

COPPICE SCHOOL
CURRICULUM
OVERVIEW 2016-2017

Our School Vision

Communication to help us shape our future

Open doors to exciting opportunities

Practice the skills important for life

Promote friendships and care for each other

Include everybody

Celebrate our individuality and independence

Enjoy and excel

- The whole school curriculum intends to set out the four key areas of learning that we believe are essential for our pupil's development in life and learning, all pupils will build on these skills throughout the school day.
- These four areas will be taught consistently throughout school for all of our pupils ranging from levels P1 to National Curriculum levels.

The four Key areas of learning:

Communication:

- Language/symbols/sign
- Motivation and wanting to communicate
- Expressive/receptive language
- Ways to communicate needs/wants
- Play behaviour and communicating to others
- Conversation skills (intensive interaction to verbal conversation)
- Inclusion
- To use PEC's system or Makaton purposefully

Cognition and Learning:

- Understanding and using cause and effect
- Thinking; what will I do next? What do I do first?
- Looking, Listening and Concentrating
- Problem solving and risks for learning
- Creativity
- Ownership/responsibility
- To be able to respond appropriately to changes.
- Curiosity, exploration and questioning
- Generalise and use skills learnt in other places
- Basic English and Maths skills

Physical Needs:

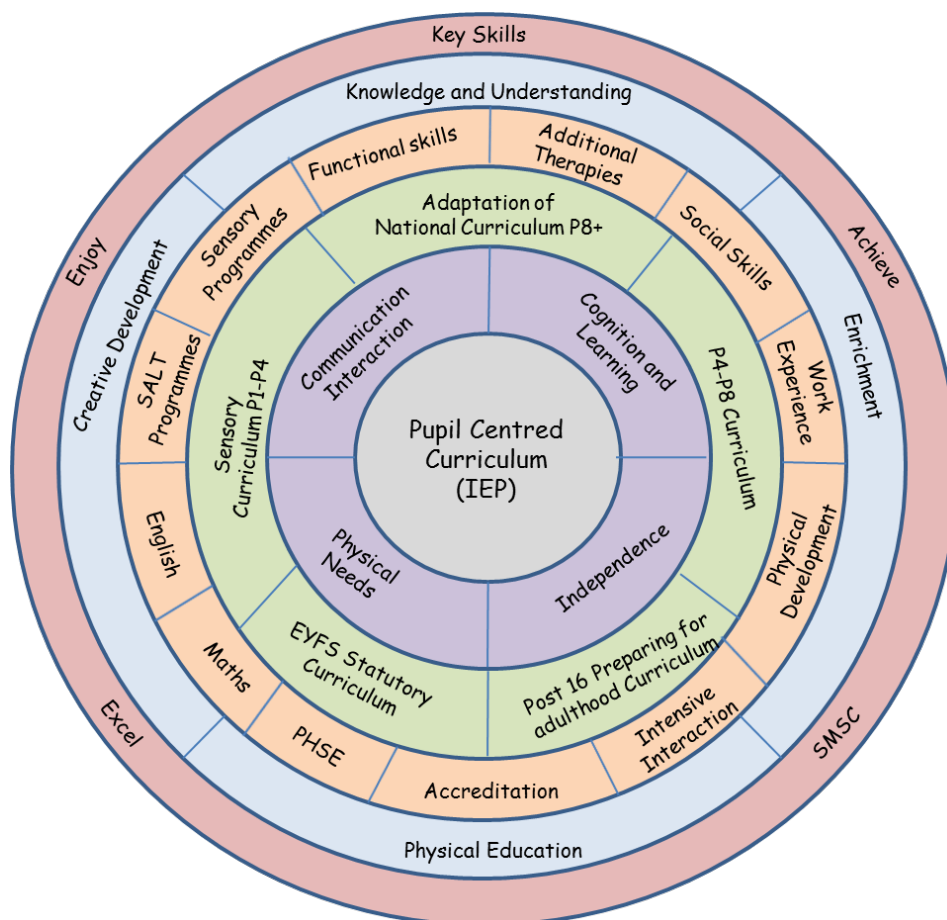
- Spatial awareness
- Mobility/moving
- Using hands and feet
- Levels of moving
- Gross motor skills/ body awareness
- Dance and rhythm
- Exercise and food to be healthy
- Swimming: tolerating/enjoying water, strokes, safety, length/distance
- Control of own body and objects

