



The Southover Partnership School Curriculum Policy

Date adopted	September 2014
Date reviewed	May 2023
Next Review	May 2024 or in line with national changes

Context

The Southover Partnership offers part-time (Outreach) and full-time placements for students aged 8-19 with Statements and Education and Health Care (EHC) plans. Learners have social, emotional or mental health as their primary needs, and most are also on the autistic spectrum and have other needs. Learners come from diverse settings; many have a history of disrupted and /or limited schooling.

Approach to learning

We believe for a child to learn, they need to have good self-esteem. This allows them to tackle challenges and take risks in their learning, as they know they can learn from their mistakes, and they feel confident to experiment in their work.

Students' achievements when they arrive at The Southover Partnership are often below age-related expectations. This underachievement is recognised and planned for through a personalised curriculum that will match their age and stage of achievement. Regardless of this, we have very high expectations of pupil progress and attain this by creating a team of specialist staff to support each child. Our class sizes are small, and group work do not usually exceed 4 students per group. Within our Outreach Services the staffing ratio is predominately 2 staff to 1 student.

In addition to being subject specialists, all of our staff have a thorough knowledge of child development, attachment theory, emotion coaching and zones of regulation, which underpins our approach to learning and provision at The Southover Partnership School.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum, September 2014, for those pupils of compulsory school age. This is blended with vocational and work-related learning, independent living, project-based learning and social and communication skills. The Southover Partnership School has also established partnerships with The College of North West London, College of North East London, Barnet and Southgate College, Strength in Horses, Access to Learning, Freightliners farm, and other partners to provide extended 14 – 19 (KS4 & 5) curriculum opportunities for our students. In addition to the academic and vocational curriculum, the students' individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in specific interventions, including 1:1 therapy sessions, social skills group and PSHE+ intervention. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed at least annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education. We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area. The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our curriculum aims will enable our students to become:

- successful young people, who enjoy learning, make progress and achieve
- fascinated by the world around them
- imaginative, creative and reflective in their learning
- confident individuals who are able to live safe, healthy and fulfilling lives
- socially responsible people who can interact with people of varying backgrounds and cultures
- responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy, the rule of law and individual liberty
- positive contributors to our local community through school based and local activities
- tolerant and respectful of those who have different faiths and beliefs and gender orientation

My Curriculum

When young people arrive with us, they will undergo a period of induction and assessment with a phased entry and/or provision at home as necessary. The purpose of this programme is to tailor provision to match the child's need.

'My Curriculum' is the school's unique approach to giving each child an individually tailored programme of study. Teaching starts from a pupil's interests and National Curriculum subjects are built around these. 'My Curriculum' continually develops knowledge and skills, and includes a range of work experience opportunities for all our older secondary students and ensure that there is a continuous focus on the development of communication and interaction skills. In line with the Independent School Standards, we offer we give students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The key areas include:

- My Core skills – English, Maths and Science
- My Choices – Humanities, ICT, Religious Studies, Business Studies and ICT
- My Creative Self – DT, Cooking, Music, Art, Drama, Digital Media, Photography, Animation, Farm studies and Stables
- My Body – Travel training and P.E.
- My Healthy Self – PSHE (Inc. RSE)
- Myself – PSHE (Inc RSE)
- My Future Self – Work experience and Split placements

Kingsbury Manor | 288 Kingsbury Road | Roe Green Park | London | NW9 9HA
020 8446 0300 | www.southoverpartnership.com

The Southover Partnership is a company limited by guarantee registered in England and Wales with company number 10539109 and a registered charity at the Charity Commission for England and Wales with registration number 1175243.

KS3 Curriculum:

There are 4 hourly lessons a day at The Southover Partnership, and 20 lessons in a week. Students in KS3 have English (3), Maths (3), Science (2) and PSHE (1) as their compulsory subjects. Although not compulsory, students often take part in P.E. lessons (2) and Farm studies (4). Therefore, students generally have approximately 5 lessons of their own choice from 'My Curriculum'. As an organisation, we use students' interests to engage them while keeping a broad and balanced curriculum. Although KS3 students don't generally take part in external exams, there are exceptional cases where KS3 students were entered to and awarded external accreditation. Figure 1 illustrates a sample timetable for a KS3 student:

Monday	Tuesday	Wednesday	Thursday	Friday
9.30-9.40 - Breakfast	9.30-9.40 – Breakfast	9.30-9.40 – Breakfast	9.30-9.40 – Breakfast	9.30-9.40 - Breakfast
Period 1 9.40-10.40 PSHE	Period 1 9.40-10.40 Maths	Period 1 9.40-10.40 FARM	Period 1 9.40-10.40 PE	Period 1 9.40-10.40 English
10:40 - 10:50 - Break	10:40 - 10:50 - Break	10:40 - 10:50 - Break	10:40 - 10:50 – Break	10:40 - 10:50 - Break
Period 2 10.50-11.50 Science	Period 2 10.50-11.50 ICT	Period 2 10.50-11.50 FARM	Period 2 10.50-11.50 PE	Period 2 10.50-11.50 Maths
11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch	11:50 – 12:20 – Lunch	11:50 – 12:20 - Lunch
Period 3 12.20-1.20 Maths	Period 3 12.20-1.20 English	Period 3 12.20-1.20 FARM	Period 3 12.20-1.20 English	Period 3 12.20-1.20 Art
1:20 – 1:30 - Break	1:20 – 1:30 - Break	1:20 – 1:30 - Break	1:20 – 1:30 – Break	1:20 – 1:30 - Break
Period 4 1.30-2.30 Cooking	Period 4 1.30-2.30 DT	Period 4 1.30-2.30 FARM	Period 4 1.30-2.30 Humanities	Period 4 1.30-2.30 Science
2:30 - Home	2:30 - Home	2:30 - Home	2:30 – Home	2:30 - Home

