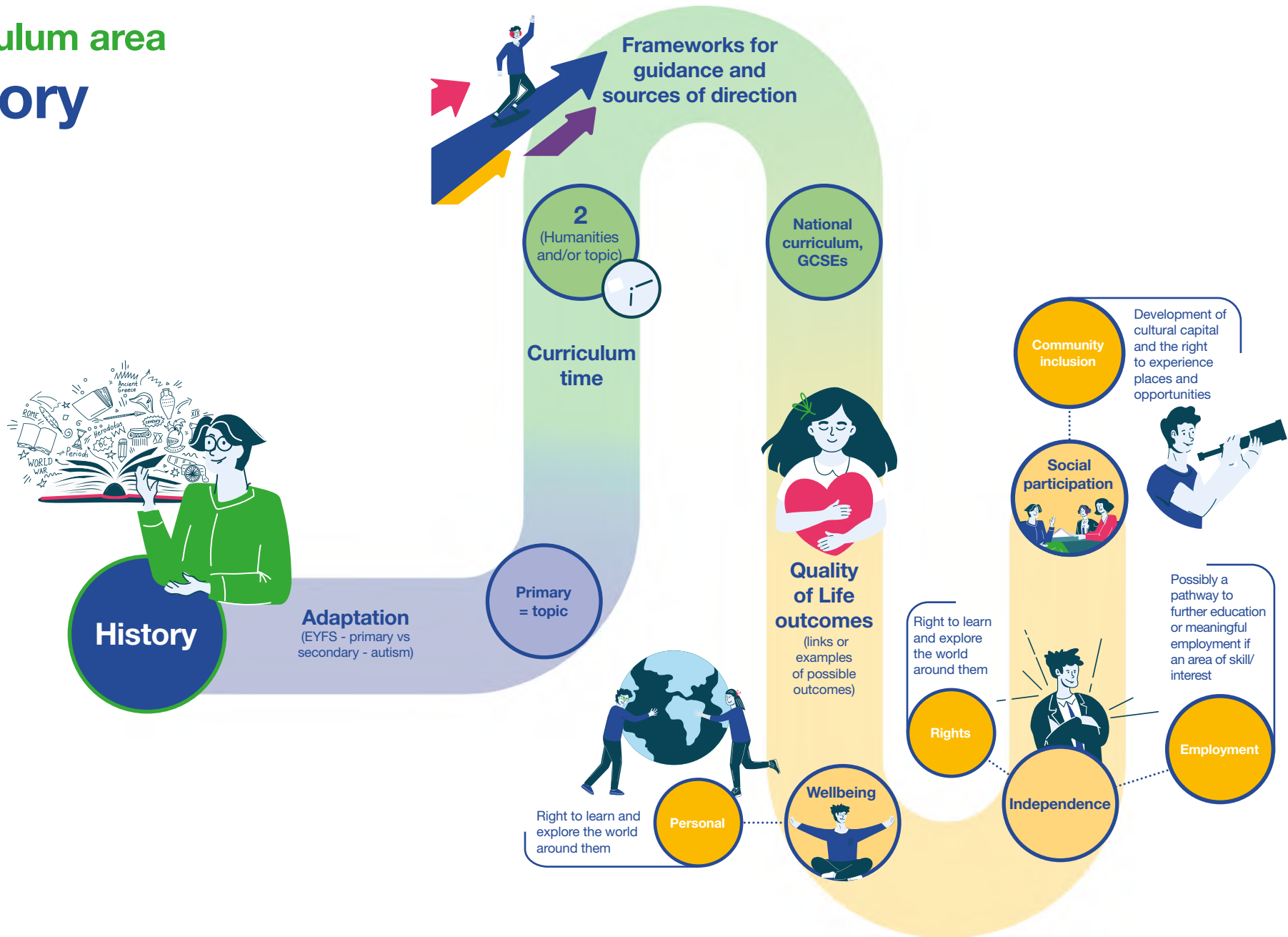
Curriculum area

Art and Design



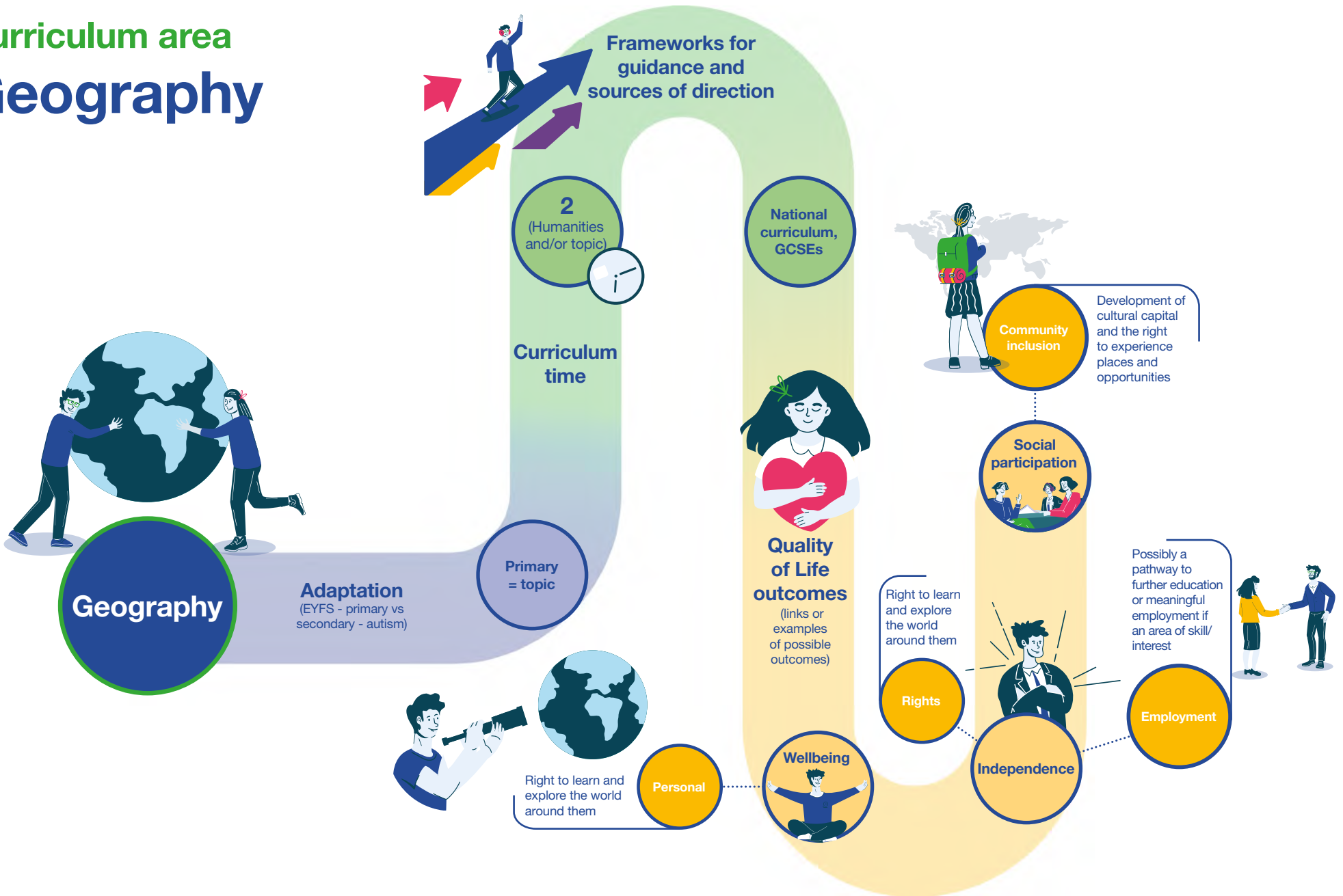
Curriculum area

History

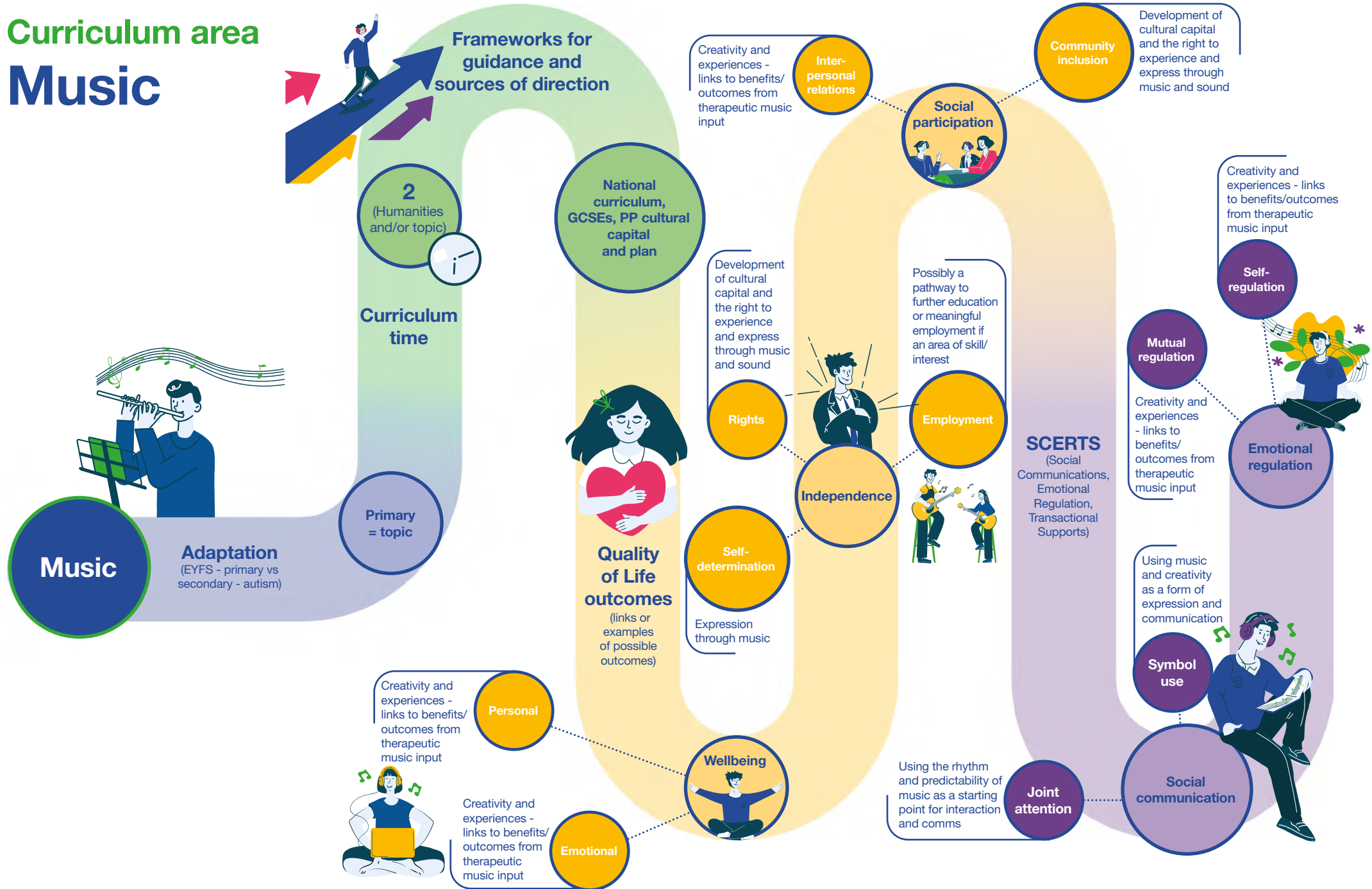


Curriculum area

Geography

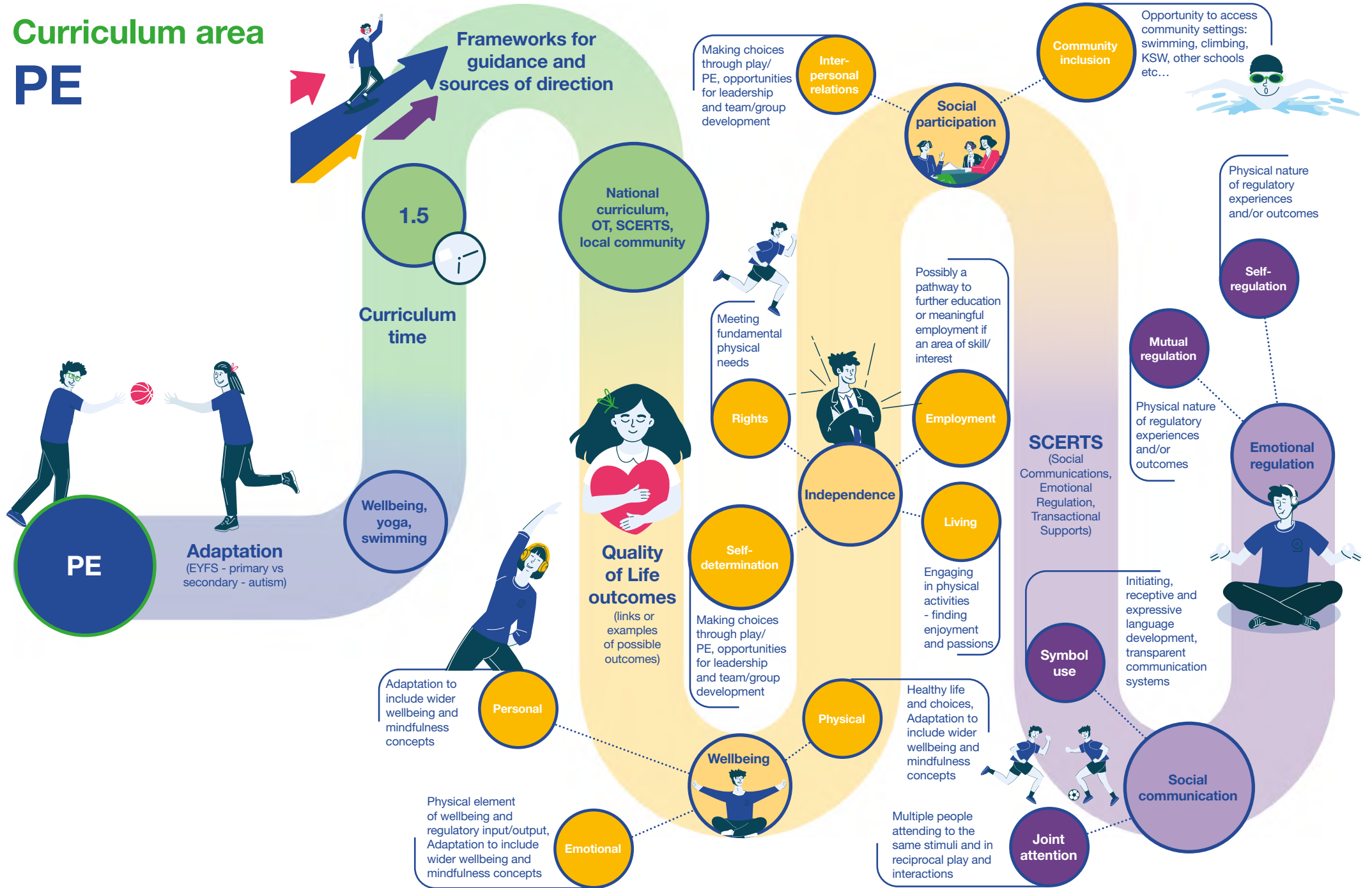


Curriculum area Music



Curriculum area

PE



Curriculum area RE

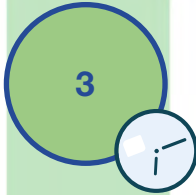


RE

Adaptation
(EYFS - primary vs secondary - autism)



Frameworks for guidance and sources of direction



Curriculum time

Listed in 'emotional resilience', PHSE

British Values



Quality of Life outcomes
(links or examples of possible outcomes)

Development of cultural capital and the right to experience places and opportunities - Understanding of cultures and faiths within the community pupils are part of

Community inclusion



Social participation



Better understanding of society and rights and opportunities and their place within that

Rights

Possibly a pathway to further education or meaningful employment if an area of skill/interest

Independence

Employment



Ability to express interests and emotions that may be attached to understanding the world

