

CAPELLA HOUSE SCHOOL CURRICULUM OVERVIEW

Our curriculum has been carefully designed and structured to ensure that the needs of every young person in the school are met through engaging and innovative specialist teaching and learning opportunities, delivered in a nurturing, safe and therapeutically rich environment.

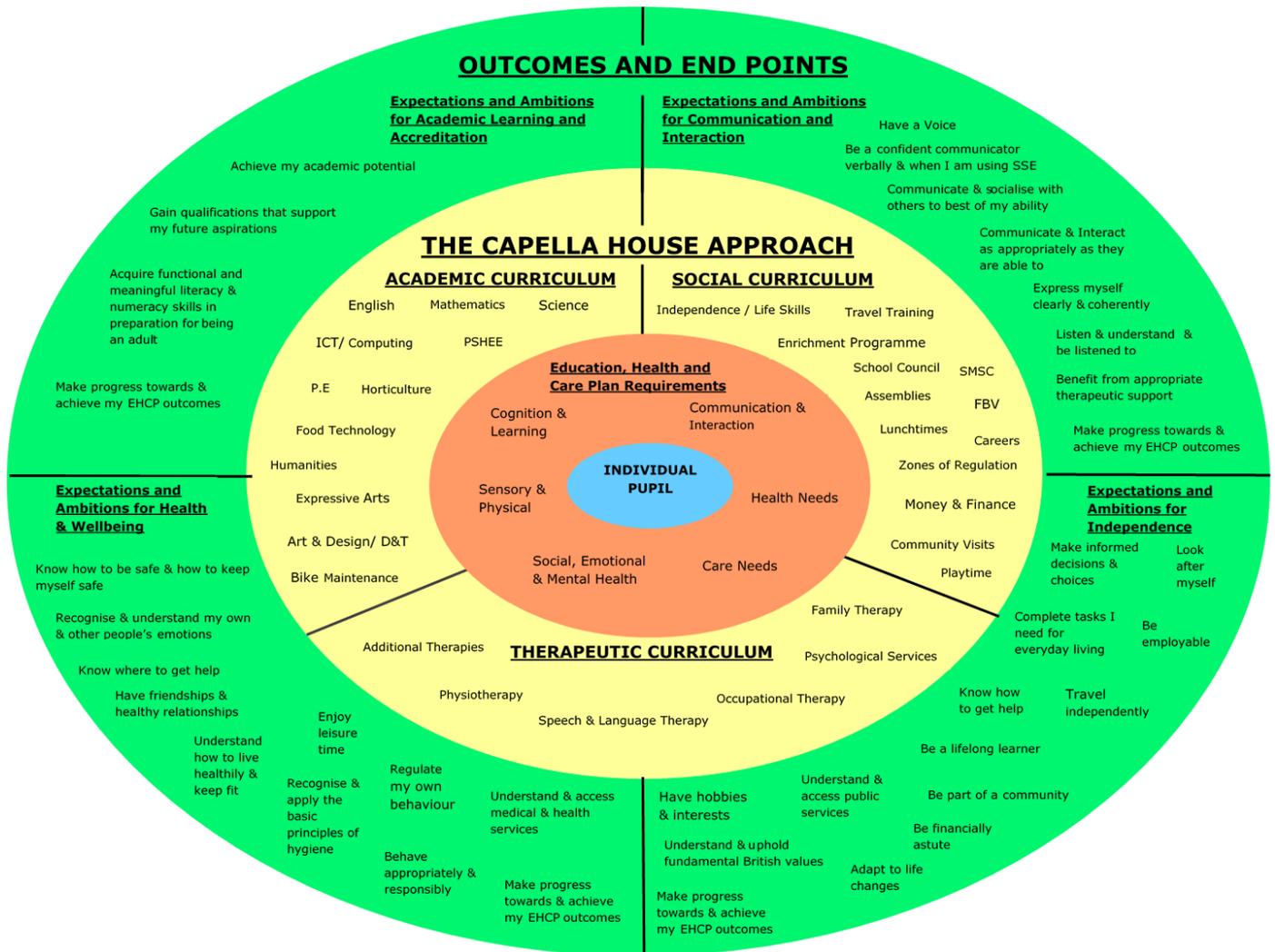
We have developed our curriculum to support our pupils' speech, language, social and communication needs and EHCP outcomes as priority, whilst ensuring that their academic capabilities and future life aspirations are also fully addressed.

We achieve this through a 3 stranded curriculum:

- The Therapeutic Curriculum
- The Academic Curriculum
- The Social Curriculum

We weave these strands together to create a person centred curriculum that is tailored to the individual learning profile of each of our pupils. This means that the balance between the three curriculum stands will vary according to their needs. Some pupils may need a curriculum that is more focused on the therapeutic stand and others a curriculum that is more focused on the social strand so that they can access the appropriate interventions and support they need before that are able to fully access the academic strand.