KS4/5 Curriculum:

After learning the foundation from both compulsory subjects and optional subjects, students in KS4 begin to work towards their qualifications. Since we offer a broad subject coverage, students in KS4 are able to work towards external qualifications, regardless of their academic ability. These include Entry Level Certificates, Level 1&2 (BTEC and NCFE), GCSEs, A-levels and other vocational qualifications. For our KS5 students, we offer more flexibility as they may attend split placement at a college or work experience (my future self), in addition to other aspects from 'My Curriculum'. Table 2 shows a sample timetable for a KS5 student:

Monday	Tuesday	Wednesday	Thursday	Friday
9.30-9.40 - Breakfast	9.30-9.40 – Breakfast	9.30-9.40 – Breakfast	9.30-9.40 – Breakfast	9.30-9.40 - Breakfast

Period 1 9.40-10.40 PSHE	Period 1 9.40-10.40 GCSE Maths (Foundation)	Period 1 9.40-10.40 College	Period 1 9.40-10.40 PE	Period 1 9.40-10.40 GCSE Maths (Foundation)
10:40 - 10:50 - Break	10:40 - 10:50 - Break	10:40 - 10:50 - Break	10:40 - 10:50 - Break	10:40 - 10:50 - Break
Period 2 10.50-11.50 GCSE Maths (Foundation)	Period 2 10.50-11.50 BTEC Business Introductory L1	Period 2 10.50-11.50 College	Period 2 10.50-11.50 PE	Period 2 10.50-11.50 GCSE English Literature
11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch	11:50 – 12:20 - Lunch
Period 3 12.20-1.20 GCSE English Language	Period 3 12.20-1.20 GCSE English Literature	Period 3 12.20-1.20 College	Period 3 12.20-1.20 GCSE Triple Science	Period 3 12.20-1.20 Arts Award
1:20 – 1:30 - Break	1:20 – 1:30 - Break	1:20 – 1:30 - Break	1:20 – 1:30 - Break	1:20 – 1:30 - Break
Period 4 1.30-2.30 BTEC Home Cooking L2	Period 4 1.30-2.30 BTEC Home Cooking L2	Period 4 1.30-2.30 College	Period 4 1.30-2.30 Entry Level 3 Humanities	Period 4 1.30-2.30 GCSE Triple Science
2:30 - Home	2:30 - Home	2:30 - Home	2:30 - Home	2:30 - Home

Outreach Curriculum

Our curriculum offer is bespoke to the commissioning body and the learner for which we teach. The plans and targets are set up specifically around the EHCP and with a core focus on PSHE, Sensory Processing, Communication, Literacy and Numeracy. All students receive a timetabled plan of learning relating to their age-appropriate cognitive level of learning. Therefore Outreach students are able to achieve accreditations at varied levels from Pre-Entry to GCSE.

Responsibilities:

Teachers and tutors are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings are requested
- Middle leaders are responsible for:
 - Curriculum developing and sequence (Schemes of Work)
 - Provide teachers and tutors with a range of KS4/5 qualification options to ensure a broad and balanced curriculum
 - Auditing planning
 - Observing lessons and learning walks
 - Work scrutiny
 - Providing training and workshop opportunities with specific focus
 - Monitoring and analysing data progression

Kingsbury Manor | 288 Kingsbury Road | Roe Green Park | London | NW9 9HA
020 8446 0300 | www.southoverpartnership.com

The Southover Partnership is a company limited by guarantee registered in England and Wales with company number 10539109 and a registered charity at the Charity Commission for England and Wales with registration number 1175243.

- Meeting departmental staff bi-weekly
- Managing departmental resources
- The Heads of School are responsible for:
 - Conduct curriculum deep dives in conjunction with the Executive Headteacher
 - Providing middle leaders with feedback on the curriculum's development
 - Meeting Middle Leaders bi-weekly
 - Providing mentoring and coaching for Middle Leaders
 - Compiling Education progress report for their respective site
- The Executive Headteacher is responsible for:
 - Conduct curriculum deep dives in conjunction with the Heads of School
 - Meeting Heads of School bi-weekly
 - Providing mentoring and coaching for Heads of School
 - The organisation's educational progress

Resources are allocated in line with the priorities indicated in the School Development Plan and to ensure effective delivery of the National Curriculum and excellent outcomes for our students.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's professional learning review process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.