

Curriculum map



Ambitious Approach

We want to prepare children and young people for a happy and fulfilling life and, whilst doing so, afford them dignity, respect, and compassion. The Ambitious Approach is centred around improving the quality of life of autistic young people while they are in education and ensuring this quality of life continues into adulthood. When pupils and learners leave our settings, we want them to find employment, go on to further education or training, and live fully as part of the communities of their choice.



Curriculum

- Our curriculum is meaningful, functional, personalised, empowering, innovative, creative and flexible to help us meet the needs of every pupil.
- We maximise opportunities for our students to enjoy and succeed in their learning and be equipped and prepared for fulfilling and rewarding adult lives.

Curriculum delivery

- We ensure pupils have the support they need to access learning environments.
- We put in place reasonable and practicable adaptations to allow everyone to thrive.

Collaboration

- We involve pupils and learners in decisions about their learning, support and future and value their voices and opinions.
- We also work closely with parents and carers ensuring a continuous partnership between home and school that benefits the child or young person.

Curriculum intent statement

Spring School provides all pupils with a curriculum that is ambitious, coherent and sequenced, accessible and balanced.

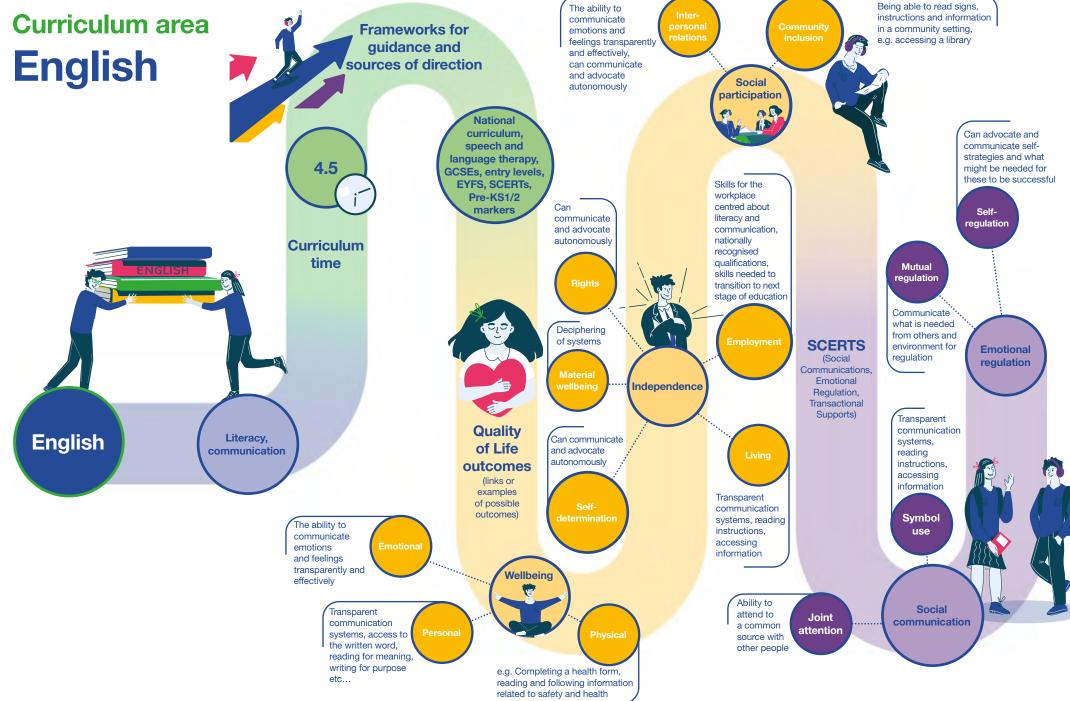
Ambitious – the curriculum is closely linked to a quality-of-life framework with all pupils learning and progression closely aligned to ambitious outcomes in their Educational Health Care (EHC) plans. Learning will be geared towards a preparation for valued inclusion in communities after school, preparation for the next stage of education and realising the goal of meaningful, paid employment. It will be aspirational for all pupils and provide a framework in which they can realise their passions and skills, and utilise these as a vehicle for a successful adult life.

