



CURRICULUM POLICY 2024

Eden School is a specialist school for up to 16 pupils with Autism and or social and emotional mental health needs. All pupils at Eden require a bespoke therapeutic curriculum to support pupils to overcome barriers to education. Most of Eden's pupils come to us after a period out of education, thus reintegrated back into school is a key part of our offer.

Eden school recognises that Pupils will SEN have a variety of different needs and different starting points despite having the same umbrella term, such as Autism. Therefore, we have a curriculum that is adaptive to the needs of the individual student this allows us to take a bespoke approach for our pupils. and which enables them to achieve as much as possible.

Curriculum Intent

All our pupils have an Education Health and Care plan, and thus have needs in the area of communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. In addition, autistic pupils often have problems with rigid thinking, managing uncertainty and change, social interaction and understanding and managing emotions. These difficulties are directly targeted by our curriculum, our emotional literacy curriculum is the foundation that then enables pupils to develop their academic skills. **'The secure base model'** underpins the school's therapeutic approach, and this model is used with all pupils regardless of individual vulnerabilities.

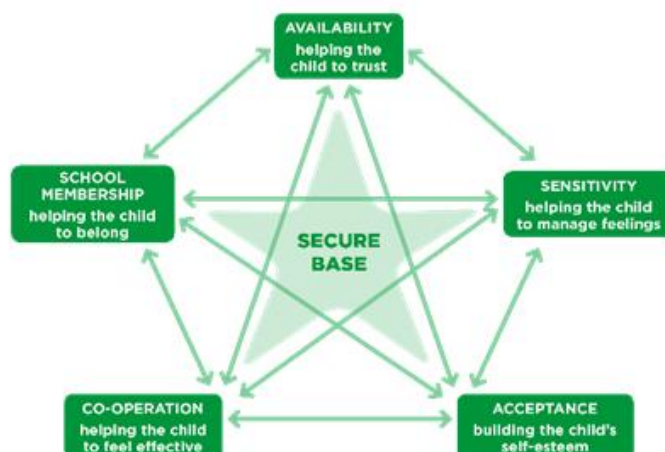
At Eden school, our curriculum involves academic learning based upon the National Curriculum and the assessed individual level, but our priority is to work on pupils' core difficulties rather than just compensating or working around them. This allows pupils to make good progress emotionally alongside academic progress. We measure emotional and life skill progression via Show progress which is an online version of the Autism assessment framework.

Emotional development: The secure base model

***The Secure Base model** has been developed through a range of research and practice by the Centre for Research on Children and Families at the University of East Anglia. The model has been developed for use in the school setting.*

The attachment and resilience-based framework of the model promotes relationships and interactions within the school that build children's trust, reduce their anxiety and enhance their capacity for finding satisfaction in education and learning. Research suggests that improving attachment awareness in schools can help to improve behaviour and reduce exclusions. However, although the model is particularly valuable for supporting staff in working with vulnerable and troubled children, it will be of benefit in enhancing the development and learning of all children.

The Secure Base model for schools



Eden School supports pupils to feel secure following the secure base model, teaches children how to learn through a structured, multi-sensory, and integrated approach which runs parallel to the National curriculum. The focus is on developing key knowledge and skills which are needed in order to operate confidently and successfully in education, work, and life in general. Students will follow a modified National Curriculum and may enter for a variety of courses and examinations including ASDAN certificates, Entry Level certificates, GCSEs and BTECs. Teaching and learning will be influenced by the teaching of wellbeing and students are encouraged to develop personal skills that reflect British values and the values of our school community.

AIMS

Our priority is to support the social and emotional development of our pupils we take the view, supported by the research that academic achievement without appropriate social and emotional development leaves children with a poor quality of life, as well as poor life chances. We therefore focus our work on the difficulties that lie at the heart of autism and attachment difficulties.

Many of our activities, projects and areas of study can readily be located within the framework of the National Curriculum but the way that Eden schools' staff relate to pupils and the range of interactions between staff and pupils is what makes the school so different. Whilst we anticipate measured progress across the academic curriculum we view the real test of progress as the ability of Eden's children to make and maintain meaningful relationships; to adapt their thinking and Behaviour to everyday real life challenges and to lead a happier and more fulfilling life.

