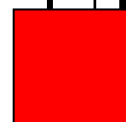
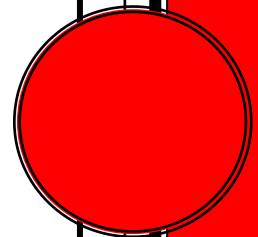


Great Oaks
Harcourt Road Curriculum Provision



ACCESSING THE CURRICULUM

The Curriculum Strands

Students who access Harcourt Road require key interventions to enable them to be ready to learn. Students' needs include emotional and behavioural difficulties, severe and moderate learning difficulties and autism. They may have difficulties in communication and can find it hard to self-regulate their emotions. Students come from a range of provisions into Great Oaks School. These range from mainstream, special school and independent specialised settings. Each student has been identified for Harcourt Road due to ongoing issues around behaviour and accessing a full class, issues around self-harm or safety towards themselves or others. This will have resulted in a need for an individualised curriculum and environment. Students can access the Harcourt Road group at any age or stage. Team meetings and professional discussions around suitability take place before any student is placed in the provision.

A range of interventions are used to support each student on their personal journey.

- ✚ SNAP- identifies and provides interventions for 17 social, emotional and behavioural difficulties
- ✚ ELSA support
- ✚ Vocational 1:1
- ✚ Intensive interaction
- ✚ Sensory Occupational Therapy
- ✚ Signalong
- ✚ Colourful Semantics
- ✚ Visual support systems
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions

The Curriculum Areas

A holistic view of education is utilised for Harcourt Road as many of the students find it difficult to access a formalised curriculum. Therefore an approach that puts the learner at the heart of every activity, where their interests and needs are focused on and the students learn how to succeed in the activities they are being asked to complete.

The Curriculum Strands

Students access a range of subjects. Each of these subjects fall within one of the categories below.

- ✚ Core Skills (English, Maths, Communication – Signalong, Drama)
- ✚ Technology (Design Tech, Food Tech, Computing)
- ✚ World Studies (Science, History, Geography, RE)
- ✚ Leisure (PE, Friday activities, Swimming, Dance)
- ✚ Arts (Music, Art)
- ✚ Skills for Life (Independence Skills, PSHE, Citizenship)
- ✚ Personalised Learning (Vocational, Nurture, Personalised timetables, Specialised settings)

Curriculum Coverage

<i>Personalised Learning</i>				
<i>Skills for Life</i>		<i>Communication</i>		
<i>Core Skills</i>	<i>Technology</i>	<i>Leisure</i>	<i>World Studies</i>	<i>Arts</i>

A large proportion of the Harcourt Road curriculum focusses on Personalised Learning, followed by Communication and Skills for Life and then by the key subject specific areas, with the intention being to deliver at least some of these through reintegration with main school classes

The Curriculum Framework- Harcourt Road

EHCP Links	Strands	Subject areas	Provision, Skills, Knowledge Content
Physical Development Social and Emotional Development Communication Independence Cognition and Learning	Core Skills	English, Maths, Drama	<ul style="list-style-type: none"> ✚ Functional skills ✚ Understanding and using cause and effect ✚ Problem solving ✚ Foundation literacy and numeracy skills
	Communication	Communication	<ul style="list-style-type: none"> ✚ Signalong use ✚ PECS, symbols, schedules, key words and sentences
	Technology	Design Tech, Food Tech, Computing	<ul style="list-style-type: none"> ✚ ICT- Computers/ Ipads ✚ Cooking/ Diet/ Health
	World Studies	Science, History, Geography, RE	<ul style="list-style-type: none"> ✚ Faith ✚ Safety awareness through scientific knowledge ✚ Local and wider community awareness ✚ Wider national and world issues- environment
	Leisure	PE, Friday activities, Swimming, Dance	<ul style="list-style-type: none"> ✚ Community awareness ✚ Being able to swim and be safe in and near water ✚ Being active
	Arts	Music, Art	<ul style="list-style-type: none"> ✚ Project and topic work ✚ Theme weeks ✚ Arts Week
	Skills for Life	Independence skills, PSHE, Citizenship	<ul style="list-style-type: none"> ✚ Independent Learning Skills ✚ Toileting ✚ Personal hygiene ✚ Personal care ✚ Eating/ Drinking ✚ Sensory diet ✚ Swimming skills ✚ RSE

