



Hazel Cottage
School

Part of
OptionsAutism

Curriculum Policy

Version	Comments/amendments	Name	Date
1.0	First Version	Mark Montgomery	September 2023

CURRICULUM POLICY

Hazel Cottage School is a day school for boys and girls aged 4 to 11 on roll (registered up to 18 with plans to increase age range over time). Our pupils at Hazel Cottage School have a range needs including Autism and other Communication and Interaction difficulties, all our pupils have an Education Health Care Plan (EHCP). We ensure a holistic and appropriate curriculum offer that fulfils pupils' needs and interests. Our learning pathways ensure talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for each pupil. The school is set over 2 sites with an infant focused site in Liverpool and a junior focused site in St.Helen's.

Section A – Intent

A.1 Curriculum Rationale

Our curriculum is focussed on meeting the specific learning needs of all students with clear focus and broad content to deliver a quality education to all. Our curriculum builds progressive core knowledge and key concepts using a range of learning skills and subject skills. Our curriculum aims to develop pupil's communication and interaction skills, sensory and cognitive needs as well as develop their social skills and independence. We want our pupils to be able to grow and function as independently as possible, in everyday life. Our curriculum aims to lead to pupils being able to recall and communicate knowledge, skills and concepts acquired in familiar, unfamiliar, local and global contexts.

Our school environment supports inquisitive minds with areas that offer purposeful break out, sensory and individual learning spaces. There will be continuous therapeutic input, supporting social and emotional well-being. Learning experiences will happen both formally and informally within a lesson or outside the classroom, throughout the whole school day. Teachers, support staff, therapists and all other staff will structure and support these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

At Hazel Cottage School we coordinate a collaborative approach to our curriculum which may involve various professionals, including our own Speech and Language and Occupational Therapists. Monitoring of progress is reviewed each term. To ensure consistency and attention to individual student needs, planning and recording is through tailored individual provision linked to pupils' EHCP targets. Within their medium-term planning teachers will show how personalised learning approaches will be supported, and how gaps will be met. Staff will also support and review short term targets linked to the EHCP, on Evidence for Learning. Information is shared with Parent / Carers, which is discussed at the annual review meeting with the LA and other relevant agencies.

The Curriculum Policy provides the framework for effective teaching and learning at our School. Our aims are **influenced** by the Equals Curriculum, the programmes of the National Curriculum and EYFS Development Matters. Hazel Cottage School has adapted areas of the National Curriculum to meet the needs of students who have a diagnosis of Autism Spectrum Condition, with associated communication difficulties and language & social difficulties. The majority of our students are working below the average range and so require an appropriately tailored curriculum, with classes being identified by stage not age. We place a high priority on Personal, Social, Health and Economic (PSHE) Education to maximise opportunities for personal autonomy and to enhance quality of life. **PSHE underpins our whole curriculum.** Our pupils learn best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. We recognise that many of our pupils have very specific difficulties but believe that compassion, tolerance and positive intervention effect change. The policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Hazel Cottage School. All staff have a responsibility to uphold the policy and the deputy head, SEND Manager and teaching staff have key responsibilities within this.

A.2 Curriculum Aims G.R.O.W (Getting ready for the outside world)

From day one our focus is on preparing our pupils for their future, ensuring they are ready for the next stage of their learning journey. At Hazel Cottage we know that the Early Years are fundamental in a child's life and early child development sets the foundation for lifelong learning, behaviour and health. We are passionate that the children at Hazel Cottage receive a happy; positive, active, exciting, fun, secure, and supportive start to their school journey

Our Aims

At Hazel Cottage School, we are committed to providing a nurturing and inclusive environment where every child can thrive. Our curriculum is designed to meet the diverse needs of our learners, fostering independence, social skills, and a love for learning through our tailored curriculum pathways. We will;

- Create enabling environments that promote the wellbeing of each individual in a safe and secure setting.
- Prioritise development of basic life skills and greater independence, including communication, self-care and social interactions.
- A focus on the whole child, developing self-confidence, and capacity for emotional regulation, communication, pride in themselves and the interest to learn.
- Create a stimulating learning environment that encourages engagement through hands-on activities, sensory experiences, and real-life contexts to motivate and inspire learners.
- Foster collaboration among students, staff, and families to create a strong sense of community, supporting students in building relationships and social skills. Enabling self-awareness and an understanding of their community and the world they live in.
- Ensure all learners feel valued and included by using adaptive teaching strategies and resources that accommodate diverse learning styles and needs. We aim to provide explicit instructions and sufficient time for learners to repeat, practice, maintain and consolidate the skills to develop independence.
- Celebrate each child's achievements and instil a passion for lifelong learning, by developing curiosity and resilience, encouraging students to explore their interests and potential beyond the classroom.
- Unlock the potential of the learners at Hazel Cottage so they can start their journey to a fulfilling life.