Our aim is to deliver measurable outcomes that demonstrate, over time:

- Improved self-regulation (managing own emotions and behaviour)
- Improvement in coping with uncertainty and change (decreasing anxiety)
- Increased ability to make and sustain meaningful reciprocal relationships

- Increased independence
- Improved quality of life with reduced stress for pupils and their families

The school will

- Cater for the needs of individual children from all ethnic backgrounds and social groups, including the more able and those with learning disabilities.
- Facilitate children's acquisition of knowledge, skills, qualifications and qualities which will help them to develop so they may become independent, responsible, useful, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment in which pupils feel valued, safe and able to learn.
- Enable all pupils to experience a sense of personal achievement by encouraging them to fulfil their potential in different areas relevant to their abilities, skills and interests.
- Make every effort to encourage parental awareness and involvement in the educational and emotional development of their child.
- Ensure that each child's education has continuity and progression which enables them to progress with confidence to the next stage of their lifelong learning in preparation for adult life.

Pupils should:

- Learn to be adaptable, how to deal with and solve problems in different situations, how to work independently and as a team member.
- Begin to acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base and improve their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their own actions.
- Care for, respect and take pride in their school, work and their peers and staff.
- Learn to communicate their knowledge, feelings and thoughts in the appropriate way.
- Know how to apply the basic principles of health, hygiene and safety.

Pupils should be given opportunities to:

- Think and solve problems mathematically in a variety of situations
- Read, write and listen for a variety of purposes
- Develop an enquiring mind using an scientific approach to problems
- Develop and use technological skills
- Know about geographical, historical and social aspects of the local and wider environment.
- Develop agility, co-ordination and confidence in movement.

How our Curriculum works.

All pupils at Eden School have a personalised timetable to support their individual needs, focusing on academic as well as social and emotional development. Pupils are taught on a 1-1, 1-

2 or very small group basis depending on the activity and or pupil/grouping and considering pupils' needs as directed by their EHCP. The school curriculum follows a topic based /thematic approach at primary and into Key stage 3 whilst at Key stage 4 subjects are taught discretely.

All staff plan and set out their own schemes of work, which can take account of National Curriculum materials based on objectives as identified through our assessment tool. We assess academic progression via Bsquared connecting steps.

Staff meet on a regular basis to review curriculum areas and develop planning in order to avoid unnecessary repetition of work. The head of school monitors staff planning which ensures pupils will have access to a broad and balanced curriculum and subsequently experience all areas of learning. Work scrutiny and lesson observations are carried out by the leadership Team on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils.

ORGANISATION

The school is currently organised into 3 different classes Dali, Warhol and Banksy. Pupils are linked to the class that most suits their needs

Eden school Key Stage 2 Dali class Curriculum	<p>In Key Stage 2 at Eden School, we aim to ensure that all our pupils have opportunities to develop their relationship skills, learning to work in small groups and learning through play. The class runs similar to an early <u>years</u> model with structured play planned and a carousel of learning tasks, regular brain breaks are specifically planned for.</p>		
Core Skills underpin all activities in Key Stage 2. Emotional literacy is a priority for all students. The other skills will be taught discretely and will be incorporated into other curriculum areas.	Core Skills Emotional literacy English Maths Computing Science	Personal, Social Health and Economic (PSHE) Personal skills including self-help skills, personal hygiene, personal safety and Relationships and Sex Education (RSE).	Secure base Providing <u>pupils</u> a secure base is essential and staff work hard to form and sustain relationships with pupils. A secure base provides the platform for teaching and learning.
Vocational Learning and Hobbies Vocational Learning describes the skills and activities that students may engage in as adults. These activities should prepare them for what they may do as they move through school and when they leave.	Life Skills In Key Stage 2 we aim to provide the students with a range of <u>opportunities</u> to safely prepare drinks and snacks so that they can do these activities with greater independence. Students will learn to follow recipes with growing independence and familiarise themselves with ingredients and equipment.	Hobbies Games, Lego Therapy, Pokémon, spa, film club, dough disco, football club, gaming club	Mental and Physical Wellbeing Swimming, PE lessons, bikes, trikes and scooters, Dance, Horticulture, outdoor education, <u>art</u> and creative exploration.

