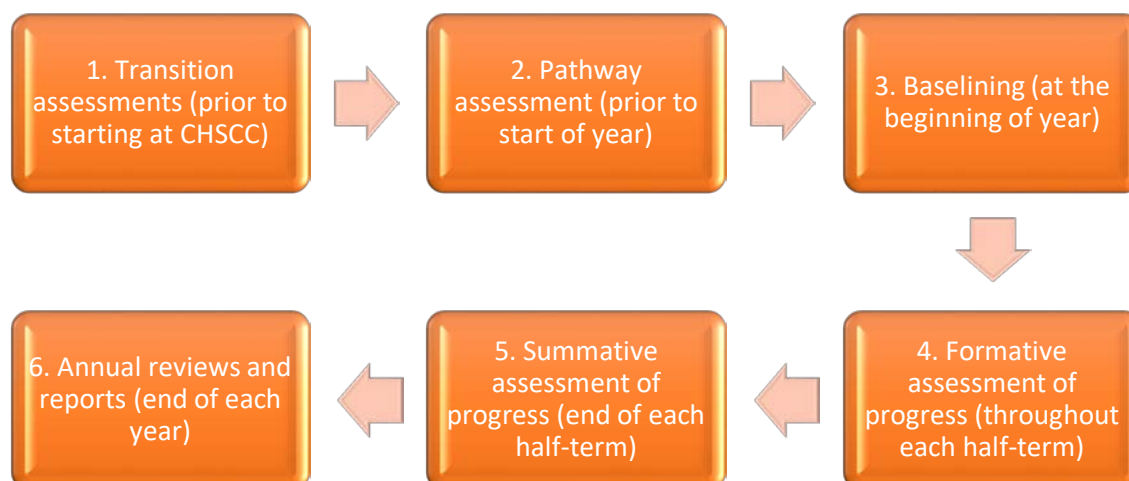**Curriculum Structure**

The curriculum structure reflects the varying needs of our learners across the school. The subject focus differs between key stages 3/4 and 5 (please see appendix 1a and 1b, *Sample Timetables*). This supports learners to develop the skills and knowledge that they need at a particular stage in their lives, whilst also enabling them to build upon prior learning in a logical and well-sequenced manner. Subsequently, learners are able to move towards their longer-term goals and aspirations for the future.

The curriculum for each subject is planned out over a four-year cycle (please see appendix 2, *Functional Skills: Home Long-Term Plan*). Learners will therefore potentially cover each cycle twice during their eight years at Chatsworth High School and Community College. As they move through the year groups and key stages, learning is differentiated to reflect this and meet the needs of students at various stages in their educational career (please see appendix 3, *Key Stage Differentiation* Model). The curriculum is further divided into *Curriculum A* and *Curriculum B.* The former is intended to meet the needs of the *Employability* and *Independence* pathways, whilst the latter is designed for the more complex learners on the *Relationships* and *Inclusion* pathways (please see Appendix 4, *Pathway Descriptors*), although there is flexibility due to the varying profiles of our learners. For learners on the Inclusion pathway, Curriculum B can be adapted further by teachers to meet the specific needs and learning style of their learners. For example, teachers may select the most appropriate lesson objectives from over the course of a half-term and deliver these every week to allow learners to show progress in terms of engagement. Topics of study are carefully selected and sequenced to ensure that learners receive a coherent, rich and broad curriculum. These over-arching long-term plans are then sequenced into steps of weekly learning on a scheme of work (please see appendix 5, *Scheme of Work*). This enables learners to develop smaller components of learning which over time can be built upon and generalised into larger composites and schemata. Scheme of work planning is differentiated and adapted by teachers as necessary to meet the individual needs of learners in their groups.

