

# Hill House School



# Education Handbook

# Contents

	Page Number
Introduction to Hill House School	3
Keeping Safe	3
On line Safety	4
Preventing and Tackling Bullying	10
Child – on - Child Abuse	11
Child on Child Sexual violence and Sexual Harassment	11
SMSC / British Values / Public Institutions	12
Teaching and Learning at Hill House / Hill House Curriculum Offer	17
Sixth form curriculum Offer	61
OCR Life and Living Skills	65
World of Work and Mini Enterprise	67
Land Based Science and Animal Care	68
OCR Life and Living Skills – Expressive Arts	69
Careers	71
Curriculum Implementation – IEP targets	76
The Learning Journey	77
Assessment	78
Accreditation	79
Recording, Marking and Record Keeping	80
Medium and Short Term Planning	81
RSE	82
One Planet Living	87
Mindfulness in the morning	88
Nurture	89
Class Assembly / Tutor time / Reflection time	90
Break times	92
Healthy Eating and our `Let's Eat` café	92
Going out and about / External providers and Work Placements	94
Resources / Specialist Rooms	97
Progress Monitoring, Leadership and Management	98
Master Care Plans	99
Student Reviews	99
Moving Plans	100
Digital Stories	100
External Links	101
Student Voice and Choice	103
Consultation / Links with parents	107
Consistent Class Teams	108
INSET days, Staff Training and Professional Development	108

## Introduction to Hill House School

Hill House School opened in September 1992. It provides education and care to young people with Autism and associated needs. The school provides for up to 30 students.

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

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

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

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

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

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

## Keeping Safe

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

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

We work hard to prevent or eliminate any form of abuse

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

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

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

Written records are timely and are held securely

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

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

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

## On Line Safety

On line safety is part of Hill House’s Safeguarding – Child Protection Procedures

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

Networked computer resources and internet access are widely available at **Hill House School**. They enhance the teaching and learning environment for both teachers and students, but are sophisticated and powerful tools and internet use in particular raises a range of legal, ethical, technical and management issues. There is thus a need for proper regulation and guidance in the use of computers/devices and internet by staff and young people. This is provided in the School’s ICT and Acceptable Use Policy.

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

**Our approach to On line Safety is directed and informed by `Keeping Children Safe in Education`** and we recognise that online safety is part of the school’s statutory safeguarding responsibilities.

The DSL has overall responsibility for online safety; and is supported by appropriately trained deputies.

All staff (including governors) receive online safety information and training at induction. Online safety is addressed as part of whole staff regular child protection training

Students are taught about online safety as part of statutory Relationships and Sex Education and PSHE, this curriculum is tailored to meet the needs and understanding of our students

The school recognises that child-on-child abuse, including sexual violence and sexual harassment can occur online. All staff have an essential role to play in both preventing online child-on-child abuse and responding to any concerns when they occur.

### **The risks for our students;**

#### **Content risks**

For school-age children these risks include things that they might find upsetting, disgusting or

otherwise uncomfortable, if they come across them accidentally. This might include sexual content in games, pornography, images of cruelty to animals, and real or simulated violence.

### Contact risks

These risks include children coming into contact with people they don't know or with adults posing as children online. For example, a child might be persuaded to share personal information with strangers, provide contact details after clicking on pop-up messages, or meet in person with someone they've met online.

### Conduct risks

These risks include children acting in ways that might hurt others, or being the victim of this kind of behaviour. For example, a child might destroy a game that a friend or sibling has created. Another conduct risk is accidentally making in-app purchases.

### Commerce risks

These risks include children signing up to unfair contracts, terms or conditions that they aren't aware of or don't understand. For example, children might click a button that allows a business to send them inappropriate marketing messages or collect their personal or family data. Or children might use a toy, app or device with weak internet security, which leaves them open to identity theft or fraud.

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

- If staff or students discover unsuitable sites, The URL (address) and content must be reported to the ICT technician.
- Staff and students should ensure that their use of Internet derived materials complies with copyright law
- Students should be taught to be aware of the materials they read and some awareness of the risks of going online.
- All students and young people's devices are protected by the Kaspersky monitoring and filtering Application and reports of misuse are recorded and sent to the On line Safety lead and ICT Technician
- In accordance with *Keeping Children Safe in Education* – The Monitoring and filtering is in place at Hill House School and student/staff usage is regularly reviewed to ensure the effectiveness of the monitoring and filtering system
- When and where appropriate, students will be taught to acknowledge the source of information used and to respect copyright
- All students have an Individual risk assessment for E safety and this is reviewed regularly.

### Access to Computers:

- Access to the school network is available from any network station during the normal school day in lesson time **with an adult supervising**. Computer/device access is available during care time and school holidays **under close adult supervision**.
- A risk assessment will be carried out 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 will be reviewed regularly.
- Virus protection will be updated regularly.

- If a 'virus alert' occurs when transferring work from one mode to another the IT technician should be informed immediately. All external hardware e.g. the use of Memory sticks should be avoided but if their use is essential must be vetted by submitting them to an anti-virus check.

#### E-mail Usage:

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

#### Published content and the school website:

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

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

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

#### Social networking:

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

#### Social networking sites

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

- Talking inappropriately about sex lives particularly in front of students

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

It will be best practice if:

- Staff should not access social networking pages on school computers, tablets or mobile devices. The school will not allow access to social networking sites such as Instagram, Snapchat, Facebook or Twitter for students or staff.
- Students will be advised never to give out their personal details of any kind which may identify them, their friends or their location.
- Students and Parents/guardians will be advised via our safeguarding newsletters that the use of social network spaces outside school brings a range of dangers for our students.
- Personal mobile phones should be left in the staffroom or in your car and **NOT** carried with you throughout the day. Phones should only be used in the staffroom during breaks and not in any other location
- If you have any social media account e.g. Facebook, please remember this is for your personal use only. **You must not have any images or references to the students in our care, yourselves at work, your colleagues or Hill House and The Cambian Group**
- We must respect our student's dignity and keep them safe!
- We all have a responsibility to report anything that we see that we are uncomfortable with
- It is important for you to think through the possible implications of using social media as failure to keep to the required standards could be a disciplinary matter
- Always remember that you are personally accountable for what you say and do on-line

#### Authorising Internet Access:

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

- Breaching this e-safety policy may result in disciplinary action being taken and access to ICT being restricted or removed.
- Staff will read and sign *Staff Code of Conduct for ICT*- prior to using school ICT equipment in the school

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

- Partnership working with Parents/guardians and carers should be considered essential practice for promoting an agreed and consistent message which will define acceptable and unacceptable behaviour. Should Parents/guardians or carers wish to use personal technologies, such as cameras within the setting environment, authorisation must be obtained from the Senior Designated Person for Safeguarding. Specific guidelines for the use of such technologies must be followed
- In accordance with *Keeping Children Safe in Education* where the students are accessing remote learning – We communicate with parents about the importance of children being safe online, what systems we have in use at school and will make parents/carers aware of what we are asking them to access and being clear about who from the school (if anyone) the child may be interacting with online

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

- All governors receive appropriate online safety information/training as part of their safeguarding and child protection training; this is received as part of their induction and is regularly updated.
- Governors ensure that the school leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.
- All individuals are to be expected to behave in an appropriate and respectful manner. No such individual will be permitted to have unsupervised contact with children and young people. All guidelines in respect of acceptable use of technologies must be adhered to. The right to ask any individual to leave at any time is to be reserved.
- Visitors to the site may not use mobile devices without prior authorisation from the SMT.

### **The following will apply to all:**

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



- Mobile phones should not be used in school work time unless for stated school purposes and agreed with the SMT
- **Staff should not allow students to use computers or devices that are running on the staff members login**

At the end of a session:

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

**Security and Software Licensing:**

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

The following rules are industry standard:

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

**Security on the Internet**

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

**Downloading Material from the Internet:**

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

## Key Messages

### Safeguarding and On line Safety

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

## Preventing and Tackling Bullying

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

It aims to;

Eliminate unlawful discrimination, harassment, victimisation. ~

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

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

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

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

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

Please see the Hill House local guidance on anti-bullying



## Child – on – Child Abuse

At Hill House we are aware that children are capable of abusing other children

At Hill House we always believe that `it could happen here` and understand that such risks could take place in school, outside of school or on – line

We have a zero - tolerance approach to abuse and recognise that some inappropriate behaviours may put children at risk

At Hill House we believe that all young people have a right to attend school and learn in a safe environment. Young people should be free from harm by adults in the school as well as free from harm of other young people

We understand that at Hill House some interactions between young people may be less than positive at times and could be unintentional. We always need to take into consideration a young person's cognitive level. We do realise that the effect of a young person's interaction could leave another young person feeling sad or unsafe. Therefore, we need to always take these situations seriously and see them as a learning opportunity

Individual behaviour support plans and risk assessments along with the carefully planned environment ensure that our young people are able to spend time with others in a safe and managed way

## Child on Child Sexual Violence and Sexual Harassment

`Sexual violence and sexual harassment can occur between two children of any age and sex.....It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children` (*Keeping Children Safe In Education*)

We understand that young people at Hill House are most likely undergoing the same physiological sexual maturation as their peers, but it may be their emotional or social understanding which can impact on their behaviours

Staff role model positive behaviour and interactions

The young people are equipped with a range of strategies to support them to recognise their own emotions and communicate their needs for example; using the `Zones of Regulation` and their Talk Pads

The use of social stories and RSE programmes support young people to learn about growing up and how to interact with others in a safe and positive way

Topics on positive relationships and staying safe run through the Hill House curriculum and include;

Anti – bullying week

`Health and Wellbeing – my changing body`

`Relationships – maintaining respectful relationships`

`Staying Safe – Cyberbullying`

`Relationships – Happiness`

`Staying Safe – making decisions and finding support`

`Relationships – tolerance and kindness`

`Staying Safe – managing feelings`

Please refer to the Hill House local guidance on Child – on - Child Abuse and Child on Child Sexual Violence and Sexual Harassment

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

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

Hill House works towards preparing students for life in modern Britain

### Democracy

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

## The Rule of Law

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

## Individual Liberty

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

## Mutual Respect

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

## Tolerance of those of Different Faiths and Beliefs

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

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

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



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

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

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

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

## **Public Institutions**

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

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

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



Hill House ensures that there is a balanced approach to Religious Education and work to ensure that all individual religious and cultural needs are met  
These core values run throughout the Hill House Curriculum, through class and whole school assemblies and celebrations

