

Curriculum Policy

TreeHouse Curriculum Summary

Fundamental to our approach to curriculum at TreeHouse is 'the ability and commitment to adapt teaching to the unique qualities and needs of each pupil'. The curriculum is broad and balanced aiming to engage, motivate and challenge, giving pupils an effective pathway to adulthood. It follows a thematic approach utilising the school and community environment. Each pupil's curriculum is planned using a transdisciplinary team approach to maximise outcomes for all pupils.

Based on the needs of the individual pupil, TreeHouse provides:

- personalised curricula individualised to meet each pupil's needs
- approaches and interventions supported by research evidence
- approaches and interventions for each learner based on evidence of their progress and learning outcomes
- learning strategies and a teaching environment that are enjoyable
- opportunities for pupils to be involved in the decision making about their learning
- the teaching and learning of functional skills, knowledge and understanding
- planned opportunities to generalise skills, understanding and knowledge to natural situations and settings (such as the home and the community)
- planned opportunities for local community involvement and participation, such as inclusion in mainstream schools, supported vocational placements and work experience
- preparation for adulthood and a life that is as independent and fulfilling as possible

The curriculum is designed to

- promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society, *and*
- prepare learners at the school for the opportunities, responsibilities and experiences of adult life.

With the desired outcome being

- Successful learners: *who enjoy learning, make progress and achieve;*
- Confident individuals: *who are able to lead safe, healthy and fulfilling lives with appropriate autonomy and independence and;*
- Participative citizens: *who meaningfully participate in their communities*

Curriculum Content

Full details of the curriculum content can be seen on the full curriculum map broken down into Key stages.

Core Subjects: English, Maths, Science, PSHE

English and Maths are taught daily to all pupils aiming to develop their functional skills. Many lessons take advantage of our natural environment and are planned with cross curricular outcomes, for example English and Maths have combined schemes of work centred around an age appropriate text.

TreeHouse aims is to install a lifelong love and passion for reading. Pupils in primary and lower school have daily reading sessions with storytelling, narratives from around the world, sensory stories and story massage being used to captivate pupils.

The Maths curriculum has a strong focus on the skills required to function daily such as time telling and money skills. Pupils are encouraged to use number to problem solve in doing so developing skills that make sense of the day to day world around them. Maths is seen as a tool to enhance communication.

Further up the school (KS4 and KS5) pupils, where appropriate, have access to Entry Level English and Maths. The subject lead works closely with the school job coach to ensure pupils have the work-related skills they require as they move into adulthood.

The school has reintroduced Science to the core curriculum and it is being taught as a cross curricular thematic subject using the Maths and English schemes of work. This is part of the school's long-term plans to develop a full Science and outdoor curriculum, including Forest School Skills.

PSHE

Personal, social and health education is taught daily and incorporates SMSC and British Values. Sex and relationship education is planned to meet individual pupils needs and is done so in conjunction with external agencies (Image in Action). This forms part of our wider safeguarding policy and our dedication to preparing our young people for their adult life.

Art, Music, Dance and Drama

TreeHouse recognises the importance of 'The Arts' as a tool for communication and expression of self. Pupils are taught by specialist teachers using a wide spectrum of mediums to explore each pupil's talent. Yoga is used with the classroom to encourage relaxation. Pupils have the opportunity to take part in whole school art activities and work with visiting artists. Weekly music and drama lessons are supplemented by in school workshops and concerts, school productions, and educational trips.

Physical Education

The PE curriculum encourages fundamental movement skills, agility, balance and coordination. Pupils have access to a wide range of activities including horse riding, skiing, swimming, football, sailing and bowling. PE takes part on site and out in the community. The curriculum has London wide sports programs embedded within it such as Panathlon and the London football league.

KS5 Preparing for Adulthood

The preparing for adulthood pathway builds on 'Getting a Life', it reflects the SEND reforms and shows how the local offer and the EHCP can help young people achieve fulfilling lives in which they have the potential for good health, employment, independent living and being part of a community.

At TreeHouse the looks like lessons in Enterprise, Healthy Living, Meal Prep, and Employability. The Local area is used as an additional classroom with many young people having local work experience.

For those not yet ready for work experience in the community the school provides internal opportunities with application forms, CV building lessons and interviews.

Homework

Home work is set when appropriate. Pupils have access to an online learning through Espresso and teachers will guide pupils and parents to work on specific areas. This includes videos, worksheets and interactive games. Pupils are sent home with reading books or a book of their choice from the school library.

