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Introduction

“In special education, there's too much emphasis placed on the deficit and not enough on the strength.”

Temple Grandin

The purpose of this document is to provide a comprehensive overview in how we remove the barriers to learning for our children and young people and their individual needs. This framework & policy incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Hillingdon Manor.

At Hillingdon Manor School the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children who attend Hillingdon Manor School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Aims

Pupils and students will receive and develop:

- A firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum.
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all.
- Respect and consideration for their individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school; and in preparation for life in a diverse society.
- A curriculum that promotes and supports development and understanding of fundamental British Values.
- The confidence that comes when achievement is recognized.
- The benefits of learning and growing in a calm, friendly, stable and structured environment.
- An education which prepares them for successful, inclusive, enjoyable, rich and active lives.
- An education which gives them high expectations for their future.
- A curriculum that builds on a variety of approaches to learning and teaching.
- An education that allows development and expression through creative opportunities.
- An education that uses real experiences as a foundation for learning.
- A curriculum that supports the physical, emotional, moral and spiritual development of the child.
- A curriculum which aims to give them skills for life, integrating in the local community and being a part of society.
Hillingdon Manor School Vision

Hillingdon Manor School is a specialist provision for children and young people aged 3.5 - 19 years who have been diagnosed with Autistic Spectrum Conditions (ASC).

We are part of Options Autism, a specialist provider of education and care for children, young people and adults with Autistic Spectrum Conditions (ASC), learning disabilities and complex needs.
Context

Hillingdon Manor is an independent day school for children on the Autistic Spectrum aged 4-19. Located on three sites Upton Grange EYFS/KS1, Yiewsley Grange (Primary) and The Manor (Secondary), pupils attend the school from 17 Local Authorities within London and the home counties. All pupils have an Education Health and Care Plan/Statement of Educational Needs and have access to a broad and balanced curriculum tailored to individual needs. Speech & Language and Occupational Therapists support a needs led curriculum that removes barriers to learning and promotes independence for all our pupils.
Curriculum Intent

At Hillingdon Manor School our personalised curriculum is designed to offer our children a wide range of learning experiences including the national curriculum plus the wider curriculum which focuses on the ‘whole child’ which aims to address their learning barriers and needs in order to prepare them for the next stages of their education, wherever that may be, their life outside of school and ultimately their adult life.

In thinking about the curriculum design and delivery, we have taken note of parents’ views and priorities for their children through Initial Contact, Pastoral meetings, EHCPS, Annual Reviews and conversations at parent’s evenings. Therefore, through our curriculum we aim to develop portable and transferable skills for all children in the following areas; Communication, Social interaction, independence, personal safety, movement and motor skill, self-regulation, literacy, numeracy, & using ICT as a tool.

The Curriculum at Hillingdon Manor School is broad and balanced and is designed to meet the needs of all our pupils. Following two distinct pathways; Formal & Semi Formal, the curriculum is carefully sequenced to ensure each child is ready for the next stage in education. It is differentiated and personalised which makes progression possible for each child preparing them for future life, and promoting their spiritual, moral, cultural and social development. At Hillingdon Manor we know that each child is starting their learning from a different point due to their own particular needs. We recognise that our pupils can have a spikey profile and will develop and progress at different rates. Students move between two distinct curriculum pathways; Semi Formal and Formal that are tailored to individual needs.
### Implementation - Our Curriculum Offer

<table>
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<th>Early Years Foundation Stage &amp; Key Stage 1</th>
<th>Key Stage 2 &amp; 3 Formal Curriculum</th>
<th>Key Stage 2 &amp; 3 Semi-Formal (English-curriculum)</th>
<th>Key Stage 4/5 Curriculum</th>
<th>GCSE Offer</th>
<th>BTEC Introductory Awards</th>
<th>ASDAN Qualifications/Programmes &amp; Work Related Options</th>
<th>Entry Level Certificates</th>
<th>Functional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Language</td>
<td>English</td>
<td>English</td>
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<td>English Short Course</td>
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<td>History</td>
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<td>History Short Course</td>
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<td>RE Short Course</td>
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<td>Art Short Course</td>
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<td>Personal, Social &amp; Emotional Development</td>
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<td>Personal, Social &amp; Emotional Development</td>
<td>Personal, Social &amp; Emotional Development Short Course</td>
<td>Personal, Social &amp; Emotional Development</td>
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<td>Physical Development</td>
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<td>Physical Development Short Course</td>
<td>Physical Development</td>
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</table>

**Therapeutic Support**
- Occupational Therapy
- Music Therapy
- Speech & Language Therapy
- Clinical Psychology
- Dance & Movement Therapy
- Art Therapy
- Augmentative Communication
- Intensive Interaction
- Autism
- Zones of Regulation
- Cognitive Behaviour Therapy
- Lego Therapy
- Mindfulness
- Sensory Integration
- Social Skills

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**Enrichment & Extra Curricular**
- Drama Club
- Science Club
- Theatre Club
- Art Club
- Dance Club
- Lego Club
- Chess Club
- French Club
- History Club
- Music Club
- Choir
- School Band/Octet
- Street Dance
- Football
- Basketball
- Athletics
- Tennis
- Swimming
- Public Speaking
- Debating
- Cheerleading
- Gardening Club
- Programming Club
- Chess Club
- Street Dance
- Street Dance
### Implementation: Removing the barriers to learning

