



1. INTRODUCTION

Eagle House School (Sutton) is an independent special school which provides a broad and balanced curriculum for pupils aged from 11 to 19 who hold a statement of Special Educational Needs or Education, Health & Care Plan for autism, Aspergers syndrome and associated social, communication and learning difficulties. Pupils at the school represent the full autism spectrum with a wide range of needs and abilities. The nature of pupils with autism creates an uneven academic profile both within the individual young person and within the year groups. Additionally, heightened anxiety and school refusal are frequent traits within our pupil group many of whom have experienced periods out of school and or had a history of multiple placements. This presents particular demands to ensure that each pupil has the opportunity to achieve their full potential in all areas of the curriculum. Accordingly we offer a differentiated curriculum that meets the range of different needs, is permeated with a specialised autism-specific curriculum and delivered within an ethos of empathy, understanding, and structure.

This policy is also applicable to Eagle House 6th Form (Strawberry Lodge) which is registered as part of the main school in Sutton.

2. AIMS

At Eagle House School (Sutton) we provide all pupils with an appropriate broad, balanced and relevant curriculum to help prepare them for their future lives. The school has a holistic approach to a social and academic education that develops skills within 5 key areas of competence relating to the autism specific needs of each pupil. In providing such a curriculum we aim to:

- Maximise each pupil's potential to be as independent as possible in their future lives
- Ensure all pupils are able to engage, progress and achieve within their learning
- Enable all pupils to encounter and experience linguistic, mathematical, scientific, technological, human & social, physical, and aesthetic & creative learning opportunities
- Promote the intellectual, personal, spiritual, moral, social, cultural and physical development of all pupils at the school, together with their sense of citizenship and their place within the school and community
- Prepare all pupils for the opportunities, responsibilities and experiences of adult life

3. OBJECTIVES

The main objectives for the curriculum at Eagle House School are to:

- Help each pupil to overcome or better cope with the challenges posed by having an autism spectrum condition
- Support each pupil in the self-management of any atypical behaviour they may exhibit
- Provide each pupil with an individual education plan (Personal Learning Pathway) that addresses their specific needs in relation to their current environment

- Build on the strengths and address the needs of each pupil
- Provide a fully inclusive environment which offers all pupils access to the cultural and educational experiences on offer throughout the school and wider community
- Assist each pupil to develop the thinking skills that will enable them to self-organise, learn independently and be an active participant in their own learning experiences
- Enable each pupil to develop a positive self-concept

4. OUTCOMES

The curriculum at Eagle House School is designed to ensure that all pupils will, with due respect and reference to their autism spectrum condition, make good progress towards:

- developing attention skills and engaging in learning activities
- learning to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team
- learning to function effectively in a variety of social situations
- being happy, balanced, confident and having positive self-esteem
- improving their social and communication skills
- developing functional numeracy and literacy skills that can be applied to their everyday lives
- being able to communicate their needs and feelings effectively to others
- developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- being enthusiastic and eager to put their best into all activities
- knowing about and acquiring the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- acquiring a set of moral values: honesty, sincerity, personal responsibility, on which to base their own behaviour
- behaving in an acceptable way and learning to become responsible for their actions
- caring for and taking pride in their school
- developing tolerance, respect and appreciation of the feelings and capabilities of others
- knowing how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, and handling data
- being able to listen and read for a variety of purposes and being able to convey their meaning accurately and appropriately for a variety of purposes

- developing an enquiring mind and a scientific approach to problems
- developing basic ICT skills, using them in cross-curricular situations and knowing how to stay safe when on line
- being capable of communicating their knowledge and feelings through various art forms including art/design, music, drama and acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- knowing about geographical, historical and social aspects of the local environment and national heritage, and being aware of other times and places
- developing an awareness of cultures other than their own
- learning about their own personal history, that of others and past civilisations
- having knowledge and awareness of the major world religions
- developing body awareness, agility, physical co-ordination, and confidence through movement
- knowing how to manage their personal care as independently as possible and apply the basic principles of health, hygiene and safety
- developing a sense of themselves as part of a community within school and the wider community
- achieve recognised qualifications and accreditations at levels appropriate to them