The Future (September 2018)

Like all outstanding schools TreeHouse is constantly looking to move forward and improve the outcomes for its young people. A review of the current curriculum offer is part of the school development plan. A school working party has been formed.

What has been achieved to date (September 2018)

- An update of school curriculum map for all key stages
- A school timetable to reinforce subject content and the reintroduction of science to the curriculum offer
- Sixth form option groups
- Primary Phonics
- Homework through Espresso
- Literacy training
- Numicon (Numeracy training)
- Primary Library borrowing
- English lead and Job Coach working together to look at functional skills
- English and Maths linked schemes of work

Future Aims

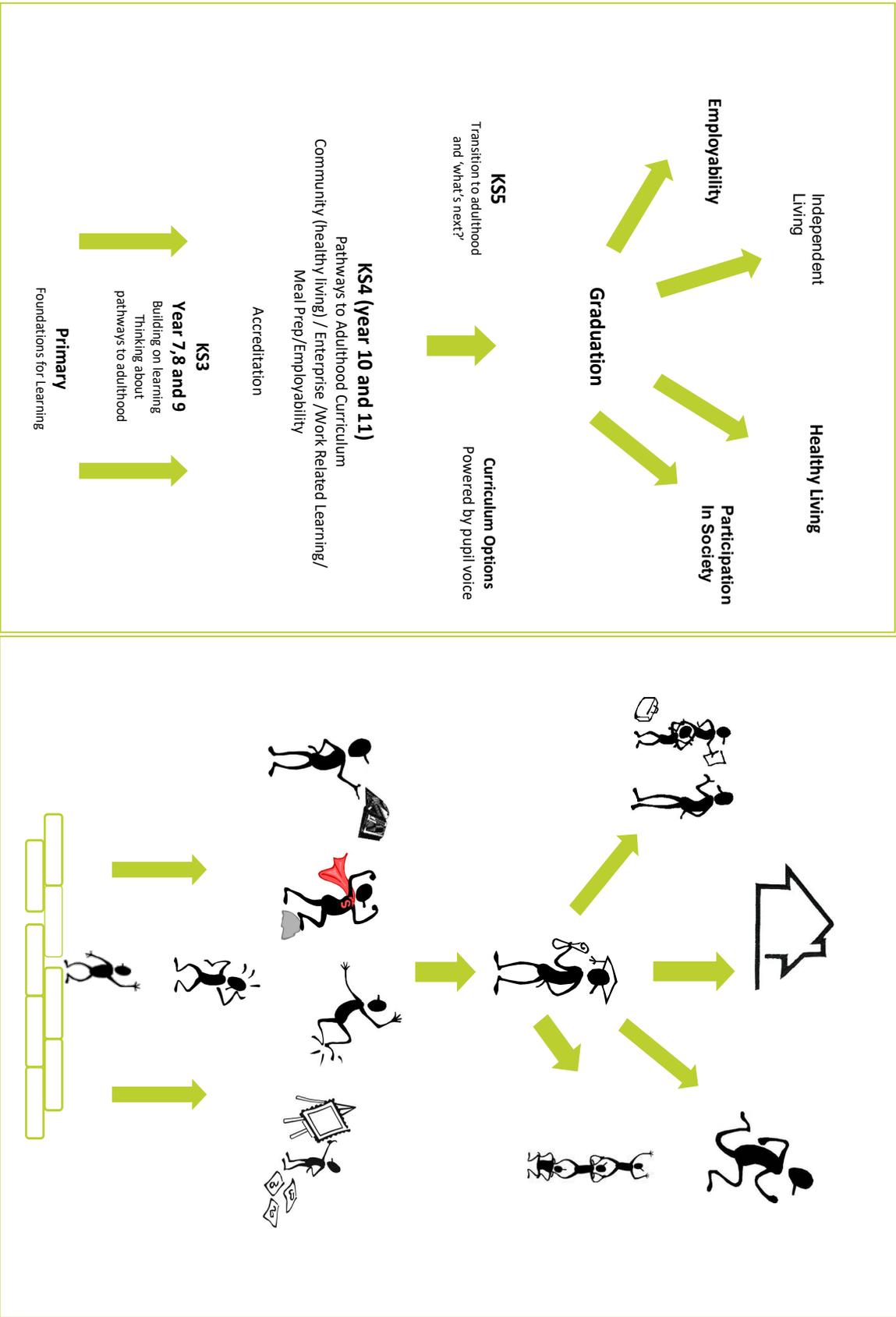
- Training for all class leads on thematic curriculum
- Forest School training and introduction to the curriculum
- TreeHouse Award- accreditation reflecting skills of each pupil
- Introduction of a practical skills curriculum
- SLD focused curriculum schemes of work for KS4 and KS5