#### Education Health & Care plans

<table>
<thead>
<tr>
<th>Category</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition &amp; Learning</td>
<td>Clinical psychology, Dance &amp; Movement Psychotherapy, Cognitive Behavioral Therapy, Music Therapy, Play Therapy, Yoga, Mindfulness</td>
</tr>
<tr>
<td>Communication &amp; Interaction</td>
<td>1:1/Group OT, Zones of Regulation, Sensory Programs, Fine/Gross motor groups, Handwriting without Tears, Keyboarding Without Tears, SOS food program</td>
</tr>
<tr>
<td>Sensory &amp; Motor &amp; Physical</td>
<td>Medical psychology, Dance &amp; Movement Psychotherapy, Cognitive Behavioral Therapy, Music Therapy, Play Therapy, Yoga, Mindfulness</td>
</tr>
<tr>
<td>Social Emotional &amp; Mental Health</td>
<td>Clinical psychology, Dance &amp; Movement Psychotherapy, Cognitive Behavioral Therapy, Music Therapy, Play Therapy, Yoga, Mindfulness</td>
</tr>
<tr>
<td>Community &amp; Independence</td>
<td>Out in the Community trips weekly, Travel Training, Independent travel, Independent Living Skills, My Play &amp; Leisure Curriculum, Work Related Learning &amp; Employability, My Independence Curriculum</td>
</tr>
</tbody>
</table>

#### Impact Measures

- **Progress Data**
  - Leavers data
  - Parental contribution to AR

- **Qualifications**
  - BTEC qualifications
  - GCSE
  - ASDAN personal progress

- **Employment**
  - Word related progress

- **Personal Learning Intention (EHCP) Progress**
  - Case studies: Cognition & Learning, Communication & Interaction, Social Emotional, Sensory & Motor and Community & Independence

#### Enabling Access to Education

- **Personal Learning Intention Progress:**
  - Measuring progress in; Independence, Fluency, Maintenance, Generalisation

- **Behavioral Assessments**
  - Behaviour Interventions that lead to reduction over time in behaviours causing concern.

- **Clinical Assessments:**
  - Baseline and progress
    - Speech & Language
    - Occupational therapy
    - SEMI
    - Dance & Movement Psychotherapy
    - Music therapy

- **Early Years Foundation Stage/ KS1**
  - Continuum of Skills Development (CSD) for progress with EHC targets
  - Early Years Framework assessment
  - About me baseline
  - Phonics Screening

- **KEY STAGE 2 & 3**
  - Continuum of Skills Development (CSD) for progress with EHC targets
  - National Curriculum and pre-NC formative and summative assessments
  - Reading & Spelling Assessments
  - Maths & Literacy Interventions

- **KEY Stage 4 & 5**
  - BTEC qualifications
  - GCSE
  - ASDAN personal progress

- **All students going onto further education, training or employment**
Teaching & Learning Support

Teaching at Hillingdon Manor School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This practice is multi-sensory, language-centred and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context which is relevant and meaningful to all students on the autism spectrum to ensure effective learning and appropriate accreditation. All staff will work in such a way that the learning environment is one which is calm and consistent, with clear expectation, both as a group and as individuals. This will maximise information processing throughout each day allowing the students to realise their full potential. The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties. This design makes meaningful connections for students which maximises their potential for success, access and independence.
Making the Curriculum work

What do we all need to learn at school?

- To communicate
- To be aware of my body
- To learn to be independent
- To be aware of and contribute to my world
- To express myself creatively
- Development of Thinking Skills

How will you make it relevant to me?

- Use my interests
- Use my Local Community
- Parental Involvement
- Learning in real life contexts
- Know my difficulties
- Break things down

How will you know if I am making progress?

- EYFS profile
- MAPP2, SCERTS, A2E/P scales/NC
- Therapy Targets
- Behaviour Data
- Continuum of Skills Development
- Ongoing Assessment

What about Post 16 and preparing me for life after school?

- My future plans
- Independence planning
- **Skills For Life Curriculum**
- Careers & Transition planning
- Accredited courses
- Assessment and Exams
- Transition
The Nine areas of Expectation

These expectations are embedded as part of school culture. They form the basis of professional conversations and the focus of learning walks for all staff and governors. The expectations have been devised as a combination of the SPELL framework and Teaching standards.

<table>
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<tr>
<th>Communication</th>
<th>Assessment</th>
<th>Planning and curriculum delivery</th>
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<tr>
<td>Clear communication between all that lead to better outcomes. Teacher &amp; Teaching Assistant demonstrate understanding of how to communicate with Child or Young Person (CYP). You will see appropriate use of augmented communication with pupils with complex communication needs; Makaton signing, visual support, communication boards and use of iPads. Awareness of the needs of those whose communication needs are less apparent but still require unambiguous language and appropriate multi-sensory support. Language that is clear, supportive and non-judgmental. Clear communication between all staff.</td>
<td>Assessment that signposts next steps in learning leading to better outcomes for all. Teacher &amp; Teaching Assistants demonstrate understanding of prior learning. You will see clear learning intentions in every lesson that are differentiated appropriately. Regular quality feedback, that takes individual needs into account. Appropriate questioning that challenges and sets up next steps in learning. Children are aware of what they need to do in order to achieve lesson expectations.</td>
<td>Evidence of well-planned lessons that engage, stimulate and lead to better outcomes for all. Teachers will show this through exceptional teaching. You will see clear lesson structures, good subject knowledge, good time management, appropriate pace and personalization through differentiation. Evidence of cross-curricular learning will be apparent in all lessons. Teachers should ensure that Social, Spiritual, Moral and Cultural considerations are part of all lessons.</td>
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<tr>
<th>Behaviour management of pupils</th>
<th>Challenge and expectations</th>
<th>Knowledge of pupils’ needs</th>
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<tr>
<td>Clear structures and strategies that support expectations for behaviour leading to better outcomes for all. All staff will understand and demonstrate strategies &amp; language from pupils Behaviour Support Plans (BSPs). You will see clear incentive based systems that promote positive behaviour. Clear, non-judgmental directive language. Primary de-escalation strategies through consistent lesson structuring. The identification and removal of early triggers/antecedents. Good secondary de-escalation strategies such as distraction and clear understanding of different children’s communication and/or sensory needs.</td>
<td>Demonstrable setting of appropriate challenge and expectations for all pupils All staff are aware of pupils needs and understand how and when to set appropriate challenge. You will see pupils’ knowledge and understanding extended thorough well planned challenge tasks. Staff adapting tasks to increase challenge and expectations when necessary.</td>
<td>Strong understanding of supporting children with autism and additional needs. All staff will show knowledge of how best to support pupils with ASC and additional needs. You will see staff demonstrating clear understanding of the different needs within the classroom. Understanding of how best to support children through their preferred learning style. All staff drawing upon and applying advice from Speech &amp; Language, Occupational Therapists and other therapists. Staff that work together to find what works and are willing to adapt in order to achieve this.</td>
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<th>Promoting independence and choice making</th>
<th>Classroom Environment</th>
<th>Home-School Partnerships</th>
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<tr>
<td>Enabling the school environment to promote independence leading to better outcomes for all. All staff will actively seek to provide opportunities that promote independence and appropriate choice making for all pupils. You will see appropriately planned independent activities in each lesson and the wider school environment. Scaffolded tasks that increase independence. Language that provides choice for all pupils.</td>
<td>All classrooms environments are organized appropriately to support children with ASC leading to better outcomes for all. All staff are aware that good organisation of the classroom can help support pupils with ASC. You will see calm, tidy and visually supportive classrooms that enhance learning and promote independence. The classrooms are distraction free, with an absence of unnecessary posters and displays. All displays should have relevance and are uniform in their colour scheme and font.</td>
<td>Valued importance of the home-school link to achieve better outcomes for all pupils and their families. All staff can demonstrate effective home-school working through the development of strong parent-class team partnerships. You will see positive supportive working relationships between home and school through: home school link book and/or regular direct contact (Phone calls, meetings or home visits). Effective strategies shared between school to home and vice versa.</td>
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Curriculum Pathways

