

South Somerset Partnership School

'Our mission is not that you survive, but that you thrive with passion, compassion, humour and style'
(Maya Angelou)

We believe in....

Every child

... every child deserving a champion

The Heart

... keeping the child at the heart of everything we do

Giving

... the privilege of being custodians of current funding and future possibilities

Our School

... being a safe place where the adults are in charge

Transformational

... the transformational power of education.
Play is learning, learning is play.
We will provide a high quality, age-appropriate nurture based environment.

Holding boundaries

... loving children enough to say 'no'

Everyone

... being treated with unconditional positive regard

Responsibility

... to help each child to achieve their potential



And we are doing it **TOGETHER**

CURRICULUM

2024-25

*CHECKED AND MONITORED BY CURRICULUM ACADEMIC
GOVERNOR, SEPT 24*

SSPS Curriculum

Intent:

The principles that underpin our curriculum are;

- We will create a predictable, safe and consistent environment where success is rewarded, and mistakes are celebrated as excellent ways to develop learning.
- We will provide a speech and language rich environment that includes the discreet teaching of vocabulary and fast reading.
- We will develop our pupil's cultural capital by using outdoor environments and by experiencing and exploring our world.
- There will be no ceiling on achievement and resources will reinforce high expectations.
- We understand that we have a responsibility to fill gaps in pupils learning, both academically and developmentally, preparing them for their next step.

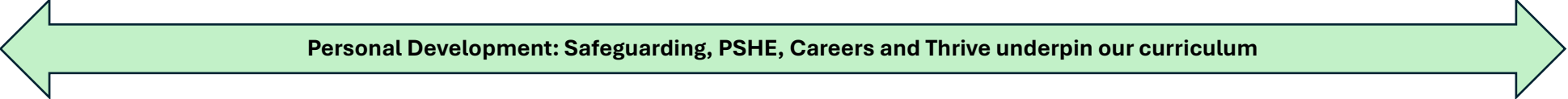
SSPS offers a curriculum which provides high quality learning experiences and cultural capital for our pupils. Schema has been developed using the Big Concepts in the National Curriculum and differentiated according to year group and need. Our curriculum is underpinned by good quality relational practice and enhanced through outdoor, practical, and experiential learning. As a specialist provision supporting children and young people who bring behavioural challenges, socially acceptable behaviours and good behaviour for learning are taught and rewarded.

Implementation:

In order to fully engage pupils, we use a different and differentiated approach, placing significant emphasis on relational practice with well-known adults supporting and developing curiosity within pupils. We encourage teachers to be flexible, within agreed policies, and to get to know the pupils in their care well. Pupils are taught in small groups, usually within a 6:2 ratio. Qualifications are offered to pupils in Key Stage Four and children in Years 2,4 and 6 who are able, access the national KS1 and KS2 tests.

Core to our delivery will be the following subjects, this can take the form of a traditional 'timetable'. Younger children, and those on some short stay programmes will access them through a 'Topic' based curriculum.

- Maths
- English
- Science / Stem
- PSHE
- PE
- Vocational Education / Careers/ Outdoor Thrive



Personal Development: Safeguarding, PSHE, Careers and Thrive underpin our curriculum

Impact:

We will know that our curriculum is effective and meeting the needs of different and diverse groups of pupils by measuring equally 4 outcomes:

- Attendance
- Social and Emotional Development
- Academic Progress and Achievement
- NEET

Progress towards these outcomes is reported to the Area Management Group each half term. Senior Leaders agree actions following every data collection point. This information is used as the starting point for a conversation about meeting the needs of individual pupils and the use of case studies is encouraged in order to evidence other impacts of our work and to prevent an over reliance on data.

		Attendance	Thrive	Academic		Next Steps
				Attainment	Progress	
	Target / WAG (Set a Wildly Audacious Goal)	60% (100% make improvement)	95% make progress	All Yr 11 pupils achieve L1 in En and Ma	100% make progress from baseline in En and Ma	0 NEET Pupils successful in new placement 1 term later
Actual	Term 1				En Ma	Neet
	Term 2				En Ma	Neet
	Term 3				En Ma	NS
	Term 4				En Ma	Neet
	Term 5				En Ma	NS
	Term 6				En Ma	Neet
	Academic Year Final Outcomes				En Ma	Neet
	National Comparison (PiXL and Data Pioneers)				En Ma	Neet