Learners have five core targets which are embedded into planned activities. They are closely related to the themes found in section E of the EHCP. They are:

- Communication
- Cognition & Learning Maths
- Cognition & Learning English
- Social, Emotional & Mental Health (SEMH)
- Sensory, Physical & Health Needs (SPHN)

Assessment Cycle

1. Transition assessments (prior to starting at CHSCC)	2. Pathway assessment (prior to start of year)	3. Baselining (at the beginning of year)
6. Annual reviews and reports (end of each year)	5. Summative assessment of progress (end of each half-term)	4. Formative assessment of progress (throughout each half-term)

1. Transition Assessments

Prior to starting at Chatsworth High School and Community College (CHSCC), in conjunction and agreement with their previous placement, learners participate in an ongoing, staggered transition. This includes supported visits to CHSCC and colleagues from CHSCC visiting students in their primary/previous setting. Learners are assessed through a variety of methods, including observation, the sharing of salient documents and communication with colleagues who work with learners in their primary/previous setting, therapists and other professionals, as well as completion of the *Pathway Assessment Tool* (please see Appendix 6).

2. Pathway Assessment

The pathways at CHSCC are designed to ensure that students develop knowledge and skills that support progression towards their longer-term goals and aspirations, as well as those of their families (please see Appendix 4, *Pathway Descriptors*). To facilitate appropriate pathway placement, we work with learners and parents on an ongoing basis to identify and track any changes in aspirations over time. This ensures learners remain on the correct pathway throughout their CHSCC career, and allows for internal progression between pathways as appropriate. Pathways inform the grouping of learners, the differentiated curriculum (A or B) a student follows and the focus of their individual targets.

3. Baseline Assessments (please see appendix 7, Baseline Assessment Process)

During the first four weeks of year 7 learners participate in a comprehensive baseline assessment programme. In addition to the information obtained during the transition process, students participate in planned activities to ascertain at which *C-Level* they are working within the various subjects' *Learning Ladders* (please see appendix 8, *Learning Ladder*). The learning ladders form part

of the Chatsworth Assessment Tools (CATs). Once identified through the baseline process, learners can then be set appropriate targets to address these skills gaps and in conjunction with the outcomes and objectives as stipulated on the learner's EHCP.

Learners undergo a similar process at the beginning of each subsequent year at CHSCC. This knowledge retention assessment is carried out during the first two weeks of each year from 8-14 to assess what learning students have retained over the summer break.

4. **Formative Assessment of Progress**

The assessment cycle at CHSCC is half-termly. Learners are set new targets for the beginning of each half-term and summative assessment is conducted at the end of each half-term. Whilst skill gaps are identified by the baseline assessment process, targets are also influenced by the goals and aspirations of learners and their families. Data from the CHSCC *Aspiration Days*, annual reviews, parent/carer events and the outcomes and objectives found within each learner's Education, Health and Care Plan (EHCP) inform us of the skill gaps that are most important to each individual student and their family in terms of achieving the learner's future goals. This enables us to build a personalised learning programme around each individual. All learners have five cores targets that are directly related to the themes of the outcomes and objectives found on the EHCP. These targets can be embedded into any session, but each should be addressed at least once per day. If a target does not naturally fit into the day's activities, teachers create opportunities for learners to practise them.

Learners do not have specific targets for non-core subjects, but rather demonstrate progress by moving along the aforementioned learning ladders.

Throughout each half-term learners are consistently assessed in a formative manner, both as learning is happening and in reflection, using a variety of strategies. Concurrently, various evidence of progress is collected and collated. This supports forward planning and enables learners to build on previous learning. Similarly, ongoing assessment ensures swift interventions can be implemented if a learner is not progressing as rapidly as expected.

5. **Summative Assessment of Progress**

At the end of each half-termly cycle summative assessment of targets takes place. At this point all previous formative assessment and evidence is collated to facilitate judgements against targets. Targets may be fully achieved, partially achieved/working towards or not achieved. This data is used to inform the next steps for each learner, enabling them to develop and build upon prior learning. Summative assessment data is subsequently employed to ascertain that learners are making at least

good progress. This enables the engagement of appropriate interventions if a learner or group of learners are not progressing as well as expected.

6. Annual Reviews and Reports

Reviews and Reports occur on a yearly cycle. The report is the document that summarises a whole period of learning, such as at the end of year. This demonstrates the progress the learner has made in all aspects of their education during that given period, including against core targets and in subject learning.