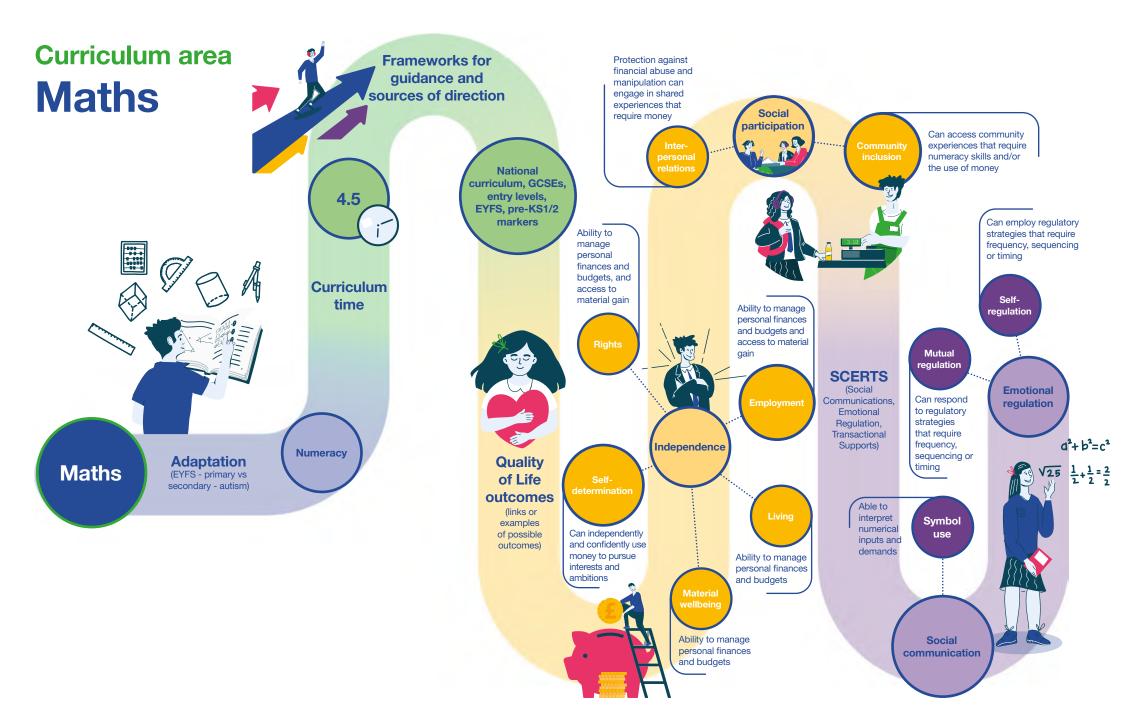
Coherent and sequenced – the curriculum is built on individual prior learning and designed to celebrate the small steps that lead to long term progression and generalisation across contexts and experiences. The curriculum is the framework that links formal and informal learning across the school and ensures that all pupils make clear and demonstrable progress during their time at Spring School.

Accessible – all pupils are provided opportunities to develop the tools and skills needed for life-long learning. For many at Spring School their autism presents as a barrier to inclusion, learning and success. The curriculum accounts for this and places significant importance on the development of regulation and communication skills that are transparent and functional and can be used across contexts. The curriculum accounts for the reality that many joining the school will have had disjointed and exclusionary school experiences and that they will need support in filling in gaps in knowledge and understanding.

Balanced – throughout the curriculum uses national frameworks (EYFS framework, national curriculum, national accreditation and others) to shape expected learning for pupils. The curriculum is rich and diverse, reflecting the cohort of pupils in the school and their wider community. It celebrates diversity and core British values and has a focus on developing cultural capital for all students as an aide to their valuation in community groups during their time at Spring School and beyond.

The focus of each cohort's and individuals' curriculum are shared with staff, parents and governors on a regular basis. Pupils are encouraged to engage in their learning processes and to co-produce their learning opportunities and journey.