Hill House promotes a positive and inclusive environment

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

## **Social**

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

- Hill House has a rich community where students take part in many social and educational activities across the waking day that serve to enrich their experience and develop them as individuals

- Students can often feel isolated before coming to Hill House and after entering the school they begin to feel as if they belong
- Social events take place throughout the year, including annual parties, discos and gig nights that help to develop a sense of community but that also bring the school together
- Students are also able to take part in activities delivered by visiting musicians and performers. Students have come together to collectively experience; African drummers, Solent Music Festival and `Music for Autism` to name a few
- Students are taught vital socialisation skills through the PSHE/RSE curriculum
- Students have busy, varied and fulfilling days which in turn enable them to sleep better and have a more positive well being
- Extremely positive relationships are developed in the school which have an impact on wider relationships including with parents and siblings
- Students at Hill House are given regular opportunities to access the local community and to develop partnerships with outside agencies. Students access local cafes, restaurants, leisure facilities and work experience very regularly
- There are many activities that promote social experiences. Students are encouraged to spend time together proactively in communal areas and eat together at meal times always working on turn taking and activities that promote social interaction.
- Students respond to the therapeutic environment at the school and this helps with growing self-awareness, self-confidence, a growing sense of self and improvements in self esteem
- Some students access the annual residential trip to local activity centre

## Moral

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

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

## Spiritual

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

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

## Cultural

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

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



# Teaching and Learning at Hill House

The Cambian - Caretech Group Mission Statement is as follows:

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



## HILL HOUSE SCHOOL CURRICULUM

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



## Our Students

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

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

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

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

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

## Our Curriculum Intent

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

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

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

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

## Our Expectations

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

### **Communication**

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

### **Self-Regulation**

- From their starting points our students will demonstrate an awareness, understanding and respect for their environment and of the world around them.

- Our students will have experienced success and have increased self-esteem and self-advocacy
- Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others
- Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of **British Values** and what it means to be a good citizen of the planet.

## Resilience

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

## Increasing independence

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

## Discovery

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

- We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.
- **All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.**

## How is this achieved?

- The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve
- We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and also beyond these working school hours.
- Students at Hill House rarely begin their journey with us at the start of the normal academic year. Students will begin their curriculum journey from different starting points and many will have had significant issues with access to their previous curriculums. Baseline assessment is essential and 3 month Multi-Disciplinary assessment of knowledge, skills, aptitudes and barriers to learning is undertaken on entry to the school.
- From this baseline assessment we can begin to set meaningful targets for our students in line with our curriculum expectations
- IEPs - each student has a range of IEP targets **linked to their overall EHCP Outcomes and our Curriculum Expectations**. These targets fall under the following areas;

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

- These targets are recorded termly on the students IEP which can be found in their Master Care Plan. Each of the IEP targets are set and reviewed on a termly basis.
- A student will have a termly IEP review meeting attended by the multi-disciplinary team and also the student where appropriate. At these meetings the team are able to determine whether a student has made above expected progress towards their target, expected, or below expected progress, discussions will be had as to how to build upon these targets or whether the target should be on-going.
- The team are also able to look at factors that may have affected the success rate. Through termly analysis we are also able to reflect on the quality and suitability of targets which then informs future target setting
- The targets are for the small steps of progress across the curriculum and are recorded in the students' IEP's. These are informed by the Hill House School Assessment Framework.
- Teachers will use formative assessment daily to monitor progress and to revise or adjust these targets as necessary.
- Each student has a **Learning Journey** which captures the curriculum progress journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the

barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the future.

- Case Studies - These provide information about the student's baseline levels when they arrive at the school, which specific interventions have been implemented for the student and the impact that these have had on their progress.
- The curriculum programmes of learning are designed so that subject based topics of study provide learning experiences which **facilitate progress towards our wider curriculum expectations and the Students EHCP Outcomes.**
- It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively.
- As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they **accumulate small steps of progress towards their Curriculum goals and EHCP Outcomes** thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and the intent of our curriculum as whole.
- In KS3 and 4, literacy, numeracy, PSHE/RSE, science, thematic learning (including the arts and Humanities), MFL and Physical Education are given designated timeslots in the timetable.
- Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. Students at Hill House access formalised learning for 41 weeks p/a, enabling the 5 terms of study and an additional week to cover assessments, off site activities and whole school events such as Careers Week, celebrations and Special Days
- In the sixth form we offer a distinct curriculum for our older students and this provides a progression from the lower school into a more grown up environment where students will continue to develop their independence and vocational skills
- This post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, Land Science and Animal Care, Expressive Arts and an understanding of the world of work, and work related learning all of which are preparation for next steps into adulthood.
- The post 16 curriculum leads to the students being able to realise and achieve nationally and internationally recognized accreditations e.g. OCR Life and Living Skills Award ,the John Muir and Duke of Edinburgh Awards.
- The post 16 students are supported to and encouraged to communicate their preferred areas of study alongside the core subjects.
- The Individual subjects are adapted to take into account the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.



### Implementation - Curriculum Sequencing and Organising Principles

- For a curriculum to be coherent and follow a logical progression, attention needs to be paid to the order in which knowledge - in whatever form that might take - should be introduced and revisited.
- The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve. It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively. As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they accumulate small steps of progress thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and intent of our curriculum as whole.
- Our curriculum in Key Stage 3 and 4 allows our students to experience and enjoy teaching and learning across a range of national curriculum subjects and, in turn, these subjects provide meaningful scaffolds or hooks on which to peg further learning. When sequencing that learning, we need to judiciously select the knowledge most likely to support and connect to new learning so that we do not unintentionally hinder their understanding.
- This sequencing is more than just the ordering of the curriculum's component parts - it is more than simply this, follows this, follows this – we see it as a narrative or journey; it tells the story of and celebrates the individual subjects, offering exciting learning experiences, opening minds, and developing new interests, all the time supporting our students to make those small steps of progress in line with our curriculum intent.
- The cumulative impact of the range of subjects studied and how these learning experiences contribute to the students development is subtle. It is a process that involves foreshadowing, reference, embellishment, echoes, and evolution – a continuous ebbing

and flowing between the simple and the esoteric, rather than a mere layering of one building block on top of the other.

- In the 6<sup>TH</sup> form the curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, Numeracy and PSHE the units studied each term should complement the work they are doing for their OCR Award.
- The attainment targets for students in each subject is broken down into small steps –“I Can” statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- These targets are set termly and are recorded in their IEPs. The progress towards these targets and goals is reviewed at half term and the attainment reviewed at the end of each term.
- Evidence of progress is captured and celebrated in the Students Learning Journeys.
- Accreditation - we offer our students external Accreditations. AQA unit awards at entry and Pre entry Level and in the sixth form students access the OCR life and living skills award. We are further developing our curriculum in the 6<sup>th</sup> form to offer the students the opportunities to work towards the John Muir Award and Duke of Edinburgh awards
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation
- Our post 16 students are given opportunities to experience the world of work and work related learning both on and off the school campus.
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the students on their learning journeys. Our curriculum approach takes into consideration the needs of the whole student and is delivered with the support of our Multi-Disciplinary Team and incorporates a wide range Sensory, Communication, personal emotional and social Strategies which are all built into the learning.



### Impact

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

### Hill House Curriculum Offer

The Hill House School and College Curriculum offers a holistic approach where learning takes place across the waking day. The morning education lessons start at 9.00am – 12.00 and the afternoon education lessons start at 1.30pm – 4.00pm. This provides a minimum of 24 hours a week across the key stages. Learning continues to take place over the lunch time period as there are opportunities for students to practice their communication, life and leisure skills. The education day also extends into the evenings. Education takes place for 41 weeks of the year.

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

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



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

	Key Stage 3	Key Stage 4	Key Stage 5/Sixth Form
<b>Core Subjects</b>			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science – One Planet Living Land Based Science	✓	✓	✓ (LBS)
<b>Foundation Subjects</b>			
Art & Design (Thematic Learning)	✓	✓	-
DT	✓	✓	-
World of Work - Mini-Enterprise	-	-	✓
Modern Foreign Languages	✓	✓	✓
Geography (Thematic Learning)	✓	✓	-
History (Thematic Learning)	✓	✓	-
Music (Thematic Learning)	✓	✓	✓
Physical Education (PE)	✓	✓	✓
Skills for Life –OCR Life and Living Skills	-	-	✓
Expressive Arts	-	-	✓
Out and About - Community	✓	✓	✓
<b>Other statutory subjects</b>			
RE	✓	✓	-
PSHE/RSE	✓	✓	✓
Careers	✓	✓	✓



### English, Literacy and Communication

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

## Hill House Reading and Literacy Strategy

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

### Hill House Students – barriers to learning and literacy

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

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

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

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

Literacy and Reading Curriculum offer		
Pre-Phonics Non-Literate	Emerging Understanding of Phonics Non-Literate	Literate Students
Students who are beginning to make connections with physical movements and the creation of different sounds	Students who are able to recognise and recall phonemes	Those students who at the point of starting at Hill House had already developed their own idiosyncratic approaches to reading and decoding new or less familiar words
<ul style="list-style-type: none"> <li>• Individual Reading Profile</li> <li>• Literacy and Reading IEP target</li> <li>• x 1 literacy lesson per week (TOPIC)</li> <li>• x 1 Pre -Phonics based activities per week</li> <li>• I the above informed by the guidance of the SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Reading Profile</li> <li>• Literacy and Reading IEP target</li> <li>• x 1 literacy lesson per week (TOPIC)</li> <li>• x 1 Phonics based activities per week</li> <li>• Opportunities to use the School Library at least x1 a week</li> <li>• All the above informed by the guidance of the SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Reading Profile</li> <li>• Literacy and Reading IEP target</li> <li>• Where achievable Standardised Single Word Reading Test</li> <li>• x 1 literacy lesson per week (TOPIC)</li> <li>• x 1 reading for meaning session each week</li> <li>• I the above informed by the guidance of the SALT</li> <li>• Focus on generalising their reading skills when out and about in the community</li> </ul>

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

**What are Gestalt Language Process methods and approaches?**

- Many GLPs are hyperlexic and can decode very easily, but then have difficulty with reading comprehension.
- Many GLPs are whole word readers and benefit from a "whole to part" approach.

