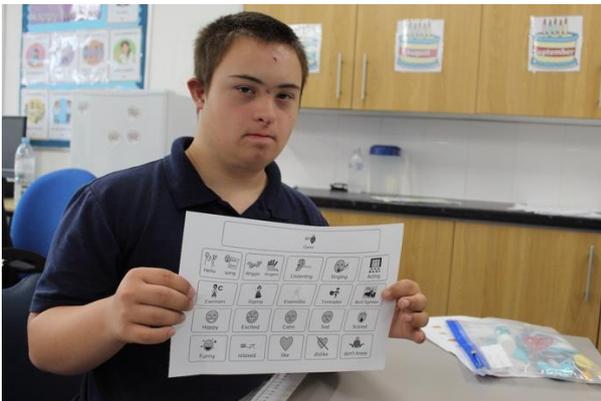




# Learning at Charlton Park Academy is personalised for each student





## Charlton Park Curriculum Handbook & Policy

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## The key characteristics of learners who attend Charlton Park Academy

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We are committed to delivering first class education and opportunities for students aged between 11-19 years at present with the intention of providing learning for primary aged students in the near future. Charlton Park Academy is a Special Educational Needs (SEN) school located in the Royal Borough of Greenwich (RBG), London. The Academy caters for a wide range of needs including students with Profound Multiple Learning Difficulties (PMLD), students with autism, Severe Learning Difficulties (SLD), Complex Needs (CN), sensory impairment, rare syndromes including and not limited to Angelman syndrome and Heller's syndrome. All our learners have additional complex needs.

All students who attend Charlton Park Academy have an Education, Health and Care Plan (EHCP). Our curriculum is tailored to meeting the needs of each individual student, ensuring that their EHCP steps towards outcomes are achieved.

Attainment on entry of all students is well below those expected of a similar age nationally.

Mulberry Tree House is an integral part of the Academy providing extended educational provision and residential respite for students with complex care needs.

## Charlton Park Academy Curriculum Vision

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*'To provide every student with an exemplary education developing their life skills to become independent and confident through each stage of their life's journey.'*

Our curriculum vision is founded upon developmental perspective where each student has their own starting point and these alongside the student's aspirations are used as the foundations to student-centred planning.

### **Our curriculum:**

- Is personalised for each individual student,
- Is relevant, purposeful, and engaging.
- Offers a holistic approach to developing the whole child. For some of our student's independence skills may include toileting and personal care development.
- Creates a learning environment that is relevant, stimulating, challenging, motivating, rewarding and fun.
- Encourages students to establish connections through cross-curricular and contextualised learning promoting deep learning.
- Takes into account each students' identified needs/diagnosis. We will strive, wherever possible, to promote opportunities to develop chosen skills across subjects ensuring their experience grow and flourish.
- Is steeped with a strong social, moral, spiritual and cultural dimension which acknowledges the full humanity of each learner.



- Develops learner voice, this may include AAC devices to support communication, Picture Exchange System (PECS), topic boards and Core Words for Communication, providing students with opportunities for connecting and communicating with others.
- Supports well-being through actively targeting social and emotional aspects of learning. Emotional regulation is of great significance for our students.
- Promotes healthy and safe lifestyles. For some of our learners this will include eating and drinking plans, for example, Percutaneous Endoscopic Gastronomy (PEG) feeding and individualised health related exercise programmes to promote fitness, tackle obesity and to promote physical well-being including corrective exercise for physically disabled students.
- Embraces all aspects of school life as learning experiences promoting Cultural Capital through lived experiences and learning opportunities.
- Is built around a mutually beneficial relationship between the academy and our parent / carers with a visibly positive impact upon their child.
- Utilises the support, resources and involvement of other professionals and adopts a multi-agency approach to learning.

## Charlton Park Academy Values

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Our curriculum aims are underpinned by our core values.

Building upon the British Values of mutual respect and tolerance for those with different beliefs and faith, democracy, rule of law and individual liberty.





## Curriculum Aims

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At Charlton Park Academy we aim to provide every student with the life skills they need to become independent and confident learners through each stage of their life's journey. Our focus is on what we can do, not what we can't do.

We aim to ensure that our students' personal aspirations can be achieved as we support and equip them in preparation for adulthood, providing each student with the necessary skills to be able to successfully navigate their world.

### **We focus on developing skills in:**

- Communication and interaction.
- Staying safe.
- Preparation and options for adult life and developing individual independence.
- Cognition and learning.
- Social and emotional, mental health and well-being.
- Community participation and learning outside the classroom.
- Physical and sensory development.