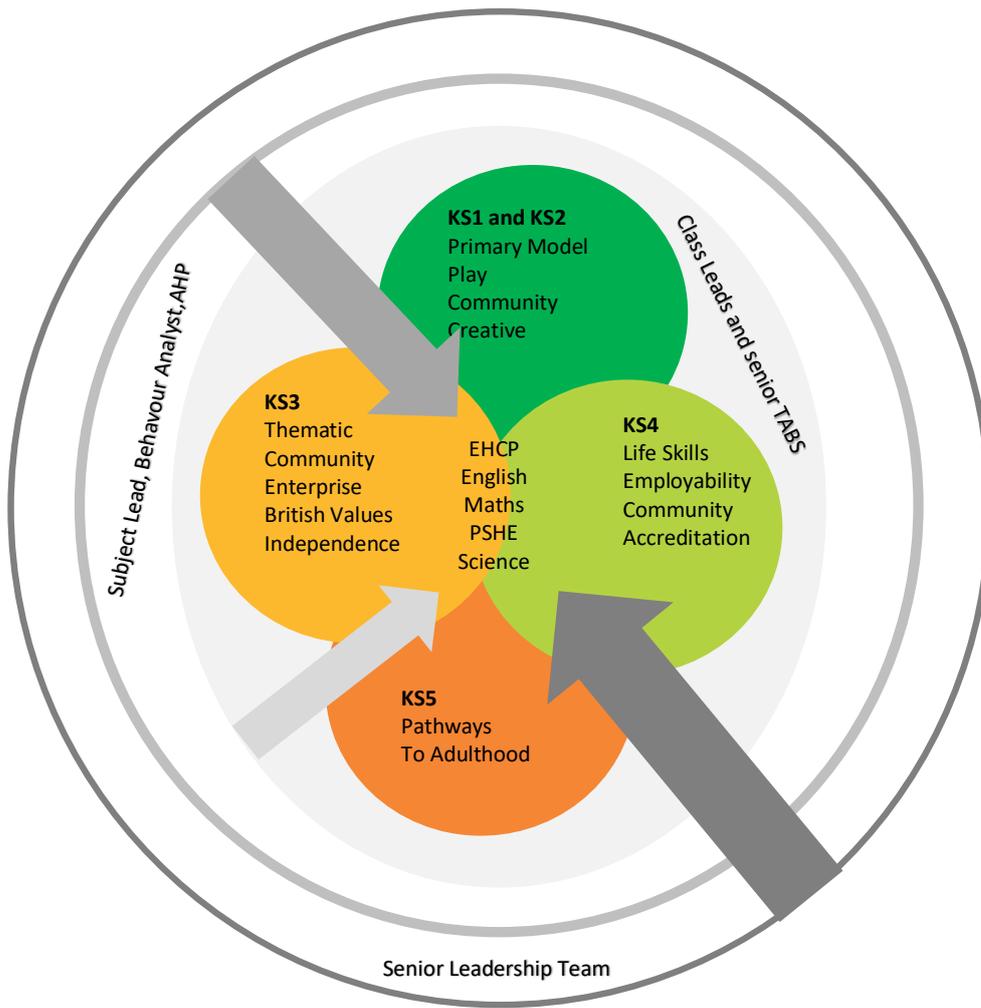
Current break down of lessons taught 2018

Subject	EYFS and Primary (Hours)	KS3 (Hours)	KS4 (Hours)	KS5
English	5	5	3	3
Reading	2.5	2.5	2.5	2
Maths	5	5	3	3
Science	2	2	2	
PE	2	1	1	1
Community	1	1	1	4
ART	1	1	1	*
Music	2	1	1	*
Dance/Yoga	1	.5	.5	.5
Enterprise Employability Work Related Learning		2	1 2	2 2
PSHE	2.5	2.5	2.5	2
Humanities		1	1	
Horticulture	1	1	1	2*
Independent Living			1	2
Healthy Living				2
Meal Prep			2	2
KS5 options group				1.5

