

# Our Curriculum

Marjory Kinnon School



Marjory Kinnon School



# A Curriculum For All

Every child deserves the best possible start in life and we support pupils to reach their full potential by providing broad, balanced and relevant learning experiences.

Our curriculum follows differentiated pathways to meet the needs of all pupils. Our intent is to develop our students' communication, socialisation and independence skills to strengthen their self-confidence and enable them to express themselves.

We use a range of strategies, approaches and interventions to ensure we deliver our curriculum in a consistent manner. At the heart of our implementation is a total communication approach to help our pupils develop independence and allow them to fully engage in learning.

Our whole school curriculum is based on our school Vision that "Every pupil will learn the skills and develop the confidence needed to become a valued, integrated and independent member of their community."

# CURRICULUM INTENT

With differentiated pathways, our curriculum is designed to meet the needs of all our pupils – making meaningful connections across subjects and giving pupils opportunities to revisit and build on important learning, knowledge and skills over time.

Communication is at the heart of our curriculum. We provide a total communication environment, using objects, photos, symbols, signing, low and high tech AAC to support pupils' understanding and communication.

Our pupils experience a balance of child-initiated and adult-led learning – using first hand experiences, exploration, play and structured activities. Our curriculum is inclusive and respectful of different backgrounds and cultures, while recognising the developmental needs and individual understanding of our pupils.

Where appropriate, we use elements of the National Curriculum, adapting the content and approach to ensure it is accessible, meaningful and appropriate for our pupils.

**Skills for meaningful communication in a range of environments**

**Extra curricular enrichment to support pupils' socialization and interaction skills.**

**Pupils develop prerequisite skills for overall learning.**

**Cross-curricular learning across a range of subjects.**

**Spiritual, Moral, Social & Cultural development and British Values.**

**A systematic approach to phonics to support pupils' reading skills.**

# Early Years Curriculum

Our Early Years teaching follows an adapted EYFS curriculum which is organised into seven areas of learning linked to Development Matters and Birth to Five Matters.

Each half-term has a planning theme to help support progression and learning. Each theme is taught in a cross-curricular manner and builds on the subject knowledge of the themes that come before it.

