



Phase 3

School Years 7 + 8

**Family and Student
Information Pack**

Who We Are

We are year 7 and 8 in the Secondary Department at John Chilton School. Our pupils are aged 11-13. Our pupils have a variety of learning difficulties or disabilities, often alongside a physical or medical needs.



Our Vision

- To provide a carefully differentiated, rich, broad and aspirational curriculum where every pupil can thrive.
- To provide a pupils with a variety of exciting and stimulating learning opportunities that embed and consolidate core skills, social skills, independence and an interest in the world around them
- To support pupils as they begin their initial steps to adult-hood; providing personal, emotional, social and creative wellbeing, to enable development into positive learners and moral citizens

Transition

We aim to support pupils as they move from primary into their new adventures in secondary school. This involves a very careful and robust transition programme where the pupils are nurtured

I was scared coming to Secondary School but we do really fun stuff and we are looked after.
Scott

sensitively as they become familiar with their new department. Pupils take part in various events, days, clubs and activities to help them familiarise themselves with life in secondary school. We work closely with the primary department or pupils' previous schools to ensure consistency, challenge and continued support.

We also focus on carefully supporting the pupils' transition from Phase 3 towards Phase 4, to explore the changes in style, expectation,

approach, functional curriculum and skill-set that they will need to develop further up the school and in their own learning journeys.

Working Together and Social, Emotional Curriculum

We promote and encourage collaboration at all times, providing enhanced opportunities for pupils to explore their emotions, team work, social skills throughout the curriculum but also in small, focussed groups.



EHCPs and Therapies

Pupils all have an Educational Health and Care Plan from which yearly targets are given for each pupil in areas such as communication, social/emotional, cognitive/learning; pupils work towards these targets through all the curriculum.

Pupils have access to individual programmes towards their therapy targets, devised by Physiotherapists, Occupational Therapists and Speech and Language Therapist, if stipulated in their EHCPs. In Phase 3 pupils have specific therapy times where these programmes and exercises are delivered or they might be incorporated into the learning day.

Disability Awareness and Life Skills

Pupils are encouraged to have disability awareness and talk about their disabilities and individual needs with knowledge, confidence and awareness.



We encourage the pupils to explore and express their emotions regarding their disabilities as well as being aspirational, practical and realistic.

Clubs

Pupils can choose to attend different clubs at lunchtimes. These include computer, art relaxation, boys' club, girls' club. We also provide opportunities to attend activities with their peers from across the school such as cooking and gardening.

Integration

We run projects involving an integration project with Brentside High School. Some pupils have opportunities to integrate with Alec Reed Academy, especially at some break and lunch times, for social or learning times.

Interventions

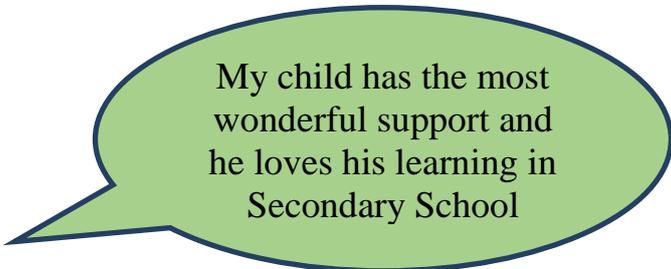
There are interventions in place to support pupils English and maths. These reinforce and consolidate basic skills and support the progress of pupils in these areas, often through supplementary sessions that inspire, support and refresh.

Parental Involvement

We actively encourage positive and transparent communication with parents; usually through the pupils' planners, email or phone calls, with regular parent-teacher meetings through the year. Parents are welcome to visit the school at any mutually convenient time and helping out is encouraged.

Home learning

As a school we believe that pupils work hard and are challenged through the day and that home learning needs to be real-life and enjoyable. We encourage families to go to museums, galleries, shopping and we suggest that pupils help out at home as much as possible. We inform parents of new topics that the pupils are studying and encourage families to research these topics with their child. We suggest that parents read with their children every night and spellings, reading books and topic-based home learning suggestions are sent home regularly.





Praise and Rewards

We encourage positive behaviour choices in all that we do. Pupils are awarded merits in their planners for positive behaviour, attitude, learning and social skills. Pupils are encouraged to be as independent and motivated as possible.

British Values and Citizenship

Pupils are whole heartedly encouraged to understand the world around them, be inspired by others and respect the diversity of their global peers in terms of race, religion, ability, sexuality, background.

Trips and Visitors

We regularly arrange trips to venues such as theatres, museums, galleries and shopping centres to enhance and support our creative and functional skills curriculum. Visitors such as musicians, religious representatives and theatre groups come to the school to enrich and enhance pupils' experiences.

A dance performance project



Groups

Our pupils in Phase 3 are split into three groups, Red, Purple and Blue, according to their learning needs and styles. Pupils will be together with other pupils, regardless of groups, at break times and lunch times. Some integration opportunities with Alec Reed Academy might also take place.