CURRICULUM STRUCTURE

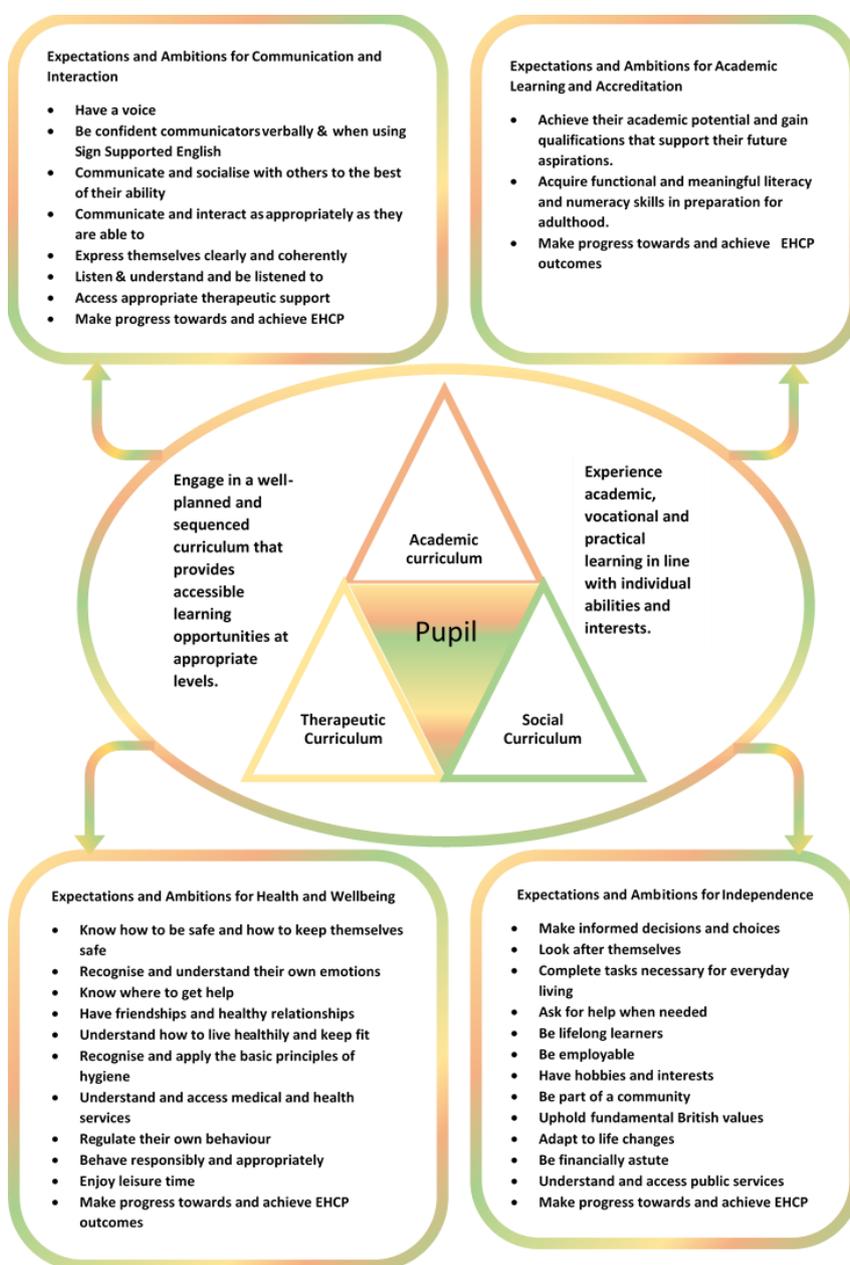


CURRICULUM VISION

At Capella House School we have a clear vision and shared understanding of what we want our pupils to know, understand and be able to do by the time they leave the school. We aim to realise our curriculum vision by supporting our pupils to:

- Manage and improve their speech, language and communication needs through access to tailored programmes and therapeutic support
- Engage in a well-planned and sequenced curriculum that provides accessible learning opportunities at appropriate levels.
- Experience academic, vocational and practical learning experiences in line with their individual abilities and interests.
- Acquire communication, literacy and mathematics knowledge and skills that are functional and meaningful
- Gain independence, be well prepared for the next steps of their education and for the challenges and opportunities of adult life
- Be healthy mentally and physically

OUR CURRICULUM VISION



CURRICULUM ORGANISATION

The school follows the National Curriculum, adapted so that individual pupils can acquire the knowledge and skills associated with the age related expectations most suitable for the stage that they are at in their learning journey, within any given subject.

To address the varying levels of learning expertise among the pupils, they follow one of three learning pathways as they continue on their learning journey through the school. Many pupils have 'spiky' learning profiles so may follow a different pathway for different subjects. This enables them to build on the skills and knowledge they already have and make progress from their individual starting points.

