

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 Autism. 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 professional 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 secondary age 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.

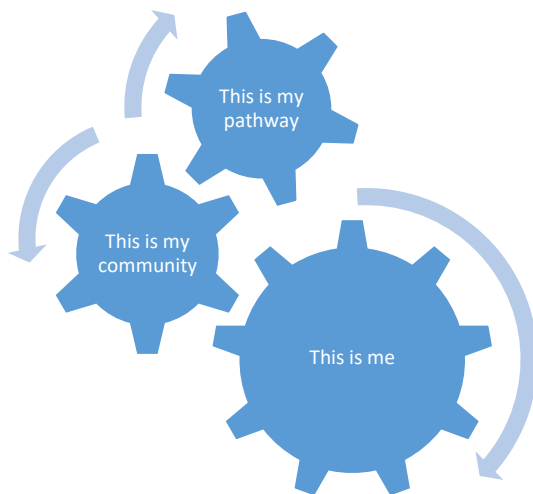
Students at The Castle @ Theale will experience a curriculum planned to meet individual needs. A daily program is planned by the class team that focuses around teaching and learning of a differentiated national curriculum (that is set at an appropriate stage for each student) and personalized EHCP outcomes.

Progress is measured in all areas, including individual wow moments and progress in terms of EHCP outcomes, Skills Builder Frameworks 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.

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.

Students personalized programme is also informed by the Skills Builder Framework, adapted to celebrate the skills and meet the needs of all learners.

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

This is my pathway...

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

In KS3, students will be focusing on Maths, English, Computing, Science, PSHE and a Thematic, curriculum for The Whole Child – Heart, Head and Hand Curriculum which will encompass creative arts, humanities, technology, horticulture and food technology.

Heart is all about developing one's own character, helping young people to find their identity and developing the qualities that they need to thrive in their communities.

Head is development of knowledge and understanding, not just to survive in our world but to be part of shaping it.

Hand is a vital element of the curriculum embedded to develop creativity in all forms and the creativity to problem solve

- Learning and development to meet EHCP Outcomes will be a central element of personalised programmes
- Core subjects of Maths, English, Science and PSHE will be planned for individual progress.
- Thematic Project based learning that encompasses geography, history, RS, ICT, Design and Technology 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.
- 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

@ Key Stage 4

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.

Students will be supported to embark upon a qualification pathway that best suits their needs. English, Maths and Science will continue to be core aspect of learning

Pathway A:

Entry Level qualifications with vocational options

Pathway B:

Level 1 – 2 qualifications with BTEC options

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.

In Key Stage 4 all students will be support to reflect upon their own skills, interests and ambitions and be guided through the different options available to them. Our vision is that all students will be ready to embark upon the next steps in their learning and development journey and to have the skills and emotional resilience to embrace their own ambitions.