

Hill House School Policy

Teaching and Learning

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. It is our aim that all students fulfil their potential.

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'

In fulfilling the Cambian mission statement Hill House provide;

- A caring, holistic approach to the education and care of our young people, with a curriculum providing opportunities across the waking day
- A curriculum that addresses the very special needs of our learners, is ASC specific and that promotes individualised approaches to learners
- A skilled staff team who are empathetic to the needs of the students and are trained to a high standard
- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Our Values

- Teaching and Learning is at the heart of everything that we do at Hill House. We believe that every moment of every day is a learning opportunity
- The active inclusion of all students in their learning
- The use of positive, non-aversive strategies in helping students to develop self-management of their behaviour
- Developing students capacity for communication and the development of social skills and socially acceptable behaviours
- Promoting the health and welfare of our students
- Enabling students to make progress, and intervening in a precise and timely manner to ensure that progress is sustained

Intent

- Hill House provides exceptional education to all students
- The Hill House curriculum is broad, rich and ambitious. It provides highly positive, memorable experiences and rich opportunities for high quality learning. This has an impact on student's behaviour and contributes to achievement, SMSC and personal development
- The Hill House curriculum enables all students to work towards, achieve and exceed their individual EHCP outcomes
- The Hill House sixth form study programme offers a distinct and personalised curriculum designed to support students to become independent and learn vocational skills
- The Hill House curriculum prepares students for life after school and instils a sense of `cultural capital` supporting students to become valued citizens both within the school setting and within their wider community
- Teachers planning demonstrates excellent subject knowledge and is highly effective in ensuring that all students are sufficiently challenged and stretched

Implementation

- Teachers and Subject leaders have expert knowledge
- Students have a wide range of learning styles which are catered for by the variety of teaching approaches
- Teachers generate high levels of participation to ensure lessons are fun and interesting to engage the students
- All students have their own tablet and access to a range of educational apps throughout the school day

- Teachers systematically check the understanding of our complex students who may need differentiated support with their communication, social interaction and sensory processing
- Teachers embed key concepts by using repetition and the generalisation of skills in order that they are transferable to real life settings
- The autism specific environment allows students to learn to their full potential. Teachers use well-judged and imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately
- Hill House work with a number of external providers who help to complement and extend our curriculum. These include a local sculpture park and arts centre, bush craft, climbing club, Southampton Football Club coaching sessions, the walled garden at a local secondary school and a vocational workshop run by our local mainstream sixth form college
- Students also engage in a range of extra-curricular activities including Wellbeing clubs such as dance, yoga and food explorers club
- Teachers use real time assessment to capture the progress of students with all education staff using a tablet to take photographs and add dialogue which feeds into the `Show Progress` programme
- There are three data collection points throughout the year
- Teachers use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- Through the Hill House curriculum, students have the opportunity to work towards a range of AQA and OCR Nationally recognised awards
- Regular lesson observations, learning walks and moderation of work takes place throughout the year
- There is half termly Teacher supervision using a growth model in which Teachers and TA's are encouraged to reflect upon their practice and look to develop as professionals. At the heart of these supervisions are discussions around student well-being and progress towards both their EHCP outcomes and their individual curriculum targets.

Impact

- Teachers have high expectations for student outcomes and are highly ambitious and are not afraid to take risks and in each class and college there is a positive climate for learning
- Our highly complex young people make outstanding progress, meeting and exceeding their targets.

- Students are making rapid and sustained progress in most areas of learning over time given their starting points and capabilities. They develop a wide range of skills commensurate with their complex profiles
- Hill House can demonstrate outstanding progress and outcomes for students evidenced in the student's individual case studies and learning journeys as well as in the school's academic data analysis;

Hill House Sixth Form

- Hill House has high expectations for achievement and progress in the sixth form and stretches its students
- The Hill House sixth form curriculum builds on existing skills and knowledge and supports students to develop new skills and to become as independent as possible
- It enables students to practice skills in different settings, most importantly out in the community where they can also develop their social and personal skills
- Hill House offers a rich set of experiences and supports students to undertake an off - site work experience placement for example at the local village shop or at a local secondary school's walled garden.
- Hill House offers high quality careers guidance and works with an external provider `Talentino` who offer support that is relevant for our young people
- The impact of the Hill House sixth form curriculum is strong. This is demonstrated in the progress that our sixth form students continue to make and also is evidenced within our destination information

How teaching and learning promotes personal development

- Hill House promotes confidence, resilience and self – esteem in the students
- The Hill House curriculum and ethos teaches students to engage within their community and develop a sense of respect
- The Hill House curriculum offers a rich variety of experiences both at the school and out in the community such as whole school music, drama and dance activities
- The staff at Hill House work as one team with the education, care and therapy team working within a seamless approach
- Students are supported to learn how to stay healthy and all students have an individual E-Safety risk assessment to help them to stay safe
- The Hill House Wellbeing Practitioner works with students and staff to support everyone to be safe, healthy and happy

SMSC

- The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical wellbeing enables them to

thrive in a supportive, highly cohesive learning community. It helps students to adopt knowledge and respect

- A wealth of SMSC opportunities and experiences are on offer throughout each academic year. All students are encouraged and supported to take part and these also include weekly MFL lessons. Students learn social skills and cultural development
- SMSC offers a creative and imaginative approach to learning where students are enabled to learn about themselves and others from around the world

British Values

- Cultural Capital is embedded in the life of the school
- The provision of SMSC actively promotes the fundamental British values of democracy, the rule of law and individual liberty. It provides students with the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. It encourages tolerance and harmony between different cultural traditions as well as mutual respect and tolerance of those with different faiths and beliefs
- SMSC at Hill House enables students to learn about right from wrong and to respect the civil and criminal law of England
- SMSC provision enables students to acquire a broad general knowledge of and respect for public institutions and services in England. Students have the opportunity to visit a range of places including the Houses of Parliament, local museums and libraries and attend events such as local services
- Students take part in regular student meetings where they have the opportunity to have a voice and vote on issues that impact them and make choices about their everyday life
- Students are encouraged to take part in a variety of charity events and contribute to the local community by working in the village community store and running a stall at the summer fete each year
- Individually planned trips cater for specific cultural or religious needs such as a trip to the mosque
- Sixth form students have careers education and advice enabling them to further develop skills for future success
- Hill House hold an annual careers week where all students can learn and experience the world of work

RSE

- RSE topics run throughout the whole Hill House curriculum we also ensure that each student receives the appropriate relationships and sex education relevant to

their needs and understanding. This personalised approach is mapped out in each student's individual RSE plan.

- The Individual RSE plan outlines the broader RSE programmes that the student will experience from the curriculum as well as any more specific programmes of study or intervention that may be appropriate for that student.
- The plans are reviewed termly during the Outcomes meetings and are shared with parents, social workers and other appropriate external bodies during student reviews.
- Peer Supervision of the RSE plans and programmes of study take place with partner schools

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

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