Pupils are taught in mixed pathway groups for the majority of subjects and are taught in pathway groups for English and mathematics. This ensures that they access the curriculum at an appropriate level for their individual needs.

Pupils are not limited to staying on one pathway and can move between pathways in line with their progress in any given subject.

Because of the ongoing impact that their SLCN has on their ability to access the curriculum as quickly as their peers in mainstream schools, all pupils attending the school are at least one year behind on their learning journeys and some are more significantly behind.

The following table provides an overview of the age related expectations that the school intends pupils to have achieved by the end of each year, depending on the learning pathway they are following.

	Learning Pathway One Age Related Expectations	Learning Pathway Two Age Related Expectations	Learning Pathway Three Age Related Expectations
End of Year 7	Year 2	Year 4	Year 6
End of Year 8	Year 3	Year 5	Year 7
End of Year 9	Year 4	Year 6	Year 8
End of Year 10	Year 5	Year 7	Year 9
End of Year 11	Year 6	Year 8	Year 10/11

ACCREDITATIONS AND QUALIFICATIONS

The broad and rich curriculum enables all pupils to access accredited courses in English, Mathematics, Independence/Life Skills and PSHE and where appropriate in Science and Computing / ICT.

Pupils can then select from a range of optional qualifications at KS4 that are relevant to their interests and aspirations and to the next steps of their learning journey.

The curriculum has been adapted to take account of the SLCN of pupils, this means that they do not access a modern foreign language, but instead access Sign Supported English (SSE) to support their understanding and use of spoken English. SSE is a form of Manually-Coded English that takes the signs from British sign language and uses them in the order that the words are spoken in English. This enables pupils to experience a different 'language' by learning the signs for different words, without having to learn new or more complex grammar. It is hoped that pupils will eventually be able to gain a qualification in SSE.

The accreditations and qualifications are set out in the following table:

	<u>Learning Pathway 1</u>	<u>Learning Pathway 2</u>	<u>Learning Pathway 3</u>
	KS4 Pupils working within Y5 / 6 age related expectations	KS4 Pupils working within Y7/8 age related expectations	KS4 Pupils working within Y9/ 10/11 age related expectations
MANDATORY SUBJECTS			
English	Edexcel Functional skills Entry Level 1,2 and 3 Edexcel Entry Level	Edexcel Functional Skills Level 1	GCSE Edexcel Functional skills Level 2
Mathematics	Edexcel Functional skills Entry Level 1, 2 and 3 Edexcel Entry level	Edexcel Functional Skills Level 1 Edexcel Level 1 Number and Measure Edexcel Level 1 Statistical methods	GCSE Edexcel Functional Skills Level 2 Edexcel level 2 Number & Measure Statistical methods Algebra
Independence / Life Skills	ASDAN Personal Development Programme Bronze /Silver ASDAN Award of personal effectiveness (AoPE) Level 1 ASDAN Life Skills Challenges	ASDAN Personal Development Programme Silver/ Gold ASDAN Award of Personal Effectiveness (AoPE) Level 1 ASDAN Life skills Challenges	ASDAN Personal Development programme Gold ASDAN Award of Personal Effectiveness (AoPE) Level 2 ASDAN Life skills Challenges
PSHE	BTEC Level 2 Personal growth and wellbeing Pearson MySkills BTEC Level 2 Money and finance skill		
CORE OFFER			
Science	Edexcel Entry level (2016) BTEC Level 1 (introductory) Applied Science	BTEC Level 1 Applied Science	GCSE combined sciences
Computing /ICT	Edexcel Functional skills Entry Level 1,2 and 3	Edexcel Functional skills Level 1	GCSE Edexcel Functional skills Level 2

OPTIONS			
PE	Edexcel Entry Level 1,2,3 BTEC Level 1 (introductory) Sport	BTEC Entry level 3 Sport and active leisure	BTEC Level 1 Sport and active leisure
Horticulture	RHS Level 1 Introductory Award in practical horticulture	RHS Level 1 award in horticulture	Pearson BTEC Level 2 Horticulture
Food Tech	ASDAN 'Foodwise' Short course	BTEC Level 1 award in basic cooking skills	Pearson/ Edexcel Level 2 NVQ diploma in food production and cooking
Humanities	WJEC Entry Pathways Humanities		
Expressive Arts	BTEC Entry Level 3 Performing Arts	BTEC Level 1 (Introductory) Performing arts	BTEC Level 1 Performing arts
Art and Design / Design Technology	BTEC Entry level 3 Art and Design	BTEC Level 1 (Introductory) Art and Design	BTEC Level 1 Art and Design BTEC Level 2 Art and Design skills
Bike Maintenance	AQA unit award 71766 Entry level Bicycle Maintenance	AQA Unit award 71767 Level One Bicycle Maintenance	AQA unit award 108699 Level Two Bicycle Maintenance