Independence:

- Self - Care
- Making choices
- Behaviour
- Private/public
- Environment and knowing where you are going
- Moving around inside/outside
- Asking for needs/wants appropriately

**The four key areas will be broken down into learning intentions for the different types of curriculum based on need (EYFS, P1-P4, P5-P8, P8 and beyond, post-16 curriculum)
The learning intentions will enable teachers to plan purposeful and meaningful activities, and to show progress in the four key areas of learning over time.**

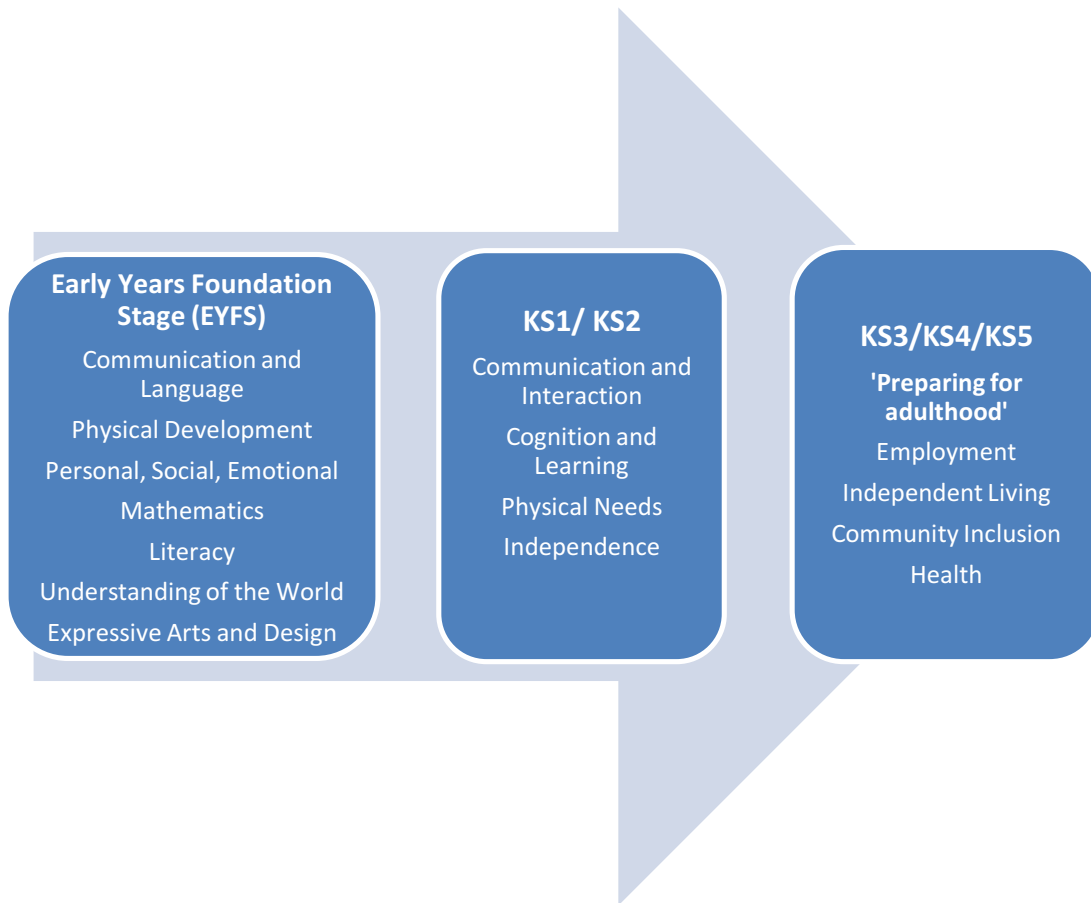
"The National Curriculum is just one element in the education of every child" DFE (2013)



We have developed a curriculum model based on the pupils needs in our school. It demonstrates:

- Pupil need at the centre of the curriculum.
- The four key areas of learning underpinning each pupils needs.
- The organisation of the different curriculums suited to need.
- Elements of learning that may be included in each pupil's personalised curriculum, dependent on need.
- Core strands of the curriculum that learning is taught through, for all pupils.
- What we hope our pupils will achieve, each and every day at Coppice school.