Autumn 1: All About Me

Autumn 2: Animals

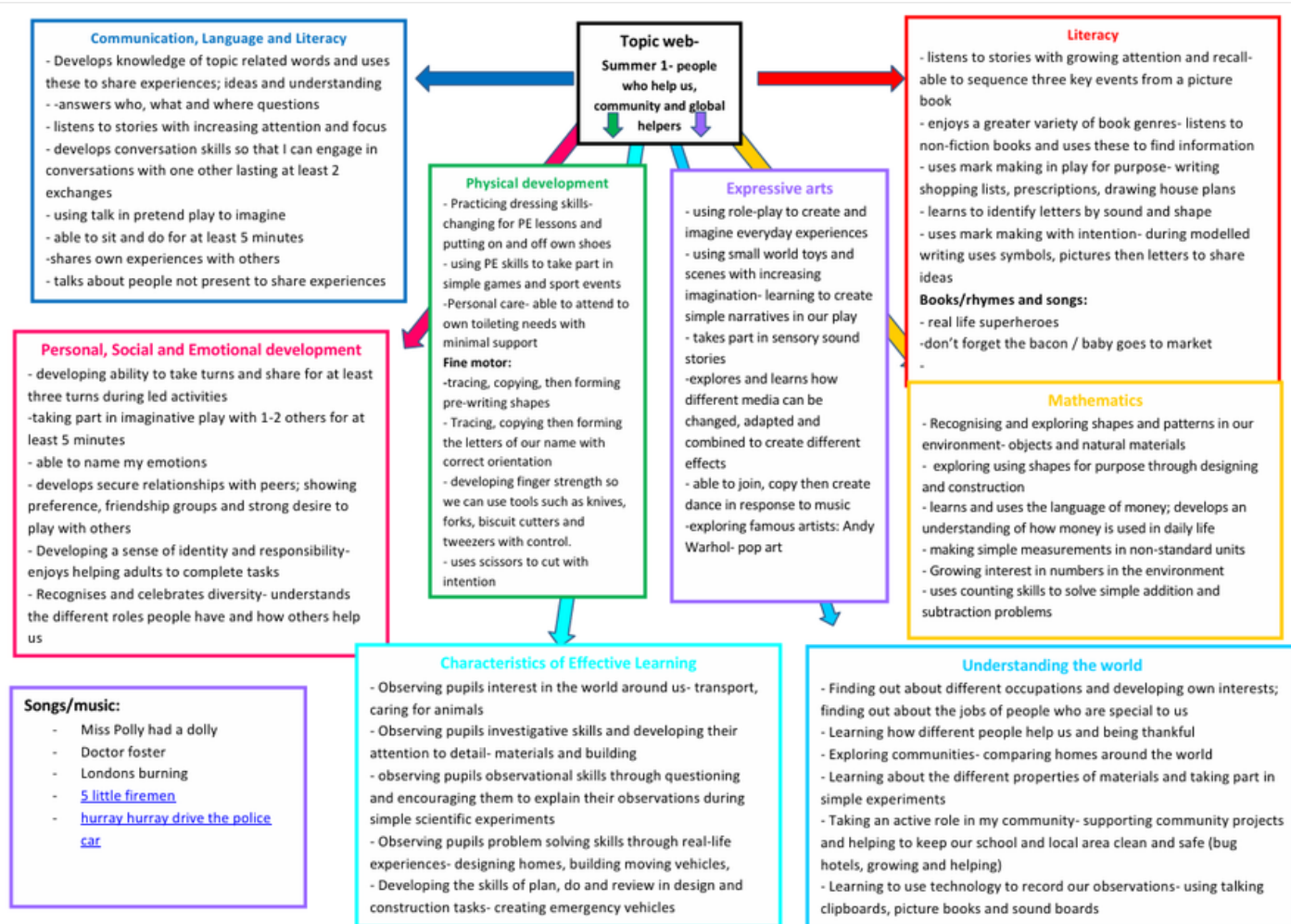
Spring 1: Our World and Universe

Spring 2: Growing and Changing

Summer 1: People Who Help Us

Summer 2: The Seaside and Fantasy Lands

## Sample EYFS Curriculum Map for Summer 1



# Curriculum Maps

At Marjory Kinnon School, our curriculum maps outline the specific topics covered in each subject over the year for each pathway. A sample map is shown below. All maps are available on the school website.

## Upper Primary: Formal Pathway

| CYCLE 1<br>2026-27                    | AUTUMN 1                                                                | AUTUMN 2                                                                                          | SPRING 1                                                 | SPRING 2                                                                        | SUMMER 1                                                  | SUMMER 2                                                                   |
|---------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------|
| <b>English</b>                        | Power of Reading<br>Texts:<br>▪ Patten's Pumpkin<br>▪ The Emperor's Egg | Power of Reading<br>Texts:<br>▪ We're Going to Find the Monster<br>▪ The King who Banned the Dark | Power of Reading<br>Texts:<br>▪ The Tin Forest<br>▪ Leaf | Power of Reading<br>Texts:<br>▪ How to be a Lion<br>▪ Jelly Boots, Smelly Boots | Power of Reading<br>Texts:<br>▪ Moth<br>▪ One Plastic Bag | Power of Reading<br>Texts:<br>▪ Rapunzel<br>▪ Curiosity                    |
| <b>Mathematics</b><br>(Maths Mastery) | Number<br>Place Value<br>Calculation                                    | Measure<br>Calculation                                                                            | Time<br>Calculation<br>Fractions                         | Money<br>Shape and Measure<br>Area and Perimeter                                | Securing number facts<br>Applying strategies<br>Angles    | Exploring calculation<br>strategies<br>Measure<br>Patterns with<br>numbers |
| <b>Science</b><br>(MKS SOW)           | States of Matter<br>(Year 4)                                            | Sound<br>(Year 4)                                                                                 | Living things and<br>their habitats<br>(Year 4)          | Plants<br>(Year 3)                                                              | Animals including<br>humans<br>(Year 3)                   | Electricity<br>(Year 4)                                                    |
|                                       | Animals including<br>humans<br>(Year 4)                                 | Properties and<br>changes of materials<br>(Year 5)                                                | Forces<br>(Year 5)                                       | Living things and<br>their habitats<br>(Year 5)                                 | Earth & Space<br>(Year 5)                                 | Animals including<br>humans<br>(Year 5)                                    |
|                                       | Living things and their<br>habitats<br>(Year 6)                         | Animals including<br>humans<br>(Year 6)                                                           | Evolution and<br>Inheritance<br>(Year 6)                 | Properties and<br>changes of materials<br>(Year 5)                              | Electricity<br>(Year 6)                                   | Light<br>(Year 6)                                                          |
| <b>Computing</b><br>(MKS SOW)         | Communication and<br>Collaboration / E-<br>Safety<br>(DL)               | Network and the<br>Internet –<br>Understanding<br>Computers<br>(DL & CS)                          | Creativity<br>(IT & DL)                                  | Productivity<br>(IT)                                                            | Coding - Bluebots<br>(CS)                                 | Coding –<br>Programming and<br>Algorithms<br>(CS)                          |
| <b>Humanities</b><br>(Kapow Primary)  | Year 4: History -<br>Stone Age to Iron Age<br>(Kapow Yr 3)              | Year 4: Geography<br>Why do people live<br>near volcanoes?<br>(Kapow Yr 3)                        | Year 4: History -<br>Ancient Rome<br>(Kapow Yr 3)        | Year 4: Geography<br>Who lives in<br>Antarctica?<br>(Kapow Yr 3)                | Year 4: History –<br>Ancient Egypt (Kapow<br>Yr 3)        | Year 4: Geography<br>Are all settlements<br>the same?<br>(Kapow Yr 3)      |

