

## **Holistic Curriculum policy**



### **Phase Leads**

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### **Introduction**

At Blossom House we are very proud of our Holistic curriculum, which reflects the multidisciplinary ways in which the school works best, in order to support and develop our pupils in a life-enhancing way. Our intention is to ensure that our practice supports our Mission Statement and in doing so, continues to develop the school aims. DfE guidance suggests that *'A well-designed curriculum ensures that pupils grow incrementally in justified self-confidence in their ability to learn and make progress in mastering appropriately rigorous content.'* Our curriculum is delivered by skilled and expert practitioners from a base of outstanding teaching and therapy, shaped by previous best outcomes and an expectation that a holistic education will nurture and develop character into independent, resilient and confident learners.

Our holistic curriculum is designed, implemented and monitored through the Heads of Curriculum and Therapies (HCTh) working together. These teams meet regularly together and also departmentally. Contributors include the Behaviour and Safeguarding leads.

### **Learning Aims:**

***To enhance self-esteem and the ability to value each person's own worth through a caring, secure environment.*** In our pupils we aim:

- to develop an awareness of selves and self-confidence
- to develop sensitivity to and awareness of others
- to develop self-discipline and organisation
- to develop and maintain self-esteem
- to promote acceptable behaviour

***To develop the natural curiosity that pupils exhibit about themselves and their world, and use this curiosity to foster positive attitudes to learning.*** In our pupils we aim:

- to develop enquiring minds
- for them to be able to make reasoned judgements and choices
- to develop independent thoughts
- to develop perseverance
- to be able to identify problems, investigate and find solutions
- for them to work towards developing independence
- to encourage creative thinking
- for them to learn how to acquire information from various sources and record this in a variety of ways
- for them to be able to communicate ideas and information in a variety of ways

***To develop social awareness, group responsibility and empathy through the social context of learning.*** In our pupils we aim:

- for them to enjoy the same experiences regardless of gender, race, culture or colour
- for them to be sensitive to and aware of the needs of others
- to develop a set of beliefs and values
- to develop confidence to make and hold moral judgements
- to develop respect for religious and moral values of other religions, races and cultures

***To provide first-hand, everyday experiences which enable our pupils to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live.*** In our pupils we aim:

- to develop a questioning attitude towards the environment
- to develop respect and care for themselves, their environment and the wider world
- to understand the growth and development of society, including local and national heritage so that British values are not undermined
- to develop an understanding and appreciation of the world in which we live
- to develop respect for fundamental British values and to understand and respect diversity in all its forms

***To develop imagination and creativity by offering a wide range of experiences.*** In our pupils we aim:

- to develop the skills for, and appreciation of music, drama and the arts as a means of expression

***To promote a health conscious environment.*** In our pupils we aim:

- for them to understand the importance of health, hygiene and safety
- to involve pupils in regular exercise and to understand the importance of a healthy lifestyle
- for them to feel secure in their health awareness and sense of mental wellbeing

***To develop positive relationships between home, school and the community.*** In our pupils we aim:

- to involve parents in their child's learning
- to develop and sustain a partnership between home and school
- to develop a partnership between school and the wider community
- to involve parents in school life
- to develop links with other agencies, specialists and other schools and education groups

***To provide a broad, balanced and personalised curriculum for all pupils.*** For our pupils, we aim:

- to provide a variety of differentiated experiences to support the above
- to provide a balance of core and foundation subjects and life-enhancing opportunities
- to develop policies and schemes of work for all areas of the curriculum, core, foundation, themes, issues and dimensions

**Introduction:**

At Blossom House EY, Primary, Middle/Upper Secondary and Post 16 provision we have devised our own curriculum policy based upon a four – element model. This model and its delivery is regularly reviewed with new ideas, plans and is continuously developed under the supervision of the Principal and the Heads of Curriculum and Therapies (HCTh) working together. Our programme is the finely-tuned result of 27 years of experience of caring for pupils with language and communication challenges. Our exceptionally skilled and highly-trained specialist staff ensure that our outstanding provision supports all pupils on their journeys through the school. The Heads of Curriculum and Therapies meet regularly to discuss pupils, to monitor the quality of learning and to discuss ideas and initiatives

The purpose of our therapeutic education provision is to ensure that each pupil experiences a holistic curriculum which targets his or her academic, therapeutic, emotional, and social and communication needs, through the expertise of a multi-disciplinary team of professionals. We seek to support all of our pupils in achieving their individual potential as well as aiming to enable them to use their learning functionally within the wider community. Each strand of provision through the Key Stages seeks to harness and develop skills and attributes which will prepare pupils for the next stage of their journey.

