

CURRICULUM STATEMENT 2019/20

At Dove House School Academy, our core beliefs are that our pupils grow into a well-rounded young adults; are able to live as independently as possible; and can take the lead in living an aspirational and happy life. It is our role to support them to do this.

To enable this, we offer a full suite of National Curriculum subjects (with the exception of a Modern Foreign Language) and individual support programmes to support their needs.

Dove House School Academy operates a curriculum that balances preparing pupils for life after school, whether that is in further education or a move into the world of work, and helps them strive for academic excellence. The curriculum has a range of academic subjects with formal qualifications, as well as life skill subjects that are designed to prepare all pupils for the future, supporting our core beliefs to be met.

2019/20

The curriculum is reviewed each year to reflect the needs of our pupils, and is adapted with each cohort. As a school our focus of preparing for adulthood has shaped our curriculum, particularly in light of the success of our own Post-16 provision. Lifeskills has recently been strengthened in the KS4 curriculum and is delivered in discrete lessons for the Academic Pathway and Foundation Pathway and is embedded in the Vocational Pathway lessons.

Following a review of both literacy and social communication, a teacher was appointed who specialises in working with pupils who find basic reading and literacy challenging. These pupils partake in English lessons based around the development of these basic skills.

This year, the curriculum has been further altered to allow social communication lessons to be delivered for the least able pupils in Years 7 and 8. This will be taught by LSAs who specialise in social communication, and will deliver lessons at an appropriate level for the pupils. The aim is to develop skills needed to ensure full access to the school curriculum, as well as in preparation for life beyond Dove House School Academy.

We have developed a two-week timetable which allows flexibility to deliver a wide range of subjects. All pupils also follow a Personal Challenge programme to develop skills such as resilience, independence, teamwork and social communication. Practical skills are also taught such as learning to ride a bicycle and in KS3 swimming is taught.

The school actively promotes British/school values both within and outside of the curriculum. All subject areas contribute to the promotion and teaching of the core values of Democracy, Liberty, Tolerance, Rule of Law and Mutual Respect, which is enhanced during tutor sessions, assemblies, and enrichment activities and interactions.

Many of our pupils have complex needs, whether based around interacting with others, language skills or anger management. To support these pupils, a series of small groups are

in place, including friendship support groups, anger management, emotional literacy, social communication, self-esteem and conversation. All of these groups are tailored to the needs of pupils and can therefore cover a wide variety of topics including turn taking, using manners, understanding and displaying empathy, making and maintaining friendships, anger management strategies, cognitive behaviour therapy and yoga therapy. These groups will support pupils in developing the skills needed to meet our core beliefs.

Key Stage 3

At KS3, all pupils follow the core curriculum of English, Maths, Science and PE throughout the whole year and take foundation subjects on a 9-week rotation basis. Foundation subjects in 2019/20 include Resistant Materials, Textiles, Dance, Drama, Art, IT, Computing, Digital Media, World Studies and Food Technology. This gives them a full, broad, balanced curriculum and gives them experience of different subjects they may wish to take through to KS4.

World Studies is a newly developed subject which includes the teaching of Humanities while focusing on our place in the world. It helps to deliver many aspects from the “Prevent” strategy and is also tied to the Lifeskills curriculum. This aspect of the curriculum aims to offer a clear understanding of the world, allowing pupils to make informed choices into adulthood.

To enhance their curriculum Fitness4life/Swimming/Personal Challenge is done on rotation half termly. This helps to develop fitness awareness and resilience, as well as promote lifelong habitual physical activity.

The literacy levels of our pupils are varied and following analysis, the allocation for English has recently been increased at KS3 with 6 double periods a fortnight. This will be reviewed at regular intervals. Maths remains at 5 double periods a fortnight, PE 3 double periods a fortnight, and Science with 2 double periods a fortnight. Pupils have one Foundation lesson (double period) a week.

To allow targeted planning and support, pupils are roughly set into two ability bands, X and Y. In Year 7, this takes place halfway through the school year when we have fully assessed the pupils’ abilities and needs. Pupils are fine set in English, Maths and Science to allow for precise teaching.