Our curriculum aims to address any barriers to learning our pupils experience as a result of their autism, additional diagnoses, or past experiences. 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 and our curriculum, therefore, is predicated on the **wellbeing** and **involvement** of all pupils.

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.

A.3 Curriculum Design

Themes- our vehicle to success

Hazel Cottage School teaches children how to learn through a thematic, structured, multi-sensory, and integrated approach. The focus is on developing key knowledge and skills which is needed to operate confidently and successfully in education, work, and life in general.

Our curriculum is mapped coherently over 6 yearly cycles. Each cycle consists of 6 half-termly themes. ***Each theme is the vehicle to all learning experiences.*** The curriculum integrates various subjects around these central themes, promoting a holistic learning experience.

Key components:

Interdisciplinary Approach: Subjects like Numeracy, scientific investigation, creativity, and independence are connected through a common theme (e.g., "Animals"). This encourages pupils to see relationships between different fields of knowledge.

Real-World Relevance: Our themes often reflect real-world issues or experiences, making learning more relevant and engaging.

Skill Development: While focusing on themes, the curriculum still targets essential skills such as literacy, numeracy, problem-solving, and creativity.

Flexibility: Teachers can adapt themes based on pupil interests, local context, or current events, allowing for a responsive and dynamic learning environment.

Cultural and Emotional Connections: Themes will foster discussions on cultural diversity, values, and emotional intelligence, helping students relate personally to what they are learning.

Assessment: Assessment methods will include theme/topic books, presentations, and collaborative projects, providing a comprehensive view of student progress and understanding.

Hazel Cottage's thematic curriculum encourages active learning and a deeper understanding of concepts by connecting knowledge across disciplines.

Our curriculum is designed to challenge, engage and motivate with the ultimate goal that our learners progress academically and become successful, confident individuals who make a positive contribution to community and society. It is designed to enable pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences.

Class teachers are responsible for medium- term planning of the curriculum for their class. They make decisions about what resources and materials they use, and how they personalise them appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focussed on outcomes for individual pupils.

Senior leaders are responsible for designing the progression in core knowledge, skills and concepts into long term plans. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils.

Additionally, the use of Pupil One Page Profiles and EHC Short term targets, combine the key facets of development into an individualised plan for each pupil. These are based on the areas set out in the SEN code of practice, the therapeutic targets developed in co-ordination with our multi-disciplinary staff and their academic targets identified by teachers and linked to Education Health Care Plans.

Access to the curriculum

- The thematic curriculum is planned to cover the breadth and depth of study appropriate to the students' attainment levels.
- Across the school there are progressive schemes of work that build on learning each year and take account of SMSC themes.
- Half termly themes develop knowledge and skills in cross curricular subjects and activities.
- Flexible teaching styles and curriculum delivery are adopted to meet individuals' needs and learning styles and determine curriculum planning so that every student has equal access to it.
- Monitoring of the curriculum is completed regularly through the school's Monitoring and Evaluation Timetable and systems.

The curriculum from Reception and beyond is supported through an individual-centred transition approach ensuring there is a focus on:

-the individual student and their personality
-parent partnership
-the student's ambitions, abilities and what is important to them (now and for the future)
-continual listening, learning, and target setting to help the student aspire to and achieve goals
-creating an accurate profile with the student at the centre -preparation for adulthood themes across the curriculum.

To ensure the pupils are accessing a 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.

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. 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.

Section B – Implementation

B.1 Curriculum Structure

At Hazel Cottage School we have four curriculum pathways. Below is a description of each of these pathways and how we deliver 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, and the pathways are made fluid so that a pupil can move between pathways if needed.

