

# Hill House School



## Education Handbook

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## Introduction to Hill House School

Hill House School opened in September 1992 with the aim of providing education and care to young people with Special Educational Needs, primarily severe learning difficulties and behaviour that challenges on a 52-week basis. The school has developed to catering to Autism Spectrum Condition (ASC), and the majority of students present with Severe Learning Difficulties and associated challenging behaviours. The school provides for up to 28 residential students and up to 3 day students.

Hill House underwent major redevelopment of the site during 2011, both increasing the living accommodation and providing vital updates to classroom facilities. The school has an age range of 11-19.

Hill House has three classes in the lower school and a sixth form college. Classes are grouped broadly according to Key Stage and compatibility.

Often students will have had a difficult time in education before coming to Hill House. They may have been segregated from some activities and from other young people and often excluded from school altogether

Hill House understands behaviour to be functional and believes that the main factors behind behaviour that challenges are:

- Difficulties relating to the world and to cope with the anxieties and confusions that result
- Difficulties communicating with the world to express need
- Previous experience in which behaviour that challenges has been reinforced by adults and so has become learned

Staff teams from the education department, care department and therapy team work closely together across the waking day



## Keeping Safe

Hill House works hard to ensure that all students in our care are kept safe

Safeguarding is always taken very seriously and is everyone's responsibility

We work hard to prevent or eliminate any form of abuse

Hill House have a dedicated designated safeguarding team who liaise closely with the local Hampshire safeguarding teams, provide training and support for staff and students and follow up any concerns immediately

All staff are made aware of the signs of abuse and have a knowledge and understanding of all procedures and feel listened to

We work hard to ensure that all students feel that they are listened to and understand who they can talk to and how they can complain

Written records are timely and are held securely

Students are consulted on a regular basis about how they are feeling and asked if they feel safe. Staff are also consulted on how they think the students are feeling and what can be done to improve their safety

Within the curriculum and sixth form study programmes topics such as 'E-Safety', 'How to say no', 'Good and bad secrets', 'Who you can talk to', 'Going missing' and 'Radicalisation – How to keep ourselves safe' are all included in the schemes of work and promoted through lessons and activities

Hill House ensure that they are up to date with current National guidance and all staff are aware of documentation and their understanding of this is checked on a regular basis

## E-Safety

E-safety is part of Hill House's Safeguarding – Child Protection Procedures

All staff, across the school community contributes to safeguarding and as part of this the E-Safety Policy and the responsibilities are shared. Any technology used in school (regardless of ownership) is governed by this policy.

Networked computer resources and internet access are widely available at **Hill House School**.

They enhance the teaching and learning environment for both teachers and students, but are sophisticated and powerful tools and internet use in particular raises a range of legal, ethical, technical and management issues. There is thus a need for proper regulation and guidance in the use of computers/devices and internet by staff and young people. This is provided in the School's ICT and internet Policy.

The students are given supervised access to our computing devices and are provided with access to monitored and filtered internet and other services operating at **Hill House School**.

### **How will students keep safe and learn to evaluate Internet content?**

- If staff or students discover unsuitable sites, The URL (address) and content must be reported to the ICT technician.

- Staff and students should ensure that their use of Internet derived materials complies with copyright law
- Students should be taught to be aware of the materials they read and some awareness of the risks of going online.
- All students and young people's devices are protected by the Kaspersky monitoring and filtering Application and reports of misuse are recorded and sent to the E-Safety lead and ICT Technician

When and where appropriate students will be taught to acknowledge the source of information used and to respect copyright

#### **Access to Computers:**

- Access to the school network is available from any network station during the normal school day in lesson time **with an adult supervising**. Computer/device access is available during care time and school holidays **under close adult supervision**.
- A risk assessment will be carried out for each student outlining their access and ability to use ICT and advice given to staff on the level of supervision before use in school is allowed.
- The unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act is not permitted.
- School ICT systems admin and the SMT will ensure that ICT security systems will be reviewed regularly.
- Virus protection will be updated regularly.
- If a 'virus alert' occurs when transferring work from one mode to another the IT technician should be informed immediately. All external hardware e.g. the use of Memory sticks should be avoided but if their use is essential must be vetted by submitting them to an anti-virus check.

#### **E-mail Usage:**

- Staff must not reply if they receive an offensive e-mail and must **immediately inform a member of SMT**.
- Students must not reveal details of themselves or others in e-mail communication or via a personal web space, such as their age, the location of the school, messaging account details, an address or telephone number, or arrange to meet anyone. **Adults supervising the students whilst they are using ICT must make the SMT aware of inappropriate use or online communication between students and the outside world.**
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.
- The forwarding of chain letters is not permitted.

#### **Published content and the school website:**

- Staff or students personal contact information will not be published on the school website. The only contacts details given on our website will be the school address and telephone number.
- Students full names will not be used anywhere on the school website or other on-line space.
- We will use photographs of children's work when communicating with parents/guardians and the wider community, in newsletters and in the school prospectus.
- Photographs will be checked to ensure that they are suitable (photos of children in swimwear would be unsuitable).
- Photographs used will not be captioned with children's names.

All staff, across the school community contributes to safeguarding and as part of this the E-Safety Policy and the responsibilities are shared. Any technology used in school (regardless of ownership) shall be governed by this policy.

Networked computer resources and internet access are widely available at **Hill House School**.

They enhance the teaching and learning enhance the learning environment for both teachers and students, but are sophisticated and powerful tools and internet use in particular raises a range of legal, ethical, technical and management issues. There is thus a need for proper regulation and guidance in the use of computers/devices and internet by staff and young people. This is provided in the School's ICT and internet Policy. All those who wish to use the system must comply with the policy.

The students are given supervised access to our computing facilities/devices and will be provided with access to filtered internet and other services operating at **Hill House School**.

#### **Staff Use of mobile devices and technologies:**

The use of mobile phones by staff - when on site, mobile technologies **should only be accessed in the staff room during break time** - unless with prior written approval of the Head. Mobile phones should be left in the staff room or in staff vehicles and should not be kept upon your person whilst on duty.

#### **Social networking:**

**All staff at Hill House have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our school and in our care` - Hill House Staff Code of Conduct**

#### Social networking sites

Staff must not have any images of, school students or parents on their personal pages on social networking sites. Staff must not accept students and young people as "friends" or "contacts" on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites. **Failure to do so is a disciplinary matter**. Inappropriate adult behaviour which must be avoided also includes:

- Talking inappropriately about sex lives particularly in front of students
- Being alone with students in a group setting for unusually long periods of time without good reason
- Showing unusual interest in one specific student
- Use of personal devices where messages, browsing, calls or texts take attention away from supervising students.

It will be best practice if:

- Staff should not access social networking pages on school computers, tablets or mobile devices. The school will not allow access to social networking sites such as Instagram, Snapchat, Facebook or Twitter for students or staff.
- Students will be advised never to give out their personal details of any kind which may identify them, their friends or their location.
- Students and Parents/guardians will be advised via our safeguarding newsletters that the use of social network spaces outside school brings a range of dangers for our students.
- Personal mobile phones should be left in the staffroom or in your car and **NOT** carried with you throughout the day. Phones should only be used in the staffroom during breaks and not in any other location

- If you have any social media account e.g. Facebook, please remember this is for your personal use only. **You must not have any images or references to the students in our care, yourselves at work, your colleagues or Hill House and The Cambian Group**
- We must respect our student's dignity and keep them safe!
- We all have a responsibility to report anything that we see that we are uncomfortable with
- It is important for you to think through the possible implications of using social media as failure to keep to the required standards could be a disciplinary matter
- Always remember that you are personally accountable for what you say and do on-line

#### **Authorising Internet Access:**

- All staff must read and sign the 'Staff Code of Conduct for ICT' before using any school ICT resource.
- Staff have a duty to be aware the students Individual Risk Assessments for the use of ICT before allowing student access to the ICT resources.
- We will maintain a current record of all staff and students who are granted access to school ICT systems.
- During education time access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials.
- Parents/guardians will be asked to sign and return a consent form.
- Any person not directly employed by the school will be asked to sign an 'acceptable use of school ICT resources' before being allowed to access the internet from the school site. .
- **Students and staff should understand that Internet use will be monitored**
- All new staff will be taken through the key parts of this policy as part of their induction
- All staff including teachers, learning support assistants and support staff will be provided with the School e-Safety Policy and have its importance explained as part of the safeguarding and child protection training requirement.
- Staff will be informed that network and internet traffic can be monitored and traced to the individual user.
- Staff development in safe and responsible internet use, and on the school Internet policy will be provided as required
- Breaching this e-safety policy may result in disciplinary action being taken and access to ICT being restricted or removed.
- Staff will read and sign *Staff Code of Conduct for ICT*- prior to using school ICT equipment in the school

#### **Acceptable use by Parents/guardians and carers**

- Partnership working with Parents/guardians and carers should be considered essential practice for promoting an agreed and consistent message which will define acceptable and unacceptable behaviour. Should Parents/guardians or carers wish to use personal technologies, such as cameras within the setting environment, authorisation must be obtained from the Senior Designated Person for Safeguarding. Specific guidelines for the use of such technologies must be followed

#### **Acceptable use by visitors, contractors and others**

- All individuals are to be expected to behave in an appropriate and respectful manner. No such individual will be permitted to have unsupervised contact with children and young people. All



guidelines in respect of acceptable use of technologies must be adhered to. The right to ask any individual to leave at any time is to be reserved.

- Visitors to the site may not use mobile devices without prior authorisation from the SMT.

**The following will apply to all:**

- Do not use ICT without permission.
- Food and drink must not be consumed near any computer equipment/devices anywhere in the school.
- Do not move about the room while seated on a chair.
- Any person found defacing or wilfully damaging ICT equipment will be required to correct the damage caused or pay for replacement.
- Computer faults should be promptly reported to the ICT Co-ordinator. Please do not attempt to repair them yourself.
- Be aware of correct posture. Always ensure that your chair is at the optimum height for you and that you are sitting correctly at the workstation.
- Mobile phones should not be used in school work time unless for stated school purposes and agreed with the SMT
- **Staff should not allow students to use computers or devices that are running on the staff members login**

At the end of a session:

- Log off/shut down according to instructions.
- Replace laptops as directed.
- Treat ICT equipment with respect and keep areas around ICT equipment clean and tidy.
- Normal school rules and consideration of others applies.
- Keep the amount of storage you use to a minimum. Clear out old and unused files regularly.

**Security and Software Licensing:**

Security is especially important in schools, where vigilance is needed at all times to be ready to detect any forms of personal intimidation and exposure to inappropriate material. It is therefore very important that users' accounts are used only by themselves; otherwise they are exposed to impersonation by another user. Where education and care staff have access to a student's account this must have been agreed to by a member of the SMT and form part of their "best interests" protocols.

The following rules are industry standard:

- Always log out of your computer when you have finished, or if you have to leave it unattended.
- Do not let anyone else log in to a computer using your username and password.
- Do not tell anyone your password; you are responsible for keeping it secure.
- **Staff are not permitted to install software or programs onto computers without the prior authorisation of the ICT technician.**

**Security on the Internet**

- Do not type any personal details (including your name or email address) into a web site unless you are absolutely sure of the authenticity and trustworthiness of the associated company.
- The use of chat rooms is prohibited.
- The use of Instant Messaging is prohibited.



- The use of Internet-based email or newsgroups is prohibited except with the prior written approval of the Head teacher

#### Downloading Material from the Internet:

- Do not download or copy any material from the Internet unless you are sure that the source is reliable and that there are no copyright, intellectual property right or licensing restrictions. If in doubt, ask the ICT Technician.

#### Key Messages

- The e-safety IRAs are regularly reviewed and updated and can be found in the individual students Master Care File.
- These are important documents – it is part of our **duty of care** to the students to monitor and protect our students from accessing inappropriate material on the internet both in their home and in education.
- It is key that you support the students with their use of ICT and if you feel that they have been exposed to something harmful, to talk about this with the student if appropriate, and to **report** it to the SMT.
- It may not always appear immediately obvious to us if a piece of video, music etc. is harmful, it may at first glance seem flippant and humorous, however we need to be very alert to the possible impact or messages that may be given via the internet to our students.
- We must not let our students have unguided access to You tube and its equivalents.
- We do have a monitoring and filtering system in place but it is not 100% failsafe and even so, what may appear as harmless content can still have an impact upon our students' attitudes and presenting behaviours.
- Please continue to be vigilant with your duty to protect our students and in helping them to understand how the internet works and what is safe and unsafe

## Preventing and Tackling Bullying

Hill House complies with the Equality Duty (2011) which covers;

Age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

It aims to;

`Eliminate unlawful discrimination, harassment, victimisation.`

Any suspected bullying is reported immediately and Hill House liaise closely with the local safeguarding team

All students are supported to communicate any concerns they may have through a range of methods

Prevention is key and is promoted through the Hill House Curriculum , Anti-bullying days (involving links with the local police) , through regular staff training and by celebrating achievements and successes

Hill House continuously strives to promote a positive climate, a safe and calm environment for the students to live and work in and an ethos which is inclusive at all times

Hill House hold regular Anti-Bullying Days where students learn about keeping themselves safe and who to speak to if they feel they are being bullied. The day also provides the opportunity for students to share and celebrate their achievements

Please see the Hill House local guidance on anti-bullying



## Spiritual, moral, social and cultural development / British Values and Public Institutions

Hill House actively promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Hill House works towards preparing students for life in modern Britain

### **Democracy**

Democracy is widespread within the school, it is vital that all students have a voice and have opportunities to make a contribution. This takes place within our student council, student consultation work for annual reviews and within class meetings for example. These values are also promoted through events such as 'Parliament Week' and through links with our local MP.

