



Curriculum Handbook

Introduction to Hill House School

Hill House School is a 52-week co-educational residential school specializing in the care, education and therapy of up to 30 young people between the ages of 11 and 19, described as autistic and who have a range of associated needs.

Hill House has 28 residential placements and can offer the flexibility of a day placement for up to 2 local students.

Our young people will typically have severe learning difficulties and may display behaviour that challenges. Our young people would normally have an Education, Health and Care Plan (EHCP). Their abilities, both academically and communicatively, will vary and may span a wide range.

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 which can cause anxieties and confusion
- 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. We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and also beyond these working school hours.

Teaching and Learning at Hill House – Our students

The Cambian - Caretech Group Mission Statement is as follows:

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

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 are in need of 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.

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

"Pupils genuinely delight in coming to school each day. they experience a deeply caring and nurturing school environment." OFSTED MARCH 2024



Our Curriculum Intent

At Hill House school we have developed an ambitious and meaningful curriculum.

It is a curriculum that ensures our students are able to engage in and enjoy a broad and rich experience of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

It is a curriculum that has been designed to be appropriate to their needs and takes into account the ages, aptitudes and the various barriers to learning that all of our student's face.

It is a curriculum that enables our students to acquire communication, self-regulation, listening, literacy and numeracy skills which prepares them academically, socially and emotionally for the opportunities for their next steps into adult life.



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 behaviour 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.**

Implementation – Assessment

How is this achieved?

The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve

We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and also beyond these working school hours.

Students at Hill House rarely begin their journey with us at the start of the normal academic year. Students will begin their curriculum journey from different starting points and many will have had significant issues with access to their previous curriculums. Baseline assessment is essential and 3-month multi-Disciplinary assessment of knowledge, skills, aptitudes and barriers to learning is undertaken on entry to the school.

From this baseline assessment we can begin to set meaningful targets for our students in line with our curriculum expectations

IEPs - each student is set a range of IEP targets termly and these targets are **linked to their overall EHCP Outcomes and our Curriculum Expectations**. These targets fall under the following areas;

- **Cognition and Learning** – these include the academic and learning targets across the Lower School and 6th Form Curriculum
- **Communication**
- **Self-Regulation**
- **Increasing Independence**
- **Resilience**
- **Discovery**

These targets are recorded termly on the students IEP which can be found in their Master Care Plan. 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 targets are for the small steps of progress across the curriculum and are recorded in the students' IEP's. These are informed by the Hill House School Assessment Framework.

Teachers will use formative assessment daily to monitor progress and to revise or adjust these targets as necessary.

Each student has a **`Learning Journey`** which captures the curriculum progress 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 future.

Case Studies - These provide information about the student's baseline 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.

The curriculum programmes of learning are designed so that subject based topics of study provide learning experiences which **facilitate progress towards our wider curriculum expectations and the Students EHCP Outcomes**.

It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively.

As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they **accumulate small steps of progress towards their Curriculum goals and EHCP Outcomes** thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and the intent of our curriculum as whole.

In KS3 and 4, literacy, numeracy, PSHE/RSE, science, thematic learning (including the arts and Humanities) and Physical Education are given designated timeslots in the timetable.

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

In the sixth form we offer a distinct curriculum for our older students and this provides a progression from the lower school into a more grown-up environment where students will **continue** to develop their independence and vocational skills

This post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, Land Science and Animal Care, Expressive Arts and an understanding of the world of work and work-related learning all of which are preparation for next steps into adulthood.

The post 16 curriculum leads to the students being able to realise and achieve nationally and internationally recognized accreditations e.g. OCR Life and Living Skills Award, the John Muir and Duke of Edinburgh Awards.

The post 16 students are supported to and encouraged to communicate their preferred areas of study alongside the core subjects.

The Individual subjects are adapted to take into account the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.

Curriculum Sequencing and organising principles

For a curriculum to be coherent and follow a logical progression, attention needs to be paid to the order in which knowledge - in whatever form that might take - should be introduced and revisited.

The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve. It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively. As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they accumulate small steps of progress thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and intent of our curriculum as whole.

Our curriculum in Key Stage 3 and 4 allows our students to experience and enjoy teaching and learning across a range of traditional curriculum subjects and, in turn, these subjects provide meaningful scaffolds or hooks on which to peg further learning. When sequencing that learning, we need to judiciously select the knowledge most likely to support and connect to new learning so that we do not unintentionally hinder their understanding.

This sequencing is more than just the ordering of the curriculum's component parts - it is more than simply this, follows this, follows this – we see it as a narrative or journey; it tells the story of and celebrates the individual subjects, offering exciting learning experiences, opening minds, and developing new interests, all the time supporting our students to make those small steps of progress in line with our curriculum intent.

The cumulative impact of the range of subjects studied and how these learning experiences contribute to the student's development is subtle. It is a process that involves foreshadowing, reference, embellishment, echoes, and evolution – a continuous ebbing and flowing between the simple and the esoteric, rather than a mere layering of one building block on top of the other.

In the 6TH form the curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, Numeracy and PSHE the units studied each term should complement the work they are doing for their OCR Award.

Accreditation - In the sixth form students access the OCR life and living skills award. We have further developed our curriculum in the 6th form to offer the students the opportunities to work towards the OCR Horticulture, John Muir and Duke of Edinburgh awards

Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation of the Learning Journeys

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

Students are able to discover and explore new interests;

Students develop the skills and knowledge to support their emotional regulation and mental health;

Students develop their communication skills – building on their self-esteem, confidence and a range of Positive Mental Health Outcomes;

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

Staff teams from the education department, care department and therapy team work closely together. We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and also beyond these working school hours.

The morning education lessons start at 9.00am – 12.00 and the afternoon education lessons start at 1.30pm – 4.00pm. 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 students to practice their communication, life and leisure skills. The education day also extends into the evenings.

Education takes place for 41 weeks of the year.

The curriculum is broad and balanced, reflects British values and enables the students to enjoy a broad and rich experience of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

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 life skills, 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



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
Core Subjects			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science – One Planet Living Land Based Science	✓	✓	✓ (LBS)
Foundation Subjects			
Art & Design (Thematic Learning)	✓	✓	-
World of Work - Mini-Enterprise	-	-	✓
Modern Foreign Languages	✓	✓	✓
Geography (Thematic Learning)	✓	✓	-
History (Thematic Learning)	✓	✓	-
Music (Thematic Learning)	✓	✓	✓
Physical Education (PE)	✓	✓	✓
Skills for Life –OCR Life and Living Skills	-	-	✓
Expressive Arts	-	-	✓
Out and About - Community	✓	✓	✓
Other statutory subjects			
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.

Hill House Reading and Literacy Strategy

Overall ethos "to encourage engagement with, and to develop a love for reading"

At Hill House School, we are passionate about ensuring that all students are able to engage with books and the written word. It is our aim that our students are presented with the written word in such a way as to foster a **love of books and reading**.

Hill House Students – barriers to learning and literacy

- ASD and SLD and the associated difficulties acquiring reading skills for these students
- The students having non-normative approaches to communication and learning
- All of the students are working significantly below age related expectations in one or more areas of literacy whether it be accuracy, fluency or comprehension – the majority of our students are working significantly below in all three areas of literacy.
- Periods of time outside formal education, history of placement breakdown with negative experiences of learning
- The majority of our students have not experienced any consistent teaching of reading and phonics prior to coming to Hill House School
- Reading being presented in such a way as to be perceived by the students as a high stakes demand
- A significant number of our students have developed their own approaches to acquiring language and words and these are effective for them and they are naturally resistant to other approaches.
- Students who had developed compulsive or ritualised behaviours around books and the written word
- Fear of failure and anxiety around reading
- Special interests limiting the genre of fiction/non-fiction the student is prepared to engage with.

In relation to Literacy and reading we have broadly three different cohorts of students at Hill House School.