(EYFS) Ruby Class	Pioneers Pathway (Pre-Formal)	Explorers Pathway (Informal)	Discoverers Pathway (Semi-Formal)
Communication and Language	Communication and Language (Development Matters)	My Communication	My Communication
Rocket Phonics Lift Off/First Steps Reading	Rocket Phonics Lift Off/ First Steps	Rocket Phonics First steps/Main SSP Reading	Rocket Phonics Main SSP Reading
Numeracy	Numeracy My Thinking and Problem Solving	Numeracy White Rose	Numeracy White Rose
Understanding of the World	My world around me through Sensory Play and continuous provision	My World Around Me My Outdoor School Sensory Play	My World Around Me My Outdoor School
Personal, Social and Emotional Development	EHCP Outcomes/Short term targets	My Independence (PSHE) My Sensory Play	My Independence (PSHE)
Expressive Arts and Design	My Creativity	My Creativity	My Creativity
Physical Development	Physical & Wellbeing Sensory Circuit	My Physical Well-Being	My Physical Well-Being
G.R.O.W Independence Passport including PSHE	G.R.O.W First Steps Independence Passport	G.R.O.W Independence Passport	G.R.O.W Independence Passport
PSHE underpins the curriculum and EHCP Outcomes and termly targets are a flowing thread throughout all curriculum pathways and areas of learning (Evidence for Learning)			

Curriculum Pathways

EYFS

The EYFS framework will ensure that children learn and develop well, ensure children are kept healthy and safe and ensure children have the knowledge and skills they need to progress through school. In reception, the teacher and class staff work hard to embed positive attitudes towards school and learning.

The prime areas of learning and development in reception year are:

1. Personal, Social and Emotional Development: Being able to negotiate, consider the ideas and needs of others, empathise and work successfully as part of a team.
2. Communication and Language: Being able to process and follow instructions, having the confidence to communicate freely and express themselves as a learner, and being able to listen attentively in a range of situations.
3. Physical Development: Developing the control and coordination needed for both small and large movements, using tools effectively, negotiating space and understanding the need for physical exercise, a healthy diet and how to keep yourself healthy and safe.

By the end of their reception year, children should be able to achieve outcomes within several different areas, including;

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Numeracy
- Understanding the world
- Expressive art and design

Pioneers Pre-Formal Pathway

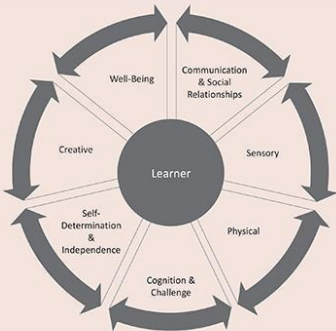
EQUALS Pre-formal (PMLD) Curriculum



A Person-Centred and Holistic Curriculum for Learners with Profound and Multiple Learning Difficulties.

For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.

“Let's focus on the things that matter.”



****Our Pioneers pathway is influenced by elements of the Equals Pre Formal curriculum.***

This curriculum pathway is for our most complex and vulnerable students.

This is probably not a curriculum like other curriculums and it is not laid out like other curriculums.....It will not tell you what to teach now and what to teach next. It will not give you a body of knowledge that it is essential for learners to know because there is no such thing. It is the learners who will decide the direction learning will take; teachers (and TAs) can only help to build routines, facilitate change, offer alternatives, observe and guide.

This then is a curriculum of ideas; which ones you use are up to you, but their success will depend upon the pupils and students you teach.

(Equals curriculum www.Equals.co.uk.)

- Pupils are primarily non-speaking (pre-verbal) with complexities around processing, memory retention, personal care and forms of communication that can be expressed through behaviour. Most do not yet have a preferred form of communication.
- These pupils follow a bespoke timetable with an emphasis on EHCP outcomes embedded throughout.
- They work from an appropriate classroom environment with access to sensory tools and resources, and access to outdoor space when required. Transitions are kept to a minimum and teaching approaches are tailored to suit their needs.
- Learning engagement is promoted through high interest activities and resources and sensory-based tasks form a key part of the learning process.

'...this Curriculum rejects behaviourism as an over-arching philosophy and instead urges a 'learning to be' approach. This takes as its fundamental basic principle that children with complex learning difficulties must learn how to be (themselves) as a necessary precursor to learning how to do...' (Equals curriculum www.Equals.co.uk.)

This means that learners must:

- Be allowed (and indeed, be positively encouraged) to be comfortable with activities and states of being that are important to them, as part of the process of being given opportunities to discover other activities and states of being that may become important to them.
- Be free to like who and what they wish and be encouraged to learn how to express such preferences positively.
- Be free to reject experiences and people not liked and encouraged to learn how to express such preferences positively.
- Be positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning.
- Be given constant opportunities to communicate positively and to have both voice and agency (that is, be always listened to with preferences always acted upon) within the confines of a safe and secure environment. There may be occasional times when voice and agency are denied, but these will only be in exceptional circumstances when the safety of the learner or those around the learner is in question.