Key Curriculum areas for each Key Stage



Lower School Curriculum (KS1/KS2)

The four key areas of learning, and are the backbone of our curriculum. Some of our learners who are focusing on a sensory (P1-P4) curriculum, will solely focus on these **four areas**.

The curriculum is split further into **six strands** for our pupils who are following P5-P8 curriculum:

- English
- Maths
- Knowledge and Understanding
- Creative Development
- Physical Development
- PHSE (including well-being)

A proportion of our pupils will follow an adaptation of the national curriculum (P8 and beyond), broken down into **fourteen strands**:

- English
- Maths
- Science
- Design and Technology
- Geography
- History
- Computing
- Art and Design
- Drama
- Music
- Physical Education
- RE
- Languages

- PHSE and Citizenship (Including well-being and SRE where appropriate)

Summary:

Pupils will follow P1-P4 curriculum, P5-P8 curriculum or an adaptation of the national curriculum (P8 and beyond) based on their individual needs.

- The P1-P4 curriculum consists of **four key areas** of learning.
- The P5-P8 curriculum consists of **four key areas** of learning and an additional **six strands**.
- The adaptation of the national curriculum (P8 and beyond) consists of **four key areas** of learning and **fourteen** additional strands.

The four key areas of the curriculum (communication and Interaction, Cognition and Learning, Physical Needs, Independence), underpin all learning throughout the various strands of the curriculum, which will be enriched through topics.

Each Pupil has an Individual Education Plan (IEP) focusing on the four key areas of the curriculum. In turn, these IEP targets put in place the foundations for pupils ultimately achieving their long-term goals into adult life, based on their statutory Education Health Care Plans.

KS1 and KS2 Curriculum		
P1-P4 Curriculum areas	P5 – P8 Curriculum areas	P8 + Curriculum areas
Communication and Interaction	English	English, Language and Literacy
Cognition and Learning	Maths	Numeracy
	Knowledge and Understanding	Geographers Historians Computing Design and Technologists Scientists RE Linguists
	Creative Development	Artists and Designers Drama (Literacy) Musicians
Physical Needs	Physical Development	Physical Education
Independence	PHSE (including well-being)	PHSE (Including well-being and SRE where appropriate)

Upper School Curriculum (KS3/KS4/KS5)

KS3 Curriculum

Pupils will have Individual Education Plan targets focused on 'Preparing for Adulthood'. The four pathways are, 'Employment', 'Community Inclusion', 'Health' and 'Independent Living'. Pupils will be taught these targets through a range of different foundation subjects.

Pupils working at levels P1-P4 will access a sensory curriculum, focusing on the four key areas of learning throughout the school (Communication and Interaction, Physical Needs, Independence, Cognition and learning). They can access the 'Preparing for Adulthood' targets where appropriate.

Pupils working at P5+ will access English and Maths lessons, as well as 'Preparing for adulthood' targets, taught in a variety of ways through a variety of subjects.

The four areas of preparing for adulthood will be broken down into learning intentions, demonstrating how each pupil is making progress in each area, and which areas need more focus and input.

KS3 students will base their learning around termly topics, and other themes. Pupils may also take part in experiential work related learning, suited to their needs.

KS3 Curriculum		
P1-P4 Curriculum areas	P5 – P8 Curriculum areas	P8 + Curriculum areas
'Preparing for Adulthood' Pathways		
Communication and Interaction	English	English, Language and Literacy
Cognition and Learning	Maths	Numeracy
	Employment (Knowledge and Understanding/ Creative Development)	Geographers Historians Computing Design and Technologists Scientists RE Linguists
		Artists and Designers Drama (Literacy) Musicians
Physical Needs	Health	Physical Education
Independence	Independent Living and Community Inclusion	PHSE and Citizenship (Including well-being and SRE)

KS4 Curriculum

On entering KS4, pupils will have a 'Person Centred Plan' in place, related to their EHCP, which will be central too much of their learning in KS4.