The curriculum at Hillingdon Manor is founded on three distinct pathways; the pre-formal (EYFS/ks1), the Semi formal and Formal (Ks2, 3, 4, 5)

Hillingdon Manor School Curriculum Pathway Overview

<table>
<thead>
<tr>
<th>Year group</th>
<th>Early Years Foundation Stage/Key Stage 1 (Encounter &amp; Discover)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Reception Y1 &amp; Y2</td>
<td>This is a developmental curriculum, which plays a diagnostic role in establishing which of the two HM Yiewsley Grange Curricula the child begins in Year 3. The Early Years Foundation Stage curriculum creates a structure that enables children to work through the various strands at an individual pace. Many of the children who attend Hillingdon Manor are unable to meet the early learning goals by the end of the Reception Year due to their special educational needs. In such circumstances early learning goals continue into Year 1 and 2. Children who meet the expected early learning goals will follow the Key Stage 1 curriculum (Formal Pathway 1)</td>
<td>Baseline on entry (Observational/standardized depending on ability level) EYFS framework with Classroom Monitor SCERTS</td>
</tr>
<tr>
<td>Key Stage 2/3 Formal Pathway 1 National Curriculum tailored to individual needs</td>
<td>Key Stage 2/3 Semi-Formal Pathway 2 An Adapted National Curriculum, which emphasises life need</td>
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| Y3, Y4, Y5, Y6 | Rising Stars Progression Framework  
For pupils working at National Curriculum stage. The Rising Stars Framework allows tracking of progress through regular formative assessment.  
English  
Maths  
Science  
History  
Geography  
Computing  
PSHE  
Art & Design  
Music  
PE | Equals Adapted National Curriculum  
For pupils not yet working at National Curriculum Stages  
My Communication  
My Thinking  
Myself/My Body  
How My World Works  
My Creativity  
Me and my Community  
My Forest School | Formal Pathway 1  
RSPF Classroom Monitor (Ongoing)  
KS3 National Curriculum  
SCERTS (Ongoing)  
Semi Formal Pathway 2  
SEN toolkit (Access 2 Education)  
MAPP 2 (Termly)  
SCERTS (Ongoing) |
|---|---|---|
| Y7, Y8, Y9 | KS4/5 National Curriculum Formal Pathway 1  
National Curriculum with access arrangements to individual needs  
GCSE: English Language, English Literature, Sciences (either single, double or triple science), Art, DT, Foundation, Dance  
CAMBRIDGE IGCSE: Computer Science  
AQA: Unit Award Scheme  
BTEC: Food Technology, Performing Arts, Sport, Money and Finance | KS4/5 Equals Moving On 14+ Semi Formal Pathway 2  
Flexible curriculum of five, one year programs for 14 + students.  
Moving on Essential Skills: Literacy, Numeracy, ICT  
Globetrotter Voyager Adventurer Traveller Explorer  
Celebrating achievement that supports assessment for Entry 1 qualifications.  
World Studies:  
Science, Technology, Foreign Cultures, Creativity, Humanities.  
Independent Living:  
Life Skills  
Vocational Skills: | Formal Pathway 1  
Edexcel/Pearson  
AQA  
CIE  
NCFE  
D of E  
Semi-Formal Pathway 2  
Equals (Passport to Learning)  
ASDAN Personal Progression |
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<tr>
<th>NCFE: Music Technology</th>
<th>Work Related Learning, Careers Education &amp; Guidance/Post School</th>
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<tbody>
<tr>
<td>Work Related Learning:</td>
<td>Work experience placements</td>
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<td>Young enterprise</td>
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<td>Work experience placements</td>
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<td>Duke of Edinburgh</td>
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**Early Years Foundation Stage (The Pre-formal Curriculum)**

EYFS Pupils in the Early Years Foundation Stage (EYFS) are usually in mixed key stage classes due to small numbers of children of this age in school. They follow the statutory EYFS framework (which also forms the basis of the semi-formal curriculum).

<table>
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<tr>
<th>The areas of learning and development</th>
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<tr>
<td>There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.</td>
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These three areas, the prime areas, are:
- Communication and language
- Physical development
- Personal, social and emotional development.

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

<table>
<thead>
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<th>Characteristics of Effective Learning</th>
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<tr>
<td>Throughout the EYFS curriculum, staff reflect on the characteristics of effective learning, which include:</td>
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<tr>
<td>- Playing and exploring - children investigate and experience things, and ‘have a go’;</td>
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<tr>
<td>- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</td>
</tr>
<tr>
<td>- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</td>
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These characteristics of effective learning continue to be central to the Hillingdon Manor curriculum paths when pupils move on from EYFS.