Curriculum area Frameworks for quidance and Development **Science** of skills sources of direction focused on prediction and possible participation outcomes **National** Understanding of curriculum, GCSEs, physiological and 2 entry levels, EYFS, physiological connection occupational between emotions and Securing Skills for the sensory experiences therapy right to learn workplace centred (knowing your own body) about the around science world around and scientific them and how concepts, it functions nationally Curriculum - pursuing recognised time qualifications, skills personal need to transition interest and Selfaspiration to next stage of regulation education **SCERTS Emotional** (Social regulation Communications, Emotional Independence Regulation, Following a Transactional sequence for Supports) Personal an experiment development Quality **Adaptation** - reading Science (EYFS - primary vs of Life for meaning secondary - autism) (following outcomes instructions) (links or Significant examples teaching around of possible Understanding of understanding Symbol cause and effect outcomes) the human body, Understanding how it functions - to translate into of physiological understanding and how to look and physiological after it outcomes connection between emotions and sensory experiences Wellbeing Exciting and Social scientific nature of **Joint** Personal hygiene, communication concepts may lead attention understanding of to interest and the own body and best development of joint to remain active attention through and healthy stimuli

Curriculum area Computing



levels, **EYFS**

For many autistic people when talking about the move towards technology based interaction they reported on a reduction

of anxiety and

associated challenges

Engaging with communities and people online and/or using technology to access social spaces



2

Curriculum

time

curriculum. GCSEs, entry In an increasing digital world - being able to functionally use technology will be vital

Being able

to manage

an online

banking

account

and being ICT literate will be the gateway to the next stage of education and/ or meaningful employment

Use of technology

Social

participation

Mutual regulation

Use of technology to aide with regulation (somewhere to escape from the world or providing significant input and support)

Emotional regulation

aide with regulation

providing significant

input and support)

Self-

regulation

from the world or

(somewhere to escape

Adaptation Computing (EYFS - primary vs secondary - autism) **Functional use** of technology

Use of technology

communicate, connect and many other opportunities

to access the world,

Quality of Life outcomes

(links or examples of possible outcomes)

Using

Independence

technology to communicate and advocate (e.g. booking an activity or experience online)

Being able to use technology independently and functionally for a range of purposes

Emotional Regulation,

SCERTS

Symbol use

Using augmentative comms tools through technology or the use of coding programmes to support the development of sequencing and structuring skills

(Social Communications. Transactional Supports)

Social communication

Use of technology as a shared social and/or communicative stimulus

Join<u>t</u> attention

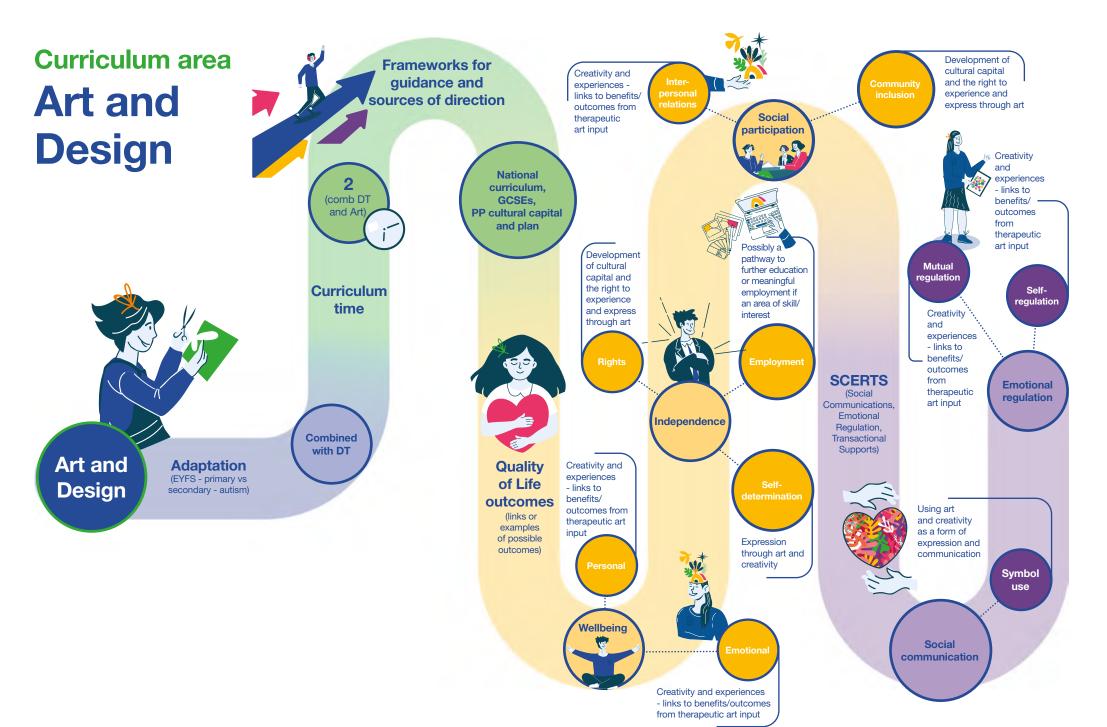
Use of technology to access the world, communicate, connect and many other opportunities

