

## **Welcome to Samuel Cody School**

Samuel Cody School provides education for pupils age 4-16 with learning difficulties. We challenge individual pupils to achieve their highest potential in both academic and personal development. This is encouraged in a cheerful and supportive environment where every pupil is valued for their strengths. Different learning styles are encompassed with visual, aural and kinaesthetic delivery actively utilised. We know happy pupils will achieve high standards and seek to promote in a safe, secure and happy environment in which to learn.

Samuel Cody is committed to maintaining and building upon its high provision for children with a variety of special needs.

Through the provision of a safe, secure and happy environment pupils are challenged to develop their learning in order to realise their full potential. Our aim is to develop the skills and attributes of independence, confidence and self-worth in each individual. This will enable them to take up a valuable place within the world in which we live.

Samuel Cody continues to work within the community to provide expertise and support for the development of all young people. We promote a wide range of health and wellbeing opportunities for all members of the community.

## **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 choose 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

## **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.

### **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	PSHE
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.

#### **Core Subjects**

English  
Mathematics  
Science  
PE  
RE  
PSE

#### **Option Subjects**

(pupils' select 6)

Art	Horticulture
IT	Drama
Technology/Craft	Music
Duke of Edinburgh	PE (GCSE)
Literacy/Numeracy	Photography
Food	Sports Leader
French	Life Skills
Geography	History

## **The 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 – 4pm Clubs

### **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

## **Withdraw lessons**

For pupils whose needs are more pronounced withdraw 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
- 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.

## **Primary Curriculum Statement Year R – 6**

### **Intent**

It is our intention to provide all children at Samuel Cody School 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 school believes in the values of learning outside of the classroom and provides trips and after school clubs to enhance learning.

### **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 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 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

Primary School day

8.50 Registration

8.55 Class time

10.15 Break/Snack

10.30 Class time

12.30 Lunch

1.00 Class time

1.45 Break

2.00 Class time

2.45 School ends