

CURRICULUM STATEMENT 2021/21

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To enable this to happen, we offer a full suite of National Curriculum subjects (with the exception of a modern foreign language) and individual support programmes to support needs

Dove House operates a curriculum that has a balance between preparing students for life after school, whether that is further education or a move into the world of work, and academic excellence. The curriculum has a range of academic subjects with formal qualifications and life skill subjects that are designed to prepare all students for the future. It includes aspects to support students to grow into well rounded young adults, be able to live as independently as possible and to take the lead in living an aspirational and happy life.

2021/22

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The curriculum is reviewed each year to reflect the needs of our students and adapts with each cohort. As a school our focus of preparation for adulthood (PFA) has shaped our curriculum, particularly in light of the success of our own Post-16 provision. Life skills has recently been strengthened in the KS4 curriculum and is delivered in discrete lessons for the Academic Pathway and Foundation Pathway. All students have a personalised timetable specifically designed to meet their needs both personally and academically.

Following a review of both literacy and social communication, a teacher who specialises in working with students who find basic reading and literacy challenging was appointed, and these students enjoy their English lessons based around the development of these skills for life. As a result, all students have made significant progress in their reading and spelling

We have developed a two week timetable which gives the flexibility needed for a wide range of subject areas to be delivered. All students also follow a Personal Challenge programme developing skills based around working with others and developing both resilience, independence, teamwork and social communication as well as practical skills such as learning to ride a bicycle. Swimming is also taught throughout KS3 subject to co-vid restrictions.

The school actively promotes British/school values in and out of the curriculum. All subject areas as well as tutor sessions, assemblies, enrichment activities and interactions contribute to the promotion and teaching of the core values of Democracy, Liberty, Tolerance, Rule of Law and Mutual Respect.

In September '19 we launched our EPIC (Embedding Positive Interaction and Communication) campaign with the aim of ensuring all learners are able to; engage in respectful and considered interactions, communicate effectively, appropriately manage and regulate emotions and be confident, independent and employable young people. Our vision is for every interaction in the school community to be considered and progressive. To have a shared language which is consistently delivered to give learners the skills they need to succeed in life. All students receive EPIC lessons through KS3 and those with an extra need also receive this through KS4

Many of our students have complex needs, whether based around interacting with others, language or anger management. To support these students, a series of small groups are in place, including friendship support groups, anger management, emotional literacy, social communication, self esteem and conversation. To further develop their independence and as a brief taste of life after school, subject to co-vid restrictions, all students will attend a period of work experience, usually for a week, but dependant on the needs and ability of the student. Careers lessons are delivered both through life skills lessons and the vocational pathway which has a greater focus on the workplace, allowing students to make more informed choices when they leave us, again allowing them to live as independently as possible and to take the lead in living an aspirational and happy life.

Key Stage 3

At KS3 students all students follow the core curriculum of English, Maths, Science and PE the whole year and take foundation subjects on a 9 week rotation basis. Foundation subjects in 2021/22 include 3D-design, Textiles, Dance, Drama, Art, Computing, Digital Media, World Studies, Lifeskills and Food Technology. This gives them a full broad balanced curriculum and gives them experience of different subjects to take through to KS4.

World Studies includes the teaching of Humanities but also focuses on our place in the world helping to deliver many aspects from the "Prevent" strategy and is also tied to the life skills curriculum. The aim of this aspect of the curriculum is to have a clear understanding of the world around them and make informed choices in adulthood.

To enhance their curriculum and to help to develop fitness awareness, resilience and promote lifelong habitual physical activity, students also take a Fitness4life/Swimming (when co-vid restrictions allow)/Personal Challenge rotation half termly.

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

To allow targeted planning and support, students are rough set into two ability bands, X and Y. In year 7 this takes place half way through the school year when we have fully assessed the students' abilities and needs. Students are fine set in English, Maths and Science to allow for precise teaching.

Key Stage 4

At KS4 we ensure that every student is working to their strengths by offering the students one of our pathways - Academic, or Foundation. All students follow the core curriculum as well as specialist subjects. At Dove House 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 students' skills and needs. We are committed to continually reviewing the suite of qualifications offered to ensure that our students achieve to the best of their ability and to match the school's aspiration for its students. Once in these pathways, students following the Academic Pathway 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.

Students 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. Students will take three selection subjects from a wide range of varying subjects. Their pathway also includes discreet lifeskills and ICT lessons leading to an ICT qualification at ELC, L1 or L2.

Students following the Foundation Learning Pathways have been identified as needing a little extra support with their studies and will follow a foundation course comprising various subjects at an appropriate level. These include aspects of subjects studied as part of the academic course at a level appropriate to those students. This course also includes cooking skills and life skills for the future and its aim is to prepare students for adulthood. There is also scope where appropriate for a student to follow a blended pathway following the Foundation Pathway but having the opportunity to take one selection subject.

