

Education & Children’s Services: Local Procedure Template

Local Procedure Title	Curriculum
Site	North Hill House
ECS Policy number and title	ECS 31 Curriculum
Local Procedure template reference	ECS LP 31
Local Procedure date	November 2020
Local Procedure review date	October 2021
Local Procedure Author(s)	Justin Davey and Jo Parker
Local Procedure Ratification	Checked and Approved by: SLT

1. Introduction

This policy relates to North Hill House School’s curriculum intent (what we plan to teach and why), implementation (how we teach it) and the impact it has on our pupils. This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of the Independent Schools Standards.

Terminology used throughout quality of education

- School plan: The individual pupil paperwork coordinated by the pupils tutor.
- Subject specialist; The teacher who has expert knowledge of the subjects they teach, usually this will be a secondary qualified teacher.
- Long Term Plans (LTP): Yearly overview of how the subject will be sequenced and taught within the school, these are written by the teacher.
- Mid Term Plans (MTP): Termly overview breaking down the LTP identifying specific learning objectives, personalised planning, assessment. These will be completed on standardised paperwork ensuring the Independent School requirements are met.

2. Vision and Context (Intent)

North Hill House School is a place where pupils have the opportunity to achieve in all areas of their life. To understand themselves and their autism and have every opportunity to learn the value of working hard and to experience success. Pupils can see for themselves that they are making progress, becoming more independent, making choices for themselves in preparation for becoming a lifelong learner whilst making a contribution to wider society. Our school is a happy, calm and purposeful environment where pupils re-engage and develop a love of learning. It provides a safe and comfortable environment where people trust one another and have much to celebrate.

Our vision, which is to ensure that all pupils have an understanding of their diagnosis and develop strategies that will support them to become:

- responsible, respectful, active citizens who contribute positively to society
- able to celebrate what we have in common and promoting respect for the different protected characteristics as defined in law.

At North Hill we believe everyone has a personal best and are able to discover something to aim for, knowing everyone can achieve something special and have the opportunity to strive for this. We believe that all pupils no matter what their situation, or specific challenges, should have the opportunity to access a curriculum that will support them to develop resilience and independence.

3. Curriculum Principles (Intent)

Each of our three Curriculum Principles are designed to support the overall aims of the School and the Curriculum.

Moreover, they are specific to our pupils and seek to play to their strengths and address their challenges.

Knowledge of Oneself

Knowledge and acceptance of oneself, one's strengths and one's limitations is a lifetime's task. A task made all the more challenging for our pupils by the nature of their neurodiversity and the context of a neurotypical world.

We support this process through a comprehensive range of therapies, through independence, through social skills and through developing each individual's understanding of their School Plans, their strengths and their challenges. Sometimes this is explored explicitly, other times through more experiential activities such as Forest School.

Knowledge and Cultural Capital

Learning the acquisition of knowledge that can be retained, recalled and applied is not just a declarative or explicit memory function but a complex process that develops from birth. Neurodiverse pupils may often have specific deficits in their application of knowledge but mask these through a strength in the ability to memorise facts, figures, dates etc. this is often backed up by a strong visual retention of information.

As well as being useful in academic subjects, the ability to retain facts, figures, dates and knowledge also has its value in building and developing Cultural Capital.

Our pupils have a right to a coherent, carefully sequenced & knowledge-rich curriculum which will give them:

- a) a framework upon which to 'hang' other learning
- b) the Cultural Capital to engage and be successful in modern society

Cultural capital comprises the social assets of a person (education, cultural knowledge, intellect, style of speech, style of dress, etc.) that promote social mobility in a stratified society.

Making Strong Connections

Making Strong Connections relates to four areas that can often be challenging for our pupils.

- a) Developing healthy friendships and relationships
- b) Generalising knowledge and skills between subjects and context
- c) Inference - academic and social
- d) Building connections with both the neurodiverse community and support systems in place but also feeling that they have a place in a neurotypical society

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Our curriculum and pedagogy needs to acknowledge, reflect and support these potential areas of challenge.

4. Curriculum Overview (Implementation)

We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all pupils. Our principles and context (Intent) ensure an individual learning opportunity within which we deliver a broad, balanced, relevant and differentiated curriculum.

When we talk about the curriculum, we mean much more than just the subject overview or midterm plans for each subject. Of course these are central and support our stated aims within subject areas. However the curriculum is considerably more than this and needs to reflect the reality of the autistic experience supporting the aims we have for our young people within society. The percentage of time allocated to each curriculum area is frequently reviewed in order to maintain balance and breadth, whilst meeting the highly individual needs of our pupils and class groups, identified through the outcomes of their EHCP Annual Reviews, IEP targets, and other information from a range of professionals. The pupils' tutor in all areas remains responsible for their overall care and wellbeing and is the key link between home and school.

Organisation

The school is currently organised into four phases, The Hive, Primary, Transition (key stage 3 and 4) and secondary groups.

The Hive:

In the Hive we cater for a variety of pupils with complex needs some of whom are on transition plans into school after long periods of home education or school refusal. Curriculum programmes are often bespoke and modified to reflect needs and the EHCP. The Hive used a consistent and high ratio of staffing to enable the core curriculum to be delivered in a discrete way. The aim is to support with developing resilience and reengaging with learning.

Primary Groups:

Each of the three KS2 Primary classes are taught by one main class teacher, with support from a team of support staff. They may have subject specific teachers for art, food technology, DT or PE in order to begin to help them transition across the school daily. They follow the National Curriculum taking into account any specific areas of need.