The Annual Review brings together the school representatives with the learner (if appropriate), family and other relevant professionals from the local authority, health and care. The purpose of this meeting is to look back at the progress the learner has made in the previous year, as well as agreeing and planning the learning for the year to come. This feeds into the EHCP outcomes and objectives, which then inform the learning focus and targets for the subsequent year.

Appendices

Appendix 1a

Sample Timetable KS3-4

Time	Monday		Tuesday		Wednesday	Thursday	Friday
08:55	Individual Work		Individual Work		Individual Work	Individual Work	Individual Work
09:15	Geography	History	DT	Art/Design	PE	Science	Assembly
10:00	MFL	Citizenship	Music	Drama	RSE	Science	Employability
10:45	B		R		E	A	K
11:00	Reading		Reading		Reading	Reading	Reading
11:45	English		Functional Skills: Home		English	Functional Skills: Community	English
12:15	L		U		N	C	H
13:00	Enrichment		Enrichment		Enrichment	Enrichment	Enrichment
13:45	Mathematics		Functional Skills: Home		Mathematics	Functional Skills: Community	Mathematics
14:30	Computing		RE		PSHE	Deregistration	Deregistration
15:15	Deregistration		Deregistration		Deregistration		

Week A
Week B

Appendix 1b

Sample Timetable KS5

Time	Monday		Tuesday	Wednesday	Thursday	Friday
08:55	Individual Work		Individual Work	Individual Work	Individual Work	Individual Work
09:15	DofE	Cooking	Employability	Computing	Art, Design & Enterprise	Assembly
10:00						Tutorial/PSHE
10:45	B		R	E	A	K
11:00	English		Functional Skills: Home	English	Functional Skills: Community	English
11:45	Reading		Reading	Reading	Reading	Reading
12:15	L		U	N	C	H
13:00	Enrichment		Enrichment	Enrichment	Enrichment	Enrichment
13:45	Mathematics		Functional Skills: Home	Mathematics	Functional Skills: Community	Mathematics
14:30	PE		RSE	Citizenship	Deregistration	Deregistration
15:15	Deregistration		Deregistration	Deregistration		

Week A
Week B

Appendix 2: Functional Skills: Home Long-Term Plan (Curriculum A)

	Cycle A	Cycle B	Cycle C	Cycle D
Autumn 1	**Budgeting**	**Banking**	**Paying bills**	**Washing and Ironing Safely**
	Number recognition	Number recognition	Number recognition	Following schedules and instructions
	Number skills	Number skills	Number skills	Recognising position
	Addition and subtraction	Addition and subtraction	Addition and subtraction	Identify and reading safety labels/instructions
	Money recognition	Money recognition	Money recognition	Identifying numbers (dials, quantities etc.)
	Money skills	Money skills	Money skills	
		Completing online and offline forms	Completing online and offline forms	
Autumn 2	**Purchasing Homewares/Gardenwares**	**Using Household Appliances Safely**	**Garden Maintenance**	**Kitchen Hygiene & Safety: Preparing Snacks/Drinks**
	Reading catalogues/online sales sites	Following schedules and instructions	Following schedules and instructions	Identifying and reading product labels
	Number recognition	Recognising position	Recognising position	Identifying numbers (dials, quantities etc.)
	Number skills	Identify and reading safety labels	Identify and reading safety labels	Recognising position
	Addition and subtraction	Number recognition	Number recognition	Fractions
	Money recognition			Counting (setting the table etc.)
	Money skills			Following schedules, recipes. Instructions
	Budgeting			Weighing and measuring
Spring	**Cleaning: Kitchen**	**Cleaning: Bathroom**	**Cleaning: Living/Dining Room**	**Cleaning: Bedroom**
	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels
	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)
	Recognising position	Recognising position	Recognising position	Recognising position
	Fractions	Fractions	Fractions	Fractions
	Following schedules and instructions	Following schedules and instructions	Following schedules and instructions	Following schedules and instructions
Summer	**Kitchen Hygiene & Safety: Breakfast**	**Kitchen Hygiene & Safety: Lunch**	**Kitchen Hygiene & Safety: Dinner**	**Kitchen Hygiene & Safety: Baking**
	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels	Identifying and reading product labels
	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (quantities etc.)	Identifying numbers (dials, quantities etc.)
	Recognising position	Recognising position	Recognising position	Recognising position
	Fractions	Fractions	Fractions	Fractions
	Counting (setting the table etc.)	Counting (setting the table etc.)	Counting (setting the table etc.)	Counting (setting the table etc.)
	Following schedules and instructions	Following schedules and instructions	Following schedules and instructions	Following schedules, recipes. Instructions
	Weighing and measuring	Weighing and measuring	Weighing and measuring	Weighing and measuring