Some of our pupils have more complex difficulties which means that the Blossom House curriculum approach is not suitable; these pupils follow an Adapted Curriculum alongside their Year Group peers, which enables them to access the same social activities and specialist resources as the majority of their peer group

As all of our pupils have speech, language and communication difficulties as well as associated/other learning difficulties it is therefore vital that the curriculum which they receive is devised, planned, administered and assessed using a holistic approach. Through all the Key Stages, equal importance is placed upon social and emotional progress as well as academic gains.

Therefore, our curriculum policy is based upon four interlinked strands which are deployed intrinsically through each of the Key Stages to promote holistic learning and growth. These strands are:

- **Academic Curriculum and Adapted Curriculum**
- **Therapeutic Curriculum**
- **Social and Emotional Communication Skills (including pastoral & behaviour)**
- **Transitional Preparation**

Where relevant, the curriculum is interwoven with a combination of therapy and academics in order to generate the best possible pupil experience with optimum outcomes.

Each of these four strands will be described further in the following sections based on the phases of Early Years/Foundation, Primary, Secondary and Post-16. The programme runs across our three sites; Motspur Park, Euston and Wimbledon, the latter both of which are additional premises

## **EARLY YEARS/FOUNDATION STAGE**

For most pupils, attending nursery will be the first social experience for children outside of their families, and so the transition process is stepped, gentle and with a greater staff presence than with the KS1 groups. Children will get to experience the fun, exciting and exploratory nature of our provision in an environment which is constructed to limit sensory overload and boost feelings of security. Most importantly, we want our nursery children to feel safe, and once this is firmly established with them, we support their confidence to grow, particularly with being around other pupils. In terms of their skills, within the EY, pupils are learning to learn, learning to sit and be engaged as part of a group. They begin to gain confidence with joining in and taking turns, learning to express themselves in a range of ways, and develop independence, taking pride in all their achievements. These are all skills that can be taken with them as they move up the school.

Since 2019, our EY provision has been exempt from the EY Framework. This is because our own expectations for learning are bespoke to the individual profiles we care for and are therapeutic, which is not reflected in the National model.

### Implementation of curriculum

The timetable is revised annually and adjusted to meet the needs of the learner cohort, including staffing. At Blossom House, Yr 1 pupils remain under the Foundation programme before moving across to Primary for Yr 2. Unlike the rest of the school, session times are usually 30 minutes and, in some cases, are of 15 minutes duration. Lessons are in addition to breaks for lunch and playtime.

The EY curriculum is a balance of subjects, therapy and explorative play. There are clear beginnings and endings of sessions, with transitions between lessons, often including changing rooms or spaces.

### Sample lesson allocations for Cherry class (Nursery/Reception) and Ash class (Year 1)

Cherry		Ash	
Arrival/play x 5	Curriculum x 5	Circle Time x 5	PSHE x 1
Circle Time x 5	Storytime x 5	Free play x 5	Yoga x 1
Speech/Language Therapy x 5	CircleTim3/Literacy x 1	OT/Movement x 5	PSHE x 1
Movement/OT x 5	Group reading x 1	Outside play x 5	Curriculum Activity x 5
Free Play x 5	Dancing x 1	Speech/Language Therapy x 5	Relaxation x 5
Music x 1	Yoga x 1	Forest School x 3	
		Phonics x 4	

Regular trips and visits to the community outside of school are linked to the curriculum and/or activities.

### Therapeutic provision

The EY provision is led by a teacher and a therapist. Through therapeutic delivery of lessons, staff work towards the pupils' early acquisition and securing of literacy and numeracy skills throughout their timetables; through singing, through playing, through sharing activities and through art.

EY staff attend regular meetings with the HCTh teams to ensure that information is communicated and shared, strategies and pupils discussed, and onward planning is drafted.

### **Behaviour and social communication**

In EY, the child's voice is captured by giving them choices e.g. choosing toys and choices in cooking and other activities, by talking about favourites e.g. favourite colour in the colour topic. They contribute towards displays and are then shown and reminded what they have done on displays. Through 'show and tell' they are assisted to communicate about home, family and friends and they learn to express themselves through visuals and Zones of Regulation, which is replicated up through the school. This approach helps anchor and establish their understanding of behavioural expectations when they move to KS1.

### **Transition**

Our nurture and understanding of children has enabled us to devise the policy of retaining Yr 1 pupils within the EYFS department. The focus for Yr 1 then incorporates more opportunity for interacting with other pupils, for example, through sharing the playground spaces under strict supervision.

