

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 whole lived experience for our students at Hill House School
- A curriculum that addresses the very special needs of our learners, is ASC specific and that promotes individualised approaches for our 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 Students

Often students will have had a difficult time in education before coming to Hill House. Many will have had barriers to engaging with the curriculum and learning.

They may have been segregated from some activities and from other young people and often excluded from school altogether.

For most of our students prior to coming to Hill House school, their experience and enjoyment of the world around them had become very limited.

Our students need a curriculum that recognises their strengths and potential in which progress is measured in wider developmental outcomes.

Students can often feel isolated and disengaged with learning before coming to Hill House and after entering the school they begin to feel as if they belong and that the curriculum is right for them.

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 student's 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

Our Expectations

By the end of their Curriculum Journey at Hill House School we expect our students to be able to explore, learn develop and generalise knowledge and skills in the following Key Areas;

Communication

- From their starting points our students will have developed their ability to communicate needs, helping them to make choices, make decisions and choose options that other people act on and listen to.
- Our students will feel more confident and skilled with their ability to communicate, empowering them and ensuring their positive well-being and self-esteem.
- As a result of engaging in this curriculum our students will have developed a sense of autonomy and freedom.

Self-Regulation

- From their starting points our students will demonstrate an awareness, understanding and respect for their environment and of the world around them.
- Our students will have experienced success and have increased self-esteem and self-advocacy
- Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others
- Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of **British Values** and what it means to be a good citizen of the planet.

Resilience

- From their starting points our students will make the small steps and giant steps of progress in order to realise their **EHCP outcomes**
- Our students will be able to engage with a formal curriculum and they will appreciate that this has a meaning and purpose for them
- Our students will have developed the knowledge and skills so that they are able to take risks with their learning, accepting and learning from mistakes and being prepared to try something new.
- Our students will be able to achieve and participate in learning experiences that result in external nationally recognized accreditations

Increasing independence

- From their starting points our students will have developed a range of skills towards independence which best equips them to be able to live in modern Britain.
- Our students will have developed the knowledge and skills appropriate for them which helps to build their **cultural capital** so they are prepared and equipped for the next steps into adulthood.
- Our students will have experienced and responded positively to a journey full of memorable and enjoyable learning experiences
- Our students will have participated in a curriculum that celebrates and shares success and achievement both for themselves and for others
- Our students will have developed their own understanding of autonomy whilst appreciating the relationships of their friends and the adults around them
- Our students will show confidence and ease when out and about and from starting points will have increased their **access to the community and wider engagement in society**.
- Most if not all our students will have experienced the world of work through both on-site and off-site experiences.

Discovery

- From their starting point we will expect that our students will have developed a love of learning leading to them being able to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- We expect that our students will become confident, independent learners that encounter, engage and explore
- We expect that all of our students will participate in exciting learning experiences, opening minds, broadening their experience of already existing preferences and choices whilst developing new passions, hobbies and interests.
- We expect that our students to have had exposure to and to have learnt from **the best that has been thought and said**
- We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.

- All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.

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 self-regulation and 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 Key stage 3/4 curriculum encourages the students to re-engage with learning and prepares them for our college and access to the 6th Form Curriculum
- The Hill House sixth form study programme offers a distinct and personalised curriculum designed to support students to become independent, preparing them for Adulthood and learning vocational skills
- The 6th Form curriculum enables the students to enjoy and achieve a range of external accreditations including;
 - OCR Life and Living Skills (Introductory and entry levels)
 - Duke of Edinburgh Award (bronze level)
 - John Muir Award
- 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 knowledge of the needs of our students and is highly effective in ensuring that all students are sufficiently challenged and stretched

Implementation

- Teachers are leaders and have expert knowledge in delivering a curriculum appropriate for our students
- 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 Talk Pad 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, Tile Barn Activity Centre, PedALL (a cycling accessibility charity), Southampton Football Club coaching sessions and we also work closely with Hampshire Outdoors and our DofE hub.
- 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 smartphone to take photographs and capture the progress towards achieving the termly targets
- There are three summative assessment 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 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, public house, New Forest Fruit Farm and working for New Forest for Ukraine and at the Milford on Sea Community centre.
- Hill House offers high quality careers guidance appropriate to the needs and aspirations for our students
- The impact of the Hill House sixth form curriculum is strong. The curriculum provides the students with the knowledge and skills to be able to make the successful move into adulthood. 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 consistent and seamless approach
- Students are supported to learn how to stay healthy and all students have an individual Online safety risk assessment to help them to stay safe whilst using online technologies
- The Hill House Wellbeing Practitioner works with students and staff to support everyone to be safe, healthy and happy
- The student's school/ college day begins and ends with a wellbeing focus – "mindfulness in the morning" and "reflection time" in the afternoon.

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 MFL themed sessions. Students are given opportunities to learn social skills and to develop their understanding of their own and others cultures.
- 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 places of worship for a variety of religious faiths.
- 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 eg New Forest for Ukraine, the Minsted Trust as well as on site fund raising events
- Individually planned trips cater for specific cultural or religious needs such as a trips to the mosque/temple etc
- Sixth form students have careers education and advice enabling them to further develop skills for future success

RSHE

- RSHE 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.
- RSHE is taught through the PSHE curriculum and covers the areas of social understanding and personal development that are appropriate for them and their needs
- Where more personalised intervention and education around relationships is needed Individual RSE plans are discussed, recorded and Implemented by the Care, Education and Therapy teams.
- Peer Supervision of the RSHE 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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