Appendix 3: Key Stage Differentiation Model

First curriculum cycle

Second curriculum cycle

Third curriculum cycle

Fourth curriculum cycle

Fifth curriculum cycle

Sixth curriculum cycle

Seventh curriculum cycle

Eighth curriculum cycle

Appropriate movement up C-Levels. Expected progress allocated according to pathway. Key stage differentiation.
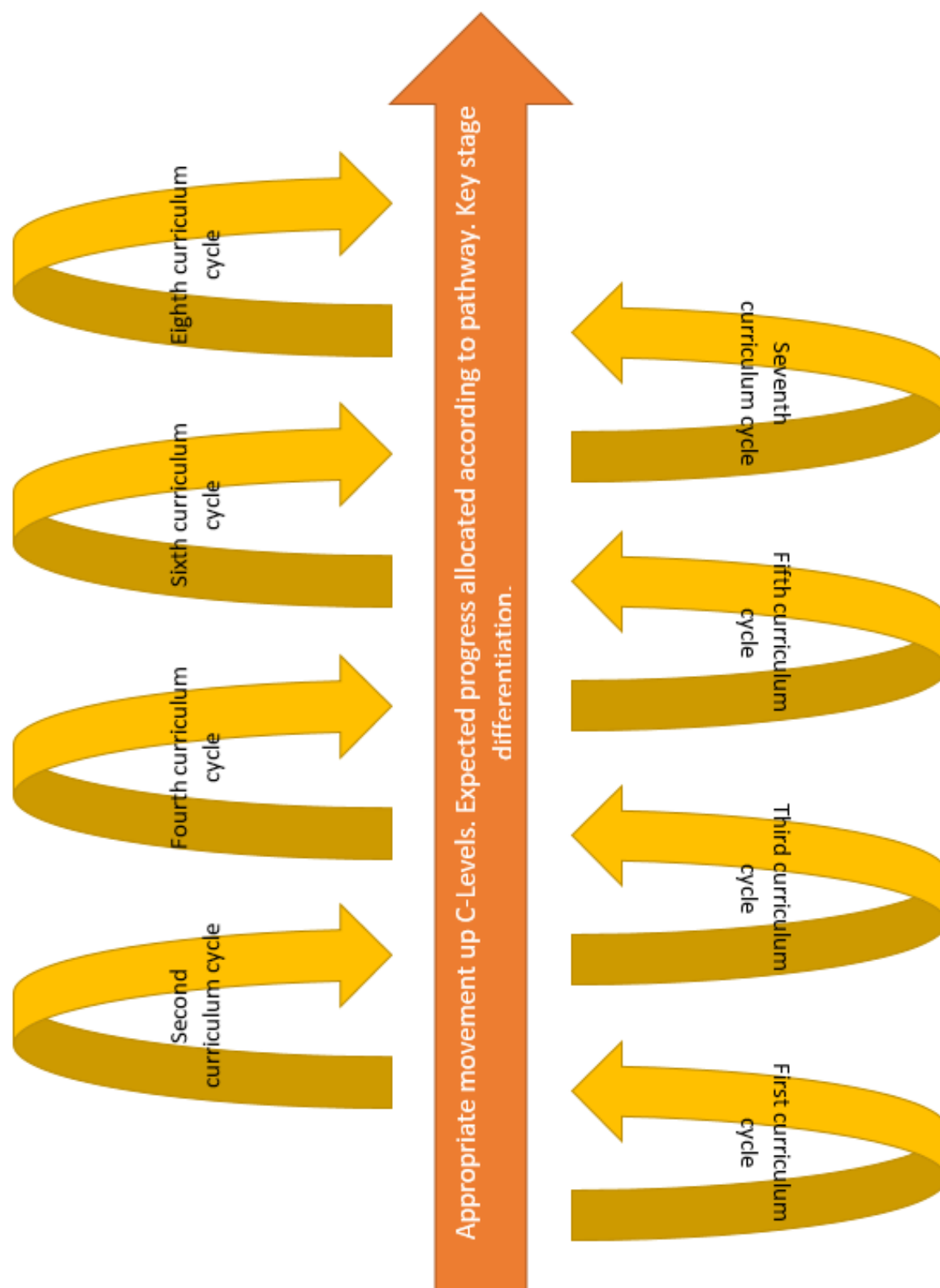
Appendix 4: Pathway Descriptors