### **Impact and Outcomes**

Pupil progress is discussed during Annual Review meetings. Lessons, trips and any developments or changes are discussed at Heads of Curriculum and Therapy meetings. Examples of SMSC in the EY are collated on Gridmaker, including photos and commentaries which demonstrate impact. EY provision is visited for Local Authority Quality Assurance purposes, most recently by Merton in 2021. Any Action Points yield clear plans, including feeding into the School Development Plan.

## **PRIMARY**

### **Implementation of curriculum**

With Primary pupils, we regard Yr 1 as being an important transition stage to a more formalised educational structure, and therefore our Yr 1 class continues to follow the Early Years Foundation curriculum. From Yr 2, pupils attend in small groups with similar-age pupils and begin to follow a more academically-structured timetable, with high levels of multisensory and therapeutic support. Pupils begin to acquire new literacy, numeracy and social communication skills, streamed with others of similar abilities as well as challenges in these sessions. Our Topic lessons and Science lessons offer opportunities for exploratory and creative learning in a range of subjects both in the classroom and the local environment. Pupils attend weekly thematic assemblies and experience them as an opportunity to see a sample of pupils' WOW work from that week and be a part of special Star awards being presented.

Whilst the construction of the timetable may vary from year to year, sample timetables with lesson frequency are shown below:

<b>Chestnut (Yr 2/3)</b>	
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Group Time x 12 English x 5 Maths x 4 Science x 2 Topic x 4 ICT x 1	CT x 3 Daily Living Skills x 1 Skills x 1 PSHE x 1 Classroom Skills x 1	Movement x 1 PE x 4
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Additional support is provided by the Specific Learning Difficulties team. This includes co-teaching classes, or providing tuition in small groups. Examples of this include teaching phonics/reading skills lessons from Yr 2-6, as well as touch-typing classes in collaboration with an Occupational Therapist in Yr 6.

### **Therapeutic provision**

Some pupils receive one-to-one therapy as per their EHCP requirements. This may take the form of Speech & Language, Occupational or Arts Therapy. Pupils are taken out of classes with prior arrangements with their teachers and with the knowledge of their parents. Daily Living Skills is collaborative and run by the OT and the SLT. It focuses on functional life skills such as making squash, washing, tidying, crossing the road, sun safety and how to request something appropriately.

Skills is an SLT run session, largely focusing on social skills. With the younger pupils, much is play-based and focused on turn-taking, sharing and developing imaginative play with more developed/ coherent narratives. With older pupils, there is more of a focus on cooperation and teamwork skills.

CT is the main SLT session and focuses on communication (attention, receptive/ expressive language), emotional regulation and social communication skills. The Occupational Therapy team provide input through Movement, providing supervised access to the Movement Room.

### **Emotional and Social (behaviour) curriculum**

Behavioural expectations are made clear and explicit throughout the school. There are reminders in rooms and expectations are always made clear by the teacher or therapist at the beginning of lessons. From the time the pupils step into school each morning, they are with their Group Leader (GL) and classmates, in groups consisting of between 5-8 pupils. The GL, who may be a teacher or therapist, is supported by linked professionals who provide additional support. This includes a designated Specialist Advisor, who oversees all statutory aspects of the pupils' school experience. Group activities focus on personal development and wellbeing, being set much more on a pastoral rather than an academic basis. Conversation and discussion are encouraged. The GL reviews any changes which may affect the day and gives behavioural reminders before pupils set off for their first lesson. For 2022-23 an extended Group Time period has been established twice weekly at the end of the day, to ensure additional pastoral support, opportunities for social engagement and finishing the day on a positive note.

In Primary, pupils focus regularly on emotional regulation in their CT sessions and PSHE sessions (e.g. Zones of Regulation, strategies, role play) which is also referred to by staff

throughout the school day. 'Check in and outs' are used in morning and afternoon group times. The OT department further supports pupil understanding of Zones of Regulation. In PSHE, a statutory lesson, pupils follow a scheme of work from 'Jigsaw' based on their level of understanding. Topics include: Being in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me. Extended Group Times focus on social skills and may also focus on specific behaviour management for that class (e.g. if name-calling is a problem they may run some sessions on how to combat this as a group). There will also be behaviour reminders and updates during the weekly assemblies. The Behaviour Team are not part of any lesson delivery but they provide constant 'on the ground' support in lessons and one-to-one in quiet areas around the school. The Behaviour Team also attend weekly assemblies and may run a presentation or do any behaviour announcements as necessary.

During assembly we have reading and writing stars, playground star, *Superflex* star (linked to the *Unthinkables*) and AAC star. Playground and *Superflex* stars are most linked to behaviour and reinforcing strategies. Positive reinforcement is used throughout the school day in the form of stars, tallies, sticker and house points. The weekly house point winner is announced in assembly. We also have Star of the Lesson, Star of the Day and Star of the Week to support and reinforce our positive behaviour policy at Blossom House School.