Pre-Phonics Non-Literate	Emerging Understanding of Phonics Non-Literate	Literate Students
Students who are beginning to make connections with physical movements and the creation of different sounds	Students who are able to recognise and recall phonemes	Those students who at the point of starting at Hill House had already developed their own idiosyncratic approaches to reading and decoding new or less familiar words

Given these three very different groups of learners we continue to develop our literacy curriculum to meet their needs

Literacy and Reading Curriculum offer		
Pre-Phonics Non-Literate	Emerging Understanding of Phonics Non-Literate	Literate Students
Students who are beginning to make connections with	Students who are able to recognise and recall phonemes	Those students who at the point of starting at Hill House had already developed their

physical movements and the creation of different sounds		own idiosyncratic approaches to reading and decoding new or less familiar words
<ul style="list-style-type: none"> • Individual Reading Profile • Literacy and Reading IEP target • x 1 literacy lesson per week (TOPIC) • x 1 Pre -Phonics based activities per week • All the above informed by the guidance of the SALT 	<ul style="list-style-type: none"> • Individual Reading Profile • Literacy and Reading IEP target • x 1 literacy lesson per week (TOPIC) • x 1 Phonics based activities per week • Opportunities to use the School Library at least x1 a week • All the above informed by the guidance of the SALT 	<ul style="list-style-type: none"> • Individual Reading Profile • Literacy and Reading IEP target • Where achievable Standardised Single Word Reading Test • x 1 literacy lesson per week (TOPIC) • x 1 reading for meaning session each week • All the above informed by the guidance of the SALT • Focus on generalising their reading skills when out and about in the community

Our **intent** is to develop a strong phonic awareness and effective blending and decoding skills for those of our students who are learning to read. However also we recognise that different approaches towards the development of decoding skills works best for our students. We aim to enable students where appropriate to be able to understand letter sounds, blending sounds together to read and spell words and applying these skills across the curriculum. **We recognise that many of our students are working at a pre-phonics stage or have over time developed their own strategies to access the written word, with our more able readers appearing to be Gestalt Language Processors using these methods and approaches to reading the written word.**

What are Gestalt Language Process methods and approaches?

- Many GLPs are hyperlexic and can decode very easily, but then have difficulty with reading comprehension.
- Many GLPs are whole word readers and benefit from a "whole to part" approach.
- Some GLPs will read later and won't "catch on" to a phonics-based approach until they have progressed in their language development (self-generated language) and are processing words as units.
- Working closely with our speech-language therapist we identify what approach might work best for our students.
- Focus on reading for meaning as often these students have relative strengths in accuracy with weaker comprehension e.g., meaning over mechanics

This area of our understanding of language acquisition and processing is new and in constant development and we will be working with external partners such as SMARTBOX, UCL and ACORNS to produce action research on what methods and approaches best suit our GLP's.

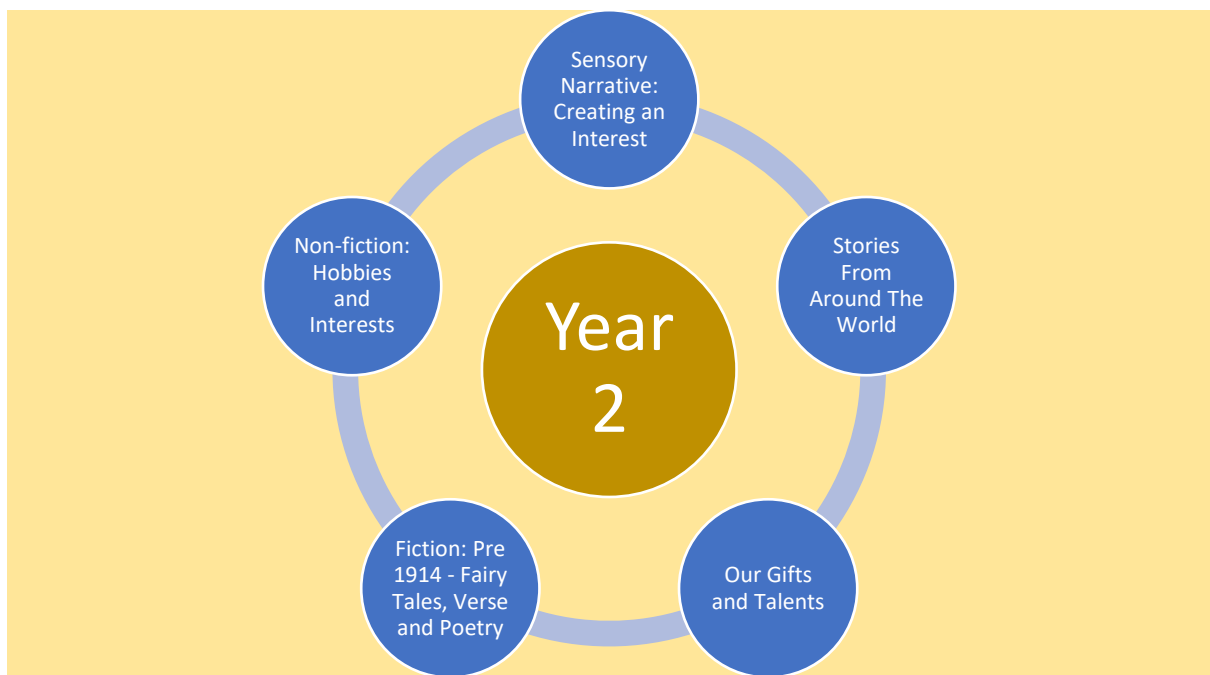
We **implement** our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our specialist SEN team, these lessons are also supplemented by a dedicated reading session which takes place weekly in the classroom or the school's library. Where appropriate students will be baseline assessed in relation to their understanding of and abilities with phonics. Each student has their own reading profile outlining their strengths and the challenges they face with reading and engagement with the written word. Students will also be set termly reading and literacy targets as part of their IEP. These targets will be reviewed at the end of each term and the progress celebrated in the students' learning journeys. Our approaches to developing reading and phonics are also informed by our Speech and Language Therapist who supports and advises on target setting.

We passionately believe that teaching children to read and write to support their expressive communication is one of the core purposes of our literacy curriculum. Our intent is for the Impact of this curriculum will support our students in accessing a broad and exciting curriculum, ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but we also aim to support the students generalise these skills "Out and About" in the community and to take them forward with them into adulthood. We also recognise that the development of this knowledge and skills also has a huge impact on student's self-esteem and enhances their cultural capital and future life chances.

**Key Stage 3/4 "My world of words"
"Our World and Preparing for Adulthood "**



"My world of words"





"Our World and Preparing for Adulthood "





Implementation/Assessment

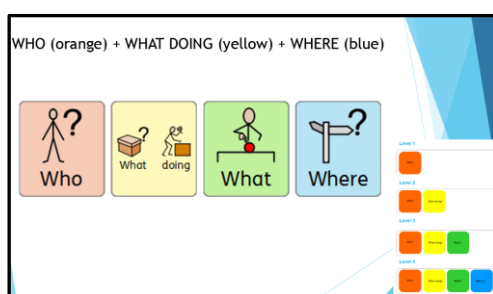
- Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium-term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- 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 attainment targets for students in Literacy/Communication are broken down into small steps – "I Can" statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer students external Accreditations - in the sixth form students have access the OCR life and living skills award which contain many elements that support developing literacy.
- Positive Behaviour Approaches
- Sensory and Communication Strategies including Autism specific approaches PECS, "Attention Autism", TEACCH approaches and Colourful Semantics
- Colourful semantics is an approach aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles

sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

- WHO – Orange?
- WHAT DOING – Yellow
- WHAT – Green
- WHERE – Blue

There are a range of benefits to using this approach, including but not limited to;

- Encouraging wider vocabulary
- Making sentences longer
- Helps children to answer questions or generate responses to questions
- Developing use of nouns, verbs, prepositions and adjectives
- Improves story telling skills



Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Greater access to the written word and understanding of its function and purpose
- Development of autonomy and personal advocacy
- Phonic awareness at the level that meets the students' abilities and needs
- 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

Mathematics/Numeracy – 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.

