



CASTLE SCHOOL KEY STAGE 4

Welcome

Our Key Stage 4 curriculum focuses on Castle School's 4 key areas:

1. Cognition and learning
2. Social, emotional and mental health
3. Communication and interaction
4. Physical, sensory and life skills

Creative and therapeutic learning is embedded within our curriculum as we focus on enabling our students to become confident communicators, along with a clear focus on developing reading.





Welcome

Our curriculum strives to provide an exciting and stimulating experience. It encourages creativity, enjoyment and independence, whilst setting a standard for all the children in which they are academically challenged. Students can access a range of subjects leading to external accreditation

The curriculum is highly differentiated with a wealth of enrichment learning opportunities to support our pupils' individual achievements. We aim to provide a safe environment where our children feel confident to become resilient explorers and prepare for adulthood.

Pathways of learning

At Castle school our students follow one of the three pathways of learning: pre-formal, semi-formal and formal.

Each pathway is designed to meet the individualised needs of our children, enabling us to deliver a therapeutic curriculum which underpins our school's philosophy of creating children who are confident communicators, Independent learners and resilient explorers.

Some children will remain in one of the pathways as they progress through the school, others may move from one to another as their needs change. We continuously assess the progress and achievements of our children and ensure they are on the pathway which will enable them to reach their full potential.





Pre-formal

The pre-formal pathway is mainly for those children who have profound or multiple learning difficulties. Pre-formal learners will require a higher level of adult support, both in their learning needs and their personal care.

Our therapeutic curriculum will focus on sensory stimulation and be an immersive experience for our children, encourage confident communication and independence. Children in this pathway will follow the Castle School Rainbow levels in Math and English, and the Engagement Model.



Semi-formal

Children in this pathway will have a high level of need requiring adult support for much of their learning they are developing their independent communication and life skills. Semi-formal learners may communicate in a variety of ways, such as talking, using Makaton signing, PECS, or using communication boards. Our semi-formal learners' attainment is likely to be within our school's Rainbow and Gemstone levels in Maths and English.

Our curriculum is designed to encourage our pupils to show resilience and be independent as well as kind and compassionate towards their peers. We encourage our pupils to experience opportunities outside school and have developed a curriculum which enables significant learning outside the classroom. They will engage in Work Related Learning (WRL), Duke of Edinburgh and community visits such as the shops and local libraries.



