

Clifton Hill Upper School Curriculum Overview

The Upper School is a joined up department of both Key Stage 4 and 5 Students. The Upper School curriculum reflects the changing needs of our students. There is a focus on core foundation knowledge and skills alongside preparing for life beyond Clifton Hill. Our curriculum is designed to ensure all students access learning in all areas at a level and pace that suits their individual learning style.

Curriculum Area	Subject	Key Stage 4	Key Stage 5
Functional Skills	Communication	Students' focus on developing their expressive and receptive skills in a variety of different ways. We focus on skills that encourage students to be sociable young adults which include listening, speaking appropriately in a variety of contexts, body language, gestures and turn taking skills. Students can mix throughout the department and build positive relationships and develop the school value companionship in a manner that is comfortable and meaningful to the individual.	Students' functional and social communication skills are further developed in the wider community. The focus is on recognising what skills the students have individually achieved and enabling the students to generalise those skills in a variety of different environments and with different people. We focus on communication and social skills that are appropriate within the community and skills that prepare students for adulthood and life after school.
	Literacy	Students continue to develop a linear approach to their literacy skills. Reading and writing is further developed using a range a different tools and programmes. We encourage students to apply their knowledge and skills in a variety of different activities and environments and to continue to work on these skills, retain or progress further.	Students focus on developing their literacy skills in a meaningful and functional way. Students will access opportunities for literacy that will support them to access the community and to be able to manage daily living and employment tasks. For Example, reading signs, symbols, menus, labels and writing lists, texts or typing key words when using technology.
	Maths	Students continue to develop a linear approach to their maths skills. All strands of maths are incorporated and developed in a learning style that is appropriate to the needs of the individual. We encourage students to apply their knowledge and skills in a variety of different activities and environments and to continue to work on these skills, retain or progress further.	Students focus on developing their maths skills in a meaningful and functional way. Students will access opportunities for maths that will support them to access the community and to be able to manage daily living and employment tasks. For Example, recognising numbers on telephones, buses and price tags, handling money, awareness of time and measuring out different quantities.
	PSD	Students focus on developing skills such as independence, cooperation, managing emotions, safety and self-care throughout the day. Specific lessons are also implemented to focus on specific topics in preparation for adulthood. We focus on supporting students to develop an awareness of personal safety and safe relationships in the wider community.	
Areas throughout the Upper School Department			
Life Skills	Developing Independent Living Skills	Learning opportunities are designed around the individual students in order to maximise capabilities for independent living. We aim to deliver independent skills in a functional way to offer meaningful learning opportunities. Therefore independent living skills are built into everyday tasks and when accessing the local community. Students are supported to develop	

		independent skills (practical and self-care) and an awareness of how to be safe in the home, work place and community.
	Domestic Science	We deliver a subject that focuses on a range of household skills such as preparing a meal, cooking, serving and using technology in the home safely independently. We encourage students to be curious and explore the cause and effect relationship when cooking different foods. Students are able to generalise their community skills by using local supermarkets to prepare, be aware of a budget and buy the ingredients needed for their meal.
	Leisure and Recreation	Students access physical exercise in school and out in the community. Students access the local swimming pools every term and participate in team sports at school. Upper school participates in the Surrey Swimathon and Panathlon, students develop skills for these events and compete against other SEN schools.
Enrichment	Enrichment	Students access a variety of small group projects that develops links for work experience and hobbies. The Enrichment groups we currently have are Up cycling, Horticulture, Eco Schools, Mini Enterprise and Duke of Edinburgh Bronze Award.
	Community	Students access the community safely and regularly. Accessing the community offers meaningful learning opportunities whereby students can generalise key aspects of the curriculum and demonstrate their skills in a functional way. Students will develop skills which enable them to be safe whilst in the community and whilst travelling in the community.
	Creativity	Students develop self-expression and emotional well-being through music and art sessions. Students can participate in additional clubs such as Art club, Dance Club or the School Band.

Specific KS4 areas of study

Science	Students explore the world around them. We encourage students to develop excitement and curiosity by experiencing and observe the natural and man made world. Students develop key skills such as understanding and talking about what's happening and anticipating what's going to happen next.
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Specific KS5 areas of study

Vocational Studies	Vocational Studies	Students attend and participate in short courses at our local colleges. Short courses offer bitesize experiences and encourage students to be ambitious and think about or demonstrate skills that lead to further education. It also supports students to develop social and communication skills in a different educational environment. There is also a social care day centre for students to experience a range of different activities.
	Work related learning	Students can access a variety of different local projects or businesses that we are in partnership with. Students develop vocational skills that enable them to develop work related tasks and social skills in order to prepare students for meaningful work and to understand the world of work.
Accreditation	ASDAN	Students are registered onto the ASDAN accreditation. Students engage in programmes and qualifications that support our students to develop skills for learning, work and life. Students can leave Clifton Hill with an award or certificate and continue building up their ASDAN credits in their next provision to receive a Diploma.

School Values

Our school values shape our vision for what we want our students to be when they leave Clifton Hill. Students focus on two per year that are areas for development. These are built into all areas of the curriculum. Our five values are Curiosity, Happiness, Companionship, Ambition and Confidence.