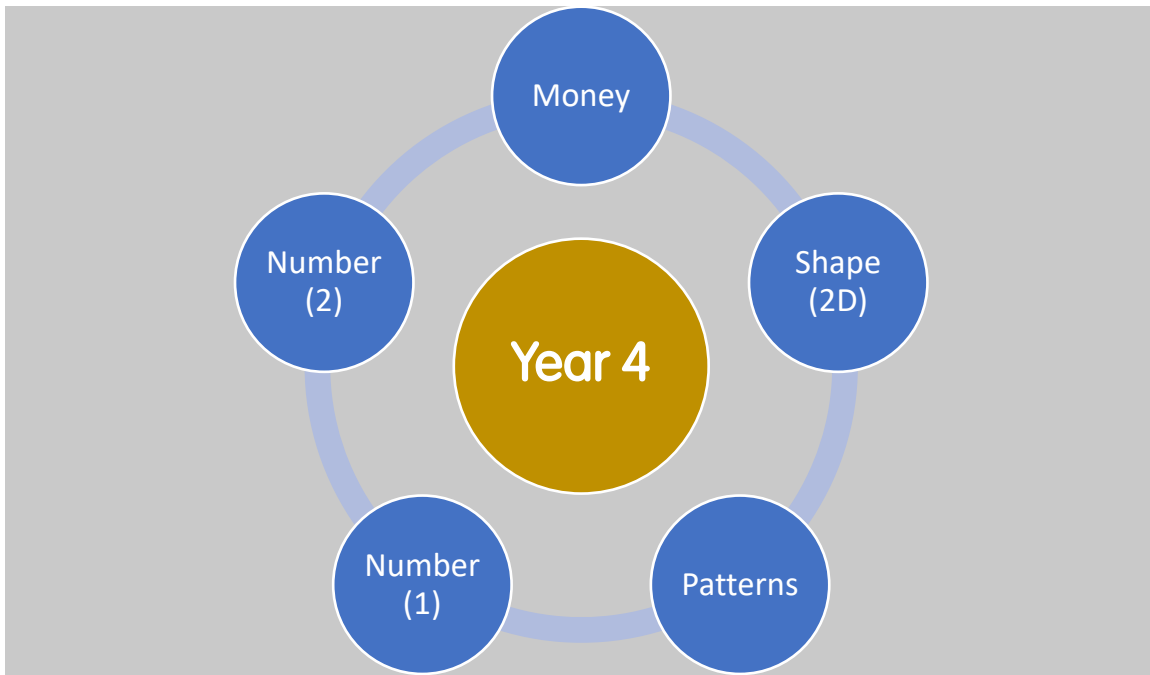
We therefore Aim for our students to become **fluent** in the basic fundamentals of mathematics and to be able to **reason mathematically** by following a line of enquiry, we also aim to develop our students' abilities to be able to **solve problems** by applying their mathematics to a variety of routine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

Key Stage 3&4 "Step by Step, Rung" Course Content "Step by Step"





Course Content KS4 "Rung by Rung"



Implementation/Assessment

- 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. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- 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 old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- 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 the sixth form students have 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 and work-related learning

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
- 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 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"



Course Content KS3/4 "Understanding My World"





Course Content "Having fun and Staying Safe"





Implementation/Assessment

- 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. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

- 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 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 old 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 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 students to develop their abilities and to succeed in sport and other physically demanding activities. We aim to promote our student's 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 students to lead healthy active lives. It is also our aim through the PE curriculum to build 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

In addition to our whole school Intent and expectations;

- We want to offer students a broad and balanced PE curriculum;
- That enables them to enjoy taking part in physical activity
- That enables them to access these activities at a level that is right from them
- 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 students to engage in a range of sports and physical activities
- So that they learn to lead healthy, active lives



Course Content "Get Up, Get Active"







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.
- 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)
 - PedALL
 - Tile Barn
 - Use of Outdoor Equipment
 - National Walking Day
 - Flamenco
 - Duke of Edinburgh Award

- 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**
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 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 student's interests and supports them to make connections with their work. We believe that the thematic approach breaks down concepts and facts to more closely resemble how life is experienced outside of school. The thematic approach should inspire in students 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 students 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 student's 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 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 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

In addition to our whole school Intent and expectations;

- We want to offer students a broad and balanced curriculum in Thematic Learning;
- That 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
- Students will be encouraged to understand and explore how music is created, produced and communicated
- 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



Course Content
Key Stage 3 "A Journey through Time"

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	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
Art	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
Music	Notations: Notation	Improvise and Compose: Creating and Recording Sounds	Musical Devices: Sound Effects	Listen: Natural Environment	Musical Devices: Working with Stringed Instruments
D&T	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
Humanities	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
Art	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
Music	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
D&T	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
Humanities	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
Art	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!
Music	Listen: Pitch	Listen: Identifying Sounds	Play and Perform: Sensory Music	Listen: Music that Makes Us Feel Good	Musical History: Music Through the Ages
D&T	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

"The Journey Continues"

YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	The Vikings	Place Knowledge: Homes	Life in the Tudor Times	Human and Physical Geography: The Seaside	The Industrial Revolution
Art	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
Music	Listen: The Vikings	Musical Devices: Music and Television – Sound Effects	Play and Perform: Instruments - Duration	Musical History: Composers	Play and Perform: Orchestra
D&T	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 5	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	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
Art	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
Music	Notation: Notation and Group Work	Improvise and Compose: Class Songs	Play and Perform: Winter	Musical Devices: Sound Sources	Listen: Contrasting Cultures
D&T	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

Implementation/Assessment

- Each 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. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- 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 old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- 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



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 students will be taught the essential aspects of the knowledge, methods, processes and uses of science.

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

We have organised our science curriculum to work in harmony with our **One Planet Living** whole school goals and targets.

"We only have one Planet Earth, but as a global society we're living as if we have several planets and are consuming resources in ways which cannot continue. That means that a lot of things have to change. But we also know that if we work together on these problems we can enjoy just as much comfort and have more security and better health while living lives that are enriching, fulfilling and sustainable."