Reported to AMG every term and RAG rated towards target

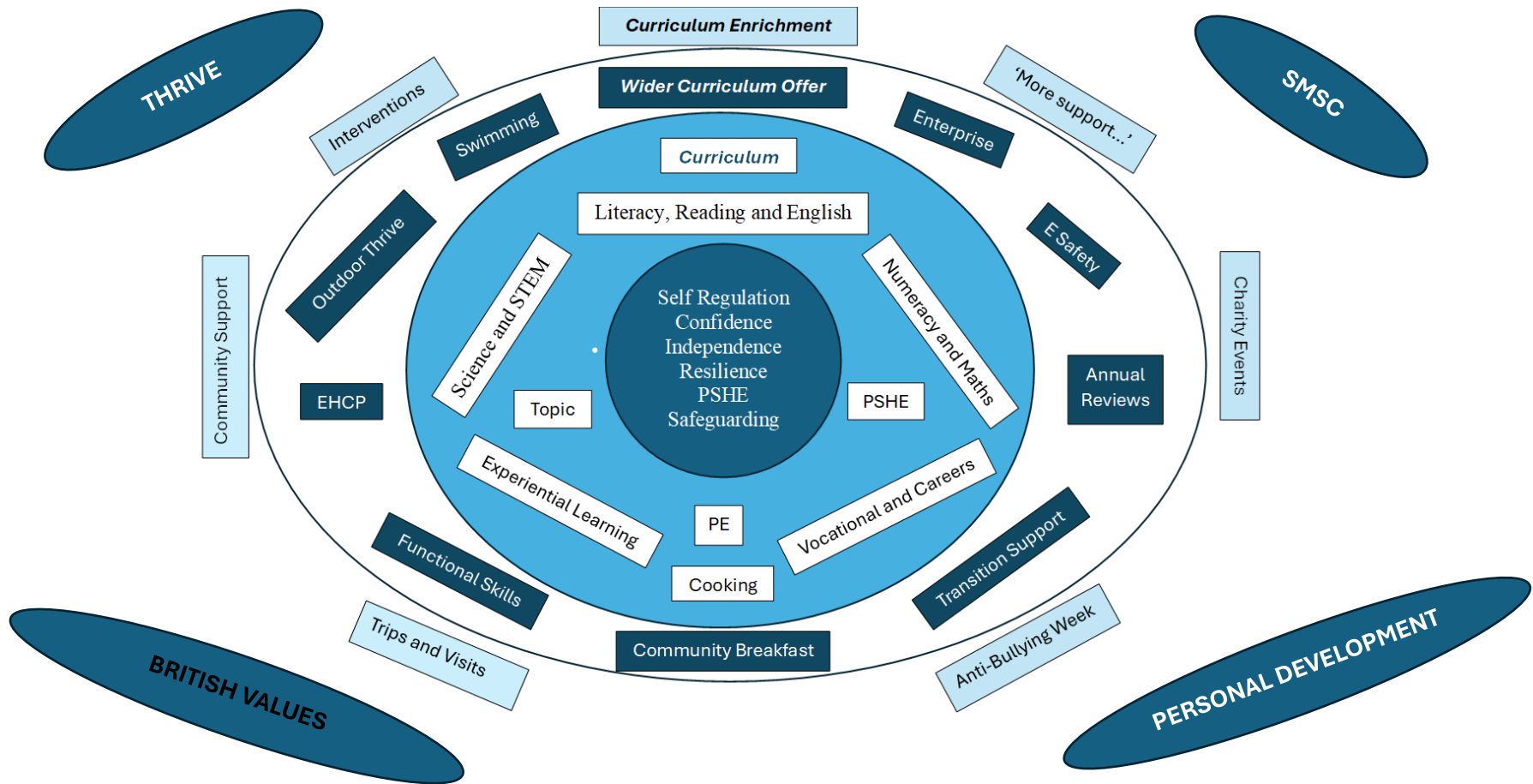
Collecting evidence in this way has allowed trends to be identified, despite the changing nature of the cohort, and annual school improvement priorities reflect these trends. (Maths, English, Double Science, BTEC HCS)

Qualifications:

Pupils in Key Stage Four are offered the following qualifications:

- GCSE Maths, English, Science, a few take Entry Level Certificates if progress data shows they may not be able to access GCSE at Level 1.
- BTECs in Home Cooking Skills, Vocational Studies, Art. A few take AQA Unit awards either as a pre cursor or an alternative to GCSE or BTEC
- All pupils who attend full time study at least 5 qualifications that can be achieved at Level 2- Maths, English, Double Science, BTEC HCS

Personal Development – At SSPS, Personal Development is the thread that runs through the curriculum, across the timetabled day including leisure time, and offers our young people the strategies and skills they need to become active, responsible and respectful members of the wider community. Children and young people are known and celebrated as individuals and are challenged to be their very best through the core curriculum, wider curriculum and enrichment opportunities offered to all. We assess its effectiveness through the social and emotional development of pupils using the Thrive Assessment Framework and improvement in Behaviour for Learning.



British Values at SSPS

INTENT:

At SSPS, we aim to nurture our young people on their journey through school to prepare them for their next stage and ultimately for adult life.

Our aim is that young people can apply their knowledge and skills so they can develop independence, resilience and become responsible and active citizens in their local and wider community.

Through our curriculum we teach our young people to keep themselves safe, develop independence and develop curiosity and enthusiasm so that they can form positive and safe relationships, make positive choices and take responsibility for their own actions.

IMPLEMENTATION:

British values are at the heart of our values at SSPS, we nurture a love of learning, we teach acceptable behaviour and positive attitudes. We encourage and enable positive and safe relationships.

Where relevant, teaching opportunities exist throughout the curriculum to teach British values, but mainly through PSHE, English, History, Science and through assemblies, nurture breakfast and throughout conversation and discussion.

We actively teach our young people to take safe risks, make mistakes, develop resilience with the right level of support at the right time.

IMPACT:

At their own level of cognition and understanding, young people are encouraged to question, evaluate, review, and show tolerance of others. They are taught to accept and celebrate diversity. They are taught to self-advocate their own views that is respectful to others, but also taught where possible to advocate for their peers.

At SSPS, we actively teach our young people to ask for help and support both within school and out in the community.



Democracy



**Rule
of Law**



**Individual
Liberty**



**Respect &
Tolerance**

SSPS Curriculum Organisation

We have different strands within the curriculum at SSPS due to the nature of the pupils who access our provision and their individual strengths and needs. Whilst we are ultimately a short-term provision, there are some pupils who remain on roll at SSPS for a longer period of time. The curriculum is flexible to meet these varying needs and to ensure there is a sequenced, carefully designed curriculum which delivers core skills alongside a broad and enriching offer across a range of subjects.				
Dampier Street	Wyndham View	Chard	Yeovil District Hospital	Specialist SEND
Year 10 and 11 Longer Stay Pupils: Behaviour Year 9-11 Longer Stay Pupils: Medical / Vulnerable Pupils	Key Stage Three Short Stay, including PEX Day 6	Year 9/10 Short Stay, including PEX Day 6	For pupils in hospital or accessing outpatients.	Key Stage Two Key Stage Four EHCP's named to SSPS
Virtual Classroom: Medical / Occasional tuition services / safeguarding support / oversight of LA arranged AP packages and EOTAS				

The SSPS Curriculum is built on key concepts for each group which run through the curriculum. Key concepts are the 'big ideas' that shape pupils thinking within each subject.

The same key concepts will be explored across each phase and pupils will gradually increase their understanding of them.

The table below shows the Key Concepts within subject areas:

Subject	Strand	Key concept
English	Writing	Composition <ul style="list-style-type: none"> • Writing with purpose – understanding the purpose of a piece of writing • Organise writing appropriately – structure, sentences, paragraphs
		Transcription <ul style="list-style-type: none"> • Spelling • Punctuation • Grammar
	Reading	Read words accurately – phonics, decoding, fluency
		Understand texts – comprehension
	Speaking & Listening	Listening – engaging with others, actively listening
		Vocabulary – rich, subject based, expression
Communicate with purpose		
Maths	Numbers	Know and use number <ul style="list-style-type: none"> • Number system • Rounding • Decimals • Money and percentages • Fractions
	Measurement	Use Measures
	Geometry	<ul style="list-style-type: none"> • Geometric shapes • Position, direction & movement • Angles
	Statistics	Use statistics <ul style="list-style-type: none"> • Data handling • Presentation • Interpretation