Subject Leaders sequence learning across the school from EYFS to KS4. To support individual delivery and progress, rotational learning takes place in Maths and English with the teacher matched to EHCP targets and small-step progress.

# Curriculum Pathways in Primary

## 01 INFORMAL

Lower Primary (Key Stage 1) has an Informal pathway based on the Engagement Model for pupils who are below the National Curriculum levels.

Many of the children are non-verbal and the focus is on developing communication and language and meeting Speech & Language Therapy and Occupational Therapy targets.

There is also a thematic approach to enhance engagement for ASC pupils.

## 02 SEMI FORMAL

Lower Primary (Key Stage 1) and Upper Primary (Key Stage 2) have Semi-Formal Pathways that focus more on a thematic and contextual approach to support the understanding of our autistic learners.

The Semi-Formal pathway also includes a multisensory approach with a high focus on life skills and independence. Speech & Language and Occupational therapies are built into the curriculum combined with the pupil's EHCP targets.

Accreditation for this Pathway as they transition to Secondary is Entry Level and ASDAN.

## 03 FORMAL

Upper Primary (Key Stage 2) has a Formal Pathway that focuses more on National Curriculum subjects taught discretely with adaptations to meet the pupils' needs at their level. On transition to Secondary there are options to take BTECS and functional skills in KS4.

Our Secondary curriculum provides continuity from Key Stage 2 and prepares our students for adult life as independent, confident, and resilient learners who can communicate and fully integrate into their community.

# Curriculum Pathways in Secondary

## 01 SEMI FORMAL

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The Semi-Formal Pathway focuses more on a thematic and contextual approach to support the understanding of our autistic learners.

This pathway also includes a multi-sensory approach with a strong focus on life skills and independence. Communication and the Speech & Language and Occupational therapies are built into the timetable combined with the pupil's EHCP targets.

In Key Stage 4, the semi formal curriculum is linked to accreditation:

- ASDAN Accreditation for English, Maths, Towards Independence
- Other Subjects: Digital Life Skills, PSHE, Humanities, Phonics, PE

## 02 FORMAL

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The Formal Pathway focuses more on National Curriculum subjects taught discretely.

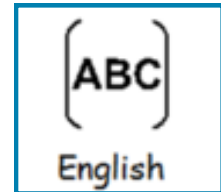
The approach also includes a focus on social communication and independent life skills. Learning is delivered in small steps that include Speech & Language, Occupational Therapy and EHCP targets.

In Key Stage 4, the formal curriculum is linked to accreditation:

- AQA Step up to English Accreditation
- AQA Entry Level Maths Accreditation
- BTEC Courses: Applied Science, Sport, Art & Design, Land Based Studies, Work & Life Skills
- Other Subjects: Digital ICT, PHSE, Work Experience, Humanities, Music, PE

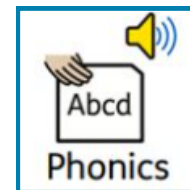
# Curriculum Areas

## English



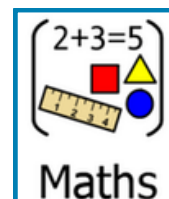
- We provide a rich and broad literary experience, which consists of strong foundations for reading and writing.
- Our goal is to optimise language development in whatever way is most effective for the individual student – including Makaton, AAC, and communication boards.
- Our intention is that all pupils access the programme which supports phonological awareness and reading development.
- Literacy skills can be transferred to daily life beyond school years, enabling our pupils to access as independent a life as possible as they move into adulthood.