KS4 pupils working at P5+ will access functional English and Maths lessons, and will focus on the four different pathways of 'Preparing for adulthood' that will prepare them for their transition into KS5 and adult life. These areas may be taught through a variety of different foundation subjects and experiences.

KS4 students will base their learning around termly topics, projects, and other themes. Pupils may also take part in experiential work related learning, suited to their needs.

Pupils will begin to experience 'Life beyond Coppice' which will focus on transitional visits, joint projects and activities with other KS4 settings and post 16 placements.

Pupils working at levels P1-P4 will access a sensory curriculum, focusing on the four key areas of learning throughout the school (Communication and Interaction, Physical Needs, Independence, Cognition and learning). They can access the 'Preparing for Adulthood' targets where appropriate.

KS4 Curriculum		
P1-P4 Curriculum areas	P5 – P8 Curriculum areas	P8 + Curriculum areas
‘Preparing for Adulthood’ Pathways and accreditation opportunities		
Communication and Interaction	English	English, Language and Literacy
Cognition and Learning	Maths	Numeracy
	Employment (Knowledge and Understanding/ Creative Development)	Geographers Historians Computing Design and Technologists Scientists RE Modern Foreign Languages
		Artists and Designers Drama (Literacy) Musicians
Physical Needs	Health	Physical Education
Independence	PHSE (including well-being) and Community Inclusion	PHSE and Citizenship (Including well-being and SRE)
Subjects highlighted in yellow are statutory for pupils who are able to access the National Curriculum. Other National Curriculum areas are optional but pupils have to right to access subjects in each of the four areas (The arts, Design and Technology, humanities and Modern Foreign Languages), if they wish to do so.		

KS5 Curriculum

KS5 will build upon each pupil's 'Person Centred Plan' used to inform personalised learning from KS4 onwards, focusing on 'Preparing for adulthood' pathways.

KS5 pupils will take part in skill based work related learning, tailored to their individual needs, whilst also experiencing 'Life beyond Coppice', preparing them for leaving KS5.

Accreditation may be used as a tool for some pupils to achieve their learning outcomes based on the four areas of personal development.

Pupils working at levels P1-P4 will access a sensory curriculum, focusing on the four key areas of learning throughout the school (Communication and Interaction, Physical Needs, Independence, Cognition and learning), however, it will emphasise the pathways for 'Preparing for adulthood' where possible.

Activities will be differentiated and individualised, dependent on each pupil, but the end goal for all of our pupils is enabling them to be a member of the community, whilst being as independent as possible.

KS5 Curriculum		
P1-P4 Curriculum areas	P5 – P8+ Curriculum areas	Areas 'Preparing for Adulthood' pathways may be taught through include:
'Preparing for Adulthood' Pathways and accreditation opportunities		
Communication and Interaction	Community Inclusion	Functional English
Cognition and Learning	Employment	Functional Maths
		Functional ICT
		Creative and Expressive Arts
Physical Needs	Health	Sport and Leisure
Independence	Independent Living	PHSE and SRE
Skills based work related learning for all, suited to Individual needs		

The Role of the Teacher (whole school)

- To plan and teach the **four key areas** through the statutory EYFS curriculum, P1-P4 curriculum, P5-P8 curriculum, an adaptation of the national curriculum (P8 and beyond) or the post-16 preparing for adulthood curriculum.
- To plan focussed opportunities for teaching and learning of the **four key areas**, through a rich array of experiences.
- Include elements of learning that aim to meet the needs of each individual learner.
- Use topics to enhance and enrich pupils learning of the four key areas.
- Plan pupil led activities to increase interest and motivation.
- Allow the pupils time and opportunities to practise and generalise their learning across other areas.
- Give pupils space and opportunities to self-discover learning.

Methods and Ideas

- Pupil centred, needs led and individualised.
- Responsive and flexible to individuals needs and interests.
- Uses expertise beyond the classroom – at home, in the community and local environments.
- Incorporates cross-curricular links and is exciting, interactive and engaging for all.
- Develops the pupil as a whole – their knowledge, skills and emotional health and well-being.
- Is broad, balanced and demonstrates progress in knowledge and skills.
- Prepares the pupil for now and for later life by considering the big picture – life skills, social skills, communication and independence.