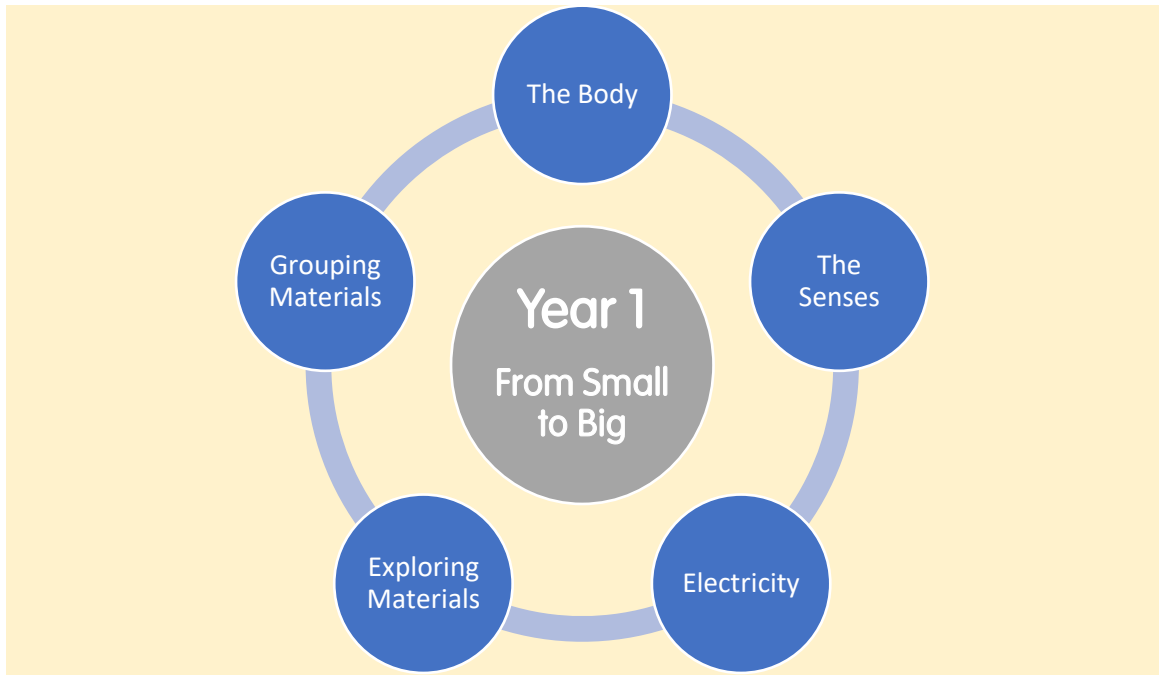
Intent/ Aims

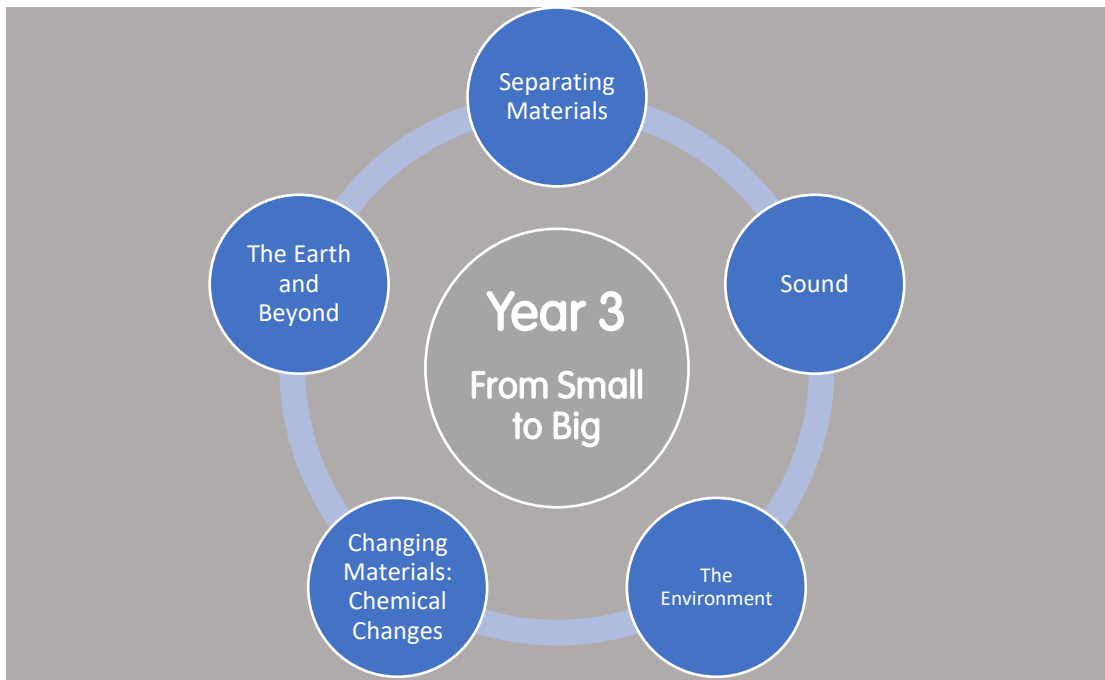
In addition to our whole school Intent and expectations;

- That allows our students to have embraced a sense of respect for and wonder at their natural environment
- To have encouraged a sense of respect and responsibility for their natural and manufactured environments
- We wish for students to understand how humans and technology can be a force for good or harm to our environment
- We would like students to have a sense of some of the fundamental natural and scientific processes that govern their planet and the environment they live in

- For them to develop understanding of the nature, processes and methods of science
- For them to have some understanding of the uses and implications of science, today and for the future

Course Content "From Small to Big"





One Planet Living / Science Curriculum





Implementation /Assessment

- Each 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. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, "One Planet Living" 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.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- 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





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

Intent/ Aims

In addition to our whole school Intent and expectations;

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 the environment – recycle, tidy up
- Accept rights and responsibilities e.g., socially acceptable behaviour
- Make choices and shows preferences
- Look at major events that affect their lives e.g., birth, death
- Experience / give opportunities 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 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



ICT and the Curriculum

Digital Citizenship The concept of digital citizenship relates to the responsible, ethical, and safe use of ICT by students as members of society and citizens of the global community. Students have access to a range of ICT across the curriculum and experience using ICT on a daily basis.

Our approach is to offer students the chance to develop their functional skills using ICT, in a wider curricular context,

Information and communication technologies include computers, AAC devices "Talk Pad" laptops, digital cameras, video cameras, scanners, smart phones, electronic games, digital audio devices, global positioning systems, electronic whiteboards, the Internet, et cetera. ICTs in the classroom will continue to evolve as new technologies emerge over time.

Our aim is for students to be able to choose and use ICT, responsibly and ethically, not only to support their communication, but also to develop their functional and creative thinking about textual, numerical, visual, and aural information.

They develop this digital literacy through a process of inquiry across the curriculum as they; communicate their ideas,

plan and question,
gather and make sense,
produce to show understanding,
reflect on their learning,

Students are encouraged to use ICT to support their communication and learning on a daily basis and across all of their areas of study during the school /college day. This use of technology is continued in their homes using ICT to overlearn and embed key skills and knowledge.



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

The Hill House School sixth form curriculum

“As pupils move on to the sixth form, they benefit from the rich opportunities to work on land studies or participate in the Duke of Edinburgh’s award scheme. Through their lessons they engage with the natural environment both within the vast grounds of the school and out on trips in the local area. Pupils achieve relevant accreditations which celebrate their achievements and successes. This helps them prepare for their next steps. Leaders advocate and plan rigorously for the transition on to a pupil’s next setting to ensure they succeed.” OFSTED MARCH 2024

“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

Our 6th Form Curriculum encourages students to follow Pathways which are designed to help them build a more independent lifestyle and develop skills for life and work. This curriculum focusses on developing communication skills, emotional regulation and is about building their confidence and preparing them for adulthood.

We encourage students to make more informed choices in line with their needs and aptitudes, speaking up for themselves and discovering a sense of control over their lives.

As well as improving their knowledge, skills and abilities in the core areas of Literacy, Numeracy and PSHE/RSE, students will develop their personal, independence and social skills. Our Pathways support students to develop skills and confidence for living independently through a personalised programme. This includes learning experiences which will serve them well in the future, such as going shopping for food, using public transport and managing money. All of these are explored in our OCR Life and Living Skills Pathway to the World of Work.

Students also have the choice to spend more of their curriculum time on the Land Based Science and Animal Care Pathway or the Arts and Performing Arts Pathway. Some students may also focus more on taking part in off-site work placements, voluntary work in the community or enterprise activities to develop their communication, emotional regulation and team skills.

Implementation

6 TH Form Curriculum Overview					
Core Academic Literacy – Communication Numeracy PSHE/RSE	OCR Life and Living Skills –	Land Based Science and Animal Care	OCR Life and Living Skills – Expressive Arts	OCR World of Work Mini Enterprise	Out and About
Accreditation					
EHCP Outcomes - Termly IEP Targets CL, CI, SEMH, PS/PD					
HHS "I Cans"	OCR Introductory and Entry	OCR Introductory and Entry John Muir Award Duke of Edinburgh	OCR Introductory and Entry Duke of Edinburgh	OCR Introductory and Entry Duke of Edinburgh	John Muir Award Duke of Edinburgh

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

In the 6TH Form, the curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, Numeracy and PSHE the units studied each term should complement the work they are doing for their OCR Award.

Core Curriculum Programmes of Study

Hill House Sixth Form Study Programme - Literacy

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.

Literacy and Phonics

At Hill House School, we are passionate about ensuring that all students are able to engage with books and the written word. We hope for them to become confident and enthusiastic readers and that this will enable them also to become more able writers in line with their abilities and aptitudes. We believe that phonics provides one of the foundations of engaging with and understanding the written word and facilitates the development of literacy skills and knowledge for our students. Through daily, systematic and consistent access to the written word and phonics teaching, our students learn to segment words to support their spelling ability and blend sounds to read words.

Our **intent** is to allow students to develop a strong phonic awareness and effective blending and decoding skills, we recognise that a variety of approaches towards a development of phonics awareness works best for students and we have chosen elements from a range of recognised interventions including Jolly Phonics, Twinkle Phonics, and the Clicker 6 etc. We aim to enable students where appropriate to be able to understand letter sounds, blending sounds together to read and spell words and applying these skills across the curriculum.

We **implement** our literacy curriculum through dedicated timetabled lessons throughout the week delivered by our English Specialist Teacher, these lessons are also supplemented by a dedicated reading session which takes place weekly in the school's library. All students will be baseline assessed in relation to their understanding of and abilities with phonics. Students will also be set termly Phonics targets as part of their IEP and these targets will be reviewed at the end of each term and the progress celebrated in the students' learning journeys. All students have a reading profile outlining their relative strengths and barriers to literacy.