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

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

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

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

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



"My world of words"





## “Our World and Preparing for Adulthood “



### Implementation/Assessment

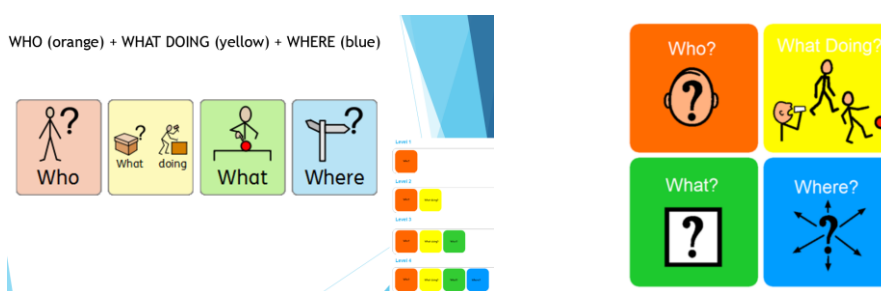
- Each academic year is divided into 5 ‘Terms’ of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered,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

communication targets and other developmental aims are integrated with the academic content of lessons

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The attainment targets for students in Literacy/Communication are broken down into small steps –“I Can” statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. – for the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Step up programme for English.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer students external Accreditations - AQA unit awards at entry and pre entry Level and in the sixth form students have begun to access the OCR life and living skills award.
- Positive Behaviour Approaches
- Sensory and Communication Strategies including Autism specific approaches PECS, “Attention Autism”, TEACCH approaches and Colourful Semantics
- Colourful semantics is an approach aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.
- WHO – Orange
- WHAT DOING – Yellow
- WHAT – Green
- WHERE – Blue

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

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





### Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Greater access to the written word and understanding of its function and purpose
- Development of autonomy and personal advocacy
- Phonic awareness at the level that meets the students abilities and needs
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards English and Communication



## Mathematics/Numeracy – Numeracy for Life

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

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

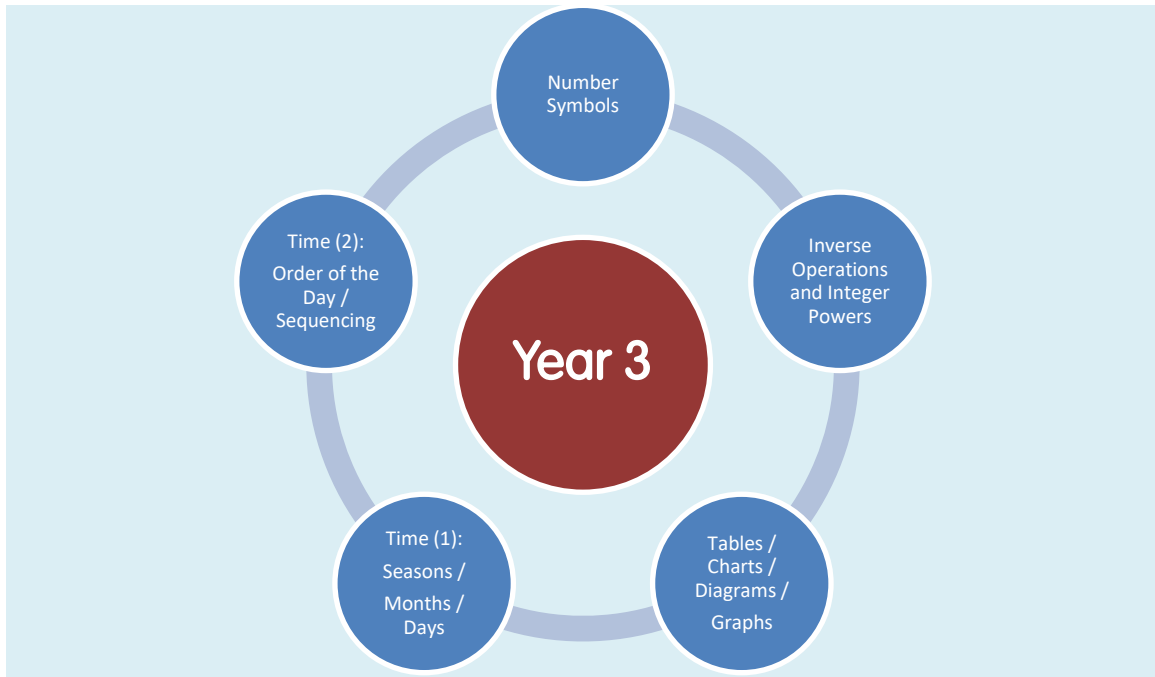
We therefore Aim for our students to become **fluent** in the basic fundamentals of mathematics and to be able to **reason mathematically** by following a line of enquiry, we also aim to develop our students abilities to be able to **solve problems** by applying their mathematics to a variety of routine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

### Key Stage 3&4 "Step by Step, Rung by Rung"

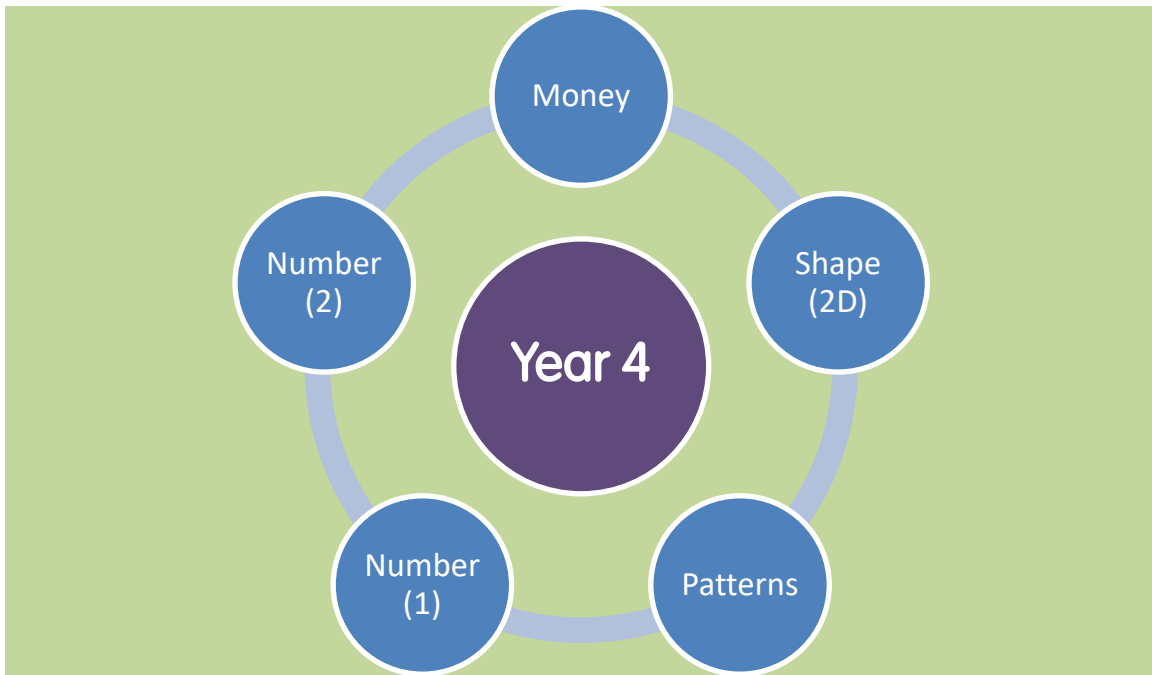


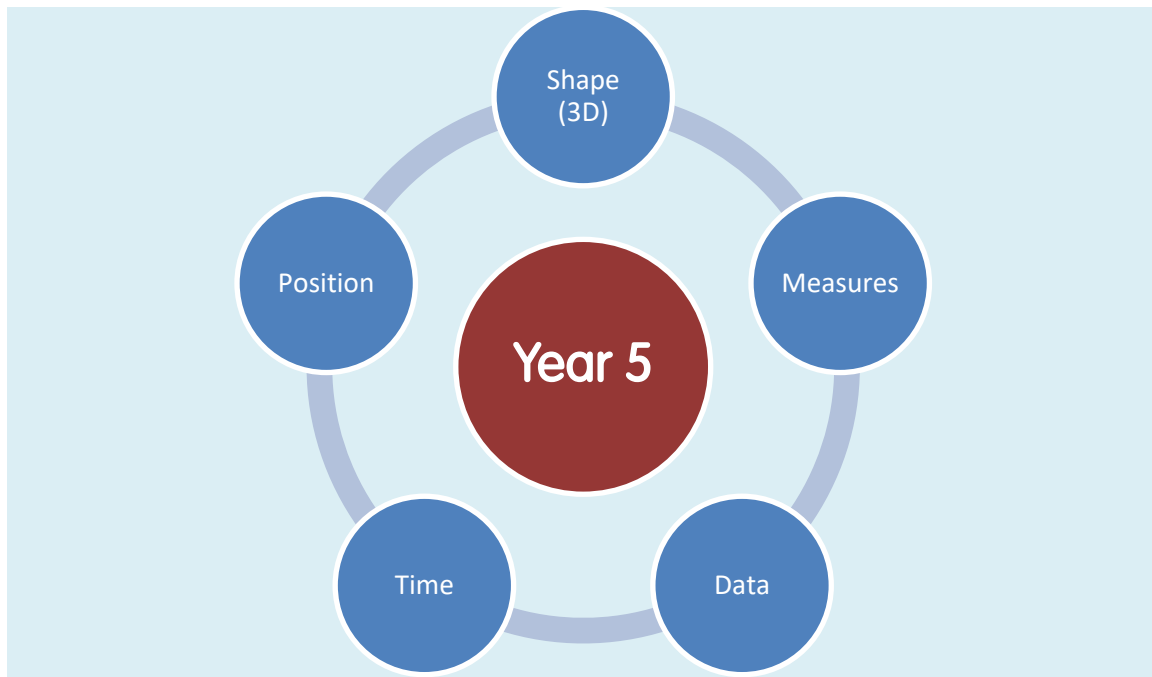
## Course Content "Step by Step"





**Course Content KS4 "Rung by Rung"**





### Implementation/Assessment

- Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, Mathematics is given designated timeslots in the timetable
- The Math's topics are taken from the National Curriculum and are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps – "I Can" statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. For the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Entry Level Math's programme.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.