### **The Rule of Law**

At Hill House students learn about the rules of the school as well as those rules that govern the country. They are supported to develop an understanding of how to behave when out and about in the community and how to interact appropriately and positively with others.

### **Individual Liberty**

At Hill House students are actively encouraged to make choices as independently as possible within a safe and supportive environment. At Hill House we educate and provide boundaries for students to

make choices in a safe way. Our curriculum empowers students to develop knowledge and understanding which helps them to make choices for example through our PSHE/RSE lessons

### **Mutual Respect**

At Hill House we encourage and support our students to respect one another. We work hard to ensure that all students feel included and are able to make a contribution

### **Tolerance of those of Different Faiths and Beliefs**

At Hill House students develop an understanding of their place in a culturally diverse society and have many opportunities to experience this diversity. Students are taught to have an appreciation of and respect for their own and other cultures.

We share and celebrate diversity through our whole curriculum and particularly through assemblies, RE, PSHE/RSE and special events

Students have the opportunity to observe practices related to their own faiths and beliefs and to share these with the rest of the school



Hill House supports students to develop their own self-knowledge, self-esteem and self-confidence. Students learn about their own identity and learn to feel good about themselves

Students at Hill House learn what is right and wrong and have opportunities to also learn about the criminal law of England

Students learn to take responsibility for and manage their own behaviour and are taught positive responses to different emotions and feelings

Students are supported to understand how they can contribute positively to the lives of those living and working in the locality. Students volunteer at the local community shop and take part in fundraising events for local charities

### **Public Institutions**

Hill House works to ensure that students develop a knowledge and respect for public institutions and services in England. Students have the opportunity to visit a wide range of places in the community such as museums, libraries and churches. The school has close links with the local church. Students are visited at the school by the local police force. Each year students have the opportunity to visit the Houses of Parliament.

At Hill House Students learn to develop respect for other people from different backgrounds, particularly with regard to the protected characteristics set out on the 2010 Act. This is demonstrated within the PSHE/RSE curriculum

Hill House precludes the promotion of partisan political views in the teaching at the school. Within the Hill House curriculum students are always offered a balanced presentation of any opposing views



Hill House ensures that there is a balanced approach to Religious Education and work to ensure that all individual religious and cultural needs are met

These core values run throughout the Hill House Curriculum, through class and whole school assemblies and celebrations

Hill House promotes a positive and inclusive environment

Throughout the school year achievement and success is celebrated in a whole range of ways including within class plenary sessions, whole school achievement assemblies and through individual acknowledgement of accomplishment

## **Social**

Skills.....Resolving conflict.....understanding societies.....

- Hill House has a rich community where students take part in many social and educational activities across the waking day that serve to enrich their experience and develop them as individuals
- Students can often feel isolated before coming to Hill House and after entering the school they begin to feel as if they belong
- Social events take place throughout the year, including annual parties, discos and gig nights that help to develop a sense of community but that also bring the school together
- Students are also able to take part in activities delivered by visiting musicians and performers. Students have come together to collectively experience; African drummers, Solent Music Festival and `Music for Autism` to name a few
- Students are taught vital socialisation skills through the PSHE/RSE curriculum
- Students have busy, varied and fulfilling days which in turn enable them to sleep better and have a more positive well being
- Extremely positive relationships are developed in the school which have an impact on wider relationships including with parents and siblings
- Students at Hill House are given regular opportunities to access the local community and to develop partnerships with outside agencies. Students access local cafes, restaurants, leisure facilities and work experience very regularly

- There are many activities that promote social experiences. Students are encouraged to spend time together proactively in communal areas and eat together at meal times always working on turn taking and activities that promote social interaction.
- Students respond to the therapeutic environment at the school and this helps with growing self-awareness, self-confidence, a growing sense of self and improvements in self esteem
- Some students access the annual residential trip to local activity centre

## **Moral**

Right and wrong.....consequences.....investigating issues.....

- Hill House meets the needs of students with very complex needs, therefore they require a very individualised support package and our ethos is to promote personal respect, personal space and personal best
- The school has a detailed behaviour policy which promotes positive behaviour support. The school has detailed behaviour support programmes that are individualised and collated from a multidisciplinary perspective
- We have very good links with the local police, who comment very positively on our proactive approaches to promoting positive behaviour and keeping students safe
- Students are taught appropriate behaviour through the informal and informal curriculum and clear boundaries and expectations are present
- The school has an RSE (Sex relationship and education) lead that ensures the MDT team meets to put together programmes for individual students to help them with issues that arise and teach positive management of growing up and developing as a young adult
- Students learn to make informed choices about everyday matters
- Students develop preferred interests and these strengths are built upon
- Students enjoy doing jobs and take pride in being given responsibilities
- Students improve with regard to their own self-esteem in particular
- Students form part of the food working party
- Staff model appropriate behaviour

## **Spiritual**

Beliefs.....Enjoyment.....Creativity.....Reflection.....

- Termly School assemblies are timetabled and proactively organised and based on celebration of achievements
- The school celebrates a range of multicultural festivals and events the Thematic Learning and RE programmes of study explore different cultures and faiths as part of the Hill House curriculum
- Time for reflection is built into the student's day
- The school has close links with local churches
- Annual services in the local church e.g. harvest and Christmas
- Some students choose to visit church on a Sunday morning
- Our students have visited the mosque to take part in Friday prayers
- `Music for Autism` event each term
- The school honours individual religious and spiritual needs



## Cultural

Influences.....Heritage.....Diversity.....

- Students are enabled to take an active part in the life of the school.
- Students at Hill House are encouraged and supported to access the community as much as possible, promoting community cohesion, social responsibility and social interaction
- Students enjoy being at Hill House School
- Students experience a wide variety of spiritual and cultural activities and are encouraged to appreciate and enjoy them, e.g. charity events within the school, Zoolab, Yoga , treehouse theatre
- Students take regular exercise, eat healthy diets, improve weight issues and their health/medical needs are well catered for which promotes their well-being and enables development
- Students' culture and religion are recognised and well supported ensuring that students value and develop their identity
- Students take an active part in supporting the local community e.g. work experience  
Students understand the importance of helping others and take pleasure from fund raising for national events
- Celebrating Black History month
- Theatre and cinema trips
- MFL Days

## Teaching and Learning at Hill House

The Cambian Group Mission Statement is as follows:

*'To actively enable each and every one of the people in our care to achieve their personal best'*







## HILL HOUSE SCHOOL CURRICULUM

“The curriculum supports pupils extremely well, it helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives.” OFSTED JAN 2020



### Curriculum Intent, Implementation and Impact Intent

- At Hill House School we have developed an ambitious and meaningful curriculum that ensures our students are able to engage in a broad and rich experience that is appropriate to their needs and prepares them academically, socially and emotionally for the opportunities for their next steps into adult life. Our curriculum is designed with the intention of promoting in our students a love for learning. It is designed so that the students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including the full range of national curriculum subjects). In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop their independence and vocational skills**
- Our curriculum enables our students to learn and develop new skills and knowledge that builds on what has been taught before and takes into account their individual needs and understanding.



- Whilst our curriculum promotes subject specific learning we believe that all subjects should and do contribute to the development of skills and competencies in Literacy/Communication, Numeracy, Personal, Social and Health education.



### Curriculum Intent, Implementation & impact

#### Intent/ Aims of the Curriculum

- We want to offer our students a broad and balanced curriculum ;
- So that they develop a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- To become confident, independent learners that encounter, engage and explore
- And develop a range of skills towards independence to best equip them to be able to live in modern Britain
- A curriculum that supports the students to Communicate needs, make choices, make decisions and choose options that other people act on and respect
- Increase learner's awareness, understanding and respect of their environment and of the world
- A curriculum that Promotes self-esteem and self-advocacy through the use of a range of systems of supported advocacy and to develop an awareness of self and sensitivity to others
- A curriculum that celebrates and shares success and achievement
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**



## Implementation

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE continue to have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, an understanding of the world of work and work related learning all preparation for next steps into adulthood.
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award.
- Our post 16 students are given opportunities to experience the world of work and work related learning both on and off the school campus.
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the students on their learning journeys. Our curriculum approach takes into consideration the needs of the whole student and is delivered with the support of our Multi-Disciplinary Team and incorporates a wide range Sensory, Communication, personal emotional and social Strategies which are all built into the learning.



### Impact

- The Impact of our curriculum approach can be measured in Increased access to education for our students
  - Increased access to the community and participation in co-curricular activities
    - The students meeting and Exceeding their EHCP Outcomes and targets
    - Our Yearly and Termly progress Data - our students consistently meet or exceed expectations
      - Our students are able to discover and explore new interests
  - Our students develop their communication skills – building on their self-esteem, confidence and a range of Positive Mental Health Outcomes
  - Our students are equipped with the appropriate knowledge and skills to be able to take the next steps beyond Hill House School and into Adulthood
    - We have happy students who have enjoy their learning journeys and challenges



## Hill House Curriculum Offer

The Hill House School and College Curriculum offers a holistic approach where learning takes place across the waking day. The morning education lessons start at 9.00am – 12.00 and the afternoon education lessons start at 1.30pm – 3.45pm. This provides a minimum of 24 hours a week across the key stages. Learning continues to take place over the lunch time period as there are opportunities for the students to practice their communication, life and leisure skills. The education day also extends into the evenings where after school clubs take place. Education takes place for 41 weeks of the year.

The curriculum is broad and balanced, reflects British values and is based on the National Curriculum Framework. Individual subjects are adapted to take account of the needs and starting points of our learners and tasks and activities are differentiated to enable all to make progress. Throughout the age range, practical skills such as cooking, caring for the home and self-care are taught alongside, and through, the academic subjects. The curriculum takes into account the student's age, ability, aptitudes and needs and is sufficiently detailed to guide and support teaching and learning

Students have opportunities for gaining accreditation for their work in all areas of the curriculum  
At Hill House students study the following subjects / study programmes in each Key Stage;

	Key Stage 3	Key Stage 4	Key Stage 5/Sixth Form
<b>Core Subjects</b>			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	-
<b>Foundation Subjects</b>			
Art & Design	✓	✓	✓
Citizenship	✓	✓	✓
DT	✓	✓	-
Mini-Enterprise	-	-	✓
Modern Foreign Languages	✓	✓	✓
Geography	✓	✓	-
History	✓	✓	-
Music	✓	✓	✓
Physical Education (PE)	✓	✓	✓
Skills for Life	-	-	✓
Community	✓	✓	✓
<b>Other statutory subjects</b>			
RE	✓	✓	-
PSHE/RSE	✓	✓	✓
Careers	✓	✓	✓

## English, Literacy and Communication

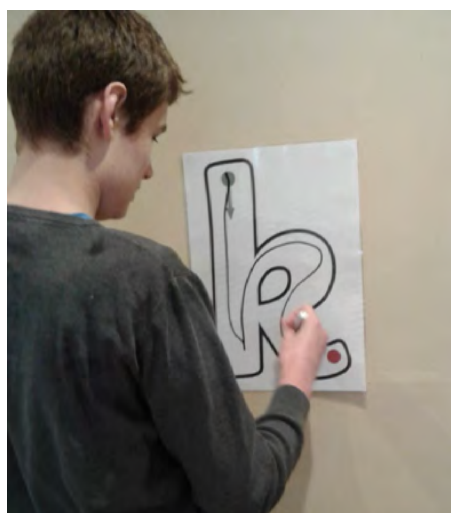
English has a pre-eminent place in education and society we intend to develop our student's abilities to communicate to the best of their abilities in order to express their ideas and emotions through their reading, speaking and listening whether verbally or via the use of augmented communication strategies. We recognise that all the skills of language are essential to participating fully as a member of society. The central aim therefore of our curriculum is to develop these skills in our students.

### Key Stage 3 "My world of words"

### Key Stage 4 "Our World and Preparing for Adulthood"

#### Intent/Aims

- We want to offer our students a broad and balanced curriculum in English;
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said**
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**



#### Course Content KS3 "My world of words"

English KS3	Term 1	Term 2	Term 3	Term 4	Term 5
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<b>Year 1</b>	Sensory Narrative: Creating an Interest	I See, I Hear, I want: Text Structure and Vocabulary	Fiction: A Midsummer Night's Dream – Using Drama to Understand Shakespeare	Non-fiction: Following a Recipe / Making Lists	My Story: Diaries and Personal Writing
<b>Year 2</b>	Sensory Narrative: Creating an Interest	Our Gifts and Talents	Fiction: Pre 1914 - Fairy Tales, Verse and Poetry	Non-fiction: Hobbies and Interests	Stories From Around The World
<b>Year 3</b>	Sensory Narrative: Creating an Interest	Dictionaries and Vocabulary	Fiction: Shakespeare	Non-fiction: Instructions Around the House	My story: Letters and Formal Writing

**Course Content KS4 “Our World and Preparing for Adulthood “**

<b>English KS4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
<b>Year 1 Our Experience of the World</b>	Weather and Clothes	Places: River, Sea and Forest	Leisure Activities: The Great Outdoors	Shakespeare: The Tempest	Writing Stories and Creating Narratives
<b>Year 2 Life Skills / Preparing for Adulthood</b>	Travel and Shopping	Jobs and Careers	Animals and Pets	Around the House	Food





## Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. – for the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Step up programme for English.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award.
- Positive Behaviour Approaches
- Sensory and Communication Strategies including Autism specific approaches PECS, “Attention Autism”, TEACCH approaches and Colourful Semantics
- Specific English Interventions, AQA, PHONICS and the reading programmes based upon the Oxford Reading Tree.
- Read Write Inc, Clicker 6 and “writing without tears”



## Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards English and Communication





## Mathematics – Numeracy for Life

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems

We recognise that a high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We therefore Aim for our students to become **fluent** in the basic fundamentals of mathematics and to be able to **reason mathematically** by following a line of enquiry, we also aim to develop our students abilities to be able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems.