Science / Stem	Work scientifically – developing vocabulary, scientific skills of prediction, methodology, experimenting, investigating, drawing conclusions, interpreting results
	BIOLOGY <ul style="list-style-type: none"> Plants – Structure and reproduction The Human Body including the digestive system Microscopes and cells Life cycles
	CHEMISTRY <ul style="list-style-type: none"> States of matter Acids and Alkalis Elements and the periodic table
	PHYSICS <ul style="list-style-type: none"> Forces and motion Space Electricity Light & Sound Magnetism
Design Technology (Practical STEAM)	<ul style="list-style-type: none"> Researching Analysis Designing Making and Construction Evaluation
PE & Sport	Master Practical Skills <ul style="list-style-type: none"> Developing practical skills in a range of sport
	Participate <ul style="list-style-type: none"> Individual Team sport
	Healthy Lifestyle <ul style="list-style-type: none"> Understand how physical activity can support keeping healthy
PSHE	<ul style="list-style-type: none"> Drugs Education: the classification of drugs, health and legal implications, social and cultural views and differences. Sex and Relationships Education: the emphasis is on building healthy relationships and self- esteem and includes reproduction, contraception, STI's, parenting skills and family life. Life Skills: finance skills, basic First Aid, work experience and careers education. Physical Health Education: self-image, preventative healthcare and healthy eating. Mental Health Education: conflict resolution, assertive behaviour, stress and anxiety management.

	<ul style="list-style-type: none"> Challenging extreme views: confidence, rule of law, social behaviour, equality, emotional needs and how to express yourself without causing offence.
Cooking	<p>Core skill development:</p> <ul style="list-style-type: none"> Measuring Combining Mixing Presentation Following a recipe Knife skills Hygiene Nutrition

Maths and Numeracy

At SSPS we believe in a language rich environment, this is at the heart of our focus on numeracy, and delivery through discreet Maths lessons where appropriate.

We want our pupils to leave us with the confidence to talk maths, do maths and apply maths in their lives.

Our overall aim is to equip all of our students with the life skills they need to be able to flourish in the real world and to promote a love of maths. We aim to ensure that, regardless of background and ability, every student has a rich and meaningful mathematics education.

Staff and, ultimately students, will understand the importance of automaticity and fluency within maths. This is taught through real life contexts to enable students to apply their understanding, mathematical reasoning, problem solving skills and to help them make connections across the subject and the wider curriculum, in particular STEM.

We aim for pupils to:

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

English, Reading and Literacy

At SSPS we aim to inspire learners to develop an independent interest and appreciation of all aspects of language.

We combine the learning of reading and teaching of writing skills to improve communication skills and enhance the quality of interactions our pupils have with the world around them. Furthermore, we embed critical thinking into our curriculum, to encourage pupils to develop further understanding of their surroundings and deepen their abilities to communicate with others.

We encourage students to explore problems with a creative mind and to view the world critically and thoughtfully, this includes being sensitive to diversity and learning to understand the views of others. Through doing this, we aim to enable students to achieve their full potential and enable full participation in society.

We aim for all our pupils to:

- Be an effective communicator, in writing, speaking and listening;
- Learn to write effectively, in a variety of formats, using their experience of reading different writing styles to develop their own skills;
- Develop an understanding of how language and structure can be used effectively, encompassing greater accuracy in spelling, punctuation and grammar;
- Provide opportunities for students to be equipped with the tools to explain an evidence-based viewpoint, alongside understanding the viewpoint of others;
- Experience a supportive environment in which students build confidence and resilience to attempt tasks that stretch and challenge them;
- Leave school with the functional skills required to thrive in the world of further education, work and general life.

Science / STEM

A high-quality scientific education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

National Curriculum, 2014

At SSPS we endeavour to evoke, encourage and enhance our pupil's natural curiosity; recognising the importance of Science throughout every aspect of daily life. As one of our core subjects, we give the development of scientific skill the prominence required. We aim to instil and develop a sense of awe, wonder and enthusiasm for the world around us, equipping pupils with the skills required to become scientifically literate learners. When in receipt of discreet Science lessons, pupils will acquire and develop key knowledge and skills identified within each key stage. Where pupils engage in STEM projects, these concepts are interwoven at the initial stages of planning. This ensures that the skills which allow pupils to 'work scientifically' are built-on and developed throughout whilst pupils attend SSPS so that they can apply their scientific knowledge when using equipment, building arguments and explaining concepts confidently. All pupils are encouraged and empowered to question, query, predict, investigate, analyse and evaluate the world in which they live.