Individualised targets, teaching resources and methods, and interaction with a particular group and/or individual can be a very effective tool for promoting positive behaviour and active learning. In Primary, recognition of positive attitudes, behaviour and progress may include:

- Lesson tally charts (Year Six)
- Lesson star charts (Year 2 – 6)
- Star of the day (all Primary)
- Star of the week (all Primary)
- Sensible/Not Sensible books (all Primary)
- House Points (all Primary)
- Stickers & certificates (all Primary)
- Notes/emails/postcards home

All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views.

## **Transitions**

Transitions are a necessary and inevitable part of our lives and we understand that for pupils with special needs, the prospect of change can add anxiety to existing fears and worries. For this reason, we ensure that we make regular reference to the next phase and present any language in a clear, exciting format which builds hope, excitement and intrigue into our pupils' everyday experience.

In Primary, the importance of preparation to move to a new phase is taught sporadically throughout the year, with an additional 6-week dedicated programme during the Summer Term each year. From Yr 6, pupils get the opportunity to spend time in Secondary classrooms, with their new Secondary staff in the Summer Term. This is so



that they can be introduced to Secondary expectations. From 2021-22, for the purpose of creating a smoother and highly-supported transition, a new Middle Phase of leadership was created to manage Yr 6, 7 and 8. The school believes that smaller teams create clearer and more appropriate channels of communication.

### **Parent links**

Parents are sent termly targets for their children, so they are aware of goals within the curriculum to work towards the longer-term outcomes specified in their EHCPs. Parent conferences through 2021-22 took the form of Zoom appointments, which was an idea fully supported by parents. Parents attend Annual Reviews in person and have regular contact with the child's Group Leader and Specialist Advisor over email and telephone. Curriculum plans are also sent home termly.

### **Monitoring**

Learning Walks occur throughout the year in Primary, and all staff have formal and informal lesson observations to ensure that teaching standards remain consistent and outstanding. Pupils are assessed annually to inform their Annual Review reports. Assessment are in Literacy, Numeracy, Speech and Language and Occupational Therapy.

SMSC and PSHE evidence is maintained and exhibited through Earwig, which demonstrates opportunities provided through the curriculum. The school hosts visits from Local Authorities and from its own School Improvement Partner, who feeds back to the Advisory Body and performs Safeguarding audits.

Staff in Primary are supported by the Learning and Teaching Support team who provide support, strategies and training to all staff throughout the school year.

### **Additional activities across the academic year**

Primary pupils participate in many whole-school themed events, such as Music Week and Genes for Jeans Day, which demonstrate SMSC. There are many trips and activities organised by the Primary Team which support the curriculum throughout the year, for example visits to the Local Community and Stonehenge.

### **Primary at Euston**

#### **ADAPTED CURRICULUM (Primary)**

Some of our pupils experience a more complex level of language and communication difficulties and cannot easily access our already-modified and specialised Primary provision. For these pupils we have created a series of Adapted Curriculum classes, run by a team of specialist staff as a separate Department within Primary. We follow the Equals Curriculum rather than an adapted version of the National Curriculum. The focus is far more therapeutically delivered with a higher staff:pupil ratio. Lessons are generally in blocks of 30 minutes rather than the school-wide 45 minutes and the school day is shortened, ending at 3 pm daily.

The pupils in Adapted Curriculum classes all need support with very early communication skills, focusing on pre-linguistic, early linguistic and attention skills. Speech and Language Therapy (SLT) is integrated into the classroom as the focus is very much on communication first, then academic learning. SLT input is focused on creating

the best communicative environment possible, with individualised strategies integrated into this. All input – SLT, occupational therapy and teaching – is as integrated and collaborative as possible. Individual SLT sessions can be provided but most of the input is focused on the environment and this integrated support.

Following a SCERTS philosophy, emotional regulation is the main aim, and linked to this we always consider and are aiming to support the child’s level of arousal and sensory needs, his or her anxieties and any other emotional needs. In simple terms, we are always aiming to keep the pupils happy, for them to feel safe, and to trust us, and to want, and be able to, be around us and interact.

The **Equals Curriculum** shares the principle that communication comes first.

It is a curriculum that starts with the child. Adults work alongside and build up an understanding of the child’s preferences and interests. Activities can then be developed around these interests and within curriculum areas to support communication. It is a functional curriculum which strives to best prepare our students to become independent young adults who can contribute positively to their community in the future.

Equals does not measure pupil’s attainment or progress against pre-existing targets or expectations (such as Key Stages, National Curriculum or P Levels) but it does provide an “assessment framework”. It allows for a bespoke curriculum and target-setting which is appropriate for each child’s specific level of development and needs.

