

**Outcomes
First
Group.**



Hazel Cottage
School

Part of
OptionsAutism

CURRICULUM POLICY

To be read in conjunction with:

- Accessibility Plan
- Equal Opportunities Policy
- E-Safety Policy
- Special Educational Needs and Inclusion
- SMSC and British Values
- Assessment
- Teaching and Learning

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Owner	Mark Montgomery – Headteacher

CONTENTS

Legislation

Section A – Intent

- A.1 Curriculum Rationale
- A.2 Curriculum Aims
- A.3 Curriculum Design

Section B – Implementation

- B.1 Curriculum Structure
- B.2 Curriculum Delivery
- B.3 Overcoming Barriers to Learning (WELLBEING)
- B.4 Roles and Responsibilities

Section C – Impact

- C.1 Pathway Assessment
- C.2 Subject Leadership
- C.3 Quality Assurance Schedule
- C.4 Reporting to Parents

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014 and Equality Act 2010 with regards to:

Curriculum:

- (a) *full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) *that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;*
- (c) *where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;*
- (d) *where a student has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements;*
- (e) *personal, social, health and economic education which –*
 - i) *reflects the school's aim and ethos*
 - ii) *encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;*
- (f) *for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:*
 - *is presented in an impartial manner;*
 - *enables them to make informed choices about a broad range of career options;*
 - *helps to encourage them to fulfil their potential;*
- (g) *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- (h) *where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;*
- (i) *that all pupils learn and make progress at the rate expected of pupils nationally;*
- (j) *effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society*

Teaching:

- (a) *enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;*
- (b) *fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;*
- (c) *involves well planned lessons and effective teaching methods, activities and management of class time;*
- (d) *shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;*
- (e) *demonstrates good knowledge and understanding of the subject matter being taught;*
- (f) *utilises effectively classroom resources of a good quality, quantity and range;*
- (g) *demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;*

- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;*
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;*
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.*

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
- (b) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;*
- (d) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*
- (e) lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures*
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;*
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they are in attendance at the school;*
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;*
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.*

Section A – Intent

A.1 Curriculum Rationale

Hazel Cottage School is a day school for boys and girls aged 4 to 11 with a diagnosis of autism, and who have a range of complex learning needs, communication and sensory difficulties. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

All our pupils have experienced significant barriers to learning, due to either their developmental profile, negative life experiences, or both. Before joining our school, many have been unable to access a school-based curriculum effectively, and many have experienced multiple placement breakdowns. As a result, pupils start their time at Hazel Cottage with significant gaps in their learning, and all pupils are working below age-related expectations, many are working significantly below.

At Hazel Cottage the curriculum is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth, and development. Teachers, support staff, therapists and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils. Our curriculum also incorporates the opportunistic learning experiences that occur throughout the day, and which staff pro-actively seek out and capitalise on in line with the autism-specific elements of our curriculum framework.

A.2 Curriculum Aims

Although we admit learners from as young as four years old, from day one our focus is on preparing them to be as independent as possible in preparation for adulthood. Regardless of the age at which our pupils join us, our priority from the outset is to ensure they are ready for the next stage of their learning journey.

Our curriculum, therefore, is designed to prepare our pupils for life in modern Britain, and to address any barriers to learning they experience as a result of their autism, additional diagnoses, or past experiences. We understand that at Hazel Cottage the learning journey, personal circumstances and educational and personal outcomes for every pupil are entirely unique, and so our curriculum strives to provide pathways that match the capacity and potential of each learner.

Our curriculum is driven by the pupil's needs and interests, whilst also being informed by Development Matters, National Curriculum, PSHE Association Planning Framework for Pupils with SEND and the Autism Education Trust's Pupil Progression Framework. Our curriculum is broad and varied and provides pupils with rich learning experiences that are highly personalized.

We are committed to core British Values, including **democracy, the rule of law, individual liberty, mutual respect for, and tolerance of, those with different faiths and beliefs**, and through our PSHEE and RSE curriculum we actively promote our pupils' understanding of and respect for a diverse range of people, especially those who belong to groups susceptible to discrimination.