Design Technology (Practical STEAM)- (delivered where discreet science is not timetabled- short stay pupils only)
SCIENCE – TECHNOLOGY – ENGINEERING – ARTS - MATHS

Our curriculum is designed to cultivate critical thinking, problem solving skills in addition to developing a greater understanding of the interconnected nature of these disciplines.

Our Intent is to prepare students for future challenges and opportunities by providing hands on learning which will develop practical skills. Our hope is that these skills will be transferable and useful in their wider world. We will foster curiosity and innovation by encouraging students to ask questions, explore new ideas and innovate through project-based learning.

The process for **Practical STEAM** will be focussed around 3 main areas

- **Design**
- **Prototype development**
- **Iterative design, testing and development**

Our Practical STEAM curriculum is committed to developing well rounded pupils who have gained a wide range of practical skills paired with technical understanding that will prepare them to tackle some of the challenges of the future.

PSHE, Including RSHE

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well delivered PSHE programmes have an impact on both academic and non- academic outcomes for pupils, particularly the most vulnerable and disadvantaged.' *PSHE Association 2019*

At SSPS, PSHE is at the core of what we do, it enables our students to become independent, confident, healthy and responsible members of society. Our PSHE curriculum aims to provide a coherent programme of personal, health, social, citizenship and careers education. Through our whole-school approach, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Our aims for PSHE also reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world.

With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

At Key Stage 3, pupils build on the skills, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people are experiencing, beginning with the transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life, and allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Promote all of the above within the school vision.

Vocational Subjects- Including BTEC; HCS/VE/PE/Art (long stay, KS4)

The intention of the vocational courses are to ensure each pupil has the opportunity to understand the wide range of opportunities within a variety of vocational fields as well as preparing them for future training and employment. The intention of the vocational course is also to help pupils achieve outcomes that drive social mobility and give them freedom of choice for their future.

The vocational curriculum will challenge pupils to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge. Pupils will be provided with information on careers in a variety of vocational areas and the world of work encouraging them to be aspirational and ambitious so that they can secure their place at college; with a training provider; an apprenticeship or job. We will support all pupils in exploring their interests, developing their strengths, and building confidence to make informed decisions about their next steps beyond our school.

Topic Based Learning (where delivered- short stay and KS2)

Our topic curriculum is flexible, personalised and designed to enable pupils to progress to the next stage on their educational journey. Our aim is to provide a curriculum that enables each child to show curiosity, research and discover and present their viewpoints based on balanced perspectives

- Re-engage all pupils as learners
- Inspire and motivate pupils, fostering a curiosity about the world, both immediate and beyond, to learn expand experiences in order to allow pupils to explore the world through a thematic curriculum
- Focus on developing pupils' social, emotional and mental health through a THRIVE approach
- Support all pupils to lead healthy and safe lifestyles
- Support all pupils to develop the skills, knowledge and understanding, behaviours and attitudes that will enable them to thrive in their world as a valued and useful member.

The Natural World

It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject

People Who Went Before Us

Develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating

Global Issues

Develop a lifelong curiosity and interest in the sciences. Learn through investigations and answer scientific questions about the world around them. Work scientifically, develop greater independence in planning and carrying out fair and comparative tests. Consolidate and retain the science knowledge and reinforce key scientific vocabulary.

Colour

Pupils produce creative, imaginative work. They have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. They will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design and developing skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills. Children develop their emotional expression through art to further enhance their personal, social and emotional development

Outdoor Thrive

The Thrive Approach underpins our outdoor curriculum.

The Thrive Approach uses a developmental framework to clarify the connections between social and emotional development, behaviour and learning.

Child development can be depicted as six strands of experience, each with accompanying tasks and opportunities. These translate into six fundamental aspects of learning for social and emotional development.

- Learning to be
- Learning to do
- Learning to think
- Learning to be powerful and have an identity
- Learning to be skilful and have structure
- Learning to be independent

Our intention is that through carefully chosen Outdoor Activities using related tasks and desirable experiences we can make the most of the learning opportunities. In doing so our pupils will make progress through the developmental stages. The Outdoor Thrive curriculum supports our pupils to develop social and emotional skills, supporting pupils to make progress in these skills.

