



# Stony Dean School

*Working to Inspire*

## Specialist Learning Curriculum

### Intent

Our curriculum at Stony Dean is driven by the outcomes and aspirations we have for our pupils. Our pupils, their needs and complexities are always changing but our aim for them does not. We aspire for our pupils to be able to:

- Communicate effectively
- Function independently
- Access employment

It is these 3 main priorities that underpin the drive and values of the school and for which our curriculum is designed to achieve.

#### **Communication and Interaction**

We aim for our pupils to develop confidence so they can use taught strategies, technology and more specialist aids to be able to communicate with family, peers, colleagues and the wider community. Our Therapy Team (consisting of Speech and Language Therapists an Occupational Therapist and a Wellbeing Assistant) integrate therapy as part of the whole curriculum so that strategies are taught and supported in every aspect of school life.

#### **Independence**

We aim for our pupils to be able to access life and employment independently in line with their needs. This applies to being able to access learning and activities with minimal or targeted support in school. It also applies to key life skills which enables our students to live independently or semi-independently in the future such as cooking, looking after themselves and travelling safely.

#### **Employment**

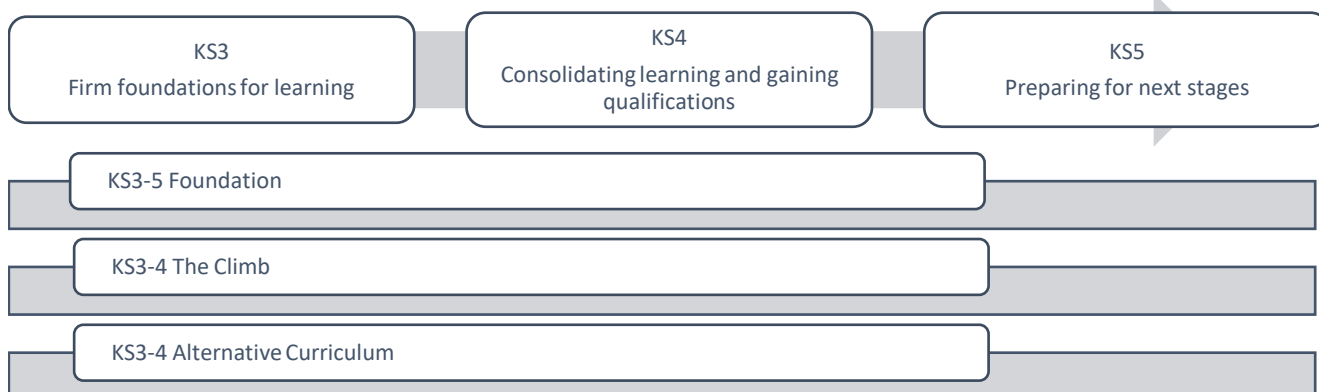
We aim for our pupils to be able to engage in society and community through employment, whether that is paid or voluntary. By teaching explicitly the skills and strategies they need to work alongside others and engage with and complete tasks, pupils feel the confidence and independence to access work in the future. We give students a wide taster of different jobs including work experience so they are able to make informed decisions and have the confidence to move on to successful next steps after Stony Dean. This ranges from college courses, apprenticeships, supported internships, voluntary work and paid employment.

### Implementation

We have designed our curriculum to comply with national expectations and draws from best practice and research from across the country.

The curriculum has been designed specifically by our specialist staff for the pupils at Stony Dean and the challenges which they might face in learning. The schemes of work are based on the national curriculum and draw on our pupils' needs and interests as well as national best practice to ensure they are appropriate, engaging and meaningful.

The curriculum develops through each key stage focusing on the preparation of the next stage of the pupil's education.



### KS3

In Key Stage 3 (years 7-9) students access an expected secondary curriculum. Students are grouped in tutor groups and move round the site to access different lessons taught by specialist subject teachers. Students are streamed into academic ability groups for Maths and English.