Transition groups:

We have 2 transition groups operating in the school, one at KS3 and one at KS4. The intent of these groups is move pupils into the wider body of the school accessing a wider curriculum in a more supportive and structured way. Pupil's transition into these groups on admission or from the Hive on supported six week plans and will then over a period of time be supported to increase their level of access to the main school. These groups have a base room and consistent teacher and support staff until the pupil are ready to access subject specialists' across the school.

Secondary groups:

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In Secondary classes pupils follow a secondary model and move from class to class for different lessons. Metacognitive, independent skills, travel training and Sex & Relationship Education (SRE) are addressed within the curriculum.

From year 10, the curriculum follows a variety of courses which lead to examinations. In some cases pupils may attend inclusive lessons in other local schools or schools across the Priory Group. Each subject of the formal curriculum is supported by a LTP which details items such as learning objectives, areas of study/suggested activities, Computing, SMSC and community cohesion links.

Teachers use these LTP to differentiate the objectives in their Medium Term Planning, on a termly basis, in order to tailor the teaching and learning to meet the needs of our pupils. Long and Medium Term Planning are quality assured by the Deputy Head and are accessible to all staff on our shared drive.

It is recognised that the National Curriculum is only part of a wider curriculum required by children and young people with autism. Many other skills are required to be taught to pupils at the school and the other areas specifically addressed in the curriculum include communication, social, behavioural, personal, citizenship, self-help and life skills. Therefore, as with many areas of the curriculum, these skills are taught in a range of "real" situations, in order to make them more relevant to our pupils and to allow for generalisation.

The curriculum is weighted towards physical and practical activities to meet the widest range of learning needs and thus to maximise the learning opportunities. North Hill House embeds therapeutic approaches through all aspects of the curriculum.

The Academic, Therapeutic and Personalised Curriculum

The Academic Curriculum	The Therapeutic Curriculum	The Personalised Curriculum
<p>This focuses on the academic learning including some aspects of social and emotional development.</p> <ul style="list-style-type: none"> • English • Maths • Science • Personal development • RSE/ PHSE • Computing • PE • Art • DT (Including Food technology) • Humanities • Music • PE/ Sport • MFL (available at individual requests through individual tutoring) 	<p>This focuses on the additional interventions and support that is required by our pupils to enable them to access learning and development.</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational therapy (Including sensory Integration) • ELSA • Counselling • Music therapy • Art Therapy • Dyslexia support programmes • Dyscalculia support programmes • Sensory diet • Health & Wellbeing Programme 	<p>This focuses on the development of application and generalisation of skills to support the pupils in their life-long learning.</p> <ul style="list-style-type: none"> • Life skills curriculum • Work related learning and work experience • Individual music lessons • Social skills programmes. • Anger management programmes • Travel training and independence skills • School council • Staffing levels • Transitions

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Bold denotes core offer

Timetables ensure the breadth and balance of academic learning whilst also integrating the therapeutic and personalised elements used to form the holistic curriculum pupils receive.

Other Skills

The school provides a high staff ratio to allow for opportunities for individual teaching, as well as small group activities. All aspects of a pupil's day are seen as learning opportunities.

Our pupils may require explicit teaching of organisational skills. They require explicit support in regulating their emotions and in regulating their attention and concentration. Therefore we support them in the following ways:

- Zones of Regulation - this is a whole school approach which. It is taught explicitly in different ways and revisited in every lesson to ensure pupils are in the right frame of mind to learn.
- "Movement breaks" happen throughout the school day to enhance attention and concentration, and promote health and well-being.
- The pupils have varied 'sensory diets' which are planned for in lessons.
- A morning Health and Wellbeing programme runs three times a week across the whole school to ensure a positive start to the day.
- Transition times are an important part of our curriculum planning. We explicitly teach all our pupils how to manage these times and how to prepare for change—including planned and unplanned changes.

Delivery of the Curriculum Subjects taught within each key-stage vary according to need with the following schemes of work available in each: Key-stage KS2 KS3 KS4

Subjects	KS 2	KS 3 / transition	KS 4 / transition	Hive
CORE	English/ Reading	English/ Reading	English/ Reading (Functional skills or GCSE)	English/ Reading (Functional skills or GCSE)
	Maths	Maths	Maths (Functional skills or GCSE)	Maths (Functional skills or GCSE)
	Science	Science	Science	Science
	Personal development	Personal development	Personal development	Personal development
	PSHE	RSE	RSE	RSE
FOUNDATION	Humanities	Humanities	History	Humanities
	ICT	ICT	ICT/ IMedia	ICT/ IMedia
	Creative arts (Art, DT, Cookery)	Creative arts (Art, DT, Cookery)	Creative arts (Art, DT, Cookery)	Creative arts (Art, DT, Cookery)
	Music	Music	Music as an option	Music as an option
	CIAG	CIAG	CIAG	CIAG

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	Forest School Forest	Forest School Forest	Forest School Forest (As required)	Forest School Forest
<p>The curriculum is differentiated for each pupil so that they are able to access the curriculum. Teachers are required to plan to:</p> <ul style="list-style-type: none"> • use accessible texts and materials that suit a pupil's age and level of ability; • provide support through ICT, video or audio materials, dictionaries and translators, readers and scribes as required <p>(See Teaching and Learning Policy for further information).</p>				

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Contents Checklist (Local Sites may add additional items – this is a core list)		
Rationale underpinning the curriculum – Intent, Implementation, Impact		Reference to the process of how the curriculum is and will be reviewed
Reference the ISS		Reference relationships and sex education and how this is taught
Opportunities for work related learning, independent CIAG and reference to the Gatsby standards		The role of subject coordinators if this is applicable and how the curriculum is monitored

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions