

Hill House School



Education Handbook

Contents

	Page Number
Introduction to Hill House School	4
Keeping Safe	5
E – Safety	6
Preventing and Tackling Bullying	13
SMSC / British Values / Public Institutions	14
Teaching and Learning at Hill House	21
Hill House Curriculum Offer	24
Curriculum Maps – Key Stage 3	25
Curriculum Maps – Key Stage 4	31
Curriculum Maps – Sixth Form	35
British Values and Public Institutions Topic Overviews	41
Hill House Curriculum Dimensions	45
English / Literacy - Reading, Writing and Oral Communication	48
Mathematics / Numeracy	58
Computing	64
PSHE	69
Citizenship	75
PE	80
Science	85
RE	90
Art and Design	95
Geography	100
History	105
Modern Foreign Languages (MFL)	110
Design Technology / Mini Enterprise	114
Music	119
Skills for Life	124
Careers	128
Community / Alternative Provisions / External Providers and Work Placements	133
K.S. 3 / TEACCH Time / Class Assembly – Tutor time / Break times – Snack Shack	136
Healthy Eating and our `Let's Eat` café	138
Hill House Sixth Form	140
Accreditation	142
Homework	143
Resources/ Specialist Rooms	144
Medium and Short Term Planning	146
IEP Targets	149
Assessment Methods	150
Recording, Marking and Record Keeping	151
Progress Monitoring, EGAP, Leadership and Management	152
Hill House `IMPACT` Group	157
Student Reviews	158
Student Voice	160

Consultation / Links with parents	163
Sex and Relationships (SRE)	164
Staff Roles in Education	167
Deployment of support staff in the classroom	168
INSET days, Staff Training and Professional Development	169

Introduction to Hill House School

Hill House School opened in September 1992 with the aim of providing education and care to young people with Special Educational Needs, primarily severe learning difficulties and challenging behaviour on a 52-week basis. The school has developed to catering to Autism Spectrum Condition (ASC), and the majority of students present with Severe Learning Difficulties and associated challenging behaviours. The school provides for up to 28 residential students and up to 2 day students. Hill House has undergone major redevelopment of the site during 2011, both increasing the living accommodation and providing vital updates to classroom facilities. The school has an age range of 11-19, students are based in 5 classes. Classes are grouped broadly according to Key Stage and compatibility. Classes one – three comprise the 'main' school and there are two college groups for our sixth form students and for those who require less intensive support, with further opportunities to develop their skills in accessing the community and developing their skills for everyday life and a greater degree of independence

Typically, students at Hill House have a diagnosis of Autism and will have severely limited functional, social, communication and intellectual skills. Challenging behaviours will include physically harmful behaviour directed towards self and /or others, destructive behaviour and withdrawal. They will usually have attended a special school, sometimes several, but will have experienced great difficulties in coping. They will have been supported through the provision of additional resources, generally through 1:1 or 2:1 staffing but will usually have been or will be on the verge of exclusion from their peer group when referred

Standardised assessment will have shown achievement well below national norms, P level scores range from P3 – NC level 2, even where behaviour has allowed such assessments to take place. Most students will have presented significant challenges in the home setting and many will have been supported by social services in respite or full time care homes

Hill House school understands behaviour to be functional and believes that the main factors behind student's challenging behaviour are:

- An inability to relate to the world and to cope with the anxieties and confusions that result
- An inability to communicate with the world to express need
- Previous experience in which 'challenging behaviour' has been reinforced by adults and so has become learned

Keeping Safe

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

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

We work hard to prevent or eliminate any form of abuse

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

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

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

Written records are timely and are held securely

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

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

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

E-Safety

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

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

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

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

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

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

- All students have an individual risk assessment for E-Safety
- If staff or students discover unsuitable sites, The URL (address) and content must be reported to the E-Safety Lead or the ICT technician.
- Staff and students should ensure that their use of Internet derived materials complies with copyright law
- Students should be taught to be aware of the materials they read and also made aware of the risks of going online

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

Access to Computers:

- Access to the school network is available from any network station during the normal school day in lesson time **with an adult supervising**. Computer access is available during care time and school holidays **under close adult supervision**
- A risk assessment is carried out on each student outlining their access and ability to use ICT and advice given to staff on the level of supervision before use in school is allowed

- The unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act is not permitted
- School ICT systems, admin and the SMT will ensure that ICT security systems are reviewed regularly
- Virus protection is updated regularly
- If a 'virus alert' occurs when transferring work from one mode to another the IT technician should be informed immediately. All external hardware e.g. the use of Memory sticks should be avoided but if their use is essential they must be vetted by submitting them to an anti-virus check

E-mail Usage:

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

Published content and the school website:

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

Staff Use of mobile technologies:

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

Social networking:

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

Facebook and other social networking sites

Staff must not have any images of, school students or parents on their personal pages on social networking sites. Staff must not accept students and young people as “friends” or “contacts” on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites. Failure to do so is a disciplinary matter.

Inappropriate adult behaviour which must be avoided also includes:

- Talking inappropriately about sex lives particularly in front of students
- Being alone with students in a group setting for unusually long periods of time without good reason
- Showing unusual interest in one specific student
- Inappropriate use of mobile phones where phone calls or texts take attention away from supervising students

It will be best practice if:

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

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

Authorising Internet Access:

- All staff read and sign the 'Staff Code of Conduct for ICT' before using any school ICT resource
- Staff have a duty to be aware of the students IRAs (Individual Risk Assessments) for the use of ICT before allowing a student access to the computing resources
- We maintain a current record of all staff and students who are granted access to school ICT systems
- During education time access to the Internet is by adult demonstration with directly supervised access to specific, approved on-line materials
- Parents/guardians are asked to sign and return a consent form
- Any person not directly employed by the school is asked to sign an 'acceptable use of school computing resources' before being allowed to access the internet from the school site

Students and staff should understand that Internet use will be monitored

- All new staff are taken through the key parts of this policy as part of their induction training

- All staff including teachers, learning support assistants and support staff are provided with the School E-Safety Policy and have its importance explained as part of the child protection training requirement
- Staff are informed that network and internet traffic can be monitored and traced to the individual user
- Staff development in safe and responsible internet use, and on the school Internet policy is provided as required
- Breaching this e-safety policy may result in disciplinary action being taken and access to ICT being restricted or removed
- Staff will read and sign the *Staff Code of Conduct for ICT* prior to using school computing equipment in the school
- Use of portable media such as floppy disks, memory sticks and CD-ROMs are reviewed and its content can be searched or checked by a member of senior staff

Acceptable use by Parents/guardians and carers

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

Acceptable use by visitors, contractors and others

- All individuals are expected to behave in an appropriate and respectful manner. No such individual is permitted to have unsupervised contact with children and young people. All guidelines in respect of acceptable use of technologies must be adhered to. The right to ask any individual to leave at any time is reserved

The following applies to all:

- Do not use ICT without permission
- Food and drink must not be consumed near any computer equipment anywhere in the school
- Do not move about the room while seated on a chair
- Any person found defacing or wilfully damaging computing equipment will be required to correct the damage caused or pay for replacement (this does not apply to students)
- Computer faults should be promptly reported to the ICT Co-ordinator. Please do not attempt to repair them yourself
- Be aware of correct posture. Always ensure that your chair is at the optimum height for you and that you are sitting correctly at the workstation

- Mobile phones should not be used in school work time unless for stated school purposes and agreed with the SMT

At the end of a session:

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

Security and Software Licensing:

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

The following rules are industry standard:

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

Security on the Internet

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

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

Downloading Material from the Internet:

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

All staff receive E-Safety training as part of their induction and subsequent update sessions

On-going work is done with the students within the curriculum as well as during special event days such as `Safer Internet Day` Students also complete an E-Safety questionnaire and E-Safety is promoted around the school in formats that the students are able to understand

At Hill House we involve parents in safeguarding by keeping them up to date with information, events and progress via a regular newsletter sent from the designated safeguarding lead. The newsletter also contains links to resources where parents can learn how to keep their son/daughter safe on-line

Preventing and Tackling Bullying

Hill House complies with the Equality Duty (2011) which covers; Age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

It aims to;

‘Eliminate unlawful discrimination, harassment, victimisation.’

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

All students are supported to communicate any concerns they may have through a range of methods including ‘talk time’ sessions

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

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

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

Please see the Hill House local guidance on anti-bullying

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

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

Hill House works towards preparing students for life in modern Britain

Democracy

Democracy is widespread within the school, it is vital that all students have a voice and have opportunities to make a contribution. This takes place within our student council, student consultation work for annual reviews and the Hill House `IMPACT` group for example

These values are also promoted through events such as `Parliament Week` and through links with our local MP

The Rule of Law

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

Individual Liberty

At Hill House students are actively encouraged to make choices as independently as possible within a safe and supportive environment. At Hill House we educate and provide boundaries for students to make choices in a safe way. Our curriculum empowers students to develop knowledge and understanding which helps them to make choices for example through our PSHE lessons

Mutual Respect

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

Tolerance of those of Different Faiths and Beliefs

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

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

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



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

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

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

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

Students are also involved in contributing to society more widely for example learning about and raising money for National events such as `Red Nose Day` and `Children in Need`

Public Institutions

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

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

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



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

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

Hill House promotes a positive and inclusive environment

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

Social

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

- Hill House has a rich community where students take part in many social and educational activities across the waking day that serve to enrich their experience and develop them as individuals
- Students can often feel isolated before coming to Hill House and after entering the school they begin to feel as if they belong
- Social events take place throughout the year, including annual parties, discos and gig nights that help to develop a sense of community but that also bring the school together
- Students are also able to take part in activities delivered by visiting musicians and performers. Students have come together to collectively experience; African drummers, Solent Music Festival and `Music for Autism` to name a few
- Students are taught vital socialisation skills through the PSHCE curriculum
- Students have busy, varied and fulfilling days which in turn enable them to sleep better and have a more positive well being
- Extremely positive relationships are developed in the school which have an impact on wider relationships including with parents and siblings
- Students at Hill House are given regular opportunities to access the local community and to develop partnerships with outside agencies. Students access local cafes, restaurants, leisure facilities and work experience very regularly
- There are close links with Brockenhurst College where Hill House is part of a Befrienders scheme
- There are many activities that promote social experiences. Students are encouraged to spend time together proactively in communal areas and eat together at meal times always working on turn taking and activities that promote social interaction.
- Students respond to the therapeutic environment at the school and this helps with growing self-awareness, self-confidence, a growing sense of self and improvements in self esteem
- Termly whole school trips are planned for as many students as possible to attend e.g. Paultons Park. For those unable to attend, individual trips are organised.
- Some students access the annual residential trip to local activity centre
- Visits are made to places of interest, Monkey World, local beaches, bowling and the cinema
- A `Live Feed` system is set up in the school hall to ensure that all students can be involved. If they are unable to make the transition to the hall to participate in an event, they can log on anywhere in the school and still take part
- Fortnightly bush craft sessions at a local outdoor centre

Moral

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

- Hill House meets the needs of students with very complex needs, therefore they require a very individualised support package and our ethos is to promote personal respect, personal space and personal best
- The school has a detailed behaviour policy which promotes positive behaviour support. The school has detailed behaviour support programmes that are individualised and collated from a multidisciplinary perspective
- We have very good links with the local police, who comment very positively on our proactive approaches to promoting positive behaviour and keeping students safe
- Students are taught appropriate behaviour through the informal and informal curriculum and clear boundaries and expectations are present
- Students have a forum to develop their ideas at the school council. Students have the chance to make their voice heard e.g. because of the student council new school uniform was introduced
- The school has an SRE (Sex relationship and education) team that meets to put together programmes for individual students to help them with issues that arise and teach positive management of growing up and developing as a young adult
- Students learn to make informed choices about everyday matters
- Students develop preferred interests and these strengths are built upon
- Students enjoy doing jobs and take pride in being given responsibilities
- Students improve with regard to their own self-esteem in particular
- Students form part of the food working party
- Staff model appropriate behaviour
- Hill House hold regular Charity events including raising money for National charities as well as for special needs children in a school in Tanzania
- Discussion of moral issues using the symbol version of `World Online Current Affair Newspaper`

Spiritual

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

- Termly School assemblies are timetabled and proactively organised and based on celebration of achievements
- The school celebrates a range of multicultural festivals and events and the kitchen teams develop menus accordingly to emphasise the experience
- RE programmes of study as part of the Hill House curriculum
- Time for reflection is built into the student's day
- The school has close links with local churches
- Annual services in the local church e.g. harvest and Christmas
- Some students choose to visit church on a Sunday morning
- `Music for Autism` event each term

- The school honours individual religious and spiritual needs



Cultural

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

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

Let's Talk About It` Group

A group of sixth form students meet regularly as part of the Hill House `Let's talk about it` group. This is an opportunity for students to come together and learn about current affairs and issues that may impact their lives.

Students are able to learn about the topics through a range of visual information including material from the media. Topics include E-Safety, Radicalisation and matters relating to keeping safe and right and wrong



Teaching and Learning at Hill House School

The Cambian Group Mission Statement is as follows:

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

In fulfilling the Cambian mission statement Hill House provide;

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

Our Values

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

Our Aims

At Hill House we provide a breadth of opportunities through a rich and varied learning environment allowing each student to achieve their personal best and experience significant success

Through our teaching we aim for our students to be successful learners and for each student to:

- Develop a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- Become confident, independent learners that encounter, engage and explore
- Develop a range of skills towards independence to best equip our students to be able to live in modern Britain
- Communicate needs, make choices, make decisions and choose options that other people act on and respect
- Increase learner's awareness, understanding and respect of their environment and of the world
- Promote self-esteem and self-advocacy through the use of a range of systems of supported advocacy and to develop an awareness of self and sensitivity to others
- Celebrate and share success and achievement

Teaching and Learning

Our core purpose at Hill House School is learning and teaching

Effective Learning

Effective learning takes place within a learning culture where students believe they can succeed and are personally involved in their learning

Learning is effective when;

- Learners understand the process of learning and take responsibility for their own learning
- Learners know their targets and reflect on their work and are involved in identifying how to improve to achieve maximum success
- Learners develop a positive view of themselves
- Learners experience a range of tasks
- Learners practise and apply their skills in other learning situations

Effective Teaching

Effective teaching takes place when teachers have high and consistent expectations of all learners' behaviour and attainment

Teaching is effective when;

- Teachers have high expectations for all students regardless of their starting points
- Teachers recognise diverse learning styles and use a variety of teaching strategies to motivate and develop a range of skills among learners
- Teachers build on learner's individual levels of attainment to develop their skills, knowledge and understanding
- Teachers use praise and positive reinforcement to motivate learners through lesson delivery, tasks and the celebration of achievement

- Teachers use a range of assessment tools including rich questioning to accurately assess student's learning and progress
- Assessment is used to adapt and inform future learning opportunities
- Teachers have high and consistent expectations of all learner's behaviour, which promote safety, respect, self - esteem and positive attitudes

We provide high quality teaching and learning that directly contributes to raising achievements of all within Hill House. We provide a broad, balanced and highly engaging curriculum and individualised learning targets

At Hill House the whole site is registered as a school and we believe that learning can take place across the whole site. Students are encouraged to access all specialist classrooms as well as other spaces including the allotment area, activity base and hub.

There may be occasions when a student is struggling to come into the classroom. In these situations their timetable may need to be adapted / amended to reflect where they are able to access education. There is always an individual plan for the student with a clear action plan and measurable targets and outcomes. We would never lose sight of high expectations for all our students, however learning always needs to be presented in a way that our students are able to access and in a way that enables them to always make progress

Hill House Curriculum Offer

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

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

Students have opportunities for gaining accreditation for their work in all areas of the curriculum

At Hill House students study the following subjects / study programmes in each Key Stage;

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

Hill House Curriculum Map

Key Stage 3

Year 1

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Creating an interest: Plan, draft, edit and proof read	Read and Learn: Non-fiction authors ** Visits to libraries	A door to the world: World Literature	Sensory Narrative: Retelling and sharing information Short stories	Diaries and letters: Personal and formal
Mathematics	What comes next? Place value	24/7, 365 Time (1) Seasons, months and days.	Ker ching! Money (1) Recognising and identifying coins	Feeling Flat! 2D shapes – properties of triangles, areas of shapes, perimeters	GPS – you have reached your destination! Scale diagrams, maps and co-ordinates
Science	The Senses	Exploring Materials	Electricity**visit local museum	The Body	Grouping Materials
Citizenship	<p>In KS3 Citizenship will be delivered through the Total Linked Curriculum meaning that students will access AGA unit awards in citizenship during their community visits. These may include the following units;</p> <p>Pre Entry</p> <p>71358 Shopping in the Community</p> <p>74208 Road Safety in the Community</p> <p>75042 Accessing the Local Community</p> <p>82164 Using the Community around us</p> <p>82203 Using the Leisure Centre</p> <p>87088 Out and About in the Community</p> <p>70176 Shopping skills with assistance</p> <p>74280 Shopping and money skills with support **Visit to local bank, post office</p> <p>74034 Recycling with verbal prompts</p> <p>82633 Exploring the countryside and parks</p> <p>72154 Britain as a diverse Society (visiting a place of worship) ** Visiting a range of places of worship</p> <p>Entry</p> <p>75727 – Visiting a local church **Visiting a church</p> <p>30327 Citizenship, shopping and money **Visiting a bank</p> <p>70223 Supermarket shopping</p> <p>70482 Money management saving and spending on a shopping trip</p>				

	72357 shopping				
	92294 Introduction to recycling				
	72738 Britain as a Diverse Society (visiting a place of worship) ** Visiting a range of places of worship				
	75110 Work and Service in the Community; the Environment **Visiting a range of work places such as a bank, library				
	86906 Using community amenities				
	89181 Recognising and understanding social signs in the community				
Computing	Introducing the Internet	Using the Internet Safely	Designing & Exploring Environments	Manipulating Sounds	Using Painting Tools
PE	Athletics: High, Far and Fast!	Gymnastics: It's Partner Time!	Dance: I Feel Like Dancing!	Outdoor and Adventurous Activities: Let's Get Together!	Team and Individual games: Striking and Fielding - Bashball
RE	How is Faith Expressed?	Symbols of Light	All about Islam	All about Christianity	Learning about Church
PSHE/SRE	Health and Wellbeing: Recognising my Needs	Living in the Wider World: Looking After our School	Health and Wellbeing: Feelings	Living in the Wider World: Everyday Choices and respect for others	Living in the Wider World & Relationships: Groups I belong To
History	Let them eat cake! Ideas, Political Power, Industry and Empire - French revolution		Dad's Army: Challenges for Britain, Europe and the wider world - World War II: The Home Front **Visits to local museums		Where I live: a Local History Study **Visits to local library and museums
Geography		Geographical Skills and Fieldwork: Making Connections		Place Knowledge: Brazil	
Art	Design Techniques: Art book assessment	Art and Craft: Let's get crafty!	Textiles: Recycling and reusing	Sculpture: I can build with clay	Media: Digital art/ photography – Say Cheese!
Music	Listen: Music that Makes us Feel Good!	Musical Devices/ Technology: Creating own Musical Instruments	Play and Perform: Sensory Music	Listen: Pitch	Notations: Notation
Design Technology	Cooking and Nutrition: Biscuit Booklet	Design and Make: It's a Picture! (photo frames)	Design and Make: Moving Monster!	Electronic Systems: Lighting it Up	Evaluate: A Roof Over Your Head (shelters)
Modern Foreign Language	Ciao! Italian	Di Nuovo iCao! Italian	Namastê! Indian: Hindi	Phira sê Namastê! Indian: Hindi	Hello! English
Careers	Students in Key Stage 3 have the opportunity to learn about the world of work through taking part in the Hill House careers week. They are able to participate in a range of workshops both on and off site including; car mechanics, hairdressing, bike maintenance and meeting the local police and fire brigade.				