It was so inspiring working in Phase 3. The pupils are supported to be as creative and independent as possible. Anna

I was really impressed with the way the learning was so carefully matched to pupils' needs. Sean

Assessing progress

Pupils' learning is rigorously and regularly assessed by the class staff and teachers. This is then moderated by other colleagues and interventions are put in place where the rates of progress are not at expected levels. Teachers regularly meet to discuss their pupils' progress and explore and monitor ways to support progress.

Pupils' progress towards their EHCPs is also monitored, as are positive behaviour programmes and various interventions.

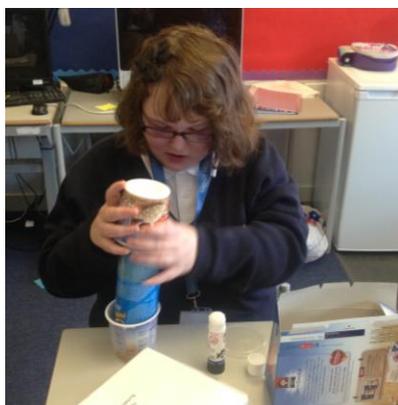
National expectation end of year	P levels >July 2019	JCS Holistic Y2-Y8	JCS Stages All subjects Y2-Y8
Year 3			Stage 9
			Stage 8A
			Stage 8B
Year 2			Stage 8C
			Stage 7A
			Stage 7B
Year 1			Stage 7C
			Stage 6A
			Stage 6B
			Stage 6C
			Stage 5
		Stage C	Stage 4
			Stage 3
			Stage 2
	P4	Stage B	Stage 1
	P3		
	P2	Stage A	
	P1		

Blue Group Provision and Curriculum

Some pupils in Phase 3 are taught within Blue group. This a small group of pupils with complex needs who remain in one room for the majority of the day with a higher adult to pupil ratio, a main form tutor who delivers the majority of the curriculum with input from specialist teachers for music, PE and ICT skills.

This group have a holistic, theme-based curriculum that integrates therapies, social skills, communication and core English and maths skills through topic-related learning with a sensory approach. Pupils also work toward their individual EHCP targets, including individual technology to support their communication or access.

Makaton and symbols are used throughout each day's regular routines, where the key to provision is a total communication approach to activities..



Blue Group	Autumn	Spring	Summer
Year A	At Home	Café	Community and Jobs
Science	Light and Dark	Sorting and Changing Materials	Plants
Humanities	Medieval Times – Kings and Queens	Recycling	Transport and Travel
Literacy	<i>The Dragon Machine</i> , Helen Ward <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum 	<i>Beryl's Box</i> , Lisa Taylor, Penny Dan <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum 	<i>My Year</i> , Roald Dahl <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum
Numeracy	<ul style="list-style-type: none"> Shape (building dragons junk modelling) Time (light and dark link) Measure (cooking medieval food) Position and direction (linked to Dragon Machine) 	<ul style="list-style-type: none"> Measure (weighing recycling) Measure (capacity) Money Measure (cooking for café) 	<ul style="list-style-type: none"> Measure (cooking in Science/Measuring plants)
Year B	Leisure, Hobbies and Spending Time	Shopping	Travelling
Science	Plants	Ourselves	Habitats
Humanities	Toys – Past and Present	Maps and Plans	Titanic
Literacy	Angelica Sprocker's <i>Pockets</i> , Quentin Blake <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum 	<i>Jack and the Flum Flum Tree</i> , Julia Donaldson <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum 	Roald Dahl's <i>Guide to Railway Safety</i> <ul style="list-style-type: none"> Continuous links to pupils' individual writing, reading, and communication targets. Use of software and games to support individual pupils' writing development. Opportunities for reading, writing and communication explored through whole curriculum
Numeracy	<ul style="list-style-type: none"> Measure (weight of objects in pockets/measuring plants) Measure (cooking in Science) Position and direction 	<ul style="list-style-type: none"> Money Position (maps) Measure (cooking stuff we buy) 	<ul style="list-style-type: none"> Money Time (Titanic/nocturnal animals)

Red and Purple Group

Other pupils in Phase 3 are split into their individual year groups of 7 and 8 for tutor times, with one tutor and member of support staff, after which these pupils in are are taught in two differentiated groups of Red and Purple.

These two colour groups allow pupils to be taught at an appropriate level for them, in ways that incorporate their individual learning styles, in small groups. Most lessons will have a teacher and at least one teaching assistant to support learning and progress

Pupils are taught distinct lessons, in different rooms, by a range of teachers, following carefully adapted national curriculum subjects.

Pupils might use symbols, Makaton and multi-sensory approaches to support learning. Pupils work towards their EHCP targets and therapies at specific times through the day.

Pupils also take part in clubs, interventions, social groups and sessions that explore emotional awareness, life-skills sessions and healthy living and relationships.