The Adapted Curriculum covers a range of learning subjects; however, these are not necessarily taught in isolated subject times. New skills and knowledge are taught in an integrated way, throughout the day in the Adapted Curriculum. An example of a typical class timetable lesson allocation for an Adapted Curriculum class is shown below.

<b>Pear class – mixed age</b>	
<ul style="list-style-type: none"> <li>• Floor Time x 5</li> <li>• Circles Time x 5</li> <li>• OT x 5</li> <li>• SLT x 5</li> <li>• Outside Play x 5</li> <li>• Snack, pack, story x 5</li> </ul>	<ul style="list-style-type: none"> <li>• Art x 1</li> <li>• Music x 1</li> <li>• Cooking x 1</li> <li>• Topic lesson x1</li> <li>• Drama/Movement/P.E x2</li> <li>• PSHE/RSE x2</li> <li>• Independence/ Out into the community x1</li> <li>• Outdoor school x1</li> <li>• Sensory Play/Play skills x1</li> <li>• Fun learning x2 (Emergent numeracy and literacy-based activities)</li> </ul>

## **SECONDARY**

Secondary is split into two phases – Middle (7, 8) and Upper (9, 10, 11). The purpose is to support pupils' transition as they progress through school and to add targeted and bespoke wellbeing for all years. Alongside this, the smaller teams allow for more teacher consistency so that children are able to develop better working relationships with staff in their phase. This also leads to reduced transition between adults and moving across the school site. Middle Phase is headed by Cassie Charlotte; Upper phase headed by Clare and Laurie.

### **Middle Phase**

A key focus for the middle phase is to support the transition into secondary school, which is challenging whether pupils are coming from our primary provision or from a previous primary school. Therefore, a lot of time and attention is spent on wellbeing, delivered by all staff from all sections of the team. Transitions are reduced, as this is a key area of anxiety for our pupils; they are given extra time to prepare them for the increased expectations and the demands of secondary.

The middle phase team work closely with the secondary behaviour team, and have created a range of bespoke middle phase behaviour visual support systems. These are detailed in the Behaviour Policy, which should be referred to alongside this document. There is a key focus on positive behaviour management and supporting the transition between primary and secondary. In addition, all staff are given access to the individual policies through Behaviour Summaries and Support Plans so that the team know the best way to provide individual care.

For many of our pupils, transitions are really difficult; they cause anxiety and dysregulation which has an impact on their learning in the next lesson. The set-up of middle phase aims to reduce adult and physical transitions. Most lessons are taught in group rooms or in the same area of school, with some specialist rooms being accessed e.g. DT, PE, Science, Art. 50% of lessons are taught in pastoral groups. Our core subjects of English, Maths and Life Skills are then streamed according to ability to create small teaching groups. In order to support developing trust and relationships with familiar adults, where possible Group Leaders teaching their own groups more subjects. Transitions between lessons are then supported by core adults and behaviour or phase leads to provide calming successful movements to reduce anxiety.

The playground can be overwhelming for many pupils. Therefore, students are provided with a range of structured activities to develop supporting social and emotional development etc through explicit teaching from familiar, consistent staff. This also provides a calmer and more purposeful experience, which allows for easier transitions to learning.

Joint working between the different disciplines occurs as a core way of working throughout the school. In middle phase this includes:

- SLT with curriculum PSHE with GL, needs-led PSHE and a wellbeing lesson running structured activities such as Talk and Chat which links to the Restorative Justice approach
- SLT with teachers across all subject lessons to support every teacher
- Year 7 Therapies carousel
- Year 8: SLT and OT run Preparation for Life curriculum
- SpLD – Eng and Maths support

Check-ins following the Circle Time/ Talk and Chat approach carried out in morning and afternoon group times delivered by Group Leaders. This is targeting pupils' understanding of their own emotions and allowing opportunities for staff to support them further. Further input into how we support pupils' wellbeing can be found in the wellbeing report.

As well as checking in with pupils, hearing their voices and ideas about the school is critical to helping them feel ownership over their learning and feeling heard. There are weekly student council meetings where a member from each group discusses topical subjects with the PSHE lead. Further to this the diversity lead meets with representatives from the secondary school to engage them in conversations around diversity within school and outside of school. The diversity lead also arranges INSETs for staff members to encourage wider thinking in the implementation of the pupils' education.

The PSHE lead supports Group Leaders to deliver weekly PSHE sessions, which are delivered jointly with the attached therapist for that group. PSHE is delivered following the curriculum and an extra needs-led session is given weekly to support the group. If a pupil is identified as being vulnerable around RSE or PSHE content, a set of 1:1 sessions is arranged.