Hill House Curriculum Map

Key Stage 3

Year 2

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Best Sellers! Contemporary Fiction: author focus and critical comparisons across text.	Pen to paper: Verse and Poetry **Visit to local library	Pick a book: Classroom discussions and choosing and reading books - Setting up a library	Let's Share and talk about it: Classroom discussion and sharing information	Our gifts and talents: Using ICT to contribute to progress files and life books
Mathematics	It's a sign! Number Symbols – calculator and other technologies	Symmetry, rotations and reflections	Fraction Reaction! Fractions, percentages, approximations and ratio	Patterns	Measure this! Length, mass, volume, speed and density
Science	Forces	Body Changes and Reproduction	Changing Materials: Physical Changes	Light	Plants and Animals
Citizenship	<p>In KS3 Citizenship will be delivered through the Total Linked Curriculum meaning that students will access AQA unit awards in citizenship during their community visits. These may include the following units;</p> <p>Pre Entry</p> <p>71358 Shopping in the Community</p> <p>74208 Road Safety in the Community</p> <p>75042 Accessing the Local Community ** Visiting a range of local British institutions such a bank, library</p> <p>82164 Using the Community around us</p> <p>82203 Using the Leisure Centre</p> <p>87088 Out and About in the Community</p> <p>70176 Shopping skills with assistance</p> <p>74280 Shopping and money skills with support</p> <p>74034 Recycling with verbal prompts</p> <p>82633 Exploring the countryside and parks</p> <p>72154 Britain as a diverse Society (visiting a place of worship) **Visiting a range of places of worship</p> <p>Entry</p> <p>77677 – Introduction to public services</p> <p>72552 – Using a public library **Visiting local library</p> <p>30327 Citizenship, shopping and money **Visiting a bank</p> <p>70223 Supermarket shopping</p> <p>70482 Money management saving and spending on a shopping trip</p>				

	72357 shopping				
	92294 Introduction to recycling				
	72738 Britain as a Diverse Society (visiting a place of worship) **Visiting a range of places of worship				
	75110 Work and Service in the Community; the Environment				
	86906 Using community amenities				
	89181 Recognising and understanding social signs in the community				
Computing	Digital Photography	Writing in Different Ways	Managing Files, Photos and Apps	Surveys	Using Multimedia Tools
PE	Athletics: Skill Zones	Team and Individual Games: Going for the Top!	Dance: Roll up, roll up to the big top!	Outdoor and Adventurous Activities: Follow it, find it!	Team and Individual Games: Dodging and Scoring!
RE	All about Sikhism	All about Hinduism	Stories of the Bible	What do Signs and Symbols Mean?	How is Faith Expressed through Buildings and Statues? **Visiting places of worship, museums
PSHE/SRE	Living in the Wider World & Relationships: Helping Others	Health and Wellbeing: Human Development	Health and Wellbeing: Leisure Awareness	Health and Wellbeing: Healthy Lifestyles	Health and Wellbeing: Personal Hygiene
History		Stormin' Normans Development of Church, State and Society in medieval Britain 1066-1509 - Norman Conquest		G'day Mate: Significant Society/ Issue in World History - Australian Transport and Colonisation	
Geography	Human and Physical Geography: World climates- hot and cold countries		Human and Physical Geography: Extreme weather		Locational knowledge: Environment-transport and journeys
Art	Painting	Print making: Making a mark	Historical: Great artists	Architectural art: A sense of place	Art and Crafts: 3D art
Music	Improvise and Compose: Creating and Recording Sounds	Play and Perform: Using the Keyboard	Listen: Natural Environment	Play and Perform: Rhythm	Musical History: Music Through the Ages
Design Technology	Evaluate: Dip Tasting	Design and Make: Pop Up Cards	Materials: Make a Bag	Electronic Systems: Light it up! (How to Make a Torch)	Technical Knowledge: Get to the Other Side- Bridges
Modern Foreign Language	Bonjour! French	Bonjour à Nouveau! French	Hallo! German	Hallo Wieder! German	Dia Duit! Irish Gaelic
Careers	Students in Key Stage 3 have the opportunity to learn about the world of work through taking part in the Hill House careers week. They are able to participate in a range of workshops both on and off site including; car mechanics, hairdressing, bike maintenance and meeting the local police and fire brigade				

Hill House Curriculum Map

Key Stage 3

Year 3

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Act it out: Using drama to tell Shakespeare stories	Creating an interest: Dictionaries and vocabulary	Fairy tale land: Pre 1914 Literature to include fairy tales.	I see, I hear, I want: Vocabulary, grammar and text structure	Work together: Gathering and Using Information on a Group Project
Mathematics	4 operations: inverse operations and integer powers	Shapes I know: 3D shapes	Here's the change! Money (2) Using and applying	Pie-tastic! Table, charts, diagrams and graphs	Tick tock: Time (2) Order of the day.
Science	Separating Materials	Sound	The Environment	Changing Materials: Chemical Changes	The Earth and Beyond
Citizenship	<p>In KS3 Citizenship will be delivered through the Total Linked Curriculum meaning that students will access AQA unit awards in citizenship during their community visits. These may include the following units;</p> <p>Pre Entry</p> <p>72595 – Introduction to the emergency services</p> <p>71358 Shopping in the Community</p> <p>74208 Road Safety in the Community</p> <p>75042 Accessing the Local Community</p> <p>82164 Using the Community around us</p> <p>82203 Using the Leisure Centre</p> <p>87088 Out and About in the Community</p> <p>70176 Shopping skills with assistance</p> <p>74280 Shopping and money skills with support</p> <p>74034 Recycling with verbal prompts</p> <p>82633 Exploring the countryside and parks</p> <p>72154 Britain as a diverse Society (visiting a place of worship) **Visiting a range of places of worship</p> <p>Entry</p> <p>76695 – Meeting a community police liaison officer</p> <p>30327 Citizenship, shopping and money **Visiting a bank</p> <p>70223 Supermarket shopping</p> <p>70482 Money management saving and spending on a shopping trip</p> <p>72357 shopping</p>				

	92294 Introduction to recycling 72738 Britain as a Diverse Society (visiting a place of worship) **Visiting a range of places of worship 75110 Work and Service in the Community; the Environment 86906 Using community amenities 89181 Recognising and understanding social signs in the community				
Computing	Data: Questions and Answers	Desktop Publishing	Digital Media: Working with Videos	Introducing Spread sheets	Information About Me
PE	Gymnastics: Jump Down, turn around, whirl and twirl a ribbon!	Dance: Dance with Me	Team and Individual Games: Shuttle we Have Lift Off!	Outdoor and Adventurous: Striking and Fielding – Whack it!	Team and Individual Games: Invasion Games- Dribble and Shoot!
RE	Faith and Music **Visiting local arts centre	Planning a Celebration	All about Buddhism	How do People Show Faith Through Art?	All about Judaism
PSHE/SRE	Health and Wellbeing: Exercise is Fun!	Health and Wellbeing: My Changing Body	Living in the Wider World: Communities and Cultures	Health and Wellbeing: Healthy Eating	Relationships: Communicating about Feelings and Relationships
History	Challenges for Britain, Europe and the wider world - The Holocaust		The three wars: the development of Church, state and society in Britain 1509-1745 - The Civil War **Visiting local museum		British History before 1066 - The Iron Age
Geography		Place Knowledge: Making Connections- my schools locality		Human and Physical Geography: Water + Rivers	
Art	Drawing: 2D art	Collage: Piece it together	Multi-Cultural art: Get ready to discover art from around the world **Visiting museum, art gallery	Natural objects and materials: Art, nature and imaging	Sculpture: Models – Build me.
Music	Listen: Identifying Sounds	Improvise and Compose: Combining Sounds	Play and Perform: Tempo	Musical Devices: Working with Stringed Instruments	Musical Devices: Sound Effects
Design Technology	Cooking and Nutrition: Bread Bake Off!	Own Design: Money, Money, Money- Money Containers	Electronic Systems: Beep! Alarms	Materials: Joseph's Coat	Design and Make: Tell Me a Story- Story Books
Modern Foreign Language	¡hola! Spanish	hola de Nuevo! Spanish	Nǐ hǎo Mandarin	Zàicǐ dàzhāohū Mandarin	Helo! Welsh
Careers	Students in Key Stage 3 have the opportunity to learn about the world of work through taking part in the Hill House careers week. They are able to participate in a range of workshops both on and off site including; car mechanics, hairdressing, bike maintenance and meeting the local police and fire brigade				

Hill House Curriculum Map

Key Stage 4

Year 1

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Food (focus: sequencing and following instructions)	Weather and clothes	Leisure activities	Writing stories and creating narratives	Shakespeare- The Tempest
Mathematics	Pattern	Number and Calculation (1)	Shape (2D)	Let's measure: Measures	Position
Science	Physical Processes Forces	Materials and their Properties: Metals	Life Processes Humans as Organisms	Physical Processes: Electricity and Magnetism	Materials and their Properties: Mixing and Separating
Citizenship	The World Around us (U&D) Pre Entry- 74451- Engaging in the world around us – events Entry -74493- Participating in a cultural awareness session	Rights and Responsibilities – living with other people (L&J) Pre Entry- 79223- My rights and the rights of others Entry-74906- Living with others Entry-89311 – Relationships, Values and Attitudes	Looking after our money (I&E) Pre Entry – 71365- Recognising and using money Entry – 70922- Managing pocket money	Having a voice (G&D) Pre Entry -86011- People who help us Entry -97872- Rights and Responsibilities Entry-84932 – Government and the electoral system **Visit to local law court / visit from local MP	Out and about in our community (RA) Pre Entry -87227- Sensible Public Behaviour Entry -78685- Appropriate and inappropriate behaviour
Computing	E-safety: Communicating Safely	Controlling Devices	Information: Advertising and the Media	Working with Images	Communicating Electronically
PE	Athletics	Dance: Composing and Performing Dance	Gymnastics: Getting There Together!	Team and Individual Games: Invasion Games- Getting Sorted!	Outdoor and Adventurous Activities: Walk the Walk!
RE	Can we Compare how Different Faiths Worship?	Judaism - Passover	Hindu Stories	What are the Different Religious Beliefs about Food?	Stories Jesus Told
PSHE/SRE	Living in the Wider World & Relationships: Groups	Living in the Wider World: Don't Delay, Give Today - Raising Money for Charity	Health and Wellbeing: Wash and Go! Personal Care and Hygiene	Living in the Wider World: Environment and Global Issues	Health and Wellbeing: I'm Feeling Good! Understanding my Bodily Needs
History	World War II **Visiting local museum		My Life		African and Caribbean Culture
Geography		Place Knowledge: Homes		Human and Physical Geography:	

				Weather Around the World	
Art	Design Techniques: Shape, Space and Form	Drawing: Line and Tone	Digital Media: Computer Art – Click and Create	Historical Art: Folk Art	Design Techniques: Weaving – Under and Over
Music	Notation: Notation and Group Work	Listen: Africa	Musical History: Composers	Listen: Contrasting Cultures	Play and Perform Orchestra
Careers	Rights and Responsibilities	Advertising and Selling	Careers Profile	Enterprise	Workshop
Design Technology	Industrial: I Can Use the Vac Moulder	Design and Make: Give a Gift	Food and Nutrition: It's Smoothie Time!	Design and Make: What Can You Learn From a Textile Tree?	Own Design: How to Store Your Favourite Things
Modern Foreign Language	Ciao! Italian	Di Nuovo iCao! Italian	Namastē! Indian: Hindi	Phira sē Namastē! Indian: Hindi	Hello! English

Hill House Curriculum Map

Key Stage 4

Year 2

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Travel and Shopping	Jobs and careers (focus: processing 'written' information/ recording using words and symbols)	Animals and Pets (focus: adjectives and sentence construction)	Around the house	Places- river, sea and forest
Mathematics	Number / Calculations (2)	Money	3D Shape	Time	Data
Science	Life Processes: Human Reproduction	Materials and their Properties: Heating and Cooling	Physical Processes: Energy	Materials and their Properties: Chemical Changes	Life Processes: Maintenance of Life
Citizenship	<p>One big family (U&D)</p> <p>Pre Entry –70625 family and community</p> <p>Entry – LE7068 equal opportunities</p>	<p>Protecting our environment (RA)</p> <p>Pre Entry – 71068 – Recycling</p> <p>Entry either 70179 – an introduction to recycling or 71763 recycling and composting</p>	<p>Making our voice heard (G&D)</p> <p>Pre Entry – 73919 – Communicating choices</p> <p>Entry – 75725 – introduction to local democracy</p> <p>**Visit to local law court / visit from local MP</p>	<p>Building a business (I&E)</p> <p>Pre Entry – 71490 Introduction to money</p> <p>Entry – 73001 – Participating in the running of a small enterprise</p>	<p>Rights and Relationships (L&J)</p> <p>Pre Entry- 40248 – relationships</p> <p>Entry – 74914 – Self and others</p> <p>Entry-70690- Sexwise:Sexuality and sexual orientation</p>
Computing	Making Videos	Manipulating Sound	Ideas for a Wider Audience	Designing and Using Websites	Desktop Design
PE	Individual: Yogacise	Gymnastics: Balance	Dance: Dancing to music!	Team Games	Outdoor and Adventure Play
RE	Who is an Inspiration Today?	Let's Have Fun with Celebrations and Festivals!	The 5 Pillars of Islam	Buddhism	Sikhism
PSHE/SRE	Living in the Wider World: Ethnic Diversity	Relationships: Relationships	Health and Wellbeing: Drugs and Smoking	Health and Wellbeing: Exercise	Living in the Wider World & Health and Wellbeing: Planning the Future
History		I have a dream! Martin Luther King		Life in the Tudor times	
Geography	Locational Knowledge: World foods and culture		Human and Physical Geography: The Seaside		Locational Knowledge: National Parks- The New Forest
Art	Cultural Art: Multi-Cultural Art	Textiles: Texture – Lumpy, Bumpy, Scratchy,	Print-making: Stamp it	Art and Craft: Come Craft with Me.	Sculpture: Sensory/Outdoor Sculptures

		Smooth			
Music	Musical Devices: Sound Sources	Play and Perform: Winter	Improvise and Compose: Class Songs	Play and Perform: Instruments- Duration	Musical Devices: Music and Television- Sound Effects
Careers	Business in the Local Area	World of Work	Improving Local Environment	Gardening	Office Skills
Design Technology	The Ultimate Supermarket Sandwich (Food)	Carry it All (Textiles)	Design and Make a Kite (Materials)	Healthy Snacks (Food)	Bird Feeders (Materials)
Modern Foreign Language	Bonjour! French	Bonjour à Nouveau! French	Hallo! German	Hallo Wieder! German	Dia Duit! Irish Gaelic

Hill House Curriculum Map

Sixth Form Study Programmes

Year 1

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Gathering and using information	Let's make a list: Making schedules and instructions	Making Choices	Vocab: Cooking and Food	Creating an Interest: Books
Mathematics	Money matters	Patterns in everyday life: Shape, space and colour	Counting out- Tidying	Everyday measures	Maths for information
Citizenship	Britain as a Diverse Society (U&D) Pre entry - 72154 Britain as a diverse society Entry - 72738 Britain as a diverse society Entry-73936- Exploring equality and diversity	The Environment - exploring our local environment (RA) Pre entry - 73006 Contributing to an environmental project Entry - 72592 Exploring and studying the countryside /local park	Being responsible with money (I&E) Pre entry – 40229 Banks and savings Entry- 83647 Bank Accounts and Savings	Making a positive contribution – charity & fundraising (RA) Pre entry – 70582 Fundraising for a charity Entry – 72619 Raising awareness of a charity in school	Understanding the world around me -what's in the news? (G&D) Pre entry - 79221 What's in the news? Entry 30322 Society and the Media Entry-12856-Religion and life issues – prejudice Entry-30328- Citizenship: Identity and Discrimination
PSHE	Getting Ready to Go Out: Personal Hygiene	Healthy Eating	Hot and Cold	Rest and Relaxation	Changes in the Community
Computing	Using a Computer to Make a Video Presentation	Developing Ideas for a Wider User	Creating Pictures Using a Camera	Internet: Streaming Media	Accessing Music and Video
Art	Design Techniques: Introduction to Stencilling Skills	Clay: All about Clay.	Media: Art Software – Turn your Computer into an Easel	Design Techniques Mixed Media – Mix it up!	Great Designers
Music	Introduction to Music Composition	Music History: ABBA/ 70s/ Disco	Playing Drums	Music Styles: Punk and Rock	Music and Films
Mini Enterprise	Clean Me! Car and Minibus Washing	Recipe Book	Coffee Morning	Herbs & Planters	Cake Sale
PE	Team and Individual Games: Technique-Sending and Receiving	Individual: Fitness-Circuits	Team and Individual Games: Net and Wall Games – Keepy Uppy!	Athletics: Movement-Running and Changing Direction	Team Games: Sport-Hockey
Careers	Exploring Careers **Visits to local fire station, police station, visitors into	Creating and Following a Jobs List	Roles and Responsibilities- Mini Enterprise	Working Together	Practice Work Skills