### Key Stage 3&4 “Step by Step, Rung by Rung”

#### Intent/Aims

- We want to offer our students a broad and balanced curriculum in Mathematics in order to;
- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- To understand the importance of mathematics in everyday life; and its links with other areas of the curriculum
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood

- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said** in mathematics'
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**
- It will support the students with their next steps and **their preparation for adulthood**



### Course Content KS3 "Step by Step"

Math's KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	2D Shape: Properties of Triangles, areas of shapes and perimeters	Scale Diagrams / Maps / Co-ordinates	Place Value	Measure	Money (1): Recognising and Identifying Coins
Year 2	Money (2): Using and Applying	Patterns	Symmetry / Rotation / Reflection	3D Shapes	Ratios / Fractions / Percentage / Approximation
Year 3	Number Symbols	Inverse Operations and Integer Powers	Tables / Charts / Diagrams / Graphs	Time (1): Seasons / Months / Days	Time (2): Order of the Day / Sequencing

### Course Content KS4 "Rung by Rung"

Math's KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Shape (2D)	Patterns	Number (1)	Number (2)	Money

Year 2	Shape (3D)	Measures	Data	Time	Position
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### Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, Mathematics is given designated timeslots in the timetable
- The Math's topics are taken from the National Curriculum and are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. For the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Entry Level Math's programme.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **three areas of Mathematics**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which contain numeracy components.
- Positive Behaviour Approaches underpin the Math's curriculum
- Sensory and Communication Strategies including Autism specific approaches PECS, “Attention Autism” and TEACCH approaches
- Development of Numeracy is supported by the student's engagement in activities in the community



### Impact/ Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Knowledge of number and value
- Transferable life skills
- Understanding of time and space
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards in Numeracy and Mathematics
- Preparation for Adulthood students are able to apply their knowledge of and skills with mathematics to a variety of routine and non-routine problems.



### PSHE/RSE

We aim to deliver **localised** PSHE/RSE programme to reflect the needs of our students, we expect our PSHE/RSE education programme to equip our students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

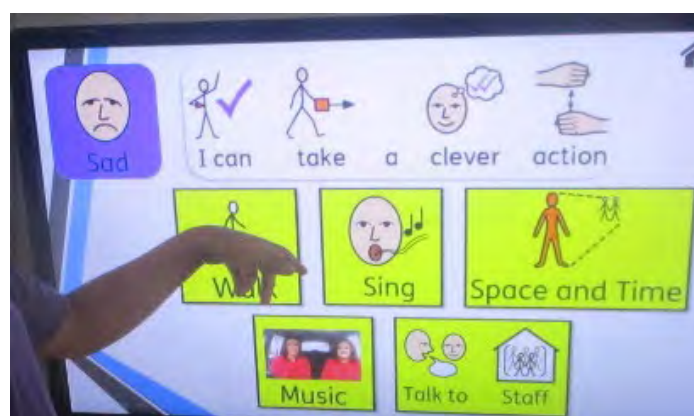
We recognise that drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle are important elements of our PSHE curriculum.

We believe that our PSHE curriculum should support the development of our students understanding of their own and others feelings and emotions focusing on our students **‘personal development’**. **This focus will support the students to develop Positive Behaviours and Attitudes which will then enable our students to make the successful transition into adulthood.**

**Key Stage 3 “Understanding my world”**  
**Key Stage 4 “Having fun and keeping safe”**

### Intent/Aims

- We want to offer our students a rich broad and balanced PSHE/RSE curriculum that is delivered at a level which is able to meet their needs;
- Our PSHE/RSE supports our students to understand what is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and **wellbeing**
- How to manage risks to physical and emotional health and **wellbeing**
- It helps our students to learn to keep physically and emotionally safe
- It supports our students to be able to recognise and understand how they are feeling
- It helps our students to manage change, including puberty, transition and loss
- This provides our students with the self-care and life skills which helps them to build their **cultural capital** so that they are prepared for life now and also for their next steps
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes** this is especially true when considering the **Social and Emotional and Communication and Interaction Outcomes** for our students.
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils. Our PSHE/RSE curriculum provides opportunities for the students to develop their levels acceptance, tolerance and empathy.
- Our PSHE/RSE curriculum promotes knowledge and understanding of healthy choices, lifestyles and diets
- Our PSHE/RSE Curriculum intends to provide our students with an understanding of **how to recognise risk and know where to go for help when they need it.**
- The PSHE/RSE curriculum promotes positive behavior and communication and encourages the student to express their views and feelings.
- It is a curriculum that supports our student's **access to the community and engagement in society**



### Course Content KS3 "Understanding My World"

PSHE KS3	Term 1	Term 2	Term 3	Term 4	Term 5
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<b>Year 1</b>	Health and Wellbeing – My Changing Body	Relationships – Maintaining Respectful Relationships	Staying Safe – Cyberbullying	Law and Rights – Equality	PSHE – Making Choices and Democracy
<b>Year 2</b>	Health and Wellbeing – Healthy Eating	Relationships – Happiness	Staying Safe – Making Decisions and Finding Support	Law and Rights – Bullying	PSHE – Equality and Diversity
<b>Year 3</b>	Health and Wellbeing – Exercise and Physical Activity	Relationships – Boundaries and Conflict Management	Staying Safe – Giving and Withdrawing Consent	Law and Rights – Medication, Legal and Illegal Drugs	PSHE – My School and Helping Others

#### Course Content KS4 “Having fun and Staying Safe”

PSHE KS4	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Year 1</b>	Health and Wellbeing – Keeping Our Bodies Healthy	Relationships – Tolerance and Kindness	Staying Safe – Managing Feelings	Law and Rights – Radicalisation and Criminal Behaviour	PSHE – Environmental and Global Issues
<b>Year 2</b>	Health and Wellbeing – Exercise and Anxiety	Relationships – Prejudice and Peer Pressure	Staying Safe – Making Decisions Online	Law and Rights – Bullying	PSHE – Fundraising and charity





## Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day this is especially true for PSHE
- In KS3, 4 and 5, PSHE/RSE is given designated timeslots in the timetable
- The Individual topics have been chosen because of and have been adapted to take into account o the needs and starting points of our learners. The tasks and activities are differentiated to enable all to make progress.
- The progress of students in PSHE/RSE is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. PSHE/RSE also supports the students to achieve their termly EHCP targets in their IEPs and progress towards these targets is also reviewed in the termly EHCP outcomes meetings.
- We recognise that PSHE/RSE runs through our whole curriculum so we do not lose opportunities to capture progress towards PSHE/RSE targets in all the different subjects.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in PSHE/RSE.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our students external Accreditations in PSHE/RSE, AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which also incorporates elements of our PSHE/RSE programme.
- The delivery of PSHE/RSE is supported by the use of Sensory and Communication Strategies including TEACCH, Attention Autism, Augmented communication, PECS.
- The delivery of PSHE/RSE is supported by extensive access to and opportunities within the community, developing life skills, helping the students to understand risk, being able to generalize learnt principles across a range of contexts.



## Impact/ Skills and Knowledge

- Increased access to education and levels of engagement
- Giving the student a voice and the positive impact upon self-esteem.
- Reduction in risk taking behaviours - Increase in our students abilities to recognise risk
- Developing positive habits and life skills generalizing these skills outside of education time
- Developing a sense of Identity
- Increased access to the community learning how to interact and behave positively beyond school
- Meeting and Exceeding EHCP Outcomes (Communication and Interaction – Social and Emotional)



- Development of communication skills - Positive Mental Health Outcomes
- Yearly progress Data - students meeting or exceeding our expectations
- Finding and exploring new interests



## Physical Education

It is our aim to provide a high quality physical education curriculum which enables the students to develop their abilities and to succeed in sport and other physically demanding activities. We aim to promote our students confidence in engaging in sport and to promote their health and fitness and continue to develop their gross and fine motor skills.

Our PE curriculum supports our aim to encourage the students to lead healthy active lives. It is also our aim through the PE curriculum to build the students' self-esteem, their ability to participate with adults and peers and to enable the students to develop a sense of the values of fairness and respect.

### Key Stage 3/4 "Get Up, Get Active"

#### Intent/Aims

- We want to offer our students a broad and balanced PE curriculum;
- For them to develop competence and be able to achieve their personal best in a broad range of physical activities
- So that they are physically active for sustained periods of time
- For our students to engage in a range of sports and physical activities
- So that they learn to lead healthy, active lives
- The PE curriculum provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood and in recognizing the importance of keeping fit and active in adult life.
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**, most especially in relation to their **Physical and Sensory Outcomes** and also their **Social, Emotional and Mental Health Outcomes**
- It will provide our students with **memorable and enjoyable learning experiences**, offering them a range of activities led by internal and external providers. This will encourage the student's interest in and participation and engagement with physical activity.
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils. (**Fairness, Independence, Respect, participation and turn taking with peers, following rules and engagement with public institutions – e.g. local recreation centres, Southampton FC etc.**).
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It will enable our students to develop their technique and performance across a range of physical activities.



### Course Content KS3 “Get Up, Get Active”

Key Stage 3 PE	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Year 1</b>	Athletics: High, Far and Fast!	Gymnastics: It's Partner Time!	Dance: I Feel Like Dancing!	Outdoor and Adventurous Activities: Let's Get Together!	Team and Individual games: Striking and Fielding
<b>Year 2</b>	Athletics: Skill Zones	Team and Individual Games: Net and Wall Games	Dance: Roll up, roll up to the big top!	Outdoor and Adventurous Activities: Follow it, find it!	Team and Individual Games: Dodging and Scoring!
<b>Year 3</b>	Gymnastics: Jump Down, turn around	Dance: Dance with Me	Team and Individual Games: Shuttle Sport	Outdoor and Adventurous: Striking and Fielding	Team and Individual Games: Invasion Games

### Course Content KS4 “Get Up, Get Active”

PE	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Year 1</b>	Athletics	Dance: Composing and Performing Dance	Gymnastics: Getting There Together!	Team and Individual Games: Invasion Games	Outdoor and Adventurous Activities: Walk the Walk!

Year 2	Individual: Yogacise	Gymnastics: Balance	Dance: Dancing to music!	Team Games	Outdoor and Adventure Play
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### Implementation/Assessment

- We offer a holistic approach where physical education is encouraged and learning takes place across the waking day
- In KS3,4 and 5, PE is given designated timeslots in the timetable
- The Individual activities are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in PE is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in PE.
- Positive Behaviour Approaches – The PE curriculum encourages the use of Positive behavior approaches
- Sensory and Communication Strategies – The PE curriculum is delivered using a wide range of augmented communication strategies.
- The PE curriculum is supported by a range of activities both on and off site which encourage participation and engagement with Physical Education e.g.;
  - Swimming
  - Climbing
  - Yoga
  - Saints Ability (Football)
  - Sports for Champions
  - Sports Day
  - Pedall
  - Use of Outdoor Equipment
  - National Walking Day
  - Fishing at Southlands
  - Flamenco
- We recognise the strong links between the encouragement of living a healthy lifestyle and physical activity and this is linked to the work undertaken in PSHE/RSE.

### Impact/ Knowledge and Skills

- Increased access to education and physical activity
- Increased access to the community and public institutions
- Meeting and Exceeding EHCP Outcomes especially in relation to **Physical and Sensory Outcomes** and also their **Social, Emotional and Mental Health Outcomes**

- Yearly progress Data - students meeting or exceeding expectations in PE
- Finding and exploring new interests – Southampton FC Saints Ability programme has encouraged participation in football, many of our students will not have participated in organised football coaching, Calshot Climbing Club, Pedall, Swimming etc.
- Development of communication skills - Positive Mental Health Outcomes



## **Thematic Learning**

### **Incorporating the Humanities, Music, Art and Design and Technology**

We believe that the students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines. The Thematic approach combines the subjects of History, Geography, Music, Art and Design Technology. This approach increases the student's interest and supports them to make connections with their work. We believe that the thematic breaks down concepts and facts to more closely resemble how life is experienced outside of school. The thematic approach should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The units should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The themes explored should inspire pupils' curiosity to know more about the past and give them some understanding of their place in time. The units are designed in a way to help the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We also believe that the thematic curriculum equips the students with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will ensure that the thematic curriculum draws upon the student's interests and makes the vital connections from the real world and life experiences.