As our students develop within these skills, we recognise that what has been learned must be relevant to the young person and applicable to their wider world.

Opportunity will be provided for the functional application of these skills supporting transference into their homes, their community, work, and adult life.

We aim to ensure that through reflective and collaborative practice with parents/carers and specialist providers, the best possible outcomes for all students' are achieved. Our carefully planned Curriculum Pathways will ensure this continual growth within the school environment and beyond.

Through our Curriculum Pathways we provide each student with a unique learning journey tailored to meet individual needs and stages of development. Incorporating essential life skills and experiences within the wider community, supporting our students to become responsible and friendly citizens.



Our students are confident and resilient learners who are 'enabled, celebrated and valued' by a curriculum tailored to meet their needs through an 'I can do' attitude.

Our teaching and learning processes are designed to support students with a wide range of special education needs. Our approach is personalised to ensure that all students are central to the curriculum offer, that all our students are successful and happy learners. This will differ for students with autism, profound and multiple learning difficulties, kinetic disorders, physical disabilities and cognitive impairment.

*(Every child with a disability should enjoy the best possible life in society: UNICEF)*



## Curriculum Pathways – Appendix 1

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Learning is organised through the key stages and the Charlton Park Academy pathways. Our curriculum pathways are based on cognitive levels of ability, EHCP targets and outcomes. Within each pathway classes are carefully supported using a 'needs led' and/or 'learning approach'.

**Pathway 1:** Students are assessed at working at level P9 or above upon entry to CPA.

**Pathway 2:** Students are assessed at working between level P5-P8 upon entry to CPA.

**Pathway 3:** PMLD students are assessed at working below level P4 upon entry to CPA.

**Pathway 3:** ASD sensory students are assessed at working below P4 upon entry to CPA.

Each class group is equipped and organised to meet the specific needs of the learners within. Appropriate staff teams are allocated on a year-by-year basis with appropriate training provided for each class. The class environments reflect the needs of the student with respect to not just their 'need type' on the whole, but their specific needs as highlighted in their provision maps or EHCP.

**Pathway 1** students are taught mainly by specialist teachers. All students will have a class tutor who carefully oversees their academic learning and holistic well-being. Independent work is promoted, and greater opportunity is provided for self-study. Students have access to a range of accreditation opportunities in a variety of different subjects. However, there is a significant emphasis placed on continuing to develop independent living skills. Pathway 1 students access a creative and functional curriculum that prepares them for adulthood, developing their ability to apply knowledge, solve problems and develop skills for life, study and work beyond Charlton Park Academy. This is achieved through appropriate challenge and qualification routes.

**Pathway 2** retains a large sensory element. Students are more independent, apply more time developing their knowledge of different subjects, for example English, Maths, Science, DT, Art and Music. Some of their classes will be taught by a range of specialist teachers. In Key Stage 4 & 5 students also have the opportunity to choose subject options for example Art, Music and Design and Technology. This creative cross curricular curriculum enables students to gain and practice functional skills in preparation for the next phase of education and adult life, enabling students to communicate, make choices, transfer skills and maximise independence skills.



**Pathway 3 PMLD and ASD** is designed for students to develop as learners and individuals by exploring the world around them in a sensory and holistic way. Students on this pathway have a highly Individualised curriculum and spend most of their time with their class teacher and staff team. The teaching strategies used will vary and depend on the primary needs of the students either PMLD or ASD Sensory. Timetables are carefully planned and segmented into short periods of time where students learn through sensory experiences about different aspects of the world around them. Important emphasis is focussed on developing communication, daily routines, self-regulation and independence. This highly individualised curriculum focusses on the areas of communication and interaction, cognition and learning, social and emotional health and physical/sensory needs. This promotes meaningful experiences and therapeutic input that enable students to develop independence and succeed in school and the world around them.