As a school for children with autism, our aim is that pupils make the maximum progress possible in the areas of difficulty typically associated with that diagnosis, including their social communication, emotional regulation, and sensory processing. Our curriculum also aims to ensure pupils can both sustain and generalise the skills they acquire, over time, and across different contexts and circumstances. Above all, our aim as a school is to ensure our pupils leave us with the highest possible levels of independence and autonomy, whether that be through the acquisition of practical and academic skills, regulation of their own sensory and emotional needs, or effective articulation of their own choices and pursuit of their own interests and life goals.

Given the diversity of needs and strengths across our pupil population, we aim to establish and sustain the very highest standards of teaching and learning in order that gaps and specific areas of challenge can be addressed and overcome. There are three key factors within our control that will enable us to do this.

These are:

1. The **Environment**. The physical environment (and the resources within it) must be carefully designed and managed to actively contribute to pupils' learning. We aim to provide a therapeutic, supportive and nurturing environment for everyone.
2. Our **Expectations**. The level, type and volume of work in any activity or lesson must be specifically tuned to the needs and abilities of individual learners. Expectations placed on pupils must build on their previous experiences and promote the highest possible level of progress.
3. Pupil **Experience**. Engagement is key to successful learning. In line with the research behind The Leuven Scales, SCERTS, PBS and Attention Autism, our curriculum, therefore, is predicated on the **wellbeing** and **involvement** of all pupils.

A.3 Curriculum Design

Our pupils require us to have an agile and reflexive approach to curriculum design. The need for our curriculum to be flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our pupils for a life within it, is the cornerstone of this policy, and our curriculum will also be shaped by and adapted to the needs of our diverse and changing pupil population.

The curriculum and teaching and learning approaches used are designed to reduce barriers to learning and ensure good progress and positive engagement. It is the expectation that all pupils will access a curriculum which supports them to fulfil their potential. Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches. For others it is more appropriate to base approaches on a suitable Personalised Framework.

The learning experiences are carefully planned and structured to ensure continuity and cohesion and that each pupil is enabled to make the very best progress in the development of their knowledge and skills.

Our planning is driven by the pupil's needs and interests, whilst also being informed by **Development Matters, National Curriculum, Planning Framework for Pupils with SEND** and the **Autism Education Trust's Pupil Progression Framework**.

The Senior Leadership Team are responsible for monitoring the planning and delivery of the curriculum utilising a quality assurance framework. This monitoring is organised into an annual timetable of deep dives, alongside short reviews and audits, training and development as well as outlining any changes to the curriculum and the planning and provision of resources. This is carried out alongside Subject Leaders, in order for them to action plan their subject in order to improve provision.

In order to ensure the pupils are accessing the curriculum that is appropriate to their needs, we assess them informally around the time of referral by making visits to the pupil, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge an overview of how they would be best placed within school. On admission to the school, some pupils have experienced multiple failures and exclusions from previous settings. As well as this, these children will have most likely have significant gaps in learning and metacognition, due to a multitude of barriers to learning. The curriculum implementation utilises a spiral curriculum approach, scaffolding and building upon skills and knowledge with the aim of progressively increasing competency, taking into consideration the learner's cognitive load.

The curriculum acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individual's certain skills may remain always inaccessible and therefore need to be bypassed or replaced. The curriculum pace is flexible and aims to close learning gaps that are meaningful. Some learners may utilise the personalised framework to develop their metacognition to support them in best access the National Curriculum, as opposed to replacing it. Underpinning all of this is our obligation to meet the specific individual needs outlined in each pupil's Education Health and Care Plan; these objectives are central to the evidence of learning we capture on a daily basis.

Our curriculum is designed on the following 10 principles:

- a) Meeting individual needs is set in the context of a broad, balanced, relevant and differentiated curriculum that helps pupils understand the world in which they live.
- b) The most significant barriers to learning for some pupils stem from negative (or restricted) social and educational experiences in the past. Establishing and sustaining **engagement** in learning is key.
- c) The three priorities in our curriculum design are functional **literacy**, functional **numeracy**, and **personal development** (incorporating our ASC curriculum).
- d) The **wellbeing** of all learners is fundamental to their success in school and beyond.
- e) **Outstanding progress** is possible for every pupil at Hazel Cottage but will look different for every pupil. The curriculum should be sufficiently flexible to enable pupils to achieve and exceed the expectations outlined in their personalised targets and Education, Health and Care Plans.
- f) National tests (Phonics Screening Check; End of Key Stage 1 and 2 SATS) may be appropriate for some pupils, and our curriculum should provide pathways to **academic success** where that is the case.