	<p>Personalised Learning</p>	<p>Vocational, Nurture, Personalised timetables, Specialised Settings</p>	<ul style="list-style-type: none"> ✚ Relationships with self, other children and adults ✚ Self-awareness ✚ • Self esteem ✚ • Likes/dislikes ✚ • What is social? ✚ • How to be social ✚ • Social communication ✚ • Social understanding ✚ • Playing alone and with others ✚ • Structured/unstructured play ✚ • Thinking positive and being ✚ • Sharing things ✚ • Turn taking ✚ • Wining/loosing ✚ • Sharing adults/space with others ✚ • Self-control ✚ • Making Positive choices ✚ • Empathy ✚ • Smiling/body language ✚ • Relationships ✚ • Enjoyment of other people ✚ Understanding emotions and triggers. ✚ Self- regulation techniques
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Enrichment Activities

Educational trips are used to enhance student learning and experiences. Friday afternoon activities are utilized as an opportunity to develop personal interests and hobbies. These skills are reinforced so that they may become transferable later on in life.

LONG TERM PLANNING

HARCOURT ROAD PLANNING 2019/20				
<p>English Individual Targets – Earwig, Phonics, AQA Newspaper report. Weekend news, individual reading. Poetry, funny poems, story language, high frequency words, CVC, finger spaces, Full stops, Capital letters, Individual worksheets</p>	<p>Science Learning about atoms, molecules, elements, compounds. Periodic table Learning about water and the weather. Experiment Bonanzas Practical experiments eg making a rain cloud Building a model of a compound</p>	<p>PE Individual fitness - goals football Daily walks and counting distance travelled. Swimming/PE with Great Oaks for integration Friday Clubs</p>	<p>ICT – (Cross curricular) Developing individual skills Using the internet for research Safety on the internet Newsround</p>	<p>Life Skills/Community Shopping, Household skills, gardening Litter pick, Planting seeds, Mini Enterprise</p>
<p>Maths Individual Targets - Earwig, AQA Money – shopping skills, Recording temperatures, coordinates - Battleships Fractions, Mathematical language, Full/Empty etc</p>	<p>Humanities/PHSE/MFL and Citizenship Newsround Learning about other countries around the world/scratch map. Facts and phrases about each. RE special clothes, prophecy, Our responsibilities, relaxation,</p>	<p>ART/DT Linked to countries in Humanities, theme topics, Change goals, mini-enterprise, Nature art e.g. flower/leaf dipping in plaster and painting. Polystyrene head sculptures</p>	<p>Food Technology Foods from around the world linked in with Humanities, Developing individual skills – chopping, weighing, mixing, Making lunches – Choosing a recipe Ingredients shopping Baking for the old people’s home</p>	<p>ASDAN/AQA Students are working towards their Bronze, Silver or Gold award and cover selected units from their booklets. AQA - Gardening, Road Safety</p>

TEACHING AND LEARNING

Staffing

Students are staffed 1:1 at Harcourt Road. This ensures students with challenging behaviour have the necessary support to succeed and move on.

The provision is led by an experienced specialist in managing complex needs, along with an experienced team who endeavour to remove educational barriers so that learning can be refocussed. This is supported through subject lead teachers and the manager of personalised learning.

Harcourt Road supports students with medium term interventions as well as providing some immediate stability for them within the learning environment. The provision also works towards preparing pupils for reintegration with a main school class when progress and learning habits will allow them to succeed in this type of environment. Time frames around this are dependent on student progression and self-regulation skills.

Students are also supported through external professionals such as Occupational Therapist, Speech and Language Therapist, Sensory Occupational Therapist, CAMHS staff, JIGSAW social workers and parent support professionals. Everyone who works with students at Harcourt Road have the skills to react to challenging behaviour, can identify needs quickly and react and have a positive attitude to ensuring students are accessing education in the best way possible.

Planning

Students at Harcourt follow individualised timetables and an adapted curriculum. The primary focus for each student is to improve their behaviour, engagement and attitude to learning so as to support their inclusion and this is fundamental to the approach with motivational activities being key to this. The aim is for them to each cover core subjects i.e. English, Maths, Science, ICT, PHSE and Citizenship and PE with a strong emphasis on their social and functional skills. RE and Humanities are primarily covered through topic work. Some students learn primarily at Harcourt, while others will continue to access curriculum elements either offsite or at Great Oaks.

Students learn through cross curricular coverage, practical and life skills, community inclusion and project work as these are seen as crucial to their development as independent adults. As appropriate they may cover selected topics from their Key Stage (students range from Yr 7-Yr 11) and the main school theme weeks.