## Key Stage 3 Curriculum offer for Pathway 1 and 2

Pathway 1	Pathway 2
<p><b>Personalised Pathways</b></p> <p>Teachers adapt and differentiate subject planning to meet the individual needs of students linked to EHCP outcomes and other specific interventions as identified within student progress meetings. Communication is embedded across the curriculum.</p>	<p><b>Personalised Pathways</b></p> <p>Teachers adapt and differentiate subject planning to meet the individual needs of students linked to EHCP outcomes and other specific interventions as identified within student progress meetings. Communication is embedded across the curriculum.</p>
<p><b>Core curriculum offer</b></p> <p>English</p> <p>Maths</p> <p>Relationships &amp; Sexuality (RSE)</p> <p>Health Education (HE)</p>	<p><b>Core curriculum offer</b></p> <p>English</p> <p>Maths</p> <p>Relationships &amp; Sexuality (RSE)</p> <p>Health Education (HE)</p>
<p><b>Foundation curriculum offer</b></p> <p>Vocational Studies</p> <p>Creative Cultural Learning</p> <p>Science and Technology</p> <p>Art</p> <p>Health Related Fitness</p>	<p><b>Foundation curriculum offer</b></p> <p>Vocational Studies</p> <p>Creative Cultural Learning</p> <p>Science and Technology</p> <p>Art</p> <p>Health Related Fitness</p>
<p><b>Assessment framework use</b></p> <p>CPA P steps (English Maths, RSE, HE)</p> <p>GL Assessment standardised Single Word Reading Test</p> <p>Skills builder</p>	<p><b>Assessment framework use</b></p> <p>CPA P steps (English Maths, RSE, HE)</p> <p>GL Assessment standardised Single Word Reading Test</p> <p>Skills builder</p>
<p><b>Accreditation opportunities</b></p> <p>Not applicable</p>	<p><b>Accreditation opportunities</b></p> <p>Not applicable</p>



## Key Stage 4 Curriculum offer for Pathway 1 and 2

Pathway 1	Pathway 2
<p><b>Personalised Pathways</b></p> <p>Teachers adapt and differentiate subject planning to meet the individual needs of students linked to EHCP outcomes and other specific interventions as identified within student progress meetings. Communication is embedded across the curriculum.</p>	<p><b>Personalised Pathways</b></p> <p>Teachers adapt and differentiate subject planning to meet the individual needs of students linked to EHCP outcomes and other specific interventions as identified within student progress meetings. Communication is embedded across the curriculum.</p>
<p><b>Core curriculum offer</b></p> <p>English Maths RSE Health Education</p>	<p><b>Core curriculum offer</b></p> <p>English Maths RSE Health Education</p>
<p><b>Foundation curriculum offer</b></p> <p>Art Vocational Studies (Work Related Learning, Design Technology, Food Technology, Work skill and careers/employability skills, enterprise) Creative and Cultural Learning (music, culture, humanities, R.E and British Values) Science and Technology (science, understanding of our world, ICT, environmental control and online safety) Health Related Exercise</p>	<p><b>Foundation curriculum offer</b></p> <p>Art Vocational Studies (Work Related Learning, Design Technology, Food Technology, Work skill and careers/employability skills, enterprise) Creative and Cultural Learning (music, culture, humanities, R.E and British Values) Science and Technology (science, understanding of our world, ICT, environmental control and online safety) Health Related Exercise</p>
<p><b>Assessment framework use</b></p> <p>CPA P Steps</p>	<p><b>Assessment framework use</b></p> <p>CPA P Steps</p>
<p><b>Accreditation opportunities</b></p> <p>G.C.S.E Art Gateway Maths and English (Entry Level) ASDAN Life skills Challenge (short course) AQA Unit Awards</p>	<p><b>Accreditation opportunities</b></p> <p>Art Award Life Skills Challenge: Maths and English AQA Unit Awards</p>