The school will achieve these outcomes by:

- Considering each pupil as an individual learner
- Delivering differentiated, motivating and stimulating learning opportunities and experiences which cater for each pupil's individual needs
- Ensuring each pupil has a detailed Personal Development Plan (PDP) with SMART targets which address their communication, behaviour, social interaction, independence and thinking & learning skills
- Developing a needs led Behaviour Support Profile (BSP) for each pupil
- Providing routines and predictability within a calm, consistent, organised and structured environment
- Creating and maintaining an exciting and stimulating 'ready to learn' atmosphere
- Setting clearly defined boundaries, rules and expectations for pupils
- Using the local and wider community to enhance pupil learning
- Encouraging pupils to make choices and to become as independent as possible
- Ensuring that each pupil's education has relevance, continuity and progression

- Providing a range of activities in which pupils can experience success
- Implementing the curriculum through a pupil centred collaborative, multi-disciplinary approach incorporating the specialist knowledge and skills of teachers, psychologists, speech and language therapists, occupational therapists and other specialists
- Consistently implementing effective, research based, autism-appropriate strategies and approaches including: TEACCH, The ALERT and Zones of Regulation program, PODD and Social Stories
- Recognising the crucial role which parents play in their children’s education and making every effort to encourage parental involvement in the educational process by providing guidelines, open means of communication, training and support.

5. THE CURRICULUM

All of the pupils at Eagle House School follow the framework of the National Curriculum at a level appropriate to their needs and level of cognitive functioning. However, we also recognise that in order to meet **all** the educational needs of our pupils the curriculum we offer needs to consist of a great deal more than the National Curriculum. Therefore the curriculum at Eagle House School is much broader than the National Curriculum and offers a wide range of organised experiences and activities which have been planned to meet the educational **and personal** needs of each pupil.

The school acknowledges that many of the pupils who attend Eagle House School first need to be equipped with the tools to engage with the learning opportunities on offer and to effectively manage their autism in order to successfully access the curriculum. As such the focus of the curriculum is determined by the priorities for each individual pupil and is based on 2 main elements:

- **The Eagle House Approach** - Autism specific strategies, approaches and therapies, delivered at three different levels according to the individual and statemented/EHCP needs of each pupil
- **Academic Learning** - Based on the National Curriculum providing general educational and academic learning opportunities across a broad range of subjects

The precise balance between these 2 main elements of the curriculum will vary for each pupil in response to the need to provide meaningful learning experiences in which the pupil can actively participate and from which they can learn. Flexibility within the curriculum is therefore essential in order to ensure it remains relevant for individual pupils throughout the different stages of their school careers. The school recognises that not all pupils will necessarily experience all elements of the curriculum all of the time.

6. CURRICULUM STRUCTURE

The structure of the curriculum is best illustrated by the diagram at Appendix A. It takes each individual pupil as the starting point, places them at the centre of all we do and builds outwards to create a personalised, pupil focussed curriculum.

The initial focus for every pupil is tier one of the ‘Eagle House Approach’ element of the curriculum (**Blue** on the diagram). This is an eclectic approach which forms the main core of the curriculum and is delivered through the use of specific and specialised approaches, including: TEACCH, ‘the

little group' Approach, the Ziggurat model, PODD, Social Stories, positive reward systems and visual support. It is taught throughout the school day and across all subjects. For pupils with more complex needs, additional autism specific input may be necessary and this is accessed through tiers two or three of the 'Eagle House Approach' (**Green** on the diagram), in line with the stated needs of each pupil.