- g) Development of **communication, sensory processing** and **emotional regulation** skills are fundamental to the progress our pupils make.
- h) The path towards maximum **independence** and autonomy when leaving us at 11 starts on a pupil's first day at Hazel Cottage.
- i) All pupils are entitled to a curriculum that supports the development of their personal moral values, respect for religious values, and tolerance of other people's backgrounds, beliefs and ways of life.
- j) Our pupils may need to be grouped with reference to their **needs** and cognitive ability, rather than strictly on their chronological age.

Section B – Implementation

B.1 Curriculum Structure

We have segmented our curriculum into Pathways to encompass all learning journeys for our pupils. Below is a description of each of these pathways and how we teach them across the school. It is key to note that every child's learning journey is different and as a school we have varied expectations of progress dependent on that child's needs.

Our pupils will be assessed as above when they get referred to us and using a multi-disciplinary approach, we will map out their curriculum using a pathway that best suits their needs at the time. This will be reviewed every term and the pathways are made fluid so that a pupil can move between pathways if needed. In order to ensure the pupils are accessing the pathway that is appropriate to their needs, we assess them informally around the time of referral by making visits to the child, speaking with previous placements regarding current curriculum and progress, and reviewing the current EHCP. Alongside this, we would discuss their needs with parents and carers to gauge and overview of how they would be best placed within school. Educational psychologist assessments, and teacher led assessment will inform the curriculum pathway best suited to the child.

Pathway	Learning Style	Curriculum / Assessment
Pathway 1 – Adventurers	Formal	National Curriculum / EYFS (age dependent)
Pathway 2 – Discoverers	Semi-formal	National Curriculum / AET Pupil Progression
Pathway 3 – Explorers	Pre-formal	AET Pupil Progression Framework

Pathway 1 – Adventurers (Formal)

This pathway consists of the EYFS - Development Matters or National Curriculum (age dependent). The first steps of target setting for the pupils who are accessing the national curriculum is to find out where they were in their previous placement, if appropriate; from this the teacher will then complete baseline assessments to ensure correct judgement. They will then baseline the child on Evidence for Learning to produce next steps and appropriate learning for them. This process usually takes a half term at least due

to the pupil settling into a new environment. During this time, the young person will be assessed by a range of specialists at the school, which will further inform how they learn, as well as identifying interventions that may need to be in place for them to extend their learning. These professionals include, Educational Psychologists, Occupational therapist and Speech and Language therapists. This is a formal learning pathway, which means they are working on National Curriculum targets set to their ability. Teachers plan from a wider curriculum map and are expected to have medium term planning for the classes they teach, which clearly outlines differentiation for the needs of the pupils. The teacher should also ensure that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Subsequently, half termly, teachers are then expected to update the National Curriculum monitoring system (Evidence for Learning) with evidence of achieved targets.

Pathway 3 - Explorers (Pre-formal)

Hazel Cottage School offers a specially adapted curriculum pathway for pupils with Autism Spectrum Condition (ASC) and significant learning difficulties. This is a person centred, needs led approach rather than a subject based content driven approach which has been developed in order to facilitate the planning and assessment of learning for pupils who are working below the National Curriculum and who don't make progress in a neuro-typical way. The overall design of this framework addresses some key issues relating to appropriate learning approaches for pupils with severe and profound learning difficulties. This curriculum ensures that learning is ambitious for children; it is centred on what that person needs and wants at its very core, and means progress is achievable for all. It enables teachers to focus on those things that will have the most impact on pupil's lives.

Personalisation involves stripping away the less important areas of learning and focusing on the more important ones. This is critical to making the best of what is limited time in school and create a road to their future that is focused on their wellbeing and independence. Based on collaboration between the Autism Centre for Education and Research (ACER) at Birmingham University and the Autism Education Trust (AET) this pathway is designed to capture individual pupils' learning needs as well as addressing the specific social, emotional, sensory and communication needs associated with autism; it fosters their independence and well-being and creates an inclusive learning environment. Commissioned by the Department for Education, and based on research and consultation with a wide range of practitioners, academics, parents, and people on the autism spectrum (AET, 2021), the AET Autism Progression Framework provides the structure for Hazel Cottage's specialist pathway.