PE (core- short and long stay pupils)

At SSPS our physical education program is designed to foster a lifelong appreciation for health and fitness in our pupils. We aim to equip students with the knowledge, skills, and attitudes necessary to lead active and healthy lives. Through a diverse curriculum that includes a variety of physical activities, sports, and fitness exercises, we strive to develop physical competence, promote teamwork and sportsmanship, and enhance social and emotional well-being.

Our program encourages students to set personal goals and challenges, while also emphasising the importance of perseverance, resilience, and respect for themselves and others. By providing a safe, inclusive, and supportive environment, we empower students to explore their interests and abilities, build self-confidence, and discover the joy of movement.

EVERY CENTRE HAS A PERSONALISED VERSION OF THIS LONG TERM PLAN

EXAMPLE KS2; How we will implement the intentions above.

KEY TOPIC	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	The natural world (Science) Drawing Artist Study Weaving.	Colour and Emotions (Thrive) Colour/Artist	Habitats (Science) Sculpture Bugs/Insects with wire, Paper Mache. Observational work. Designing a habitat. Making an owl from natural objects.	Wonderful books (Humanities) Illustrations.	People who went before us. (History & Geography) Vikings, Egyptians, Tudors and WW2.	Awe & Wonder (Thrive) To promote an appreciation of natural and man-made beauty in our world.
ENGLISH READING	DAILY PHONICS Quiet reading daily, heard by an adult twice weekly, Spelling frame, BBC Bitesize ,book reviews. Use Oak Academy resources Foster a love of books, and reading by,individual reading, class reading, celebration stories. Link books to topic. Reading fluency and comprehension.	DAILY PHONICS Quiet reading daily, heard by an adult two weekly, Spelling frame, BBC Bitesize and book reviews. Use Oak Academy resources Poetry about colour & emotions. Stories about emotion eg The red beast. Colour monster.	DAILY PHONICS Quiet reading daily, twice heard by an adult a week, Spelling frame, BBC Bitesize and book reviews. Use Oak Academy resources Non-fiction books. Characteristics of non-fiction. Comprehension.	DAILY PHONICS Quiet reading daily, heard by an adult two weekly, Spelling frame, BBC Bitesize and book reviews. Use Oak Academy resources Fiction books. Fables Fairy Tales Story structure and fractured stories.	DAILY PHONICS Quiet reading daily, heard by an adult two weekly, Spelling frame, BBC Bitesize and book reviews. Use Oak Academy resources Reading for information using non-fiction books.	DAILY PHONICS Quiet reading daily, heard by an adult two weekly, Spelling frame, BBC Bitesize and book reviews. Use Oak Academy resources Celebrating different cultures. Celebrate special days. Look at stories from other cultures, wisdom stories and creation stories.
WRITING With purpose and understanding.	Sensory writing. News SPAG work.	Write own poems using rich expressive language, similes and metaphors.	Non-fiction Fact files Information retrieval.	Author study eg Eric Carlye and Roahl Dahl. Write own stories.	Make own topic books. Using recount technical vocab/ film studies.	Personal writing, diaries, affirmations. Retell stories using powerful vocab.

COMMUNICATION Speaking and listening.	Circle games, Speaking and Listening games e.g Dixit.	Film studies. Inside out 1&2. Literacy Shed shorts. Using emotional vocabulary	Visits to Animal Sanctuary/ Donkey Sanctuary.	Retell stories. Identify themes. Good and Evil.	Visits to historical sites e.g. Use technical vocab/ Film studies e.g. Goodnight Mr Tom The Boy in the striped pajamas.	Visit to places that evoke peacefulness such as, Natural trust Beaches Woodlands
Maths	Daily practice of times tables: Number frame, TT Rock stars, BBC Bitesize/ TWINKL Oak Academy resources Place value Counting, rounding. Addition & Subtraction. Measures.	Daily practice of times tables: Number frame, TT Rock stars, BBC Bitesize/ TWINKL Oak Academy resources Multiplication & Division. Written methods, shape & space. Art in Math.	Daily practice of times tables: Number frame, TT Rock stars, BBC Bitesize/ TWINKL Oak Academy resources Fractions, Decimals & Percentages. Ratio and proportion. . symmetry	Daily practice of times tables: Number frame, TT Rock stars, BBC Bitesize/TWINKL Oak Academy resources Time. Position & Direction Area & perimeter Angles	Daily practice of times tables: Number frame, TTRock stars, BBC Bitesize/TWINKL Oak Academy resources Word problems One step Two step Reasoning Investigations	Daily practice of times tables: Number frame, TT Rock stars, BBC Bitesize/ TWINKL Oak Academy resources Money Recognizing coins, totals and giving change. Data handling.
PE	Opportunities to play outside ----- Team building games -----Enjoying physical activities.					
COOKING (Thrive/Sci/ PHSE)	Healthy Me! ----- Growing own food, kitchen safety, Basic cooking skills; Baking/Frying etc (Science) Teeth, Healthy eating and digestion.					
OUTDOOR THRIVE	Swimming	Indoor Climbing	Skiing	Mountain Biking Forest Skills Geocaching Orienteering	Beach Adventures Blue space exploration Seaside Rock pooling Beachcombing Stone skimming Beach art Beach Clean	Beach Adventures Blue space exploration Seaside Rock pooling Beachcombing Stone skimming Beach art Beach Clean