- Accreditation - we offer our student external Accreditations - AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which contain numeracy components.
- Positive Behaviour Approaches underpin the Math's curriculum
- Sensory and Communication Strategies including Autism specific approaches PECS, "Attention Autism" and TEACCH approaches
- Development of Numeracy is supported by the student's engagement in activities in the community and work related learning

### Impact/ Skills and Knowledge

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



### PSHE/RSE

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

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

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

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



**Course Content KS3/4 "Understanding My World"**







## Course Content "Having fun and Staying Safe"





### Implementation/Assessment

- Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- We offer a holistic approach where learning takes place across the waking day this is especially true for PSHE
- In KS3, 4 and 5, PSHE/RSE IS given designated timeslots in the timetable
- The Individual topics have been chosen because of and have been adapted to take into account o the needs and starting points of our learners. The tasks and activities are differentiated to enable all to make progress.
- The progress of students in PSHE/RSE is broken down into small steps –"I Can" statements based upon the old P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. PSHE/RSE also supports the students to achieve their termly EHCP targets in their IEPs and progress towards these targets is also reviewed in the termly EHCP outcomes meetings.
- We recognise that PSHE/RSE runs through our whole curriculum so we do not lose opportunities to capture progress towards PSHE/RSE targets in all the different subjects.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in PSHE/RSE.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.

- Accreditation - we offer students external Accreditations in PSHE/RSE, AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which also incorporates elements of our PSHE/RSE programme.
- The delivery of PSHE/RSE is supported by the use of Sensory and Communication Strategies including TEACCH, Attention Autism, Augmented communication, PECS.
- The delivery of PSHE/RSE is supported by extensive access to and opportunities within the community, developing life skills, helping the students to understand risk, being able to generalize learnt principles across a range of contexts

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

- Increased access to education and levels of engagement
- Giving the student a voice and the positive impact upon self-esteem.
- Reduction in risk taking behaviours - Increase in our students abilities to recognise risk
- Developing positive habits and life skills generalizing these skills outside of education time
- Developing a sense of Identity
- Increased access to the community learning how to interact and behave positively beyond school
- Meeting and Exceeding EHCP Outcomes (Communication and Interaction – Social and Emotional)
- Development of communication skills - Positive Mental Health Outcomes
- Yearly progress Data - students meeting or exceeding our expectations
- Finding and exploring new interests



### **Physical Education**

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

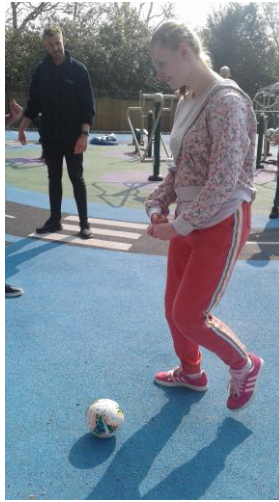
Our PE curriculum supports our aim to encourage students to lead healthy active lives It is also our aim through the PE curriculum to build students' self-esteem, their ability to participate with adults and peers and to enable the students to develop a sense of the values of fairness and respect.

### **Key Stage 3/4 "Get Up, Get Active" Intent/Aims**

#### **In addition to our whole school Intent and expectations;**

- We want to offer students a broad and balanced PE curriculum;
- That enables them to enjoy taking part in physical activity
- That enables them to access these activities at a level that is right from them
- For them to develop competence and be able to achieve their personal best in a broad range of physical activities
- So that they are physically active for sustained periods of time
- For students to engage in a range of sports and physical activities

- So that they learn to lead healthy, active lives



### Course Content "Get Up, Get Active"







#### Implementation/Assessment

- We offer a holistic approach where physical education is encouraged and learning takes place across the waking day
- In KS3,4 and 5, PE IS given designated timeslots in the timetable
- The Individual activities are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.

- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in PE.
- Positive Behaviour Approaches – The PE curriculum encourages the use of Positive behavior approaches
- Sensory and Communication Strategies – The PE curriculum is delivered using a wide range of augmented communication strategies.
- The PE curriculum is supported by a range of activities both on and off site which encourage participation and engagement with Physical Education e.g.;
  - Swimming
  - Climbing
  - Yoga
  - Saints Ability (Football)
  - Sports Day
  - Pedall
  - Use of Outdoor Equipment
  - National Walking Day
  - Flamenco
- We recognise the strong links between the encouragement of living a healthy lifestyle and physical activity and this is linked to the work undertaken in PSHE/RSE

### Impact/ Knowledge and Skills

- Increased access to education and physical activity
- Increased access to the community and public institutions
- Meeting and Exceeding EHCP Outcomes especially in relation to **Physical and Sensory Outcomes** and also their **Social, Emotional and Mental Health Outcomes**  
Finding and exploring new interests – Southampton FC Saints Ability programme has encouraged participation in football, many of our students will not have participated in organised football coaching, Calshot Climbing Club, Pedall, Swimming etc.
- Development of communication skills - Positive Mental Health Outcomes



### Thematic Learning Incorporating the Humanities, Music, Art and Design and Technology

We believe that students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines. The Thematic approach combines the subjects of History, Geography, Music, Art and Design Technology. This approach increases student's interests and supports them to make connections with their work. We believe that the thematic approach breaks down concepts and facts to more closely resemble how life is experienced outside of school. The thematic approach should inspire in students a

curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The units should equip students with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The themes explored should inspire student's curiosity to know more about the past and give them some understanding of their place in time.

The units are designed in a way to help the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We also believe that the thematic curriculum equips students with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will ensure that the thematic curriculum draws upon student's interests and makes the vital connections from the real world and life experiences.

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

#### **In addition to our whole school Intent and expectations;**

- We want to offer students a broad and balanced curriculum in Thematic Learning;
- That enables an experience of music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Students will be encouraged to learn to sing and to use their voices, to create music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to express themselves musically to the best of their interest and ability
- Students will be encouraged to understand and explore how music is created, produced and communicated
- Students will be supported to begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Students will explore and begin to understand the processes that give rise to key natural and human geographical features of the world
- They will be encouraged to communicate their geographical understanding in a variety of ways,
- Students will be given lots of opportunities to produce creative work, exploring their ideas and recording their experiences
- They will engage with and enjoy drawing, painting, sculpture and other art, craft and design techniques





**Course Content**  
**Key Stage 3 "A Journey through Time"**

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	British History before 1066 – The Iron Age	Place Knowledge: Making Connections – My School's Locality	Stormin' Normans: Development of Church, State and Society in Medieval Britain 1066-1509	Human and Physical Geography: Water and Rivers	The First Colony in America and First Contact With India: The Development of Church, State and Society in Britain 1509-1745
Art	Art and Crafts: 3D Art	Media: Art / Photography – Say Cheese!	Painting	Natural Objects and Materials: Art, Nature and Imaging	Sculpture: I Can Build With Clay
Music	Notations: Notation	Improvise and Compose: Creating and Recording Sounds	Musical Devices: Sound Effects	Listen: Natural Environment	Musical Devices: Working With Stringed Instruments
D&T	Textiles: Sewing	Electronic Systems: Light it Up! (How to Make a Torch)	Cooking and Nutrition: Bake-off!	Design and Make: Tell Me a Story – Story Books	Own Design: Money, Money, Money – Money Containers

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	Geographical Skills and Fieldwork: Making Connections	Britain's Transatlantic Slave Trade: Its Effects and its Eventual Abolition	Human and Physical Geography: Extreme Weather	Let Them Eat Cake! Ideas, Political Power, Industry and Empire –	Locational Knowledge: Environment – Transport and Journeys

				French Revolution	
<b>Art</b>	Architectural Art: A Sense of Place	Print Making: Making a Mark	Art and craft: Let's Get Crafty	Drawing: 2D Art	Textiles: Recycling and Reusing
<b>Music</b>	Play and Perform: Tempo	Play and Perform: Rhythm	Improvise and Compose: Combining Sounds	Play and Perform: Using the Keyboard	Musical Devices / Technology: Creating Own Musical Instrument
<b>D&amp;T</b>	Technical Knowledge: Get to the Other Side - Bridges	Materials: Making a Bag	Electronic Systems: Beep! Alarms	Cooking and Nutrition: Biscuit Booklet	Materials: Joseph's Coat

<b>YEAR 3</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
<b>Humanities</b>	Women's Suffrage: Challenges for Britain, Europe and the Wider World 1901 to the Present Day	Human and Physical Geography: World Climates – Hot and Cold Climates	The Holocaust: Challenges for Britain, Europe and the Wider World	Place Knowledge: Brazil	Where I Live: A Local History Study
<b>Art</b>	Collage: Piece it Together	Multi-cultural Art: Get Ready to Discover Art From Around the World	Historical: Great Artists	Design Techniques: Art Book Assessment	Sculpture: Models – Build Me!
<b>Music</b>	Listen: Pitch	Listen: Identifying Sounds	Play and Perform: Sensory Music	Listen: Music that Makes Us Feel Good	Musical History: Music Through the Ages
<b>D&amp;T</b>	Electronic Systems: Lighting it Up	Evaluate: A Roof Over Your Head (Shelters)	Design and Make: It's a Picture! (Photo Frames)	Design and Make: Moving Monster	Design and Make: Pop-up Cards

### “The Journey Continues”

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

YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	Locational Knowledge: National Parks – The New Forest	World War II	Human and Physical Geography: Weather Around the World	The Civil Rights Movement in America	Locational Knowledge: World Foods and Culture
Art	Print Making: Stamp It	Drawing: Line and Tone	Design Techniques: Weaving Over and Under	Digital Media: Computer Art – Click and Create	Cultural Art: Multicultural Art
Music	Notation: Notation and Group Work	Improvise and Compose: Class Songs	Play and Perform: Winter	Musical Devices: Sound Sources	Listen: Contrasting Cultures
D&T	Design and Make: What Can You Learn From a Textile Tree?	Industrial: I can Use the Vac Moulder	Materials: Make a Kite	Own Design: How to Store Your Favourite Things	Food and Nutrition: Healthy Snacks