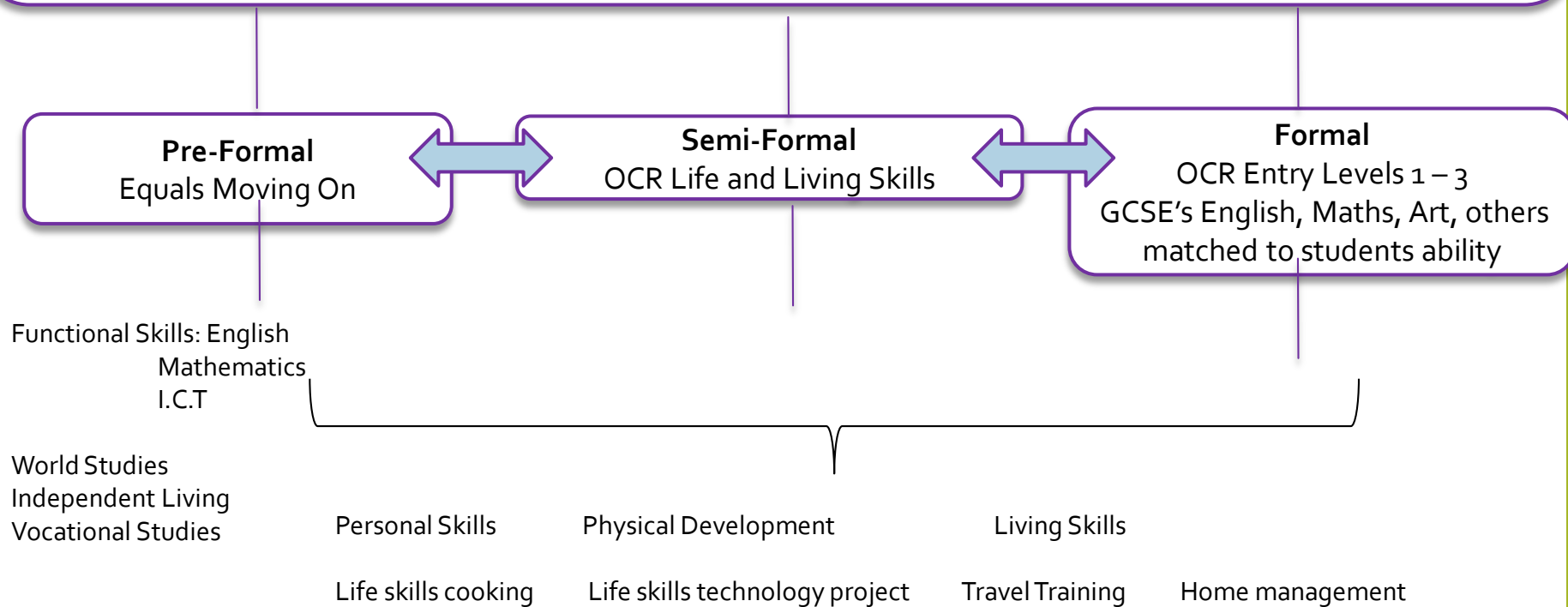
Formal

Learners in the formal pathway require some adult support for both their learning needs, social emotional development and independent skills. They will follow a broad curriculum that includes 6 big areas: English, maths, our world, creativity, physical and PSHE.

Pupils will experience many opportunities to develop their independence living skills and begin to prepare for adulthood. They will engage in Work Related Learning (WRL), Duke of Edinburgh including opportunities to develop confidence in the community such as shopping trips and visits to the library.