Engagement with technology to support living a healthy life-style (e.g. a step counter)

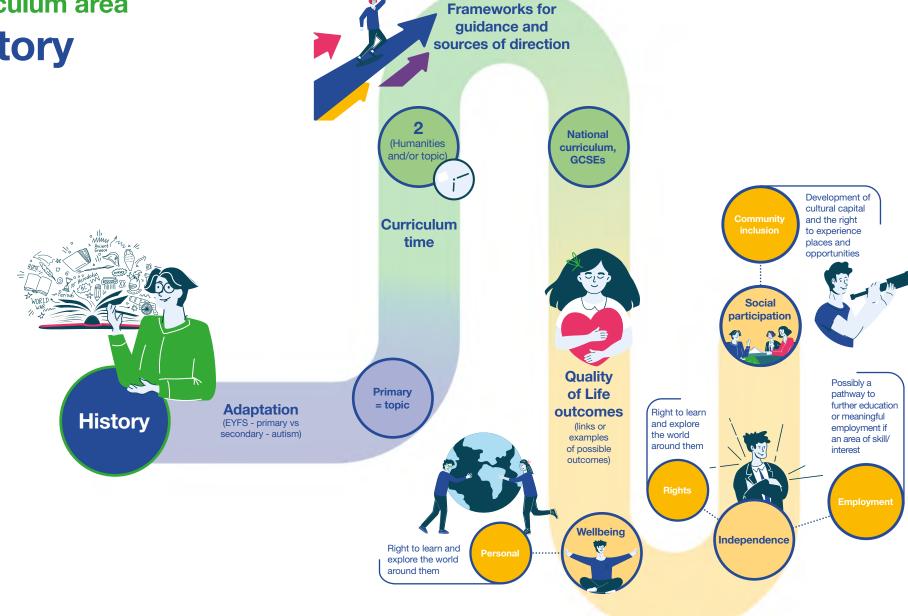


Curriculum area **Frameworks for** Shared guidance and communication opportunities if sources of direction Access to engaged in joint community Social cooking activities spaces participation associated with food/cooking such as a café or supermarket **Entry** (comb DT levels and art) Possibly a pathway to further education Curriculum or meaningful Being able to employment if time budget and an area of skill/ plan for food interest appropriately **SCERTS** Reading for (Social meaning and Communications, being able to following Emotional Independence instructions Food technology, Regulation, Transactional and sequenced combined with opportunities -Supports) **Art and Design** also being able Eating **Adaptation** Quality to request and DT healthily and (EYFS - primary vs of Life comment on understanding secondary - autism) the process of the importance outcomes Eating cooking of this healthily and (links or examples understanding the importance of possible Symbol of this outcomes) alongside being able to prepare food Wellbeing and meals outcomes independently associated with being Wellbeing well-fed and having access 1/2 Social to a broad and communication balanced diet An expressive and

creative outlet



Curriculum area **History**



Curriculum area Frameworks for guidance and Geography sources of direction **National** (Humanities curriculum, and/or topic) **GCSEs** Development of cultural capital and the right Curriculum to experience places and time opportunities Social participation Quality Possibly a **Primary** of Life pathway to = topic further education Adaptation outcomes Right to learn Geography or meaningful (EYFS - primary vs and explore (links or employment if secondary - autism) the world examples an area of skill/ around them of possible interest outcomes) Wellbeing Independence Right to learn and explore the world around them