## Phonics and Early Reading



- We follow the Read, Write, Inc. programme for phonics. Every pupil is given consistent delivery of phonics embedded in a language-rich learning environment.
- Pupils have access to a range of decodable texts to match their phonetic awareness and skills – including stories, poems and non-fiction.
- The Read, Write, Inc method is a popular, systematic synthetic phonics programme that teaches children to read and write by mastering letter to sounds correspondence, blending sounds and practicing handwriting.
- For pupils working on the foundations of phonics, we use a multi-sensory approach to learning and language; where pupils share high quality stories and poems, nursery and action rhymes that develop focussed listening and attention.
- We encourage a love of reading through the use of other pedagogy including the Engagement Model for our pupils who are at the initial developmental stages of early reading. We also use the Power of Reading to provide quality texts to engage learners.

## Maths



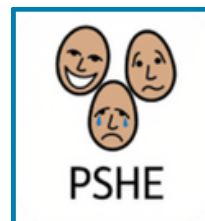
- Maths is an important life skill for our pupils and plays a key role in helping them become as independent as possible.
- Our Maths curriculum focuses on developing the mathematical skills pupils need for everyday life, as well as using maths as a form of communication.
- Through creative, hands-on and engaging activities, pupils develop independence, social skills and the confidence to use their mathematical knowledge in different contexts.
- We encourage curiosity, exploration and investigation, developing pupils' problem-solving skills alongside important functional maths skills.
- Our teaching supports pupils to become fluent in the fundamentals of mathematics, reason mathematically, recall and apply their knowledge, and make connections and generalisations.
- In our formal pathway, we use the Maths Mastery approach to provide a clear, sequential curriculum across all key stages.
- In our semi-formal classes, we have a bespoke maths curriculum focused on developing pupils' core mathematical skills.

## Computing



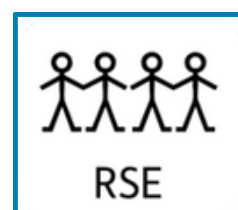
- Our Computing curriculum develops computational thinking and technological awareness, equipping pupils with skills they can use in everyday life.
- Pupils develop skills across computer science, information technology and digital literacy, supporting their independence, problem-solving and communication skills.
- We develop pupils' understanding of online safety and the responsible and ethical use of technology, helping them make safe choices in the digital world.
- Our aim is to enable pupils to become confident and active participants in an increasingly digital world.
- In our formal classrooms, there are subject-specific computing lessons.
- In our semi-formal classes, pupils learn computing skills for life using a cross-curricular approach.

## PSHE



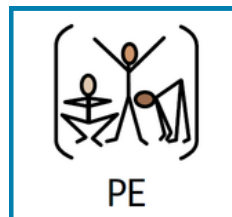
- Our PSHE curriculum is accessible, meaningful and progressive for all learners, supporting pupils to develop their personal, social and emotional well-being.
- Develops pupils' social communication, emotional well-being and independence.
- Promotes pupils' spiritual, moral, social and cultural development, alongside their mental and physical well-being.
- Delivered through weekly timetabled lessons and embedded throughout the school day and wider curriculum.
- Follows a progressive 3D PSHE/RSE programme, supported by The Story Project, using engaging texts to explore PSHE and RSE topics in an accessible way.
- Uses the SCERTS framework to set challenging, personalised targets that develop pupils' social communication and independence skills.
- Equips pupils with the knowledge, skills and confidence they need to make choices, take responsibility and participate safely in their communities.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life, supporting them to be safe, happy and ready for life beyond school.

## RSE



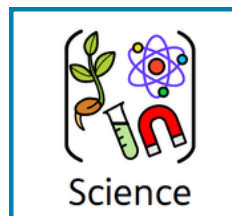
- Relationship Education and Growing Up (RSE) is part of Marjory Kinnon's School's PSHE Curriculum supplemented by The Story project.
- The aim of RSE is to put in place the building blocks needed for positive and safe relationships of all kinds; starting with family and friends and moving on to other kinds of relationships including online.
- As with PSHE, pupils are taught objectives in a progressive manner; which takes into account their developmental needs and understanding
- Learning begins in Reception where we focus on familial relationships and building relationships with peers through play, pupils then move on to recognising public and private body parts and using the correct scientific terminology, understanding positive and negative touch, respect, public and private spaces and keeping ourselves safe.
- Pupils in Years 5 and 6 will learn about the changes related to puberty and self-care relating to puberty. Pupils in Secondary are introduced to more age-appropriate concepts with unique opportunities to explore safe use of mobile phones in Speech and Language projects.

