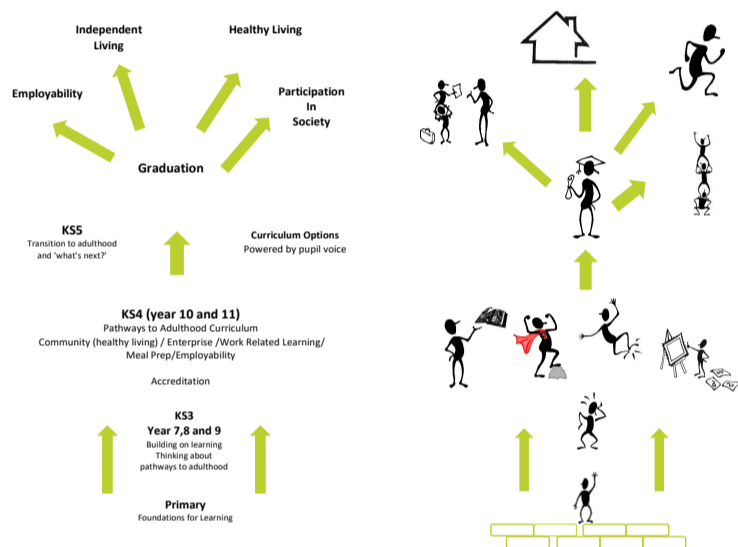


INTRODUCTION

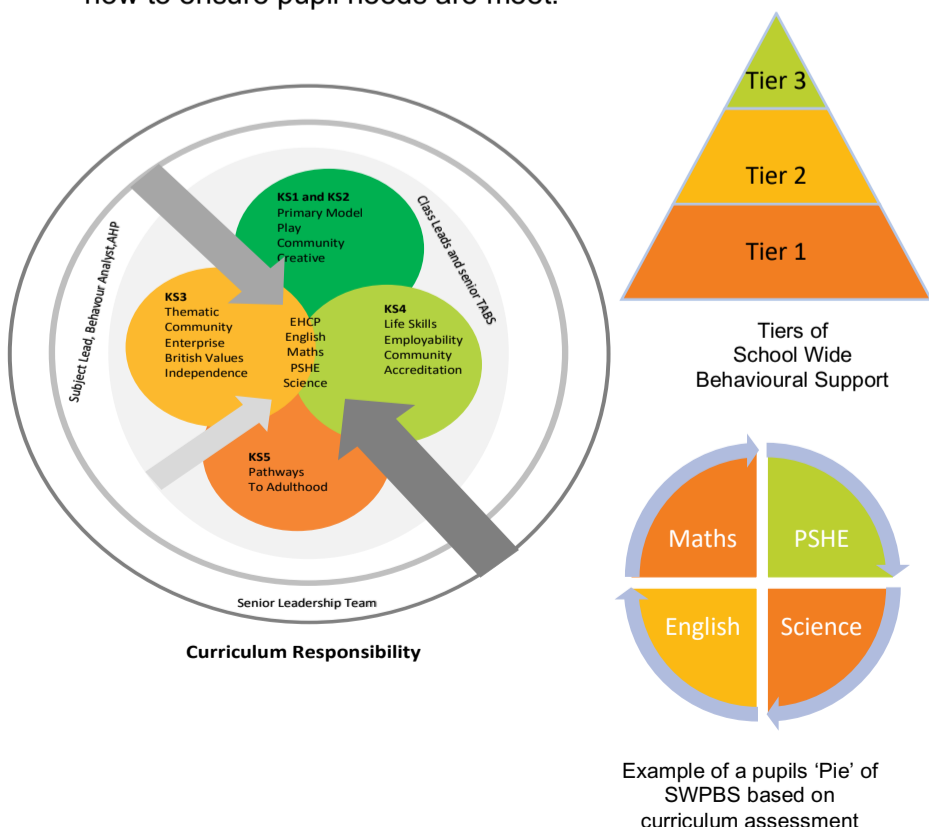
TreeHouse is committed to developing a curriculum that meets the unique qualities and needs of each pupil. It follows a thematic approach which is underpinned by the four Pathways to Adulthood. These being Employability; Independent Living; Participation in Society; and Healthy Living. We want all our 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 line 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

- Pupil 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

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		2	1	2
Employability				2
Work Related Learning			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