We passionately believe that teaching children to read and write to support their expressive communication is one of the core purposes of our literacy curriculum. Our intent is for the **Impact** of this curriculum to support our students in accessing a broad and exciting curriculum, ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but we also aim to support the students to generalise these skills "Out and About" in the community and to take them forward with them into adulthood. We also recognise that the development of this knowledge and skills also has a huge impact on student's self-esteem and enhances their cultural capital and future life chances.

Implementation

- Students have two weekly timetabled sessions of Literacy during the college week – one focussing on the current topic - the other with a focus on reading/phonics
- The literacy sessions are delivered by our lead for English
- In the 6TH Form the literacy curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, the units studied each term should complement the work they are doing for their OCR Award.
- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey.

	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	Media Mania: Creating an Interest-Media (swapped the order) T1 and T2 as this way it's better sequenced	Let's make a list: Making schedules and instructions	Keeping a diary	What have I done? Sharing Information- Events	Vocab: Clothes and personal care
Year 3	Using our senses in storytelling	Let's make a list: Following schedules and instructions (New topic I created this in order to sequence the last year topic in the same term)	Press gang! Write your own newspaper or magazine	Creating an Interest: Books	Making a life book 1+2 (I made of the life book topic 1 and 2 I made 1 topic where we can link life book to My passport to adulthood

Hill House Sixth Form Study Programme - Numeracy

Mathematics/Numeracy – 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.

Implementation

- Students have one weekly timetabled session of Numeracy during the college week
- The Numeracy sessions are delivered by our lead for Maths
- In the 6TH Form the Numeracy curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Numeracy, the units studied each term should complement the work they are doing for their OCR Award.
- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey

	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 and colour	Money matters: Financial responsibility	Data: recording information	Drawing with shapes	Counting out: more and less

OCR Life and Living Skills Award

The OCR Life and Living Skills suite of Entry Level qualifications provide our 6th form students with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for students to develop skills, gain underpinning knowledge and understanding and offers the opportunity for 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 6th 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 students in the 6th form have been working on the entry level units of:

- Environment and Community
- Land Sciences
- Personal Skills
- Numeracy
- Communication
- Home Management
- World of Work
- Arts and Crafts
- Performing Arts
- Media
- ICT

Implementation

- Students in the 6th form have weekly timetabled sessions focussing on the “World of Work” units of the OCR Award
- Alongside the core elements of the World of Work units, students are encouraged to express preferences for and to actively make choices to specialise in one or more areas of the OCR Award.
- This may mean that one college student has a very different timetable from another as the aim is for each of the students to have their own bespoke curriculum.

OCR Life and Living Skills Award

Year	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Environment and community Making a sensory garden	Applied Numeracy Time Keeping	Personal skills Healthy living	Communication Developing communication skills	Home management Making and preparing your own food
Year 2	Environment and community Planting and seeding	Applied Numeracy Using Money	Personal skills Emotional well being	Communication Interacting in a group situation	Home management Carrying our household tasks
Year 3	Environment and community Digging, planting and working in the allotment	Applied Numeracy Gathering and Using Data: Budgeting Time and Money	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

World of Work and Mini Enterprise

Enterprise is defined as an organisation or plan, particularly designed to earn money, while enterprising defines someone who is good at thinking of and doing new and difficult things, especially things that will make money.

The mini enterprise curriculum supports students to achieve their OCR Life and Living Skills Award. It is also designed to facilitate progress towards their wider learning goals and EHCP Outcomes whilst also introducing to our students the ideas of economic wellbeing and financial capability.

The Mini Enterprise curriculum seeks to encourage students to explore what it means to be enterprising. This could mean looking at their own qualities, problem solving or managing risks.

Our Mini Enterprise curriculum embraces the following themes;

- What is enterprise?
- Enterprise and the community
- Economic ideas
- Financial capability
- Changes in the world of work
- Financial risks in business, implementing new business ideas
- Innovation throughout history
- Sharing, working collaboratively and pitching ideas.

Each unit of study lasts eight weeks

OCR Life and Living Skills Award - "The World of Work and Mini enterprise"

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Learning about different careers	Time Keeping & Getting Ready for Work: Off to Work We Go!	Health and Safety at Work: Be Aware!	Team Building: Together we Can!	World of work: Preparing for work and job skills
Year 2	Careers Action Plan: I Want to Be!	Creating and Following a Jobs List	Health and Safety at Work: Keep Safe!	Working Together	Work Portfolio: I can!
Year 3	Choosing a Job: The job that's right for me!	Learning for Work: Work Simulations- A Day in the Life!	Health and Safety at Work: Managing Risk	Networking Setting and Enterprise Project	World of work: Work experience of your choice, your personal skills

Land Based Science and Animal Care

This curriculum has been developed for our students who have a passion for conservation and agriculture and have the potential to explore and enjoy working in a land-based industry or with animals

By following our land-based science curriculum, students explore a wide range of topics, including plant biology, animal biology, environmental management and more. All of these subjects give students a solid foundational knowledge and skillset, which they can use to build upon when they move on into adulthood.

This curriculum is an ideal introduction to working with animals for our students who are seeking to explore this diverse industry; develop practical skills in animal husbandry and gain underpinning knowledge of animal-related topics.

Students will work with a range of animals inclusive of small mammals, farm livestock and exotic species. The curriculum also provides an opportunity for students to develop practical employability skills

Year	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	<u>Practical Horticulture</u> An introduction to Plant Needs	An introduction to Propagation and Crop Rotation	An introduction to Tools and their uses	Maintaining our Growing Area	Maintaining our Growing Area Harvesting and use of Produce
Year 2	<u>Animal Care</u> An introduction to the 5 Welfare Needs	An introduction to Animal Nutrition	An introduction to Animal Handling	An introduction to Animal Health	An introduction to Animal Behaviour
Year 3	<u>John Muir Award</u> incorporating criteria of Discover, Explore, Conserve and Share	<u>National Parks Explore</u> An understanding of the New Forest Code Guided Hikes	<u>National Parks Explore</u> An understanding of the New Forest Code	<u>National Parks Conserve</u> Conservation Activities including surveys, litter picking bird watching	<u>National Parks Share</u> Revisit different areas and habitats in different seasons Share Celebrate Award Competition and Share with our Hill House Community



OCR Life and Living Skills - Expressive Arts

Students will work towards achieving personalised individual targets in Expressive Arts which will contribute to their overall OCR Life and Living Skills Award. This curriculum will also support students to continue working on the range of IEP targets enabling them to realise their EHCP Outcomes.

Students will develop their confidence and performance skills through drama, dance, music stagecraft and using film in performance. Students will take part in music, drama and dance performances at different stages in the year. The curriculum also supports students with making good adult choices taking responsibility developing their confidence communication and their personal and social skills.

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Set Design	Intro to Music Composition	Dance the dream	Musicals through the years	Performing a musical
Year 2	Mask and Costume Design	Playing instruments together	Music and Movement	Write your own song	Music concert
Year 3	Digital Art	Make your own soundtrack	Choreograph your own dance	Character building	Putting on a show



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.

Implementation

- Students have one weekly timetabled session of PSHE/RSE during the college week
- The sessions are delivered by our lead for PSHE/RSE
- In the 6TH Form the PSHE/RSE curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in

PSHE/RSE, the units studied each term should complement the work they are doing for their OCR Award.

- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey.