Emotional

Wellbeing



Understanding of cultures and faiths within the community pupils are part of

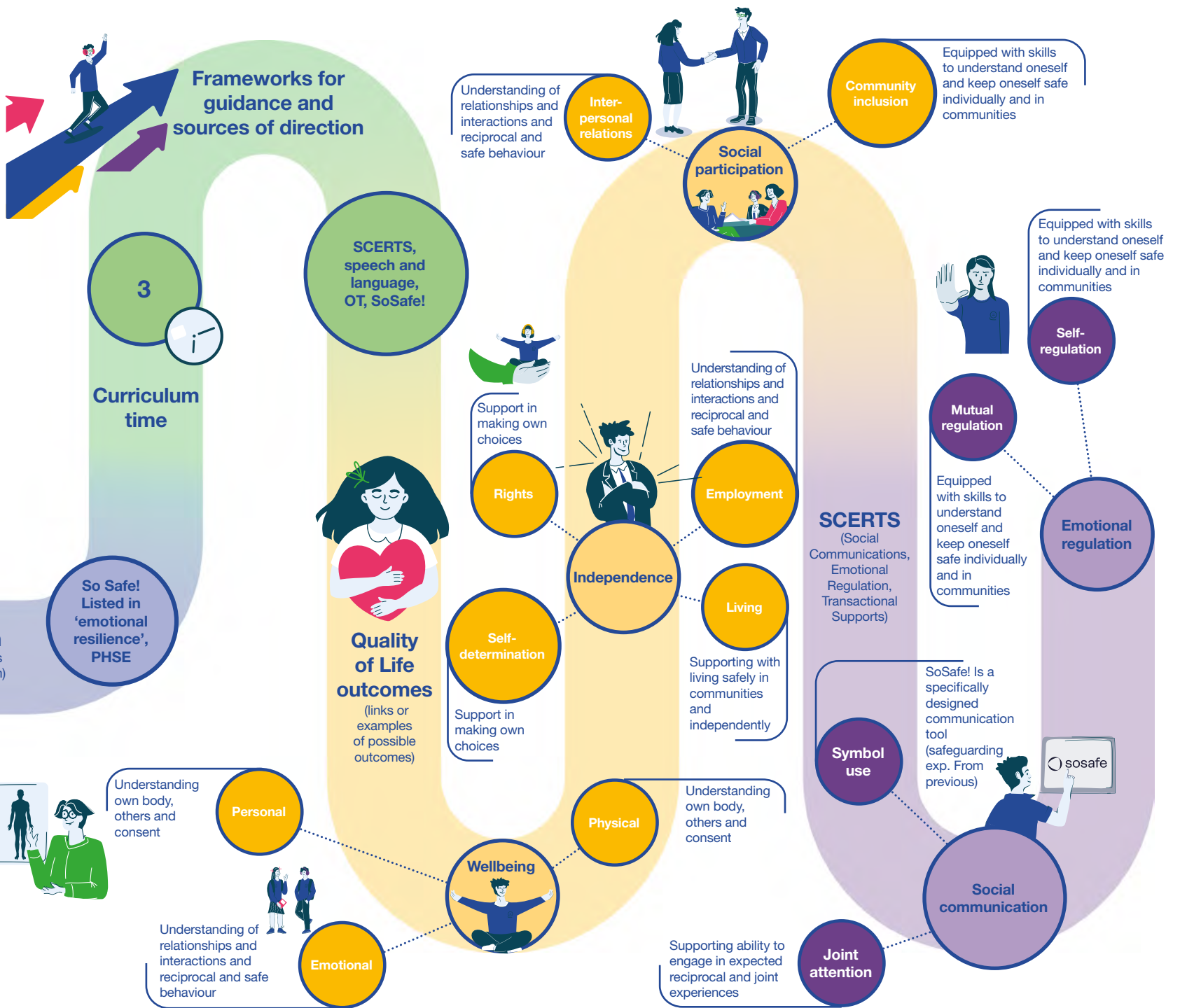
Living

Self-determination

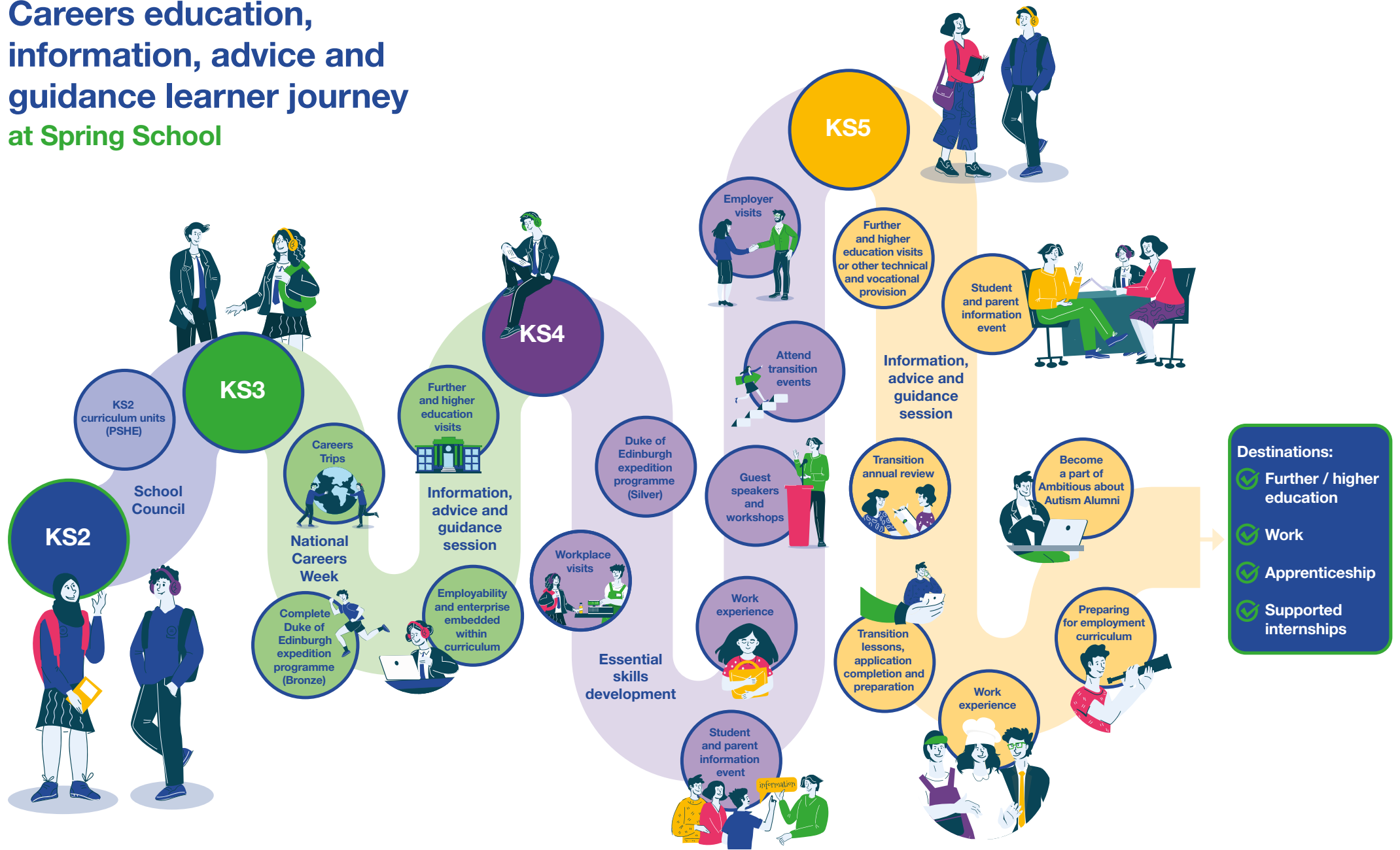
Better understanding of society and rights and opportunities and their place within that