Pupil progress is measured termly and reported to parents annually. This is measured through a range of steps that teachers tick off on our Earwig database. Alongside this, targets are ticked off for Social, Moral, Cultural and spiritual for each pupil to assess the range of materials that they are being provided with gives them opportunities to engage in diverse and broad cultural capital.

### **Upper Phase**

Our upper phase includes Year 9, 10 and 11. Our key areas of focus continues to be supporting the wellbeing of our pupils, enhancing their readiness for learning, as well as preparing for increased expectations and demands of qualifications and life beyond KS4.

In order to support the areas that we focus on the therapies and curriculum teams work closely with the behaviour team, and have created bespoke year appropriate behaviour visual support systems. There are minimised transitions, most lessons are taught in the same area of the school, with access to specialist rooms e.g. Dark Room in Art, ICT suite, Drama studio, Science Labs and Food Tech rooms to allow access to qualifications and readiness for further education. The playground is supported by therapists and teaching

staff who run a range of clubs to support social, wellbeing and curriculum needs. Supporting the transition for Year 9 pupils from middle phase continues to be important as they develop their independence, and understanding around therapy and curriculum expectations. They are streamed according to ability in each subject to create smaller cohorts for core subjects. They are taught by specialist teachers within all of their classes in preparation for KS4.

Each January – Year 9s are presented with option subjects for the different pathways depending on a child’s holistic profile and presentation. A decision is made in collaboration with parents. Currently the pathways options are:

- Range of qualifications including a mix of GCSE, BTECs, and or ELCs
- Equals

Qualifications offered are chosen to meet the needs of pupils alongside providing them with opportunities to be the most successful they can be. See Secondary Curriculum Policy for further information.

Year 10 and 11 make up our KS4 provision. These two years allow pupils to undertake chosen options as they work towards their qualifications. They are streamed according to ability in each subject, to create smaller cohorts for the core subjects.

Joint working is a key principle of Blossom House and here are some of the examples within Upper Phase to show how therapists work alongside teachers:

- SLT with curriculum PSHE with specialist PSHE teacher
- SLT with Group Leader – needs led PSHE
- SLT with teachers across all subject lessons to support every teacher
- Year 11: SLT and SpLD support access arrangements delivered in Life Skills
- Year 11: SLT and Arts Therapists to support transition to KS5 in Skills
- SLT and OT run Preparation for Life curriculum
- SLT and teacher running Skills curriculum across 9,10 and 11
- SpLD – ad hoc pupil support in lessons

Group times occur at the beginning (45 minutes), middle (15 minutes) and end of the day (15 minutes). Groups are allocated a Group Leader, an attached therapist and also a group support teacher to increase the number of trusted adults for students and engage them in our broad wellbeing support. Check-ins and Check-outs following the Circle Time approach are carried out in morning and afternoon group times delivered by Group Leaders and Group Support. The wellbeing of our pupils is paramount to all our staff. Please refer to our Wellbeing report for further information.

As with the middle phase, there is a student council, which provides students from each group a chance to discuss topical issues for the school and increase the student voice within the school.

Diversity has been a key area to develop our focus over the past few years, inclusivity and diversity are considered in planning and implementation stages of delivery – please see Diversity policy

For further information around the delivery of Therapy please read our OT (including travel training in Yr 11), SLT, AT policies.

The PSHE lead delivers weekly PSHE sessions, which are delivered jointly with the attached therapist for that group. PSHE is delivered following the curriculum and an extra needs-led session is given weekly to support the group. If a pupil is identified as being vulnerable around RSE or PSHE content, a set of 1:1 sessions is arranged.

Pupil progress is measured termly and reported to parents annually. This is measured through a range of steps that teachers tick off on our Earwig database for Year 9. Alongside this, targets are ticked off for Social, Moral, Cultural and spiritual for each pupil to assess the range of materials that they are being provided with gives them opportunities to engage in diverse and broad cultural capital.

### **Secondary at Euston**

#### **Parent links Secondary**

Parents are sent termly targets for their children, so they are aware of goals within the curriculum to work towards the longer-term outcomes specified in their EHCPs. Parents attend Annual Reviews and have regular contact with the child's Group Leader and Specialist Advisor. Parents Evenings happen twice yearly in addition to the annual review.

Curriculum plans are sent home annually to provide parents with more detail around what their child is learning about.

We also invite parents in for information evenings. These happen for Year 5s, Year 9 Options and Year 10s and 11s for information about the next stage of their child/young person's journey.