Pathway 2 - Discovers (Semi-Formal)

This is a split between the two pathways above; it allows our pupils to access areas of the national curriculum on a highly personalised approach while also working on individual pupils' learning needs as well as addressing the specific social, emotional, sensory and communication needs.

Our pupils will have elements of the national curriculum built into their wider curriculum, or may access a minimised subject framework for one or more of the core subjects (English, Maths, Science)

Our ASC curriculum is built on the following areas:

<p>Communication and interaction</p> 	<ol style="list-style-type: none"> 1. Engaging in interaction 2. Making requests 3. Communicating information /commenting on events 4. Listening and understanding 5. Greetings 6. Conversations 7. Non-verbal communication
<p>Social understanding and relationships</p> 	<ol style="list-style-type: none"> 1. Being with others 2. Interactive play 3. Positive relationships (supporting adults) 4. Positive relationships and friendships (peers) 5. Group activities
<p>Sensory processing</p> 	<ol style="list-style-type: none"> 1. Understanding and expressing own sensory needs 2. Responding to sensory interventions 3. Increasing tolerance of sensory input 4. Managing own sensory needs
<p>Interests, routines and processing</p> 	<ol style="list-style-type: none"> 1. Coping with change 2. Transitions 3. Special interests 4. Problem solving and thinking skills
<p>Emotional understanding and self-awareness</p> 	<ol style="list-style-type: none"> 1. Understanding and expressing own emotions 2. Managing emotions and behaviour 3. Understanding others' emotions/ intentions 4. Self-awareness 5. Developing confidence and self-esteem
<p>Learning and engagement</p> 	<ol style="list-style-type: none"> 1. Learning through play 2. Motivation and engagement 3. Organisation and independent learning 4. Understanding and following rules, routines and expectations 5. Evaluating own learning
<p>Healthy living</p> 	<ol style="list-style-type: none"> 1. Keeping Healthy 2. Personal Care 3. Relationships and Sex Education
<p>Independence and community participation</p> 	<ol style="list-style-type: none"> 1. Independent Living 2. Personal Safety 3. Road Safety and Travel 4. Leisure

Personal Development at Hazel Cottage School covers a significant proportion of our curriculum, including the AET Progression Framework, PSHEE, RSE, SMSC and British Values, Citizenship and development of Cultural Capital.

Personal development therefore is identified as key in all areas of the school and addressed by joint working between education and therapy colleagues. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

In terms of delivery, the key features of personal and social development are covered in the Key Stage 1 and 2 curricula through elements of the Jigsaw programme and through the Speech and Language Therapy lessons. The school strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world; in particular, to establish positive relationships and to be able to live safe and healthy lifestyles.

B.2 Curriculum Delivery

Structure of the School Day

The school opens to pupils at 8:45am, and pupils go home at 2:45pm (1:45pm on a Friday). The school day is carefully planned in each class, according to the needs of pupils. There are four main learning activities in each class, each day. These are augmented by several carefully planned and structured, shorter activities to support literacy, numeracy and personal development. Each class submits a timetable for approval to the headteacher and makes this available to visitors in their class file.

Schemes of Work and Lesson Planning

Curriculum planning will reflect both the breadth of the National Curriculum, and our specialist autism-specific curriculum. Each subject leader is required to have long and medium-term planning of work for all subjects, related, where appropriate, to the national curriculum.

This planning will be followed by all teaching staff and their delivery monitored by subject leaders. Planning sets out how the content of the course is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. (See additional assessment policy).

In order to best meet individual pupil and class needs, teachers have the autonomy to plan individual lessons, or sequences of lessons, in different ways. The headteacher ensures that planning is carried out to a high standard, in sufficient detail to ensure that pupils achieve high standards and make optimal progress. Teachers are expected to evaluate their planning on a regular basis for all subjects, and on a weekly basis for English and Mathematics.

Homework

Where it used correctly, homework can be a valuable aid to learning. Used in the wrong circumstances, it can be counter-productive to an individual's progress, and their attitude to school. At Hazel Cottage we take an entirely individualised approach and will agree with parents and carers the volume and frequency of homework. We encourage all parents to provide opportunities for reading at home, following either the school scheme, or materials in the home. We also know that pupils on the autism spectrum often find it difficult to generalise learning, IE transfer newly acquired skills to different settings, and so we also ask parents to not just check their Evidence Me account for photographs and

videos of the learning that has taken place, but to encourage their son/daughter to demonstrate the same skills and knowledge at home or in the community.

Enrichment Friday

At Hazel Cottage, we offer an enhanced, enriched curriculum experience for all our pupils with the aim support and develop their skills for future life in a range of ways. We do this via a personal development offer, along with enrichment activities on a Friday.

Enrichment Friday has the following activities:

- Picture News
- Horse riding
- Swimming
- Bikeability
- Wildlife Champions
- Outdoor Education
- Yoga

The above activities develop our pupils on a curriculum level, but also on a holistic method focusing on wellbeing and self-esteem building.

B.3 Overcoming Barriers to Learning

Sensory Processing

At Hazel Cottage School there is recognition of the sensory differences, difficulties and challenges many pupils with ASC face daily. There is an understanding of how this can affect learning and behaviour and the focus of the ASC Curriculum is to reasonably adjust all aspects of school life in order to meet the student's sensory needs.

Pupils with ASC often find it difficult to process and organise the different sensory input they receive. This can make it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations. The ASC Curriculum at Hazel Cottage School places a great deal of emphasis on sensory processing, allowing the student to thrive in an environment that aids learning and supports the student to organise and process sensory input, and to use that input to respond. Each learner's sensory processing system may be hypo or hyper-sensitive to one or all sensory channels, and some experience extremes of both across their sensory profile.

The Learning Environment

The school is aware that a calm, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and play a key role in effective behavior management. However, given the needs of our pupils, it is important that such displays are limited to the designated boards in each room, and never on the 'front' wall of the classroom. All class teachers and teaching assistants are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and their teams, it is expected that classrooms are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils are encouraged to treat classrooms, workshops and any other learning environments with respect.

Applied Classroom Strategies

The following strategies are suitable for all pupils, particularly those with sensory differences:

- The learning areas are adapted so there is less sensory stimulus so that pupils can work at times without distraction, and they don't distract others.
- There are breakout spaces where pupils can go if they need a sensory break, or time and space to relax. These areas are separate from the classroom and include outdoor spaces.
- As part of the curriculum each sensory difficulty is considered, to provide a carefully planned and reasonably adjusted learning environment.

Visual Processing

- Clearly displayed timetables (visual and interactive), which are changed on a day-to-day basis.
- Keywords/Topic vocabulary clearly labelled areas and resources clearly labelled with expectations and objectives.
- If required, pastel paper and/or coloured overlays are available to reduce visual stress and help organise and track text.
- Fewer displays are used around the classroom to avoid visual over stimulation and so emphasis can be put onto the displays that are used.
- The main 'teaching wall' (typically where the screen and teacher desk are located) does not contain any displays or excess visual distraction.

Auditory processing

- Language is reduced and simplified as far as possible, and idiomatic, sarcastic or metaphorical language is avoided where possible, unless the speaker is also giving an explanation of their choice of words (EG explaining humour to a pupil),
- Processing time is given to pupils when information is presented verbally,
- Ear defenders are available for pupils in classrooms and the hall,
- Sensory breaks are permitted, where it is clear noise is causing, or likely to cause, distress.

Proprioceptive/Vestibular Processing

At Hazel Cottage School each lesson is reasonably adjusted, including splitting up lessons that otherwise involve a lot of sitting. Some pupils are allowed to (and encouraged to) stand and/or walk within a lesson, if it is felt that this promotes focus, calmness and engagement.

Whenever possible we split lessons to stimulate proprioceptive, vestibular responses and in any lesson, we emphasise a period of focused learning, offering additional time in an alternative learning activity which can involve movement or other educational stimulation. Individual pupils may be supported by an adult to move in or out of the classroom, in agreement with the class teacher.

Whole Class Strategies

Class teams ensure consistent routines, rules and boundaries are assessed and reassessed on a weekly basis. They meet regularly to assess whether interventions are working (and tailor support if necessary) for each individual student and invite support from SLT or the multi-disciplinary team as appropriate.

Specialist Staff

Teaching and support staff at Hazel Cottage School are trained in both delivery of the individualised Curriculum, and in understanding the specific emotional and social needs of the pupils in a therapeutic nurturing environment. Staff work closely in collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational movement therapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils with autism both educationally and therapeutically. Hazel Cottage School has high ambitions and aspirations for pupils with autism to reach their full potential and to be included in school and society. The school recognises the importance of working in a multi-disciplinary way to promote pupils' independence both at school and into adult life.