Pupils are always working towards EHCP long term outcomes and short-term targets

Explorers Informal Pathway

EQUALS INFORMAL CURRICULUM

For pupils and students with complex learning difficulties (CLD) who are working consistently to the early reaches of the severe learning difficulties spectrum.



**Our Explorers pathway is influenced by elements of the Equals Informal curriculum.*

This curriculum pathway is for our pupils who are working consistently and over time to the early reaches of the severe learning difficulties spectrum. This curriculum promotes what the children need rather than being constrained by National Curriculum subject areas. Teachers have the freedom to be creative and concentrate on individual needs with a focus on independence.

- Pupils in this pathway may be non-speaking with complexities around processing, memory retention, personal care and forms of communication that can be expressed through behaviour. Most pupils in this pathway are beginning to show preferred form/s of communication.
- These students follow a bespoke timetable with an emphasis on EHCP outcomes embedded throughout.

'The Equals Informal Curriculum is set in the context of Equals multi-tiered curriculum approach, aimed at students who are all working consistently and over time below or very near the start of their national curriculum, curricula NEED TO be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed' (Equals curriculum www.Equals.co.uk.)

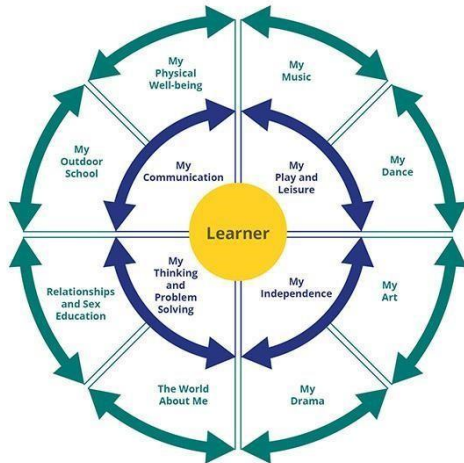
- They work from a low arousal classroom (where required) with access to sensory tools and resources, with access to an outdoor space for appropriate timetabled sessions. Transitions are kept to a minimum and teaching approaches are tailored to suit their needs.
- Learning engagement is promoted through high interest activities and resources and sensory-based tasks form a key part of the learning process.

Learners must:

- Be allowed (and indeed, be positively encouraged) to be comfortable with activities and states of being that are important to them, as part of the process of being given opportunities to discover other activities and states of being that may become important to them.
- Be free to like who and what they wish and be encouraged to learn how to express such preferences positively.
- Be free to reject experiences and people not liked and encouraged to learn how to express such preferences positively.
- Be positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning.
- Be given constant opportunities to communicate positively and to have both voice and agency (that is, be always listened to with preferences always acted upon) within the confines of a safe and secure environment. There may be occasional times when voice and agency are denied, but these will only be in exceptional circumstances when the safety of the learner or those around the learner is in question. Students are always working towards EHCP long term outcomes and short-term targets.

Discoverers Semi Formal Curriculum

The Semi-Formal Curriculum promotes what the children need rather than being constrained by National Curriculum subject areas. Teachers have the freedom to be creative and concentrate on individual needs with a focus on independence.



****Our Discoverers pathway is influenced by elements of the Equals Semi Formal curriculum.***

Curriculum areas are developmental in nature and open to personalisation – they start at the beginning of the individual pupil's learning journey and aim for the highest level of independence possible. The Equal's schemes of work and Hazel Cottage Progression documents support Hazel Cottage Medium term planning and learners fit into them where they will, according to their individual abilities, interests and learning journey. The children are always working towards EHCP long term outcomes and short-term targets.

Pioneers- Pre-Formal Pathway

- Purpose: Designed for pupils with a range of learning difficulties, focusing on developing fundamental skills and engagement.
- Curriculum Areas: Includes communication, sensory experiences, physical development, and social interaction.
- Goal: To provide a supportive environment that encourages participation and development at a pace suited to each student's unique needs.
- Personalised Learning: Tailors education to individual needs and abilities, allowing for flexible and adaptive teaching methods.
- Learning Objectives: Aims to build basic skills through practical, hands-on activities and sensory experiences.
- Integration: Often integrated with therapeutic interventions to provide a comprehensive support system.
- Teaching Methods: Utilises a variety of sensory and interactive techniques to stimulate learning and engagement.
- Assessment: Emphasises ongoing observation and assessment to track progress and adjust teaching strategies accordingly. Hazel Cottage Progression frameworks influenced by EQUALS frameworks will be used.