## PE



- Our PE curriculum provides accessible, challenging and enjoyable opportunities for all pupils to develop their physical skills, confidence and well-being.
- Taught by specialist PE teachers through a range of adapted sports and physical activities.
- Develops fitness, physical skills, communication, social interaction and confidence.
- Promotes the importance of health, well-being and daily physical activity.
- Celebrates individual progress and provides opportunities for pupils to experience personal success and achievement.
- Supports pupils to transfer their skills into real-world experiences, including inter-school competitions, residential trips, and the Duke of Edinburgh Bronze Award.

## Science



- Our Science curriculum allows pupils to develop scientific knowledge, understanding and skills through accessible and engaging opportunities.
- Develops key skills from the National Curriculum for Science, including scientific knowledge, conceptual understanding and scientific enquiry.
- Delivered through a differentiated and progressive curriculum that reflects pupils' developmental needs and individual pathways.
- In EYFS, learning is developed through Understanding the World, with bespoke Science programmes across Key Stages 1 and 2.
- Provides opportunities for pupils to explore, investigate and apply their learning to real-world situations; linking learning across the curriculum, including work-based learning, Food Technology and Food Nutrition.
- In KS4, Science is taught by specialist teachers, with pupils on the formal pathway working towards BTEC Applied Science.

## Humanities



Humanities

- Our Humanities curriculum helps pupils to develop their understanding of the world around them, the past and the people and communities within it.
- Combines learning in Geography and History through accessible, engaging and meaningful experiences.
- In Primary, follows the Kapow scheme, adapted to meet the needs and learning pathways of our pupils.
- Develops pupils' understanding of places, people, cultures, environments and significant events from the past.
- Encourages pupils to explore similarities and differences, make connections and develop curiosity about the world.
- Uses practical, real-life learning opportunities to help pupils apply their knowledge and understanding beyond the classroom.

## RE



RE

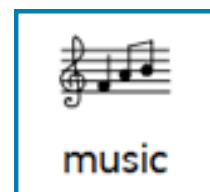
- Our RE curriculum develops pupils' understanding and respect for different faiths, beliefs and cultures, reflecting the diversity of our school community.
- Follows the Hounslow SACRE guidance, Widening Horizons.
- Explores a range of world faiths and other beliefs, recognising both their commonality and diversity.
- Encourages pupils to develop respect, curiosity and understanding of different beliefs and perspectives.
- Celebrates special events, RE and cultural days that reflect the faith and cultural backgrounds of our pupils, families and staff.
- Provides regular opportunities for reflection and personal development.

## Art and Design



- Our Art and Design curriculum provides pupils with opportunities to develop creativity, confidence and self-expression through exploring a wide range of materials, techniques and artistic styles.
- Develops pupils' artistic and design skills and creativity through a range of practical and engaging experiences.
- Supports communication, socialisation and independence through individual and collaborative art and design activities.
- Explores different materials, media and techniques, encouraging pupils to experiment and express their ideas.
- Introduces pupils to famous artists and artworks, using these as inspiration for their own creative work.
- Provides opportunities for pupils to celebrate and share their achievements, including through our summer art exhibition.

## Music



- Our Music curriculum is rich, varied and accessible, giving every pupil opportunities to explore sound, develop musical skills and express themselves.
- Begins in EYFS and KS1 with exploration of sound, rhythm and music through a sensory, hands-on approach.
- Supports pupils' communication, confidence, emotional well-being and motor skills.
- Provides opportunities for pupils to explore instruments, sounds and different styles of music, including music from a range of cultures.
- In KS2–4, learning is delivered by specialist music teachers, with opportunities to develop musical knowledge and skills.
- Offers opportunities to perform through Primary and Secondary choirs, the KS4 rock band and school performances.
- Celebrates pupils' creativity and talents through events including Creative Arts Week and Marjory Kinnon's Got Talent.