Key Stage 4

At KS4 we ensure that every pupil is working to their strengths by offering pupils one of three pathways - Academic, Vocational and Foundation. All pupils follow the core curriculum as well as specialist subjects.

At Dove House School Academy, the core curriculum consists of English, Maths, Science, PE and Lifeskills. As the demands of qualifications vary, we continue to match the type of qualification to our pupils' skills and needs. We are committed to continually reviewing the suite of qualifications offered to ensure that our pupils achieve to the best of their ability and to match the school's aspiration for its pupils.

Once in these pathways, pupils following the Academic or Vocational Pathways are contextually able, with guidance, to identify the subjects that they wish to take through to qualification to enhance their core curriculum. Subjects are wide ranging and gender neutral with both genders being represented in all subjects, with the exception of computing where currently, despite encouragement, it is dominated by boys.

Pupils identified for the Academic Pathway demonstrate that they can consistently apply effort and skill across a range of diverse subjects and work well within the structure of the classroom. Pupils will take three selection subjects from a wide range of varying subjects. Their pathway also includes discreet Lifeskills lessons and ICT lessons resulting in an ICT qualification at Level 1 or Level 2.

Pupils identified for the Vocational Learning Pathway have been selected because they have demonstrated an ability to adapt to different situations, get on well with others and prefer to learn by working in a practical environment. These pupils will attend vocational learning lessons and take part in work experience once a week over their KS4 course. These pupils will also take two selection subjects.

Pupils following the Foundation Learning Pathways have been identified as needing extra support with their studies and follow a foundation course comprising of various subjects at an appropriate level. These include aspects of subjects studied as part of the Academic Pathway but at an appropriate level for the pupils. This course also includes cooking skills and Lifeskills to prepare pupils for adulthood.

For 2018-19 it was identified that there was a group of pupils who, although able for Dove House School Academy, had needs which meant that they would benefit from extra input to prepare them for life after school. To this end, a fourth band was established with these pupils following the Academic Pathway with an extra added element of additional specialist Lifeskills. These pupils are now in year 11.

The current Year 10 group has several pupils with complex emotional and mental health issues. To support them, a similar arrangement was put in place with targeted support to allow these pupils to follow the Academic Pathway as they move through Years 10 and 11.

Addressing Needs

We specialise in Autistic Spectrum Disorder (ASD) which many of our pupils are diagnosed or show traits of. We also offer support through Pupil Additional Literacy Support (PALS),

Occupational Therapy (OT) and Speech and Language Therapy (SaLT). Additionally, a comprehensive Lifeskills course is delivered which is designed to give each pupil the necessary skills for independent living when they leave school. Our support programmes help pupils with the needs identified on their Education Health and Care Plan (EHCP) and those who we believe would also benefit from them. All are designed to increase curriculum accessibility and life skills.

The PALS department provides specialist literacy support to pupils who demonstrate a specific difficulty in acquiring literacy skills (reading and/or spelling). The aim of this provision is to enable pupils to achieve their full educational potential and to raise pupils' confidence and self-esteem. Pupils receiving this provision often make accelerated progress in both their reading and writing which supports their future aspirations.

The Learning Support Base (LSB) is our specialist resource for pupils who benefit from the strategies used for children on the Autism Spectrum. The LSB has one vertical tutor group and three satellite tutor groups. The vertical tutor group is the most specialist provision for Dove House Schools Academy pupils, allowing them to have a highly structured start and end to the school day, making things predictable and calm. Every pupil in this tutor group are provided with a TEACCH workstation which they begin their day with and can return to as necessary throughout their school day. The staff in the LSB are highly trained and experienced in working with pupils on the Autism spectrum and those who present in a similar way. They aim to pre-empt any changes that could cause problems before they happen. It is their aim to prepare the student for changes in advance so that they are less of a problem and anxiety is lowered. These pupils will also have preparation for life beyond Dove House School Academy whether that be living on their own or as independently as possible within sheltered accommodation.

Many of our pupils have a provision for OT on their EHCP, and at Dove House School Academy this is delivered by a specialist paediatric occupational therapist who works at the school for three days per week. Other pupils also benefit from this input if it is identified that this would benefit them. OT at Dove House School Academy offers a variety of positive, motivating activities to support pupils with important skills needed in everyday life, helping to achieve maximum levels of function, independence and self-esteem.