Subjects taught are:

• Art	• Learning 4 Life (L4L)	• Resistant Materials
• English	• Maths	• Speech & Language Therapy
• Food Technology	• PE	• Science
• Humanities	• Performing Arts	• Work Related Learning (WRL)
• ICT	• RE	• EHCP Target lesson

### KS4

The curriculum in Key Stage 4 (years 10 and 11) develops the foundations built in KS3 preparing them for qualifications and moving on to sixth form. Students choose their 2 preferred subjects for options in Art, Food Technology and Design Technology. All pupils experience all three subjects with a life-skills focus for a term per year.

• Art	• ICT	• Science
• Design Technology	• Learning 4 Life (L4L)	• Speech & Language Therapy
• English	• Maths	• Work Experience
• Food Technology	• PE	• Work Related Learning (WRL)
• Humanities	• RE	• EHCP Target lesson

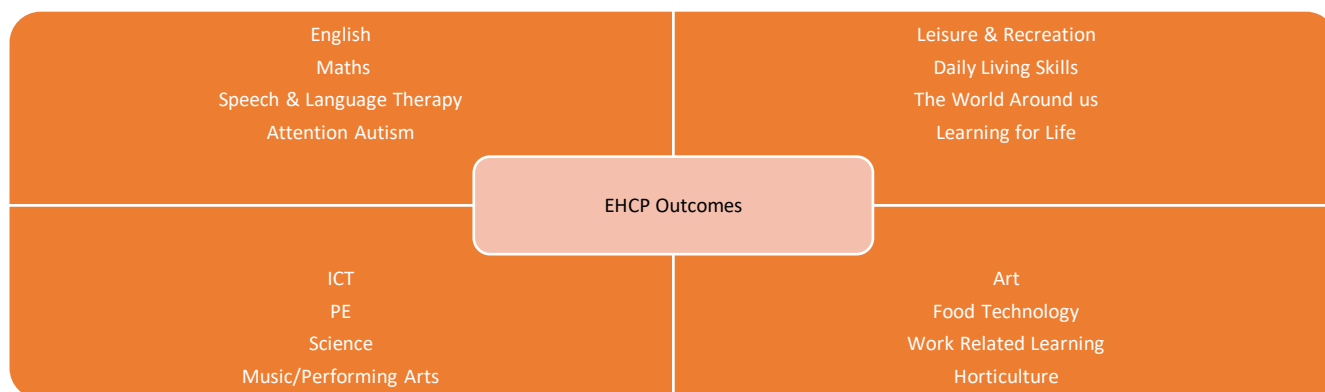
### Sixth Form

All lessons and experiences in Sixth form are based around the 4 aims of Employability, Independence, Well Being and Community Spirit. The Sixth form is treated as a work place environment in order to help prepare the students for their future, and the following subjects are covered during their time here.

• Functional Skills English	• Prince's Trust Achieve Programme	• Careers-Construction skills	• Work placements and workplace experiences
• Employability Skills: Maths	• Travel Training	• Careers-Young Enterprise	• Alfriston School collaboration
• Communication Skills	• Community projects	• Bucks College Group Experience	• Enrichment programme

### Foundation and The Climb

The Foundation and Climb Departments are mixed age classes designed for students who need increased support academically or with their social communication and transitions. Alongside learning based on their individual EHCP outcomes, students follow an adjusted curriculum which runs alongside the main subjects with a life-skills focus. This includes:

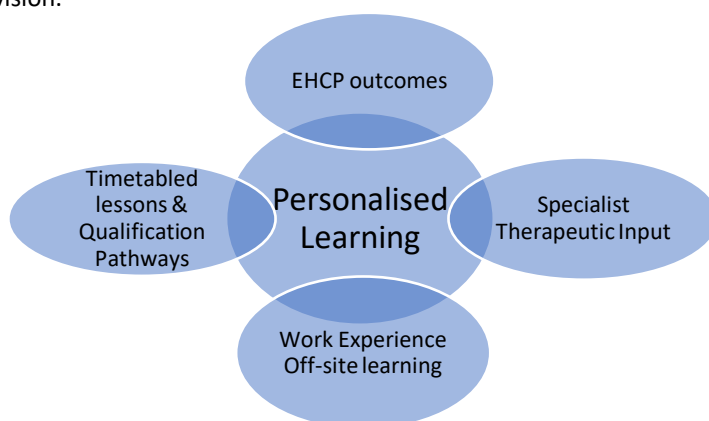


Stony Dean has a specialist low arousal environment that is pupil led and uses 'Autism friendly' strategies across the curriculum to support Semantic Executive Functioning. To achieve this and develop independence each lesson is delivered using a schedule and if required individual task schedules. An interest led curriculum, keywords, pictures, symbols and objects of reference are used to support processing, understanding and learning. PORIC is also applied making lessons meaningful and relevant to the learners. The TEACCH approach is practiced in Foundation and the individual needs of complex pupils can also be met through flexi-schooling using outside resources and agencies.

Our therapy department incorporates Speech and Language Therapy and Occupational Therapy. We work with an integrated model where strategies are integrated where-ever possible into lessons throughout the school. Our therapists specifically train our staff to use strategies which support all our pupils and where needed additional training is provided for staff who teach students with specific needs. Our Speech and Language Therapists run whole class therapy sessions and also attend English lessons to support language development. Where specific needs occur, blocks of small group work may be implemented to address a particular need.

### Alternative Curriculum

Some of our students may sometimes need the structure of highly personalised support in order to access education. This may sometimes be individually or in very small groups and may include agencies from outside school. The level of support will differ from student to student and will be continually monitored for meeting need. The ultimate aim is for all students to access our universal provision.



## Impact

We measure impact in two main ways:

- Using level descriptors for each academic subject area on Sonar and reviewing them on a termly basis
- Reviewing the individual EHCP outcomes for every student. We assess these continually and formally review them once per year for parents

### 1. Pathways

Stony Dean has designed pathways within each curriculum subject to show where a pupil is working at and to set targets in order to support progress through the subject.

On entry, pupils are assessed by staff and are allocated a pathway. This is by no means restrictive, pupils are able to move pathways throughout their time at Stony Dean depending on their progress and circumstances.

Pathways for most subjects are designed around end qualifications. For example:

English	Maths
Pathway 1 – Foundation Skills (ASDAN)	Pathway 1 – Foundation Skills
Pathway 2 – Entry Level 1 or 2	Pathway 2 – Entry Level 1-3
Pathway 3 – Entry Level 3	Pathway 3 – Functional Skills Level 1
Pathway 4 – Functional Skills Level 1 (potentially Level 2)	Pathway 4 – Functional Skills Level 2
Pathway 5 – GCSE Language	

All other subjects have 3 pathways, similar to the 1-3 pathways above.

Throughout the year, pupils are monitored according to their progress. Pupils who are achieving above their expected pathway may be moved to a higher pathway and given more challenge. Pupils who are below where is expected on the pathway will be given additional support and interventions as well as professional meetings discussing why that may be the case.

## **2. Tracking and Supporting Progress**

In addition to the pathways, each subject has devised their own assessment ladder to track the progress through the subject. These ladders are split into levels starting at W (working towards) going up to level 5. Each level is split into three sub sections: - developing, achieving, met.

Students working in our Foundation and Climb departments typically have a spikey profile which does not fit with the main school assessment framework. Students are assessed against their own individual EHCP targets which have been broken down into smaller steps. Picture and video based evidence is gathered via an app called Evidence for Learning, linking progress to outcomes. The assessment system is based on the 5 areas of need laid out in the SEND Code of Practice (2014) and the new EHCP target structure advised by Bucks CC:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence and Community Involvement

Three times a year, teachers level the students in all subjects. This provides a more formal review of those who may be above or below pathway and may need extra support or challenge.

These levels are shared with parents both at Parents' Evenings and also in the School Report which is sent to parents at the time of the Annual Review.

Revised February 2024