Curriculum area RSE



Careers education, information, advice and guidance learner journey at Spring School





Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

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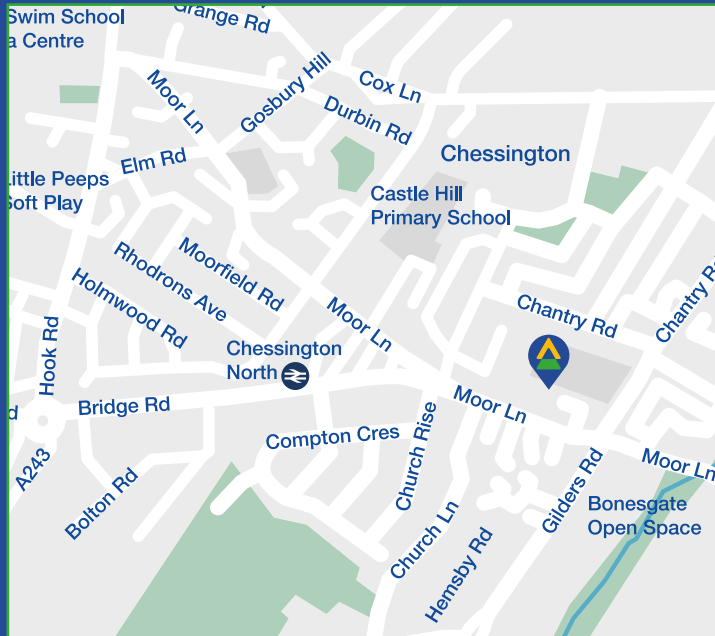
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