### Implementation/Assessment

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

content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons

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

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

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

## Science

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

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

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

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

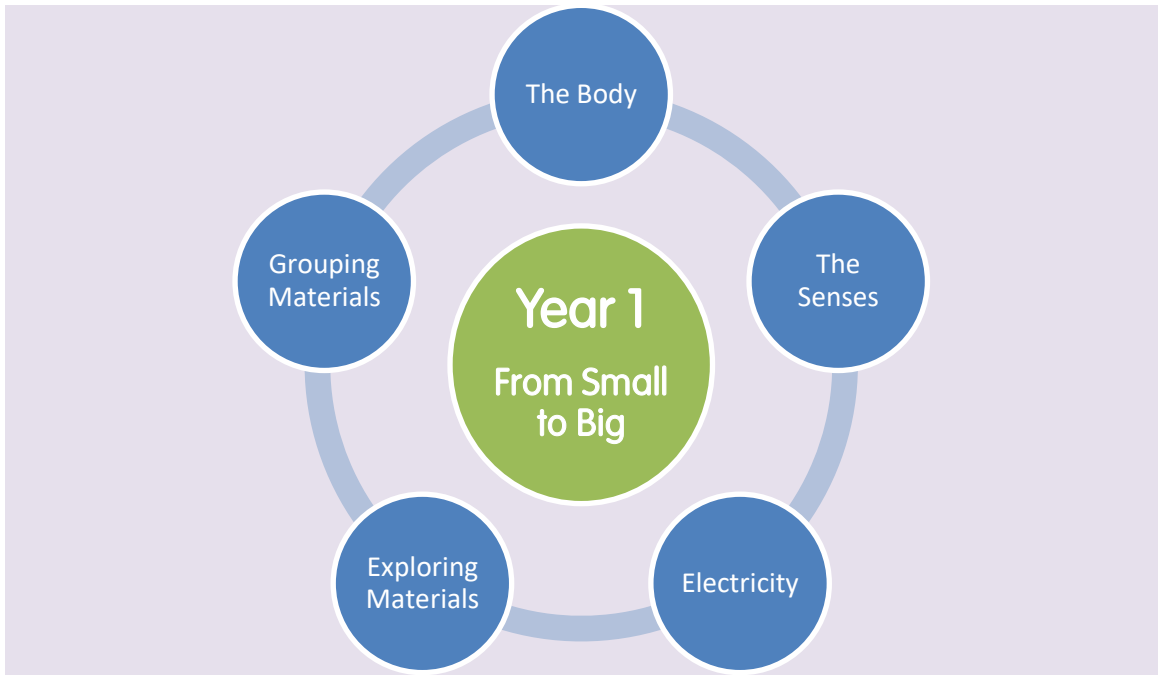
## Intent/ Aims

### In addition to our whole school Intent and expectations;

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



## Course Content "From Small to Big"





**One Planet Living / Science Curriculum**





### Implementation /Assessment

- Each year is divided into 5 'Terms' of study, each lasting 8 weeks. For each term of teaching, a Topic Overview and scheme of work is produced. Teachers have access to schemes of work and will produce a *medium term plan* which includes a broad overview of the subject content to be covered, as well as a week-by-week breakdown, highlighting the aims of each lesson and the resources required. Planning also reflects how IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons
- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, "One Planet Living" science is given designated timeslots in the timetable
- The science curriculum has been adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our students external Accreditations in Science - AQA unit awards at entry and Pre entry Level.
- Positive Behaviour Approaches are the bedrock of our approach and delivery of the science curriculum.
- The science curriculum is supported by a range of co –curricular activities both on and off site throughout the school year.

### Impact / Skills and Knowledge

- Increased access to education, engagement with the science curriculum



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



## Religious Education

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

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

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

## Intent/ Aims

### In addition to our whole school Intent and expectations;

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

- Show an awareness of themselves as distinct from others
- Help and care for others and begin to develop friendships
- Discuss different feelings and emotions in a variety of situations, both in terms of themselves and others e.g. joy and empathy
- Examine roles within the community e.g. people who help us, my family, my school
- Care for the environment – recycle, tidy up
- Accept rights and responsibilities e.g. socially acceptable behaviour

- Make choices and shows preferences
- Look at major events that affect their lives e.g. birth, death
- Experience / give opportunities to celebrate all that is best within student experiences and to express joy at their achievements and those of other people
- Develops self-confidence, a feeling of self-worth and positive self esteem
- Take part in acts of collective worship
- Celebrates festivals and traditions
- Participates in songs, stories, books, music, art, customs from a variety of cultures and faiths
- Makes visits to religious sites within their community where appropriate
- Development of interest in natural world

### Course Content KS3

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

## Course Content KS4

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

### Implementation /Assessment

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

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

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

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

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



### ICT and the Curriculum

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

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

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

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

They develop this digital literacy through a process of inquiry across the curriculum as they;  
communicate their ideas,  
plan and question,  
gather and make sense,  
produce to show understanding,  
reflect on their learning,

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



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

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

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

#### **Intent/ Aims**

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

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

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

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

### **Accreditation**

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

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



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

### **Intent**

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

Our 6<sup>th</sup> Form Curriculum encourages students to follow Pathways which are designed to help them build a more independent lifestyle and develop skills for life and work. This curriculum focusses on developing communication skills, emotional regulation and is about building their confidence and preparing them for adulthood. We encourage students to make more informed choices in line with their needs and aptitudes, speaking up for themselves and discovering a sense of control over their lives.

As well as improving their knowledge, skills and abilities in the core areas of Literacy, Numeracy and PSHE/RSE, students will develop their personal, independence and social skills. Our Pathways support students to develop skills and confidence for living independently through a personalised programme. This includes learning experiences which will serve them well in the future, such as

going shopping for food, using public transport and managing money. All of these are explored in our OCR Life and Living Skills Pathway to the World of Work.

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

## Implementation

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

- Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in three college bases, working in our sixth form common room and spending time in a variety of work based learning environments both on site and in the community.
- Working within smaller groups enables students to practise their independence and allows tutors to plan and deliver a more individualised study programme.
- In the 6<sup>TH</sup> Form, the curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, Numeracy and PSHE the units studied each term should compliment the work they are doing for their OCR Award.

## Core Curriculum Programmes of Study

### Hill House Sixth Form Study Programme - Literacy

#### English, Literacy and Communication

English has a pre-eminent place in education and society we intend to develop our student's abilities to communicate to the best of their abilities in order to express their ideas and emotions

through their reading, speaking and listening whether verbally or via the use of augmented communication strategies. We recognise that all the skills of language are essential to participating fully as a member of society. The central aim therefore of our curriculum is to develop these skills in our students.

### Literacy and Phonics

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

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

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

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

### Implementation

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

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

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Print, signs and symbols in our environment.	Gathering and using information	Making Choices	Say hello: Sharing Information- People	Vocab: Cooking and Food
Year 2	Media Mania: Creating an Interest-Media (swapped the order) T1 and T2 as this way it's better sequenced	Let's make a list: Making schedules and instructions	Keeping a diary	What have I done? Sharing Information- Events	Vocab: Clothes and personal care
Year 3	Using our senses in storytelling	Let's make a list: Following schedules and instructions (New topic I created this in order to sequence the last year topic in the same term)	Press gang! Write your own newspaper or magazine	Creating an Interest: Books	Making a life book 1+2 (I made of the life book topic 1 and 2 I made 1 topic where we can link life book to My passport to adulthood)

## Hill House Sixth Form Study Programme - Numeracy

### Mathematics/Numeracy – Numeracy for Life

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

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

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

### Implementation

- Students have one weekly timetabled session of Numeracy during the college week
- The Numeracy sessions are delivered by our lead for Maths
- In the 6<sup>TH</sup> Form the Numeracy curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Numeracy, the units studied each term should compliment the work they are doing for their OCR Award.



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

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

## OCR Life and Living Skills Award

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

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

Currently students in the 6<sup>th</sup> form have been working on the entry level units of:

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

- Performing Arts
- Media
- ICT

### Implementation

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

### OCR Life and Living Skills Award

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

# World of Work and Mini Enterprise

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

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

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

Our Mini Enterprise curriculum embraces the following themes;

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

Each unit of study lasts eight weeks

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

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

# Land Based Science and Animal Care

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

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

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

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

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



## OCR Life and Living Skills - Expressive Arts

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

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

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

## PSHE/RSE

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

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

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

### Implementation

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

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

Year 3	Health and Wellbeing – Exercise and a Positive Mind	Relationships – Working Relationships and Community Living	Staying Safe – Online	Law and Rights – Radicalisation	PSHE – Living in Britain
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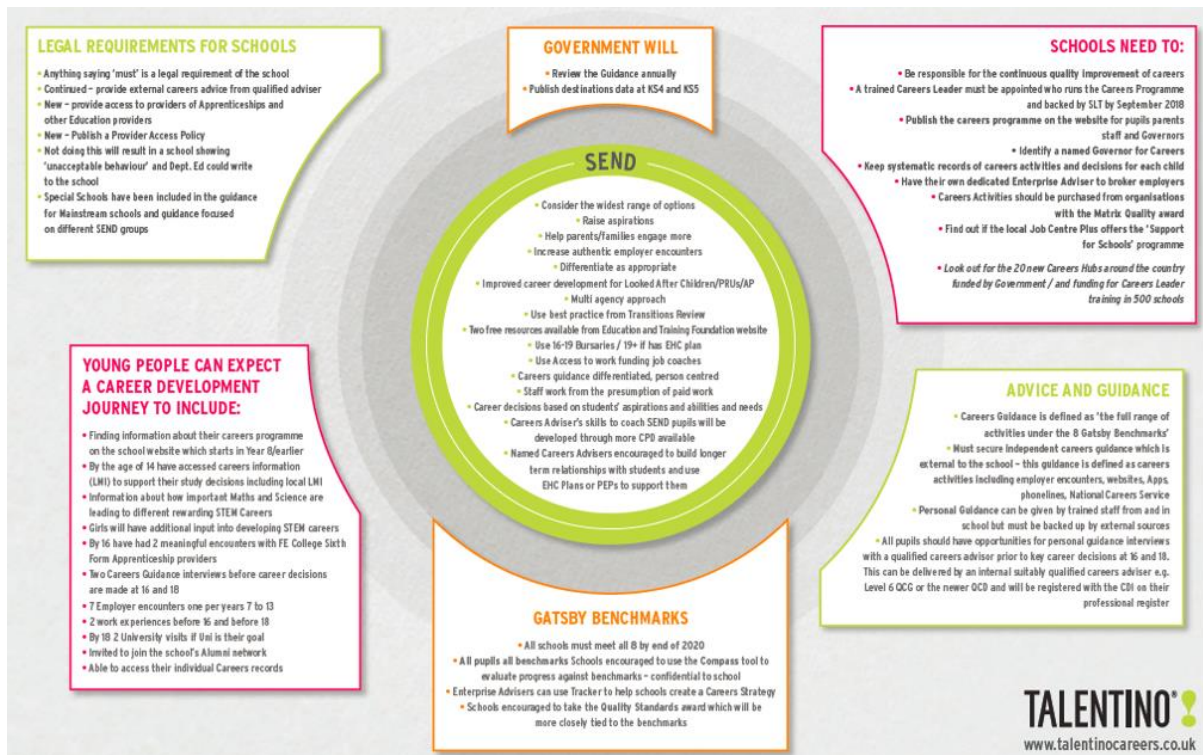
Indicates RSE within the topic – Refer to Schemes of Work for more information on the topics covered

## The National Careers Strategy – Hill House School

The National Careers Strategy is the government’s plan for raising the quality of careers provision. At Hill House we liaise with an organisation called `Talentino`, a Matrix accredited external career development company affiliated to the professional body `The Career Development Institute` and specializing in the career development of young people with SEND.