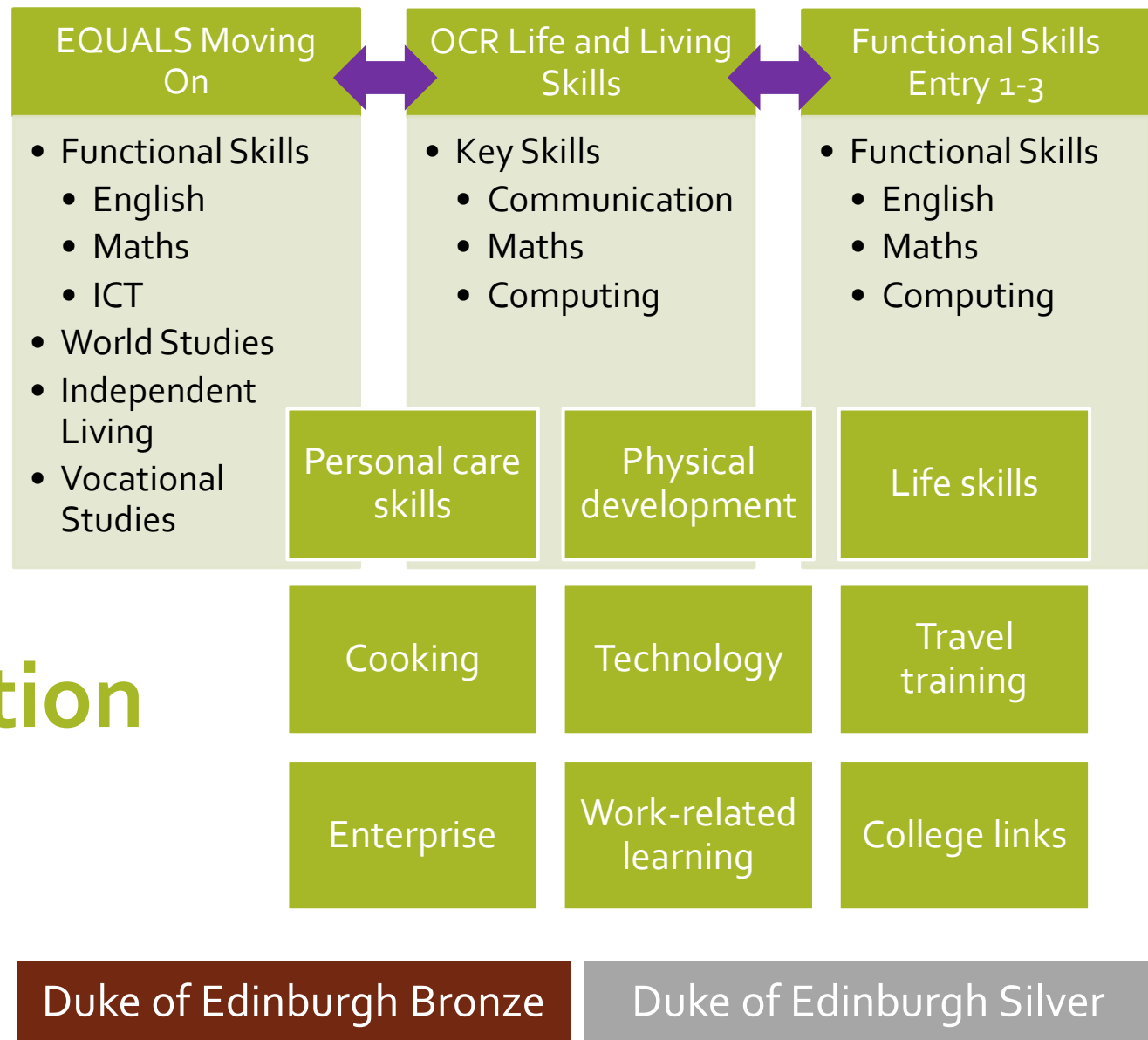
Accreditation Pathways

We organise our learning through personalised work-related learning and accreditation pathways for all our pupils on the pre-formal, Semi-formal and Formal curriculums. These are used to create individualised learning programmes with opportunities for personal development that can flow across the curriculum. We work in partnership with the young person and their family to develop the right learning program so that our students can achieve long term goals.



Duke of Edinburgh Awards: Bronze, and Silver

Accreditation pathways



Communication and reading

All students within Castle actively take part in reading during tutor time on a daily basis alongside adult support. Children in KS4 are encouraged to read for enjoyment and knowledge.

Targeted students participate in extended reading support alongside teaching assistant support.

Individualised communication methods are used allowing our children to be heard and actively engage with student voice activities.



Transition

When a student joins Castle School, a rigorous and robust transition takes place which is bespoke to the child's individual needs, ensuring the child is happy and settled in their new environment.

Castle provides support with transition at the end of key stage 4. Students are well supported in their subsequent placements whether it be at Castle Sixth Form or to a local Sixth Form College. We have a clear focus on Preparation for Adulthood and work closely with the Local Authority's Additional Needs Advisor who provides additional support and guidance throughout this time.

Students attend bespoke sessions at their new placements supported by familiar staff from Castle School.

Work related learning

In Key Stage 4, most students attend a work experience placement for one day each week.

Recent placements have included the following:

- Raptor Foundation
- Wimpole Hall
- Phoenix Trust

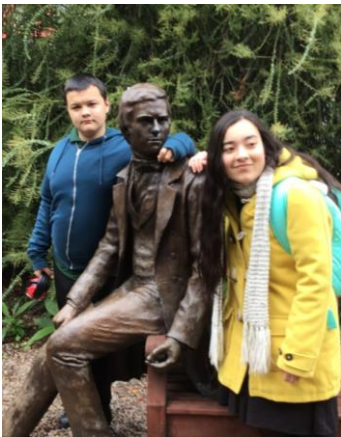
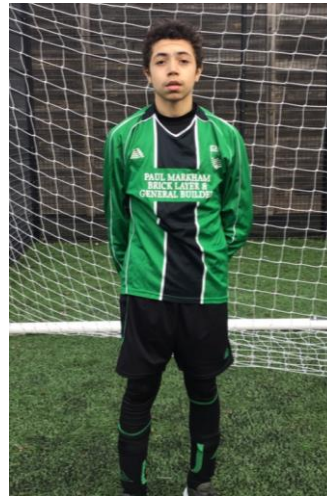


Extending opportunities

We also work in partnership with a range of agencies and with our local community. We believe that learning should take place within context and have many opportunities to explore the functionality and application of what they have learnt in real life situations.

An extensive range of lunchtime clubs enhance the development of personal and social skills and raise the self esteem of pupils.





OUT IN THE
COMMUNITY

Partnerships with parents

Working with parents is vital to ensure there is shared understanding between home and school

Parents meet with the school annually during EHCP reviews and also during twice yearly parents evenings

Parents are also invited in for themed lunches, the Christmas Bazaar, and other fun events.

Daily communication with parents

Parents are communicated with regularly through the Evidence for Learning app. This provides photos and written descriptions of a child's progress in school and allows parents to share home news too.



Children's views

"I like going to bowling club and social club"

"I like all my lessons they are fun"

"I like Castle School lunchtimes. The staff are nice and they help me make good choices!"

"I enjoy Friday assembly"