# Preparing for the Future

We provide a broad and personalised programme of careers and work-related learning, supporting pupils to develop the skills, knowledge and confidence needed for their next steps and future independence.

## Key Stage 3

In Key Stage 3, pupils take part in the Work & Life Skills programme, supported by Talentino Careers—a specialist SEND careers provider. This programme helps students begin exploring their strengths, interests, and potential career paths through three key strands:

- Personal and Social Development
- Employability and Enterprise Skills
- Career Management Skills

This early exposure to career learning helps build confidence, raise aspirations, and maximise the likelihood of pupils achieving the best possible next step, despite any barriers they may face.

## Key Stage 4

In Key Stage 4, pupils continue to build on their learning through:

- Introductory BTEC qualifications, which combine hands-on experience with subject theory in areas related to employment and life skills.
- Work Experience placements, both internally (within school departments) and externally (in local businesses and community organisations).

We are proud to work with several valued partners to offer meaningful work experience opportunities, including:

- DFN Project SEARCH
- The Feltham Convening Partnership
- Spark!
- Local businesses such as Heathrow Marriott Hotel

These visits give students real-life insight into the workplace and help them develop key skills such as communication, teamwork, and problem-solving.



*We understand that preparing for adulthood is about more than just qualifications—it's about giving every young person the confidence, skills, and real-world experiences they need to move forward with purpose.*

# SMSC

Spiritual, Moral, Social and Cultural (SMSC) development is a very important aspect of our school learning and culture. We have a rich programme built on themes and festivals and important calendar events adapted to be appropriate to the pupils needs.



## SPIRITUAL

- Assemblies to celebrate major festivals in all world faiths and explore spiritual concepts.
- Understanding the World – visits to local places of worship and exploration of major cultural festivals.
- Visits to places of worship.
- Thrive Interventions – mindfulness and relaxation.
- Zones of Regulation to support ASC pupils to understand self.

## MORAL

- Teaching of school rules – Ready, Respectful and Safe
- Teaching of School Values – Kindness, Perseverance, Tolerance and Respect
- School Charity Support Events (e.g. NAS Walk, Jeans for Genes, Children in Need, Red Nose Day).
- Pupil Voice – Eco Council, School Council, Change Team.

## SOCIAL

- Thrive classrooms and Interventions.
- Restorative conversations.
- After School Clubs and trips.
- Outdoor Play & Learning (OPaL) to promote social communication.
- Communication Café.
- Zones of Regulation.
- Duke of Edinburgh Year 10.

## CULTURAL

- Celebration of major religious festivals.
- Visits to places of worship.
- Black History Month.
- Cultural Days – exploring a country/culture each half-term.

# CURRICULUM IMPLEMENTATION

We use a range of strategies, approaches and interventions to ensure we implement our curriculum in a consistent manner. Each of these is embedded into the culture of the school; some of these may also be delivered as specific interventions for individual pupils or small groups.

## Key Approaches

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### Literacy

SCERTS  
Colourful Semantics  
Decodable EAL Books  
Guided Reading  
Bespoke Handwriting Policy  
Lego Interventions  
Makaton  
Zones of Regulation  
The Power of Reading

### Mathematics

Maths Mastery

### PSHE

Intensive Interaction  
The Story Project  
Zones of Regulation

### PE

Healthy Schools Bronze Award  
Swimming  
SEND Inclusion Sports Opportunities  
School Games Gold Award

### Teaching & Learning

Rotations  
TEACCH

# Therapeutic Support

High-quality teaching and learning is supported by a range of therapeutic services. Our facilitative approach focuses on sharing expertise, strategies and advice with staff and parents/carers to strengthen support for our students.

## Speech and Language

works closely with teaching staff to support pupils' communication.

communication support is woven throughout the school day.

1:1 sessions, groups, classroom adaptations, training teaching staff, and liaising with parents.

## Occupational Therapy

focused on a child's sensory, physical, cognitive, social and emotional development.

interventions are delivered as play so children's sensory and motor deficits are addressed while having fun.

1:1 sessions, groups, classroom adaptations, training teaching staff, and liaising with parents.

## Thrive and Nurture

individual or group interventions tailored to emotional developmental needs.

help pupils develop confidence, emotional literacy, and resilience.

a purpose-built nurture group classroom, led by a trained Nurture group teacher and Thrive practitioners.

# Additional Support

Our additional support services complement learning, helping every pupil to develop their wellbeing, confidence, independence and communication skills.