**Assessment & Reporting in the Early Years Foundation Stage**

In the Early Years and Key Stage 1, progress is measured against the EYFS Development Matters framework. Each child has an EYFS profile with an accompanying Learning Journal which evidences progress within the framework. An observational baseline assessment is carried out during the first 3 weeks from entry to determine a ‘best fit’ band for each individual.

**Topic Overview : EYFS & Key Stage 1**

<table>
<thead>
<tr>
<th></th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
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<tr>
<td>Year 1</td>
<td>All about me</td>
<td>Celebrations</td>
<td>Weather/seasons</td>
<td>Space</td>
<td>Animals on the land</td>
<td>Animals under the sea</td>
</tr>
<tr>
<td>Year 2</td>
<td>All about me</td>
<td>Celebrations</td>
<td>Colours</td>
<td>Minibeasts</td>
<td>People who help us</td>
<td>Summer holiday adventures</td>
</tr>
</tbody>
</table>
# The Semi Formal Curriculum at Key Stage 2 & 3

The semi-formal curriculum at Hillingdon Manor School is for children and young people with severe learning difficulties. Our rationale is based on the extensive research of respected educationalists in the world of SEN including Peter Imray, Penny Lacey and Barry Carpenter, the SEND code of practice, the national curriculum and the recommendations of the Rochford review (October 2016).

The term ‘Semi-Formal Curriculum' was first coined by Whitefield Academy Trust (2011), our lead teaching school for Initial Teacher Training. The semi-formal curriculum recognises that many of the young people have a range of complex learning difficulties; the curriculum is designed to meet learning needs by a personalised learning approach based on:

- becoming literate communicators
- becoming mathematical thinkers
- the acquisition of early learning skills which encompasses
- the development of thinking skills
- play (emotional, cognition and social dimensions)
- creative learning
- movement

## Pathway Rationale

Pupils following the semi-formal pathway are defined as having the following characteristics:

Consistently and over time working between P4 and at or below the end of KS1 expectations of the National Curriculum

- Have difficulties with communication
- Have difficulty with abstract concepts
- Have difficulties with concentration and attention
- Have difficulties with short and long term memory, sequential memory and have limited working memory
- Have difficulties with problem solving
- Have difficulties with generalising understanding

(Imray and Colley, in print)
Pupils following the Semi-formal pathway also have access to Formal pathway subjects and are assessed against the National Curriculum if deemed appropriate.

**How does the Semi-formal Curriculum run through the school?**

Our Semi-Formal Curriculum has its own alternative curriculum areas, each designed to support the overall development of a young person with SLD. At Hillingdon Manor, learners follow the EYFS Curriculum until the end of Key Stage one. As there is a great overlap between the EYFS and Semi Formal Curriculum, the transition to the Semi-Formal Curriculum is seamless. The curriculum areas within our Semi-formal Curriculum therefore, address the priority areas relating to the development of young people with SLD: communication, cognition, self-care and independence.

**Our Semi-Formal Curriculum Areas**

Our Semi-Formal curriculum has its own curriculum areas, which are different to, but encompass the subjects on the UK National Curriculum: *My Communication, My Thinking, Myself and My Body, The World About Me, Me and My Community, My Creativity, My Play & Leisure Skills, My Personal Development, My Outdoor Learning (Forest Schools) and My ICT*. There are overlaps between our semi-formal curriculum areas and subjects on the UK National Curriculum. However, our semi-formal curriculum areas are designed to offer something totally distinct, to directly address SLD learning need, rather than an adaptation of the national curriculum in any form.

**My Communication—All times throughout the day and at home**

This area of curriculum recognises the basic human desire to be understood, to understand and to be self-directing. The ability to communicate thought, to be heard and responded to is what makes us essentially human, yet it presents a significant challenge for our pupils. The medical complexity of many of the challenges that are presented to our pupils means that they may not be able to ‘acquire’ language as the ‘normally’ developing infant does, therefore our curriculum must be designed to offer repeated opportunity to give the pupils the ability to develop from a reflexive communicator to an intentional and interactive one. Pupils’ communication styles and preferences are assessed and developed so that communicative opportunities can be maximised. Pupils use a range of low tech and high-tech devises in order to augment their communication. My Communication...
is taught in functional situations so pupils can immediately see the results of their communicative attempts. My Communication addresses the skills that underpin basic communication, such as shared attention, responding, turn taking, anticipating, showing preferences and making choices.

**Equals Communication SoW** argues that we only need three essentials in order to communicate:

1. A motivation (a reason) for communicating
2. A means (a method) of communicating
3. Someone (a partner or partners) to communicate to.

Because these three are **SO** fundamental, we have set them out as the 3Ms - motivation, means and mate.

If we can provide all three (and it is assumed that the communicative partner(s) have time to communicate otherwise they are not effective partners!) we can at least provide the basis for teaching communication effectively to all learners. All are equally important, but it may be that schools have in the past, concentrated too much on means without giving sufficient thought to motivation and communicative partners.

Communication is a holistic process; if we can constantly tap into motivation and consistently provide someone to communicate to, all learners will have many more opportunities to practice and perfect the means that are best suited to them.

This SoW is divided into ten basic sections within the overarching title of Communication. In all of these areas, staff must be mindful of the three communicative essentials (the 3 Ms) and we have tried to marry them together as far as we can. The ten areas of learning are not developmental or linear either in nature or the way they might be worked on.
My Communication

- Imperative communications
- Declarative communications
- Dynamic communications
- Narratives
- AAC working through everything
- Social interactions
- Personalised reading and writing
- Non-verbal, behavioural communications
- Peer to peer communications
The ten areas of communicative learning

1. **Imperative communications** are primarily based on meeting specific or general needs and wants. They are not likely to be pre-intentional when used by learners with SLD, though they may be when used by learners with PMLD. Imperative communications are centred around motivation and it is therefore absolutely key that we establish a bank of personalised and effective motivations for each individual learner.