PSHE/RSE 6 th Form	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	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
Year 2	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
Year 3	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

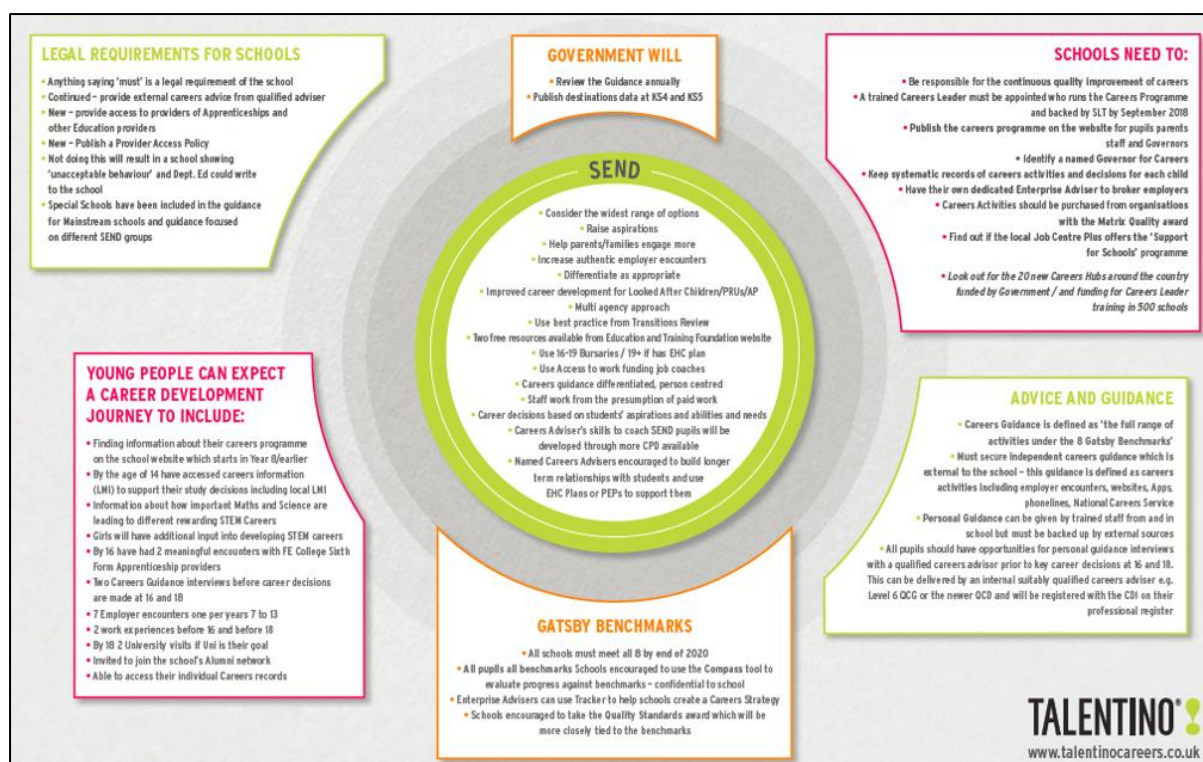
Indicates RSE within the topic – Refer to Schemes of Work for more information on the topics covered

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 liaise with an organisation called '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.

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;



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

A Stable Careers Programme

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.

Learning From Career & Labour Market Information

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.

Addressing The Needs of Each Pupil

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 programme should embed equality and diversity considerations throughout.

How we currently meet this Benchmark – Careers at Every Level

- 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
- Full set of accessible resources about opportunities provided. These are reviewed annually.
- 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
- 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 articulating the employment outcomes on the EHCP plans

Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers.	<ul style="list-style-type: none"> Careers coaching is delivered through a classroom based modular programme linked through to the assessment of pupils
Encounters With Employers and Employees	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"> Regular Enterprise schemes are embedded within the school where students develop their skills in a variety of work environments 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
Experiences Of Workplaces	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"> School is supported to build a network of engaged employers The programme provides a framework for working experience projects (School based, visits and work experience) Students are fully supported to engage with employers through a range of suitable activities Employers have training and many opportunities to have raised disability awareness
Encounters With Further Higher Education	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"> 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
Personal Guidance	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"> Careers coaches are embedded within each school Significant periods include EHC plan reviews, transition from school. School has the capacity to provide coaching support at these key times.

Careers and Work – related learning

Intent

The teaching of careers enables 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 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 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 to 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 also have the opportunity to take part in work experience working with New Forest Fruits where they can learn skills in horticultural care, environmental management and team work.

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 6th 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.



Curriculum Implementation

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 6th Form Curriculum
2. Communication
3. Self-regulation
4. Increasing Independence
5. Resilience
6. Discovery

The targets are recorded termly on the students IEP which can be found in their Master Care Plan

Date set	Related to Outcome	Interim target/action	Review of outcomes	Review Date
	Cognition and Learning Literacy - Topic			
	Cognition and Learning Numeracy Topic			
	Cognition and Learning PSHE/RSE			
	Cognition and Learning Thematic Learning			
	Increasing Communication (Talk Pad)			
	Self-Regulation (Zones)			
	Resilience			
	Preparation for Adulthood and Vocational OCR, Out and About/Work Related Learning			
	Increasing Independence			
	Discovery			

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. IEP targets are integrated into lesson planning and assessed and updated on a regular basis and are shared with parents and authorities

The 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.



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 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

Accreditation

OCR

The OCR Life and Living Skills suite of Entry Level qualifications provide our 6th 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 6th 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 6th form have been working on the entry level unit of work “the World of Work”.

John Muir Award

The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. It is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that sets appropriate challenges for each of our college students. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration.



Duke of Edinburgh Award

The college curriculum will also support our students to engage and participate in the Duke of Edinburgh Award Scheme

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for, and completion of an adventurous journey



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 senior teaching assistants and the care team 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 outlined in the students termly IEPs.

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 the students' weekly postcards home, but most importantly their Learning Journeys and Termly IEPs.

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 plans 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 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

Relationships and Sex Education (RSE)

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

There is a statutory obligation for schools to deliver Relationships and Sex Education.

"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." (DfE policy statement)

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 Safeguarding Policies; Child Protection, On line 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 th 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

One Planet Living

Hill House is part of an initiative by Bioregional called 'One Planet Living'

One Planet Living has a vision of the world where everyone, everywhere enjoys happy, healthy lives within the limits of our **ONE** planet

The One Planet Living framework is made up of 10 easy to understand principles to respond to the challenges we currently face



One Planet Living encourages a culture of innovation, exploration of opportunities and collaboration to enable flexible systemic responses and rapid progress. It inspires change through a hearts and minds approach - a sense of real neighbourliness – we're all in this together (co-creation)

As a school Hill House has created a One Planet Living Action Plan which runs through everything the school does

The Hill House curriculum incorporates themes and topics based on looking after our environment and the sixth form students work towards a module within their OCR awards based on the environment

Hill House has their own One Planet Living newsletter called 'Footprint' which is sent out regularly. This provides an opportunity to share resources and ideas and also celebrate the projects that the young people and staff have been involved in



Mindfulness in the Morning

Each morning before the class and college-based lessons begins the students access "Mindfulness in the Morning"

These sessions are led by the senior teaching assistants and are informed by strategies and activities provided by the Nurture teams.

Students can take part in this hour either in their home or if they wish in their class or college base and this time is dedicated to support the students transition from their home into the school/ college day.

The aims of the mindfulness mornings are;

1. To indicate that the school day has started, it is important for our young people to have clear structure that enables them to differentiate between the weekend and the weekdays.
2. Wake up our minds and bodies with movement and music. Starting the day with high impact vestibular stimulation helps our brain prepare for learning and the associated demands of the school day. **(Alerting)**
3. Explore and engaging in activities that stimulate our attention skills. Getting engaged in multi-sensory processing activities (activities when you are doing more than one thing at a time) engages the skills that help increase attention span and performance in the education settings. **(Focusing)**
4. Story and relaxation time. Sitting down to listen to a story or some relaxing music while getting some deep pressure, massage or vibration feedback to help start the day feeling as calm and ready as possible. **(Calming)**

In other words, we are aiming to support our young people to feel in the **Green Zone**, ready to engage and learn in the education activities that they will encounter in their school or college day

Nurture

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in schools. A whole school nurturing approach can support children to reach their full potential and improve outcomes. Recognising that children have different experiences in their lives enables the appropriate support to be put in place to allow them to grow and develop. Hill House School offers Nurture, Extra Nurture and Super Nurture dependent on the individual child's needs (See HHS nurture visual below). All levels of the nurture approaches are based on the 6 principles of nurture