## 01 Family Support Worker

Building strong, positive relationships between home and school, offering practical help and guidance to parents and carers.

## 02 Pastoral Care Team

Our experienced team provides tailored interventions that promote confidence, resilience, and positive behaviour.

## 03 Therapy Dog

Our friendly four-legged team member plays a special role in helping pupils feel calm, safe, and connected.

## 04 Play Therapy

As an OPaL School, we prioritise play in school life, supporting communication, wellbeing, relationships and confidence.

## 05 Horticulture

Through 1:1 and small group sessions, specialist horticulture staff guide children in activities like planting, digging, watering, composting, and harvesting.

## 06 Music

We use music – singing, playing instruments, making sounds – to help children communicate, build confidence, and express how they feel.

## 07 Sports Interventions

Sports therapy – via 1:1, groups and clubs – helps pupils release energy, reduce stress, and feel good about themselves.

## 08 Medical Officer

Working closely with families and healthcare professionals, we provide a safe and supportive environment for every child.

# Enrichment

Alongside classroom learning, pupils have opportunities to apply and develop their skills, communication and independence through a wide range of meaningful experiences and activities.

After School  
Clubs

Duke of  
Edinburgh

Charity  
Events

Christmas  
Concerts & Fair

Cultural Days  
& Trips

Stay & Play  
with Parents

Secondary  
Enterprise Fair

Allotment  
Gardening

School  
Productions

Residential  
Trips

Eco  
Council

Sports Leader  
Programme

Parent Coffee  
Mornings

School Holiday  
Clubs

Theatre  
Trips

Author  
Visits

Work  
Experience

School  
Council

Choir  
Events

Leavers'  
Prom

'MKS Has Got  
Talent' Show

Communication  
Cafe

Parent  
Workshops

Creative  
Arts Week

# CURRICULUM IMPACT

The impact of our curriculum is reflected in the progress pupils make, the knowledge and skills they develop, and their growing communication, independence and confidence. We use a range of evidence to evaluate this impact, including assessment data, pupils' work, observations, achievements and feedback from pupils and families.

## **01** Pupil Progress

Analysis of data confirms that pupils consistently make significant progress in the priority areas of communication, socialisation, and independence.

## **02** Moderation

The data is supported by moderation of work and progress meetings led by Senior Leaders and Curriculum Leads and highlights progress across curriculum areas.

## **03** Digital Evidence

Photographs and video footage capture pupil voice, pupil work, educational visits, curriculum workshops, school production, class assemblies and competitions.

## **04** Displays of Work

Display boards within classrooms and across the school showcase the pupils' work and achievements and are accessible to all with Makaton symbols, symbolised text and written vocabulary.

## **05** Parent Feedback

The school is proud of the positive parental/carer feedback received through meetings, parent workshops, open mornings, informal meetings and parent surveys.

## **06** Pupil Voice

We regularly survey pupils about the curriculum and their learning journey through School Council.

At Marjory Kinnon, we use a bespoke pupil assessment profile (PAP) approach based on small steps that teachers use to assess and evidence a pupil's learning journey.

# Assessment

We use a range of assessments to help identify and understand the specific challenges our pupils face in their learning. The small-step progress tracker is used to set Personalised Learning Plan (PLP) targets each term that enable the school to track the progress of each pupil and adapt our approach to meet individual needs and EHCP targets.

## 1. PAPS Progress Tracker

Teachers use the Pupil Assessment Profiles (PAPs) progress tracker to assess learning steps in academic subjects which inform pupils' PLP targets.

## 2. SCERTS Trackers

SCERTS Trackers assess communication and language development.

## 3. Thrive Assessments

Thrive Assessments track emotional regulation and development progress over time.

Teachers share progress with parents through regular meetings and Annual Reviews, including a summary of the learning steps achieved each term. Progress and individual targets are rigorously monitored to ensure learning remains meaningful, personalised and responsive to each pupil's needs.

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## Key Stage 4

At Key Stage 4, we provide a range of inclusive accreditation pathways, enabling pupils to gain recognised qualifications that reflect their individual strengths, progress and aspirations.

Accreditation includes:

- BTECs
- Functional Skills English and Maths
- Entry Level English and Maths
- ASDAN Personal Progress



# Marjory Kinnon School

## Nurture, Challenge, Inspire

**Marjory Kinnon School**

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