An intrinsic part of this element of the curriculum is the school's Curriculum Assess Team (CA Team) which includes Speech and Language Therapists who plan with the teachers to ensure the communication needs of the pupils are being met, Occupational Therapists who play a crucial role in addressing pupils' sensory needs and in developing their 'readiness to learn' and the Assistant Psychologists, led by our Child and Adolescent Psychologist, who support, give advice and work in collaboration with staff in all areas, particularly on behavioural and emotional issues which may prevent or hinder learning. By implementing this element of the curriculum the five key competencies identified by staff as being crucial skills for pupils to develop are addressed. (**Yellow** on the diagram) these being:

- **Communication Skills** (receptive language,, expressive language, non-verbal language)
- **Behaviour** (boundaries, rules, consequences, emotional self-regulation & sensory self-regulation)
- **Independence** (daily living skills, self-care skills, leisure skills, confidence, perseverance)
- **Social Skills** (interactions, co-operation, relationships & social understanding)
- **Thinking and Learning Skills** (academic skills, problem solving, creativity)

By focusing on developing the pupils' skills within these five key areas we enable them to better cope with having an autism spectrum condition as well as addressing the social and emotional aspects of learning (SEAL), these being; self-awareness, managing feelings, motivation, empathy and social skills. Experience has shown us that focusing on these areas as priority, enables pupils to begin to access a wider academic curriculum at an appropriate level. This element of the curriculum is planned, recorded and assessed at least termly via the pupils' Personal Development Plans (PDPs) and where appropriate 'therapeutic' assessment tools used by members of the CA Team. (**Red** on the diagram) These feed directly in to the annual review process for pupils where long term targets are set on a yearly basis.

The school recognises that, for some pupils, progress will be most evident within this element of the curriculum for the whole of their school career.

The 'Academic Learning' element of the curriculum (**Orange** on the diagram) aims to give pupils mathematical, linguistic, scientific, human and social, technological, physical and aesthetic & creative learning experiences and opportunities. It is based on the National Curriculum framework but focuses on the pupils' levels of attainment rather than on their chronological age or Key Stage. It is taught through a weekly timetable within a Sensory, Middle and Upper Pathway model. Timetables are revised as necessary to reflect the needs of the current pupils in the class.

The majority of pupils at Eagle House School are attaining at levels significantly lower than national expectations for someone their age. Across the school, pupils are working within attainment levels E Level 4 to Functional Skills L3/GCSE Grade C. Differentiated planning, along with individualised success criteria in the form of 'I can' statements within each curriculum subject reflects the varying stages of attainment within school, ranging from those pupils who need to re-

visit fresh interpretations of the material taught in an appropriate way throughout their school careers through to those who need access to material taken from various stages of the National Curriculum.

Personal, Social and Health Education (PSHE) and Citizenship is a key component of our curriculum at every level. PSHE & Citizenship includes a range of vital life skills. With parental consent, pupils receive Sex and Relationship Education in a form that they would understand as part of our PSHE curriculum; this is essential preparation for growing up and adult life.

Spiritual, moral, social and cultural development of pupils is addressed through all school activities, including lessons, assemblies, breaks and individual discussions (which may take the form of a social story). Pupils are encouraged to develop self-confidence and self-regulation, tolerance and respect for their own and other cultures. Pupils are also given opportunities to participate in national events and commemorations e.g. Black History Month, Children in Need, Book week, World Autism Awareness month etc. These can provide valuable opportunities to work with and as members of the local community. The school's positive behaviour approach enables pupils to distinguish right from wrong and encourage them to accept responsibility for their own behaviour.

R.E, for the majority of pupils, is accessed through planned lessons and themed assemblies which focus on key religious and celebratory occasions across the school year along with daily class based acts of worship and reflection. R.E is taught within a balanced and broadly based curriculum and in line with national guidance which states that special schools should provide RE "so far as is practicable" taking into account the needs of their pupils, and selecting aspects that connect with their lives and experiences. The majority of our pupils find R.E difficult to access because of their autism. Commonly, RE involves understanding abstract concepts, symbolism and metaphor which are difficult for pupils with autism who require concrete concepts and think literally, it requires a high cognitive level and incorporates ideas that might be frightening and confusing for pupils who experience high levels of anxiety. As such, R.E for these pupils is taught through the annual cycle of planned, themed assemblies which focus on key religious and celebratory occasions across the school year. It is also taught as in integral, rather than a discrete part of the sensory pathway curriculum using relevant, naturally arising opportunities throughout each school day to encourage pupils to develop and understand feelings of awe and wonder, curiosity, empathy, gratitude, kindness, tolerance and self-respect.