Gifted Pupils

A small number of pupils may display special talents, skills, expertise and understanding areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in student's records of achievement.

Educational Visits

Planned, structured experiences for learners outside of the classroom and school environment add to everyone's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development, and Educational Visits are a very important area of the whole school curriculum. Teachers are encouraged to make use of community facilities in the local community and further afield. Access to a range of environments not only supports and enriches National Curriculum-related learning, but promotes the development of cultural capital, and meets many of the requirements of the 'Independence and Community Participation' strand of our ASC curriculum.

B.4 Roles and Responsibilities

The Headteacher/ Curriculum Lead will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- Overall trends in progress and attainment inform strategic school development planning.

Subject Leaders will ensure that:

- Long term planning is in place for all subjects. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.

- There is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular subject.
- Where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs regarding curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Actively support pupils in their progress through the new curriculum.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive coordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Support learning at home where possible.

Section C – Impact

C.1 Pathway Assessment

Pathway 1 – Adventurers (Formal)

This pathway is assessed formally through Evidence for Learning against National Curriculum targets or where age-appropriate, Early Years Foundation Stage; teachers are expected to evidence the targets met for all subjects taught to that pupil. They should make ongoing judgements, which then articulates next steps and further development points. Targets that have been met and evidenced are then peer moderated to ensure the correct judgements have been made; this is done on a termly basis. Progress is categorised as Slow, Steady or Exceptional; where progress is steady or exceptional no further work is required. However, where progress is slow, a second moderation takes place whereby a subject lead and a member of SLT will support and action where applicable. The pupils that follow this pathway could be working towards end of Key Stage National Tests, but this will be assessed on an individual basis depending on individual needs and level of development.

Pathway 3 – Explorers (Pre-formal)

The Progression Framework provides an extensive ‘bank’ of learning intentions based on an understanding of autism and the challenges that pupil may face within education settings. It is by no means exhaustive and we tailor learning intentions according to each individual’s needs. This is assessed using the progression framework where a pupil’s learning intentions are activated and baselined at the beginning of their journey using the progress scale (see below). It is recommended that 5-6 intentions are worked on over a period of time, i.e. a term however this will differ for individuals. Learning intentions are reviewed termly however, if we believe a pupil is generalising an intention before this review period, a discussion with all relevant professionals to identify an appropriate intention to further challenge and progress the child will be had.

Progress Scale

Not yet developed (NYD)	Not present or only beginning to emerge. High level of prompt or support.
Developing (D)	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
Established (E)	Is used frequently and maintained over time. Mostly independent / spontaneous, only occasional reminders.
Generalised (G)	Consistently used and applied within range of settings/contexts and with a range of people. Independent and unprompted.

Pathway 2 – Discoverers (Semi-formal)

This pathway is assessed against the above two processes. Where the pupils are using National Curriculum targets, these frameworks are amended to ensure they are achievable and fit the needs of our pupils on an individual basis. Some of our pupils on this pathway may work towards elements of an accreditation in on or more specific subjects, but this decision will be on an individualised basis.

C.2 Subject Leadership

Subject leaders, supported by their team members, have school-wide responsibility for the coordination and leadership of their subject. They are required to submit to the headteacher a subject development action plan, including detailed plans for enrichment activities throughout the year. Subject leadership forms part of the appraisal and professional development programme for teachers.

C.3 Quality Assurance

The quality of education provided to pupils at Hazel Cottage is subject to regular and varied assurance activity. These include:

- Termly lesson observations
- Termly pupil progress meetings
- Half-termly supervisions for all teaching and teaching assistant staff
- Work scrutiny, including marking and assessment, and 'deep dive' activities.
- Moderation with subject leaders from other schools within OFG.
- Learning walks with visiting staff, including Clinical colleagues, Quality team members, and governors.

C.4 Reporting to Parents

The primary means of reporting on progress to parents is via the Annual Review process (Early Years Reviews are 6 monthly) , in which detailed feedback is given in relation to the short and long-term objectives identified in Section E of their son or daughter's Education, Health and Care Plan.

However, parents are also kept informed of the breadth, depth and quality of the education to their son or daughter via:

- Termly Parents' Evenings
- School newsletters
- Regular Class Dojo updates and messages
- End of year report
- School website