### **Key Stage 3/4 "A Journey through Time"**

#### **Intent/Aims**

- We want to offer our students a broad and balanced curriculum in Thematic Learning;
- Enables an experience of music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Students will be encouraged to learn to sing and to use their voices, to create music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to express themselves musically to the best of their interest and ability
- The students will be encouraged to understand and explore how music is created, produced and communicated
- The students will be supported to begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Students will explore and begin to understand the processes that give rise to key natural and human geographical features of the world
- They will be encouraged to communicate their geographical understanding in a variety of ways,

- Students will be given lots of opportunities to produce creative work, exploring their ideas and recording their experiences
- They will engage with and enjoy drawing, painting, sculpture and other art, craft and design techniques
- The students will learn about great artists, craft makers and designers
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said**



### Course Content

#### Key Stage 3 "A Journey through Time"

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Humanities</b>	British History before 1066 – The Iron Age	Place Knowledge: Making Connections – My School's Locality	Stormin' Normans: Development of Church, State and Society in Medieval Britain 1066-1509	Human and Physical Geography: Water and Rivers	The First Colony in America and First Contact With India: The Development of Church, State and Society in Britain 1509-1745
<b>Art</b>	Art and Crafts: 3D Art	Media: Art / Photography – Say Cheese!	Painting	Natural Objects and Materials: Art, Nature and Imaging	Sculpture: I Can Build With Clay
<b>Music</b>	Notations: Notation	Improvise and Compose: Creating and Recording	Musical Devices: Sound Effects	Listen: Natural Environment	Musical Devices: Working With Stringed Instruments

		Sounds			
<b>D&amp;T</b>	Textiles: Sewing	Electronic Systems: Light it Up! (How to Make a Torch)	Cooking and Nutrition: Bake-off!	Design and Make: Tell Me a Story – Story Books	Own Design: Money, Money, Money – Money Containers

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Humanities</b>	Geographical Skills and Fieldwork: Making Connections	Britain's Transatlantic Slave Trade: Its Effects and its Eventual Abolition	Human and Physical Geography: Extreme Weather	Let Them Eat Cake! Ideas, Political Power, Industry and Empire – French Revolution	Locational Knowledge: Environment – Transport and Journeys
<b>Art</b>	Architectural Art: A Sense of Place	Print Making: Making a Mark	Art and craft: Let's Get Crafty	Drawing: 2D Art	Textiles: Recycling and Reusing
<b>Music</b>	Play and Perform: Tempo	Play and Perform: Rhythm	Improvise and Compose: Combining Sounds	Play and Perform: Using the Keyboard	Musical Devices / Technology: Creating Own Musical Instrument
<b>D&amp;T</b>	Technical Knowledge: Get to the Other Side - Bridges	Materials: Making a Bag	Electronic Systems: Beep! Alarms	Cooking and Nutrition: Biscuit Booklet	Materials: Joseph's Coat

YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Humanities</b>	Women's Suffrage: Challenges for Britain, Europe and the Wider World 1901 to the Present Day	Human and Physical Geography: World Climates – Hot and Cold Climates	The Holocaust: Challenges for Britain, Europe and the Wider World	Place Knowledge: Brazil	Where I Live: A Local History Study
<b>Art</b>	Collage: Piece it Together	Multi-cultural Art: Get Ready to Discover Art From Around the World	Historical: Great Artists	Design Techniques: Art Book Assessment	Sculpture: Models – Build Me!

<b>Music</b>	Listen: Pitch	Listen: Identifying Sounds	Play and Perform: Sensory Music	Listen: Music that Makes Us Feel Good	Musical History: Music Through the Ages
<b>D&amp;T</b>	Electronic Systems: Lighting it Up	Evaluate: A Roof Over Your Head (Shelters)	Design and Make: It's a Picture! (Photo Frames)	Design and Make: Moving Monster	Design and Make: Pop-up Cards

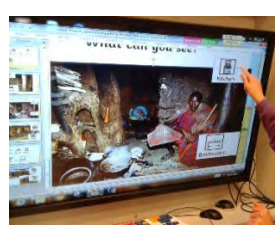
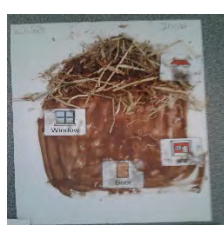
#### Key Stage 4 "The Journey Continues"

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Humanities</b>	The Vikings	Place Knowledge: Homes	Life in the Tudor Times	Human and Physical Geography: The Seaside	The Industrial Revolution
<b>Art</b>	Textiles: Lumpy, Bumpy, Scratchy, Smooth	Sculpture: Sensory / Outdoor Sculptures	Historical Art: Folk Art	Design Techniques: Shape, Space and Form	Art and Craft: Come Craft With Me
<b>Music</b>	Listen: The Vikings	Musical Devices: Music and Television – Sound Effects	Play and Perform: Instruments - Duration	Musical History: Composers	Play and Perform: Orchestra
<b>D&amp;T</b>	Materials: Bird Feeders (Viking Longboat)	Design: Compartment Lunchbox	Design and Make: Give a Gift (Tudor pomanders)	Food and Nutrition: It's Smoothie Time	Design: Make a battery-controlled buggy

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Humanities</b>	Locational Knowledge: National Parks – The New Forest	World War II	Human and Physical Geography: Weather Around the World	The Civil Rights Movement in America	Locational Knowledge: World Foods and Culture
<b>Art</b>	Print Making: Stamp It	Drawing: Line and Tone	Design Techniques: Weaving Over and Under	Digital Media: Computer Art – Click and Create	Cultural Art: Multicultural Art
<b>Music</b>	Notation: Notation and Group Work	Improvise and Compose: Class Songs	Play and Perform: Winter	Musical Devices: Sound Sources	Listen: Contrasting Cultures



<b>D&amp;T</b>	Design and Make: What Can You Learn From a Textile Tree?	Industrial: I can Use the Vac Moulder	Materials: Make a Kite	Own Design: How to Store Your Favourite Things	Food and Nutrition: Healthy Snacks
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### Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day;
- In KS3 and 4, Thematic Learning is given its own dedicated timetabled periods during the week
- The Themes and topics are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The students' progress with the thematic units will be celebrated in their Learning Journeys
- The progress of students in thematic learning is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level
- Positive Behaviour Approaches are the foundation for our delivery of the thematic curriculum.
- Sensory and Communication Strategies including Autism specific approaches PECS, “Attention Autism”, TEACCH approaches and Colourful Semantics are all used in the delivery of the Thematic units
- Community visits and our exploration of the world around us supports our thematic approach with visits to the New Forest National Park, local places of interest, castles, museums, historical sites and areas of outstanding natural beauty.



### Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
  - Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
  - Yearly progress Data - students meeting or exceeding expectations
    - Finding and exploring new interests
  - Development of communication skills - Positive Mental Health Outcomes
    - External Accreditation AQA awards.



## Science

A high-quality science education provides the foundations for understanding the world. Science has changed our lives and is vital to the world's future prosperity, and our students will be taught the essential aspects of the knowledge, methods, processes and uses of science.

We will encourage our students to develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Intent/ Aims

- We want to offer our students a broad and balanced curriculum in Science;
- For our students to develop scientific knowledge and conceptual understanding
- For them to develop understanding of the nature, processes and methods of science
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a science curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said**
- For them to have some understanding of the uses and implications of science, today and for the future



### Course Content KS3 – KS4 “From Small to Big”

KS3 Science	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	The Senses	Exploring Materials	Electricity	The Body	Grouping Materials
Year 2	Forces	Body Changes and Reproduction	Changing Materials: Physical Changes	Light	Animals and Plants
Year 3	Separating Materials	Sound	The Environment	Changing Materials: Chemical Changes	The Earth and Beyond

KS4 Science	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Materials and their Properties: Metals	Physical Processes: Forces	Life Processes: Humans as Organisms	Materials and their Properties: Mixing and Separating	Physical Processes: Electricity and Magnetism
Year 2	Life Processes: Human Reproduction	Materials and their Properties: Heating and Cooling	Physical Processes: Energy	Life Processes: Maintenance of Life	Materials and their Properties: Chemical Changes

### Implementation /Assessment

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, science is given designated timeslots in the timetable
- The science curriculum has been adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in science is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in science.

- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations in Science AQA unit awards at entry and Pre entry Level.
- Positive Behaviour Approaches are the bedrock of our approach and delivery of the science curriculum.
- The science curriculum is supported by a range of co –curricular activities both on and off site throughout the school year.



### **Impact / Skills and Knowledge**

- Increased access to education, engagement with the science curriculum
- Increased access to the community and engagement in society
- Sense of fun and fascination for the natural world and how it works
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests , developing an understanding of the world around us
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards in Science



### **Religious Education**

The RE curriculum at Hill House is based on the Hampshire agreed syllabus, students learn about religious beliefs and teachings, traditions, ideas and concepts. Our RE curriculum provides students with the opportunity to learn about values and it supports student's spiritual growth and development as well as nurture a respect for other cultures.

Students are able to engage in lessons that are visual, hands on and experiential, they are able to handle a range of artefacts and participate in a variety of celebrations

Some students receive additional RE lessons which are based on their particular culture or religion

### **Intent/ Aims**

The RE curriculum at Hill House School promotes spiritual, moral, social and cultural development as part of the whole school curriculum and to offer opportunities for introduction to religions and collective worship through songs, stories, themes, thanksgiving, celebration, meditation. Students explore key concepts of remembering, ritual, specialness, story and symbols within discrete units in Citizenship or integrated within other subject areas. Through their studies, students will be encouraged to become successful learners, confident individuals and responsible citizens. We aim to promote the concept of community across four levels: school community, local community, UK community and the global community. Students will be provided with the opportunity to explore each topic through discussions, questioning and evaluating and investigating ethical issues.

Students:

- Show an awareness of themselves as distinct from others
- Help and care for others and begin to develop friendships
- Discuss different feelings and emotions in a variety of situations, both in terms of themselves and others e.g. joy and empathy
- Examine roles within the community e.g. people who help us, my family, my school
- Care for environment – recycle, tidy up
- Accept rights and responsibilities e.g. socially acceptable behaviour
- Makes choices and shows preferences
- Looks at major events that affect their lives e.g. birth, death
- Experiences / gives opportunity to celebrate all that is best within student experiences and to express joy at their achievements and those of other people
- Develops self-confidence, a feeling of self-worth and positive self esteem
- Take part in acts of collective worship
- Celebrates festivals and traditions
- Participates in songs, stories, books, music, art, customs from a variety of cultures and faiths
- Makes visits to religious sites within their community where appropriate
- Development of interest in natural world

### Course Content KS3

RS	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	The Island	Festivals of Hope and Light: Christmas and Diwali	Who was Jesus?	Christian Stories	Growing up a Christian
Year 2	Who was the Buddha?	Buddhist Stories	Gandhi's Vision: Karma	All about Hinduism	The Importance of Charity in Religion
Year 3	The Island Revisited	The Importance of Food in Religion	All About Judaism	Passover	Religious Responses to Problems in the World

#### Course Content KS4

RE	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Who is an Inspiration Today?	Faith Through Buildings and Monuments	Faith Through Music and Art	Religion of the Plains Native Americans	The Sacred and the Environment
Year 2	Famous Religious Figures	Worship in our Community	All About Islam: The Five Pillars	The Fifth Pillar: Hajj	Let's Have Fun With Celebrations and Festivals

#### Implementation /Assessment

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Hampshire Locally Agreed Syllabus. Teachers adapt each scheme to suit the needs and individual learning level of each student..

Schemes take into account of the KS3 Programme of study with units at KS4 designed to reinforce and build upon prior learning experiences.

The RE curriculum covers the main religions. Students are provided with the opportunity to explore each topic through discussions, questioning and evaluating and investigating ethical issues. Different forms of expression including art, dance, drama, reading, writing, speaking and listening, sensory activities and computing will be utilised to enhance their understanding of RE and Citizenship

All students also have the opportunity to participate in RE based curriculum days where they can access a wide range of cross-curricular RE based activities

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content



to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons



### **Modern Foreign Languages (MFL)**

At Hill House students are taught to be open to other cultures and to have an understanding of the world.

MFL at Hill House incorporates; listening, speaking, reading and writing. All students have the opportunity to take part in specially planned MFL days as well as take part in a range of celebrations and festivals across the year

#### **Intent/ Aims**

The MFL curriculum at Hill House School develops student's knowledge and understanding of a variety of cultures from around the world. Students have the opportunity to gain key skills in reading, writing speaking and listening.

Students have the opportunity to celebrate a country and to share experiences

#### **Cross – curricular opportunities**

Cross curricular opportunities include; Literacy – learning key words in each language. Numeracy – learning numbers. And in the Thematic Learning, Art – art from variety of countries and cultures. Music – music from around the world. DT food technology – dishes from around the world

#### **Accreditation**

All Students at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics. Each scheme of work has a link to the associated unit. Students are able to work towards a pre-entry or entry level unit.