Addressing Needs

We specialise in ASD (Autistic Spectrum Disorder) with which many of our students are diagnosed or show traits of and this is evident in all aspects of school life. We also offer support through PALS (Student Additional Literacy Support), OT (Occupational Therapy) and SaLT (Speech and Language Therapy) as well as a comprehensive life skills course which is designed to give each student the necessary skills for independent living when they leave school. Our support programmes support students with these needs identified on their EHCP and those who we feel would benefit from them. All are designed to increase curriculum accessibility and skills for life.

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

The Learning Support Base (LSB) is our specialist resource for students who benefit from the strategies used for children on the Autism Spectrum. The Learning Support Base has two vertical tutor groups and a satellite tutor group. The vertical tutor groups are the most specialist provision for Dove House students, allowing them to have a highly structured start and end to the school day, making things predictable and calm. It provides each student in this tutor group 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 students 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 the aim to prepare the student for changes in advance so that they are less of a problem and anxiety is lowered. These students will also have preparation for life beyond Dove House whether that be living on their own or as independently as possible within sheltered accommodation.

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

Speech and language therapy (SaLT) is also delivered on site by two Speech and Language Therapists, both of whom work at the school for one day per week, and a part-time experienced Speech and Language Support Assistant. The department provides specialist

support for students with specific speech, language and communication needs, whether listed on their EHCP or identified by us. 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 would impact on their future interactions. Staff training is also implemented to strengthen the awareness and understanding of these students' needs and ways of supporting them throughout the school day.

We also work closely with specialists from the NHS hearing and visually impaired teams to ensure that all students with issues in these areas have the support to ensure that they can prosper alongside their peers.

All additional therapies work with the school's vision in mind and preparation for adulthood and life beyond Dove House in any planning and support.

Many of our students have complex social based needs, whether based around interacting with others, language or anger management. To support these students, a series of small groups take place, including friendship support groups, anger management, emotional literacy, social communication, self esteem and conversation. Following a review of our provision and the needs of the students, a series of social skills groups were put in place to address the needs of all.

All students 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 students engagement and accessibility to the curriculum. Tutor time also includes value based assemblies and a celebration assembly. Effective tutoring remains an integral part to outstanding provision at Dove House.

In normal times all students also have the opportunity to part in residential visits. These maybe at local outdoor centres as year or tutor group trips or longer visits to offsite centres such as Calshot Activity Centre. During these visits, students are encouraged to develop independence skills for the future including resilience, making their beds and cooking for themselves. Trips have also taken place to the WW1 battle fields. Through these trips, students are encouraged to practice and develop social and communication skills and apply the skills developed in life skills lessons including aspects for independence, making beds, sitting down eating as a group etc. These visits are all subject to co-vid restrictions.

To further develop their independence and as a brief taste of life after school, all students will attend a period of work experience, usually for a week, but dependant on the needs and ability of the student. Careers lessons are delivered both through life skills lessons, allowing

students to make more informed choices when they leave us, again allowing them to live as independently as possible and to take the lead in living an aspirational and happy life. Work experience may be affected by co-vid restrictions.

Enrichment sessions also play a vital role in students' development at Dove House and staff are actively encouraged to provide opportunities beyond Dove House and ensure skills learnt at school are applied within the local community and beyond. In 2018/19, 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 students' skills and talents and ensure students have interest and hobbies that they enjoy beyond the school grounds. During 2021-22 it is hoped that we can again offer a broad range of visits.

The emotional and physical wellbeing of our students is essential to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students 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 students to engage in activities which will enhance their mental health wellbeing 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 students 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, again an opportunity for students to develop and use the skills learned across the school.

POST 16

At Post 16 we provide personalised study programmes which progress and prepare learners with Education, Health and Care Plan's for and into 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 centre is set up to cater for learners who may find it difficult to access a mainstream educational provision at Post 16 but deemed capable of becoming predominantly independent in the future and economically active. For the majority, the outcome of a good education is to develop knowledge, skills and confidence to progress them towards or into employment; dependent on the aspiration and ability of each person this can vary greatly to what level they enter the employment market. Our learners have significant barriers that their mainstream peers do not, our purpose is to work with 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 ie; 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.
- NEET data
- learner targets
- progression across the curriculum

Our Programme

We recognise that each individual may need a different set of skills and bespoke educational package to prepare them for employment. Unlike other courses we offer a tailored approach.

All of 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 forward both personally and academically towards employment.

Key aspects of the programme include:

Profiling: This is a process used to gauge exactly where a learner is at. It identifies strengths as well as weaknesses and looks at where interests and skills align and could be put to use in different career sectors. The profiling will also take account of 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 at the centre 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) view point to learners on things like interview techniques, presentation or interaction and will hopefully follow the learning journey of their mentee and support them where needed. All mentors will be DBS checked for safeguarding purposes. All mentors will receive child protection/safe guarding/PREVENT training.