	HHS				
Community	Exploring and Using the Countryside	Banks and Savings: Money, Money, Money!	Knowing What to Wear: What Shall I Wear?	Planning to Go Out: Get Ready it's Time to Go!	Visiting a Cafe
Skills for Life	Dust, Polish and Vac: Looking After the Living Room	Clean Clothes: Laundry Skills	Kitchen Tasks	Ready, Steady, Cook! Cooking Skills	Your Room! Looking after Bedrooms
Modern Foreign Language	Caio! Italian	Di Nuovo iCao! Italian	Namastē! Indian: Hindi	Phira sē Namastē! Indian: Hindi	Hello! English

Hill House Curriculum Map

Sixth Form Study Programmes

Year 2

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Using our senses in storytelling	Press gang! Write your own newspaper or magazine	Keeping a diary	Say hello: Sharing Information- People	Vocab: Clothes and personal care
Mathematics	Money matters: Financial responsibility	Drawing with shapes	Space and location	Time: Days of the week	Patterns in everyday life: Maths for design
Citizenship	Human Rights (L&J) Pre entry 75341 – Taking turns in a group Entry 71238 – Rights Responsibilities and Citizenship	Being active and healthy in the community (RA) Pre entry – 71324 - sports and leisure facilities in the community Entry – 70773 – investigating local leisure opportunities Entry-78610-Improving self-knowledge and self-esteem	Understanding the world around us (U&D) Pre entry - 74453 Engaging in the world around us Entry - 73936 Exploring Equality and Diversity	Shopping Sensibly (I&E) Pre Entry – 70221 Recognising and using signs related to shops Entry -71759 Budgeting skills	Exploring the idea of Democracy (G&D) Pre Entry - 40233 Experiencing opportunities to make a choice Entry – 82592 - Elections, voting and making a choice Entry-73237-Laws in society **Visit to local law court / visit from local MP
PSHE	Accessing the Community: Out and About!	Five Senses	Smoking, Drugs and Alcohol	Banks and Savings: Bank it and Save it!	Exercise and Fitness
Computing	Working with digital video	Internet: Websites and Games	Control: Radio Controlled Cars	Sequencing Sounds	Editing and Creating Movies
Art	Cultural Art: Mask Making	Printmaking: Prints – Make a Mark	Art and craft: Hodgepodge Collage	Drawing in Nature: The Natural World	Art and Crafts Grab your Scissors, Grab your Glue
Music	Relaxing to Music	Music Styles: Country and Folk	Playing Instruments Together	Music History: The Beatles/ 60s/ Early Rock	Musicals: Old and New
Mini Enterprise	My Just Right Product: Sensory Items	Craftapalooza: Craft Fair	Dragons Den Competition	Grow Your Own: Vegetable Garden	It's Hot out There: T-Shirts and Clothing
PE	Dance: Dance the Dream!	Individual: Yogacise & Relaxation	Gymnastics: Gymfit	Athletics: Ready, Steady!	Outdoor and Adventurous: Wicked Cricket!
Careers	Learning for Work:	Combined Tasks	Time Keeping	Careers Action	Work Portfolio:

	Work Simulations- A Day in the Life!		& Getting Ready for Work: Off to Work We Go!	Plan: I Want to Be! **Visits to local fire station, police station, visitors into HHS	I can!
Community	Shopping- Making a Shopping List	Shopping- Shopping Skills (using money)	Using Public Amenities: Leisure Facilities	Community Contribution (elderly)	Picnic Time!
Skills for Life	Looking after Myself: Identifying Care Items	Stop, Look and Listen: Road Safety	Stop, Drop and Roll: Fire Safety	Shopping Skills	Using Services in our Community **Visits to police station, fire station, post office
Modern Foreign Language	Bonjour! French	Bonjour à Nouveau! French	Hallo! German	Hallo Wieder! German	Dia Duit! Irish Gaelic

Hill House Curriculum Map

Sixth Form Study Programmes

Year 3

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
English	Print, signs and symbols in our environment.	What have I done? Sharing Information-Events	Media Mania: Creating an Interest-Media	Making a life book (1)	Making a life book (2)
Mathematics	Sorting	Counting out: more and less	Maths for leisure	Domestic Maths	Data: recording information
Citizenship	Festival and celebration (U&D) Pre entry – 88631 – Making a mask or a headdress Entry – 13822 – Art and design ceremonies, festivals and celebrations	Keeping Safe at home and Work (RA) Pre Entry - 74063 Health and safety at work Entry - 80602 Health and Safety - Work skills	Living in a Democracy (G&D) Pre Entry – CE 1730 The General Election Entry – 93238 Introduction to politics – youth elections Entry-30323- Citizenship: Politics and Power **Visit to local law court / visit from local MP	Understanding the Rights of others - Animal Rights (L&J) Pre Entry - 86649 Caring for pets with Support Entry – 95096 Aspects of Animal Rights	Hobbies and Pastimes (RA) Pre Entry - 41125 Hobbies and Pastimes - using leisure time in class Entry - 91463 Pursuing a Hobby
PSHE	Relationships, Puberty and Privacy	Recognising Emotions	Ethnic Diversity: We're all Different!	Looking After the Environment: One World!	Working Relationships: Let's Work it Out!
Computing	Everyday Appliances: Control	Surveys	Using Art Software: Objects and Effects	Projects: Greetings Cards & Calendars	Symbols: Lists and Schedules
Art	Textiles: Textured Materials – Talking textures	Textiles: Fabric and Textiles Fabric Painting, Dying, Weaving and More	Media: Digital Media – Digital Experience	Design Techniques: Collaborative and Free Art	Art and Crafts: Art Exhibition
Music	Sequencing Sounds Using the Computer	Music History: Britpop/ Indie/ 90s	Playing the Keyboard	Music Styles: Electronic	Television Themes
Mini Enterprise	Sandwich Shop	Pamper Me: Cosmetic Products	Ground Force: Garden Designs	Badges and Banners	It Starts at Home: Charity
PE	Team and Individual Games: Technique- Co-operation & Relay Activities	Dance: Music and Movement- Obstacles	Team and Individual Games: Footy!	Individual: Fitness – Body Awareness	Athletics: Movement- Jumping!
Careers	Choosing a Job: My Just Right Job!	Preparing for a Job	Health and Safety at Work: Be Aware!	Team Building: Together we Can!	Work Experience (on and/or off site)

Community	Using Public Amenities: Sports Centre **Visits to local library,bank	Information in the Community: Local Services ** Visits to local library,bank, police station, fire station, post office	Using Public Transport: Ticket Please!	Eating Out	Community Events
Skills for Life	Food Safety: Hygiene and Storage	First Aid	Household Management: Purchasing and Budgeting	Come Dine with Me: Entertaining and Etiquette	Home Maintenance
Modern Foreign Language	¡hola! Spanish	hola de Nuevo! Spanish	Nǐ hǎo Mandarin	Zàicǐ dǎzhāohū Mandarin	Helo! Welsh

*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. 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. Please see on curriculum maps marked with **

Citizenship Themes include;

1. Democracy and Government (G&D)
2. Laws, Justice and Human Rights (L&J)
3. Responsible Activity – Making a positive contribution to our community and the environment (RA)
4. Unity and Diversity – fostering respect and understanding (U&D)
5. Income and expenditure (I&E)

British Values and Public Institutions – Key Stage 3 Topic Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Public Institutions
1	<p>RE – How is faith expressed (MR&T)</p> <p>History – French Revolution (MR&T)</p> <p>MFL – Italian (MR&T)</p>	<p>English – Non-fiction authors – Library (PI)</p> <p>RE – Symbols of light (MR&T)</p> <p>PSHE – Living in the wider world (MR&T)</p> <p>MFL – Italian (MR&T)</p>	<p>English – World Literature (PI)</p> <p>History – Challenges for Britain, Europe and the wider world – World War II – the home front (PI)</p> <p>Maths – Money (PI)</p> <p>MFL – Hindi (MR&T)</p>	<p>PSHE – Everyday choices and respect for others (D/ROL/IL)</p> <p>Geography – Brazil (MR&T)</p> <p>MFL – Indian: Hindi (MR&T)</p>	<p>English – Diaries and Letters (PI)</p> <p>PSHE – Living in the wider world and relationship groups – I belong to (MR&T)</p> <p>History – Where I live – local history (PI)</p> <p>MFL – English (MR&T)</p>	<p>Local museums</p> <p>Public Library</p> <p>Places of worship</p> <p>Banks</p> <p>Post Office</p>
2	<p>RE – Sikhism (MR&T)</p> <p>PSHE – Helping others (MR&T)</p> <p>Geography – World Climates – hot and cold countries (MR&T)</p> <p>MFL – French (MR&T)</p>	<p>English – Verse and Poetry – Libraries (PI)</p> <p>RE – Hinduism (MR&T)</p> <p>MFL – French (MR&T)</p>	<p>MFL – German (MR&T)</p>	<p>MFL – German (MR&T)</p> <p>English – Lets share and talk about it – Classroom discussion and sharing information (D/ROL/IL)</p>	<p>MFL – Irish Gaelic (MR&T)</p> <p>RE – How is faith expressed through buildings and statues (MR&T/IL)</p>	<p>Local museums</p> <p>Places of worship</p> <p>Visits to the local banks</p>
3	<p>RE – Faith and Music (MR&T)</p> <p>MFL – Spanish (MR&T)</p>	<p>RE – Planning a celebration (D)</p> <p>MFL – Spanish (MR&T)</p>	<p>RE – Buddhism (MR&T)</p> <p>PSHE – Living in the wider world: communities and cultures (MR&T)</p> <p>History – The Civil War (PI)</p> <p>Art – Multi-cultural art: get ready to discover art from around the world (MR&T)</p>	<p>RE – How do people show faith through art (MR&T)</p> <p>MFL – Mandarin (MR&T)</p>	<p>RE – Judaism (MR&T)</p> <p>PSHE – Communicating about feelings (D/MR&T/IL)</p> <p>MFL – Welsh (MR&T)</p>	<p>Local banks</p> <p>Places of worship</p> <p>Local arts centre</p> <p>Local museums</p>

British Values and Public Institutions – Key Stage 4 Topic Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Public Institutions
1	<p>Citizenship – The world around us (MR&T)</p> <p>Computing – E-Safety – communicating safely (IL)</p> <p>RE – Can we compare how different faiths worship (MR&T)</p> <p>PSHE – Relationships – groups (IL/D)</p> <p>History – World War II (PI)</p> <p>Careers – Rights and Responsibilities (IL/D)</p> <p>MFL – Italian (MR&T)</p>	<p>Citizenship – Rights and responsibilities – Living with other people (IL/D)</p> <p>RE – Judaism (IL/D)</p> <p>PSHE – Living in the wider world – Don't delay, give today – raising money for charity (MR&T)</p> <p>Music – Africa (MR&T)</p> <p>MFL – Italian (MR&T)</p>	<p>RE – Hindu stories (MR&T)</p> <p>History – My Life (IL)</p> <p>MFL – Indian (MR&T)</p>	<p>Citizenship – Having a voice (IL/D)</p> <p>RE – What are the different religions beliefs about food? (MR&T)</p> <p>PSHE – Environmental and global issues (MR&T)</p> <p>Geography – Weather around the world (MR&T)</p> <p>MFL – Indian (MR&T)</p>	<p>History – African and Caribbean Culture (MR&T)</p> <p>MFL – English (PI)</p>	<p>Local museums</p> <p>Art galleries</p> <p>Visits to the local law court</p> <p>Visit from local MP</p>
2	<p>English – Travel and shopping</p> <p>Citizenship – One big family (MR&T)</p> <p>PSHE – Living in the wider world: Ethnic Diversity (MR&T)</p> <p>Geography – Locational knowledge – world foods and culture (MR&T)</p> <p>Art – Cultural art: Multicultural art (MR&T)</p> <p>MFL – French (MR&T)</p>	<p>RE – Lets have fun with celebrations and festivals (MR&T/D)</p> <p>History – I have a dream – Martin Luther King (MR&T)</p> <p>Maths – Money (PI)</p> <p>MFL – French (MR&T)</p>	<p>Citizenship – Making our voice heard (IL/D)</p> <p>RE – 5 Pillars of Islam (MR&T)</p> <p>MFL – German (MR&T)</p>	<p>RE – Buddhism (MR&T)</p> <p>MFL – German (MR&T)</p>	<p>Citizenship – Rights and Relationships (MR&T/D/IL)</p> <p>RE – Sikhism</p> <p>PSHE – Living in the wider world and health and wellbeing: Planning the future (MR&T)</p> <p>MFL – Irish Gaelic (MR&T)</p>	<p>Travel agents</p> <p>Library</p> <p>Art galleries</p> <p>Local law courts</p>

British Values and Public Institutions – Sixth Form Study Programme

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Public Institutions
1	<p>Citizenship – Britain as a diverse society (MR&T/D/ROL/IL)</p> <p>MFL – Italian (MR&T)</p>	<p>MFL – Italian (MR&T)</p>	<p>English – Making choices (D/IL)</p> <p>MFL – Indian: Hindi (MR&T)</p>	<p>Citizenship – Making a positive contribution – charity and fundraising (MR&T)</p> <p>Careers – Working together (D/IL)</p> <p>MFL – Indian: Hindi (MR&T)</p>	<p>Citizenship – Understanding the world around me – what’s in the news? (MR&T/PI)</p> <p>PSHE – Changes in the community (D/ROL)</p> <p>MFL – English (MR&T)</p>	<p>Libraries</p> <p>Charity organisations</p> <p>Newsagent</p>
2	<p>Citizenship – Human Rights (D/IL)</p> <p>Art – Cultural art: mask making (MR&T)</p> <p>MFL – French (MR&T)</p>	<p>MFL – French (MR&T)</p>	<p>Citizenship – Understanding the world around us (MR&T)</p> <p>Community – Using public amenities: leisure facilities (PI)</p> <p>MFL – German (MR&T)</p>	<p>English – Say hello: Sharing information – people (D)</p> <p>MFL – German (MR&T)</p>	<p>Citizenship – Exploring the idea of democracy (D/IL)</p> <p>MFL – Irish: Gaelic (MR&T)</p>	<p>Leisure facilities</p> <p>Art museums</p> <p>Sculpture parks</p> <p>Library</p> <p>Tourist information centre</p> <p>Law court</p>
Year 3	<p>Citizenship – Festivals and celebrations (MR&T)</p> <p>Community – Using public amenities: sports centres (PI)</p> <p>MFL – Spanish (MR&T)</p>	<p>Community – Information in the local community: Local services (PI)</p> <p>MFL – Spanish (MR&T)</p>	<p>Citizenship – Living in a democracy (D/IL)</p> <p>PSHE – Ethnic Diversity: Were all different (MR&T)</p> <p>Community – Using public transport (PI)</p> <p>MFL – Mandarin (MR&T)</p>	<p>Citizenship – Understanding the rights of others (D/IL/ROL)</p> <p>Careers – Team Building: Together we can do it! (D/IL)</p> <p>MFL – Mandarin (MR&T)</p>	<p>Community – Community events (D)</p> <p>MFL – Welsh (MR&T)</p>	<p>Library</p> <p>Local sports centre</p> <p>Local services e.g. post office / banks / tourist information centres</p> <p>Using public transport</p>

British Values themes include;

1. Mutual Respect and Tolerance (MR&T)
2. Rule of Law (ROL)
3. Individual Liberty (IL)
4. Democracy (D)
5. Public Institutions (PI)

Topic overviews and schemes of work for all subject areas can be found in each subject co-ordinator file and in the Hill House curriculum file

Hill House Curriculum Dimensions

Each scheme of work or sixth form study programme is subject based and includes `Dimension` links which are based on the Care Quality Standards. The care activity planners reference the Dimensions to ensure that there is a global approach to learning and that there are links across both the education and care setting

These dimensions and subject links include;

Dimension One - Engaging with the wider system to ensure children's are met

(Understanding what to expect from living in a home / making choices / positive and appropriate social and sexual relationships / positive self - esteem / preparation for the world of work or further education / moving on / financial capability / developing practical skills – shopping, buying, cooking, keeping food, washing clothes, personal self - care, personal health care)

PSHE / Citizenship / Community Skills / Work Related Learning / Mini Enterprise / Household Skills / Mathematics

Dimension Two - The quality and purpose of care

(Preparing meals and snacks / choosing clothes)

Citizenship / RE / PSHE / Modern Foreign Languages / Household Skills / Community Skills

Dimension Three - Children's views, wishes and feelings

(Knowing your rights / important decisions / views, wishes or concerns / receiving advice and support)

PSHE / Citizenship / Work Related Learning / Community Skills

Dimension Four - Education

(Educational training goals / activities which promote learning)

All Subjects

Dimension Five - Enjoyment and Achievement

(Emotional, intellectual, social, creative and physical skills / hobbies / leisure activities and trips / overnight stays / haircuts / making decisions)