Explorers- Informal Pathway

- Purpose: Designed to provide a flexible and personalised learning approach for pupils with special educational needs.
- Focus: Emphasises life skills, social skills, and functional learning tailored to individual pupil needs.
- Curriculum Areas: Covers areas such as communication, self-care, social interaction, and practical skills relevant to daily life.
- Structured Framework: Offers a clear, structured approach with learning objectives and outcomes, helping to track progress and adapt teaching strategies.
- Adaptability: Can be adjusted to fit each pupil's specific abilities, interests, and developmental level.
- Learning Goals: Aims to develop independence, confidence, and a sense of achievement in pupils.
- Integration: Often integrated with other academic and therapeutic interventions to provide a comprehensive support system.
- Pupil-Centered: Prioritises the individual needs and strengths of each pupil, focusing on their unique learning style and pace.
- Collaboration: Involves teachers, caregivers, and other professionals to ensure a cohesive approach to pupil development.
- Assessment: Uses ongoing assessment and observation to track progress and adapt teaching strategies. Hazel Cottage Progression frameworks influenced by EQUALS frameworks will be used.

Discoverers

- Purpose: Designed to provide a flexible and personalised learning approach for pupils with special educational needs.
- Focus on Engagement: Tailored for pupils with Special Educational Needs, emphasising active participation and engagement through practical and sensory experiences.
- Personalised Learning Approaches: Curriculum is customised to meet individual students' needs, preferences, and developmental levels, ensuring relevance and appropriateness.
- Prioritises teaching essential life skills such as communication, self-care, and social interaction, aimed at enhancing pupils' independence and quality of life.
- Structured Framework: Offers a clear, structured approach with learning objectives and outcomes, helping to track progress and adapt teaching strategies.
- Holistic Development: Addresses various areas of development including cognitive, social, emotional, and physical growth, ensuring a well-rounded educational experience.
- Flexible and Adaptable: Designed to be flexible, allowing for modifications based on pupil responses and needs, supporting a diverse range of learning styles and abilities.
- Practical and Real-Life Contexts: Uses real-life contexts and practical activities to make learning meaningful and applicable to everyday situations.
- Assessment and Evaluation: Includes regular assessments to monitor progress, identify strengths and areas for improvement, and adjust the curriculum as needed. Hazel Cottage Progression frameworks will be used, influenced by EQUALS frameworks and NC.

Our ASD friendly curriculum is built on the following areas:

Communication and interaction	Engaging in interaction Making requests Communicating information / commenting on events Listening and understanding Greetings Conversations Non-speaking communication	
Social understanding and relationships	Being with others Interactive play Positive relationships with supporting adults Positive relationships and friendships (peers) Group activities	
Sensory processing	Understanding and expressing own sensory needs Responding to sensory interventions Increasing tolerance of sensory input Managing own sensory needs	
Interests, routines and processing	Coping with change Transitions Special interests Problem solving and thinking skills	
Emotional understanding and self-awareness	Understanding and expressing own emotions Managing emotions and behaviour Understanding others' emotions/ intentions Self-awareness Developing confidence and self-esteem	
Learning and engagement	Learning through play Motivation and engagement Organisation and independent learning Understanding and following rules, routines and expectations Evaluating own learning	
Healthy living	Keeping Healthy Personal Care Relationships and Sex Education	
Independence and community participation	1. Independent Living 2. Personal Safety 3. Road Safety and Travel 4. Leisure	

SMSC

At Hazel Cottage School we provide an education that provides pupils with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As part of the wider SMSC curriculum, pupils are encouraged to act

responsibly and work to support their own and the wider community. Work is carried out on the development of the pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. Daily living skills, independent skills, travel training and relationships are addressed through the school's bespoke curriculum.

The Intent of SMSC within the Hazel Cottage School curriculum

Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their needs
- Ensure that pupils know what is expected of them and why.
- Give pupils a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Hazel Cottage School Spiritual Development:

As a school we will provide learning opportunities that will support pupils to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Explore their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Hazel Cottage School Social Development:

As a school we will promote opportunities that will support pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Hazel Cottage School cultural development:

As a school we will promote opportunities that will enable pupils to:

- Actively promote the value and richness of cultural diversity in Britain.

The Intent of PSHE areas within the Curriculum

PSHE is central to the development of the children in our school. It also helps pupils to develop the knowledge, skills and understanding they need to live the most confident, productive, independent and healthy lives, appropriate for them as individuals. With collaboration among pupils, staff, and families we wish to create a strong sense of community, supporting pupils in building relationships and social skills. Enabling self-awareness and an

understanding of their community and the world they live in. It will support reducing or where achievable, removing barriers to learning by providing an education that promotes positive relationships and supports pupils reaching their full potential. It develops key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future and an understanding of relationships that will affect them throughout life.

Our curriculum promotes both the present and future wellbeing of our pupils. We strive for our pupils to maintain positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. Hazel Cottage School provides opportunities for the children, where appropriate, to make decisions about their lives. We promote Outcomes First Ask, Accept, Develop strategy, where children will be felt listened to and can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities:

We promote the needs and interest of all Students irrespective of gender, culture, ability or aptitude. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the pupils, to ensure that all can access our curriculum pathways and provision. We promote social learning and expect our pupils to show a high regard for the needs of others. This is promoted by our 'Be Kind' school rule. PSHE areas are a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities.

Protected characteristics

The Equality Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

British Values

British values are promoted in so much of what we do. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including 'extremist' views through the PREVENT strategy.

Non-partisan views

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our pupils to maintain a non-partisan approach at all times during curriculum delivery.

Careers

At Hazel Cottage School children will be introduced to careers by;

- Using storytelling, books, toys, role play and visits to explore a diverse range of careers
- Play-Based Learning -themed play areas (e.g., a doctor's office, grocery store) to allow children to explore different roles through imaginative play.

- Language and Communication- We encourage discussions about what different jobs entail, using simple language and visuals to make connections.
- Job Exploration Activities
- Creation of "career corners" in classrooms (where appropriate) •
- Local visits observe different workplaces and meet professionals.
- Guest Speakers- discussion of their careers and how they help the community, making it relatable for the children.
- Career Days- themed days where students can dress up as professionals and learn about different jobs
- Skill Development- focus on skills relevant to various careers, such as teamwork, problem-solving, and communication.
- Reflection and Discussion- interests and aspirations, helping children connect their hobbies and skills to potential career paths.

General Strategies

We weave career discussions into different curriculum areas, relating them to real-world applications. Conversation about careers, where appropriate, will be ongoing, adapting content as children grow and their understanding deepens. By introducing career concepts early here at Hazel Cottage School, and building on them progressively, we can help children understand the world of work and inspire them to explore their interests and aspirations.

B.2 Curriculum Delivery

Structure of the School Day

The school opens to pupils at 9:00am, and pupils go home at 3:00pm (1:45pm on a Friday). The school day is carefully planned in each class, according to the needs of pupils. Timetables across school will look different in relation to classes, pathways and more personalised adaptations. Timetables include opportunities for Phonics, reading, literacy, numeracy and personal development. Each class submits changes to timetables for approval by deputy headteacher and once approved this is available to visitors in their class file.

Schemes of Work and Lesson Planning

Curriculum planning will reflect the breadth of our specialist, autism-specific curriculum. Each class teacher is required to plan from long term pathway planning cycles. Weekly plans are suggested 'best practice' for Phonics/Literacy/Numeracy.

Pioneers Pre -formal Pathway- Teachers will complete 'loose' weekly/medium term plans that highlight suggested activities linked to the half termly theme. Learners will decide the direction their learning will take. Staff will build and embed routines, facilitate change, offer alternatives, observe and guide.

Informal Explorers and Semi Formal Discoverers Pathways -Medium-term planning is presented for all areas delivered within a pathway.

This planning will be followed and evaluated by all teaching staff and their delivery monitored by the deputy head. Planning sets out how the content of each half term is structured, so that pupils' skills, knowledge and understanding are developed progressively, through an organised teaching approach.

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 deputy headteacher ensures that planning is carried out to a high standard, through monitoring and evaluation. Planning requires 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.

Homework

Where it is 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, if any. We understand that some pupils may see home and school as two different environments and not want to overlap the two. We encourage all parents to provide opportunities for reading at home (where appropriate), following either the school scheme, or materials for reading for pleasure in the home. We also know that pupils on the autism spectrum often find it difficult to generalise learning, e.g. transfer newly acquired skills to different settings, and so we also ask parents to not just check for photographs and videos of the learning that has taken place during home school communication, but to encourage their children to demonstrate the same skills and knowledge at home or in the community.