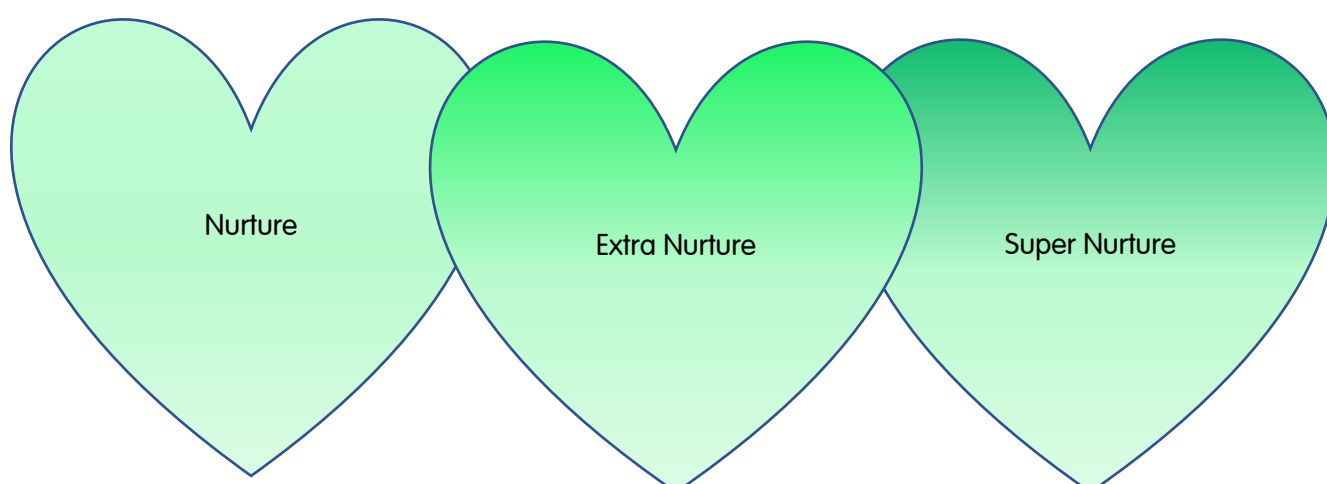
The 6 principles of nurture are;

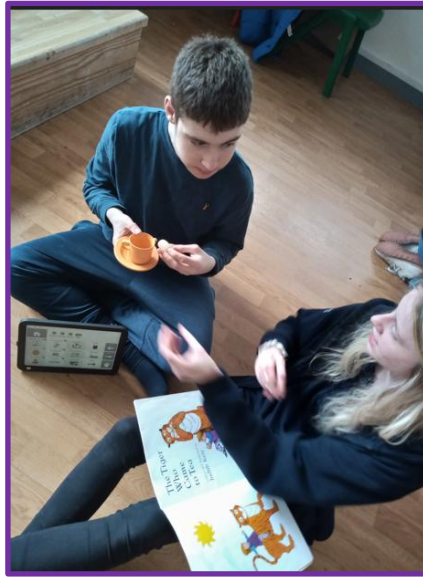
- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

In order for a child to access the Super Nurture approach, evidence will be gathered through analysis of incident data, direct observation and the views of their staff team. The Super Nurture framework includes input from an experienced multi-disciplinary team and a bespoke package will be developed for the child

<p>All children receive Nurture at Hill House School.</p> <p>Compassion, safety and trust are underpinning all elements of the child's experience</p>	<p>Sometimes a Child may need extra Nurture for a short period of time with the nurture Team. i.e., if they move to a new home, express their emotions in the Yellow/blue/Red zone more frequently for them.</p>	<p>Sometimes a child has a Diagnosis / Bereavement / Insecurity and may need a longer period of time with the Nurture Team.</p> <p>BST will be led by Psychology to create an appropriate and bespoke approach to support building resilience and positive relationships</p>
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Therapy team	Intensive interaction	Clinician's input
House Manager	Special event to be planned	Additional strategies
Well trained staff	Sensory activities	Regular sessions, long term
Wellbeing	Talking mats	Additional staff training
Project Home	Reflections	Family support
Reflections	Zones of Regulations	OT support i.e., womb space
Zones of Regulations	Play sessions	Play sessions
Therapeutic Play	Role Modelling	Sessions with BST/Other





Class Assembly / Tutor times/ Reflection Time

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.

What are the zones?

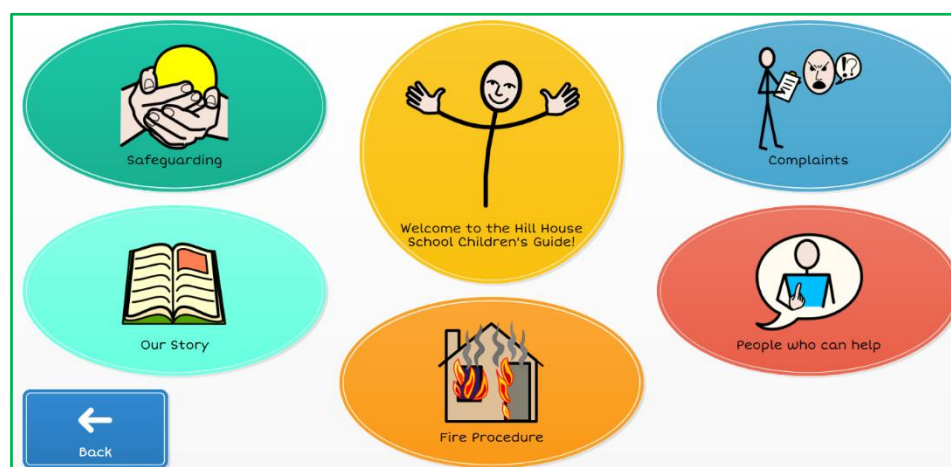
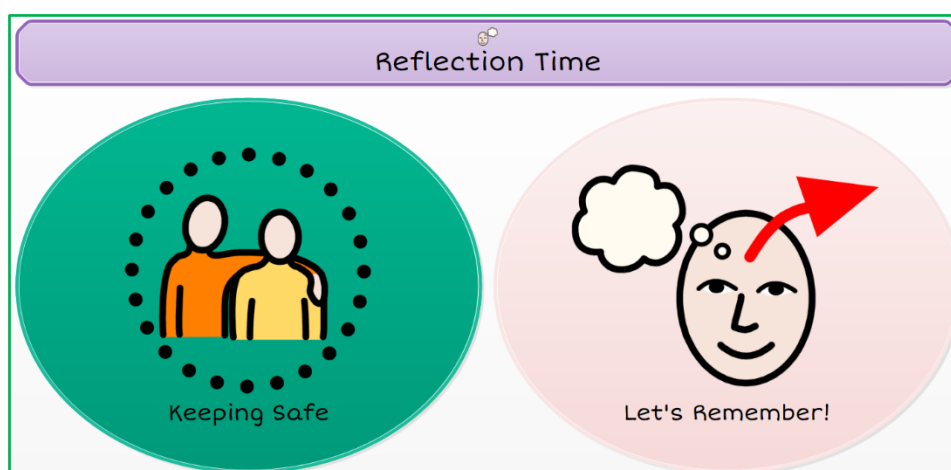
The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