Art / Music / PE / DT / Mini Enterprise / RE

Dimension Six - Health and Wellbeing

(Physical, emotional and social development / Health needs / healthy lifestyles / medicines / how to access medical professionals / hygiene / first aid / communicable diseases / therapy / positive activities)

PSHE / PE / Citizenship / Community Skills / Music / Art / PE / DT / Mini Enterprise / RE

Dimension Seven - Positive Relationships

(Positive relationships / becoming responsible for your behaviour / Bullying / Friendships / Contact with family / letters / exchange of photographs / electronic forms of contact)

English / Computing / PSHE / Citizenship / Community Skills / Modern Foreign Languages / Community Skills

Dimension Eight - Protection of Children

(Safeguarding / Using the internet / social media / E-Safety / Keeping Safe)

Computing / PSHE

Dimension Nine - Care Planning

(Understanding what to expect from living in a home / making choices / positive and appropriate social and sexual relationships / positive self - esteem / preparation for the world of work or further education / moving on / financial capability / developing practical skills – shopping, buying, cooking, keeping food, washing clothes, personal self - care, personal health care/ Emotional, intellectual, social, creative and physical skills / hobbies / leisure activities and trips / overnight stays / haircuts / making decisions / Friendships / Contact with family / letters / exchange of photographs / electronic forms of contact)

PSHE / Citizenship / Community Skills / Work Related Learning / Mini Enterprise / Household Skills/ Mathematics / Art / Music / PE / DT / Mini Enterprise / RE / English / Computing / Modern Foreign Languages

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

Each subject has a policy which highlights curriculum opportunities, links to ASC core areas; Behaviour, Communication and Social Skills, how the learning is organised, how the subject is assessed and any links to other curriculum areas

Each teacher has a curriculum responsibility. The teacher has an oversight of progress across the school in their subject area. They update the subject policy on a regular basis, contribute to writing schemes of work and updating existing schemes, support other teachers to resource, implement and assess the subject, audits resources, oversees one of the specialist classrooms, keeps up to date with current National initiatives, attends training based on their subject areas and keeps an action plan for their subject. Teachers also contribute to the SEF and the School Development Plan

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

Each subject area has a budget and the co-ordinator is also responsible for overseeing the planning of this

Subject policy – Literacy/English - Reading, Writing and Oral Communication

Introduction / Rationale

At Hill House School, we believe that reading, writing and oral communication is the key to educational success. We equip our students with the skills, knowledge and experiences they need to use language effectively. We instil in students a love of stories, books and language and therefore students read, listen to and explore books on a regular basis. Teachers discuss books with students and share their love of literature

Aims and Objectives

Aims for reading

- To enable our students to read for enjoyment, confidently, fluently, accurately and with understanding
- To develop knowledge of key vocabulary
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres
- To enable students to find books interesting, to read with enjoyment and to evaluate and justify preferences
- To develop reading skills and auditory memory skills
- To use the sight word recognition approach in order to help students read. (However, when the students reach the stage when they benefit from phonics, we introduce phonics alongside sight word reading.)
- To process a range of information presented as words, symbols, photographs or objects
- To follow sensory stories, drama and narratives
- To follow instructions and schedules presented as words, symbols, photographs or objects
- To develop a suitable technical vocabulary through which to understand and discuss their reading
- To create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Aims for writing

- To write with confidence, clarity and imagination.
- To develop pre-writing (fine motor skills) and writing skills.

- To understand how to write in a range of genres in fiction and poetry, using some of the structures of narratives in relation to setting, character and plot.
- To write non-fiction texts, using the features of different forms.
- To develop a technical vocabulary through which to understand and discuss their writing.
- To develop their imagination, creativity, expressive language and critical awareness through their writing.
- To develop fluent and legible handwriting. Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- To develop flow and speed.
- To produce the letters automatically and in their independent writing

Aims for oral communication

- To prepare students to communicate with a variety of audiences
- To support students to develop an understanding of the spoken word and to be able to follow a range of instructions
- To have all students develop into effective and confident communicators, both verbal and non-verbal
- To equip our students with the communication skills needed to transition on to their next stage

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

Reading -

We are passionate and committed to raising the attainment of reading throughout the school and understand the importance of reading as a gateway to a wealth of knowledge about the world. As well as the teaching of reading through different strategies such as word sight reading, we develop each student's comprehension skills through careful questioning that will enable students to infer and deduct information from the text

Our school has an enticing library that displays a wide range of texts, as well as a selection of carefully chosen stories and non-fiction books relating to the topic being taught. The students are encouraged to communicate their opinions about the books they have read. The English co-ordinator spends time with every student in the library on a 1:1

basis in order to support the development of their reading skills and to regularly assess the progress they have made

The school uses a range of books for our early and emerging readers, including Oxford Reading Tree books, PM books and Read, Write Inc. books. We believe that students need exposure to a variety of reading material to appeal to their different learning styles. Reading in class may sometimes be on screen, using the interactive whiteboard, computer, iPad or tablet

At the early stages of reading development, students initially use books without text. Students progress through the reading scheme at their own pace. We do stress the importance of understanding and communicating about what they are reading and not just simply the de-coding of the words. This is a vital skill all students need throughout their life

In the sixth form, additionally we encourage learners to develop vocabulary and communication skills around specific real life contexts linked to Community Skills, Careers and Skills for Life. We encourage learners to further develop their ability to use photographs and written information to support transition/ moving on. We encourage learners to use symbols, schedules and written information to support their level of independence in completing daily tasks and routines

Reading is taught through shared reading sessions, guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers / teaching assistants will use a wide range of strategies to enhance the teaching of reading such as;

- Modelling and discussing the features of written texts through shared reading of texts, giving direction to develop key strategies in reading
- Demonstration – e.g. how to use punctuation when reading, using a shared text
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning – to probe students’ understanding of text
- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction
- Discussion and argument – to justify preference
- Provision of a wide range of fiction and non-fiction genres, for the students to choose from

Shared Reading: The whole class shares a text, often using an enlarged text (paper or computer based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level)

Guided reading: Guided reading is seen as fundamental to students' reading development at Hill House School. During guided reading sessions, the students discuss texts and develop their understanding through key questioning. Comprehension becomes the focus for reading, students are taught to read for meaning and to develop their skills of inference and deduction

Independent Reading Time: Students read material to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time teacher's act as models reading their own chosen material, to reinforce the above philosophy, alternatively they may complete a guided reading session with a group

Story Time: Texts that are age appropriate are read aloud by the teacher. We believe that giving students the opportunity to hear an adult / teacher read to them, develop the ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a students' comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary

Library Skills: Students access the reading area on site and the local library in the community for research purposes, developing skills needed to locate and effectively use information

Students have opportunities to improve their reading skills through all areas of the curriculum by:

- Following the 'Read a book a day 'program
- Reading in community (i.e. reading for meaning)
- Developing an interest in a variety of texts, both literary and non-literary
- Reading with understanding and enjoyment for a variety of purposes
- Working out inferential meanings from textual matter
- Developing an interest in words, their derivations and meanings
- Using reading to research the subject area
- Making effective use of school and public libraries
- Using the Internet and other Computing texts effectively

Writing –

At Hill House School we instil a joy of language into the hearts and minds of all our students. The teaching of writing is embedded in other speaking, listening, role play and reading activities. Students have exposure to a wide range of stories and genres of writing to develop a structure to build upon and add their own ideas

Through a wide range of reading experiences and the teaching of writing we promote;

- Curiosity and interest
- Imagination
- Independence
- Perseverance
- Critical appraisal
- Co-operation

In order to achieve these aims, the following principles are followed; handwriting is taught regularly and systematically in classes, groups or individually as appropriate. Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions and to develop muscle strength. Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling

Students have opportunities to improve their writing skills through all areas of the curriculum including;

- Developing an enjoyment of their own writing
- Writing in a variety of forms for different purposes
- Planning, drafting and discussing writing
- Using writing to organise thoughts and aid learning

At Hill House School we recognise that the teaching of the writing process is inextricably linked to the teaching of Reading and Speaking and Listening. Consequently, teachers use a variety of teaching methods and emphasis in the teaching of writing which reflects this. Furthermore, we recognise students as individualised learners, and as such, plan lessons to include visual, auditory and kinaesthetic approaches where appropriate which best suit the needs of the students

Through the delivery of the English curriculum, students are exposed to a variety of learning experiences in order to motivate and inspire them. Whole-class shared reading and writing activities, whole class focused word or sentence work, guided reading and writing activities, independent activities, Speaking and Listening and Drama activities all serve to underpin the acquisition of writing skills at all stages. Lessons include the modelling of writing by the teacher and the use of 'scaffolding' devices as appropriate. Students will experience a wide range of quality texts and use a range of resources such as alphabet cards, word cards, dictionaries and thesauruses to support their work

Students use Computing in English lessons to enhance their learning and understanding of spelling patterns, word and sentence level work and to develop their ability to draft their work and use multimedia to study and explore how words and images are combined to convey meaning. Students also have opportunities to use and apply their learning in other areas of the curriculum

Oral Communication –

At Hill House School, we believe that students should be given every opportunity to express themselves in a way that is meaningful to them and to others. Students are encouraged to talk in a variety of situations and to varied audiences

Students are encouraged to develop effective oral communication skills in readiness for later life. Opportunities to develop these skills include; use of visual aids, signing, use of PECS, questioning, drama, etc. All students benefit from the input of Speech and Language Therapists.

Oral communication is an integral part of not only Literacy lessons but the whole of the school day. All students throughout the school are given regular opportunities to engage in creative communication, which are linked to cross-curricular topics.

Students have opportunities to improve their oral communication skills through all areas of the curriculum by;

- Using talk for a range of purposes
- Using talk to explore and evaluate
- Using talk to ask and answer questions
- Planning, discussing and evaluating their speaking and listening and that of their peers
- Solving problems collaboratively

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons. Teachers also produce a lesson plan for English which provides detailed individual student targets

Resources

Much of the teaching in English requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size

Students have access to a wide range of reading materials that are appropriate to their age yet motivational for them. Our school library enables students to make choices about what they would like to read

Students also access resources in the community such as visits to the local library and opportunities to read information around them such as public transport timetables and menus

Cross – curricular opportunities

Cross curricular opportunities include; English links to ALL subjects, e.g. use of key words/ vocabulary, use of PECS and social stories. Communication IEP targets linked in across the learning day. Sixth Form-Community Skills, Careers and Skills for Life. Learning-Independence and working towards transition

Computing

All students have the opportunity to use technology within English lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of resources such as timers, thermometers and cause and effect programmes

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through 'live recording'. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in English is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access English lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The English 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 English curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of English. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject

(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in English activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Maths

Introduction / Rationale

At Hill House School we provide a high-quality mathematics curriculum and believe that mathematics helps our students to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables students to understand and appreciate relationships and pattern in both number and space in their everyday lives

Aims and Objectives

At Hill House School we support all students to reach their full potential in mathematics by:

- Developing their confidence and competence with numbers and measures – the proficiency of numeracy;
- Providing opportunities to apply their mathematical learning to a range of real-life contexts in mathematics, in other subject areas and in the community;
- Fostering a sense of inquiry and an enthusiasm and enjoyment for the nature of mathematics;
- Developing a positive attitude to mathematics as an interesting and attractive subject in which all students gain some success and pleasure;
- Developing mathematical understanding through systematic direct teaching of appropriate learning objectives;
- Encouraging the effective use of mathematics as a tool in a wide range of activities within school and, subsequently, adult life;
- Developing an ability in the students to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary;
- Developing an ability to think clearly and logically with independence of thought and flexibility of mind;
- Developing an appreciation of creative aspects of mathematics and awareness of its aesthetic appeal;

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject

areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

Hill House uses a variety of teaching styles to cater for the diverse learning styles of students in mathematics lessons. We understand the importance of visual learning for our students and use physical resources to engage students and to help them learn mathematical principals. We develop student's knowledge, skills and understanding in mathematics. We do this through a weekly topic lesson that has a high proportion of group-direct teaching. During these lessons we encourage students to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Students use Computing in mathematics lessons where it enhances their learning, as in modeling ideas and methods.

Individual learning sessions also take place daily where students work on their IEP targets and gain independence and skills

We provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the student. We achieve this through a range of strategies – in some lessons through differentiated group work, and in other lessons by organising the students to work in pairs. We use teaching assistants and support workers to provide appropriate support to individuals or to groups of students

Students have the opportunity to practice their mathematical skills in different locations both on and off site. Students are encouraged to carry their own wallet and pay for items themselves. We have a school shop, where students use money to pay for items that they choose. Students also have the opportunity to practise selling and sorting and taking stock checks. Developing each student's financial capability enhances life chances and choices. It can help all young people achieve more independence and an understanding of the world.

The teaching of numeracy outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Context for Number

- Counting
- Calculations
- Number recognition
- Money
- Sequences and Patterns
- Using number in community

Shape, Space and Measure

- Properties of 2D shapes and 3D objects
- Sequencing events and Time
- Symmetry and transformation

- Directional movement
- Measuring in the real world

Handling Data (Sixth Form only)

- Data and analysis
- Ideas of chance and uncertainty
- Mathematic in the work place

Using and Applying Mathematics (Secondary only)

- Using maths in the real world
- Ordering objects by properties
- Sequences and Patterns

Sixth Form

Students in the Hill House Sixth Form access Mathematics study programmes as part of their preparation for their transition to future placements. Mathematics is a core skill for life needed to be able to function in a complex modern day Britain, learning and working. Hill House School places a strong emphasis on life skills which include money, organisation and connection skills alongside making informed decisions and problem solving. Mathematics is taught through careers sessions, direct and indirect instruction

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons. Teachers also produce a lesson plan for Maths which provides detailed individual student targets

Resources

Much of the teaching in Maths requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

Students also access resources in the community such as visiting a wide range of different shops in order to practise money handling skills

Cross – curricular opportunities

Cross curricular opportunities include; Design Technology - use of measurement. Art-sequencing/ pattern. Physical Education- development of fine and gross motor skills. Community Skills- using money and shopping skills. Skills for Life- use of lists and schedules, awareness of sequencing. Careers- Ability to sort, match and organise items and within activities

Computing

All students have the opportunity to use technology within Maths lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of resources such as timers, thermometers and cause and effect programmes

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of “I can” statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through `live recording`. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

Assessment procedures used at Hill House are validated. Hill House run regular internal moderation of work sessions where teachers and TAs have the opportunity to moderate each other’s student’s work and check that assessment has been accurate.

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other’s assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in Maths is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access Maths lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The Maths 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 Maths curriculum students have the opportunity to visit a range of institutions including public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of Maths. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in Maths activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Computing

Introduction / Rationale

At Hill House computing links across the whole of the curriculum and in particular is taught in maths, science and design technology. Students have the opportunity to learn about digital systems and programming and have the opportunity to practise using a range of equipment which will support their everyday living in the digital world. Hill House has a computing suite and each classroom has an interactive whiteboard. Students use tablets, iPads and a range of electrical items across their waking day. Students are taught how to use the internet responsibly and safely and learn how to protect themselves on line and are taught what to do if they have a concern.

Aims and Objectives

Developing capability in computing is a fundamental priority for all students. Our students experience computing in the context of a rapidly developing and evolving, technological world. Computing helps the students at Hill House to take greater responsibility for their own learning, plan and organise their ideas, and produce and present work of a high standard. It can also encourage creativity.

Computing, for our students, extends to use of everyday appliances and devices (e.g. CD player, microwaves etc.) as this promotes their independence.

Students with difficulties in social, communication and attention skills often find the use of Information Technology a more motivating and less threatening mode of accessing the curriculum.

Students may require adaptations to hardware (e.g. alternative switches) and software (e.g. simplified toolbars). This should be dealt with through effective planning and differentiation.

The use of Information Technology tools may enable students to perform a task more efficiently e.g. washing dishes with the use of a dishwasher, for a student with poor motor control writing a letter etc.

Students are encouraged to look at cause and effect, make predictions, evaluate and discuss their work.

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths and PSHE.

At Key Stage 3 students are introduced to the internet, they learn how to manipulate sounds on a computer, how to use paint and multi-media tools and learn about digital photography.

At Key Stage 4 students build on their previous knowledge and skills and extend their work on computing to complete topics such as; controlling devices, communicating electronically, spread sheets and making videos

In the sixth form students generalise and practise their skills and focus on computing linked to the work place, leisure activities and independent skills. Topics include; accessing music and video and using websites and blogs. Students learn how to order groceries on line and how to download music onto their iPods

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Students have access to the computing suite which enables them to be able to work on an individual computer or access the interactive whiteboard or interactive table. Students also have the opportunity to access a wide range of everyday items learning about switches and cause and effect games.

Computing resources are integrated across the curriculum. Each student has their own tablet so can access a wide range of educational apps. Every classroom has its own interactive whiteboard. Students are able to learn to use items such a camera or learn to play a game with their peers on a Wii

Students also access computer based resources in the community such as learning to use the self - service check out in a supermarket and scan their books in and out at the local library

Cross – curricular opportunities

Cross curricular opportunities include; Skills for Life- awareness of appliances and how they are used. English - development of language skills and ability to write and record information. Science- awareness of cause and effect

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of “I can” statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through `live recording`. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

Assessment procedures used at Hill House are validated. Hill House run regular internal moderation of work sessions where teachers and TAs have the opportunity to moderate each other’s student’s work and check that assessment has been accurate.

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other’s assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in computing is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access computing lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The computing 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 computing curriculum students have the opportunity to visit a range of public libraries and use a range of public services to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of computing. 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. All students have an individual E-Safety risk assessment. Please also see further guidance on E-Safety.

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in computing activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – PSHE

Introduction / Rationale

At Hill House PSHE teaches students the basic knowledge, understanding and skills to be able to manage aspects of their own lives. PSHE teaching starts with where the students are at and what they already know and understand and then builds on this. PSHE has to be relevant and realistic for our students

Aims and Objectives

PSHE at Hill House School is fundamental for all students and is a priority development area. PSHE enables students to:

Develop responsibility for their self-care, reducing dependence on others

Develop social skills, tolerance of others and the ability to develop positive, meaningful relationships with other people

Gain skills of informed decision making and awareness of a range of cultural, social and ethical issues pertaining to themselves and others

Show emerging skills of self-management, the growth of inter-personal relationships and the development of independent living skills.

Increase their awareness of cultural identity, the world as a whole and their place within it, and the similarities and differences between cultures and how these serve to enrich society

Through specific SRE programmes and thematic units within PSHE lessons, gain knowledge of puberty, sex and relationships

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

The PSHE curriculum is embedded across the Hill House `Total Linked Curriculum` and forms part of our safe and supportive approach

PSHE promotes spiritual, moral, cultural, mental and physical development, it promotes students wellbeing and community cohesion

At Key Stage 3 students learn about recognising their own needs, about healthy lifestyles, healthy eating and personal hygiene. Students have the opportunity to learn about the wider world and how to make everyday choices

At Key Stage 4 students learn how to keep themselves safe, about radicalisation and bullying and living in Britain as well as environmental and global issues

In the sixth form students build on this existing knowledge and understanding and learn about recognising their own emotions, about exercise, smoking, drugs and alcohol. SRE is taught both through PSHE (within topics such as growing up and being aware of body changes) as well as through discrete SRE programmes for individual students

Students learn to develop respect for other people from different backgrounds, particularly with regard to the protected characteristics set out in the 2010 Act. These are;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

Schemes of work within the Hill House 'Total Linked' curriculum include;

- 'Living in the wider world'
- 'Relationships – groups I belong to'
- 'Human development'
- 'Communities and cultures'
- 'Communicating about feelings and relationships'
- 'Ethnic diversity'
- 'We are all different'

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in PSHE requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

Students also access resources in the community such as visits to the local doctors and dentist

Cross – curricular opportunities

Cross curricular opportunities include; RE and Citizenship – learning about right and wrong and learning to work as a team and to respect others. English – Communication and Reading skills. PE – Staying fit and healthy

Computing

All students have the opportunity to use technology within PSHE lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of resources such as timers, thermometers and cause and effect programmes

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through 'live recording'. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in PSHE is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access PSHE lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and

modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The PSHE 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 PSHE curriculum students have the opportunity to visit a range of public institutions including health facilities, local libraries and courts of law to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of PSHE. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in PSHE activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources

and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Citizenship

Introduction / Rationale

At Hill House we offer a high quality citizenship education to our students in order that they may develop the knowledge, skills and understanding to enable them to take as full and active a part in society as is possible.

We enable students to acquire a broad general knowledge of and respect for public institutions and services in England

The Citizenship programmes of study KS3, KS4, and KS5 are based upon the aims and content as set out in the DfE National Curriculum Guidance September 2013

Citizenship underpins much of the SMSC curriculum at Hill House

Aims and Objectives

The citizenship curriculum at Hill House school aims to ensure that all students;

- Have some understanding of how to express them-selves within a democratic society
- Have an understanding of human rights and the rights of children, how this informs the law within a democratic society
- Understand how they can make a positive contribution to the community and to offer opportunities to be able to do this
- Understand that we live in a diverse community and that we need to encourage attitudes of mutual respect and understanding
- Have some understanding of income and expenditure, to encourage greater independence with the use and value of money

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and DT.

As-well as the discreet once weekly session given over to delivery of the citizenship curriculum the curriculum will also deliver Citizenship education via the community skills enrichment activities that the students access throughout the week

The Citizenship curriculum at Hill House is divided up into five main themes in line with the aims and purpose of the National Curriculum

Themes include;

6. Democracy and Government (G&D)
7. Laws, Justice and Human Rights (L&J)
8. Responsible Activity – Making a positive contribution to our community and the environment (RA)
9. Unity and Diversity – fostering respect and understanding (U&D)
10. Income and expenditure (I&E)

Citizenship at Hill House teaches students how to play a part in their society in a way that is meaningful to them. It teaches the basis of democracy, law and the government and puts these into practise through involving students in a range of opportunities to have their voice heard. Citizenship links closely with PSHE teaching at Hill House and many topics overlap

Students are introduced to a range of public institutions and services in England and are encouraged to develop respect for these. Students have the opportunity to visit a range of museums, libraries, churches and cathedrals and the school organises an annual school trip to visit the Houses of Parliament. Students visit the local fire station and are visited at the school by the Local police force. The school has close links with the local village church. Hill House has regular visitors to the school including the local MP who has participated in the student council meetings on occasions

Students in the sixth form take part in the 'Let's talk about it' youth group where they have the opportunity to learn about and discuss current issues

Hill House has a student council where students from across the school have the opportunity to meet and vote on a subject that affects them

Students have had the opportunity to meet our local MP who also joins some of the student council meetings. Some students have also taken part in a school trip to the Houses of Parliament

Students across the school are consulted on their views. A number of ways to collect information include; talking mats, questionnaires and video interviews

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

Planning

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

the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in citizenship requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size. 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.

Cross – curricular opportunities

Cross curricular opportunities include; PSHE – Learning how to work together and be part of a community. Literacy – development of communication skills. Community – visits to a range of public institutions

Computing

All students have the opportunity to use technology within citizenship lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Accreditation

All students at Hill House have the opportunity to work towards a form of accreditation from AQA. Students follow a unit for eight weeks alongside the scheme of work. The units can be worked on as a group or by an individual. Each scheme of work has a link to the associated unit. Students are able to work towards a pre-entry or entry level unit.

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

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- A skilled staff team who are empathetic to the needs of the students and are trained to a high standard
- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access art lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The art 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 art curriculum students have the opportunity to visit a range of art galleries, art spaces and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of art. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and

beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in citizenship activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress. The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – PE

Introduction / Rationale

Physical health and wellbeing is integral to life at Hill House and all students have the opportunity to take part in physical exercise throughout the day. This supports our students to feel fit as well as support them to be in the `just right state` for learning.

Physical exercise helps to improve health and supports students to concentrate and engage in learning. It promotes interaction with others and for the sixth form students provides opportunities for leisure activities

Aims and Objectives

The PE (Secondary) and Leisure (Sixth Form) curriculum at Hill House School enables students to develop themselves physically and to develop and improve and refine their skills in undertaking physical activities. Students are encouraged to develop enjoyment of exercise as an activity, and to undertake enough physical exercise as part of a healthy and balanced lifestyle. The Teaching of PE/ Sport is significant in that many students may present as unhealthy/ overweight and initially resistive to physical activity. We aim to develop students skills, knowledge and understanding in being able to:

- Undertake a range of meaningful physical activity, developing their abilities in walking, running, jumping, changing direction and negotiating obstacles with skill and accuracy
- Work cooperatively, passing and throwing with accuracy
- Experience heavy muscle work and physical exertion
- Participate in games involving staff and peers
- Following instructions and following the rules of simple games
- Developing aerobic fitness and ability to sustain efforts
- Refine and improve existing skills
- Show emerging ability to work as part of a small team or attempting to outwit opponents
- Explore the physical and mental feelings associated with exercise
- To be able to work safely with equipment, warm up and rest appropriately

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

Within the curriculum students at Key Stage 3 have the opportunity to develop their swimming skills, accessing local leisure facilities. Students take part in team and individual games, learn different physical techniques, learn how to perform as part of dance based topics and take part in outdoor, adventure activities

At Key Stage 4 students develop their skills further and learn the rules of games and learn how to set up equipment. In the sixth form students have the opportunity to generalise these skills and choose leisure based activities to take part in out and about in the local community

Hill House has its own running club called the `Cheetah` club which meet every week. Students at Hill House also attend climbing club at the local activity centre and have the opportunity to go horse riding

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

A variety of sports based theme days take place across the year such as the annual Hill House sports day

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in PE requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

Hill House has on site facilities including a school hall, the hub and adventure play where students can go for a walk and use outdoor gym equipment to keep fit

Students also access resources in the community such as the local climbing club, swimming pools and leisure centres

Cross – curricular opportunities

Cross curricular opportunities include; PSHE - awareness of factors in a healthy lifestyle. Science- awareness of need for exercise and effect of exercise on the body. Leisure Skills Curriculum (Sixth Form)- Expanding interests and developing a range of meaningful self - occupation and leisure activities. Community Skills curriculum (Sixth Form)- access to facilities in the community.

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of “I can” statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through `live recording`. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

Assessment procedures used at Hill House are validated. Hill House run regular internal moderation of work sessions where teachers and TAs have the opportunity to moderate each other’s student’s work and check that assessment has been accurate.

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other’s assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in PE is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place

when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access PE lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The PE 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 PE curriculum students have the opportunity to visit a range of local sports facilities

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of PE. 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

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Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in PE activities. Students are encouraged to wear appropriate clothing for PE lessons and all students have a PE kit. Students have the option of having a shower after a lesson although this additional transition during the day can at times be too confusing for some of the students and could disrupt the rest of their day. In these cases students are offered a shower at lunch time or at the end of the day. All house managers have a copy of the education timetable and know when PE lessons take place. They can therefore support students to have a shower. Good personal hygiene is taught within the PSHE curriculum

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

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Subject policy – Science

Introduction / Rationale

Within the science curriculum at Hill House, students learn how to understand and make sense of the world. Science lessons are exciting and evoke curiosity for our students who are encouraged to explore, experiment and investigate processes. Lessons are brought to life with opportunities for students to handle a range of materials and to take part in cause and effect activities. Science at Hill House is also taught through other subjects such as design technology

Aims and Objectives

The teaching of Science enables students to understand, experience and interact with the world around them. The curriculum gives many opportunities for incorporation of sensory activities and for students to take ownership of their learning through investigatory themes and activities. Students have the opportunity to;

- Encounter and develop confidence in using and working with a range of everyday materials
- Develop their sense of natural curiosity and inquisitiveness
- Explore new and diverse experiences with a sense of awe and wonder
- Begin to understand and experience everyday phenomena in the world around them
- Encounter a variety of exploratory experiences through which they can interact with their environment.
- Use a variety of materials and equipment for scientific investigations and learning.
- Use their senses to observe, explore and interpret their environment
- Develop knowledge and understanding in the following areas: Scientific investigation, Life and living processes, Materials and their properties, Physical processes

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

At Key Stage 3 students receive two science sessions each week. Topics include; exploring materials, nutrition and health, reproduction, material cycles, substances and chemical reactions, forces and motion and electricity amongst others

At Key Stage 4 students build on their previous knowledge and understanding and complete topics such as; health, disease and medicine, chemical changes, energy, forces and electricity

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in science requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

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.

Students also access resources in the community such as visits to the local science museum and solar farm

Cross – curricular opportunities

Cross curricular opportunities include; Design Technology - understanding processes and properties of materials / Maths - sorting, matching and sequencing / PSHE - knowledge of the body/ SRE Education, alcohol, tobacco and drugs education / Geography - knowledge of the environment and natural features, life processes and living things

Computing

All students have the opportunity to use technology within science lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of resources such as timers, thermometers and cause and effect programmes

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through "live recording". Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

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Accreditation

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Progression

Individual student progress information in science is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access science lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The science 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 science curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

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Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in science activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

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Subject policy – RE

Introduction / Rationale

The RE curriculum at Hill House is based on the Hampshire agreed syllabus, students learn about religious beliefs and teachings, traditions, ideas and concepts. Our RE curriculum provides students with the opportunity to learn about values and it supports student's spiritual growth and development as well as nurture a respect for other cultures. Students are able to engage in lessons that are visual, hands on and experiential, they are able to handle a range of artefacts and participate in a variety of celebrations. Some students receive additional RE lessons which are based on their particular culture or religion.

Aims and Objectives

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

- Show an awareness of themselves as distinct from others
- Help and care for others and begin to develop friendships
- Discuss different feelings and emotions in a variety of situations, both in terms of themselves and others e.g. joy and empathy
- Examine roles within the community e.g. people who help us, my family, my school
- Care for environment – recycle, tidy up
- Accept rights and responsibilities e.g. socially acceptable behaviour
- Makes choices and shows preferences
- Looks at major events that affect their lives e.g. birth, death
- Experiences / gives opportunity to celebrate all that is best within student experiences and to express joy at their achievements and those of other people

- Develops self-confidence, a feeling of self-worth and positive self esteem
- Take part in acts of collective worship
- Celebrates festivals and traditions
- Participates in songs, stories, books, music, art, customs from a variety of cultures and faiths
- Makes visits to religious sites within their community where appropriate
- Development of interest in natural world

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in RE requires resources and artefacts that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

Students also access resources in the community such as visits to local places of worship and a range of cultural festival days

Cross – curricular opportunities

Cross curricular opportunities include; PSHE – working together, right and wrong, diversity. Art and Music – different religious art and cultural music. Geography – religion around the world. History – the history of religion

Computing

All students have the opportunity to use technology within RE lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through 'live recording'. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in RE is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access RE lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The RE 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 RE curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of RE. 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

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(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in RE based activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Art and Design

Introduction / Rationale

Art at Hill House is engaging and encourages students to experiment and create. Students produce art work and take part in collaborative projects, they learn how to evaluate and analyse work and learn about different artists and designers

Aims and Objectives

The Art curriculum at Hill House School enables students to develop visual and tactile skills in order to be able to observe and respond to stimuli, use a variety of tools, media and techniques in order to express that response, create and express their imagination, appreciate colour, light and texture in everyday objects, environment and manufactured, develop an appreciation of the social, cultural and historical context of art, encourage a sense of achievement and celebration of their work, analyse their own and other's work. Students;

- Actively engage with and work on a range of projects based on themes from around the world and from different eras
- Learn and undertake art activities which explore visual, tactile and other sensory experiences
- Develop their own communication, following instructions and demonstrations and communicating their choices about design
- Are supported to handle and work with a range of resources and materials
- Encouraged to explore and experiment with materials
- Develop their fine and gross motor skills
- Begin to engage with working on tasks for longer, refining and improving their skills and work
- Contribute to collaborative projects as part of a group
- Contribute to whole school projects such as mini enterprise / art displays
- Evaluate their own and other's work, suggesting improvements

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and DT.

At Key Stage 3 students learn a range of techniques and have the opportunity to handle a variety of materials. Topics include; textiles, sculpture, media, painting, print making and architectural art

At Hill House we have chosen to do art and design at Key Stage 4, students develop their previously learnt skills and learn about line and tone, folk art, weaving and multi-cultural art. Students then have the opportunity to develop art as a leisure activity in the sixth form

Hill House has a dedicated art space where students can come together and get messy! Many collaborative projects take place throughout the year such as mask making activities and sculpture making. Students contribute to National competitions and have the opportunity to visit a range of galleries and sculpture parks in the local area

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in art requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size. 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. Students also have the opportunity to take part in projects from visiting artists and participate in workshops and events out and about in the local community. Students regularly visit the local sculpture park

Cross – curricular opportunities

Cross curricular opportunities include; Science – understanding processes and properties of materials. Careers- knowledge of health and safety, tools, processes and equipment. DT-Practical designing and making skills. Computing- use of computing in designing

Computing

All students have the opportunity to use technology within art lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through "live recording". Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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Progression

Individual student progress information in art is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

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Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access art lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The art 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 art curriculum

students have the opportunity to visit a range of art galleries, art spaces and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of art. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted Independent school standards compliance record)

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in art activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress. The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Geography

Introduction / Rationale

At Hill House students have the opportunity to develop an awareness, knowledge and curiosity about the world. They visit places in the local area and learn about physical and human processes. Geography lessons are exciting and evoke a curiosity of the world. Lessons are brought to life with opportunities for students to handle a range of artefacts

Aims and Objectives

The Geography curriculum at Hill House School helps students make sense of their surroundings and develop an understanding about the interaction of people with the environment. Students:

- Develop knowledge of the relationship between people and places
- Begin to make sense of the world around them
- Explore a range of new places in the local community, making active explorations of new environments
- Develop tolerance of a range of environments and weather
- Make comparisons between places in tangible ways- through colour, music, foods
- Prepare for short term transitions and changes (e.g. what to wear, planning a journey)
- Develop knowledge of their locality and how to look after our environment

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic.

Geography lessons are alternated with History lessons. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE.

At Key Stage 3 students learn about major countries and look at a variety of maps, they learn about the local environment and also learn about the wider world

At Hill House we have chosen to continue to study Geography at Key Stage 4 where the students extend their existing knowledge and understanding

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in geography requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size. 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. Students also access a wide range of places and resources in the community such as visits to local points of interest and the local solar farm

Cross – curricular opportunities

Cross curricular opportunities include; Community Skills (Sixth Form)- Knowledge of locality, experiencing a range of places and environments. Science (Secondary)- Knowledge of weather, environment, living things, investigation/ fieldwork. PSHE- environment and global issues

Computing

All students have the opportunity to use technology within geography lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through 'live recording'. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in geography is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress

- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access geography lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The geography curriculum includes opportunities for students to Respect values and opinions of others, use their investigative skills and work together collaboratively

Students have the opportunity to contribute their ideas and to make choices. Hill House works to ensure that students develop a knowledge and respect for public institutions and services in England. Within the geography curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of geography. 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

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Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in geography activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – History

Introduction / Rationale

Within the history curriculum at Hill House, students learn how to understand and make sense of the world. History lessons are exciting and evoke curiosity for our students who are encouraged to explore, experiment and investigate processes. Lessons are brought to life with opportunities for students to handle a range of artefacts

Aims and Objectives

History at Hill House helps students understand the influences that have shaped them and their community and increase their sense of self – awareness and belonging
Students:

- Recognise the distinction between past and present in their own and other's lives
- Sequence events and objects using everyday terms about the passing of time
- Recognise special days in the year marking historical events
- Develop their own identity and learn about their own and their family's history
- Recall historical information about the past and present
- Use ICT to research information about the past and present
- Use existing and emerging technologies
- Explore historical artefacts

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic. History lessons are alternated with geography lessons. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE

Students have the opportunity to learn about past Britain and the world, people's lives and societies as well as events that have taken place. Students also learn about the church, the state and society and about local history

Students visit local museums and collect information about the local area. Students have the opportunity to go further afield and visit other places of interest in Great Britain

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in history requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

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.