SaLT is delivered on site by two Speech and Language Therapists, both of whom work at the school for one day per week. Additionally, Dove House School Academy employs a full-time, experienced Speech and Language Support Assistant. SaLT provides specialist support for pupils with specific speech, language and communication needs, whether listed on their EHCP or identified by the school. These are children whose language skills are developing in an unusual and disordered manner, who have a significant discrepancy between their verbal and non-verbal skills, or who experience specific phonological (speech sound) difficulties which may impact on their future interactions. Staff training is also implemented to

strengthen the awareness and understanding of these pupils' needs, including ways to pupils throughout the school day.

We also work closely with specialists from the NHS Hearing and Visually Impaired teams to ensure that all pupils with issues in these areas have the necessary support to ensure they can prosper alongside their peers.

All pupils take part in a comprehensive tutor programme. The tutor programme is designed to support school/British values and incorporates themes that run throughout the school year. The tutor programme also supports student therapies and interventions, whilst targeting key areas of development including literacy, numeracy and communication. Tutor time plays a key role in establishing crucial relations with parents, ensuring pupils engagement and accessibility to the curriculum. Tutor time also includes 2 x value-based assemblies as well as a celebration assembly. Effective tutoring remains an integral part to the outstanding provision at Dove House.

All pupils have the opportunity to partake in residential visits. These may be at the Privett Centre (a local outdoor centre owned by the school), as year or tutor group trips, or longer visits to offsite centres such as Calshot Activity Centre. During these visits, pupils are encouraged to develop independence skills for the future including resilience, making their beds and cooking for themselves. Pupils are also encouraged to practice and develop their social and communication skills developed in their Lifeskills lessons.

To further develop their independence, and as a brief taste of life after school, all pupils will attend a period of work experience. This is usually for a week, but it is dependent on the needs and ability of the pupil. Careers lessons are delivered both through Lifeskills lessons and the Vocational Pathway which has a greater focus on the workplace. These lessons allow pupils to make more informed choices about their next step after Dove House School Academy, allowing them to live as independently as possible and to take the lead in living an aspirational and happy life.

Enrichment sessions also play a vital role in pupils' development at Dove House School Academy and staff are actively encouraged to provide opportunities beyond Dove House School Academy to allow skills learnt within school to be applied in other contexts. In 2017/18, there were 340 school trips totalling 12,297 student hours. Equally, during a normal school week, approximately 15 clubs run after school in order to maximise pupils' skills and talents and allow them to develop their own interests and hobbies.

The emotional and physical wellbeing of our pupils is essential to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy pupils are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults. To support this, time is put aside each Friday afternoon for pupils to engage in

activities which will enhance their mental health wellbeing. This is done by focusing on the 5 recognised areas of mental wellbeing: connecting with people around them; being active through sports activities; keeping learning e.g. developing a new skill; giving to others and being mindful. Activities are chosen for their ability to meet these 5 criteria and pupils will be guided to take part in activities from different strands. At the end of the year, the final few days are put aside for an activities week, allowing the opportunity for pupils to develop and use the skills learned within school.

POST 16

At Post 16, we provide personalised study programmes to prepare and advance learners with EHCPs for employment.

We do this by:

- designing carefully tailored packages to meet the needs of each individual learner.
- developing employability skills by working closely with both learners and employers.
- building confidence and resilience in our learners to enable them to interact professionally.
- underpinning skills for independent living.
- preparing learners for the responsibilities of employment through work placements.
- building functional literacy and numeracy skills using specially trained staff.
- developing practical vocational 'sector' skills.
- supporting learners in finding and sustaining employment.