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

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



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

Benchmark	Notes	How we currently meet this Benchmark – Careers at Every Level
<b>A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>We offer a whole school careers programme and support embedding it within the school including engaging with governors, information for parents and engaging and training employers and local community contacts to be part of a long term network</li> </ul>
<b>Learning From Career &amp; Labour Market Information</b>	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>Full set of accessible resources about opportunities provided. These are reviewed annually.</li> <li>In-school careers coaches are trained and actively support students to utilise resources and help students to build skills and to create future aspirations and plans at a level that is appropriate and meaningful to them</li> </ul>
<b>Addressing The Needs Of Each Pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>Tailored to meet the needs of our young people with a range of learning disabilities. Session plans and resources are differentiated based on the needs of the participants and individual career development plans are created as well as articulating the employment outcomes on the EHCP plans</li> </ul>
<b>Linking Curriculum Learning To Careers</b>	All teachers should link curriculum learning with careers.	<ul style="list-style-type: none"> <li>Careers coaching is delivered through a classroom based modular programme linked through to the assessment of pupils</li> </ul>
<b>Encounters With Employers And Employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>Regular Enterprise schemes are embedded within the school where students develop their skills in a variety of work environments</li> <li>School is supported to build a network of engaged employers to provide on - going and multiple work experience for as many students who can access it</li> </ul>
<b>Experiences Of Workplaces</b>	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>School is supported to build a network of engaged employers</li> <li>The programme provides a framework for working experience projects (School based, visits and work experience)</li> <li>Students are fully supported to engage with employers through a range of suitable activities</li> <li>Employers have training and many opportunities to have raised disability awareness</li> </ul>



<b>Encounters With Further Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.	<ul style="list-style-type: none"> <li>All students will experience college in the upper sixth form and some students will have the opportunity to link up with local mainstream sixth form colleges</li> </ul>
<b>Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs	<ul style="list-style-type: none"> <li>Careers coaches are embedded within each school</li> <li>Significant periods include EHC plan reviews, transition from school. School have the capacity to provide coaching support at these key times.</li> </ul>

## Careers and Work Related Learning at Hill House

### Intent

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

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

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

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

### Implementation

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

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

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

school by being responsible for collecting recycling, working in the allotment or helping out in our café.

Off-site students work at the local village shop and also have the opportunity to take part in work experience working with New Forest Fruits where they can learn skills in horticultural care, environmental management and team work.

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

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

### **Equal opportunities and Inclusion**

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

### **SMSC and British Values**

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

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

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

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

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

Students have the opportunity to access a wide range of public institutions.  
Citizenship Themes include;

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

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

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

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



# Curriculum Implementation

## IEP Targets

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

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

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

Date set	Related to Outcome	Interim target/action	Review of outcomes	Review Date
	<b>Cognition and Learning</b> Literacy - Topic			
	<b>Cognition and Learning</b> Reading and Phonics			
	<b>Cognition and Learning</b> Numeracy Topic			
	<b>Cognition and Learning</b> PSHE/RSE			
	<b>Cognition and Learning</b> Thematic Learning			
	<b>Cognition and Learning</b> Science - One Planet Living			
	<b>Communication and Interaction</b> (Talk Pad)			
	<b>Social and Emotional</b> (Zones)			
	<b>Physical, Sensory &amp; Personal Development</b>			
	<b>Preparation for Adulthood</b> OCR, Out and About/Work Related Learning			

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

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

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

Where appropriate a student will be involved in their own target setting and assessment. IEP targets are integrated into lesson planning and assessed and updated on a regular basis and are shared with parents and authorities



## The Learning Journey

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

INTENT	
	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li><b>Literacy:</b> I can copy at least 10 unfamiliar words and use my voice to repeat them.</li> <li><b>Literacy – Phonics:</b> I can identify alliteration by matching two items that have the initial sound.</li> <li><b>Numeracy:</b> I can do simple addition up to 5 with visual support.</li> <li><b>PSHE:</b> I can co-operate with my staff and peers to achieve a simple task and I am able to share a task.</li> <li><b>Thematic Learning:</b> I can explore a range of places in the New Forest. I can point picture of some of them.</li> <li><b>Sciences:</b> I can sequence the human growth using pictures and symbols.</li> </ul>
	<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>With the help of my Talk Pad, I can comment with three key words on a familiar story.</li> </ul>
	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>Using the Zones to help me, I can use a clever action when I am in a noisy environment.</li> </ul>
	<p><b>Physical, Sensory and Personal Development.</b></p> <ul style="list-style-type: none"> <li>I can engage in the first stage of the Attention Autism Program to help develop my attention skills.</li> <li>I can identify what the three traffic colours are and their meanings.</li> </ul>

## Implementation - Assessment

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

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

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

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

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



## Accreditation

### OCR

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

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

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

### 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

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

## John Muir Award

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



## Duke of Edinburgh Award

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

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



## Recording, Marking and Record Keeping

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

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

Teachers work collaboratively with 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 outlined in the students termly IEPs.

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

Teachers gather information about student's achievements and progress throughout the whole education day. Information is captured against a range of 'I can' statements and recorded in a number of ways for example, within the students weekly postcards home, but most importantly their Learning Journeys.

## Medium and Short Term Planning

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

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

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

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

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

- Clear links between lesson planning materials and long term planning documents/ schemes of work
- An understanding of how material from the various key stages is integrated to ensure full curriculum entitlement (applies where students from differing key stages are in the same teaching group).
- That all students are included within learning experiences

- Reference to cross curricular themes or how material from one topic may be used to reinforce/ consolidate learning in other curriculum areas, or developing unified 'themes' within teaching
- How the learning content/ objectives will be spread out over 8 weeks of teaching- the 'sequence' of teaching
- The individual learning outcomes for each student and the expected progress evident from the 8 weeks of teaching
- Differentiation by outcomes and in terms of resources
- How IEP targets, communication targets and other developmental aims are integrated with the academic content of lessons.
- Assessment methods, and a plan for how progress will be measured/ recorded
- Links to SMSC

## Relationships and Sex Education RSE

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

### Legal Status/ Statutory Requirements

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

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

In addition our PSHE/RSE curriculum;

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

### Applies to

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

### Related Documents

- The Teaching and Learning Policies, the Safe Guarding Policies; Child Protection, E-Safety and Anti-Bullying
- Spiritual Moral Social and Cultural Policy, Personal Social Health and Economic Education and Citizenship Programme

- Equality and Diversity Policy, Inclusion Policy, Special Educational Needs and Disability (SEND) Policy

### **Availability**

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

### **Background Information**

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

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

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

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

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

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationships and Sex, within the PSHE curriculum, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both in the physical and online world. It enables the students to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own and others relationships and sexuality positively.

Although RSE does involve teaching about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Effective RSE is crucial to developing and maintaining emotional and physical health and is essential if young people are to make responsible and well informed decisions about their lives as they move from childhood through adolescence into adulthood.

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

- To develop knowledge and understanding of positive and healthy relationships
- Make students aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours

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

### **Implementation**

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

### **Content**

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

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

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

Key Stage Three;

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

Key Stage Four;

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

Sixth Form;

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

## **Use of Materials**

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

## **Specific Issues within RSE**

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

## **Withdrawal**

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

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

## **Confidentiality and Child Protection**

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

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

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

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

## **Sexual Identity and Sexual Orientation**

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

# One Planet Living

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

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

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



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

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

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

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



## Mindfulness in the Morning

Each morning before the class and college based lessons begin the students access “Mindfulness In the Morning”

These sessions are led by the teaching assistants and are informed by strategies and activities provided by the Therapy and Behaviour Support teams.

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

The aims of the mindfulness mornings are;

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

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



## Nurture

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

The 6 principles of nurture are;

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

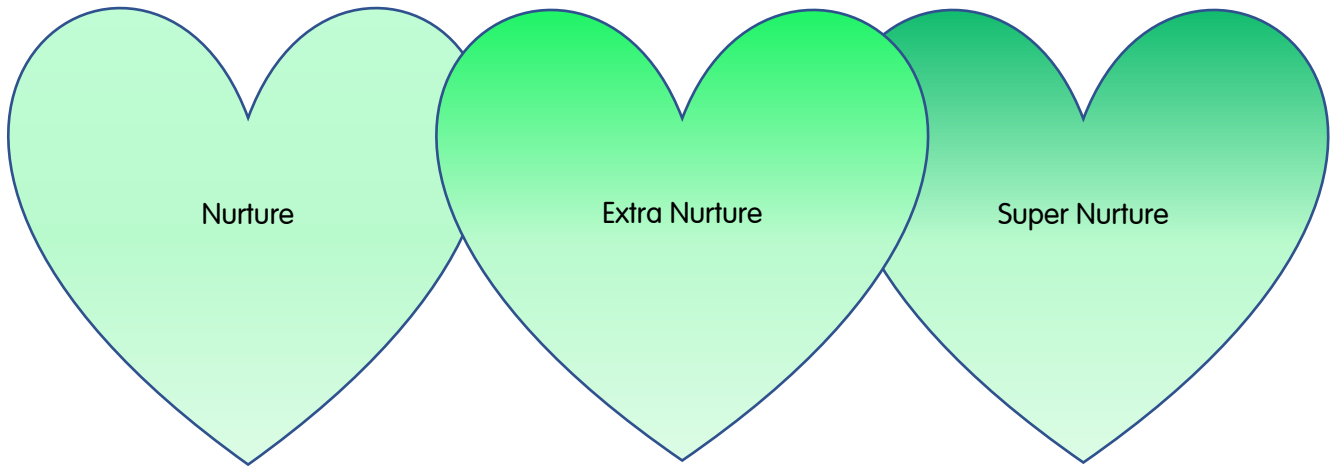
In order for a child to access the Super Nurture approach, evidence will be gathered through analysis of incident data, direct observation and the views of their staff team. The Super Nurture framework includes input from an experienced multi-disciplinary team and a bespoke package will be developed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

