

Somerset Progressive School Curriculum Statement

1: Aim of the policy

1.1 This policy aims to provide a clear curriculum statement for Somerset Progressive School

2: Policy

2.1 Curriculum Statement Somerset Progressive School

Somerset Progressive School is registered by the DfE to provide education for students between the ages of 7-19. Our curriculum covers Key Stages 1, 2, 3, 4 and extends to 16-19 collegiate style provision (across 24 hours for children accessing our residential service).

The curriculum is planned to promote individual and group learning opportunities via a full range of experiences and activities that are appropriate to each student's age, entitlement, needs, abilities and choice.

Particular emphasis is placed on the National Curriculum, communication and self directed behaviour strategies for a lifelong learning programme. Wherever possible we aim to provide access and inclusion opportunities to mainstream education and other community based leisure and social activities geared towards the promotion of independent living.

Most students enter Somerset Progressive School with a Statement of Special Educational Needs providing the basis for their Individual Education Plan and Individual Learning Plan. This is a tool by which the school establishes what and how targets are to be achieved. In addition



to educational targets other development parameters are set, monitored and reviewed regularly.

In line with the 1988 Education Reform Act, Somerset Progressive School strives to promote the spiritual, moral, cultural, social, emotional and physical development of all students in school and society. Through themed weeks a selected theme is threaded throughout the curriculum to promote and develop this entitlement.

Our overarching aim at Somerset Progressive School is to provide the highest quality education where inclusion, enrichment and progression enables personal achievement for all students in preparation for the responsibilities, experiences and opportunities of adult life (with appropriate levels of support).



2.2 National Curriculum Strategy

Subjects are accessible to all students, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each students programme. They can be accredited via **AQA Unit Awards** and build towards **AQA Entry Level Certificates** (NC 1-3) and **GCSE Foundation** (NC 3-5) and **Higher** (NC 5+) **Stage** exam entry where appropriate.

These subjects are:

- English
- Science
- Maths
- English/PHSE/Maths Intervention

2.3 National Curriculum Foundation

Subjects are included in programs of study and are accessible according to ability, need and age. These include:

- Physical Education
- Geography
- History
- Art
- Music and drama
- Computing
- Food Technology
- PHSE

Supplementary subjects and therapeutic experiences are available for students to access based on their ability, need, age and preference. They include:

- Horticulture
- Forest School
- Outdoor Education/ Animal Care/ Construction
- Drama Group (inclusion project)



- Music enrichment and lessons
- Duke of Edinburgh
- Sport leadership program
- Work experience at post 16
- Supportive college placement
- Counselling

2.4 Independent Living Skills activities are included in programmes of study. These activities are wide ranging and structured to allow for incremental steps in achievement. Activities are grouped into main areas and can be individually accredited through the **AQA Unit Award** Scheme and covered in Personal Health and Social Education lessons.

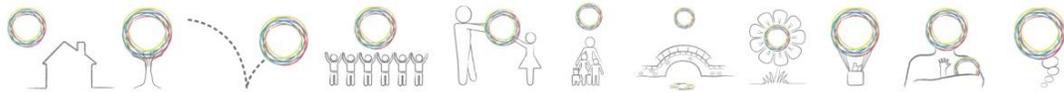
2.5 Personal Projects offer a way of combining classroom based learning objectives in functional contexts. They are planned with students from 14+ years and include elements of Transition Acton Plans, LA advice, ILP targets, hobbies, interests, work experience, spiritual and cultural events and community access.

3: Equality Impact Statement

3.1 All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head of Education. Embrace will then actively respond to the enquiry.

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Delivering Quality Psychologically Informed Care and Education for Young People