Enrichment – Extended Curriculum

At Hazel Cottage, we offer enhanced, enriched curriculum experiences for all our pupils with the aim to support and develop their skills for future life in a range of ways. We do this via our everyday teaching approaches, a personal development offer and other enrichment activities.

Some examples of Enrichment activities will be:

- Swimming
- Bikes and Trikes
- Yoga
- Hazel Pop and Singing Hands – Music, Movement and Story Time
- Gardening (Sensory Garden)
- Local visits to the Library and Community Centre

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 pupil'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 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 areas and

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 explaining their choice of words (e.g. 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. 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. Class teams ensure they take guidance from pupil one-page profiles and pupil risk assessments.

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 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 multidisciplinary 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. Opportunities to celebrate such success include acknowledgement in school assembly and letters sent to parents and carers.

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 facilities in the local community and further afield. Access to a range of environments not only supports and enriches learning, but promotes the development of cultural capital, and 'Independence and Community Participation'.

Risk Assessments

Risk assessments support the curriculum and all off site visits. All pupils have an accompanying risk assessment; some learners may have an enhanced Risk Assessment where appropriate to their individual need. All staff monitor and take responsibility for the health, safety and welfare of students.

B.4 Roles and Responsibilities

The Headteacher/ Deputy Headteacher/ SEND Manager will ensure that:

- All provision in EHCPs are met
- Long term planning is in place for all subjects.
- There is consistency in terms of curriculum delivery.
- Schemes of learning encourage progression at least in line with national standards.
- Schemes of learning are in place and used by all staff delivering a particular topic/subject area. These will be monitored and reviewed on a regular basis.

- Assessment is appropriate to the curriculum content
- 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.
- 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.
- 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 relation to the curriculum and SEN guidance.
- 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 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

Assessment			
EYFS	Pioneers	Explorers	Discoverers
EFL-EHCP short term targets and long-term outcomes	Rocket Phonics assessment and reading records	Rocket Phonics assessment and reading records	Rocket Phonics assessment and reading records
Hazel Cottage EYFS Framework	EFL- Subject Progression Frameworks	EFL- Subject Progression Frameworks	EFL- Subject Progression Frameworks
G.R.O.W First Steps Independence Passport	G.R.O.W Passport to Independence	G.R.O.W Passport to Independence	G.R.O.W Passport to Independence
	EFL- EHCP short term targets and long-term outcomes	EFL- EHCP short term targets and long-term outcomes	EFL- EHCP short term targets and long-term outcomes
EHCP outcomes and termly targets are a flowing thread through all curriculum pathways and areas of learning (Evidence for Learning)			

Assessment, recording and reporting

Pathways and individual subject areas will be assessed using Hazel Cottage Progression frameworks.

Assessment will be for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to make judgments about the achievements of a pupil and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such teacher observations, TA observation, class work, project work, and feedback from all other professionals working with individuals e.g. therapists.

Positive rewards are an intrinsic part of the school day. Student achievement is also recognised in the weekly feedback to parents.

Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every student's personalised programme. Such procedures include:

- Formative and summative assessments throughout topics with learners encouraged to evaluate their own progress, where appropriate.
- Ongoing evaluation of EHCP Outcomes, short term targets and behaviour targets.
- Medium term planning.
- Regular data points during the year to evidence progress and to identify areas of development.
- A progress report to parents at the end of the Autumn and Summer term
- Parents Evening
- A full annual report on progress including feedback from therapists, where appropriate.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

C.2 Subject Leadership

Numeracy and Literacy Subject Leads, supported by their team members, will have school-wide responsibility for the coordination and leadership of their subject/pathway. They are required to submit to the deputy headteacher a subject development action plan.

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
- Termly supervisions for all teaching and teaching assistant staff
- Work scrutiny, including marking and assessment (where appropriate), and 'deep dive' activities.
- Moderation with other teachers using specific learning pathways and 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, in which detailed feedback is given in relation to the short and long-term objectives identified in Section E of their child's Education, Health and Care Plan.

However, parents are also kept informed of the breadth, depth and quality of the education via:

- School newsletters
- Regular school to home updates and messages
- Termly and End of year report
- School website
- Parents Evenings
- Coffee Mornings