2. **Following instructions** falls into the realm of receptive rather than expressive communications and is the exception to the rule that applies in every other area of learning about communication in this SoW. That is **ALL** other sections are about the learners’ direct involvement in taking some control of the communication experience. Following instructions are however, a necessary part of communicative learning since it has conforming to normative expectations at its base. Since Theory of Mind (ToM) - the recognition that other people have different thoughts, feelings and understandings to ourselves, and a significant factor in the development of empathy - doesn’t emerge until around four years old with neuro-typical learners, it seems reasonable to assume that many of those on the SLD spectrum may not naturally develop ToM. We might therefore need to consciously teach it, and recognising that following instructions is an essential part of learning may be one lead in.

3. **Declarative communications** are communications for the sake of themselves, as in for example ‘Isn’t it a lovely day’. They are not meant to gain anything from the recipient other than joint attention and acting as a point of contact, but are essentially social communications, expressed for the sake of communicating. The ability to **instigate** communicatively through declarative communications is a key part of working at P4 and above and is one of the markers (along with for example, the ability to follow simple instructions) which indicate severe rather than profound learning difficulties. Declarative communications indicate that the act of social communication is sufficient motivation for the learner and is an essential part of social communication for the vast majority of all human beings, including those with SLD. The exception to this rule often arises when working with learners who have an additional autistic spectrum disorder; not all learners with SLD/ASD dislike social interactions, but a significant number might. This does not mean that we shouldn’t teach social communication or social interaction or declarative communications, just that we will have to differentiate the teaching.
4. **Dynamic communications** are declaratives that are specific to a person, or group of persons, and work like a catchphrase or an ‘in joke’. They are generally funny or dramatic and are a short hand ‘bonding’ reference point, as for example, nicknames. Dynamic communications are particularly open to being non-verbal, such as a special handshake or a thumbs up.

5. **Narratives** are the telling by learners of both factual and fictional stories. These are not scripted (as in a book) but are derived from memory and repetitive practice. They are usually quite short – a minute or two in the telling - and describe events or relate interests, biographical information, jokes, stories etc. Narratives are the way we all communicate about our lives – good, bad, funny, sad – to those who matter to us. They are the essential glue of social humanity.

6. **Formal social interactions with familiar and unfamiliar people** require a particular way of behaving that take in a society’s understandings of what constitutes appropriate language, familiarity, attention, time, proximity and touch. They are generally rule bound and will be societal bound.

7. **Personalised reading and writing** for those with SLD is usually confined to single familiar and often used words. These are usually learned through whole word recognition and it is not necessary to explore the mysteries of phonics. There will probably be a number of words that apply to all learners, especially social sight words such as Toilet, TOILET, Gents, GENTS, Gentlemen, Ladies, LADIES, Lavatory, plus the innumerable symbols which indicate Gents and Ladies. There will be a number of other, less complicated, social sight words such as ‘exit’ and ‘pull’ etc. In addition to these, there will also be a bank of very personalised motivating words that will very much depend on the individual learners’ interests.

8. **Non-verbal, behavioural communications** can form a considerable part of a learner’s communicative repertoire, especially if that learner has what are considered severe challenging behaviours. If it is a cliché that all behaviours are communications, it is a cliché that is true, and we ignore them at our peril. There is however, sometimes a tendency to stop these communications because they are associated with challenging behaviour, rather than turning them into contextualised and appropriate communications.

9. **Peer to peer communications** have been deliberately left until the end, precisely because they are so fraught with challenges for all with SLD, including the most able learners. If communicating with and to someone without learning difficulties is hugely problematic for all those with SLD, communicating with and to someone with learning difficulties is bound to be exponentially more challenging.

10. **Augmentative and alternative communications (AAC)** are a series of access methodologies that may be used in any of the above areas of communication. Some learners will use them as a necessity, some may use them for a period of time and some may use them as part of a wider range of communication experiences in an inclusive setting. They run through all of the above and will be used by some within all of the above.
The development of thinking and cognition is only developed when the student can perceive himself or herself as part of a world in which they belong and also have a position in it. The student will only be able to develop their thinking by receiving many opportunities to become aware of and explore the world around them. These opportunities are designed and constructed to develop the exploration and manipulation of objects and on developing actions which make things happen and change. The learner will be developing the ability to problem solve and notice the relationships between materials and events, their sequence and pattern. **The Five-tiered approach:**

**TIER 1 - Memory building**
1. Introduce the task
2. Repeat the task so that learners understand what is required to complete the task

**TIER 2 Sabotage!! - Recognition of a problem**
1. The learner needs to recognise that something is different or that a required element of the task is not to hand
2. The LEAST that should happen is asking for help from a member of staff.

**TIER 3 Independent solutions**
1. Recognise the problem and that the problem can be resolved without asking a member of staff for help
2. Evaluate this one solution
3. Question whether the same problem can be avoided in the future.

**TIER 4 Generalisation**
- Recognise that a solution to a similar but unrelated problem can be adapted
- Recognise that there may be several possible solutions to the problem, including asking peers for help
- Evaluate whether the solution chosen was the best one.

**TIER 5 Self-belief and self-confidence**
1. Be secure in their choice of solution even when challenged by a member of staff or someone the learner considers to be in authority
2. Recognise that there might be no solution and be secure in this choice when challenged
3. These might be considered to be higher order problem solving skills but they are essential in the long term to truly enable learners to be independent.
The World About Me - All times throughout the day and at home

This topic based Scheme of Work (SoW) entitled The World About Me is quite markedly different from the other SoW in the Equals Semi-formal Curriculum in that it is more about learning for learning's sake, rather than the more practical elements of the Equals SoW series such as My Independence or My Communication or My Thinking and Problem Solving or My Play and Leisure. Even My Creativity is about celebrating what learners might do and can do whilst engaged in opportunities for exploring self-reflection, self-esteem and self-confidence.