Development of **Curriculum** area cultural capital **Frameworks for** and the right to Creativity and quidance and experience and experiences -Music express through links to benefits/ sources of direction music and sound outcomes from Social therapeutic music input participation Creativity and **National** experiences - links to benefits/outcomes curriculum, (Humanities from therapeutic GCSEs. PP cultural and/or topic) music input capital and plan Development Self-Possibly a of cultural regulation pathway to capital and further education the right to Curriculum or meaningful experience employment if time and express Mutual an area of skill/ through music regulation interest and sound Creativity and experiences - links to **SCERTS** benefits/ **Emotional** (Social outcomes from regulation Communications, therapeutic music input **Emotional** Independence Regulation, **Primary** Transactional = topic Supports) Quality **Adaptation** Music Using music (EYFS - primary vs of Life and creativity secondary - autism) as a form of outcomes expression and (links or communication Expression examples through music of possible outcomes) **Symbol** use Creativity and experiences links to benefits/ outcomes from therapeutic music input Wellbeing Using the rhythm and predictability of Social

Creativity and

experiences -

links to benefits/ outcomes from therapeutic music input communication

Joint

attention

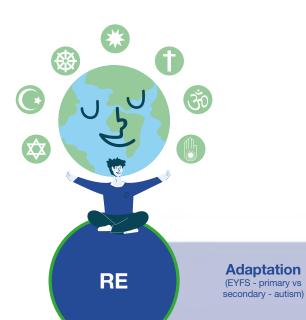
music as a starting

point for interaction

and comms

Opportunity to access **Curriculum** area community settings: Frameworks for swimming, climbing, Making choices KSW, other schools quidance and through play/ PE PE, opportunities sources of direction for leadership Social and team/group development participation Physical nature of regulatory **National** experiences curriculum. 1.5 and/or outcomes OT, SCERTS, local community Self-Possibly a regulation pathway to further education Curriculum or meaningful Meeting employment if time fundamental Mutual an area of skill/ physical regulation interest needs Physical nature of regulatory experiences **SCERTS Emotional** and/or (Social regulation outcomes Communications, Emotional Independence Regulation, Wellbeing, Transactional yoga, Supports) swimming **Adaptation** Quality PE (EYFS - primary vs Engaging of Life Initiating, secondary - autism) in physical receptive and outcomes activities expressive (links or - finding Making choices language examples enjoyment through play/ development, of possible and passions PE, opportunities transparent **Symbol** outcomes) for leadership communication use and team/group systems Adaptation to Healthy life development include wider and choices, wellbeing and Adaptation to mindfulness include wider concepts wellbeing and Wellbeing mindfulness concepts Social **@** communication Physical element of wellbeing and Multiple people regulatory input/output, attending to the **Joint** Adaptation to include same stimuli and in attention wider wellbeing and reciprocal play and mindfulness concepts interactions

Curriculum area RE







Curriculum time

Listed in 'emotional resilience', PHSE



Quality of Life outcomes

(links or examples of possible outcomes) rights and opportunities and their place within that

Better

Development of cultural capital and the right to experience places and opportunities -Understanding of cultures and faiths within the community pupils are part of



Social participation



understanding of society and

Possibly a pathway to further education or meaningful employment if an area of skill/ interest

Independence



Ability to express interests and emotions that may be attached to understanding the world