## **HILL HOUSE SCHOOL 6<sup>TH</sup> FORM CURRICULUM**



“The Sixth Form provides a highly effective transition for students as they move from the lower school towards leaving the school.....The relevant qualifications that students gain give them vital currency when exploring options for their future.” OFSTED January 2020

### **Intent**

At Hill House we offer a distinct sixth form curriculum for our older students. This provides a progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further  
Throughout the education week students travel through three main pathways;

1. Core Academic
2. Passport to Adulthood Life Skills, Careers & Work Related Learning
3. Arts and Humanities

Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in two college bases, working in our sixth form common room and spending time in a variety of work based learning environments in the community

Working within smaller groups enables students to practise their independence and allows tutors to plan and deliver a more individualised study programme

### **College Curriculum**

<b>Golden Threads</b>	<b>Core Curriculum (Academic)</b>	<b>Passport to Adulthood</b>	<b>Arts and Humanities</b>
SMSC	Assessed via IEP progress	Assessed via Accreditation – OCR/AQA & IEP	Evidence in Learning Journeys and impact upon IEP achievement Assessed via Accreditation – OCR/AQA & IEP
	Literacy & Communication Reading Writing Speaking and Listening	Preparation for adulthood & Life skills	An appropriate and varied experience of the world around them – history, geography culture and

EHCP Outcomes	Numeracy Number SSM Using and Applying	IT and staying safe with technology	religion. Music and the arts (including external productions/ off site activities)
British Values		Work experience and work related learning	
"The best that Has been thought and said"	PSHE/ RSE (New curriculum layout)	Enjoying and experiencing the community	
Preparation for Adulthood & Cultural Capitol		Keeping fit and Healthy (PE / explicit programme of Physical Activities)	

### **Core Curriculum Programmes of Study**

#### **Hill House Sixth Form Study Programme - Literacy**

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Print, signs and symbols in our environment.	Gathering and using information	Making Choices	Say hello: Sharing Information- People	Vocab: Cooking and Food
Year 2	Let's make a list: Making schedules and instructions	Media Mania: Creating an Interest- Media	Keeping a diary	What have I done? Sharing Information- Events	Vocab: Clothes and personal care
Year 3	Using our senses in storytelling	Making a life book (1)	Press gang! Write your own newspaper or magazine	Creating an Interest: Books	Making a life book (2)

#### **Hill House Sixth Form Study Programme - Numeracy**

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Patterns in everyday life: Maths for design	Space and location	Everyday measures	Maths for information	Domestic Maths
Year 2	Sorting	Counting out- Tidying	Time: Days of the week	Maths for leisure	Money matters
Year 3	Patterns in everyday life: Shape, space	Money matters: Financial responsibility	Data: recording information	Drawing with shapes	Counting out: more and less

	and colour				
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Hill House Sixth Form Study Programme – PSHE/RSE

PSHE/RSE 6 <sup>th</sup> Form	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Year 1</b>	PSHE – Environment	Relationships – Maintaining Positive Relationships	Health and Wellbeing – Health and Diet	Law and Rights – Giving Consent Digital Footprints	Staying Safe – Drugs, Alcohol and Addiction
<b>Year 2</b>	Health and Wellbeing – Reproductive Health and Risks	Relationships – Recognising Unsafe Relationships	Staying Safe – Support Networks	Law and Rights – Equality and Human Rights Protected Characteristics	PSHE – Bank It, Save It
<b>Year 3</b>	Health and Wellbeing – Exercise and a Positive Mind	Relationships – Working Relationships and Community Living	Staying Safe – Online	Law and Rights – Radicalisation	PSHE – Living in Britain

**OCR Life and Living Skills Award - “The World of Work”**

Year	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Year 1</b>	Environment and community  Making a sensory garden	World of work  Learning about different careers	Personal skills  Healthy living	Communication  Developing communication skills	Home management  Making and preparing your own food
<b>Year 2</b>	Environment and community  Planting and seeding	World of work  Preparing for work and job skills	Personal skills  Emotional well being	Communication  Interacting in a group situation	Home management  Carrying our household tasks
<b>Year 3</b>	Environment and community  Digging, planting and working in the allotment	World of work  Work experience of your choice, your personal skills	Personal skills  Independent living skills: keeping safe	Communication  Encountering different experiences and being part of a team	Home management  Independent living: Looking after your home

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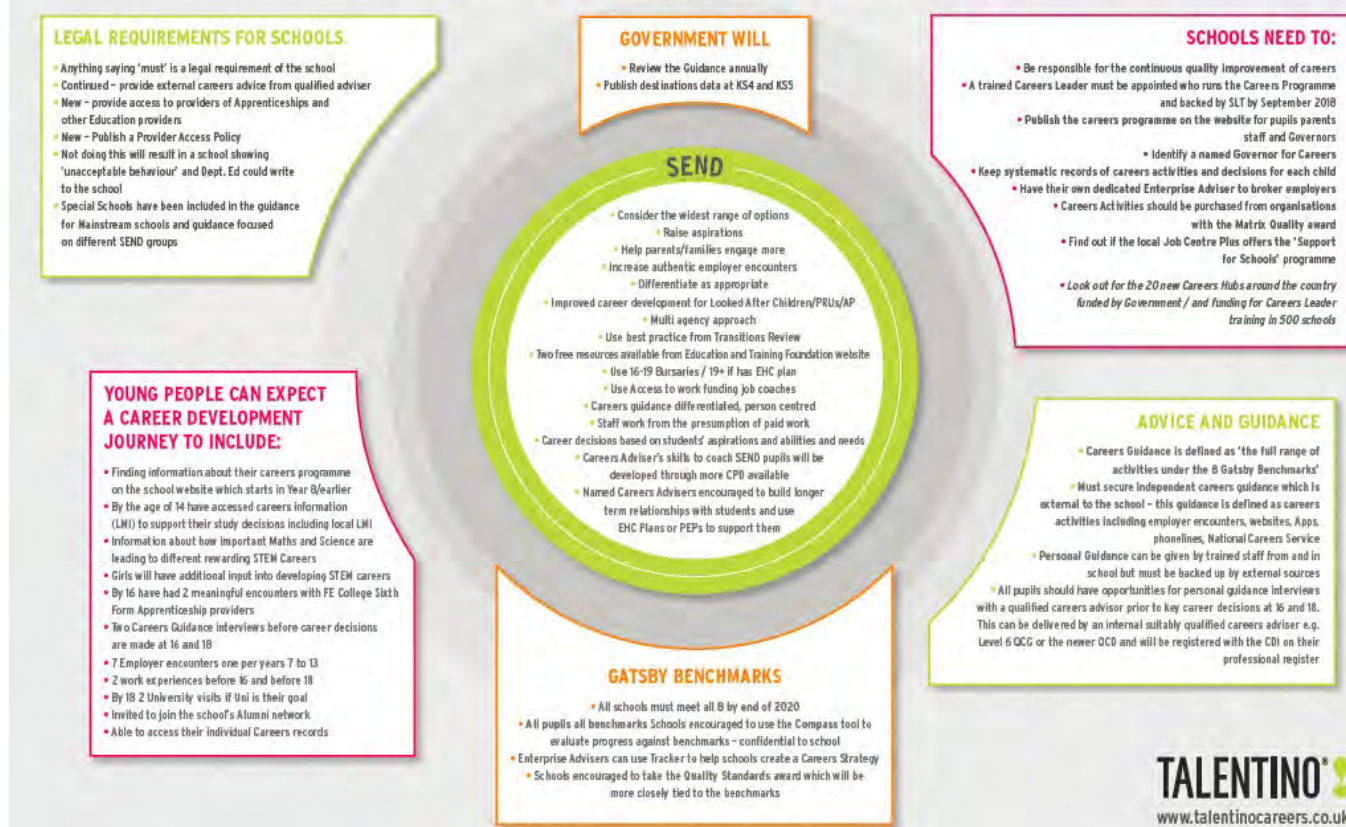
### **The National Careers Strategy – Hill House School**

The National Careers Strategy is the government’s plan for raising the quality of careers provision. At Hill House we are working with Talentino, a Matrix accredited external career development company affiliated to the professional body ‘The Career Development Institute’ and specializing in the career development of young people with SEND. Our education staff at Hill House have been trained by Talentino to deliver the careers programme – ‘*Careers at **Every Level***’ – which includes classroom / college based career coaching, work experience, employer engagement, employability skills development and business enterprise

All students at Hill House have the opportunity to develop their skills, knowledge and understanding through access to our careers programme. There are many benefits and there are a range of potential career outcomes for our students including; improving work related skills for supported living, supported volunteering and the possibility of supported employment in some cases

Please see below the key points from the National Careers Strategy;

## Key Points National Careers Strategy and Statutory Guidance 2018 from Talentino Career Development Company



The Eight Gatsby Benchmarks within the National Careers Strategy underpin all our careers work. The Careers programme at Hill House delivers against these in the following way;

Benchmark	Notes	How we currently meet this Benchmark – Careers at Every Level
<b>A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>We offer a whole school careers programme and support embedding it within the school including engaging with governors, information for parents and engaging and training employers and local community contacts to be part of a long term network</li> </ul>
<b>Learning From Career &amp; Labour Market Information</b>	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>Full set of accessible resources about opportunities provided. These are reviewed annually.</li> <li>In-school careers coaches are trained and actively support students to utilise resources and help students to build skills and to create future aspirations and plans at a level that is appropriate and meaningful to them</li> </ul>
<b>Addressing The Needs Of Each Pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers	<ul style="list-style-type: none"> <li>Tailored to meet the needs of our young people with a range of learning disabilities. Session plans and resources are differentiated based on the needs of the participants and individual career development plans are created as well as</li> </ul>



	programme should embed equality and diversity considerations throughout.	articulating the employment outcomes on the EHCP plans
<b>Linking Curriculum Learning To Careers</b>	All teachers should link curriculum learning with careers.	<ul style="list-style-type: none"> <li>Careers coaching is delivered through a classroom based modular programme linked through to the assessment of pupils</li> </ul>
<b>Encounters With Employers And Employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>Regular Enterprise schemes are embedded within the school where students develop their skills in a variety of work environments</li> <li>School is supported to build a network of engaged employers to provide on - going and multiple work experience for as many students who can access it</li> </ul>
<b>Experiences Of Workplaces</b>	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>School is supported to build a network of engaged employers</li> <li>The programme provides a framework for working experience projects (School based, visits and work experience)</li> <li>Students are fully supported to engage with employers through a range of suitable activities</li> <li>Employers have training and many opportunities to have raised disability awareness</li> </ul>
<b>Encounters With Further Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.	<ul style="list-style-type: none"> <li>All students will experience college in the upper sixth form and some students will have the opportunity to link up with local mainstream sixth form colleges</li> </ul>
<b>Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs	<ul style="list-style-type: none"> <li>Careers coaches are embedded within each school</li> <li>Significant periods include EHC plan reviews, transition from school. School have the capacity to provide coaching support at these key times.</li> </ul>

Talentino was commissioned by the Careers and Enterprise Company to write the new Gatsby SEND Toolkit.

The 'SEND Gatsby Benchmark Toolkit' document can be found by Ctrl clicking this link;

<http://www.talentinocareers.co.uk/the-send-gatsby-benchmark-toolkit.html>

### **Careers at Hill House**

#### **Intent**

The teaching of careers enables our students to understand, experience and interact with the world of work

The curriculum offers opportunities to learn about rights and responsibilities and working together as well as exploring a variety of jobs and tasks on site at Hill House

We teach our students about how to get ready for work and the tools that might be needed in order to complete a task

The curriculum also offers a variety of options for work experience in the wider community with links to local businesses and projects. The curriculum also offers opportunities for students to be involved in mini-enterprise projects at the school

### **Implementation**

Sixth Form students take part in a range of careers based lessons across the week where they have the opportunity to learn about the world of work. Students have also had the opportunity to work collaboratively on a mini – enterprise based project. Previous work has included; planning and implementing a lemonade stall and small café and designing and producing items to sell at an event for parents and visitors

In addition, we offer an annual careers week where all students at the school have the opportunity to learn about and experience the world of work. Local companies and organisations visit the school to run workshops and students also have the chance the visit groups out in the community

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is planned either on or off site but with the aim for all students to experience some kind of off - site work experience at some point during their time at Hill House School. On site there are opportunities for students to make a contribution to the whole school by being responsible for collecting recycling, working in the allotment or helping out in our café.

Off-site students work at the local village shop and at a local charity shop. Students also have the opportunity to take part in work experience at a local secondary school's walled garden where they can learn skills in horticultural care, animal care and team work.

We also have a link with our local sixth form college and students from Hill House have the opportunity to work at their Skills Centre where they can learn skills in marine engineering, brick laying and plumbing, carpentry and upholstery

Each sixth form student works towards achieving accreditation from the OCR Life and Living Skills Award which they can take with them into adult life. The award is made up of key skills that the students work towards through their careers and life skills work. Each student's progress is tracked against a set of outcomes that may come from the OCR award, Talentino programme or from AQA unit awards. Alongside this, evidence of work, photographs, video and student feedback are also used to evaluate what each student has learnt. Students in the 6<sup>th</sup> Form all have an E-Portfolio of work which provides evidence to support their application for accreditation for the OCR Award.

Students at Hill House learn key skills through the careers study programme which they have the opportunity to generalize and practise in real life situations in the community. Students will then hopefully take these skills with them into adult life and from our destination information we are able to track the impact of our interventions.

### **Equal opportunities and Inclusion**

At Hill House students are taught in accordance to the Equality and Diversity policy with necessary adjustments made to remove any barriers to learning for individual students

### **SMSC and British Values**

The careers curriculum includes opportunities for students to respect values and opinions of others, use their investigative skills, work together collaboratively and learn how to stay healthy. Students have the opportunity to contribute their ideas and to make choices. Students learn through practical experiences about what is right and wrong and learn to develop respect for others

Hill House works to ensure that students develop a knowledge and respect for public institutions and services in England. Within the careers curriculum students have the opportunity to visit a range of public institutions

Keeping safe is promoted within the teaching of careers. Students are given supervised access to our computing facilities and are provided with access to filtered internet and other services operating at Hill House School

If you would like to get in touch with Talentino please email [hello@talentinocareers.co.uk](mailto:hello@talentinocareers.co.uk)

### **British Values / Public Institutions**

The values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run throughout the Hill House curriculum. Schemes of work and sixth form study programmes include work such as English – books covering themes on tolerance and respect. Poetry, songs and languages from other countries and cultures. PSHRE ,Citizenship – taking part in class meetings and voting on choices. RE – visits to places of worship and celebrations of different faiths and cultures. History – British values within the world wars. Geography – how different cultures live and work

Students have the opportunity to access a wide range of public institutions.