The reason for teaching The World About Me is best explained through the desire to extend learners’ understanding of learning beyond that which is immediately apparent. When asked for example, where chips come from, it is perfectly feasible that most learners with SLD would reply, assuming that they are able to reply at all – from MacDonald’s; or where water comes from – the fridge; or where water comes from – the tap. The principles we are concerned with might therefore be regarded as presenting a holistic understanding of everyday events, activities and experiences and about making the connections between these events, activities and experiences. At Hillingdon Manor School, classroom-based activities need to have relevance and purpose for our pupils, so generalisation and consolidation takes place out in the community, at home and throughout the day.

My Body & Independence

The development of an understanding of ‘my body’ is central to the learning of pupils in the Semi formal curriculum. The learner must initially learn what I are the parameters of their body and what is beyond it. It is only by this perceptive understanding that a person becomes themselves. Awareness of the body needs to be taught and only when it is perceived can the development of gross motor skills, fine motor skills and mobility be developed.

The My Body & Independence curriculum includes the following areas; My Dressing & Undressing, My Shopping, My Cooking/Food Technology, My Travel Training.

Class teams work closely with Occupational Therapy to remove the barriers to independence in each area for these essential life skills. Identifying these barriers and planning next steps in learning form the heart of My Body & Independence. It is essential to look as My Independence as a series of interconnecting elements

- ‘You can’t eat unless you cook; you can’t cook unless you shop; you can’t shop without money; you can’t go to the shops naked; you won’t get to the shops without travelling to them etc etc’

My Independence therefore depends on teaching all the elements in real time and in context.
My Creativity

The My Creativity curriculum includes: My Drama, My Dance, My Music and My Art & Design. Creativity emerges as children begin to engage with the world and other people, showing interest, curiosity, exploring, practising, consolidating and creating outputs, at first perhaps by accident and discovery and then intentionally.

The framework for progression and learning that we have adopted here moves through a 3 stage process:-

1. **Encountering** content with emerging control
2. A **controlling** sense of order and discrimination
3. Greater **refining** and control with attention to detail. Purposeful **honing and combing** of techniques, ideas, thoughts and feelings, with a sense of audience in mind. Active creation, and reflection.

These stages characterise all engagement with art forms, regardless of ability level - and applies just as much to adults as to young people with severe learning disabilities.

Working through these stages need not be rushed: whilst they may constitute stages within one lesson, which can also be extended over time, to maximise engagement.

My Play & Leisure

So often, within a conventional curriculum model, play is only allowed to develop up to the age of six, and from then on is assumed to be secondary to the serious business of formal education. For those with learning difficulties however, whose learning takes so much longer to develop, Play, with a capital P and as a key area of learning needs to be expanded at the rate and speed which each individual learner can make sense of. Play MUST take a central part in any Curriculum discussions, MUST be given time to develop and will probably continue to be central for the whole of the learners’ school career.

For those who are at the earliest stages of intellectual development, play, and playing games….‘are not time out from real work; they are the most intensive developmental work you can do’ (Nind and Hewett, 2001; p66).
Functions of Play. There are very many functions of Play, among them being to help the learner to:

- experience interaction with others
- learn about social interaction
- practice and develop social communication
- encourage in the making of friendships
- learn new skills in a safe environment
- explore own body and senses
- develop kinaesthetic senses
- explore the surrounding world
- develop a safe understanding of emotions of both self and others
- develop fine and gross motor skills
- develop flexibility of thought
- develop Theory of Mind
- develop Central Coherence

On top of all of these, Play is essentially about HAVING FUN and with FUN comes a multitude of learning opportunities.
The Teaching of Phonics & Reading

KS1 Phonics & Reading Scheme
We use an eclectic approach regarding phonics and Reading depending on pupils’ learning styles and needs. We use Letters and Sounds as a foundation along with Read Write Inc as an introduction to reading. Due to the difficulties with working memory which many of our students have, the teaching of phonics may not be the most appropriate approach. The use of sensory stories and sight vocabulary are more beneficial to many of our students as a significant majority require the use of Augmentative and Alternative Communication-Reading strategies are adapted to individuals preferred medium of AAC-i.e. Colourful Semantics, Proloquo2go and sensory stories with Makaton signing.

Reading schemes include: Oxford Reading Scheme, Kingscourt McGraw, Bug Club and The Accelerated Reader Scheme.
<table>
<thead>
<tr>
<th>My Personal Development</th>
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<tbody>
<tr>
<td>My Personal Development is a holistic way of assessing social emotional aspects of learning. A personalised approach is tailored to individual needs in the areas of Social Emotional &amp; Mental Health (SEMH), Personal, Social &amp; Health Education (PSHE), Spiritual, Moral, Social and Cultural development (SMSC) and Sex &amp; Relationship Education (SRE).</td>
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<tr>
<th>My ICT</th>
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| The use of Information communication technology (ICT) to support communication is embedded in all aspects of teaching and learning at Hillingdon Manor School. ICT at Hillingdon Manor is taught as a specific lesson and across the curriculum in all Key Stages. ICT teaching and learning is guided by the 'EQUALS' ICT schemes of work and national curriculum requirements. Three themes are used to provide a structured context for all ICT units. These are:  
- Finding things out  
- Developing ideas and making things happen  
- Exchanging and sharing information  
- The termly programme of study units may be combined in different ways to respond to the specific needs and priorities of individual pupils or groups of pupils, but the annual progression through the units is not compromised. |
**My Forest Schools/Outdoor Curriculum**