Intent:

At Chatsworth High School and Community College we believe that every learner should be provided with an educational framework that enables them to learn, thrive and reach their full potential.

Whilst each learner follows a rich and varied curriculum and has their own bespoke and personalised targets, they are also supported to reach their aspirations by the pathway they follow. These pathways allow students to explore learning and develop skills in line with their goals and aspirations.

Implementation:

The pathway a learner follows informs the targets they are set and the way in which the core curriculum is delivered. Allocation of a pathway takes a holistic approach, considering information from the Education, Health and Care Plan, parent/carer wishes, baseline and ongoing assessment and of course the goals of the learner. As learners develop there is also room for internal progression between pathways. Progress is a measured using a combination of personal targets and subject learning outcomes, as well as ASDAN, AQA and Open Awards qualifications as appropriate.
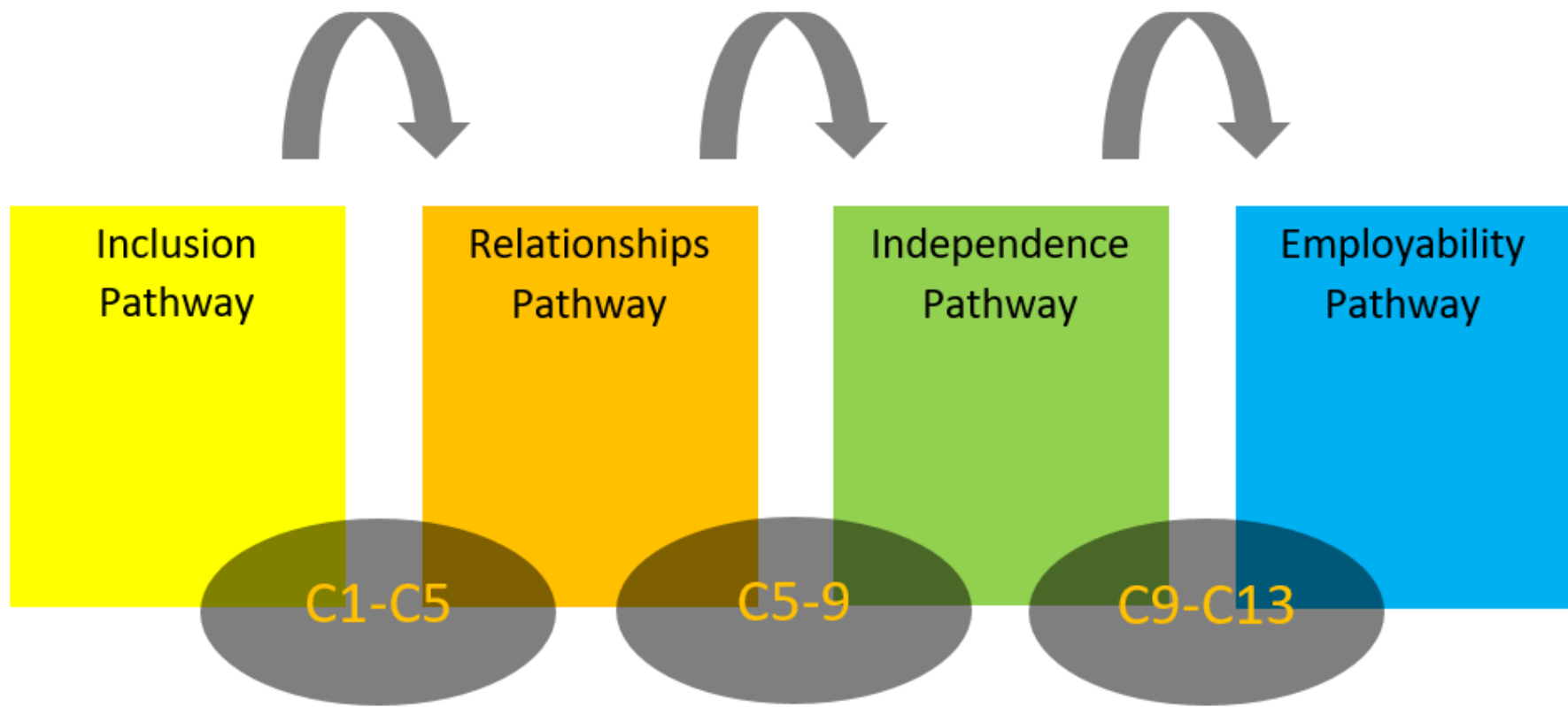
Expected Impact:

Learners will develop knowledge that is appropriate to their aspirations and expected destinations, be that at the end of a key stage, when they transition to college/independence services or as they prepare for adulthood. Students will be equipped with skills that support the next stage of their development and ultimately those they need to live successful and happy lives.

Please see below for more specific information about each of our learner pathways:

Inclusion Pathway
Students on the Inclusion pathway develop skills to support them to effectively interact with the world around them. Emphasis is placed on developing core skills through a rich and varied curriculum. Learners participate in all curriculum subjects in a sensory manner, exploring their environments in a safe and supportive way. There is a focus on structure and consistent repetition of key skills, along with the sequencing of small steps of learning to facilitate the consolidation of learning. Learners develop their abilities to use appropriate, personalised augmentative and alternative means of communication in all areas of the curriculum.

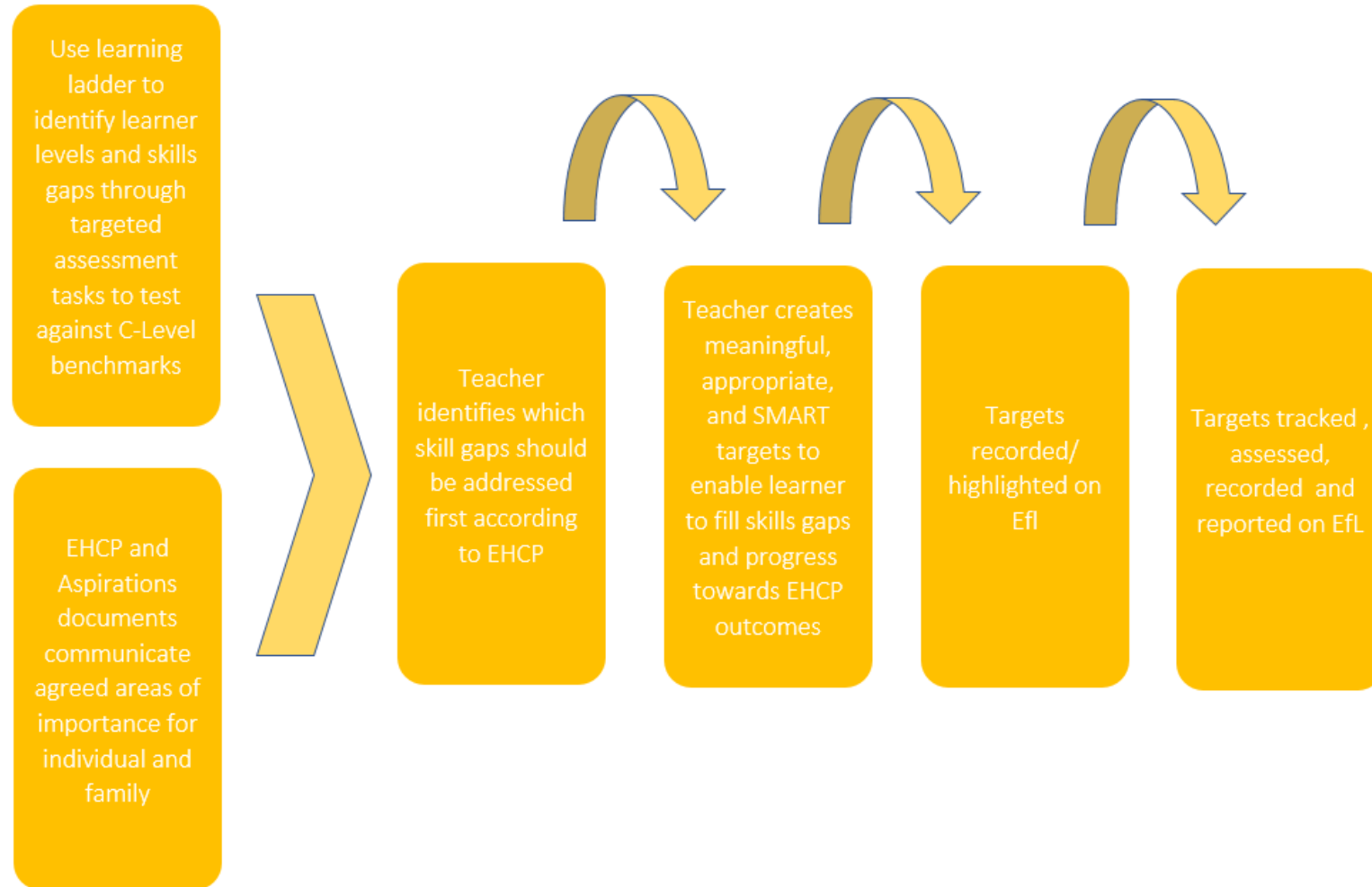| Relationships Pathway |
|---|
| The Relationships pathway places emphasis on the social- and life skills which support students to build effective relationships with others. Learners develop knowledge of their various social and community circles, and begin to identify what behaviours are appropriate with whom and how to keep themselves safe with different people and in various environments. There is a focus on structure and positive behaviour support, which facilitates the development of positive behaviour strategies and subsequently more independent self-regulation. Learners will be appropriately assessed for augmentative and alternative communication strategies as necessary to engage with their learning and those around them. |
| **Independence Pathway** |
| Learners studying on the Independence pathway focus on developing their life- and self-help skills to enable them to live their life, both now and in the future, as independently as possible. Central to this are subjects such as Cooking, Home Management, Community Living and PSHE. Here students develop skills to support personal- and self-care, health & safety and home-care, as well as exploring and establishing their place in their communities. Students will focus on functional skills, social enterprise, health, friendships and relationships. Learners' individualised communication strategies will embedded throughout all learning. Personalised internal work placements will be undertaken as appropriate. |
| **Employability Pathway** |
| On the employability pathway learners engage with the world of work in a variety of ways. The focus of study will depend upon a student's key stage. Younger learners will develop their understanding of the meaning of work, different industries and job roles, before beginning to consider their own skills and preferences in relation to job roles that may be suitable for them. Older students will begin encountering roles in different sectors, such as catering, hospitality, horticulture, retail and administration in preparation for their move to college and transition to adulthood. Learners will participate in age appropriate social- and mini-enterprises to support the development of their social and emotional and functional skills, resilience and workplace communication and behaviour skills. Personalised internal and external work placements will be undertaken as appropriate. |