Citizenship Themes include;

1. Democracy and Government
2. Laws, Justice and Human Rights
3. Responsible Activity – Making a positive contribution to our community and the environment
4. Unity and Diversity – fostering respect and understanding
5. Income and expenditure

The Hill House curriculum is realistic yet progressive. It is user-friendly to enable teachers to adapt, modify and personalise within their planning

Students also have the opportunity to access the community and skills of accessing amenities, developing leisure interests, shopping and outdoor pursuits are taught throughout the age range. In the sixth form, particular emphasis is placed on life skills, developing independence, work-related learning/ vocational skills, careers and skills for life

Teachers are also involved in moderation and monitoring of their subject. This may include; evaluation of activities, observations, discussions with teachers and students, work sampling, student shadowing, questionnaires and learning walks, monitoring action plans can then be set up. Teachers are also involved in the external moderation of work



# Hill House School

## Relationships and Sex Education RSE

(From September 2020)

Hill House School is committed to supporting students' personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives. Underpinning the PSHE/RSE curriculum is the school's ethos which gives a high priority to positive relationships between all members of the community. Whilst our policy is to raise standards and expectations for all, the school treats all students as individuals, recognising and respecting individual needs, interests and abilities

### **Legal Status/ Statutory Requirements**

From September 2020 there is a statutory obligation for schools to deliver Relationships and Sex Education.

DFE policy statement: Relationships Education, Relationships and Sex education, and Personal, Social, Health and Economic education March 2017

"Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations."

In addition our PSHE/RSE curriculum;

- Complies with Part 2, paragraph 5 of the Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- section 34 of the Children and Social work act 2017.

### **Applies to**

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

### **Related Documents**

- The Teaching and Learning Policies, the Safe Guarding Policies; Child Protection, E-Safety and Anti-Bullying
- Spiritual Moral Social and Cultural Policy, Personal Social Health and Economic Education and Citizenship Programme
- Equality and Diversity Policy, Inclusion Policy, Special Educational Needs and Disability (SEND) Policy

### **Availability**

This policy is made available online to parents, carers, staff, students and all stakeholders.

### **Background Information**

Hill House is an 11-19 co-educational Independent School. This policy and curriculum approach has evolved through consultation involving students, parents, staff, and appropriate external stakeholders. All views were taken into account when developing this policy and any associated curricular input.

The young people in our school are more likely to have disrupted educational experiences and to have missed out on key aspects of the curriculum including relationship and sex education. This could mean that their access to sources of information may be limited through lack of knowledge.

They may:

- Have missed out on school relationships and sex education due to frequent changes in educational placements;
- have limited guidance and support on relationships and sex from parents or family;
- have been exposed to sexual/physical abuse leading to low self-esteem or inappropriate behaviour;
- lack the necessary skills and confidence to negotiate and sustain positive relationships;
- have difficulty with communicating their thoughts and feelings about sex and relationship issues.

### **What is Relationships and Sex education?**

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At Hill House School, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationships and Sex, within the PSHE curriculum, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both in the physical and online world. It enables the students to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own and others relationships and sexuality positively. Although RSE does involve teaching about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Effective RSE is crucial to developing and maintaining emotional and physical health and is essential if young people are to make responsible and well informed decisions about their lives as they move from childhood through adolescence into adulthood.

### **Intent of the PSHE/RSE curriculum;**

- To develop knowledge and understanding of positive and healthy relationships
- Make students aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare the students for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex



- Support the students to use the internet safely and to recognise the benefits and risks that it brings
- Develop students' skills around assessing risk and keeping safe
- Enable the students to gain the skills and understanding to support the development of healthy bodies and minds
- Enable students to recognise and manage their emotions and to provide a toolkit for understanding and managing their emotions.
- Provide students with the knowledge and skills to access appropriate support
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Allow pupils to acknowledge and appreciate difference and diversity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote the spiritual, moral, cultural, mental and physical development of all students.

### **Implementation**

RSE is delivered as part of the wider PSHE curriculum but elements of RSE are embedded across curriculum areas, including Science. We recognise that some students will require further input and these will be delivered through smaller cross class/college groups. The school also recognise the individual levels both cognitively and developmentally and will address this individually through each young person having their own Relationship and Sex Education "RSE" plan. This individual RSE plan will be reviewed and updated on a termly basis.

### **Content**

Students will learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn about growing up and the benefits and challenges this life process presents.

They will learn about their bodies and the changes that may take place and also how to deal with feelings and emotions relating to these changes. The students will learn about keeping safe both in the physical and online world. Importantly students will learn about and develop the skills to make more informed choices as part of their wider learning in preparation for adulthood.

Students will explore a wide range of topics relating to relationships and sex education through the PSHE curriculum and this will include;

Key Stage three;

PSHE KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – My Changing Body	Relationships – Maintaining Respectful Relationships	Staying Safe – Cyberbullying	Law and Rights – Equality	PSHE – Making Choices and Democracy
Year 2	Health and Wellbeing – Healthy Eating	Relationships – Happiness	Staying Safe – Making Decisions and Finding Support	Law and Rights – Bullying	PSHE – Equality and Diversity
Year 3	Health and Wellbeing – Exercise and Physical Activity	Relationships – Boundaries and Conflict Management	Staying Safe – Giving and Withdrawing Consent	Law and Rights – Medication, Legal and Illegal Drugs	PSHE – My School and Helping Others

Key Stage four;

PSHE KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – Keeping Our Bodies Healthy	Relationships – Tolerance and Kindness	Staying Safe – Managing Feelings	Law and Rights – Radicalisation and Criminal Behaviour	PSHE – Environmental and Global Issues
Year 2	Health and Wellbeing – Exercise and Anxiety	Relationships – Prejudice and Peer Pressure	Staying Safe – Making Decisions Online	Law and Rights – Bullying	PSHE – Fundraising and charity

Sixth Form;

PSHE 6 <sup>th</sup> Form	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – Reproductive Health and Risks	Relationships – Maintaining Positive Relationships	Staying Safe – Online	Law and Rights – Radicalisation	PSHE – Environment
Year 2	Health and Wellbeing – Health and Diet	Relationships – Recognising Unsafe Relationships	Staying Safe – Support Networks	Law and Rights – Digital Footprints	PSHE – Bank It, Save It
Year 3	Health and Wellbeing – Exercise and a Positive Mind	Relationships – Working Relationships and Community Living	Staying Safe – Drugs, Alcohol and Addiction	Law and Rights – Equality and Human Rights	PSHE – Living in Britain

### Use of Materials

We will ensure that students are protected from teaching and materials, which are inappropriate, having regard to the age, emotional development, abilities and cultural background of the students concerned. We will also ensure that students are protected from accessing unsuitable materials on the Internet.

### **Specific Issues within RSE**

The teaching of more specific areas such as ‘masturbation’, “menstruation” and ‘sex’ will be addressed on an individual need basis. A RSE referral will be made to the Senior Team in the first instance and this referral will be discussed in an MDT meeting. A written individual programme will be decided upon and drawn up in this meeting with parental and social worker input and agreement. The programme will include how the issue will be addressed what teaching and learning is needed and how this will be implemented and reviewed.

### **Withdrawal**

Parents/Carers do not have the right to withdraw their children from relationships education provided at Hill House School except for those parts included in the non-statutory components of sex education within RSE.

Those parents/carers wishing to exercise this right are invited to contact the School to explore any concerns and discuss the impact that withdrawal from aspects of the PSHE/RSE curriculum may have on the child.

### **Confidentiality and Child Protection**

Teachers need to be aware that effective RSE education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of the school’s staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they must follow the Safeguarding Policy.

RSE lessons would encourage open dialogues at times and pupils should know, as far as possible, that staff cannot offer unconditional confidentiality if there is a suspected child protection issue.

When a member of staff who receives information where they believe there may be a child protection issue to be addressed, they should refer the case to the Designated Safeguarding Lead. They should also make clear to the student that they cannot guarantee confidentiality. The member of staff should ensure that the student understands that if confidentiality has to be broken they will be informed first.

### **Sexual Identity and Sexual Orientation**

Hill House believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

## **Community Access / Alternative Provisions/External Providers and Work Placements**

At Hill House all students have the opportunity to access the community on a regular basis as part of their curriculum work. Some students, particularly when they first start at Hill House may find accessing the community challenging. Some students may have had negative experiences or have not been able to access the community for a long time. We start slowly by looking at a student's interests and motivators.

We support students to take part in achievable outings accessing the local area. These may include; walks in the forest, park visits and trips to the local shop to buy a snack. By implementing regular opportunities to access the community and travel on a minibus across the waking day, students are then able to develop their confidence and tolerance to enable them to access a wider range of community opportunities

Community access is planned and linked to schemes of work. Students are supported and encouraged to develop their independent skills for example; learning how to handle money, use a cash point machine, queue to pay for groceries. They are encouraged to access places such as cafes and restaurants

Community lessons across the school are often linked to other subjects and enable students to generalise or extend skills and knowledge from another area of the curriculum. Examples include visiting local art galleries as part of an art topic on sculpture or visiting a local museum as part of a history project

PSHE is a strong element of community lessons, students practise their social skills and learn how to access public places in a safe and appropriate way

Community is included on the class timetable and weekly planner and linked to schemes of work as well as the development of individual SMSC skills

Students have the opportunity to choose what they would like to access for example individual singing lessons and a wide range of leisure based activities take place including; trips to the cinema, theatre and spa days



Students at Hill House have the opportunity to access a range of alternative provisions, these include;

- Climbing club
- Pilley Stores
- The New Arts Centre at Roche Court
- Priestlands School Walled garden
- Brockenhurst sixth form college
- Football coaching with 'Saintsability'

These provisions are identified to match individual needs and interests, we also involve parents and where possible the student themselves in choosing these activities

Hill House assess the quality of these provisions by completing a thorough risk assessment prior to an activity starting. This may involve spending time with the provider observing existing sessions. Hill House also checks the safety of the provision by requesting copies of their risk assessments, Insurance details and confirmation that all relevant DBS checks have been completed

Hill House provides annual training for all external providers. This is an opportunity to come into the school and complete sessions on Safeguarding, Keeping Safe and Communication. This enables us to ensure that all providers are aware of how seriously we take safeguarding and helps them to be able to work with us to support our students

Hill House ensures that the provider has the relevant information needed to be able to work with an individual; this may include giving information about a student's literacy levels, medical needs and behavior

Hill House monitor the progress of an individual by setting relevant targets against an activity and evaluating the level of support needed and the acquisition of skills

Where possible and applicable we try to link alternative provision and activities to opportunities for external accreditation and students have accessed are working on and achieving AQA and OCR Life and Living Skills Awards

Students also have the opportunity to access and work alongside other students from local colleges taking part in life skills and construction courses

Students are taught about the public institutions and services in England and have the opportunity to visit a range of places in the community including a trip to the Palace of Westminster, museums, churches, Intech Science Museum, the New Forest National Park and local libraries. Students also visit local services such as the fire station.

Our sixth form curriculum focuses on developing work experience based activities. This enables the students to begin to experience the world of work and to start to earn a small wage for their hard work. Examples of work experience opportunities have been;

Working in the Local Village Store, A Charity shop in Lymington, Working at the local allotment, Litter picking, cleaning at the local pub, clearing the church grounds

Students are also encouraged to take part in group school community events such as; Services at the local church, Whole school picnics, Sports events and special trips such as a visit to a local theme park. Some students have been able to take part in short residential trips such as a stay at a local activity center

Hill House supports families to be able to enjoy a trip out with their son / daughter. These may include; Bike rides in the New Forest, Picnics, lunch at the local pub or a visit home

To ensure that all students are kept safe whilst accessing the community. Locations and activities are carefully risk assessed and where needed include details of the facilities own first aid arrangements. Each student also has an Individual Risk Assessment which highlights specific risks / protocols for each student

Being able to access the community in a safe and appropriate way is a target that Hill House has for all students. It is vital that students leave Hill House with the skills needed to be able to access the world in a way that is meaningful to them

## Class Assembly / Tutor times

Students take part in a daily class assembly / tutor time lesson. Within these lessons students engage in their daily work on the Zones of Regulation and are supported to develop their literacy, numeracy and PSHE skills. Students are encouraged to recognise their own name and those of their peers as part of `signing in` for the day. Students are taught about the weather and also have the opportunity to communicate how they are feeling.

## Break Times

Break times at Hill House are an opportunity for students to develop a range of skills and to learn to become more independent. Within break time lessons students are supported to develop their literacy communication skills as well as their numeracy money handling skills. Class teachers provide focussed teaching times where students are encouraged to be together and use their PECS book, their voice or their “talk pad” to communicate choices. Students are taught how to share, how to take turns, how to wait and how to make choices Break times are supported by the break boxes containing a choice of healthy snacks put together by the 6<sup>th</sup> form students as part of their programme of work-related learning.

## Healthy Eating and our `Let's Eat` café

Hill House School is a healthy school. We are committed to encouraging and developing positive attitudes towards food and a healthy diet and providing students with positive healthy eating experiences

Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering our students the opportunity to make choices about what, when and why they eat

We believe that food is fundamental to the quality of our student's lives, in providing essential nutrition and also in sharing positive attitudes, experiences and values with each other



Staff act as good role models and support our students to develop their well being

## **Curriculum**

Students have the opportunity to learn about nutrition and healthy lifestyles within the Hill House curriculum. Through subject areas such as Science, PSHE/RSE, DT and Skills for Life students learn about the main food groups, which foods are needed to maintain a balanced diet and acquire key skills to enable them to take ownership of their lifestyles

Students have the opportunity to shop in a variety of locations for healthy ingredients. Students visit local farm shops and pick your own farms and use groceries to prepare their own healthy snacks and meals. Students also grow and prepare a variety of fruits and vegetables in our school allotment.