### Nurture work and the green room

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

Project Home	Reflections	Family support
Reflections	Zones of Regulations	OT support i.e. womb space
Zones of Regulations	Play sessions	Play sessions
Therapeutic Play	Role Modelling	Sessions with BST/Other



## Class Assembly / Tutor times/ Reflection Time

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

### **What are the zones?**

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

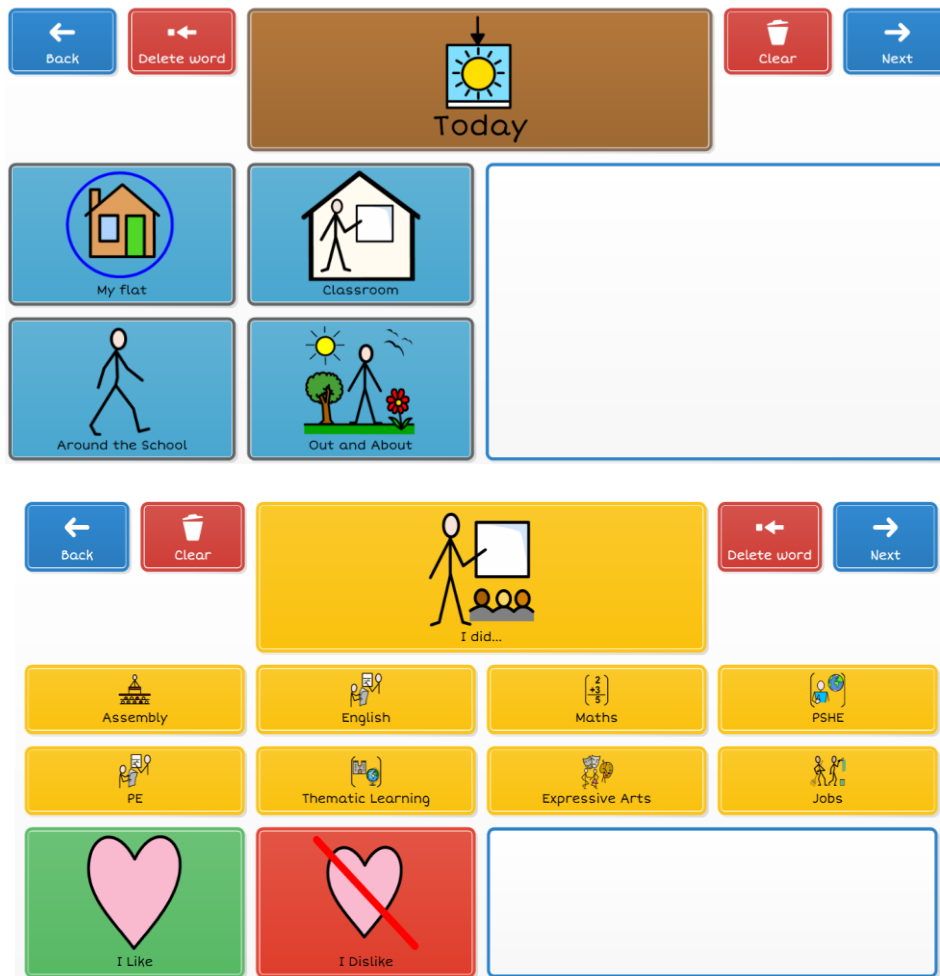
This curriculum approach provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order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



### Reflection Time

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





## Break Times

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

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

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

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

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

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

## **Curriculum**

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

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

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

## **School Meals**

Students have the opportunity to visit the Hill House `Let's Eat` café at lunch times. Here there is a wide range of healthy lunch items available.

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

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

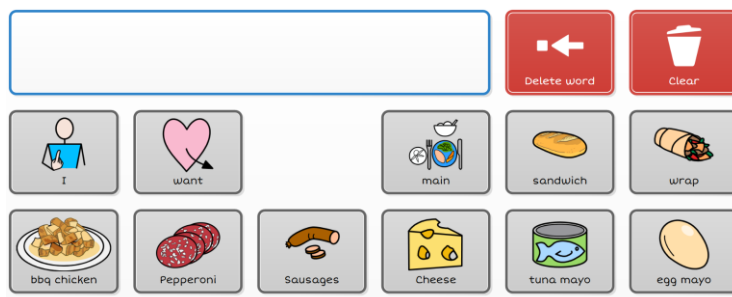
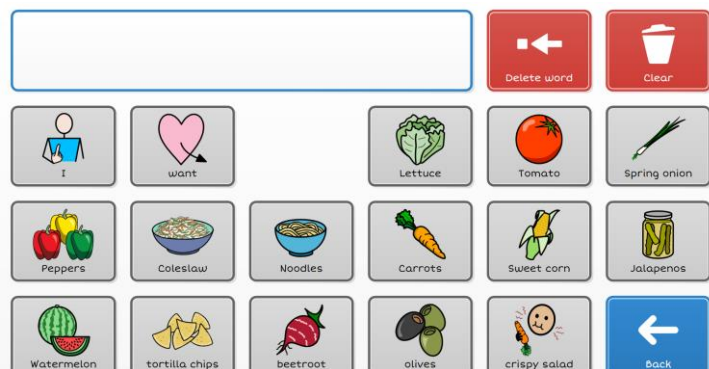
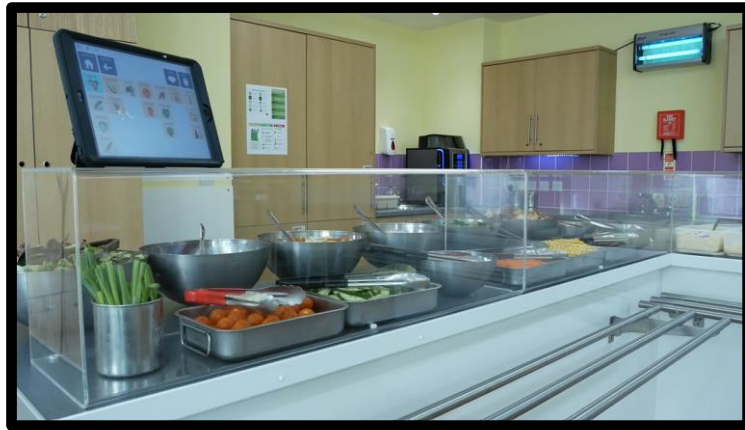
We are aware of any food allergies and any special dietary requirements due to religious and or medical reasons

## **Water for All**

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

## **Hill House Allotment**

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



## Going Out and About / External Providers and Work Placements

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

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

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

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

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;

- Pilley Stores
- The New Arts Centre at Roche Court
- Football coaching with `Saintsability`
- Hampshire Outdoors Rewilding the Mind  
'ReWilding the Mind' focuses on nature connection and personal care using a blend of holistic and physical nature-based activities, whilst promoting pro-conservation behaviours to support the local wildlife. This programme is suitable for secondary aged young people who have been impacted by Covid and are experiencing mental health issues.



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

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

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

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

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

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

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



Our sixth form curriculum focuses on developing work experience based activities. This enables students to begin to experience the world of work and to start to earn a small wage for their hard work. 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, clearing the church grounds

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

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

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

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

## Resources and Specialist Rooms

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



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

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

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

**Art and Design Technology Workshop** – A fully equipped art and design space

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

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

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

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



## Progress Monitoring, Leadership and Management

### Leadership and Management

The Vice Principal - Head of Education and the Deputy Head of Education have oversight of education at Hill House.

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

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

## Moderation of work

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

## Individual student case studies

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

## Master Care Plans

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

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

There are eight sections in each Master Care File;

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

## Student Reviews

When a student starts at HHS as part of the initial three month assessment period, a one and three month review meeting will be scheduled. Thereafter each student will have an annual review

The review is closely linked to the student's Education Health Care Plan (EHCP) and it also includes a contribution made by the student. This is sent out to parents and authorities prior to the meeting At the meeting key people that play a significant role in a student's life are round the table. This consists of representatives from Hill House, parents, social worker and other authority representatives

The students are invited to contribute to the report and to the meeting. If appropriate a student may attend part of their own review meeting.

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

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

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

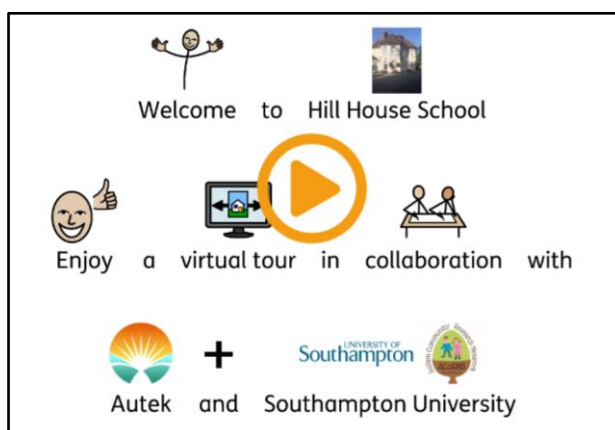
## Moving plans

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

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

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

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



## Digital Stories

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

It can be a great way to help others learn about an individual and can support with a move on from Hill House when a student reaches the age of 19

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

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

To view 1 am` video examples visit: [www.autismtransitions.org/i-am/](http://www.autismtransitions.org/i-am/)

## External Links

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

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

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

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

## ACoRNS

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



ACoRNS is an initiative which seeks to improve the lives of young people with autism and is a unique collaboration between Education and Psychology at Southampton University and local nurseries, schools and colleges who are interested in developing, researching, understanding and sharing good practice in educational provision for autistic children and their families. They believe that the best way for autism research and practice to genuinely meet the needs of children and young people in the local community, is to involve the local community from the start

ACoRNS strive to meet their aims through:

- Involving autistic children and young people at the centre of research and practice;
- Establishing a co-constructed research agenda for identifying, investigating and implementing evidence-based practices in autism education
- Building a collaborative partnership between the University of Southampton, professionals, schools, families, early years providers, and children and young people

A recent piece of research was based on gaining an understanding of how the young people communicate and manage their emotions using the 'Zones of Regulation'

## Developing the emotion regulation skills of autistic pupils in a residential special school

**EMOTION REGULATION**  
Emotion regulation describes an individual's ability to understand what emotions they are feeling, and then to manage how and when they express them.  
Being able to regulate our emotions helps us to interact with others and our environment, and allows us to engage in learning.