## Key Stage 5 Curriculum offer for Pathway 1 and 2

Pathway 1	Pathway 2
<p><b>Personalised Pathways</b></p> <p>Every student has a personalised pathway, this identifies barriers to learning and diagnosis of need. Our goal is for each individual to leave us with the skills and tools needed to move on to their next steps. Our curriculum is highly personalised to the long-term outcomes of the individual and focuses on supporting students to become more independent in all aspects of their lives. The long-term outcomes are taken directly from the education health and care plan (EHCP) and are reviewed annually. In post 16 our curriculum focuses on 4 key areas: education and employment, community inclusion, independent living and health. You may recognise these from the preparation for adulthood section of the EHCP.</p>	<p><b>Personalised Pathways</b></p> <p>Every student has a personalised pathway, this identifies barriers to learning and diagnosis of need. Our goal is for each individual to leave us with the skills and tools needed to move on to their next steps. Our curriculum is highly personalised to the long-term outcomes of the individual and focuses on supporting students to become more independent in all aspects of their lives. The long-term outcomes are taken directly from the education health and care plan (EHCP) and are reviewed annually. In post 16 our curriculum focuses on 4 key areas: education and employment, community inclusion, independent living and health. You may recognise these from the preparation for adulthood section of the EHCP.</p>
<p><b>Core curriculum offer</b></p> <p>English Maths RSE Health</p>	<p><b>Core curriculum offer</b></p> <p>English Maths RSE Health</p>
<p><b>Foundation curriculum offer</b></p> <p>Travel Training and awareness Enterprise Vocational studies (Work skills, Careers/employability, Enterprise) STEM (ICT and understanding our world) Art</p>	<p><b>Foundation curriculum offer</b></p> <p>Vocational studies (Work skills, Careers/employability, Enterprise) Travel Training and awareness STEM (ICT and understanding our world) Art</p>
<p><b>Assessment framework use</b></p> <p>CPA Post 16 Entry Plus</p>	<p><b>Assessment framework use</b></p> <p>CPA Post 16 Milestones</p>
<p><b>Accreditation opportunities</b></p> <p>Gateway Maths and English Entry 1 -Level2 ASDAN Towards Independence and short course link line of study AQA Unit Awards Duke of Edinburgh. Bronze and Silver Fine Art GCSE, AS level. Arts Award.</p>	<p><b>Accreditation opportunities</b></p> <p>ASDAN My Independence ASDAN Towards Independence Arts Award Explorer Duke of Edinburgh Bronze and Skills Awards. AQA Unit Awards</p>



## Pathway 3 PMLD and ASD Key Stage 3, 4, & 5

### **Personalised Pathway**

Pathway 3 planning for all key stages is highly individualised. Teachers set termly targets and differentiate planning to ensure that learning opportunities are interconnected with EHCP outcomes, therapeutic interventions and focussed individual support.

### **Curriculum Offer**

- Cognition
- Communication and Literacy
- Relationships, Sexuality Education (RSE) & Health Education (HE)
- Independence and Life Skills
- Physical Development and Motor skills development

### **Assessment Framework Used**

- CPA P-Steps Key Stage 3 and 4
- CPA Post 16 Milestones Key Stage 5
- EARWIG - All Key Stages

### **Accreditation Opportunities. Dependant on the pupils learning level:**

#### **Key Stage 4**

ASDAN Transition Challenge: Sensory

ASDAN Life Skills Challenge

#### **Key Stage 5**

ASDAN Life Skills Challenge

ASDAN Towards Independence

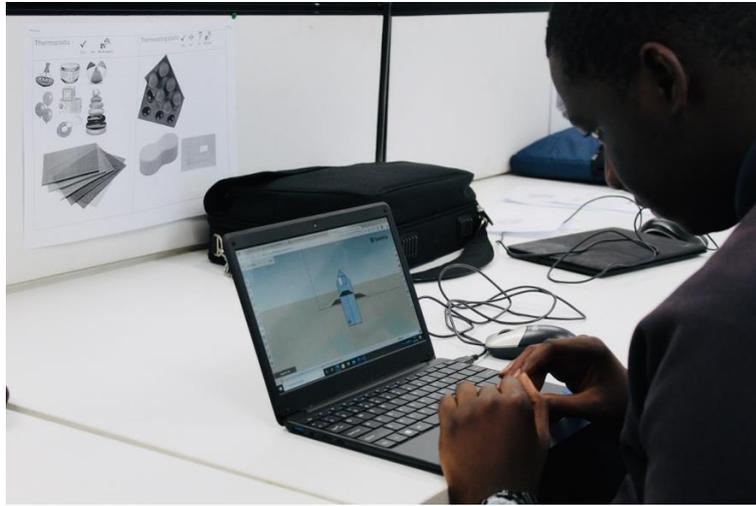


## Curriculum Planning – Appendix 2

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Curriculum planning is the responsibility of all teachers at Charlton Park Academy. The principal purpose is to ensure that student learning is planned for in a sequential, progressive (where possible), aspirational and personalised way. The impact and influence of each student's identified need/diagnosis is paramount and addressed within all activities and planning. In Pathway 1 and 2 subjects are divided into, core subject areas, foundation subjects, and enriched curriculum areas. Communication permeates all subjects and curriculum areas.

At Post 16, emphasis is afforded to the Preparing for Adulthood Strategy, aiming to secure quality, coherence, and consistency.