#### **Adapted Curriculum**

For pupils with more complex language and communication difficulties, Secondary has several Adapted Curriculum classes which provide a more appropriate curriculum. Secondary Adapted Curriculum classes are part of provision at both Motspur Park and our Wimbledon site. Pupils follow the MAPP or Equals Curriculum, onto which are mapped their targets. Adapted Curriculum classes for Secondary are sited at Wimbledon and at Motspur Park. 2022-23 will be the first year for a Yr 9 cohort. An example of a typical Adapted Curriculum timetable \*\* is shown below:

<b>Yr 8 – Wimbledon AC group</b>		
Group Time x 5	Music Basketball	IT
Community OT/SLT	DT	PE
Wellbeing x 2	Duke of Edinburgh	OT x 2
'Growing Up'	Life Skills	Curriculum x 3

Lesson at Motspur Park (travel)	Community Skills Topic	Functional	Drama
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**\*\*Please refer to separate Curriculum Policy for Wimbledon**

Additional support in Secondary is provided by the Specific Learning Difficulties team. This includes co-teaching classes, or providing tuition in small groups. Examples include: support with Yr7 and Y8 English classes at Euston and Motspur Park, Assistive Tech support in lessons with Yr 7, 8, 10 and 11 and Study Skills in Yr 10 classes in collaboration with the SLT Department

**POST-16**

The P16 provision works with pupils (who are referred to as ‘students’ in P16, to reflect their status in college) whom we regard as young adults working towards full independence. They are afforded opportunities to finalise their academic qualifications, to continue to receive therapeutic input and to embrace the prospects both of college, and of employability and the world of work.

In helping to support their transition from Secondary school to P16, preparation begins in Yr 11. P16 students are not required to wear a uniform and students have their own separate entrance to the school site, accessed through the issue of individual passes/door-swipes for which students have responsibility.

From 2021-22, a new in-house Employability programme was introduced in order to support our more vulnerable students build skills and experience for the world of work. Students in the first year of this programme complete work experience placements in Blossom House primary school and in Blossom & Brew, a local café owned and run by the school. They also complete volunteer work at charity Voices of Hope. Students in the second year of the programme work with The Dons’ Trust charity, collecting donations at a supermarket in Wimbledon and then packaging and delivering these to people in need.

Students on the College Link provision attend a local college (Kingston, Merton or Nescot) on a part-time basis. They are supported across the college locations by our College Link Mentors who work onsite at the colleges and liaise daily with Blossom House. Four Specialist Advisor staff oversee external links and the statutory processes associated with Annual Reviews, Transition Plans (IEPs) and College applications.

This academic year (2022-23) we have 28 College Link students on 17 different college courses. Because of the range of college-courses, and the need for academic and specialist and therapeutic support, the student timetables are bespoke, in that no two students follow the same route through P16. Developing these timetables is a complex process and requires that the student learns to take increasingly responsibility for organisation, commitment and progression through the provision. This includes the ability to self-refer for therapy if required.

## Timetable allocations

Whilst the construction of the timetables is bespoke and the content may vary from year to year, sample timetables with lesson frequency are shown below; one for a student following the Employability course and one for a student attending college part-time:

### Employability:

Employability Year 13

	8:45-9:30	9:30-10:15	10:15-11:00	11:00-11:15	11:15-12:00	12:00-12:45	12:45-13:40	13:45-14:30	14:30-15:15	15:15-15:45
<b>Monday</b>		Ready for Work (Yr13 GL)			Work Skills Sadeq Room 7			Maths Juan Room 7	Community Service (Yr13 GL)	
<b>Tuesday</b>		Key Skills (Yr13 GL)	Work Experience – At the Hub						Delayed lunch/chilled time	
			Work Experience – At Wimbledon Morrisons							
<b>Wednesday</b>		Key Skills (Yr13 GL)	Work Experience – At the Hub						Delayed lunch/chilled time	
			Work Experience – At Wimbledon Morrisons							
<b>Thursday</b>		Catch up (Yr13 TAs)	SLT discussion (SLTs)		Personal Development (Yr13 GL)			English (Kate)		
<b>Friday</b>		Mindfulness (Polly/Judith)	Maths Juan Room 7		Maths Juan Room 7	OT Group (OT therapist)		PSHE Rachel M Room 7	English (Kate)	

**Domestic Independence** – Students will learn different skills focused on developing skills for independent living and effective household management (including personal hygiene, personal safety, budgeting, laundry etc.)

**Key Skills** – These sessions incorporate learning activities to develop students’ knowledge of and ability to show key skills including communication, problem solving and taking initiative.

**Volunteering** – Students will be working with the charity ‘Voice of Hope’ in Kingston and will be packing and preparing boxes of food and essential supplies for homeless people. The OTs will also come to support different sessions and will see the students in action in the coffee shop.

