



Secondary Curriculum Statement Year 7-11

Intent

At Samuel Cody School, it is our intention to provide all children regardless of their special needs with a broad and balanced curriculum enriched with opportunities to experience their local community and the world around them. We are committed to developing the social skills of independent living they will need in an ever-developing world.

We aim to challenge children's strengths and offer a curriculum, which provides a range of accredited qualifications. Throughout the curriculum life skills are delivered in order to prepare all pupils to be able to lead as independent life as possible in their chosen paths both Post 16 and in life.

Implementation

The whole school ethos of 'safe, secure and happy pupils will learn' is embedded across the curriculum. This means we provide a calm, positive and supportive environment where children enjoy learning and develop personal skills to help them succeed in life.

Pupils follow the full National Curriculum across Key Stage 3 and have an option provision at Key Stage 4. All this is fully differentiated to the individual needs of each pupil.

Across all subjects, a strong emphasis is placed on Spiritual, Moral, Social and Cultural aspects of the society we live in and independent learning is encouraged across all aspects.

The school believes in the values of learning outside of the classroom and provides, day, residential and after school opportunities for all pupils

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Impact

Our aim is for all pupils to leave their secondary education with the confidence and skills to lead independent lives. They will have the skills to function successfully in their community, both in the real world and online. They will be able to choose employment pathways, form safe and lasting relationships to give them a happy and successful life.

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Secondary Curriculum Design

Key Stage 3 – all pupils study the following subject areas

English	Religious Education
Maths	French
Science	Music
Technology (DT & HE)	PE
Art	PSHCE
History	Drama
Geography	IT

These subject areas are enriched through tutor periods; withdraw sessions, assemblies, theme days and house activities.

Key Stage 4 – all pupils follow a core subject curriculum and then are able to choose other areas of study via an Option system.

Secondary School Day

8.50	Registration
8.55	Lesson 1
9..40	Lesson 2
10.20	Break
10.35	Lesson 3
11.20	Lesson 4
12.00	Lunch
12.30	Lesson 5
1.15	Lesson 5
2.00	Lesson 7
2.45	School ends
2.45 – 3.40	Clubs

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Class Groupings

Pupils are allocated classes in line with the following criteria:

- 1) Year Group
- 2) Key Stage with social/academic needs accounted for
- 3) Social interaction, i.e. Type of curriculum needed to suit individual need

Pupils follow a timetable with their tutor group for the week.

Exceptions:

- i. Year 7 merge together for PE and Drama, Years 8 & 9 merge together for 2 lessons of PE and Years 10 and 11 merge together for 2 lessons of PE..
- ii. Key Stage 4 Options – mixed ability classes
- iii. Maths, English and Science groups in Key Stage 4 are set to provide the most appropriate curriculum for each child

Withdrawal lessons

For pupils whose needs are more pronounced withdrawal lessons take place throughout the week. These are:

- Pupil Premium core subjects
- Autistic pupils can be withdrawn up to three times a week to aid the development social interaction and communication skills either individually or in small groups
- Social skills development for pupils who need to develop their ability to interact with their peers and the local community
- Literacy Support

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



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- SPLD Support
 - SALT
 - Inclusion Support

Codyhill ASD Centre

All pupils placed at the ASD Centre will have access to a full National Curriculum.

The curriculum for ASD Centre students will have a tailored and personal approach where integration into mainstream subjects at Fernhill School will also be a focus.

Pupils will follow a bespoke timetable, which will endeavour to offer similar subject allocations to both Samuel Cody and Fernhill Schools to allow for future possible integration.

Social and life skills programmes will be taught 1:1 or in small groups within the ASD Centre on a pupil-specific programme to target their ASD needs.

Off-site education and outdoor activities will also be allocated into timetables to allow for alleviation of anxieties and to practice social and life skills in a 'real world' environment.

It is expected that most pupils will take GCSE options at Key Stage 4 as the admissions criteria adopts a higher-achieving ASD profile. These will be studied at either Samuel Cody or Fernhill Schools. ASD Centre students will have outside agency support, including sessions timetabled with SALT, OT, Arts and Music Therapists, and SEN advisory services.

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Primary Curriculum Statement Year R – 6

Intent

It is our intention to provide all children at Samuel Cody Specialist Sports College with a broad and balanced curriculum enriched with opportunities to experience their local community and the world around them. We are committed to developing the social skills of independent learning that they will need to progress through their school years and then into an ever developing world.

We aim to develop their social skills and confidence to help them settle into a learning environment where they can access the academic skills to support their own development.

Implementation

The whole school ethos of 'safe, secure and happy pupils will learn' is embedded across the curriculum to help them succeed in life.

Pupils follow the full National Curriculum differentiated to meet their needs. Early Years pupils follow the EYFS expectations.

In addition, pupils develop their own skills for learning and the social skills of working with others.

The social beliefs in the values of learning outside of the classroom and provides trips and after school clubs to enhance learning.

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Primary EYFS

The school recognises the importance of inducting new pupils into their first experience of school. Time and effort will be taken in order to work with parents/carers to ensure the transition is effective. 'Safe, secure, happy children will learn.'

K1/2

Transition across phases is carried out to enable both the parents and children in KS1/2 to be part of a smooth transition. As this stage, pupils are encouraged to become more autonomous.

Impact

Our aim is for pupils to develop the social skills and learning behaviours to make a successful transfer to secondary education. They will be as independent and confident in their own abilities and keen to develop their knowledge and skills.

Key 1 & 2 Curriculum Design

All pupils study the following areas:

English & Phonics

Maths

Science

Technology (DT & HE)

Art

History

Geography

RE

Music

PE

PSHCE

Drama

IT

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



Primary School day

8.50	Registration
8.55	Lesson time
10. 00	Play
10.20	Snack and circle time
10.40	Lesson time
12.30	Lunch
1.00	Lesson time
2.45	School ends