<p>PHSE (Geography & Thrive)</p>	<p>Global issues Identify /Problems. What is our individual responsibility? What can I do? Identify world problems. How can we help in an emergency?</p>	<p>Global issues/ Problems</p> <p>Relationships.</p> <p>Looking at children's lives around the world. Using Where Children Sleep volume 1&2. Children's charter wants and needs.</p>	<p>Identity.</p> <p>Who am I? What do I believe? Manage my feelings. Staying safe online.</p>	<p>Solutions.</p> <p>Sustainability Positive role models Diversity, tolerance. Jobs I can do.</p>	<p>School visits Meeting teachers Passports Select work to take with them.</p> <p>Affirmations. Transitional objects to take with them with positive affirmations on them. e.g. decorate pebbles</p>	<p>Reinforce big achievements and successes. Celebrating a healthy goodbye- Sign a t-shirt day. School visits/meet the teacher. Likely scenarios that may come up in school and discuss them.</p> <p>Organizing a tea party for the last day- Make gifts for teachers.</p>
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EXAMPLE KS3 SHORT STAY

GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC	The Natural World	Colour	Global Issues	People who went before us	Power and Identity	Mind, Body and Soul
ENGLISH	Reading and listening Exploring story genres Poetry- 'through our eyes' and 'Escape'	Reading and listening Sensory- creative and descriptive writing	Reading Narrative writing Superheroes and Villains	Reading SPAG focus Mission; Chaos, Contamination and Catastrophe	Reading Speaking and listening- improving communication Genres, audience purpose and style (identify and fill gaps)	Reading Writing – communicating with purpose, exploring different styles of writing
MATHS	Fibonacci Mean, median and mode BIDMAS	Fractions- four operations Percentage Ratio	Currency Time and distance Operations of negative numbers	Pattern and sequence Algebra	Area and perimeter Angles Circle rules and Pi	Volume of shapes Surface area
STEAM	Flight and space Magnesium	Power and forces Motion	Structure, towers and bridges Acids and alkalis	Electricity Light and sound	Plant structure and reproduction Life cycles	Human bodies Digestive system
PSHE	Drugs and alcohol (group A) Friendships (group B)	Community and careers	Discrimination and diversity	Emotional well-being	Identity and relationships	Financial decision making
PE	Opportunities to play outside..... Team Building Games..... Enjoying physical activity					
Cooking	Dishes from around the world; British..... Italian.....Indian..... Chinese.....Mexican					

Art	Drawing styles and techniques Pop Art Banksy	Hundertwasser Project Kandinsky	Watercolour Indigenous Art from around the world	Selfies Photography	Sculpture Guglietti and Bourgeois Using Colour	Collage- mixed media
Outdoor Thrive	Green and Blue spaces working on outdoor transitional art and linked to Natural World topic	To look at Colour when we are out in both green and Blue spaces. Museum visits. Challenge of climbing at Seals Cove	To look at global issues eg. Pollution & recycling and upcycling when out in green and blue spaces. Visit to Warmwell ski slope for challenge	Variety of visits to Somerset and Dorchester Museum for topic of People who went before us. Continued grounding work and techniques when out in nature	Visits to green and blue spaces such as NT properties and grounds. Visits to churches and places of worship to expand on Power and Identity work	Visits to natural and man made places that inspire concept of wabi sabi and work especially on grounding and relaxing techniques for Mind, Body and Soul topic