Work Related Learning is seen as an important element of the curriculum as it provides the pupils with experiences to prepare them for the world of employment. Within PSHE and Citizenship pupils develop the skills and attitudes needed for employment. Pupils are given opportunities to experience the world of work through various work related visits and work experience placements within the local community. They visit careers fairs and local colleges to participate in a range of vocational courses. The school's onsite Cafe Bleu provides valuable catering experiences for pupils.

Educational visits are accessed on a regular basis. These are planned and designed to enable pupils to generalise skills learnt in school to a wider context, provide first hand learning experiences which support, complement and enrich the curriculum, provide motivational experiences and opportunities to use a wider skills base than that used in the classroom. In addition such visits also offer a range of opportunities for pupils to develop their independence and extend their leisure and social experiences. All pupils access the local community for shopping and P.E on a weekly basis.

All pupils participate in a range of mixed group extracurricular activities in the form of clubs on Friday afternoons. Clubs include a choice of activities such as: gardening, sport, African drumming, keyboard, craft, cookery, art, ICT, board games, drama and film making. These clubs provide pupils with valuable opportunities to learn new skills and consolidate skills learnt in other areas of the curriculum, in particular communication and social skills, within a wider context and with a wider range of pupils and staff. All clubs are planned for with aims, objectives and outcomes identified.

The Academic Learning element of the curriculum is planned, delivered and recorded around a two/three year cycle of termly topics (Appendix B/C) which ensures breadth and balance of coverage for all pupils. Curriculum planning is then carried out at three levels for each topic:

- **Yearly overviews / schemes of work** provide a broad outline of what will be covered within each subject under each topic. They are differentiated across the Sensory, Middle and Upper Pathways.
- **Medium Term /Schemes of Work** - The schemes of work are jointly planned by the teachers and CA Team and show the week by week learning activities and progress that pupils will access within each subject across each half term and include Maths and English across the curriculum.
- **Weekly Planning** - Weekly plans are drawn up by individual teachers for English and Maths which show the focus for each daily lesson and the expected progress that pupils will make across the week.

All activities within a school day are regarded as learning opportunities, this includes: tutor times, snack times, meal times, break times and activities relating to personal care, as such, these sessions are included in the class teachers daily planning documents.

All learning opportunities are planned to ensure they provide continuity, progression, age appropriate and stage appropriate learning contexts for all pupils across the school which enable them to achieve their PDP targets and their specified individual learning objectives for each lesson.

7. RECORD OF ACHIEVEMENTS/ ACCREDITATIONS AND QUALIFICATIONS

It is important that all pupils leave Eagle House School (Sutton) with a sense of achievement in as many different aspects of their learning as possible and that these achievements are acknowledged in a range of ways, from photographic evidence, certificates and nationally recognisable accreditations and qualifications.

Pupils are given opportunities to undertake a range of accredited courses and qualifications relevant to their levels of working including ASDAN courses, EQUALS moving on awards, qualifications at Functional Skills Entry Level 1-3 and Level 1-2, Foundation Learning Certificates to Diplomas, and GCSEs (see Appendix D). All pupils leave the school with a Record of Achievement Portfolio containing evidence of their achievements which is valuable for taking to the future further education and employment placements.

The school acknowledges that for some of our most complex pupils, their learning priorities lie within the 'Eagle House Approach' element of the curriculum. We understand that by focussing on developing their skills within these 5 key competencies, we will increase their ability to access other learning opportunities and to develop their independence. Therefore, for these pupils the Academic Learning element of the curriculum provides the context within which they can practice

the skills and achieve the targets set down in their PDPs.