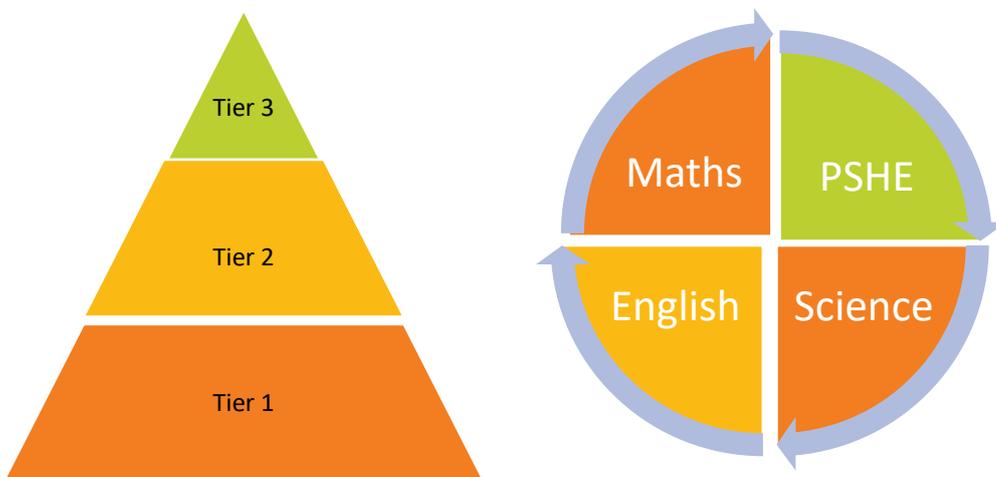
*Further personalised lessons

TreeHouse Curriculum Pathways





Curriculum Responsibility



School tiers of Positive Behavioural Support and how this may look for an individual pupils according to curriculum baseline assessment

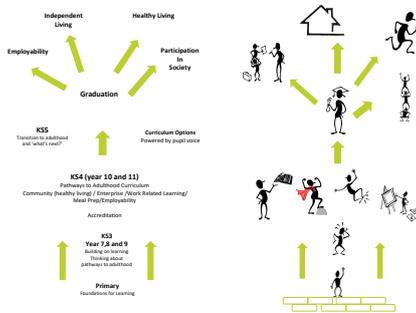


TreeHouse School Curriculum Statement

INTRODUCTION

TreeHouse is committed to developing a curriculum that meets the unique qualities and needs of each pupil. It follows a thematic approach which is underpinned by the four Pathways to Adulthood. These being Employability; Independent Living; Participation in Society; and Healthy Living. We want all our pupils to have the opportunity to fulfil their potential, hence our curriculum is broad and balanced and aims to engage, motivate and challenge. The curriculum is personalised to meet the needs of all and its flexibility enables us to incorporate world events and major news outbreaks.

All pupils are taught by a teacher in small classes. All pupils receive 1:1 support. Pupil progress is monitored by an intrinsic assessment system. Termly curriculum planning reflects individual need guided by specialist Maths and English leads, the Allied Health Professionals and the Behaviour Analyst. All pupils have targeted outcomes, determined by the EHCP and clear progression pathways leading to employment, education and training, well-being and access to (supported) housing as appropriate. Communication and social skills are embedded.

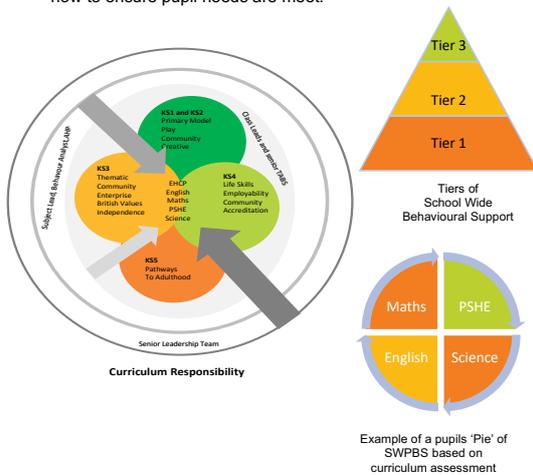


LINES OF RESPONSIBILITY

Everyone has a role in ensuring the curriculum meets the needs of all pupils. The curriculum continues to be outstanding because it is constantly evolving. It works along an assessment system that is also evolving to meet the changing needs of our pupil population.

The English and Maths leads take direction from the senior leadership team and are lined managed by the deputy with curriculum responsibility and the BAs are line managed by the senior BA. Together they direct the curriculum through each key stage ensuring that all pupils receive an appropriate core curriculum, guided by the EHCP outcomes.

