

## The Castle @ Theale

### Curriculum



The Castle @ Theale is part of the Castle School. It is a specialist educational centre for students with Social, Emotional and Mental Health difficulties and Neurodiversity. We offer a genuinely bespoke, therapeutic environment within which young people are celebrated for who they are and the skills that they have, are thoroughly and expertly supported by a wide team of highly skilled professionals to overcome the challenges they face and to achieve their very fullest potential.

Our vision is to create a happy, secure and stimulating learning environment which will encourage and challenge our learners to develop their skills and knowledge as far as they can and provide the best education possible.

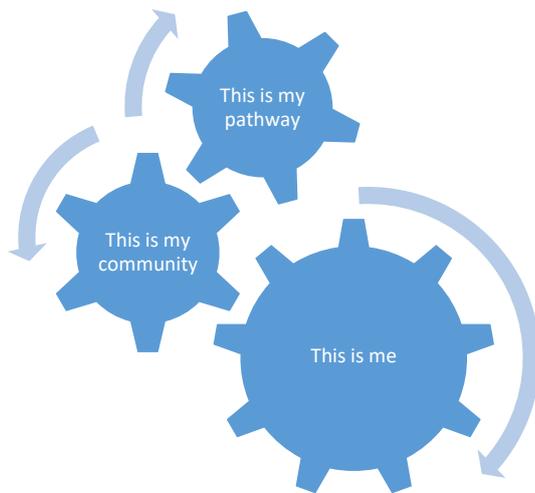
The Castle @ Theale as part of The Castle School exists to provide a caring, nurturing and outstanding educational community for the learners of West Berkshire and beyond. Our key purpose is to educate, motivate, inspire and celebrate all children with additional needs and to provide a quality educational experience which encourages equality for all; to develop individual self-worth, esteem and potential in all learners and uphold their rights.

Students at The Castle @ Theale will experience a curriculum planned to meet individual needs. A daily program is planned by the class team that focuses around teaching and learning of a differentiated national curriculum (that is set at an appropriate stage for each student) and personalized EHCP outcomes.

Relationships and communication are the central pillars to all student pathways. A person-centred approach focuses on the individual needs of everyone. Our prioritisation of a 'relationship first' curriculum focuses on inter-subjectivity through meaningful connections with others and supports a sense of safety and trust with all learning partners. Through this, students are supported to develop positive self-esteem, identity and pro-social behaviour in all aspects of their lives.

We understand that our students need a variety of different environments in order to thrive, learn and develop. Outdoor learning is a very important aspect of our learning experience.

## Whole Person Curriculum



### **This is me...**

Every Child has a communication and pro social passport – detailing strengths, interests, motivations, communication styles, challenges and needs. Student speak... 'when I... I need...'

Every Child has a Therapeutic Plan

Every Child has SAP on Earwig – detailing plan for progress in small steps against EHCP outcomes

Every child has an Earwig chronology to capture ALL progress.

### **This is my community...**

- Transitions Curriculum (based upon Barry Carpenter Recovery curriculum) – on arrival and for all transitions and times of change or challenge learning will centre around feelings of safety, connection, belonging, reassurance, empathy, self-care, self-esteem and expression of emotions.
- Nurture Curriculum - Development of self-awareness, problem solving, team work, communication and resilience, mindfulness and wellbeing; there will be daily nurture focus, there time and space for students to reflect and connect with themselves and others
- Challenge and grow - off site learning program, community engagement, farm, outward bound

## Curriculum Pathways

Students at The Castle @ Theale will experience a curriculum planned to meet individual needs. A daily program is planned by the class team that focuses around teaching and learning of a differentiated national curriculum (that is set at an appropriate stage for each student) and personalized EHCP outcomes.

Progress is measured in all areas, including individual wow moments and progress in terms of EHCP outcomes and academic elements of learning and development.

Communication is central to all of our development and oracy is a vital element of all curriculum pathways. Within the planning of all learning and development are opportunities to grow and harness oracy skills. We know that the impact on life beyond school years can be impacted upon greatly by development of being able to communicate to others appropriately and effectively in a wide range of experiences.

We understand that our students need a variety of different environments in order to thrive, learn and develop. Outdoor learning is a very important aspect of our learning experience.

All students will have a carefully planned personalised provision based upon their skills, interests, learning needs, communication needs and social and emotional needs. Student voice will be integral to this. Learning and development pathways will structure these plans

### @ Key Stage 3

Students will be at varying stages of learning and development and their curriculum plan will be personalised to their needs and levels.

- Learning and development to meet EHCP Outcomes will be a central element of students learning programmes
- Core subjects of Maths, English, Science and PSHE will be planned for individual progress. Maths and Science is structured from 'Ark Mastery' programmes. The English Curriculum is supported by 'Catapult'. Targeting four key areas and using age appropriate texts, 'Catapult' provides students with a solid base on which they can develop their vocabulary, reading and writing skills and approach further learning with confidence.
- Thematic Project based learning that encompasses geography, history, RS, ICT and Creative Arts will broaden and deepen learners understanding of themselves and the world that they live in.
- Physical activity is vital for our learners for their physical wellbeing, mental wellbeing and health, and also for sensory needs, supporting self-regulation. This will be carefully planned to meet the needs of all learners and will vary. A wide variety of physical outlets and activities are going to be available in a Multi-use games area, grassed area, bucket swings, play equipment, outside gym, yoga, indoor sports and relaxation
- Horticulture, the physical and wellbeing benefits of horticulture, in a wide variety of forms is well known. We are planning a broad and varied Horticulture curriculum that will enable students to gain skills and knowledge that could lead to qualification and further learning as well as development

of self-awareness, communication skills and wider connections with our communities.

- Cooking. We are committed to supporting preparation for life and being able to sustain oneself is a vital skill. We believe that understanding food from source to plate is vital to be able to make informed choices and live a fulfilling and independent life. Our Cooking curriculum is based upon the 'Food A Fact Of Life' curriculum. This is adapted to meet the needs of individual learners at all stages.
- Design and Technology takes many forms, from technology based design work to more tactile expressive forms. There will be a project based approach to development of creativity, problem solving and
- ASDAN Life Skills Challenge. This provides flexible ways to recognize and reward small steps achievement with a focus on personalised learning and progression.
- Bespoke timetables. Classes and individuals may access additional learning environments to support, positive relationships, communication, self-esteem and social interaction. These vary and are led by the needs of the students. These may include sailing, therapeutic farms and animal care, climbing, music therapy and outdoor education.

#### @ Key Stage 4 and Post 16...

Students will continue to be supported in a varied and dynamic pathway provision that will give opportunities appropriate to the needs and development stage of the individual.

The Transition and Nurture Curriculum will continue to be cornerstones of all learning pathways as communication and relationships are central to our school community.

Within their 'Team around the Student', students will plan which pathway best meets their needs at that time. There will be students for whom a combination of pathways will be appropriate.

All students will be encouraged to engage in personalised careers plan within The Castle School World of Work Programme with specialist Job Coaches and support staff. Students are supported through skills for working life, vocational activities, work experience, work placements and supported internships as appropriate.

- GCSE Pathway
- Functional Skills Pathway
- Vocational and Community Pathway