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education. At Hillingdon Manor School we have access to 2 acres of woodland at the primary site. We also have a fully qualified level 3 Forest schools instructor which enables our pupils to access this specialised curriculum.
### Topic Overview: Semi-Formal Curriculum for Key Stage 2 and 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Example Curriculum</th>
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</thead>
<tbody>
<tr>
<td><strong>English (SL)</strong></td>
<td>Equals sow, Rising Stars NC (If appropriate)</td>
</tr>
<tr>
<td><strong>Mathematics (SL)</strong></td>
<td>Equals sow, Rising Stars NC (If appropriate)</td>
</tr>
<tr>
<td><strong>Science (SL)</strong></td>
<td>Equals, Rising Stars (If appropriate)</td>
</tr>
<tr>
<td><strong>PHSE</strong></td>
<td>Equals &amp; Go Givers and Rising Stars</td>
</tr>
</tbody>
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Semi-Formal Curriculum EQUALS: My communication, My thinking and problem solving, My play and leisure, My independence

<table>
<thead>
<tr>
<th>Year 3/4: Cycle 1</th>
<th>Autumn Theme</th>
<th>Spring Theme</th>
<th>Summer Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st:</strong></td>
<td>All About Me!</td>
<td>Magic Carpet Ride</td>
<td>Water Water Everywhere!</td>
</tr>
<tr>
<td><strong>2nd:</strong></td>
<td>Wonderful Weather!</td>
<td>All Things New</td>
<td>Into the Jungle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3/4: Cycle 2</th>
<th>Autumn Theme</th>
<th>Spring Theme</th>
<th>Summer Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st:</strong></td>
<td>No Place Like Home</td>
<td>On the move!</td>
<td>Pirates life for me!</td>
</tr>
<tr>
<td><strong>2nd:</strong></td>
<td>Timeless Toys!</td>
<td>Under the sea</td>
<td>All Around the world</td>
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<thead>
<tr>
<th>Year 5/6: Cycle 1</th>
<th>Autumn Theme</th>
<th>Spring Theme</th>
<th>Summer Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st:</strong></td>
<td>I Am Special</td>
<td>Blast Off!</td>
<td>Superheroes</td>
</tr>
<tr>
<td><strong>2nd:</strong></td>
<td>Arctic adventures</td>
<td>Dino Stomp</td>
<td>Food Glorious Food</td>
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<thead>
<tr>
<th>Year 5/6: Cycle 2</th>
<th>Autumn Theme</th>
<th>Spring Theme</th>
<th>Summer Theme</th>
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</thead>
<tbody>
<tr>
<td><strong>1st:</strong></td>
<td>People Who Help Us</td>
<td>Growing!</td>
<td>Look at me now!</td>
</tr>
<tr>
<td><strong>2nd:</strong></td>
<td>Festivals</td>
<td>Castles and Knights</td>
<td>Were all going on a summer holiday!</td>
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<thead>
<tr>
<th>Year 7, 8, 9</th>
<th>Autumn Theme</th>
<th>Spring Theme</th>
<th>Summer Theme</th>
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</thead>
<tbody>
<tr>
<td><strong>Cycle 1:</strong></td>
<td>Super me</td>
<td>The deep blue sea</td>
<td>Festivals</td>
</tr>
<tr>
<td><strong>Cycle 2:</strong></td>
<td>Me, Myself and My Community</td>
<td>Living things</td>
<td>Passport to the world</td>
</tr>
<tr>
<td><strong>Cycle 3:</strong></td>
<td>Looking after me</td>
<td>To infinity and Beyond</td>
<td>Castles and Palaces</td>
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The Semi Formal Curriculum in Key Stage 4 & 5

Students in Key Stage 4 & 5 following the Semi-Formal Pathway begin the **Equals Moving On 14+** programs of study. This program underpins the schools personalised ‘Skills for Life’ curriculum.

Moving On offers an easy-to-use, flexible, all-inclusive curriculum with national accreditation for students aged 14+ years who experience difficulties in learning.

Moving On is structured in five, one-year programmes: **Adventurer, Explorer, Traveller, Voyager and Globetrotter.**

The Programmes incorporate subject areas taken from three Courses of Study; **World Studies, Independent Living** and **Vocational Skills.** These can be taught in any order or combined and are supported by Functional Skills and Literacy and Numeracy programmes. By covering all five Programmes a student would complete a broad and balanced curriculum during their post-14 education.

At Hillingdon Manor School we have created a 5 year route planner, working across all 5 programmes throughout each year; though there is a heavier emphasis on the **Globetrotter Programme for year 14,** as the units are largely around transition and moving on to new placements.
### Moving On Essential Skills: Literacy, Numeracy and ICT Programme Outline

#### Literacy

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<thead>
<tr>
<th>Sharing Information</th>
<th>Creating an Interest</th>
<th>Literacy for Information</th>
<th>Literacy for Life and Leisure</th>
<th>Literacy for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters and Postcards</td>
<td>Poetry, Plays and Songs</td>
<td>Magazines and Newspapers</td>
<td>Using Leisure Facilities</td>
<td>Form filling and Personal Details</td>
</tr>
<tr>
<td>People and Events</td>
<td>Books including Traditional Tales</td>
<td>Using a Library</td>
<td>Using the Internet</td>
<td>This is Me and Personal Statements</td>
</tr>
<tr>
<td>Collecting and using information including surveys and opinions</td>
<td>Films, Radio, T.V. and Theatre</td>
<td>Bibliography and Factual Literature</td>
<td>Social Sight and Information, Signs including Shopping and Travel</td>
<td>Group Discussions and Debate</td>
</tr>
</tbody>
</table>

#### Numeracy

<table>
<thead>
<tr>
<th>Maths in Everyday Life</th>
<th>Maths for Life</th>
<th>Maths for the Community</th>
<th>Maths for Design</th>
<th>Maths for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement and Volume</td>
<td>Shopping</td>
<td>Maps, Travel and Timetables</td>
<td>Repeating Patterns</td>
<td>Enterprise</td>
</tr>
<tr>
<td>Weighing and Cooking</td>
<td>Domestic Appliances</td>
<td>Using Leisure Facilities</td>
<td>Shape, Colour and Space Design</td>
<td>Work</td>
</tr>
<tr>
<td>Time</td>
<td>Telephone and Communication</td>
<td>Money</td>
<td></td>
<td>Financial Responsibility</td>
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#### ICT