TEAM AND CORE SUBJECT LEADERS:

Phase Leader: Lynn Johnstone- ljohnstone@john-chilton.ealing.sch.uk

P3Red Tutor: Jane Hales - jhales@john-chilton.ealing.sch.uk

P3 Purple Tutor: Cristiana De Rosa – cdrosa@john-chilton.ealing.sch.uk

P3 Blue Group Tutor : Emily Hazlett - ehazlett@john-chilton.ealing.sch.uk

Purple and Red			
Year A	Autumn	Spring	Summer
RE	Belonging: Religion The Importance of Water	Hinduism Our World	Islam Religion in Art
English Grammar, sentence structure, functional vocab, phonics, reading and writing strategies are explored throughout each year.	FICTON The Life of Pi/Private Peaceful Creative writing Comprehension and inference Response to narratives Research non-fiction project-India Presenting information	NON FICTION + STORY TELLING Greek Myths Biography/Autobiography – Story telling Report writing Fiction/ Non Fiction Information finding/presenting Instructions Editing Skills Debating skills Poetry-monsters and dreams	DRAMA + MEDIA Romeo and Juliet Newspapers and media features Role Play Improvisation Script writing Recounts Language exploration Research project – relationships Non-fiction – Newspapers and media
Maths	Planning Christmas outing and Christmas stall Number Data Handling- survey location Money- how much each outing will cost? Shape- Christmas stall (baking) Space- plan mini buses Measure- cooking for the stall Time- planning the day	Tuck Shop Data Handling- survey Money(costing, pricing) Number (Inventory) Estimation Healthy eating Shape (different packaging and shapes e.g. smarties) Time(when is the best time/ day)	Herb Garden/ End of year party Time- what is the best time to plant seeds? Some plants grow faster than others Measure- growth Space- How far apart need to plant seeds Shape and size of leaves Symmetry in leaves Number- How many seeds in a pot? How many pots needed?
DT	Food Technology Designing and making a healthy fruit cake	Textiles Designing a chair cover	Product design Design and make a bag for space travel
Art and Design	Textiles/Painting (texture/colour)	Photography/ sculpture (architecture)	Drawing/sculpture (shape/form/space)
Humanities	Greek Life	Brazil/South America	Study of a Non-European Society
PE	Gymnastics Table top games (net/wall games)	Invasion games Striking and fielding games	Athletics Outdoor and adventurous
Computing/ ICT	IT User Fundamentals (Make a leaflet for primary pupils on basic computer skills)	Programming – Scratch junior Movie-trailer	Online basic (E mail)
Music	Playing and Notation	Beatboxing	Improvisation
Science	FOOD AND HEALTH This unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.		

Year B	Autumn	Spring	Summer
RE	Christianity	Sikhism	Judaism
	Harvest and Thanksgiving: Giving and saying thank you	Celebrations, initiations and rites of passage	Special books and stories
English Grammar, sentence structure, functional vocab, phonics, reading and writing strategies are explored throughout each year.	FICTION Skellig Creative writing Comprehension and inference Response to narratives Research project Presenting information Recounts	MEDIEVAL LITERATURE Canterbury Tales, Tales of King Arthur + Beowulf Story telling Report writing Fiction/Non Fiction Information finding/presenting Instructions Research project Editing skills	DRAMA – A Midsummer Night’s Dream Introduction to advertising and Non-fiction features and language Role Play Improvisation Script writing Recounts Fiction/Non Fiction Language exploration Poetry – fairies/woods
Maths	Planning Christmas outing and Christmas stall Number Data Handling- survey location Money- how much each outing will cost? Shape- Christmas stall (baking) Space- plan how many mini buses we needed? Measure- cooking for the stall Time- planning the day	Tuck Shop Data Handling- survey Money(costing, pricing) Number (Inventory) Estimation Healthy eating Shape (different packaging and shapes e.g. smarties) Time(when is the best time/ day for the tuck shop)	Herb Garden/ End of year party Time- what is the best time to plant seeds? Some plants grow faster than others Measure- growth Space- How far apart need to plant seeds Shape and size of leaves Symmetry in leaves Number- How many seeds in a pot? How many pots needed?
DT	Autumn festival	Valentine’s	Whole school book choice
Art and Design	Textiles/Painting	Photography/sculpture (shape)	Drawing/sculpture
Humanities	World War II Europe	The Romans and Roman withdrawal from Britain	The Earth- physical geography
PE	Gymnastics	Invasion games	Athletics
	Table top games (net/wall games)	Striking and fielding games	Outdoor and adventurous
Computing/ ICT	Word Processing software Coding	Programming - Kodu Animation using stop motion app	Desktop Publishing Newspaper article
Music	Listening and Appraising	Composition	Improvisation
Science	VARIATION AND ADAPTATION This unit aims to help learners to understand how organisms are adapted to their environment and how the diversity of organisms in an environment can be protected		