### **Core subjects include:**

English, Maths, Relationships & Sexuality Education (RSE) and Health Education. Each core subject has a curriculum overview and follows a long-term plan, long term planning informs schemes of learning and medium - term planning. Teachers adapt their planning to meet individual student need.

### **Foundation subjects include:**

**Vocational Studies:** Work related learning, design technology, food technology, work skills and careers/ employability skills and enterprise.

**Science and Technology:** Science, understanding of our world, ICT, environmental control, and online safety.

**Creative and Cultural Learning:** Music, culture, humanities, R.E and British values Art

### **Health related exercise:**

Social and emotional development where links are made to holistic EHCP outcomes and individual need.

Each foundation subject has a curriculum overview and follows a long-term plan. Long term planning informs schemes of learning, and medium - term planning. Teachers adapt their planning to meet individual student need.



**Pathway 3 planning** is highly individualised. Lessons are planned to ensure that learning is interconnected with EHCP outcomes, therapeutic interventions and focused on the individual. Termly targets are set by teachers and lessons are planned to enable students to work towards these incorporating communication and interaction, cognition and learning, social and emotional health, physical/sensory needs and creative learning. Activities are planned to be repeated weekly or over a series of lessons to support student's anticipation, reactions to familiar routines and consistency of response to a stimuli. This approach is used to consolidate learning.

## **Curriculum Coverage**

Key stage curriculum overviews are updated annually to share and evidence what students are learning in each subject. This information is shared on our website: [Key Stage Curriculum Overview](#)

## **Curriculum Enrichment and Cultural Capital**

Alongside the core and foundation subjects we offer a range of curriculum enrichment activities that support students in their development and offer them the opportunity to progress in a range of skills as they move into adulthood. Based in South East London our students access the Capital and all the cultural wealth London has to offer. We also access local community amenities which supports our students to develop an understanding of where they live.

Other opportunities provided include and are not limited to; horticulture, climate action, school council, travel training, community activities, choir, residential trips, fitness and well-being, swimming, hydrotherapy, bee keeping, cycling and Duke of Edinburgh Award. These sessions are planned alongside our core offer and run daily, weekly, termly or on a rotation as the young person moves through the school depending on their individual needs and interests. Those who show interests in specific activities are encouraged to take on more responsibility in their chosen areas as they move through the school for example leading the choir or running the school council.



## Teaching & Communication strategies – Appendix 3

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Teachers and support staff use a different teaching and learning strategies to support students. Individual learning needs determine what approach is use and may differ between pathways and within pathways ensuring that leaning is personalised and tailored for each student.

Examples of strategies used include and are not limited to the following:

### **TEACCH**

The Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH) is an evidence-based service, training and research programme for individuals of all ages and skills with autism spectrum disorders.

#### **Programme principles include:**

- Understanding the culture of Autism
- Developing an individualised person-centred planning for each pupil
- Structuring the physical environment
- Using visual supports to make the sequence of the day predictable and understandable.
- Work systems.

#### **The programme is composed of four separate concepts, including:**

1. Visual structure: visual clarity, instructions and organisation.
2. Physical environment: specific areas for dedicated learning tasks, marking clear boundaries, making materials easily accessible, structured learning areas to help focus attention on relevant information.
3. Visual schedules: to help a pupil organise and predict events, lessen anxiety, help pupils transition between activities; promote independence and build flexibility.
4. Work systems: to increase the ability to work independently, generalise skills and enable the pupil to understand their workload, work purpose, how will they know they have finished and next steps.



## **Attention Autism**

Attention autism was devised with the aim of meeting autistic learners' needs. The approach is based on the understanding of 'typical' attention levels and the development of infants, the strengths of a person with autism as a visual learner and the characteristics of autism including difficulty with social communication, interaction, rigidity of thought and sensory processing differences.

The structure is divided into four parts:

1. To focus attention
2. To sustain attention
3. To shift attention
4. To focus and sustain attention in a group, then transition shifting attention to individual activity and refocus to the group.

## **Intensive interaction**

- Intensive Interaction is a strategy that helps to develop social communication for individuals at an early social developmental level. The approach focuses on Sharing attention with others and learning to give others attention.
- Extending attention and concentrating on others
- Developing shared attention into activities
- Exchanges of behaviour
- Using and understanding non-verbal communications and physical contact
- Learning use and understanding vocalisations, gradually becoming more varied and extensive, thus precise, and meaningful.