The Post-16 centre is set up to cater for learners who may find it difficult to access a mainstream educational provision at Post 16, but are deemed capable of becoming predominantly independent and economically active in the future. For the majority, the outcome of a good education is to develop knowledge, skills and confidence to progress them towards or into employment. This is dependent on the aspiration and ability of each person which can vary greatly as to what level they enter the employment market. Our learners have significant barriers that their mainstream peers do not, so we strive to help each learner to overcome their barriers, whatever these may be, so they can confidently enter into and sustain employment. We recognise the strengths, as well as the limitations, that impact our learners and therefore understand that 'success' means different things to each individual and cannot solely be based on academic achievement. Instead our measures ascertain success of the programme by learners:

- leaving the centre with the offer of appropriate employment.
- leaving the centre to progress on to further specialised vocational courses in an area which they aspire to work.

- successfully completing courses or qualifications linked with employment i.e. First Aid, Food Hygiene, Manual handling etc.
- successfully completing the Duke of Edinburgh Award.
- completing their 'employability checklist' and receiving positive references.
- achieving and demonstrating personal independence.
- gaining a level of literacy and numeracy that supports them in their work.

We also report on:

- Retention figures of those employed
- Not in Education, Employment, or Training (EET) data
- Learner targets
- Progression across the curriculum

Our Programme

We offer a tailored approach to our programme as we recognise that every individual may need a different set of skills and bespoke educational package to prepare them for employment, and their future.

All our learners and their parents/carers will be met before the programme commences to discuss the aspirations and strengths of each learner and to identify what steps need to be taken to move them towards employment, both personally and academically.

Key aspects of the programme include:

- **Profiling:** This is a process used to gauge exactly where a learner is at by identifying their strengths and weaknesses. It looks at where interests and skills align to see which career sectors may be relevant. The profiling also considers areas such as core learning (such as literacy, numeracy and ICT skills), personal independence, and general skills. The tool will help staff to establish gaps in the learner's profile.

-**Volunteer Business Mentors:** For the duration of the programme each learner will be provided with a well-matched business mentor. This is a volunteer from the local community who will spend directed time with the learner once or twice a month, helping them to develop skills and build confidence. The mentors will be a friendly professional face who can offer an independent (non-educational) viewpoint to learners, as well as support in their employment.

-**Employability Skills:** Learners all receive employability skills training as part of their package. This includes areas such as interview skills, telephone skills, communication skills, following instructions, using initiative, time management, using and understanding money,

customer interaction, personal presentation and more. This will be delivered as fun interactive sessions which will be supported by local businesses where appropriate.

-Life Skills: Some learners will need to continue to develop their life skills and independence. For these learners there will be targeted support in independent living. This will include aspects such as shopping, cleaning, self-care, finances and benefits, housing options, using a mobile phone and cooking. Life skills sessions will take place both on and offsite.

-Cooking Skills: All learners in Year 12 undertake a programme of cooking skills to familiarise themselves with a variety of equipment, recipes and techniques to improve their independence in the kitchen. Learners are encouraged to try new foods and healthy alternatives and techniques are demonstrated so they can make informed decisions about their food choices.

-Maths and English: Maths and English are essential areas for learners to partake in to progress their skills. While we aim to challenge the individual, we will not be *exclusively* governed by academic qualifications as this can be detrimental to the learners self-esteem, motivation and confidence. Instead we will focus on providing learners with the skills needed to improve accessibility in adult life. This work will naturally lead to qualifications in functional skills or unit-based awards to recognise their achievements and progress.

-Literacy and Numeracy Top-Up: We take great pride in engaging learners in group reading sessions to practise their skills, while also promoting reading as a fun and relaxing activity. Reading groups take place once a week for Year 12's. Literacy and Numeracy Top-Up focuses on keeping minds active and developing key skills such as times tables, word recognition and spelling. These sessions rotate between A and B weeks. To encourage reading for factual purposes 'Morning Wake Up' is undertaken twice a week for Year 12 pupils. Each learner takes a turn in devising and hosting a set of general knowledge questions which the other learners then need to research online using either their phones or laptops. Learners find themselves having to use search engines, locate information and read text to find concise answers. Learners become well-versed in using the internet to seek accurate information.

-Vocational Skills: Some pupils, dependent on need and ability, may be eligible to attend vocational aspects delivered by partner organisations. If a learner shows particular strength in a vocational area, we may seek sector specific technical training to support this.