Learning is individualised using a trans disciplinary team approach. Regular meeting and training ensure all staff know how to ensure pupil needs are met.



EYFS AND PRIMARY 4-10

- Pupils follow a primary model with one key teacher.
- Pupils follow an adapted national curriculum
- There is a focus on learning through play and interaction
- There is a focus on communication and interaction skills
- Base line testing gives a predict pathway to adulthood for each child
- Base line testing show tier of SWPBS required per subject.
- Phonics teaching in mixed ability groups
- Pupils follow a creative curriculum with a termly theme as the central focus
- Forms the foundation for future learning throughout the school
- Community outings add to the core offer
- Reverse inclusion gives pupils the opportunity to develop skills amongst pupils from local main stream schools

KEY STAGE THREE 11-14

- Pupils are taught predominantly by one teacher and a number of specialist teachers including English, Maths, Art, music and drama, and PE.
- The curriculum aims to develop pupil participation, exploration and independent thinking
- Pupils follow a central thematic curriculum planned termly
- There is a focus on communication and interaction skills
- Interventions support pupils not making expected progress
- Pupils continue on their predicted pathway
- Extracurricular activities enrich the core curriculum offer
- Integration opportunities are available for those pupils working at an appropriate level
- Pupils celebrate British Values
- Overnight stays are planned

KEY STAGE FOUR 14-16

- Pupils are taught by a class lead and specialist teachers including art; horticulture and sport
- The focus switches from core subjects to life skills and employability skills
- There is a focus on communication and interaction skills
- Accreditation is offered through Entry level certificates where appropriate
- The community becomes an extra class room with many outings focusing on life and social experiences
- Residential trips further enrich the curriculum
- Personalised programs are constantly discussed and reviewed
- Pathways to adulthood are followed

KEY STAGE FIVE 16-19

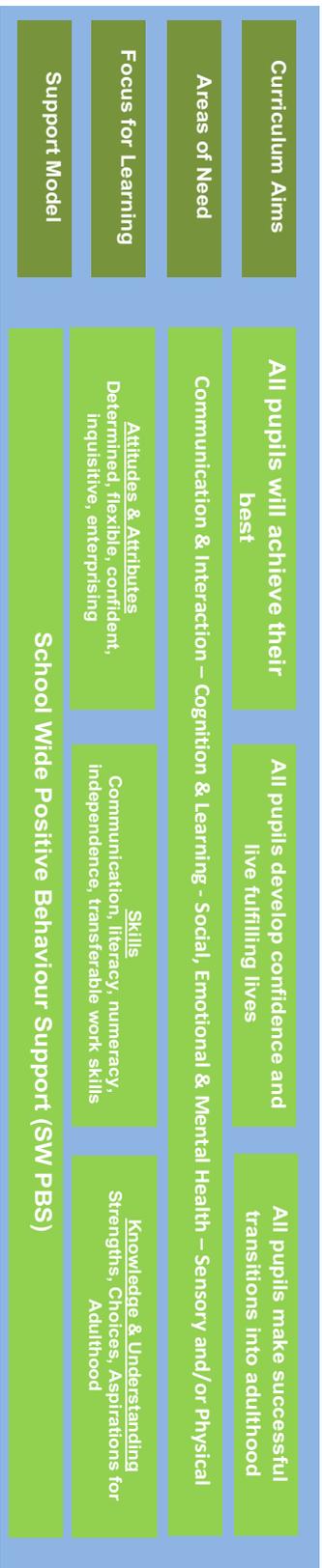
- Focus on pathways to adulthood
- Pupils are taught by a class lead and specialist teachers including a 'job coach'
- There is a focus on communication and interaction skills
- Long term work experience placements start and
- Next steps are planned for all pupils
- Enrichment days embed SMSC, life skills, financial skills and enterprise into the curriculum
- Further residential trips and Duke of Edinburgh

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Enterprise		2	1	2
Employability				2
Work Related Learning			2	
PSHE	2.5	2.5	2.5	2
Humanities		1	1	
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Independent Living			1	2
Healthy Living				2
Meal Prep			2	2
KS5 options group				1.5

*Further personalised lessons

At TreeHouse School we provide an environment that encourages all pupils to **BE SAFE**, **MAKE RESPONSIBLE CHOICES** and **DO THEIR BEST** in all activities

1. What are we trying to do?



2. How do we organise learning?



3. How well are we achieving our aims?



