



TCS Curriculum Experience

Our whole school curriculum

The Cavendish School
enabling the self



*'There needs to be a lot more emphasis on what a child can do instead of what he can not do'
'Kids have to be exposed to different things in order to develop. A child's not going to find out he likes to play a musical instrument if you never exposed him to it'*

- Temple Grandin.

At The Cavendish School, we provide pupils with meaningful opportunities and experiences to become global citizens who have a desire to learn. Our purpose is to enable-the-self through developing inquiring minds who enjoy learning, achieve their protentional and develop the key skills they need to thrive as independent, emotionally and socially confident young adults. Our aim is for pupils to leave TCS as happy and healthy adults who flourish and thrive, self-advocate, achieve their aspirations, have meaningful employment and are fully immersed in their communities. This can only be achieved through our core offer of a coherent curriculum that is pupil-centred and allows for pupil agency.

TCS celebrates neurodiversity, accepting, respecting and recognising neurological and developmental difference. The curriculum design and teaching methodology supports each individual through a curriculum that builds on their skills, provides aspiration and allows them to achieve, make progress and experience success. Therapy, teaching, interventions and multidisciplinary support are embedded holistically throughout the whole school day, regardless of age or key stage, as appropriate for each individual.

TCS is an International Baccalaureate (IB) world school. The IB curriculum model allows us to be inclusive, international and inspirational and is a world-class curriculum for any and all pupils. Our curriculum aspires to enable our pupils to see the connections between their learning in different subjects, to develop holistic understanding and to be internationally minded and globally aware. This curriculum deployment model is particularly important for our Autistic pupils as it supports the ability to translate and generalise skills and cognitive schemas across different contexts, subjects and places.

The curriculum at TCS embeds our school values. We expect our curriculum to allow the young people at TCS to:

- ∞ Develop each of the IB attributes and become globally aware international citizens
- ∞ Achieve a range of accredited qualifications, which represent excellent progress for that individual and allow them to move on successfully to their chosen destination
- ∞ Make measurable progress towards their own personal outcomes as outlined within their EHCP

The TCS learning experience centres on our pupils' aspirations, their needs and desires alongside the knowledge, hopes and priorities of parents/carers and the professionals around them. These pit-stops on a life-long learning journey will support our pupils with the tools to flourish in their chosen communities.





Life long learning

As a Key-stage 2 to 4 specialist school for Autism we are in the gifted position of being able to support our pupils to experience a seamless and coherent curriculum that shows progression right through to higher education, apprenticeships or work. Supporting our pupils does not always mean holding on to them for the entirety of their journey and through pupil and parental voice alongside their toolbox of strategies we also plan for pupils to be able to reintegrate into alternative settings such as their local community mainstream provision.

At TCS we recognise the diversity of our community and know that it encompasses various social, cultural and spiritual backgrounds. The value of an IB classroom lies in the diversity of our pupils, for it is their experiences, backgrounds and ways of viewing the world that add to the richness of inquiry learning. Our job as educators is to understand and value that diversity of experience, and explicitly plan for it so that all pupils are able to reach their potential. "When pupils are seen for who they are and considered in terms of their strengths and challenges, not their labels, teachers are better able to create learning opportunities that enable every pupil to develop and pursue appropriate personal goals." (IBO, 2020, "Meeting pupil Learning Diversity in the Classroom")

It is vital to acknowledge our pupils have ever evolving and distinct requirements and whilst striving to offer universally enriching educational experiences we always set ambitious goals for all. Our commitment is to tailor our teaching methods to cater to the unique needs of each learner and their autistic profiles. Our purpose is to ensure that the adaptations we introduce in our educational offerings are thoughtfully designed to equip young individuals with the skills and knowledge necessary for their future learning journeys, embracing lifelong learning as a continuous process that extends beyond the classroom.



Teaching means...

PUCKERED

Progress =

Understanding more

Communicating more

Knowing more

Experiencing more

Remembering more

Engaging more

Doing more



Purposeful learning and the IB concept

We achieve a purposeful curriculum by helping pupils develop conceptual understanding. We ensure they can take facts and skills, and do something with them beyond *this* moment, *this* lesson and *this* classroom. In the IB curriculum, the concepts are the vehicle (transdisciplinary themes) through which our knowledge is delivered.

With Autism as our pupils' main barrier to education in mainstream environments, they pose challenges beyond those of their mainstream peers and our curriculum is tailored to support pupils to learn strategies to overcome these challenges, whilst remaining true to their authentic selves.

Implicit learning within a school environment, often known as the 'hidden curriculum', is a consistent challenge for pupils with Autism as they struggle to develop life skills that are not actively taught in a school, such as societal cues and values and beliefs conveyed in a social environment. It is because of this that autistic pupils need to be taught how to transfer knowledge from one subject to the next, and how to apply what they are learning to real world situations. The IB PYP uses transdisciplinary themes to organise learning and teaching around the construction of meaning in real world situations, to dissolve the boundaries between traditional disciplines and to give students the tools to take meaningful action in the wider world as a result of their learning.

It's often the case that students with Autism tend to compartmentalise their learning within subjects. Interdisciplinary study allows students to make connections between different areas of learning, and to develop appropriate transferable skills - such as communication, research and independence - to support successful progression towards their own education and adulthood goals. Using thematic learning, the PYP in particular provides a framework for learners to create connections between a theme, a core subject and its relevant applications outside of the classroom. By inverting the traditional linear method of education, IB students begin their learning with a generalised line of inquiry that facilitates a deeper understanding of the correlation between concept and context, because the generalisation is explicit. For example, pupils exploring the hypothesis that a person's identity changes throughout their life by following the character development of character in a book they are reading as a class.

Our style of delivery extends beyond the IB PYP programme into our year 9 preparing for adulthood year and our return to a suite of traditional qualifications offered from year 10 onwards. These qualifications whilst taught from Entry level to GCSE also work together to ensure that the principles of transdisciplinary and conceptual understanding continues to provide pupils with their love of learning beyond our walls and into later life.

Alongside academic knowledge, the IB focuses on the development of the whole student, an essential element of which is the IB learner profile; 10 core characteristics that are vital for intellectual, personal and social growth, regardless of neurodiverse or neuro-typical development.

Ethical qualities, such as caring, and practical qualities - for instance, communication - are embedded within the framework to prepare students for independent living and community integration. We aim to give them the ability to solve problems, make decisions and work as part of a team.



Learner profiles and approaches



In order to have a coherent and purposeful learning experience, we need to ensure that as well as exposing pupils to a range of learning opportunities and knowledge, we must also identify the pupils' profile of learning and a vehicle through which to deliver the learning so that it is impactful, allowing the pupils to build conceptual learning and understanding.

Our learners fit across four different types of learners. How we approach their provision, EHCP goals and learning flexes depending on their type of presentation.

Seekers	Demand avoiders	Social & Sensory avoiders	Socially naive
<ul style="list-style-type: none"> ∞ Pupils may seek sensory input such as noise, movement or touch ∞ Pupils may seek out interactions with adults or peers ∞ Often our seekers will appear to be outgoing and are externalisers 	<ul style="list-style-type: none"> ∞ Pupils struggle with demands and not feeling in control ∞ Pupils behaviours will be seeking to exert agency and choice over learning and activities ∞ Pupils may prefer auditory learning whilst they engage in other activities in order to manage anxiety 	<ul style="list-style-type: none"> ∞ Pupils may struggle with group working ∞ Pupils may struggle with verbal communication ∞ Large classes may provide distractions ∞ Pupils require distraction free environments with limited noise and movement ∞ Pupils prefer learning which does not require experiences of too many textures or smells. 	<ul style="list-style-type: none"> ∞ Pupil may have interests that are not age appropriate/ are young for their age e.g. CBeebies at age 11 ∞ Social awareness is limited ∞ May be out of sync with the trends or social norms, e.g. Fortnite dances ∞ Take people at face value e.g. think everyone is kind ∞ Don't understand that not everyone is friends.

Pupils at TCS may experience one or more of these learner profiles and dependent on the peers in their learning environment and the subject matter of the learning, may move from one to the other. Adaptations are made to the delivery of learning to support learners to freely move between these types of learners. For example a sensory avoider may seek new textures in cooking but may be a social avoider and need to work in a very small group or 1:1 in a different space such as the life skills flat for that lesson.

TCS Curriculum



Experience

What is the TCS Curriculum Experience?

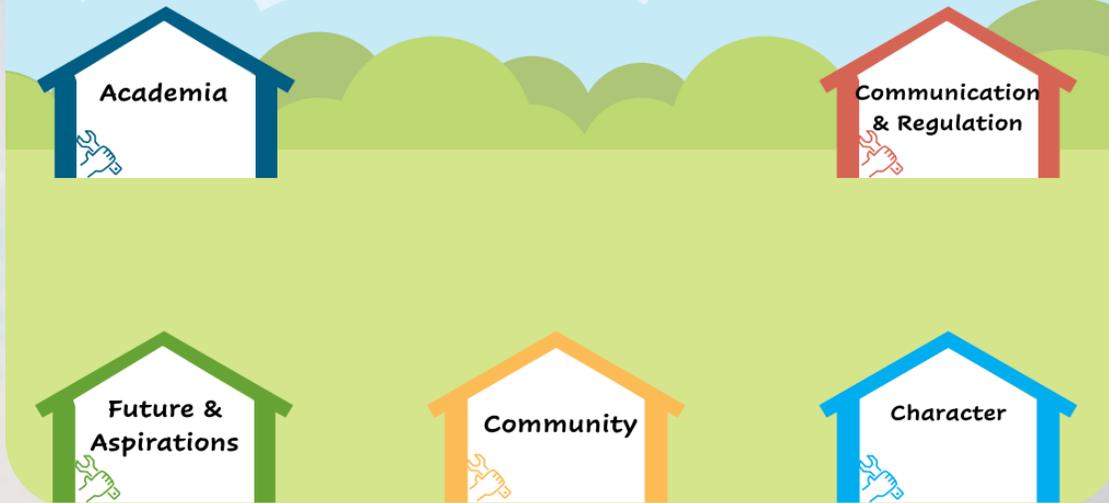
Every learner profile at TCS follows a coloured route around our life-long learning track, but as everyone at TCS is on the same journey to self-advocacy and their own individual aspirations through this continuous cycle of doing, experiencing, knowing and understanding, they are able to freely move between these different coloured tracks.

We understand that learning is not linear and that pupils experiences and profiles will make everyone's track drawing individual so whilst everyone is on the TCS curriculum experience track, everyone's distinct trail may have different things in them to engage pupils in learning and ensure that progress is made.



Every good track has regular pitstops...

The tools we will acquire in our pitstops...



These pitstops will make sure that our pupils engines are fine tuned for their journey in life by ensuring they have the best access to parts and tools (Communication and strategies) to succeed.



My Academics



Exams

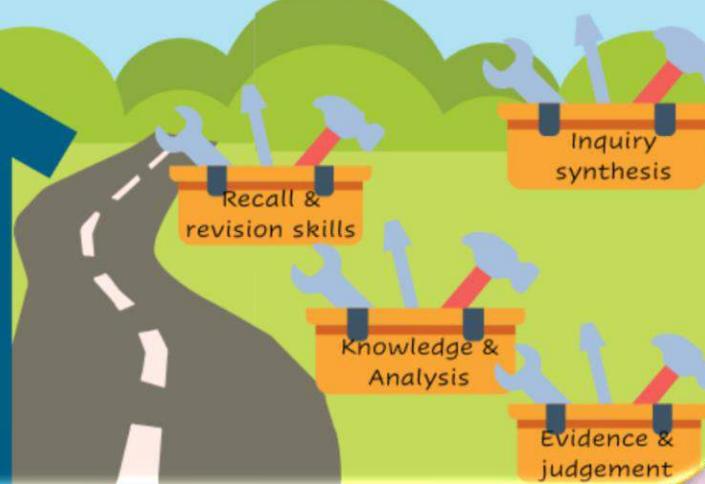
GCSE Examination
General Certificate
of Secondary Education



International
Baccalaureate

PfA curriculum
Preparing for
Adulthood

Academic learning at TCS builds on and from the knowledge, skills and understanding previously experienced by our pupils. We follow a bespoke curriculum given through the delivery agent of the International baccalaureate, which is carefully interwoven with the National curriculum. This balance affords pupils agency whilst ensuring they are accessing the subject specific curriculum which affords them the same opportunities and learning as their mainstream peers.



Qualification suite from Entry Level to GCSE

SATS

Exam preparation and support

High Quality teaching

Engaging learning experiences (Science Activity days)

Enhanced curriculum such as Maths circles

My Character profile



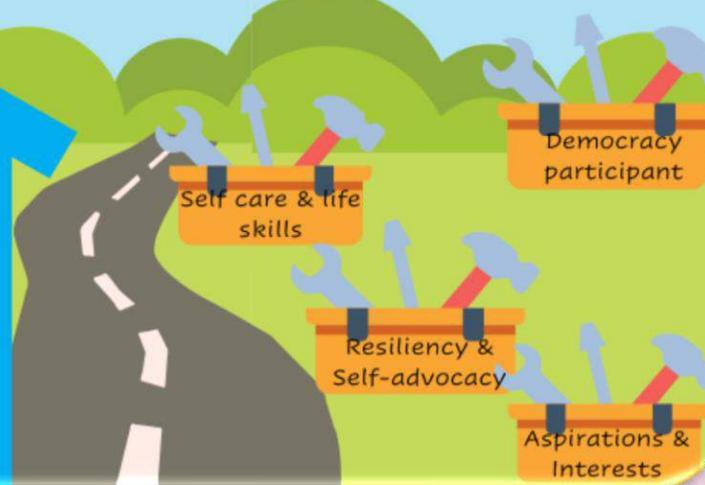
Goals

EDUCATIONAL
HEALTH & CARE
PLAN



At TCS, we all understand that learning does not just take place in the subject learning. We want to challenge our pupils to try new things and experiences, to help them find what skills & interests they have. Our learner portraits help to capture this information to form the golden thread of the EHCP outcomes and goals.

The TCS RAVE points aims to encourage and support our learner qualities, so pupils can take responsibility and be leaders in their own character profile. , core skills in preparing pupils for their life long learning journey.



Errorless reward system

Learner values
Enabling-the-self Curriculum

Attitudes for learning

Fundraising

Student council



My Communication & Regulation



Talking

Formal

Sensory

Zones

Communication can be complicated for those with Autism. This can mean that pupils come to us with behavioural communication. Through our Therapeutically thinking approach we support our pupils to develop more effective ways to communicate and the tools to regulate and support positive mental health. The impact of this curriculum allows pupils to thrive and become independent adults..

Communication understanding & tools

Resilience & advocacy

Sensory understanding & tools

Therapeutic understanding

Therapeutic lessons aimed at EHCP goals

Therapist(OT, SaLT, EP, counsellors) guidance / sessions

Zones of regulation and Sensory ladders

Sensory circuits

Sensory equipment

Adapted environment

Therapeutic behavioural communication approach with educational work to support social appropriate methods.

My Communities



Family

Friendships

Local

Global

Diversity champions

Active Citizenship

democratic and lawful

Environmental awareness

Autistic people can struggle with the social skills of a world optimised for the neurotypical. This does not mean that they don't want to part of their communities. At TCS we support our young people to decode the social world and find their place within their communities without masking who they are. TCS provides a safe place to experience different ideas and cultures both locally and internationally.

PYP community focus

Enabling-the-self curriculum

Residential trips

Sustainable development goals

Work related learning & experiences

Community Cafes

Family events

Fundraising

My Future and Aspirations



Careers

Independent living

University

We set our aspirations of our young people high and encourage our young people to have faith in their ability to live independently and follow fulfilling careers of their choice. TCS offers a broad range of employer and university member encounters to inspire our young people. From year 9 pupils will have the opportunity to equip and run our life skills flats while learning valuable skills such as finance planning so that independence at Uni or work can be achieved.