Students also access resources in the community such as visits to the local church, and local museums. Students also have the opportunity to take part in theatre productions on site from visiting drama groups as well as take part in history based drama workshops at local arts centres

Cross – curricular opportunities

Cross curricular opportunities include; PSHE – Awareness of own identity / ethnic, cultural diversity. Geography – The local area. Computing – use of Computing to research information. RE and Citizenship - historical customs and practises. Community – visits to local historic places of interest

Computing

All students have the opportunity to use technology within history lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through 'live recording'. Other assessment methods include; Observations of

students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

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Accreditation

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Progression

Individual student progress information in history is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access history lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The history 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 history curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of history. 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

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(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in history activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

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Subject policy – Modern Foreign Languages (MFL)

Introduction / Rationale

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

Aims and Objectives

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

Curriculum provision

MFL teaching is delivered through theme days which take place at least twice a half term. These days offer students the opportunity to learn about a country and its culture through a wide range of cross-curricular experiences

Themes include the following topics of study:

Caio! – Italian / Namaste – Indian Hindi / Hello – English / Bonjour a Nouveau – French / Hallo – German / Dia Duit – Irish Gaelic / Hola – Spanish / Ni hao – Mandarin / Helo – Welsh

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in MFL requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this

will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

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.

Students also access resources in the community such as visits to local shops and supermarkets as well as cultural events

Cross – curricular opportunities

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

Computing

All students have the opportunity to use technology within MFL lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through `live recording`. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other's assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in MFL is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report. Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

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Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access MFL lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean

differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The MFL 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 MFL curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of MFL. 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

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Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in MFL activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

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Subject policy – Design Technology and Mini Enterprise

Introduction / Rationale

At Hill House we support all students to access Design Technology lessons and encourage a passion for handling materials and for making something. DT at Hill House involves students using the specialist DT workshop and being involved in individual, group and whole school projects. Students develop their problem solving and research skills. They design and make items, they evaluate and test ideas. Students have the opportunity to use a range of specialist tools and techniques including learning how to safely use large machinery such as a vac moulder.

Aims and Objectives

The Design and Technology (Secondary) and Mini-Enterprise (Sixth Form) curriculum at Hill House School enables students to develop practical designing and making skills that will be of use in their future lives. Students;

- Actively engage with and work on a range of projects based around food, resistant materials and textiles
- Develop their communication, following instructions and demonstrations and communicating their choices about design
- Are supported to handle and work with a range of materials in a safe manner
- Develop their knowledge of processes and equipment and how these impact on materials, beginning to relate equipment to task and select the correct tools and materials to complete tasks
- Develop awareness of cause and effect
- Begin to relate designs/ illustrations/ models to final product
- Develop their fine and gross motor skills
- Begin to engage with working on tasks for longer, refining and improving their skills and work
- Create a range of high quality design products that are meaningful to themselves
- Evaluate their own and other's work, suggesting improvements

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Art, Maths and ICT.

At Key Stage 3 students design and make their own picture frames, learn how to make different types of shelters, they make pop up cards and alarm systems. We have chosen to do DT at Key Stage 4, students learn about advertising and selling and start to become involved in their own marketing of products

In the sixth form DT becomes mini-enterprise where students set up larger projects researching, making and selling products as part of sales open to the community. The sixth form students supply items for the local shop on a regular basis and sell items to local garden centres and farm shops. Sixth form students also take part in projects such as setting up a sandwich shop or maintaining a vegetable garden

Students at Hill House also have the opportunity to take part in food technology lessons. Students learn about different ingredients and food groups, they learn how to compile and follow a shopping list and take part in shopping trips to buy ingredients. Students learn about good hygiene and how to keep themselves safe in the kitchen

Food technology is included in the `Skills for life` study programmes where sixth form students have the opportunity to develop their independent skills and learn to prepare their own meals and snacks

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in DT requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size. Students have access to the design technology workshop. This enables bespoke learning opportunities in the context of

providing those learning experiences that could not be readily provided in the student's own classroom

Cross – curricular opportunities

Cross curricular opportunities include; Science (Secondary)- understanding processes and properties of materials. Skills for Life (Sixth Form)- knowledge of Health and Safety, tools, processes and equipment. Art- through links to project design and using resistant materials in sculpture/ collage. ICT- use of ICT in designing, use of DT machinery

Computing

All students have the opportunity to use technology within DT lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of "I can" statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through `live recording`. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

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Accreditation

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Progression

Individual student progress information in DT is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the

progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

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Teaching and Learning

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- A therapeutic environment and facilities that maximise opportunities for students to learn and make progress
- A multidisciplinary approach to working where every professional around the child is fully involved and working together to secure best possible outcomes

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access DT lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The DT 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 DT curriculum students have the opportunity to visit a range of museums and public libraries to further develop their knowledge

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of DT. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject *(In accordance with the Ofsted Independent school standards compliance record)*

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in DT activities. All machinery is serviced regularly and only trained staff support students to use the specialised equipment. Students are taught how to wear protective clothing during DT sessions

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Music

Introduction / Rationale

Music is a subject that many of our students love. Music can engage and excite as well as calm and sooth. Music at Hill House is always fun and is there for everyone. Music is used throughout the waking day to accompany other subject areas and is also used as a mark of change to routine to support students to transition to the next activity, for example during the daily `Shake down` activity at the end of the school day

Music at Hill House provides opportunities for students to come together and share an experience, to express themselves, to listen, perform and play and evaluate. Students experience music from around the world and learn about pitch, tempo and notation

Hill House provides music lessons and music therapy sessions in the specialist music room. Some students access signing lessons at the local Coda music centre

Whole school musical events and workshops offer an opportunity for all students to join in, these range from `Music for Autism`, the `Solent music` festival and African drumming workshops

For the sixth form students at the school music is a subject that can become a leisure activity and a hobby that will stay with them long into adult life

Aims and Objectives

The Music curriculum at Hill House School enables students to develop an awareness and appreciation of organised sound patterns, break down barriers between students, encourages different forms of communication and releases potential within them and provide a wealth of opportunities for positive interaction with a variety of music forms and increase self - esteem Students:

- Participate in a variety of musical activities with a wide assortment of musical instruments
- Listen to a range of music and musical themes from around the world and from different eras
- Compose and perform simple musical pieces as individuals and groups
- Have the opportunity for expression, reflection and emotional development
- Have the opportunity to make choices and evaluate
- Have the opportunity to take part in whole school events and celebrations
- Explore a range of music technologies where they can create and manipulate sounds

Curriculum provision

Topics are delivered over 8 week terms with individual schemes for each topic. The schemes take into account a range of content incorporating; Notation, Cultures, Instruments, Percussion, Pitch, Rhythm and Tempo. Learning is delivered in the most appropriate area- this can include the classrooms and the specialist Music Room which is equipped with instruments and technology to enable highly effective delivery of Musical work and also enables the students to practice transitions and transference of skills.

At Key Stage 3 students learn about how music makes them feel, they have the opportunity to play and perform as well as start to create and record sounds

At Key Stage 4 students learn about musical history, composers and orchestras whilst in the sixth form music is taught as a leisure opportunity where students learn how to play a keyboard and learn how to relax to music

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

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in music requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

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.

At Hill House we have many musical events that take place throughout the year including visits from 'Music for Autism', African drumming workshops, string quartet concerts and gig nights. Students also have the opportunity to access musical events in the community such as visits to the Solent music festival and theatre events

Cross – curricular opportunities

Cross curricular opportunities include; PSHE – Collaborative working/being part of a group, Art – Combining the arts (e.g. making own musical instrument), Computing – Creating and manipulating sounds

Computing

All students have the opportunity to use technology within music lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of On-line resources

Assessment opportunities

Students are assessed using the Cambian Assessment Framework composed of “I can” statements. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool. Progress is collected through “live recording”. Other assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

Assessment procedures used at Hill House are validated. Hill House run regular internal moderation of work sessions where teachers and TAs have the opportunity to moderate each other’s student’s work and check that assessment has been accurate.

Hill House is also part of a local external moderation group. This provides an opportunity to moderate each other’s assessment and to work alongside other professionals

Accreditation

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

Progression

Individual student progress information in music is gathered and data is analysed at two intervals per term by teachers, subject co-ordinators and managers. Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students. Interventions are put in place

when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort

Reporting and evaluation

Class teachers report on the progress of all subject areas as part of a student's annual review. Progress data is also made available as part of this report.

Subject co-ordinators have oversight of their subject and are able to evaluate and report on progress across the school.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access music lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The music curriculum includes opportunities for students to work together collaboratively, learn how to appreciate and make choices about different types of music and experience a wide range of music from different cultural backgrounds

Students have the opportunity to contribute their ideas. Hill House works to ensure that students develop a knowledge and respect for public institutions and services in England. Within the music curriculum students have the opportunity to visit a range of theatres, community centres and libraries

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of music. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject

(In accordance with the Ofsted 'Independent school standards compliance record')

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in music activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Skills for Life

Introduction / Rationale

Students in the sixth form learn a range of skills that will support their independence into adult life. The skills for life study programme provides students with the opportunity to learn about household skills and management, safety and first aid, hygiene and food storage, entertaining and etiquette and money and budgeting. Students take part in skills for life activities on site at Hill House, using their flat environment to practise and then have the opportunity to generalise these skills out and about in the community

Aims and Objectives

Our students often join the school with limited experiences. The teaching of Skills for Life enables students to understand, experience and complete a range of everyday tasks that will be essential in adult life. The curriculum teaches students how to follow simple step by step directions to practise completing tasks as independently as possible. These are broken down into symbol / picture based tick sheets as well as task analysis records for staff to check off.

Students learn how to develop money handling skills, road safety and how to look after themselves in the home and out in the community

Students are encouraged to look after themselves and feel a sense of pride. They are supported to keep their own spaces clean and tidy and to make a contribution to the school as a whole.

Curriculum provision

Topics are delivered over 8 week terms, with individual schemes for each topic based on the Science National Curriculum. Teachers adapt each scheme to suit the needs and individual learning level of each student. The schemes have many links to other subject areas such as Maths, ICT and PSHE with Science not always taught as a discrete subject but maybe taught through cross curricular themes/ dimensions.

Skills for Life topics include; `Looking after myself / Fire safety / road safety / identifying care items / shopping skills and using services in the community. Students are taught key skills and are encouraged to develop as much independence as possible

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

Sixth form students have the opportunity to access external college placements and complete Skills for Life courses. Hill House also have links with Brockenhurst college

construction workshop where students can learn skills in plumbing, plastering and building.

Sixth form students also have the opportunity to undertake work experience placements for example at the local village shop or at a local charity shop or allotment

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in skills for life requires the use of real life resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size.

Cross – curricular opportunities

Cross curricular opportunities include; Literacy – following written / pictorial directions in order to complete a task. Numeracy – counting out everyday items, shopping skills. Community – learning how to use public transport

Computing

All students have the opportunity to use technology within skills for life lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of on-line resources including learning to look up information such as timetables and price lists

Assessment opportunities

Teachers set lesson objectives and individual student targets for skills for life lessons. Outcomes from the targets are evaluated and tracked to monitor student's progress. Assessment methods include; Observations of students at work / Scrutiny of work / Rich questioning throughout lessons / Consultation with students / a range of evidence (photographs, videos, evidence of work)

Accreditation

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

Teaching and Learning

The Cambian Group Mission Statement is as follows: *'To actively enable each and every one of the people in our care to achieve their personal best'*. In fulfilling the Cambian mission statement Hill House provide;

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access skills for life lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

The skills for life 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 skills for life curriculum students have the opportunity to visit a range of public places of interest such as the local library

Safeguarding / Radicalisation

Keeping safe is promoted within the teaching of skills for life. 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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted Independent school standards compliance record)

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in skills for life activities

Role of the subject co-ordinator

Each teacher has a subject co-ordinator responsibility. They have a strategic overview of how their subject is taught across the school, and are confident that the curriculum is being covered and that students are making progress.

The subject co-ordinator ensures development of the subject and oversees the following responsibilities; Work Sampling, Moderation of work, Monitoring of planning, resources and subject budgets. Subject co-ordinators also make a contribution to the SEF and School development plan

Subject policy – Careers

Introduction / Rationale

At Hill House careers education is very important to us. All students have the opportunity to learn about and experience the world of work. The sixth form study programme offers opportunities for students to participate in careers based learning. This is delivered through group and individual sessions

Aims and Objectives

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.

It aims to teach the 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. Sixth Form students take part in a weekly careers afternoon where they have the opportunity to come together and learn about the world of work

Hill House has implemented an external careers programme called `Talentino` which supports students to get ready for the world of work. Talentino also offers support to create links with local businesses to set up work experience opportunities as well as supports Hill House to set up mini-enterprise projects

Hill House holds an annual Careers Week where outside agencies such as the police and fire service visit the school to talk to the students about their profession

Sixth form students have the opportunity to make a contribution to the school and to the wider community

Curriculum provision

The Hill House Annual Careers Week offers opportunities for all students to experience a variety of vocations with activities planned both on and off site. Examples include; visits from the local police and fire service, car mechanics, chef and hairdressing workshops

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. On site there are opportunities for students to make a contribution to the whole school by being responsible for collecting recycling or working in the allotment. Sixth form students also run the daily `Snack Shack` where other students from across the school can visit to choose and purchase their break items

Off-site students work at the local village shop and at the climbing club at the local activity centre as well as helping out at a local allotment

Hill House work alongside an independent careers advisor service called Talentino

Careers who provide support and guidance on the following;

- Resources staff can use in the area of Career Development called *Careers at Every Level*
- Accredited training and coaching sessions for staff to be able to use the resources
- Support to set up work experience environments either at Hill House or externally or both
- Support to set up an in-school Enterprise business to develop work related skills to improve independent living
- Support and individual advice on a needs basis for individual students

Each sixth form student works towards a careers passport which they can take with them into adult life. The passport is made up of key skills that the students work towards through their careers work. Each student's progress is tracked against a set of outcomes that may come from the 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 at Hill House learn key skills through the careers study programme which they have the opportunity to generalise 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

At Hill House we involve parents in our careers education by keeping them up to date with events and progress via a regular newsletter sent from the sixth form lead. Parents are invited to come and join in during our careers week and make a contribution by attending events such as the Christmas sale

Planning

Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. A *weekly plan* is also produced which highlights individual learning objectives for each lesson. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

Resources

Much of the teaching in careers requires resources that will include objects/ physical resources that enable the learning to be made as 'real' as possible for students and this will challenge teachers to plan effective lessons that may use either a high number of resources or resources that are large in physical size

Cross – curricular opportunities

Cross curricular opportunities include; Citizenship – being part of a community / making a positive contribution. ICT – Using the internet / using a digital camera. PSHE – Learning social rules and following instructions. Skills for Life – Learning how to get ready for work / learning how to access the community / managing money

Computing

All students have the opportunity to use technology within careers lessons. This may be through the use of interactive whiteboards, tablets and by accessing a wide range of resources such as timers, thermometers and cause and effect programmes

Assessment opportunities

Each individual career passport contains targets and outcomes for the student. Where possible the student themselves has had input into the targets. These outcomes are then measured and evaluated and inform the next steps for the individual.

Accreditation

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

Reporting and evaluation

College tutors report on the progress of careers education as part of a student's annual review.

Teaching and Learning

The Cambian Group Mission Statement is as follows: *To actively enable each and every one of the people in our care to achieve their personal best*. In fulfilling the Cambian mission statement Hill House provide;

- A holistic approach to the education, care and therapy of our young people, with a curriculum providing opportunities across the waking day

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

Differentiation

Differentiation can be evidenced within the teacher's planning where lessons have both overall objectives as well as individual learning targets. Our aim is that all students are able to access careers lessons and therefore it is important that learning experiences are planned and presented in a way that individual students can understand. This may mean differentiating resources, breaking tasks down into smaller steps and adapting and modifying tasks. Support is provided for all students to be enabled to make progress and to stretch their knowledge and understanding

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

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 such as police and fire stations and courts of law to further develop their knowledge

Safeguarding / Radicalisation

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

This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It precludes the promotion of partisan political views in the teaching of this subject
(In accordance with the Ofsted Independent school standards compliance record)

Health and Safety

All teachers have the responsibility to regard health and safety. Teachers take into account the students and their own health and safety when involved in careers activities

Role of the subject co-ordinator

The sixth form lead has a strategic overview of how their subject is taught across the sixth form, and are confident that the curriculum is being covered and that students are making progress.