8. SIXTH FORM CURRICULUM

The curriculum within the Sixth Form continues to follow the Sensory, Middle and Upper Pathway model. The curriculum for sensory pathway learners provides them with a curriculum for life with an emphasis on developing independence, life skills and employability skills. Work related learning includes the opportunity to attend work experience placements within the local community together with taking on duties in the onsite cafe – Cafe Bleu.

The curriculum for middle and upper pathway learners builds on their previous attainment in Maths, English and Computing and enables them to access supported college and work experience placements which prepare them for their future life and career choices.

9. MONITORING AND EVALUATION

To ensure the maintenance and consistency of high quality delivery, recording and reporting of the curriculum, the school follows a robust and regular monitoring and evaluation process carried out by members of SLT (see Monitoring and Evaluation Policy). This includes the monitoring of:

- relevance and suitability of the curriculum at Key stage, class and individual levels
- clear and consistent links between levels of planning
- evidence of applying individual PDP Targets in medium and short term planning
- individual class curriculum balance through the scrutiny of timetables
- pupil files and books for evidence of progress and curriculum coverage
- delivery and quality of teaching and learning through learning walks

Evidence of the efficacy and suitability of the curriculum will be reflected in pupils' progress and outcomes in all areas of the curriculum:

- improvement at individual level and progress in individual subjects
- meeting challenging but realistic targets set, and achievement commensurate with individual ability
- standardised assessment results
- internal awards and commendations
- peer-assessment and reflection in tutor time at the end of day

10. POLICY REVIEW

It is the responsibility of the Head of Education supported by the other members of the school's Senior Leadership Team to monitor this policy. It should be reviewed periodically or when new legislation is published. The Head of Education reports on Eagle House School (Sutton) matters to the CEO/Directors.

11. RELATED POLICIES AND DOCUMENTATION

- ❖ Planning, Assessment, Recording & Reporting Policy
- ❖ Teaching & Learning Policy
- ❖ Age Appropriateness Policy

❖ **Monitoring and Evaluation Policy**

Appendices:-

- *Appendix A: Curriculum Diagram*
- *Appendix B: Key Stage 3 Topic Cycle*
- *Appendix C: Key Stage 4 Topic Cycle*
- *Appendix D: Accreditation and Qualification Pathways*

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Appendix A
Eagle House School (Sutton)
Curriculum Diagram





	Autumn Term	Spring Term	Summer Term
Year 1	Animals and Creatures / Festivals and Celebrations	World of Work / Stories and Drama from around the World	News and Media / The Future
Year 2	How Things are Made Around the world	My Healthy Body	By the Coast
Year 3	Space and Beyond	Safe Choices	Water



Sixth Form

Curriculum for these classes is led by Accreditation choices and varies according to the Cohort needs, abilities and choices and so is reviewed and re-planned each year.

Appendix D

Eagle House School (Sutton)

Accreditation and Qualification Pathways



Key Stage	Accreditation/Qualification Courses	
KS3	ASDAN New Horizons ASDAN Key Steps Trinity College Music Grades – solo and ensemble	
KS4	EQUALS Moving on Functional Skills Maths Entry Level 1 -3 or L1-2, Maths GCSE Functional Skills English Entry Level 1-3 or L1-2 English GCSE Entry Level Science Entry Level 1-3 Science GCSE	Functional Skills ICT Entry 3 OCR icreativemedia L1 – 2 NCFE Computer Gaming Design L2 Entry Pathways in Art, Design Technology and music Trinity College Music Grades – solo and ensemble ASDAN Short Courses – range of subjects (Options) NCFE Level 1 Certificate in Performance Skills
Sixth Form	Edexcel Foundation Learning Edexcel Entry 1 in Personal Progress Edexcel Entry 1 in Independent Living and Supported Living Edexcel Entry 2 and L1 in Personal and Social Development Functional Skills Maths Entry Level 1 -3 GCSE Maths Functional Skills English Entry Level 1-3	GCSE English OCR icreativemedia L1 – 2 Treehouse Computer Coding NCFE Level 1 Certificate in Music Maths GCSE English GCSE