These are areas such as developing the ability to share attention with others, learning to concentrate on another person, taking turns in exchanges of behaviour, using and understanding eye contacts and facial expressions, using and understanding non-verbal communication such as gesture and body language, and learning to use and understand vocalisations, which gradually can become more varied and extensive, thus precise and meaningful.

By using Intensive Interaction throughout the day, we are also making sure that we are meeting the pupil's social and emotional needs by responding to their attempts of verbal communication. This will benefit our pupils by improving their self-esteem and self-worth, knowing that others care for them and learning to care themselves, and therefore helping to improve their overall wellbeing. They are learning that their voice can be heard, is listened to, is responded to, and that their voice has an impact on the wider world.

It is also developing the pupil's social skills, and their ability to regulate and control their arousal levels. If a pupil is upset or in a state of high arousal, the teaching staff will tune in to the pupil, and respond to them with soothing, calming and reassuring vocalisations, to help settle them, and bring them back to a settled state of arousal. In turn, this will help our pupils to learn to identify their own feelings, and to recognise these feelings in others around them.



Intensive Interaction should be used when a pupil vocalises, at any point throughout the day. When a pupil makes a vocalisation, teaching staff will respond to the vocalisation in a way that is understandable for the pupil. Teaching staff do not have to respond to the pupil's vocalisations by using words, but instead, by making a vocalisation back to the pupil using the sounds that the pupil has used. By doing this, the teaching staff is connecting to the pupil at their developmental level, therefore making it easier for the pupil to relate to the teacher, and to then subsequently build on their learning.

When interacting with an individual, it is important to follow these guidelines, to get the best communication from them.

- Position yourself at the pupil's eye level, or below, whenever possible. It is a lot easier for someone who struggles with eye contact, to look down to your face rather than expecting the pupil to turn their head to look up to you.
- Allow pauses, and extended moments of silence. It is important that you are not putting pressure on the pupils to respond to you, and instead, give them time to vocalise first, ready to respond to the pupils attempt of communication.
- Have an available face. If the pupil is not interacting with you at that very moment, stay near them with a welcoming expression on your face, to show that you are there for them, and ready to respond to them when they choose to interact.

### **Picture Exchange System (PECS)**

Picture Exchange Communication System (PECS) serves as a teaching approach for children and adults with Autism and communication difficulties to communicate and tell others what they want.

The approach teaches the learner to independently hand the adult a picture to request an item, and the learner is encouraged to discriminate between the pictures and make sentences.

**PECS is a key communication strategy used at Charlton Park Academy to support our students, the benefits of using this approach include:**

- Reducing levels of frustration
- Helps to develop language skills.
- Easily understood by all members of the school and wider community
- Pupils can use PECS at home to communicate with their families.
- PECS has proven to help many of our students develop their speech.
- Can be tailored to individual needs.



## **A Multi-Disciplinary Approach**

Teaching and learning is complemented by a 'Multi-Disciplinary Approach' which supports the implementation of our curriculum.

In-house therapies (speech and language therapy, art therapy, occupational therapy, Leafe licensed practitioners, education psychologists and counsellors) are an integral dimension of what we offer students. The requirements of each individual student are determined through careful observation and assessment, as well as discussion with parents/carers and other agencies. We work closely with the Child & Mental Health Service (CAMHs), social care, the Clinical Commissioning Group (CCG), health and Local Authorities.

There are many and varied opportunities to engage with parents to seek their views on their child's learning potential. Person Centred Planning is used for all students. This underpins the 'Education, Health and Care Plan' (EHCP) process. Once year parent consultation meetings are held with all parents to review their child's progress in relation to their EHCP outcomes. Parent's evenings are held twice during the year, in order that they can contribute to staff knowledge about their child.



## How do we know if the curriculum is working for our students? - Appendix 4

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### **Monitoring and evaluating curricular impact.**

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Our quality of education reviews, completed 3 times a year with teachers, facilitate professional dialogue with leaders and teachers with regards to the quality of curriculum planning, teaching, learning and assessment for their classes. The curriculum offer is reviewed annually with key stakeholders to ensure that it meets our student's needs.

Student's progress is discussed as part of the teacher's appraisal/performance management. Student progress reviews take place three times a year with senior and middle leaders. The Academy uses a 'basket of indicators' to capture the full picture of student progress and to assess whether the curriculum is meeting the needs of the learner. The assessment and accreditation framework for each Key Stage is available on the school website.

Policy Created by Senior Leadership Team

Ratified by Governing Body

October 2021

Policy to be reviewed: July 2022