

SRP- Curriculum Design

1. The SRP curriculum is:

- Personalised- based on the pupil's individual needs, EHCP outcomes and specific interests
- Flexible- with adaptable pathways for academic (e.g. unit awards, functional skills, entry level and vocational qualifications), social (Nurture through AET framework) and functional development (life skills)
- Inclusive- enabling access to the mainstream curriculum
- Skills-focused- supporting life skills, communication and emotional regulation
- Supportive- delivered by autism- trained staff in a low-arousal, consistent and structured environment.

2. The curriculum is structured around the following:

1. Academic learning
2. Communication, social and emotional development
3. Life skills and independence

Academic learning

- Mainstream access- where appropriate pupils will access mainstream lessons with support with the aim of 50% of the pupil's timetable being in mainstream lessons
- Adapted curriculum- where mainstream is not appropriate, subjects are taught within the SRP at an adaptive pace and level.

Communication, social and emotional development

- Social communication interventions either 1:1 or in a small group
- Emotional regulation support through structured programmes
- Therapeutic input where appropriate and as specified in the pupils EHCP.

Life skills and independence

- Care and support curriculum- delivered 1:1 or in a small group
- Preparation for adulthood
- Community inclusion

3. Teaching approaches and Pedagogy

- Structure using the 4 for all approach
- Visual supports
- Low-arousal and low-stimulation environments
- Explicit instruction
- Use of special interests for engagement
- Clear communication of expectations
- Small group/ 1:1 teaching if appropriate

4. Assessment and Progress monitoring

- Personalised targets based on EHCP outcomes (academic outcomes)
- Regular review meetings (Termly)
- Use of progress frameworks such as unit award, entry level, functional skills
- Holistic assessment using the AET framework

5. Integration and inclusion

- Flexible inclusion plans in place to support transition into mainstream lessons and activities with preparation and support.
- Peer awareness work on a whole school level to promote the understanding of autism.
- Consistent communication between the SRP and subject teachers.

6. Environment

- Trained specialist staff including SENDCo oversight, Specialist HLTA and TA's
- Low arousal learning environment to include breakout rooms and sensory spaces
- Staff based in the SRP are familiar with autism specific strategies.