### College Link:

	8.45-9.05	09.05-09.30	09.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30	12.30-13.00	13.00-13.30	13.30-13.55	14.00-14.30	14.30-15.00	15.00-15.30	15.30-16.00	16.00-16.30	16.30-17.00
<b>Mon</b>		Unit 1 Online World Nick Wilson			Unit 1 Online World Nick Wilson		Lunch	Unit 2 Tech Systems Nick Wilson		Unit 2 Tech Systems Nick Wilson							
<b>Tue</b>		Unit 9 Spreadsheets Nick Wilson			Unit 9 Spreadsheets Nick Wilson		Lunch	Unit 14 Computer Hardware Nick Wilson		Unit 14 Computer Hardware Nick Wilson							
<b>Weds</b>	Register	Fitness/Calm	English Kate Room 6	English Kate Room 4	B R E A K	OT Group Niamh Room 4	SpLD Alison Room 3	Lunch and Registration	Maths Chi Room 6		Well-being						
<b>Thurs</b>	Register	Fitness/Calm	Maths Chi Room 2		B R E A K	Work Skills Rita Room 1		Lunch and Registration	English Kate Room 4		Well-being						
<b>Fri</b>	Register	Fitness/Calm		Driving Theory Connor Resource Room	B R E A K	IS Room 3	SLT 1:1 Judith	Lunch and Registration	SLT Discussion Group Laura G Room 2	SLT Reading Group Judith Room 2	Well-being						

## Therapeutic provision



All students have at least one group SLT session each week (discussion group) some of them also have an additional SLT group (reading group). They also all have an individual SLT session on their timetable each week. SLT/teachers team-teach RSE/PSHE for the Employability group.

All of the Year 12s have either a Mindfulness (delivered by AT and SLT) or Arts Therapy group once a week for the whole year. Students attend Movement/OT sessions with the Occupational Therapist in a group. Some students receive additional one-to-one support with the Arts Therapy team on a needs-led basis.

### **Social and emotional (behaviour) provision**

The expectations for behaviour and conduct change when students reach P16. They do not wear uniforms and are expected to model exemplary behaviour as an example to younger pupils. Behaviour and social issues are discussed during SLT therapy, and the Arts Therapy team support with counselling and therapy as and when required. Students are given responsibility for being more independent and self-reliant through using and caring for their own Common Room. Students know that they can self-refer for therapy or support if they feel they need it.

All students have a group mentor with whom they register daily. Any concerns with behaviour or wellbeing are logged promptly in order to be addressed by the student's Specialist Advisor or other appropriate adult.

### **Transitions**

P16 students are further supported through the creation of Transition Plan targets. These are termly targets set in the areas of:

- further education and employment;
- independent living; friends,
- relationships and community;
- good health.

Students also receive independent careers advice. They also take part in formal mock interviews, in order to support them in preparing students for future job interviews or further education applications.

### **Extra-curricular activities, trips and initiatives**

There are regular opportunities for community-based learning which support the curriculum. Year 12 pupils attend an annual camping trip to Devon to pursue the certificated Jon Muir award, which provides opportunities to volunteer to support the community and environment. P16 pupils have opportunities to be involved with gaining Work Experience in the community at our school-owned local cafe, Blossom & Brew.

### **Parent links**

Parents have regular contact with their child's Form Tutor and Specialist Advisor. This includes communications regarding college, although this may also be through the student's College Link Mentor, who acts as a conduit between home, school and college.

Parents are sent termly targets for the students, so they are aware of goals within the curriculum to work towards the longer-term outcomes specified in their EHCPs. Parents attend Annual Reviews and there are two parent events each year, run virtually. There are information evenings provided where relevant. Parents are encouraged to organise work experience placements from their own community or using their own contacts, and there is regular communication about this.

### **Monitoring**

P16 is subject to the same monitoring of Teaching and Learning processes as the main school, with Learning Walks, observations and support from the Learning and Teaching Support Team, of which the P16 Curriculum Lead is a member. P16 Leads attend Heads of Curriculum and Therapies meetings along with other departmental leads across the school.

### **Impact and Outcomes**

All students in P16 work towards qualifications during their time at the school, in addition to those at college. Pupils are supported to secure Level 2 English and Maths qualifications if they have not done so before leaving Key Stage 4. Some pupils sit GCSEs and others work towards the award of Functional Skills qualifications at Level 1 or 2.

Outcomes are discussed during the Annual Reviews, including assessment against end of KS5 outcomes. The school follows up on the ongoing journeys of students who leave P16 after one, two and three years. The majority of students move on to college full time, often at the same college they attended during their part-time placement at school.