EXAMPLE KS4 SEND / HIGH DEPENDANCY

GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Celebrities	Detectives	Exhibitions	Travel and Volunteering	Exam revision	Safeguarding visits Well-being Careers and Next steps Support
MATHS	Number skills and rounding	Fractions and Decimals	Collecting data	Properties of numbers and measures	Exam revision	
PSHE 'Walk and Talk'	Health and Well-being Building the future	Living in the wider world	Relationships and communication	Health and Well-being Independence	Relationships and families	
Outdoor Thrive	Creation: Inspired by nature		Climbing	Biking	Ski-ing	
PE	Gym sessions ----- Swimming-----Golf					

South Somerset Partnership School Provision Map

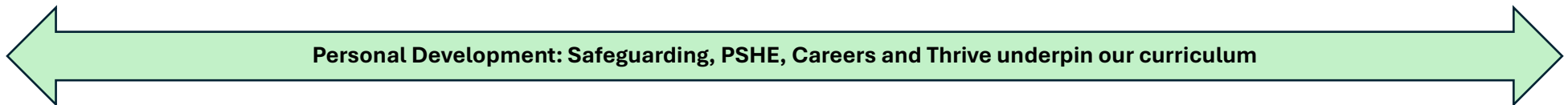
Statutory Placements Full time and short term Permanently Excluded, Hard to Place, Medical	Statutory Placements Full time and long term. Medical needs that require longer term intervention Pupils with EHCP's that name SSPS PEX Pupils placed for Year 11, or unable to return to mainstream school via statutory allocations.	Partnership placements Full or part time. Agreed for half a term, can be extended to one full term	Partnership placements Part time, usually for a year
35 Statutory Band 3 + 14 Statutory Band 5 (EHCP)		34 Band 3 places- funded by schools (as long as capacity allows)	
83 Total- when working to commissioned placements inc Partnership . 72 Total when all are full time (SWR- 6:2).			
Induction : 2 Week Package (including from Day 6)			
<ul style="list-style-type: none"> • A planned entry and introduction with a chance to build relationships with key adults, <u>then</u> Thrive Assessment. (As suggested by 'Thrive in AP' guidance). • Current Attendance Additional Academic Assessment <ul style="list-style-type: none"> • CAT score- the language of the mainstream, • WRAT score- SEND identification, • Teacher Assessment- strengths and gaps 			
Re-Engaging	Doing School Differently	Filling the Gaps	Supporting the Mainstream
This is a short term, re-engagement placement for pupils who are disengaged and have either been PEXed or have stopped attending for medical or mental health reasons. Core learning is focused on filling academic gaps. Assessment for EHCP may be an identified need, and evidence can be provided for the pupils destination. Significant time is allocated to experiential learning to fill developmental gaps and support integration into next provision.	A few places can be purchased by schools for a pupil in KS4 at risk of PEX, if capacity allows. This is a traditional subject and knowledge-based curriculum that develops schema through delivery of the big concepts identified in the national curriculum. Pupils have the opportunity to take external assessment and qualifications in line with mainstream peers.	Schools can purchase these placements in half term blocks. They tend to be for younger pupils, KS2-3. Core and foundation subjects are delivered through topic based learning, developmental gaps are filled and a love of learning is nurtured.	These are Alternative Provision programmes schools can purchase to support individuals remaining in their mainstream provision. They tend to be for KS3 and KS4 pupils.

What are the destinations for these pathways?

<p>Either: return to school through Fair Access Panel Allocations Or: Short term partnership placement to support integration. Or: Statutory full time placement allocated</p>	<p>Either: move into post 16 provision (supported by the DfE AP NEET fund) Or: Move into SEND provision using Annual Review process.</p>	<p>You must be engaging in the provision offered by your mainstream school to maintain this placement.</p>
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Our Core Subjects:

KS1	KS2-3	KS4
<p><i>Pupils in KS1 have an individual and bespoke package 'Getting Ready' for formal learning. Ideally delivered in partnership with a mainstream school and supporting integration.</i></p>	Maths	Maths
	English	English
	STEM	Science
	Topic	Vocational and Careers (BTEC HCS / VE / Art / Ent)
	Outdoor Learning	PSHE
	PSHE	PE
	PE (including KS2 swimming) Wider Curriculum Opportunities	Wider Curriculum Opportunities



'My mission in life is not that you survive, but that you thrive with passion, compassion, humour and style' (Maya Angelou)