-Tool Kit: These are short courses designed to provide a variety of valuable learning experiences that develop specific skills geared towards adult life, independence and employment. These may include First Aid, Health and Safety at Work, Food Hygiene, Driving

theory, ICT essentials, Child Development, Customer Service, Sports Leaders, Horticulture etc. Where appropriate, learners work towards qualifications in these areas.

-Business, Community and Enterprise Skills: Learners have an opportunity to develop their skills in these areas through a variety of team tasks. The sessions are facilitated by the teacher but are led by the learners. It involves the generation of ideas, planning and setting team goals and pulling together to contribute and participate within the wider community, having a positive impact and learning new skills. Mini projects will be set with a social enterprise/citizenship theme. It will develop problem solving skills, decision making and social interaction.

-Work Placement: Learners will be allocated work placements as part of their weekly timetable. These placements are vital in developing sector skills as well as knowledge of work and the responsibilities involved. We appreciate that learners need varied amounts of support to access work placements and this will be appropriately built in. We work closely with our employers and offer training to them to ensure they can support the learner appropriately. Staff will organise work placements to fit with learner's profiles and monitor the learner's progress within them. Placements can be local to a learner's home if they live out of area, however on occasions it may be necessary for them to travel. We believe work placements are an essential part of the programme, to help to build confidence and resilience very quickly in learners. As the programme progresses, we envisage the time spent in placements will increase. During the second year of the programme, the majority of learners will be on a supported internship model, meaning they are likely to be learning in their workplace for around three days a week, with planned support and development.

-Enrichment: Where learners identify interests or strengths, we feel it is important to develop these. If they have shown interest in a specific skill, we will try to support this by organising trips, specialist sessions or events to extend their knowledge or skills in this area, as well as helping find voluntary roles in their identified area.

-DIY: We run DIY sessions in cooperation with the 'Basingstoke Shed'. This session engages some of our pupils into learning DIY skills for the home, while also encouraging social interaction and intergenerational cohesion. It also allows many other skills to be applied such as literacy, numeracy, problem solving and communication.

-Travel Training: Some learners will require extra support to use public transport or move around the community safely. For those who do, we will work one to one or in small groups to develop road safety awareness and travel and transport skills.

-Additional Therapies: To meet the needs of some of our most vulnerable learners, we recognise the importance of continuing their specific and individual programmes of therapy.

This allows them to maintain or progress their skills to aid accessing the world around them. Additional therapies might include SaLT or OT; these are stipulated within their EHCP. Other additional therapies may include emotional literacy sessions or counselling and can be written into individual programmes where appropriate.

-Personal, Social and Health Education (PSHE) and Fitness: All learners have sessions delivered on personal hygiene, health, personal safety, relationship and sex education, money matters. Sign posting and networking to other organisations and services are provided for additional information should learners wish. Fitness sessions are run in the Gym for Year 12s and all learners will have full access to after school clubs back at Dove House School Academy. We regularly take learners to Local Implementation Group (LIG) meetings for learning disability health and wellbeing (North Hampshire)

-Trips: Social activities and trips are organised to encourage social skills. The planning of these will be done by learners to help develop their planning skills, giving them a sense of independence. It is hoped that this provides learners the opportunity to familiarise themselves with a range of leisure activities which they may then have the confidence to try without our support at another time.

-Duke of Edinburgh Award: Learners will work towards a Bronze award during their time on the programme. This involves evidencing completion of several different elements of challenge including skill, physical, expedition and volunteering. These tasks will be included within the curriculum but will also require some additional hours outside of the learner's timetable.

-Careers Advice and Guidance: We make sure our learners have access to local businesses, information and workshops, mentors and supported employment advisors and specialised staff including the Enterprise Coordinator from the Careers company Enterprise M3 to ensure compliancy with the Gatsby benchmark. We believe they have a much better understanding of our learners, their needs and a knowledge of opportunities available to them within the local community. For example, we work closely with the DWP, Job Centre Plus, Ways into Work, National Careers Service, SES and a range of local employment agencies.

The Future

The availability of qualifications is continually changing, and to ensure that we provide the best offering for our pupils we constantly evaluate our curriculum and adjust it to meet the needs of our learners.

We remain committed to our vision to ensure that we fully prepare pupils for life beyond Dove House School Academy and into employment.