Students at Key Stage 4 will access any accreditation such as ASDAN, AQA and Arts awards through topic areas on an individual basis. Each curriculum area is differentiated for each student to take into account any learning difficulties or associated problems.

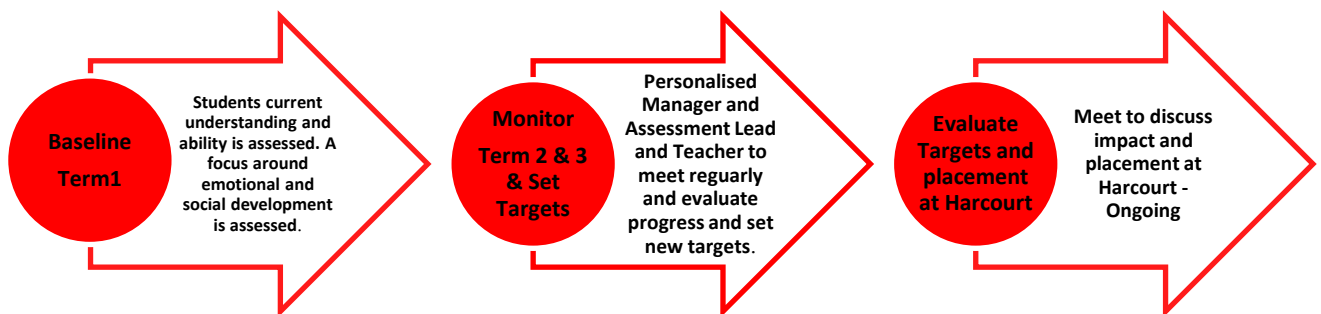
For example a student with a barrier to learning within literacy- writing, will have work altered to ensure this area is broken down into more achievable steps first.

Weekly team meetings enable the team to reassess how each student is progressing and adapt and change the planning as in order to best meet need. Staff follow long term and medium term plans which incorporate weekly planning. Planning is also designed to be flexible to ensure students' needs are considered and reacted to on an hourly, daily and weekly basis.

Learning Environment

Harcourt Road is a house based off-site provision in a residential area to provide a smaller more homely feel. This ensures students have a more personalised learning environment, with learning spaces that are well organised and adapted to meet the needs of students. We also used off site provision such as Work Mobility and the intention is to re-integrate students back onto the main site as much as possible. Class and individual schedules are used consistently and focus around emotions and circle time to share this with the students to help develop areas such as self-regulation and anger management.

Assessment



Goal and target setting is centered around a student's Educational Health Care Plan. Students have individual educational targets each term which are based on outcomes from the EHCP. These targets are reflected in curriculum delivery and students work on these throughout their day. Teachers continually assess this progress and report

through Earwig Academic on all curriculum areas. Baseline diagnostic testing is used in Reading, Spelling and Maths. The ongoing measurement of progress is individualised and determined by both the lead teacher and LMT.

Student Achievement

Student achievement is captured through lesson feedback, Class Dojo reward points, evidence on Earwig Academic and regular communication with parents and other professionals. Yearly reports are completed and parents are met with twice a year for parents evening as well as additional meetings as required.

Transition

Harcourt Road is intended as a medium term intervention to ensure students are accessing learning and social development in a positive way. We have an underlying goal of returning the young person to a pathway class, on the main site. In order for this process to be successful, transition back into a class needs to be completed with care and not rushed into. Students need to have shown they have improved social, sensory and emotional regulation. Ensuring the student is in a place to learn is a key priority and the emphasis on positive relationships and experiences is key. When a student has been identified as making the necessary progress and doesn't pose a risk to themselves or others, professional discussions are held and meetings with parents are arranged. When professionals and parents/ carers are in agreement, the process to transition a student into a pathway class begins.

Family Engagement

The Education Endowment Foundation's report on '*Working with parents to support children's learning*' emphasises the importance of parent engagement and the clear link to students academic progress. Due to the nature of complex behaviours exhibited by students accessing Harcourt Road, communication and an open dialogue about home and school issues is vital. Parents are encouraged to phone the lead teacher daily if they feel there is a need. Great Oaks will also support parents in accessing appropriate services for support. Staff will work with parents on practical strategies that can be used at home and regular meetings are arranged when a student's behaviour is regularly off baseline either at home or school. Parents are encouraged to agree to mutual behaviour management strategies to ensure as much consistency as possible for the student and shared resources are sent home to ensure parents can adapt and support their child as best as possible.