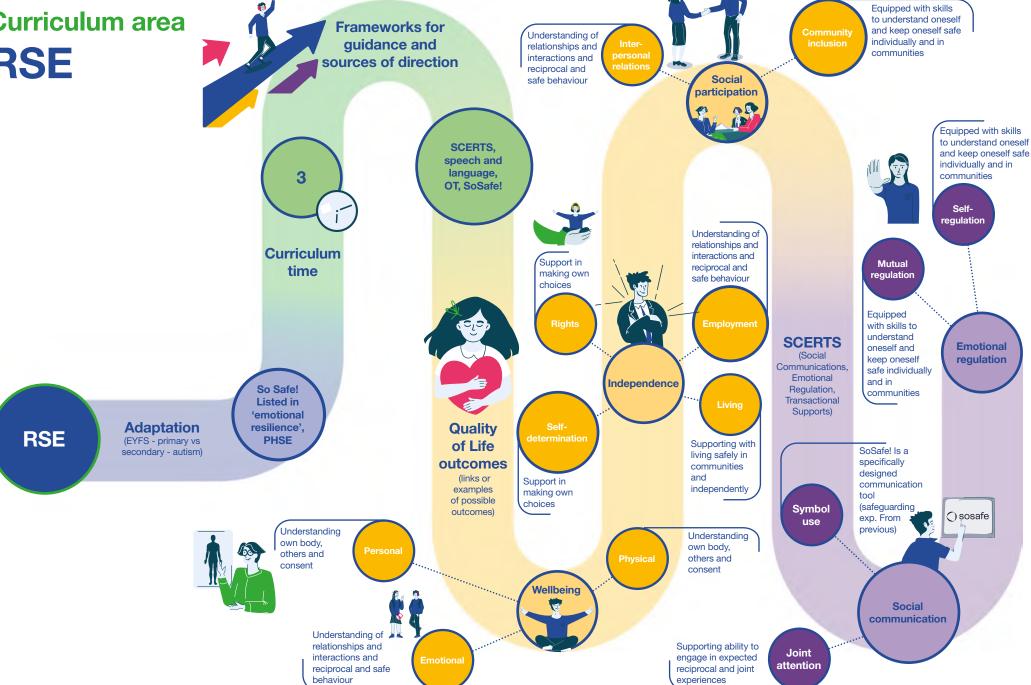


Better understanding of society and rights and opportunities and their place within that

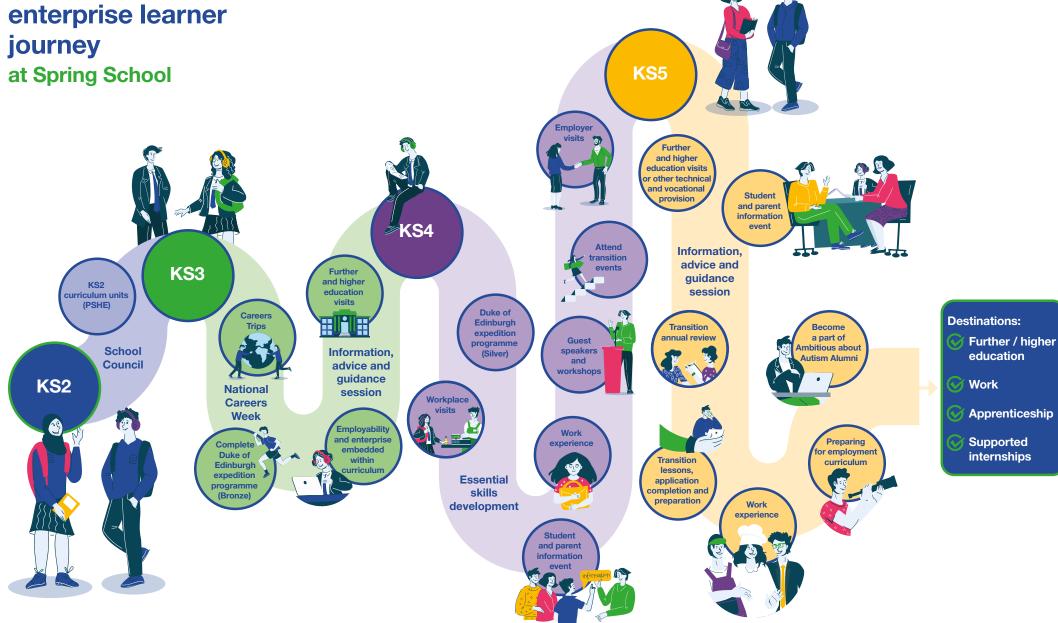
Understanding of cultures and faiths within the community pupils are part of



Curriculum area **RSE**



Employability and







Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

Swim School a Centre

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

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Grange Rd