Students have the opportunity to eat out and make choices about where they would like to visit

## **School Meals**

Students have the opportunity to visit the Hill House `Let's Eat` café at lunch times. Here there is a wide range of healthy lunch items available. Students have had input into the lunch time menus and these change regularly with the seasons

The main aim of the café is to provide students with choice. There is an opportunity to queue for lunch, make a choice about which options they would prefer. Students can try new foods and make a choice about where they would like to eat; in the café, outside or in their own house base

No salt is available to add to the food after the cooking process and condiments are available in individual portions

We are aware of any food allergies and any special dietary requirements due to religious and or medical reasons

## **Water for All**

Our students have access to drinking water throughout the day and are encouraged to drink regularly. Flavoured water is available at lunch times and students have input into the flavours that they prefer

## **Hill House Allotment**

At Hill House we have our own allotment. Students have the opportunity to take an active role in helping to maintain this. Students are involved in choosing and planning what to plant and spend time in the allotment working. Students help to grow their own produce and then are able to harvest this and use the ingredients as part of a planned meal

The allotment provides an outdoor learning space where students can learn about the process of growing fruit and vegetables. Students also benefit from getting involved in manual work which contributes to maintaining their `just right state`



## Accreditation

### AQA

All students at Hill House have the opportunity to work towards a form of accreditation from AQA. AQA is a Unit Award Scheme (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. It is based on a large number of small units which provide clear targets. It provides external accreditation and also provides opportunities for lifelong learning. Units are based on life skills as well as academic achievements

Students follow a unit for eight weeks. The units can be worked on as a group or by an individual. The unit can be taken from the AQA website or a new unit can be submitted by the school

Each scheme of work has a link to the associated unit. Students are able to work towards a pre-entry or entry level unit. It is important that students regularly work on Literacy and Numeracy units and also have the opportunity to work on units across all curriculum areas. Units are also implemented as part of planned interventions to support student progress

Hill House has an AQA after school club where students can also work on units which promote independent living, leisure and community based skills

Each unit has criteria for evidence. The teacher or staff member working on the unit with the student follows the criteria and collects evidence in the form of teacher checklists, photographs, video and worksheets

We celebrate success and achievement, AQA certificates are presented to students at our termly 'Achievement Assembly' and copies also go into their Progress files

Hill House has an Accreditation lead who is responsible for ensuring that all students have the opportunity to work towards an AQA award. The lead delivers 1:1 and group lessons as well as advises and supports teachers

### OCR

The OCR Life and Living Skills suite of Entry Level qualifications provide our 6<sup>th</sup> form students with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for our students to develop skills, gain underpinning knowledge and understanding and offers the opportunity for our students to progress to higher level units in the suite or to achieve units at the same level, where progression to a higher level is not possible.

The qualifications work for us as they have been designed for both students and mature learners, including those with profound and multiple learning disabilities. Over 140 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for our students in the 6<sup>th</sup> form. The suite of qualifications contains units suitable for learners working at different stages of the Entry 1 Achievement Continuum. These Foundation Learning qualifications are in the Regulated Qualifications Framework and appear on the Register of Regulated Qualifications.

Currently our students in the 6<sup>th</sup> form have been working on the entry level unit of work “ the World of Work”.

## Resources and Specialist Rooms

Teachers have access to a range of resources for use in teaching across the curriculum. Many resources are stored in the Education Office and are grouped according to subjects. Within classroom teaching, teachers will inevitably spend time making resources, where those available commercially will not fit the specific needs of the students. An example of this would be creating books of symbols from text-based resources. Wherever possible, the school will seek to ensure that resources available are of the best quality and are available in sufficient quantity. Subject Coordinators will regularly audit resources available in their respective subject areas and purchase additional resources when needed



Much of the teaching at Hill House School requires resources that will include objects/ physical resources that enable the learning to be made as ‘real’ as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size. To this end, teachers have a weekly education budget allowance, enabling them to purchase items necessary for the week’s teaching. An example of this would be purchasing cooking ingredients

Students have access to a number of Specialist Rooms. These enable bespoke learning opportunities in the context of providing those learning experiences that could not be readily provided in the student's own classroom. These include:

**Sports Hall** - used for PE sessions, assemblies, whole school events and Wake n' Shake

**Art Room** - A fully equipped art room for individual and group teaching of Art Lessons

**Design Technology/Science Workshop** - used for teaching DT, Mini-enterprise and Science

**Relaxation room** - A wonderful space where students can immerse themselves in new experiences. Students can swim with tropical fish, walk along a Mediterranean beach and travel the waterways of Venice!

**Green Room** – the green room provides a great space for small intervention work for example the "Nurture Sessions". It is also a space for the students to meet with friends and family

**Library** - The school library provides a space for one to one reading and is overseen by a specialist teacher

Additionally, a number of sensory and therapeutic spaces exist, that may be best used to offer learning experiences, including:

- 1:1 rooms
- Sensory Room
- Occupational Therapy Suite

In planning lessons, teachers will take into account the students' capacity to transition to individual spaces/ rooms, the dynamics of the teaching group and how the objectives of the lesson can be best met, given the resources on offer.



## Medium and Short Term Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. Students at Hill House access formalised learning for 41 weeks p/a, enabling the 5 terms of study and an additional week to cover assessments, off site activities and whole school events such as Careers Week, celebrations and Special Days

For each term of teaching, a Topic Overview is produced, that highlights the desired topics to be covered. Teachers have access to schemes of work and will produce, for each 8 weeks of teaching:

Given the demands of managing the classrooms/ learning environments and the nature of our work with our students, Hill House School does not have a policy of a 'lesson plan for every lesson', although it is an expectation that all planning extends to at least the medium term planner and full lesson plans, as a minimum, should be produced for English and Maths. In delivering any lesson/ learning experience, teachers are expected to take into account, plan and be able to highlight to any visitor/ observer the following:

- **What is the key learning for the lesson?**
  - **What progress will each student make?**
  - **How will learners be motivated/ engaged?**
- **How will resources (including learning support) be best deployed to maximise progress?**
  - **What opportunities will learners have to reflect on their work?**
- **How will learners communicate about their work, how well they have done, and the next steps for learning?**
  - **How will you assess the learning of each pupil in the group?**
- **What questions will you ask to check understanding? How will you reshape the task/ explanation if needed?**

Lesson planning documentation is audited regularly and should always demonstrate the following:

- Clear links between lesson planning materials and long term planning documents/ schemes of work
- An understanding of how material from the various key stages is integrated to ensure full curriculum entitlement (applies where students from differing key stages are in the same teaching group).
- That all students are included within learning experiences
- Reference to cross curricular themes or how material from one topic may be used to reinforce/ consolidate learning in other curriculum areas, or developing unified 'themes' within teaching
- How the learning content/ objectives will be spread out over 8 weeks of teaching- the 'sequence' of teaching
- The individual learning outcomes for each student and the expected progress evident from the 8 weeks of teaching
- Differentiation by outcomes and in terms of resources
- How IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons.
- Assessment methods, and a plan for how progress will be measured/ recorded
- Links to SMSC



## IEP Targets

Each student has a range of IEP targets linked to their overall EHCP Outcomes. These fall under the following areas;

1. Cognition and Learning – these include the academic and learning targets across the Lower School and 6<sup>th</sup> Form Curriculum
2. Communication and Interaction
3. Social , Emotional aspects of learning
4. Physical , Sensory and Personal Development

The targets are developed taking into account the student's EHCP, the individual's hopes and aspirations, their ambitious endpoints and recommendations from the therapy team

Each of the IEP targets are set and reviewed on a termly basis. A student will have a termly IEP review meeting attended by the multi-disciplinary team and also the student where appropriate. At these meetings the team are able to determine whether a student has made above expected progress towards their target, expected , or below expected progress, discussions will be had as to how to build upon these targets or whether the target should be on-going. The team are also able to look at factors that may have affected the success rate. Through termly analysis we are also able to reflect on the quality and suitability of targets which then informs future target setting.

The evidence of the implementation and impact of the progress towards these targets is shared using the students learning journeys during the review meetings.

Where appropriate a student will be involved in their own target setting and assessment.. Visual versions of a student's IEP targets are displayed up and around the school to enable a student to develop an understanding of what they are working towards. IEP targets are integrated into lesson planning and assessed and updated on a regular basis and are shared with parents and authorities





## Assessment Methods

At Hill House we assess our students in a number of ways including;

- Observations of students at work
- Scrutiny of work
- Rich questioning throughout lessons
- Consultation with students
- Supported by a range of evidence (photographs, videos, evidence of work)

Students are also assessed using the Hill House Assessment Framework composed of “I can” statements based upon the ‘P’ levels and still widely used NC levels of progress and attainment. Progress is analysed twice a term in order to inform future planning, assess effectiveness of current methodology and to action interventions in a timely manner. Reports are sent to parents and authorities on progress achieved

The “Hill House Assessment Framework” is based on the historic ‘P levels’ but is tailored to more closely match the needs of our students. Each Level has a set of between 6-10 outcome descriptors written in “I can” statements. There are also P9 and P10 level descriptors and I cans. These P9 and P10 levels are based upon the old National curriculum Levels 1 and 2. Measuring, recording progress and capturing evidence against these outcomes is facilitated using our learning journeys and internal IEP termly target setting and review

All Students at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics, gaining awards in academic subjects as well as achieving accreditation for learning a life skill. We continue to strive to ensure that in the sixth form the students have access to a curriculum that enables them to achieve more and more of these external accreditations with an increasing focus on vocational and work related learning. Some Students also work towards Entry level awards. Our 6<sup>th</sup> form students work on building e portfolios of work to gain accreditation from OCR “Life and Living Skills “ awards.

## Recording, Marking and Record Keeping

During lessons/ learning activities, Hill House recognises the challenges of ensuring that appropriately detailed information is gathered about students' achievements. These include:

- Students who may find it difficult to enter the classroom/ may work away from the classroom- therefore, at some times of the day, their learning activities may not have the direct oversight of the teacher
- Classrooms offer a number of learning spaces- sometimes a teaching group will divide for activities, and the teacher needs to gather information about what all individuals have learned/ achieved
- The individualised nature of our curriculum will mean that on some occasions, students will be working on different activities whilst sharing the same space.

Teachers work collaboratively with teaching assistants and care staff supporting in the classrooms to ensure that, for each school lesson, all staff are clear about the activities that are to take place and their purpose. Teachers will ensure that, where a teaching group is spread out, that resources are available to all (e.g. placing resources into a 'lesson pack' or a 'work trolley', or similar strategies). Staff are also required to know the individual learning outcomes, and success criteria ('What I'm Looking For')

Teachers provide written guidance for staff, often in the form of student-friendly, symbol-based instructions- this may include a list of instructions or a 'script' for how to complete a task

Teachers gather information about student's achievements and progress throughout the whole education day. Information is captured against a range of 'I can' statements and recorded in a number of ways for example, within individual target recording folders or directly onto "Show me progress" using a tablet which every member of education staff has access to

### Learning Journey

Each student has a 'Learning Journey' which captures the journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the remaining journey. Learning Journeys are reflected in the class and college displays and are also a key component of their Master Care Plan and used in annual review meetings to demonstrate progress. The learning journeys are reviewed alongside the IEP targets at the end of each term.

## Progress Monitoring, Leadership and Management

### Leadership and Management

The Vice Principal / Head of Education and the Deputy Head of Education have oversight of education at Hill House. There is a further layer of middle management and the school is led by the Lower School Lead and the 6<sup>th</sup> form Lead.

There are a range of ways in which teaching and learning, assessment and the curriculum are monitored across the year. These include the following;

- School Self – Evaluation

- Weekly Education Meetings
- Lesson Observations and Learning walks
- Peer observations
- Moderation of work and external moderation of work meetings
- IEP tracking and monitoring
- Staff training and planning of INSET days across the year

### **Moderation of work**

Assessment procedures used at Hill House is validated. Hill House run regular internal moderation of work sessions where teachers and TAs have the opportunity to moderate each other's student's work and check that assessment and the quality of evidence is robust and is accurate.