Interview skills

Self-advocacy & aspirations

Responsible & financial

independence and life skills

Cooking and financial skill lessons

Year 9 career focussed curriculum

Work related learning

Careers guidance & support

IB PYP real word focus

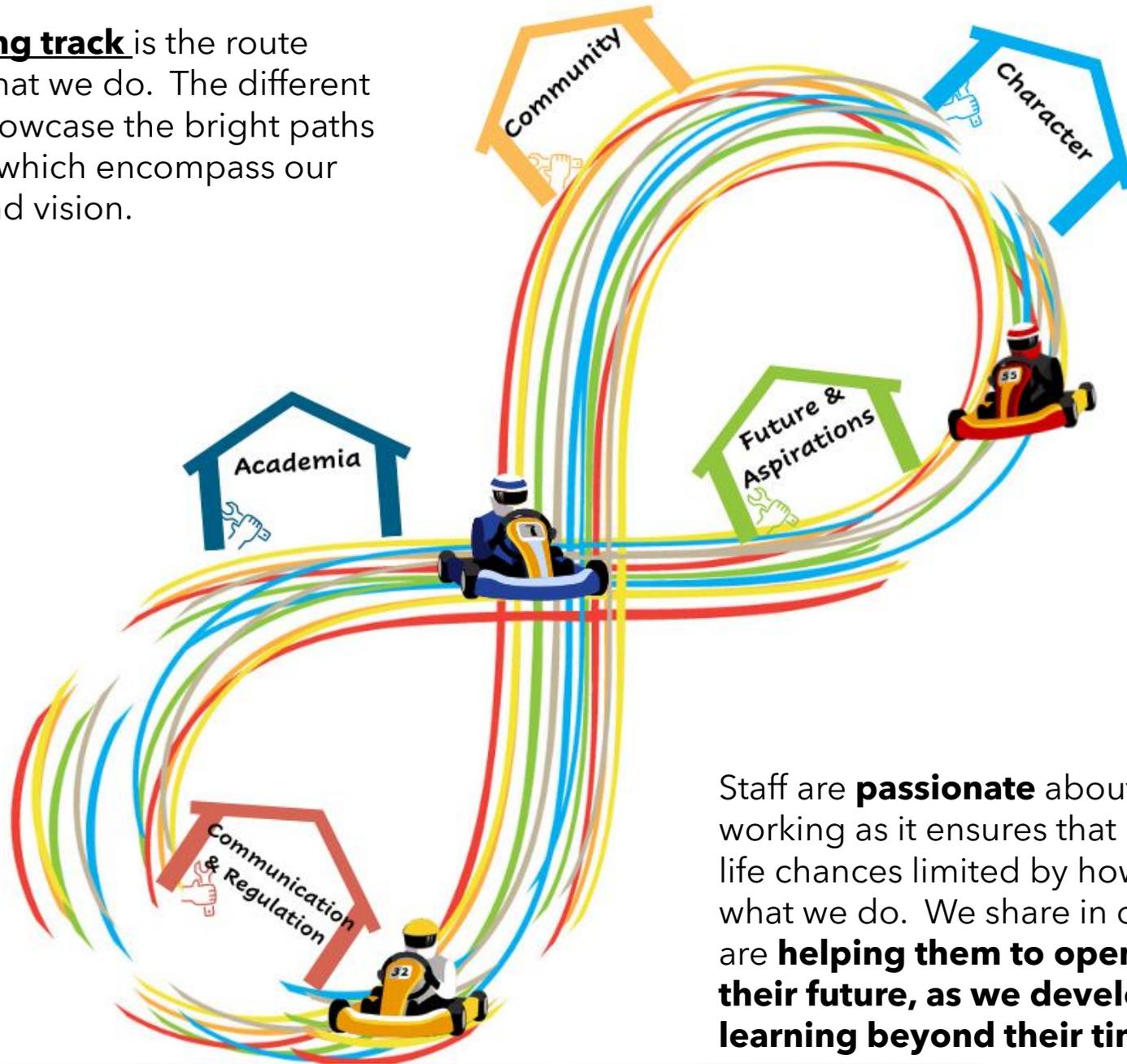
Interview practice

Life skills flat

Cooking and financial skill lessons



The **TCS learning track** is the route planner for all that we do. The different colour tracks showcase the bright paths our pupils take which encompass our values, ethos and vision.



Staff are **passionate** about our way of working as it ensures that no pupil has their life chances limited by how we behave or what we do. We share in our belief that we are **helping them to open the doors to their future, as we develop their love of learning beyond their time in our care.**