Community Access / Alternative Provisions/External Providers and Work Placements

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

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

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

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

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

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

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



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

Climbing club, swimming, horse-riding, Bush-craft, The New Arts Centre at Roche Court and sessions at a local activity center. 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 details of DBS checks where applicable

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

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

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

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

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

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

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

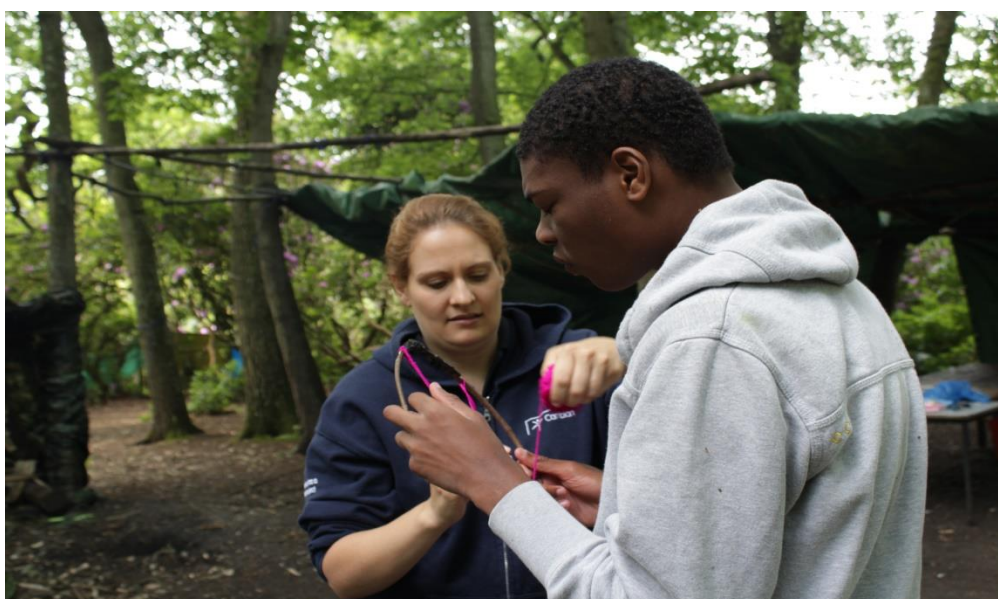
Students are also encouraged to take part in group school community events such as; Services at the local church, Whole school picnics, Sports events and special trips such as a visit to a local theme park. Some students have been able to take part in short residential trips such as a stay at a local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

Hill House promotes and develops links with the local community. These have included; The Befrienders Scheme with a local college, Coffee mornings and craft sales, Art exhibitions in a local venue, Contributions to charities involving the collection and delivery of clothes / harvest boxes, Contributions and students running a stall at the local village Christmas fete

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, a trained first aider always accompanies a group. 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



Key Stage Three

At Hill House we provide our Key Stage Three students with broad and balanced learning experiences. This builds on their existing learning from previous placements. The Key Stage Three curriculum challenges students and provides students with the knowledge and skills to equip them for the transition into Key Stage Four

The monitoring of student progress is robust – please see assessment methods

TEACCH Time

Students participate in TEACCH time lessons throughout the week. These are Literacy and Numeracy based. Students are supported to learn how to complete English and Maths based tasks independently following a visual system. Students are supported on a 1:1 basis with the expectation that they will eventually be able to sit by themselves and complete a task

Each student has a target/s for TEACCH lessons and these are evaluated by the class teacher and included in the individual's progress data

Class Assembly / Tutor times

Students take part in a daily class assembly / tutor time lesson. Within these lessons students 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

Each student has a target/s for class assembly / tutor time lessons and these are evaluated by the class teacher and included in the individual's progress data

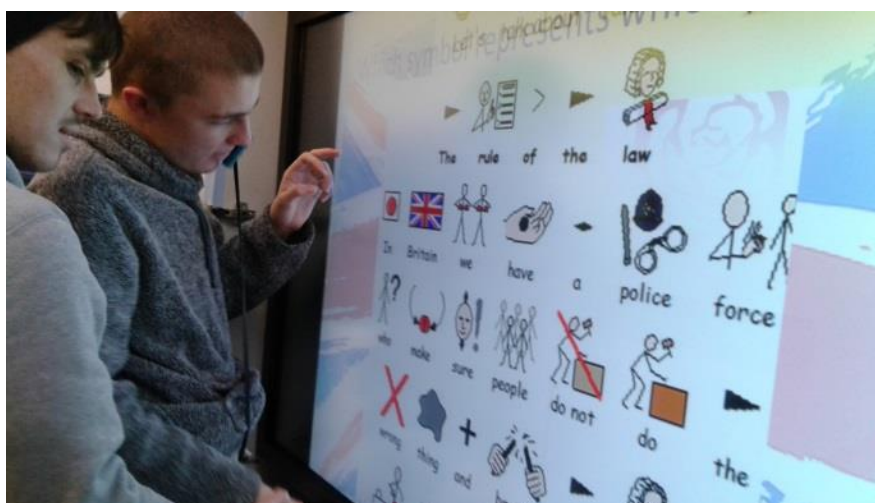
Break Times / Snack Shack

Break times at Hill House are an opportunity for students to develop a range of skills and to learn to become more independent. Within break time lessons students are supported to develop their literacy communication skills as well as their numeracy money handling skills. Class teachers provide focussed teaching times where students are encouraged to be together and use their PECS book, their voice or their tablet to communicate choices.

Students are taught how to share, how to take turns, how to wait and how to make choices

The Hill House `Snack Shack` is open every day and is run by the sixth form students. Everyone is invited to come along and choose and pay for their break. This provides a valuable opportunity for students to come together and work on all of the above skills

Each student has a target/s for break time lessons and these are evaluated by the class teacher and included in the individual's progress data



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

Hill House run a `Food Explorers` after school club each week where students from across the school come together and have the opportunity to explore a range of different foods from around the world. Visual communication systems are set up to enable students to feed back their preferences and this information is then fed into the menu planning process

School Break Times

Students have the opportunity to visit the Hill House `Snack Shack` where they can choose from a variety of healthy break options

Students learn key skills during this time such as queuing for their turn, making choices, using their communication tool and spending time with others from across the school

The Snack Shack is run by our sixth form students who plan, prepare or buy the break items and serve the rest of the school at break times

Chocolate, sweets, biscuits, crisps, cakes and fizzy drinks are all discouraged

School Meals

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

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

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

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

Water for All

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

Hill House Allotment

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

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



Hill House Sixth Form

Once students have turned 16 they are eligible to move into the Hill House Sixth form. This may involve a transition into one of the two college groups or it may be that an individual is better suited to staying in the main school and accessing a full sixth form study programme there as well as planned opportunities to join the college groups for some activities

The Hill House Sixth form is overseen by two sixth form tutors and a vocational lead all of whom have a range of expertise and subject knowledge to best teach and oversee the sixth form students

The sixth form study programme continues to include the main academic subjects as well as skills for life, leisure skills, mini-enterprise and work related learning. The study programme includes a range of work also based on supporting our students to develop an understanding of potential risks to their health and well-being and how they can manage these. It also prepares students for the next steps to be as equipped as possible to live in Modern Britain by developing their independent skills, SMSC (Social, Moral, Spiritual and Cultural) skills and developing skills, knowledge and understanding at their level of British values, the rule of law and respect for others

To enable our sixth form students to continue to make rapid progress within both the Hill House study programme and in the acquisition of AQA awards, continued 1:1 support during the education day is provided. There are also built in opportunities on an individual basis for reduced support in some areas in order to develop a student's independent skills and allow them to complete tasks for themselves

Hill House runs a sixth form club each week where all sixth form students have the opportunity to work together on careers projects and also additional AQA awards

Sixth form students have the opportunity to access external college placements and complete Skills for Life courses. Hill House also have links with Brockenhurst college construction workshop where students can learn skills in plumbing, plastering and building.

Sixth form students also have the opportunity to undertake work experience placements for example at the local village shop or at a local charity shop or allotment

Hill House sixth form students make a significant contribution to the school. They form part of the Hill House IMPACT group which meets regularly to evaluate events and interventions. Sixth form students sit on the Hill House student council, they take more responsibility for their own meal preparation for example; planning a meal, purchasing

ingredients and cooking a meal and they help to organise their own after school activities in order to pursue individual interests. Sixth form students also take on individual responsibilities such as looking after the Hill House chickens!

Hill House sixth form students are part of the `Befrienders Group` and link up with a group of sixth form students from the local college in Brockenhurst. Students have the opportunity to visit the college and take part in shared activities as well as host visits to Hill House where the students come and join in events such as the Hill House `gig night`

Hill House sixth form students transition to a range of destinations where they will hopefully have the opportunity to apply some of the skills and knowledge they have acquired whilst at Hill House. The Hill House Leadership and Management team use information about destinations of those students leaving the sixth form to check the extent to which the needs of all groups of students at the school are met. This can include evidence from the transition itself to information from an adult placement and from parents



Accreditation

AQA

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

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

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

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

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

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

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

Laser Awards

Students have the opportunity to attend Bushcraft sessions off site every fortnight where they learn a range of survival based skills such as learning to build a shelter, identify plants and trees and cook their own meal on a camp fire. For each task students earn accreditation points towards `Laser Unit Awards` which are QCF based and enable students to earn certificates for vocational and life skills based tasks and activities

Homework

Our aims:

- To improve the quality of the learning experience offered to our students and to extend it beyond the classroom environment
- To reinforce work covered during the education day
- To practise and consolidate skills and knowledge
- To offer opportunities to generalise skills and knowledge into a range of settings
- To provide opportunities for links with parents in relation to student's learning

The nature of homework:

The Hill House `Total Linked Curriculum` provides opportunities for a global approach to learning across the waking day. The curriculum dimensions ensure there are links between the schemes of work and the evening, weekend and holiday activities during care time. This approach supports students to be able to develop skills that are relevant to their needs such as working towards independence and developing life skills. The curriculum also promotes consistency across the day and secures the very tight links between the education and care setting

Our teaching assistants plan and run a range of after school clubs for example, the AQA and art club. Some of these are homework clubs and include the `Total Linked Curriculum` club and the `Cultural Awareness Club` where students complete activities as an extension to the themes that are being taught during education time. Students have the opportunity to work towards gaining accreditations in care time through the AQA club

Teaching Assistants keep a detailed record of students' progress and achievements, this information is then passed back to the class teachers to contribute to a student's progress data

Each student has 6 IEP targets that are set by the multi-disciplinary team including the teacher, key worker and key therapist. Parents and where possible the student themselves also contribute. These targets go across all settings and the student has the opportunity to work on achieving them across the waking day and when they go home

Hill House work closely with parents. Work packs are developed for some students to take home enabling parents to support in the learning process. IEP targets are also shared with parents enabling them to work consistently with the school.

The therapy team develop sensory diets and visual systems and strategies that parents can take home to enable the student to continue learning and developing their independence beyond the classroom and residential setting

Resources and Specialist Rooms

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



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

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

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

Computing suite: used for both computing teaching and the capacity to access computing as a leisure opportunity

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

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

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

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

- Exercise Room

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.

Hill House Activity Base

The Hill House Activity Room is based in the main house. It provides a structured teaching and learning environment for those students who consistently find the transition to the classrooms difficult

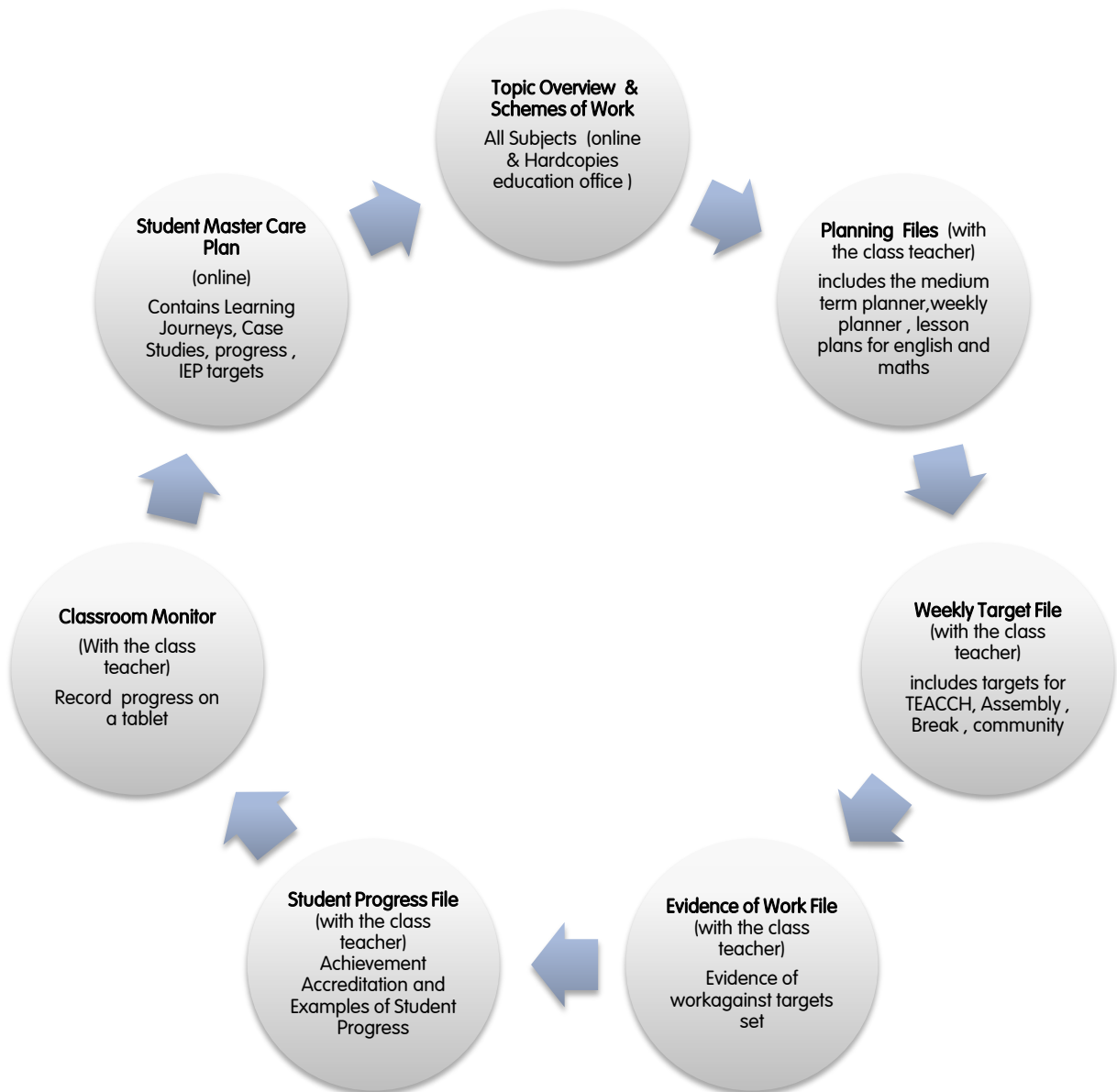
The room also provides a base for activities during evenings, weekends and holidays. Parents and families are able to use the room during visits where planned activities take place. The room also provides a quiet space for students to make Skype calls and send emails home

Use of the room promotes opportunities for group learning, collaborative work and the sharing of space, it enables students to develop self – occupation and leisure skills and promotes activities across the waking day linking education and care time together

During week days at term time the base can be set up to replicate a classroom environment and is overseen by education staff. During evenings, weekends and holiday times the activity base is timetabled for each flat and for individual students to use



Medium and Short Term Planning



Schemes of Work, including programmes of study across KS3/4 and sixth form are highlighted in the 'Curriculum' section of this document. Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. Students at Hill House access formalised learning for 41 weeks p/a, enabling the 5 terms of study and an additional week to cover assessments, off site activities and whole school events such as Careers Week, celebrations and Special Days

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

- Medium Term planners- for each curriculum area. These give broad overviews of the subject content to be covered, as a week-by-week breakdown, highlighting the aims of each lesson and the resources required
- Individual lesson plans for Maths and English. These highlight, in detail, the individual learning objectives for each student, resources deployment, differentiation and how each student/ outcome will be assessed

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

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

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

- Clear links between lesson planning materials and long term planning documents/ schemes of work

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

IEP Targets

Each student has 7 IEP targets. These fall under the following areas;

1. Communication
2. Social Skills and Understanding
3. Learning Target
4. Life Skills
5. Health and Wellbeing
6. Risk Reduction
7. Student Target

The targets are developed taking into account the student's statement of Educational Need or EHCP, the individual's hopes and aspirations, recommendations from the therapy team and the student's EGAP status. The targets also link closely to a student's placement plan

Each of the IEP targets is broken into 3 smaller targets that are spread across a year. A student will have an annual outcome meeting attended by the multi-disciplinary team and also the student where appropriate. At this meeting the main targets are set and then there are two further meetings to track progress. At these meetings the team are able to determine whether a student has achieved their target, not achieved it or whether the target is 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

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



Assessment Methods

The range of attainment of students at Hill House School is from approximately P3-Level 2. Formative assessment is primarily used- students would be unable to sit written tests/ exams. Assessments used are:

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

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

The “Cambian Assessment Framework” is based on the current ‘P levels’ but is tailored to more closely match the needs of our students. Each Level has a set of between 6-10 outcome descriptors written in “I can” statements. There are also a new P9 and P10 which forms a bridging assessment structure into the new National Curriculum expectations. This P9 and P10 is also based upon the old National curriculum Levels 1 and 2. Measuring, recording progress and capturing evidence against these outcomes is facilitated using the **Classroom Monitor** assessment tool

All Students at Hill House have the opportunity to work towards a form of accreditation from AQA (Assessment and Qualifications Alliance) which aims to provide recognition for achievements. Students work to achieve units alongside curriculum topics, gaining awards in academic subjects as well as achieving accreditation for learning a life skill, from September 2017 the progress of students in non-core subjects is measured against the achievement of AQA and other external accreditations.

We continue to strive to ensure that in the sixth form the students have access to a curriculum that enables them to achieve more and more of these external accreditations with an increasing focus on vocational and work related learning. Some Students also work towards Entry level awards.

Recording, Marking and Record Keeping

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

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

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

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

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

Progress Files

A student's Progress File may contain:

- Progress File Evidence Sheets (attached to evidence of work)
- Examples of work (work is annotated/ levelled)
- Photographs of progress made
- Certificates (e.g. Sports Day)
- Accreditation certificates

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

Progress Monitoring, ECAP, Leadership and Management

E – Review Clinics

All students are allocated an E-Review each term. This enables staff to:

- Meet and discuss progress to current targets set
- Develop strategies and interventions
- Develop new targets, or addition input/ provision to existing targets

Representatives from education, care and therapy attend the clinic along with the school nurse, clinical psychologist and clinical psychiatrist. The deputy head or care services manager chairs the meetings

High Priority Group Discussions

At the end of each E Review clinic, a `High Priority Group` discussion takes place. A weekly risk assessment is completed for all students. This is a review of risk behaviours that a young person has presented with over the previous week. From the weekly risk assessment students who flag up as red are put forward for discussion at the Hill House High Priority Group

The clinical psychiatrist, psychologist and school nurse attends as well as representatives from care, education and therapy. The aim of the meetings is to ensure that the whole team are aware of concerns and can implement robust plans and strategies for support and improvement

Minutes are taken at the meeting and actions with time frames are set. These are reviewed at the following High Priority Group meeting

E - CAP

E-CAP: Education – Cambian Assessment of Progress

CAP is an outcome measurement matrix that captures a young person's progress within our setting. It has been designed to be a pivotal tool for all of the teams to come together in assessing progress of a young person in their care.