Hill House is also part of a local external moderation group. Each half term a group of teachers and Senior teaching assistants as well as the Deputy Head attend the meeting along with representatives from a range of other local special schools. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

### **Learning Journey**

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### **Individual student case studies**

Another way that we evidence student progress at Hill House is through individual student case studies. These provide information about the student's baseline academic levels when they arrive at the school, which specific interventions have been implemented for the student and the impact that these have had on their progress

## **Master Care Plans**

Each child needs to have an individual case record that contains all the information and documents set out in the care regulations / standards

At Hill House the individual's case record is called the `Master Care File`. This is a record of their time with us. Each student has a Master Care File ensuring all information is safely stored and easily accessed by staff, proprietor, inspectors and regulators. This ensures live information as well as archive access

There are ten sections in each Master Care File;

1. Progress, Life Story and Achievement

2. Key information
3. Referral, Admission and Discharge
4. Legal: Personal and Placement
5. Financial: Personal and Placement
6. Placement, SEN, Care Planning and Review
7. Correspondence, Contact Log, Advocacy
8. Education
9. Health and Well – being
10. Positive Relationships, Child Protection, Risk Management and events / notification's

## Hill House School PLC

We currently have three governance meetings across the year run by Cambian. In addition to these meetings we also have the Hill House PLC – **Professional Learning Community**

The PLC is made up of external representatives from the following essential areas;

- ❖ Education
- ❖ Care
- ❖ Health and Wellbeing
- ❖ British Values
- ❖ Parent Voice

The group meets three times a year and in between the meetings the representatives are involved in school events and also make unannounced visits

The aim of the PLC is;

- To engage in structured professional discussions
- To work collaboratively with our local community to improve the school
- To hold frank discussions / assessments of performance and outcomes
- To have a balance of high support and high challenge
- To form part of the school improvement process
- To bring an external perspective to the school
- To encourage innovation
- To support us to set stretching targets

## External Links

At Hill House we are outward facing and have links with a number of schools outside of the Cambian Group as well as with other external providers

Being part of a greater network prevents isolation and enables us to share good practise. It also enables the Hill House team to make professional connections with other people and to develop skills and knowledge from collaborative working opportunities

Our links also provide Hill House with a degree of external scrutiny

We have continuous ambition at Hill House and always believe that there is more we can achieve

Examples of external links;

- ❖ Link with Southampton University:

- Teacher training programme
- Research programmes
- Links with schools abroad
- ❖ Links with other outstanding special schools which provide Hill House teachers an opportunity to work alongside other professionals
- ❖ Hill House is part of an external moderation group
- ❖ Hill House is part of the Hampshire Safeguarding Board education group
- ❖ Hill House is part of the Hampshire Police schools education focus group
- ❖ Hill House has a 'Professional Learning Community' made up of external representatives from our local community



## Student Reviews

When a student starts at HHS as part of the initial three month assessment period, a one and three month review meeting will be scheduled. Thereafter each student will have an annual review. The review is closely linked to the student's Education Health Care Plan (EHCP) and it also includes a contribution made by the student. This is sent out to parents and authorities prior to the meeting. At the meeting key people that play a significant role in a student's life are round the table. This consists of representatives from Hill House, parents, social worker and other authority representatives.

The students are invited to contribute to the report and to the meeting. If appropriate a student may attend part of their own review meeting. All students complete a symbol / word based questionnaire which records how they have felt during the previous six months and also their aspirations for during the next review period. A power point presentation is shown during the meeting which comprises of a series of photographs and video depicting particular achievements. A copy is made for the student and for the parents.

Minutes are taken during the review meetings and action points set. A copy of the finished report is then sent out.

At Year 9 a transition pathway plan is started. This highlights an individual's needs and the views of parents and the authority regarding whether or not HHS continues to be an appropriate placement for them. It also records any plans for transition. The pathway plan is updated at each annual review

### **Pupil Premium**

Pupil Premium and the impact on learning is tracked and documented as part of the annual review report. This enables feedback to be given to parents and to local authorities. It also contributes to the progress information held for each student. We evaluate the impact of the pupil premium and produce an annual report

## **Moving plans**

### **Moving into HHS –**

Once a referral has been made the Cambian team organises an initial assessment. A member of Hill House staff (often a member of the senior management team) visits the individual either in their school, home or respite setting. The aim of this initial assessment is to gather as much information about the individual as possible in order to make a decision whether HHS can meet their needs. Once a place has been offered a transition meeting is then usually held where a transition plan will be compiled. This will include dates when staff will visit the individual in their current setting over different parts of the day in order to observe and understand their full routine, planned visits for the individual to come to Hill House if appropriate, the use of a Hill House photo book or video to help explain the new placement and a start date.

A parent's pack is sent out as well as a young people's guide.

For the first few weeks after an individual has started at Hill House, the staffing is planned using key staff for consistency. The plan usually entails two staff working with the student, one is the key staff member and the second is in the background. This enables staff to train each other and enables staff to feel supported during this initial 'getting to know' period.

### **Moving to a different home or class at HHS –**

The students may move class or homes during their time at Hill House. This has to be planned carefully and a full internal transition plan is implemented. This includes the use of photos, video and social stories to prepare the individual for their move. Often other students also require support and reassurance during this time so may also have a social story read to them.

### **Moving to a new home –**

Once the student reaches an age when they are ready to access one of our colleges they begin experiencing what life after Hill House may be about. A large part of the college ethos is to develop independent skills, the student takes on some responsibility for where they live. They are expected to contribute to keeping their flat clean and tidy and will participate in meal preparation and help to do their own laundry.

Students are able to stay at Hill House until the end of the academic year after they are 19.

All the students who move on from Hill House need a carefully planned transition plan as this can be a very difficult time of change. Staff from a future placement are invited to come and work alongside



our staff where they will get to know the individual and learn about their routines. Visits and information for the student is planned in detail

## Digital Stories

A digital story is a short video that shows what an individual's day looks like, what their interests are and what is important to them

It can be a great way to help others learn about an individual and can support with a transition

Digital stories can be a powerful means of expression for voices that can be difficult to hear or represent in typical ways

Digital stories can give an insight into an individual's world

To view 'I am' video examples visit: [www.autismtransitions.org/i-am/](http://www.autismtransitions.org/i-am/)

### Our work with Southampton University

Hill House belongs to ACoRNS ('Autism Community Research Network @ Southampton')



We work with ACoRNS to create digital stories for all young people who are moving on from HHS. The team around each individual, the young person themselves and their families get involved in capturing key moments that can then be put together into an 'I AM' video and shared with the child's new home as part of their moving plan.

## Student Voice

### STUDENT CONSULTATION

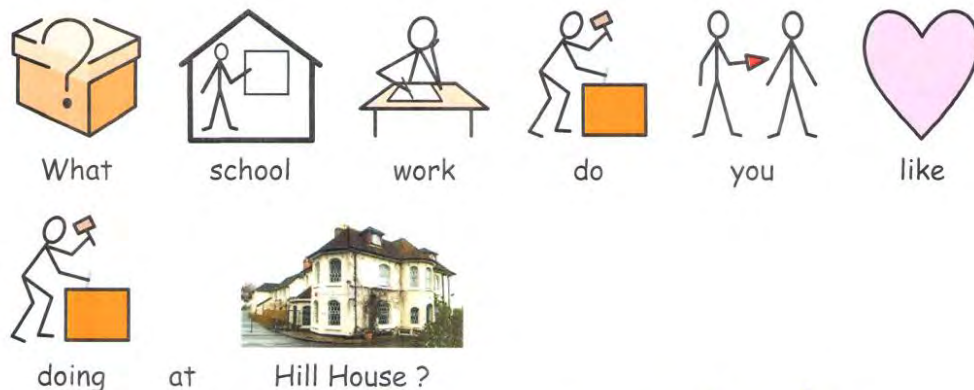
At Hill House;

- Students have the right to a voice to be heard
- Wherever possible they should be encouraged to make choices and express their views for themselves
- Staff may need to act as advocates by listening to an individual's communication attempts and interpreting their behaviour as a given communication attempt
- Student's choices form part of the development plan of the school and help to inform the individual's future

### RESOURCES AND STRATEGIES

**Talking Mats** - Talking Mats provide an opportunity for visually focused conversations with students who would otherwise be unable to express their opinions. They also support students who are able to use speech as they are a more concrete method of gaining opinions than relying on auditory memory. Talking mats are used during plenary at the end of lessons to help assess the student's understanding and to give them an opportunity to comment about the lesson. Talking mats are also used to support students to be able to make a contribution to their reviews

**Communicate in Print** - The Communicate in Print programme is used to support student's communication and for staff to be able to present information to individual's in a visual way. Questionnaires and surveys are carried out alongside the use of the talking mats to enable students to tell us how they are feeling. This also provides us with a record. Communicate in Print is made up of symbols and the written word



The Lesson's I Like Doing  
Are Art Music Therapy  
Workbox Work

**Real objects / Photos** - If a student is working below symbol level then it may be more appropriate for real objects or photographs to be used to support the students to be able to make choices

**CLASS MEETINGS** - Each class holds regular class meetings . This is an opportunity for the students to come together and discuss issues relating to their class. The meetings are usually led by the teacher and the agenda can range from making choices about activities and trips that the students would like to do, to setting class targets that all can work towards

**CONSULTATION FOR ANNUAL REVIEWS** - Prior to a review meeting and to form part of the review report, students are consulted on their views. This is based on gathering information about what the individual has enjoyed doing throughout the six month review period. This information is

shared with parents and authorities at the review meeting. Some students attend part of their review meetings and are able to offer feedback and ask questions

**LESSON / ACTIVITY EVALUATION** - Students are supported to have a voice throughout their lessons and activities. This forms an important part of our monitoring and assessment process in order to track progress. Talking mats and verbal questioning are used in order to check on a student's understanding and to encourage them to evaluate by telling us what they enjoyed. This information is then fed into future planning

**STUDENT REFLECTION**- Students are given the opportunity to have a debrief following a difficult situation. It is important that we as staff support the student after an incident and try and find out what made them feel and act the way they did. It is a chance to discuss how we could have supported an individual better and an opportunity for the individual to think about how they might react and behave differently in the future. Positive strategies are discussed and linked back into the Behaviour Support Plan and a student's sensory diet

**INDEPENDENT LISTENER** – Hill House has an Independent Listener who visits the school on a regular basis to speak to students and staff.

**ADVOCACY SERVICE** – An independent advocacy service visits Hill House on a regular basis. They listen to students, help them to speak and to choose

### **Talk Pad**

100 Voices is a project to explore care and assistive technology coming together. In October 2020 SMARTBOX became part of the Caretech Group with the intention of helping more people access the assistive technology that they need. All of our children can have access to SMARTBOX AAC devices to help them to communicate and have more independence. Hill House are so pleased to be part of the 100 Voices Project. SMARTBOX assessed suitability for the technology alongside our Speech & Language therapist to ensure they receive the best AAC solutions for their individual needs. Staff are provided with device training and support and ongoing clinical support where needed to make sure the people received devices are supported throughout their journey AAC. We can measure the impact of AAC and how it affects people's behaviours, their individual goals and the team supporting them.



## Consultation / Links with parents

At Hill House we value the views and opinions of parents. It is parents who know their child better than anyone else and it is vital that parents are kept involved



Parents are encouraged to make a contribution to the annual review process and a feedback questionnaire is sent out prior to every meeting. Parents attend the review meetings and always have the opportunity to provide feedback on how well they feel their child is doing at the school

Parents are also involved in the setting of IEP targets. Parents are consulted and have the opportunity to contribute to the targets before they are fully implemented

School questionnaires are sent to parents on a regular basis seeking their views about the school. Parents are also asked to contribute ideas towards the School Development Plan

At Hill House we keep in touch with parents on a regular basis and work with parents to develop a routine for contact that works for everyone. Parents receive a 'Post Card' each week where the education, care and therapy team provide information on what a student has achieved or taken part in. Staff phone parents on a regular basis to also provide an update.

Students are encouraged and supported to send a letter home each week which sometimes also includes a piece of work or a photograph of what they have been doing. Students also stay in touch with their families via email or Skype.



## Consistent class staff teams

All staff have a role to play in providing educational input for our students. In the classroom settings, each class has a consistent team of staff. This is overseen by the class teacher or sixth form tutor and includes teaching assistants and support workers

The staff team work directly with students during education time. The teacher's responsibility is to check all students' learning and to also deliver focussed teaching time to individuals or small groups of students

Our Therapy staff also maintain an active presence in the classrooms, or will work with individuals and small groups away from the classroom. Activities include assessing students, communication groups, individual sessions (Music Therapy, use of OT suite etc.) and working with/ alongside

students so as to offer advice and coaching to staff. All sessions are planned to include clear learning objectives and outcomes for each individual

## **INSET Days (Education)/ Staff training and Professional Development**

### **INSET Days**

All Education staff working at Hill House School have access to a planned programme of training and professional development activities through school INSET days and within the weekly education meetings. All staff are required to attend. Training is planned throughout the year, and is informed by:

- Current needs of the school
- Education Annual Plan
- School Development Plan
- Scheduled training updates that must occur (e.g. Epilepsy awareness, Safeguarding)

Hill House employs a range of staff who are able to offer training in their respective areas of expertise. Training priorities will be discussed by the Senior Management team and Education staff are consulted through Education Meetings / Questionnaires about training that they would like to access. Wherever possible, Hill House seeks to keep staff up to date with new initiatives and developments and to ensure that all teachers work towards their CPD. Should staff access external training, they will normally deliver an update to the rest of the Education team as part of an INSET day. This both ensures that knowledge is shared and delivers best value for money

Schedules for INSET Days are published in advance. Hill House staff have taken part in training alongside the other Cambian schools on an on-going, annual basis, and this provides opportunities for staff to gain useful contacts across the schools and to share their perceptions, experiences and best practice. Where applicable, external trainers are also booked in for Inset Days

### **Staff Training and development**

Staff may raise a Training Request Form (TRF) to request training, this applies to both internal and external trainings. Staff are encouraged to discuss training opportunities with their Line Manager, in line with the processes of Supervision and Appraisal. Training should be relevant to the staff member concerned and suitability is judged according to how the training will enable the staff member to carry out or develop their job role

### **Teacher Training Placements**

Hill House works closely with Southampton University teacher training programme. We offer teaching placements at Hill House for trainees. This involves the trainee completing our two week induction programme and then being assigned to work alongside one of our experienced teachers

### **NQT Programme**



At Hill House we support newly qualified teachers through their NQT year. In association with the Hampshire programme, a newly qualified teacher is assigned a mentor at the school which will be one of the senior team. They will then work through the programme with the teacher and offer them opportunities to spend time in other settings as well as attend local NQT events