**THIS PROJECT**  
Autistic people are more likely to have difficulties learning to regulate their emotions, so research to help us understand how schools can support the development of these skills is important. This project aimed to explore how Hill House School, a residential special school, support their young people to develop their emotion regulation skills.

**METHODOLOGY**  
Participants: 4 young people and 17 staff members were involved in this project.  
Methods:  
1. Staff wrote down their observations from working with the young people  
2. I observed the young people at Hill House School  
3. I conducted semi-structured interviews with staff  
Analysis: Reflexive Thematic Analysis (Braun & Clarke, 2022)

**RESULTS**  
From the information gathered, four themes were generated to explain how Hill House School supports their young people to develop their emotion regulation skills.

**Theme 1: Evolutionary Ethos**  
Evolution is a core part of the school's ethos, at an individual and whole school level.  
There is the view that "everyone around these children needs and wants to grow", and the school proactively support staff development.

**Theme 2: Reciprocal Relationships**  
Positive, trusting relationships between young people and staff are important at Hill House. These elements were described as important:  
• Conveying a calm persona  
• Consistency of approach and routine  
• Getting to know young people as individuals.

**Theme 3: Communication: attuning, asking and adapting**  
Staff attune to all types of emotional communication, including facial expressions, body language and behaviour.  
Staff seek and respect young people's views.  
Staff adapt their communication so it is accessible for the young people.

**Theme 4: Expressing emotions every day**  
Emotions are explored through direct interventions (e.g., Transporters, 'clever actions', Zones of Regulation) and indirectly through labelling and validating emotions.  
Young people have opportunities to try and use different emotion regulation strategies.

**CONCLUSIONS**  
Hill House School staff were found to prioritise building relationships, and getting to know their young people as individuals, in order to provide bespoke support to develop their emotion regulation skills.  
The focus was not only using specific intervention programmes, but the context, culture and relationships within the school.

By Joanne Bennett (Trainee Educational Psychologist)  
With thanks to the young people, families and staff at Hill House School.

Cambian Hill House School  
UNIVERSITY OF Southampton  
THANK YOU

Examples of other external links include;

- ❖ Link with Southampton University teacher training programme
- ❖ Link with Southampton Inclusion network school direct programme – interviewing candidates for the teacher training programme and hosting trainee teachers at Hill House
- ❖ Link with another outstanding special schools which provide Hill House teachers an opportunity to work alongside other professionals
- ❖ Hill House is part of the Hampshire Police schools education focus group

## Hill House School PLC

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

The PLC is made up of external representatives who bring a range of experiences to the school

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

The aim of the PLC is;

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



## Student Voice and Choice

We believe that all students should have an opportunity to make choices and express their views

Young people have a right for their voice to be heard and every opportunity is taken to involve the young people in their own everyday decisions

It is vital that we listen to our students and give them an opportunity to express how they are feeling and enable them to be able to ask for help and support when needed

These opportunities are integrated into a young person's day and individual strategies and tools are developed to enable all young people to be able to leave HHS with the skills needed to be able to communicate their feelings and preferences effectively

How we listen to our students;

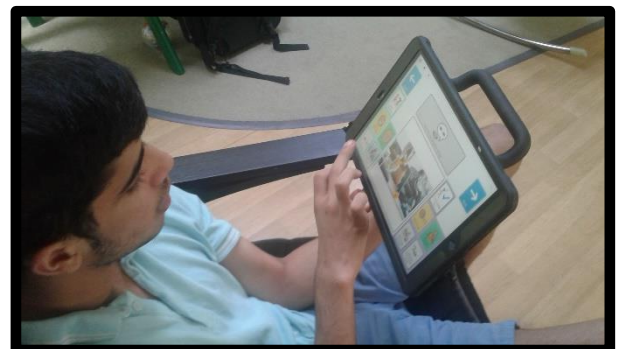
## Talk Pads



Children's guide on each Talk Pad so that young people can be reminded who they can talk to and where they can go for help and support if they are worried



The Talk Pad enables our young people to have a voice and to be able to make a range of choices and preferences throughout every aspect of their life from choosing lunch in the school café to being able to communicate how they are feeling to taking their device out and about, communicating with others





## Smartbox Case Study – Phoebe

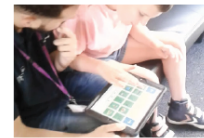
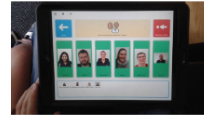
Phoebe was assessed for a Smartbox device by Jay Tuck in March 2021 as part of the 100 Voice Project. Phoebe was given a Talk Pad and started to use this in May 2021.

Prior to using a Talk Pad or any form of high tech AAC, Phoebe had used her voice to vocalise certain sounds alongside her non-verbal communication skills. Phoebe also used a communication book, which she was excellent at using in order to express what she wanted to talk about. Phoebe learnt how to use her communication book very quickly and used it to ask her team lots of questions, typically about when she was doing her favourite activities and when she was next seeing her family. Phoebe's communication book was a really good stepping stone for her before she moved onto her Talk Pad.

During Phoebe's assessment, it was really clear that she enjoyed touching the screen and listening to the device speak the words. Phoebe took to her Talk Pad very quickly and enjoyed exploring her device. In the first few months Phoebe was learning where all her favourite symbols were and the team were working out which Grid suited her best. Phoebe loves swimming and she found all the symbols on her Talk Pad to communicate to her team that she wanted to go: swimming costume, water, drink, swimming pool, sea, bath, bus, tap, waterplay!

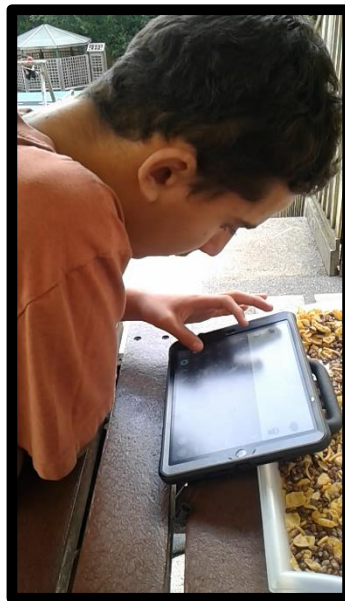
Phoebe really enjoys having a wider vocabulary at her fingertips to communicate with her team. She is now using her Talk Pad to share more feedback at her reviews; she has been expressing what subjects she likes and who she can talk to if she needs help. Phoebe is still learning how to navigate around her Talk Pad and needs guidance and modelling from her team to help her expand what she is communicating about. There are times when Phoebe will go to her Talk Pad to communicate something and times where she enjoys sitting and exploring the Grids on her own.

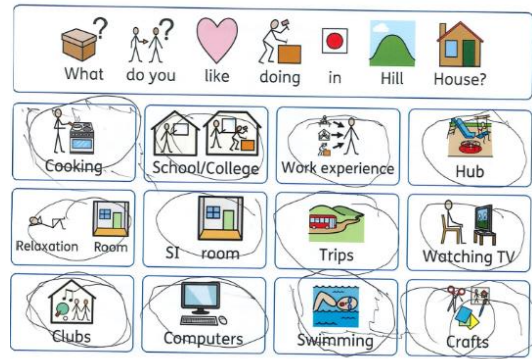
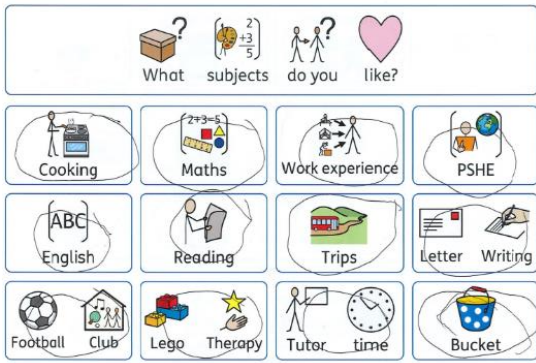
Phoebe really enjoys taking her Talk Pad with her around the school and also when she goes out and about. Phoebe's Talk Pad has been with her to the park, the New Forest, the beach and to a Viking Village!



## Review Contributions

All young people are invited to contribute to their review and where possible, the young person can come along to their meeting and share their views

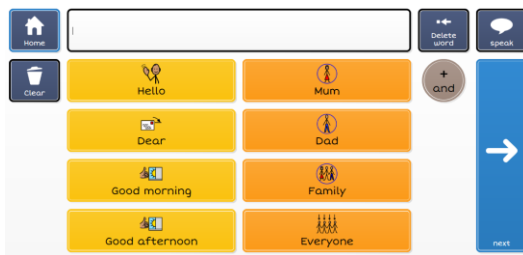




## Writing Letters Home

Each week students compose a letter home using the Colourful Semantics approach and their Talk Pad. This is an opportunity to share how they might be feeling and to celebrate achievements

“Let’s write a letter!”



## Parish Council – Contributing to the Local Community and Having Voices Heard

Students go along to the local parish council meetings where they are encouraged to make a contribution and to have a voice



## 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

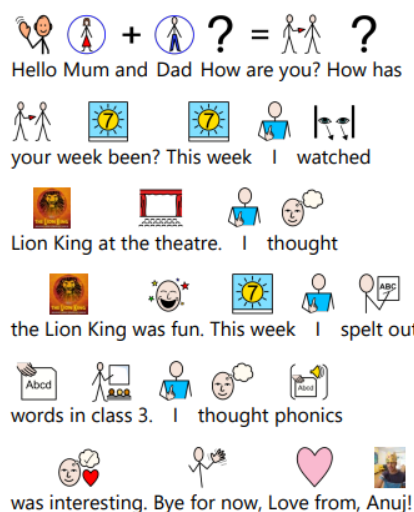
Parents are encouraged to make a contribution to the annual review process and a feedback questionnaire is sent out prior to every meeting. Parents attend the review meetings and always have the opportunity to provide feedback on how well they feel their child is doing at the school

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

At Hill House we keep in touch with parents on a regular basis and work with parents to develop a routine for contact that works for everyone. Parents receive a postcard each week. This is a way to share all the activities that a student has taken part in and the achievements that they have made

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.



## Consistent class staff teams

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

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

Our Therapy staff also maintain an active presence during the education day. 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

## 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
- Professional development needs
- School Development Plan
- Scheduled training updates that need to take place (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 ensures 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 ensures that knowledge is shared