Employability Skills: Learners will all receive employability skills training as part of their package, this will include areas such as interview skills, telephone skills, communication, 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 them to a variety of equipment, recipes and techniques to improve independence in the kitchen. Learners are encouraged to try new foods (as their diets are often limited) and healthy alternatives and techniques are demonstrated so they can make informed decisions about their food choices.

Maths and English: The programme seeks to develop the young person as a whole, preparing them for employment. English and Maths are essential areas that we strive to progress during the programme however, we aim to challenge the individual but will not be *exclusively* governed by academic qualifications which can be detrimental to the learners self esteem, motivation and confidence. Instead we will aim to raise functional capability in English and Maths to improve overall accessibility for learners 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 for them to practise their skills but also promote 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. 'Morning Wake Up' runs twice a week for Year 12 students and encourages reading for factual purposes. 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 accurately seek information.

Vocational Skills: Some students, dependent on need and ability, may be eligible to attend vocational aspects delivered by partner organisations as part of their personalised programme with Dove House. If a learner shows particular strength in a vocational area we may seek sector specific technical training to support this.

Tool Kit: A series of short courses designed to provide a variety of valuable learning experiences that will 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. Learners work towards qualifications in these where appropriate.

Business, Community and Enterprise Skills: Learners have an opportunity to develop their skills in these areas through a variety of team tasks. Everyone's strengths are utilised and learners will get to teach each other new things. It will be a teacher facilitated session which learners lead. It will involve the generation of ideas, planning, 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 and 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 are proud to work very closely with our employers and offer training to them. 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. All placements are checked for Health and Safety and appropriateness. We maintain that work placements are an essential part of the programme

which 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. This may be that they have shown interest in a specific skill, so we will support this by organising trips, specialist sessions or events to extend their knowledge or skills in this area, we can set up volunteer roles for them or external clubs in the community.

DIY: We run DIY sessions in cooperation with the 'Basingstoke Shed', this session engages some of our young males into learning DIY skills for the home, but also encourages social interaction, intergenerational cohesion and applies many of the skills we want to develop such as applied literacy, numeracy, problem solving and communication. We hope that learners find the sessions enjoyable and relaxing, inspiring them to join their local 'Shed' group in their social time as adults.

Confidence and Esteem Group (Currently named *Girls' Group*): To meet the needs of some of our highly vulnerable young women, we created a group to tackle issues such as anxiety, low self esteem and confidence, personal health and wellbeing. This group is used to discuss sensitive issues, share and resolve problems cooperatively and build relationships between them. It often builds on the work touched on in PSHE and is therapeutic in its nature.

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 to maintain or progress their skills and ensure we are doing everything possible to help them access the world around them. Additional therapies might include Speech and Language Therapy or Occupational Therapy. These are stipulated within the EHCP. Other additional therapies may include emotional literacy sessions or counselling and can be written in to individual programmes where appropriate.

PHSE and Fitness: All learners will get sessions on personal hygiene, health, personal safety, sex and relationship education, money matters etc. as well as sign posting and networking to other organisations and services. Fitness sessions run in the Gym for Year 12's and all learners will have full access to after school clubs back at Dove House School. We regularly take learners to LIG meetings for LD health and wellbeing (North Hampshire)

-Trips: We regularly organise social activities with learners to promote relaxation, to socialise and have fun. The planning of these will be done by learners to develop planning skills. This will give them a sense of independence and bridges the gap hopefully familiarising them with a range of leisure activities which they may then have the confidence to try without our support at another time. Isolation is a common issue amongst people with SEN so we seek to improve this by working with the learners to organise their own events and activities outside of college.

-Duke of Edinburgh Award: Learners will be working towards a Bronze award during their time on the programme. This will involve evidencing several different elements including; skill, physical, expedition and volunteering. These tasks will be worked in throughout the curriculum but will also require some additional hours outside of the learner's timetable.

-Careers Advice and Guidance: After a trial period of using a careers advisor at Post 16 we felt that it was not the best use of our learners' time. We make sure our learners have access to local businesses, information and workshops, mentors and supported employment advisors and specialised staff, who we feel have a much better understanding of our learners, their needs and a knowledge of opportunities available to them within the local community. We work closely with the DWP, Job Centre Plus, Ways into Work, National Careers Service, SES and a range of local employment agencies.

Please note that the current provision has been affected by co-vid restrictions and is under review.

The Future

The school is currently striving to ensure that students receive as normal an experience as possible at Dove House. The school has worked hard to ensure that it is co-vid which has resulted in some reduction of the activities that students can partake in. The future for many of our currently offered qualifications remains uncertain. Many are due for review and following the governments drive on attainment, many may continue to be withdrawn. This coupled with larger numbers of students with more complex needs means that we will need to continue to evaluate our curriculum and adjust as appropriate. As many of our students' complex needs mean that they need more support to develop the skills necessary to lead independent lives, it is likely that we will need to place a greater emphasis on the development of the skills needed for their future life.

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