Curriculum Model

PHASE 1
Emerging
(stay here until they have met set objectives or by the end of year 4)

PHASE 2
Developing
(stay here until they have met the end of Phase 2 objectives or by the end of year 8)

PHASE 3
Transitioning
(stay her until they have met the end of Phase 3 objectives or by the end of YR 10)

PHASE 4
Specialising
(stay here and work towards Phase 4 qualification based subjects)

PHASE 5
Finalising

In addition to Phases 1-5 we also have

Phase 1

Ability Group 1 | **Ability Group 2** | **Ability Group 3** | **Ability Group 4** | **Ability Group 5** | **Ability Group 6**

Skills and knowledge objectives taught through agreed topics – linked to intent and streamed on English ability

Ability Group 7 | **Ability Group 8** | **Lifeskills (1)**

Ability Group 9 | **Ability Group 10** | **Lifeskills (2)**

Range of Qualifications including PFA and Wellbeing

Ability Group 13

Lifeskills (3)

Range of Qualifications including PFA and Wellbeing

Senses Class Group
This is an individualised curriculum for complex ASD needs, bespoke tailored timetable.

-2 classes

Includes R-year 5

- child initiated learning model

- 6 classes

- Primary model

- Subject based timetable and includes personal development lessons

- 3 classes (1 of which is a life skills class for those students who did not meet phase 2 objectives but reached year 7)
- Subject based timetable and includes personal development lessons and specialist teaching staff
- Life Skills class bespoke curriculum

- 3 classes, 1 of which is a life skills class for those students who require PFA preparation rather than academic pathway
- Subject based timetable with specialist teaching staff
- bespoke option/ pathway offer
- PFA life skills (bespoke curriculum)

- 16-19 study programmes
- Individualised work based/ qualification based curriculum

- 1 class
-Mixed ages
- This group is based on ASD need
- Follows assessment procedures based on Scerts
-Bespoke ASD system