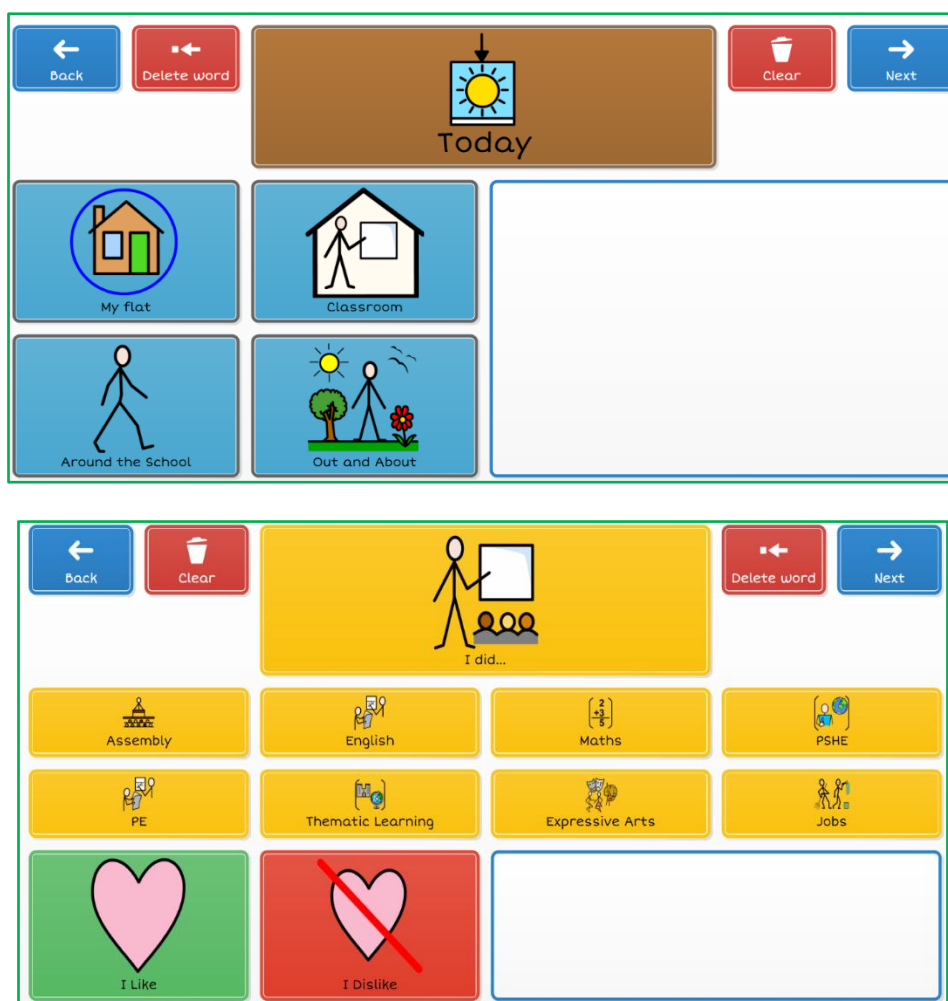
This curriculum approach provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Reflection Time

At the end of the school / college day the students have dedicated time set for reflecting on the day and to consider which strategies have worked for them, what has gone well and any concerns or anxieties they may have. The students use their talk pad devices to support this activity.





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 symbols 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 6th 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.

The main aim of the café is to provide students with choice. There is an opportunity to queue for lunch and make a choice about which options they would prefer, often using their Talk Pad. 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

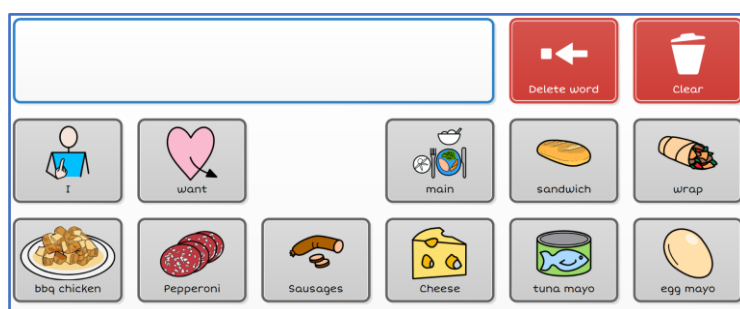
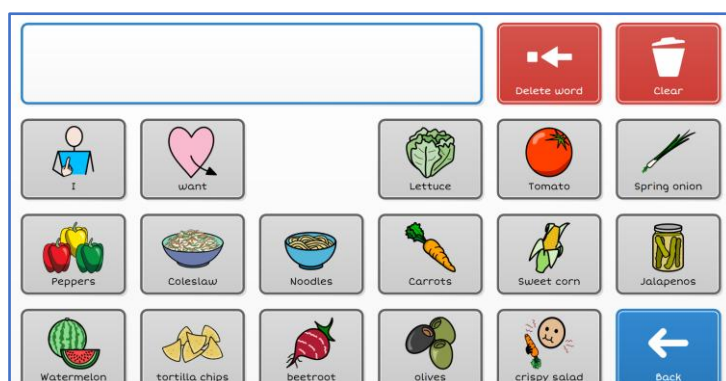
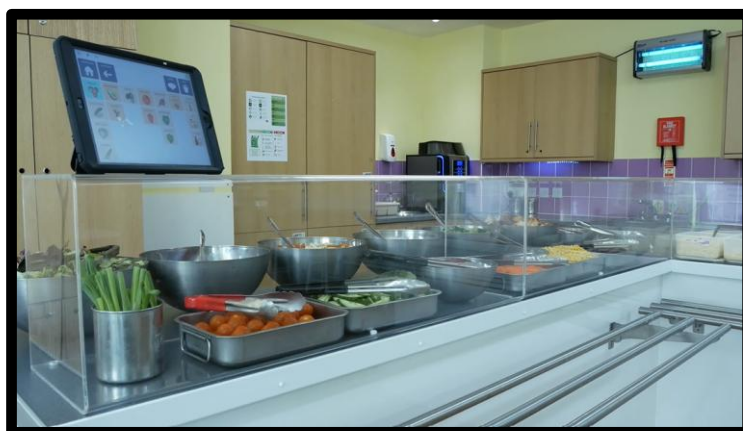
Water for All

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



Going Out and About / 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.

When out and about in the community the students are encouraged to use their Talk Pads for functional communication giving them opportunities to generalise learnt communication skills.

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 off-site learning opportunities, these include;

- Pilley Stores
- Football coaching with 'Saintsability'
- Hampshire Outdoors Tile Barn Activity Centre
- PedALL Bicycle Accessibility Charity
- New Forest Fruit Farm
- New Forest for Ukraine
- Milford on Sea Community Centre
- The Red Lion Public House

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 offers training and support 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 DofE and OCR Life and Living Skills Awards

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 students to begin to experience the world of work and to start to earn a small wage for their hard work.

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

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 like Music for Autism and theatre productions.

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

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.



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 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 and professional development
- 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

Master Care Plans

Each young person 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 eight sections in each Master Care File;

1. Progress, Life Story and Achievement
2. Key information
3. Referral, Admission and Discharge
4. Legal and Financial
5. Placement, SEN, Care Planning and Review
6. Education
7. Health and Wellbeing
8. Positive Relationships, Child Protection, Risk Management and events / notification's

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.

The student's learning journey will be shared at the meeting, demonstrating the progress that they have made against their EHCP outcomes

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

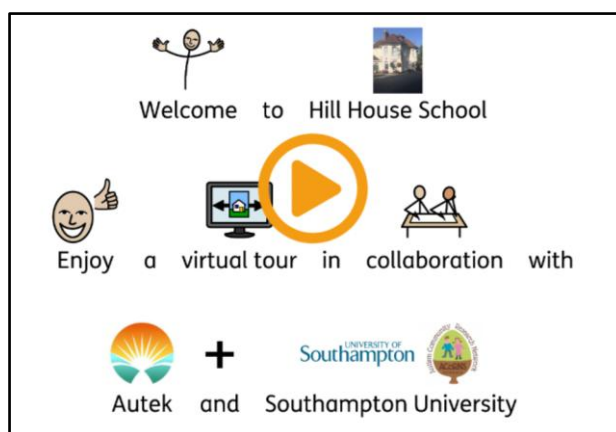
Moving plans

We support a student to move to Hill House in a number of ways. Visits are made to the school and the student's key staff team from Hill House will spend time with them

Hill House have produced a unique `Our Story` virtual tour / interactive film that students can engage with as part of getting to know the school and what it can offer

The film is given to families of new students joining the school as part of their moving in plan.

The film can be personalised with pictures and social stories developed to accompany the film



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 move on from Hill House when a student reaches the age of 19

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/

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

Research and Collaboration

Hill House are partners of ACoRNS – The Autism Community Research Network @ Southampton University

ACoRNS works to seek to improve the lives of young people with autism and is a unique collaboration between Education and Psychology at Southampton University and local nurseries, schools and colleges who are interested in developing, researching, understanding and sharing good practice in educational provision for children with autism and their families

Hill House meets regularly with members of ACoRNS and has been involved in several pieces of research focusing on `Digital 1 AM` Stories` as well as the Zones of Regulation

Hill House has also worked closely with UCL, again with involvement in some valuable research such as looking at Gestalt Language Processing

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

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