The progress of every young person in our care is evidenced through the use of a divisional CAP – Education, Residential and CAMHS services.

The E- CAP is designed to:

- Provide an initial baseline assessment of the needs of a young person.
- Measure small steps in progress across 8 aspects of a young person's performance and in doing so evidence how they have progressed against their own baseline over time.

- Pin point specific areas for development, support or direct input over the next period of their TIME WITH US

Leadership and Management

The team comprising of the Deputy Head and Assistant Deputy Head have oversight of education at Hill House

The Hill House School Self – Evaluation Document provides a checklist of information based on Evidence and Improvements / Developments. From this an annual education plan is put together which covers actions from the School Development Plan and School Self Evaluation and also includes the following;

- Staff training and planning of INSET days across the year
- Weekly Education Meeting focus
- Lesson Observation Schedule including peer observations
- Weekly Lesson Plan audit
- Learning Walks
- Register and Attendance Audit
- Progress File Audit
- Classroom Audit
- Progress File audit
- Moderation of work meetings and external moderation of work
- IEP tracking and monitoring

Middle Management

Each teacher takes on the responsibility of being a subject co-ordinator. The teachers have an oversight of the academic data results for their subject and set targets and actions against this to include interventions. Plans are discussed with the senior management team and fed through into the Hill House School Development plan. The teachers also evaluate the impact of previous interventions. Middle Managers also make a contribution to the School Evaluation Form (SEF)

Subject co-ordinators also have responsibility for contributing to the schemes of work for their subject area, auditing resources and managing a subject budget. They keep up to date with National initiatives and share these with the rest of the team

Subject co-ordinators are involved in the moderation and monitoring of their subject and keep their co-ordinator file up to date

Hill House also have two Senior Teaching Assistants who are responsible for overseeing the Teaching Assistant Team and implementing aspects of the waking day curriculum links through the after school clubs

Hill House have a sixth form lead who oversees the sixth form department and also an Education link lead who works across the education and care settings to support consistency and on-going development

All teachers have an appraisal where annual targets are agreed and set. Targets are based on student progression, middle management responsibilities, whole school contributions and their own on-going professional development. All teachers complete a self-evaluation exercise against the teacher's standards

The Link Lead for Education and Care

The link lead works closely with the education leadership team to continuously develop consistency across the waking day. This role is currently held by an experienced care manager whose responsibilities include;

- Working alongside support staff in the classrooms to develop their skills and expertise and embed current education focus areas
- To be familiar with the current teaching and learning observation checklist
- To take the teacher's medium term planning and share it with the support staff to enable them to have a good understanding of the main objectives and targets that the students will be working on and to embed the Hill House Total Linked Curriculum across the waking day
- To attend the weekly education meetings and to pass on up to date information to the care teams
- To attend the education INSET day training and to pass on details of the training to the care teams to enable them to be kept up to date with current education initiatives
- To oversee the implementation and update of the support worker handbook
- The link lead is also part of the sixth form 'Talentino' careers project

Academic Progress Monitoring

Student progress data is updated and analysed at two intervals per term by teachers, subject coordinators, Data Managers and SMT in order to inform future planning, assess effectiveness of current teaching methodology and to action interventions in a timely manner. Academic progress is also considered as part of the E-Review, enabling staff to identify barriers to learning and how to help the student to overcome these. All students are allocated an E-Review each term. This enables staff to meet and discuss progress to current targets set, develop strategies and interventions and develop new targets, or addition input/ provision to existing targets. Representatives from education, care and

therapy attend the clinic along with the school nurse, clinical psychologist and clinical psychiatrist.

Interventions are put in place when the data shows a reduction in previously steady progress or less than half the termly target is achieved which is unexplained for a student or cohort. Cohorts are: Subjects, Key Stage, Gender, Ethnic Minority, Therapy input, Additional Needs identified in their statement. All students are looked after children apart from one day student

These interventions are designed to match individual needs accurately and can include staff training, special focus days or weeks, individually designed tasks, one to one support and resource audits. Additional support can be sought from curriculum leaders and Therapy staff to ensure a multi-disciplinary approach

Explanations for less than expected progress may include, medical, mental health issues, family, transitions, environmental

Most and Least able students

Throughout the progress monitoring process teachers and subject co-ordinators are able to identify which are the most and least able students. Planning and target setting is then adjusted to meet need for example, simplifying and adapting lessons for the least able students and setting more challenging targets for the most able students

Planning for these groups also include weekly intervention lessons for Maths and English which are delivered by the subject co-ordinator

Moderation of work

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

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

Individual student case studies

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

Attendance Monitoring

Each class teacher is responsible for completing their class register. The Assistant Head looks at all registers on a regular basis and collects the attendance data. This data is then used to inform an attendance action plan for any student who is struggling to make it to the classroom on a consistent basis

The action plans incorporate targets that all staff can be working on in order to support a student's attendance at school. These are reviewed each term

Hill House School 'IMPACT' Group

The Hill House IMPACT Group shares and celebrates initiatives and evaluates the impact of these initiatives on learning

The group brings together representatives from education, care, therapy, students and the Senior Management Team

The IMPACT group promotes the inclusion of independent students who are at a stage where they can be involved in this whole school evaluative approach

It focuses on 4 initiatives each half term, one from each of the following departments; Education, Care, Therapy and a Student based initiative. These can incorporate something new, something that has been tried for the first time, something that has been altered or updated or a new idea



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 statement or Education Health Care Plan (EHCP) and it also includes a contribution made by the student. This is sent out to parents and authorities prior to the meeting

At the meeting key people that play a significant role in a student's life are round the table. This consists of representatives from Hill House, parents, social worker and other authority representatives

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

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

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

Pupil Premium

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

TRANSITIONS

New Students –

Once a referral has been made the Cambian team organises an initial assessment. A member of Hill House staff (often a member of the senior management team) visits the individual either in their school, home or respite setting. The aim of this initial assessment is to gather as much information about the individual as possible in order to make a decision whether HHS can meet their needs

Once a place has been offered a transition meeting is then usually held where a transition plan will be compiled. This will include dates when staff will visit the individual in their current setting over different parts of the day in order to observe and understand their full routine, planned visits for the individual to come to Hill House if appropriate, the use of a Hill House photo book or video to help explain the new placement and a start date
A parent's pack is sent out as well as a young people's guide

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

INTERNAL TRANSITIONS –

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

TRANSITION TO AN ADULT PLACEMENT –

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

Students are able to stay at Hill House until the end of the academic year after they are 19. All the students who move on from Hill House need a carefully planned transition plan as this can be a very difficult time of change. Staff from a future placement are invited to come and work alongside our staff where they will get to know the individual and learn about their routines. Visits and information for the student is planned in detail

Student Voice

STUDENT CONSULTATION

At Hill House;

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

RESOURCES AND STRATEGIES

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

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

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

Some of the ways in which we support our students to have a voice:

HILL HOUSE STUDENT COUNCIL - Student Council meetings take place each half term. A representative from each class attends the meeting. An agenda is set in advance and then items discussed at the meeting. Topics for discussion have an impact on whole school decisions and can range from the students voting on where they would like to go for their summer trip to the colour of the new Hill House school uniform. Visual strategies are used to give the students information and to enable them to make choices, these include the use of photographs, video and talking mats. Minutes from the meeting are shared with the rest of the school via our student notice board. These are then taken to forums such as the Senior Management Meetings where they are discussed. Ideas are also fed into the School Development Plan

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

CONSULTATION FOR ANNUAL REVIEWS - Prior to a review meeting and to form part of the review report, students are consulted on their views. This is based on gathering information about what the individual has enjoyed doing throughout the six month review period. This information is shared with parents and authorities at the review meeting. Some students attend part of their review meetings and are able to offer feedback and ask questions

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

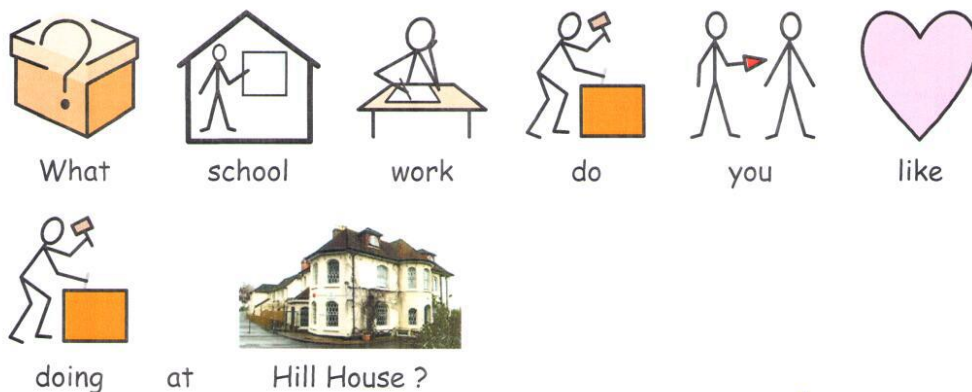
TALK TIME - Some students have scheduled in `talk time` sessions where they are given the opportunity to talk about issues that concern them. These sessions provide a positive opportunity in which to channel much of a student's obsessional questioning which can get in the way of other routines. A student is reassured that they can ask their questions during talk time

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

are discussed and linked back into the Behaviour Support Plan and a student's sensory diet

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

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



The Lessons I Like Doing
Are Art Music Therapy
Workbox Work

Consultation / Links with parents

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

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

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

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

Parents also have the opportunity to submit `Recognition of Good Practice` nominations for staff as part of our whole school scheme

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

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

Sex and Relationships Education (SRE)

Hill House School recognises that all students have the right to sex and relationships education, as part of the broader curriculum, at a level appropriate to their age, ability, and emotional need

The school also recognises the pivotal role of parents and/or other advocates, and will always consult with them where it is felt that there is a need for individual sex education which is outside the standard curriculum

The school follows best practice, as applies to the Mental Capacity Guidance and Best Interest, for students who may require additional support and teaching, but who may lack the capacity to make informed choices about this

Although many Hill House students could be thought unlikely to have sexual relationships as adults, sex education is important for the following reasons:

1. It is important for students to have an awareness of their own developing sexuality and the implications of this
2. Students should be prepared for the eventuality of a sexual relationship, as far as possible, even where such a relationship would seem unlikely
3. Students should be actively taught key concepts such as privacy, 'stranger danger' and best enabled to keep themselves safe from harm
4. An awareness of sexual reproduction, within the National Curriculum, should be taught, along with developing an awareness of the physical and emotional changes associated with the onset of adolescence

Educational Methods

Students are able to access sex education in as meaningful a way as possible

This is likely to include the use of pictures, ICT, models, video and social stories. Care is taken to ensure that all materials used are age-appropriate, and also suitable for students who have severe learning difficulties. We recognise the difficulties associated with this, and the need to develop resources 'in house', where appropriate, and with regard to individual needs. Visual resources may include symbols and line drawings but would never include photographs, or any other resource, depicting real human bodies

SRE is taught through the curriculum by the Class teacher

For many students, masturbation is likely to be a method they use to find sexual fulfilment. This is a natural physical function which many students will learn naturally, although some students will require additional guidance and may need support to understand when and where this is appropriate. Visual resources, such as line drawings, may be used to help students understand the concept of masturbation. Use of such resources is to give information only, and Hill House ensure that in no way are individuals either encouraged, or invited to, masturbate

It is important that sex education is not delivered in such a way as to risk encouraging inappropriate sexual experimentation (e.g. touching others inappropriately), and that it

does not lead to unrealistic expectations of, for example, marriage and children, in students for whom these may not be part of their life experience

Schemes of Work are developed across the curriculum which highlight education content and suggested methods of delivering the curriculum. Teachers will determine which content should be covered and how this content is best delivered to individuals/ groups of students. The Sex and Relationships Education Coordinator (SRE Coordinator) will support teachers by offering advice and on-going support, including support with developing resources and preparing sessions

SRE is delivered in small, mixed group teaching. Certain aspects of SRE, such as menstruation, are additionally covered on an individual basis with the individual concerned, e.g. through use of a social story

Wherever possible, teachers will work to overcome misconceptions, e.g. that puberty only happens at a certain age, or that all individuals will enter into a sexual relationship etc.

Some students will inevitably be taught in a lower key stage/year group than their chronological age. In assessing suitability of content for a given individual, teachers will take into account the age, relative maturity, and levels of understanding of the individual

Individual SRE referrals

Parents and staff may refer a student for an individual SRE programme using SRE referral documentation

Making a referral is the first point for a discussion about any issues pertaining to SRE that may be requiring further teaching/ input from staff. Making a referral will not always mean that a programme requires to be developed, and full discussion with parents, staff involved and, where appropriate, representatives from the placing Authority will take place to ensure that all parties are involved, and happy, with any programme that is to be put into place. Where necessary, further outside advice may be sought from, for example, a Sexual Health Nurse. Some authorities will have specific staff who would require involvement

From point of referral, if deemed necessary, the SRE coordinator can work with the school-based team (including the class teacher, care and therapy staff) and other involved agencies, to develop a suitable programme

Individual SRE programmes are:

- Never delivered alone
- Are delivered by 2 or more staff, at least one of whom is the same gender as the student receiving the SRE programme
- Delivered with due regard to dignity and privacy, e.g. staff will place a sign on the door to prevent interruption during an SRE session

Programmes are evaluated, and learning may be extended or reframed accordingly. SRE programmes run for a specified number of sessions and, following evaluation, may be extended or considered to have been successful, and therefore the referral process ends

SRE programmes will often cross over to behavioural programmes. For example, a student may masturbate in public areas, and a behaviour programme will introduce

strategies to enable them to do this in the appropriate place. This requires consistency in the way that staff respond, and due consideration to the very individual difficulties faced by students. It is important that behavioural issues are seen in the context of challenging behaviour. For example, where a student may attempt to touch a staff member in an inappropriate way, this may be due to naivety, gaining affection, seeking attention or response and does not necessarily amount to a sexual advance. Consideration is therefore given to antecedents, and causes, of behaviours in developing strategies to proactively manage these

Safeguarding

Staff follow Cambian and Hill House policy with regard to Child and Adult Safeguarding
Staff delivering SRE need to be especially aware that, in discussing matters pertaining to SRE:

- A disclosure could be made
- The student may reflect on or discuss very personal matters

And follow best practice accordingly

Staff Roles in Education

As part of our extended 'waking day' curriculum, all staff have a role to play in providing educational input for students. In the classroom settings, Education staff (Teachers and Teaching Assistants) work alongside support staff. Support provided for students is broadly 1:1 during the school day, with additional support at key times, such as during community visits

Hill House also employs a Senior Teaching Assistant, this is an extension to the Teaching Assistant role and includes duties such as running TA meetings, subject coordinator duties, and the capacity to supervise the practice of TAs, as well as covering the role of the teacher during times of extended absence from the classroom

Hill House also has an arts and curriculum co-ordinator who is responsible for the planning and delivery of specialist curriculum activities as well as a vocational lead for the sixth form who enables students to access a whole range of work experience placements and careers opportunities

Each class has an allocated Teacher and TA(s). They take responsibility for planning and running all educational activities with students in the group. Education staff and care staff work directly with students during education time. The teacher's responsibility is to check all students' learning and to also deliver focussed teaching time to individuals or small groups of students

Our Therapy staff also maintain an active presence in the classrooms, or will work with individuals and small groups away from the classroom. Activities include assessing students, communication groups, individual sessions (Music Therapy, use of OT suite etc.) and working with/ alongside students so as to offer advice and coaching to staff. All sessions are planned to include clear learning objectives and outcomes for each individual

Deployment of support staff in the classroom

In planning individual lessons, whole school sessions and activities in the community, teachers will take account of:

- The required level of learning support for the students
- The activities that are planned
- The desired Learning Outcomes

Teachers ensure that staff are best deployed to enable students to make progress during educational activities. All staff working in class are seen as a 'resource' and have an active role, and demonstrable impact, in supporting students to reach their learning goals. Teachers' lesson planning takes account of this, and highlights the roles of staff/ assigns duties including:

- Group dynamics within the lesson
- Roles in assessing students
- Roles in recording progress
- Roles in assessment and annotation of work
- Roles in leading lessons and individual parts/ 'sections' of the lesson

Care and Education teams work together to allocate staff to teaching groups/ students, taking into account the relative merits and levels of experience of staff, the quality of the working relationships between staff and individual students, and the types of activities being completed

Both teachers and TAs support new staff working in the classroom, in helping them to understand their role in working with the students, and share information/ best practice accordingly. The coaching and mentoring of new staff working in the classroom is a priority, as this enables us to ensure that all staff are:

- Clear about expectations (dress code, appearance, professionalism)
- Familiar with classroom routines
- Knowledgeable about the students, their targets, and the methodologies of working with, and teaching them
- Actively supporting students to the best possible standard during all educational activities

INSET Days (Education)/ Staff training and Professional Development

INSET Days

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

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

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

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

The following gives some examples of recent training taking place during Inset Days:

Updates	Initiatives	Other
Safeguarding (Hampshire LA training)	New Ofsted Framework training	Teambuilding activities
Epilepsy Awareness	Effective lesson observation	Clinical Psychology update
Child Development training	Creativity in Education	Clicker 6 demonstration
'Autism Oxford'	TEACCH	B Squared Connecting Steps V4 training

Staff Training and development

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