Eden school Key Stage 3 Warhol class Curriculum

In Key Stage 3 at Eden School, we aim to ensure that all our pupils have opportunities to continue develop their relationship skills and develop their awareness of their own behaviours and to self-regulate. The curriculum offers both traditional subjects such as English, Maths, and science but delivered with more practical approach to learning. Brain breaks are offered, and pupils are encouraged to pursue their own mini projects and develop a love of learning. By regularly accessing local community facilities students to gain new and real-life experiences, preparing them for the transition into Key stage 4.

Core Skills underpin all activities in Key Stage 3. Emotional literacy is a priority for all students. The other skills will be taught discretely and will be incorporated into other curriculum areas.

Core Skills
Emotional literacy
English
Maths
Computing
Science

Personal, Social Health and Economic (PSHE)
Personal skills including self-help skills, personal hygiene, personal safety and Relationships and Sex Education (RSE).

Secure base
Providing pupils a secure base is essential and staff work hard to form and sustain relationships with pupils. A secure base provides the platform for teaching and learning.

Vocational Learning and Hobbies
Vocational Learning describes the skills and activities that students may engage in as adults. These activities should prepare them for what they may do as they move through school and when they leave.

Life Skills
In Key Stage 3 we aim to provide the students with a range of opportunities to safely prepare drinks and snacks so that they can do these activities with greater independence. Students will learn to follow recipes with growing independence and familiarise themselves with ingredients and equipment.

Hobbies
Games, Lego Therapy, Pokémon, spa, film club, dough disco, football club, gaming club

Mental and Physical Wellbeing
Swimming, PE lessons, bikes, trikes and scooters, Dance, Horticulture, outdoor education, art and creative exploration.

Key Stage 4 Banksy Curriculum

Key Stage 4 aims to widen the range of experiences offered to students and to build upon prior learning that students have experienced in Key Stage 3. This is delivered through a challenging and relevant curriculum which offers both traditional subjects such as English, Maths, and science and a more practical approach to learning. Accessing local community facilities enables students to gain new and real life experiences, preparing them for the transition into further education.

Accreditation is available to all students in Key Stage 4. Some of the students in Key Stage 4 will complete Functional Skills qualification in English, Maths and others may look at vocational qualifications. Accreditation is tailored to the student's individual needs and underpins our curriculum.

Core Skills underpin all activities in Key Stage 4. Emotional literacy is a priority for all students. The other skills will be taught discretely and will be incorporated into other curriculum areas.

Core Skills
Emotional literacy
English
Maths
Computing
Science

Personal, Social Health and Economic (PSHE)
Personal skills including self help skills, personal hygiene, personal safety and Relationships and Sex Education (RSE).
Girls' group and Boys' group

Careers / work related learning
Careers education aims to help our young people to develop the knowledge and skills they need to make successful choices, manage their transitions in learning and to begin to think about work they may wish to undertake in the future. Where appropriate, following National Guidance (Gatsby Benchmarks). All students are offered work experience in Key stage 4.

Vocational Learning and Hobbies
Vocational Learning describes the skills and activities that students may engage in as adults. These activities should prepare them for what they may do when they leave school.

Life Skills
In Key Stage 4 we aim to provide the students with a range of opportunities to plan, prepare and shop in order to safely prepare drinks, snacks and simple meals so that they can do these activities with greater independence. Students will follow recipes with growing independence and use ingredients and equipment with developing skill.
Students are also introduced to household skills such as budgeting, cleaning and household safety.

Hobbies
To provide students with the opportunity to engage in a range of recreational activities, including creative tasks and sport that they could then choose to pursue outside of school. We aim to promote social interaction and develop resilience and decision making skills.

Mental and Physical Wellbeing
Swimming, PE lessons, bikes, trampolining, Horticulture, outdoor skills, art and creative exploration.

Environment and Community
Understanding, using and contributing to the local environment and community, such as shops, library, cafes, woods, parks, etc. Community walks and using public transport. Road and personal safety.

Art and DT
To provide students with access to a range of different art related learning experiences, including learning about the work of renowned artists and experiencing a range of 2d and 3d art techniques, with opportunities to work with a variety of mediums and materials.

Accreditation
Some of this learning will be accredited through Edexcel and ASDAN
Some students may gain ASDAN Qualifications
Some students will work on entry level awards
Some students will work on functional skills and or GCSEs