Inclusion Pathway

Relationships Pathway

Independence Pathway

Employability Pathway

C1-C5

C5-9

C9-C13

Appendix 5: Scheme of Work

Week	Curriculum A			Curriculum B		
	Autumn 2 Theme: E-Safety **Learning Aim(s):** **Develop ability to stay safe online**			**Autumn 2 Theme: Creativity** **Learning Aim(s):** **Develop engagement with a variety of creative technologies** **Use technologies to create a piece of work**		
	Lesson Objectives	**Activities**	**Assessment Methods**	**Lesson Objectives**	**Activities**	**Assessment Activities**
8	1. Define E-Safety 2. List safe online practices 3. List unsafe online practices	Recap/links to previous sessions: • H&S when using a computer • Logging in • Saving work to folder • Printing document **Introduction:** Online safety video: https://www.youtube.com/watch?v=yiKeLOKc1tw Learners to discuss in groups the idea of online safety, making any notes about their understanding of it. Full group to snowball together and share their responses, teasing out further ideas between them. **Main:** Learners to log-in to computers. In pairs/small groups learners to research E-safety on the computer. Each group to find an appropriate definition of E-Safety, before researching and creating a list/mind map etc. of safe and unsafe online practices. Learners to save their file in their individual folder then print their document. **Plenary:** Learners to feedback findings to the class. Each learner to have the opportunity to speak to the whole	Observation of learners Differentiated Q&A Level of support required to carry out tasks Quality of work produced Self- and peer-assessment as appropriate	1. Use switches to generate changes on-screen 2. Use switches to generate music (e.g., CD player, MP3 player, YouTube)	Recap/links to previous sessions **Introduction:** Learners to use switches/AAC to state their preferences in terms of online games and activities, using the computer or iPad etc. **Main:** Carousel of activities: Learners to practise using computer, iPads and adapted switches to access and play simple online games: https://www.purplemash.com/#tab/home https://www.helpkidzlearn.com/ https://www.ianbean.co.uk/senict-members-resource-portal/ Learners to take turns choosing and playing games/undertaking activities. Learners to be given the option to try activities/games chosen by their peers. Learners to press play/stop switches on music playback technology, exploring different songs and genres and indicating preferences. **Plenary:** Learners to be asked to demonstrate elements of their learning to the group. Teacher to allocate which skill	Observation of learners Level of support required to carry out tasks Responses and expressions of learners

Appendix 6: Pathway Assessment Tool

Learner name:	Date:
Maths level:	English level:

Briefly state what the learner's EHCP says about future aspirations/destinations in relation to employment, independence, SEMH, SPHN and community inclusion:

What are the learner's current aspirations (see most recent Aspirations Days and EHCP Review documentation)?

What are the parents'/carers' current aspirations for the learner (see most recent Aspirations Days and EHCP Review documentation)?

Are these aspirations supported by learner progress? Y/N

What are your aspirations for this learner?

Considering all the above, in my professional opinion _____ (learner name) should currently access the following pathway:	
Employability	Relationships
Independence	Inclusion

Signed:	Print name:

Baseline Process

Chatsworth
High School & Community College

Use learning ladder to identify learner levels and skills gaps through targeted assessment tasks to test against C-Level benchmarks

EHCP and Aspirations documents communicate agreed areas of importance for individual and family

Teacher identifies which skill gaps should be addressed first according to EHCP

Teacher creates meaningful, appropriate, and SMART targets to enable learner to fill skills gaps and progress towards EHCP outcomes

Targets recorded/ highlighted on Efl

Targets tracked , assessed, recorded and reported on EfL

Appendix 8: Learning Ladder

		C-Level 5
Context for Number		1. In familiar contexts, respond to and join in rote counting to three
		2. With support, indicate an awareness of one and two such as by responding appropriately to 'show one hand', 'show two hands'
		3. Indicate an awareness of the differences between quantities, where the difference is marked such as one, two and many
Measure, shape and space		4. Describe a single attribute of an object, including; size, length, weight
		5. On request, using simple vocabulary, including, big, small, long, short
		6. Intentionally search for familiar objects in their usual place
		7. Investigate positions, such as by putting objects in and out of containers or lining them up
Handling Data		8. With some inconsistencies and support, group objects according to a single given criterion, including by size or shape
		9. With some inconsistencies and support, make simple sets which are equivalent such as by stacking chairs into pairs or twos
		10. With some inconsistencies and support, make simple sets which are corresponding such as by putting chairs into a set by their function or matching images to actual objects