<table>
<thead>
<tr>
<th>Keeping in Touch</th>
<th>ICT for Pleasure, Leisure and Information</th>
<th>ICT in Enterprise</th>
<th>ICT and Creativity</th>
<th>ICT for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanging Information; e-mail, texting</td>
<td>Use of Community ICT Facilities</td>
<td>Design; Corporate Images, Logos</td>
<td>Film Making</td>
<td>Using Search Engines and Websites</td>
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<tr>
<td>Social Networking</td>
<td>Touch Technology including iPads</td>
<td>Animation</td>
<td>Creating Stories</td>
<td>Presenting Personal Information and CVs</td>
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<tr>
<td>News Sharing</td>
<td>Digital Photography</td>
<td>Promotion and Advertising</td>
<td>Creating Music / Sound</td>
<td>Shopping; online (internet), in the community</td>
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# Route Planner Semi-formal EQUALS Moving On Curriculum

**Key Stage 4&5**

Adventurer – Traveller – Explorer – Voyager - Globetrotter

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<thead>
<tr>
<th>Year</th>
<th>Independent Living Skills</th>
<th>PSHE</th>
<th>Leisure and Recreation</th>
<th>Citizenship</th>
<th>Work Related Learning</th>
<th>Vocational Studies</th>
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<tr>
<td></td>
<td>Daily Living Skills</td>
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<tr>
<td>Year 1</td>
<td>House/indoor gardening</td>
<td>Road Safety</td>
<td>Relaxation</td>
<td>Community Project</td>
<td>Mini-Enterprise</td>
<td>Preparing a 1 page profile</td>
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<td></td>
<td>Preparing Snacks</td>
<td>Personal Hygiene</td>
<td>Accessing the Community</td>
<td>Mini Enterprise</td>
<td>First Aid/Job Study/Adverts</td>
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<td></td>
<td>Seasoning &amp; local foods</td>
<td>Personal Safety/E-safety</td>
<td>Updating Health Action Plan</td>
<td>financial planning</td>
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<td></td>
<td>and plants</td>
<td>Emotions</td>
<td>*PE</td>
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<td></td>
<td>Eating Out</td>
<td>Relationships</td>
<td>Community</td>
<td>Current affairs/Environmental affairs study</td>
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<tr>
<td></td>
<td>Preparing a meal</td>
<td>Emotions</td>
<td>Project</td>
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<td></td>
<td>Preparing a picnic</td>
<td>Healthy lifestyle</td>
<td>Mini Enterprise</td>
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<tr>
<td></td>
<td>Cleaning Routines/Using</td>
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<td>financial planning</td>
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<tr>
<td></td>
<td>cleaning products</td>
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<tr>
<td>Year 2</td>
<td>Preparing Snacks</td>
<td>Travel</td>
<td>Relaxation</td>
<td>Mini Enterprise</td>
<td>The work place</td>
<td>Dealing with emergencies</td>
</tr>
<tr>
<td></td>
<td>Eating Out</td>
<td>Training/emergency services</td>
<td>Accessing the Community</td>
<td>financial planning</td>
<td>Salaries, wages and</td>
<td>Progress File</td>
</tr>
<tr>
<td></td>
<td>Time management</td>
<td>Anti-Bullying</td>
<td>Updating Health Action Plan</td>
<td>Current affairs/Environmental affairs study</td>
<td>allowance/economic wellbeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greenhouse Propagation</td>
<td>Advocacy and self-expression</td>
<td>*PE</td>
<td>School newsletter/project</td>
<td></td>
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<tr>
<td></td>
<td>Using household appliances</td>
<td>Sex education</td>
<td></td>
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<tr>
<td></td>
<td>and tools</td>
<td>Physical changes/Body awareness</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Outdoor gardening</td>
<td>Family and friends</td>
<td></td>
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</tbody>
</table>

*MARKET STALL DAY TERMLY*
| Year  | House/indoor gardening | Seasoning & local foods and plants | Preparing Snacks | Eating Out | Preparing a meal/preparing a picnic | Cleaning Routines/Using cleaning products | Road Safety | Personal Hygiene | Personal Safety/E-safety | Relationships | Emotions | Healthy lifestyle | Relaxation | Accessing the Community | Updating Health Action Plan | Mini Enterprise | Financial planning | School newsletter/project | Current affairs/Environmental affairs study | First Aid/Job Study/Adverts | Mini Enterprise | Voluntary work in the community | *MARKET STALL DAY TERMLY* | Interviews | Preparing a CV | Valued students choices | Progress file | Setting personal targets |
|-------|------------------------|-----------------------------------|-----------------|-----------|-----------------------------------|-------------------------------------------|------------|-----------------|------------------------|---------------|----------|-------------------|------------|-------------------------|--------------------------|-----------------|------------------------|-----------------------------|--------------|----------------|-------------------|----------------|-----------------|
| Year 3 | Greenhouse Propagation/Outdoor gardening | Eating Out | Preparing Snacks | Using household appliances and tools | Time management | Travel | Training/emergency services | Anti-Bullying Advocacy and self-expression | Sex education | Physical changes/Body awareness | Family and friends | Relaxation | Accessing the Community | Updating Health Action Plan | *PE | Community Project | Mini Enterprise | Financial planning | Current affairs/Environmental affairs study | Voluntary work in the community | *MARKET STALL DAY TERMLY* | Personal careers action plan | Potential after school placements | Interviews | Progress File Setting Personal Targets |
| Year 4 | Container gardening | Eating Out | Preparing Snacks | Planning meals for a period of time | Clothing care and management | Personal care and presentation | Drugs Awareness | Using local facilities for health | | | | | Relaxation | Accessing the Community | Updating Health Action Plan | *PE | Democracy, rights and responsibilities | The year of: Campaigns | Preparing for college | Mini Enterprise | Voluntary work in the community | Understanding work | *MARKET STALL DAY TERMLY* | Transition Arrangements | Preparing for new situations | Person centred Planning | Role of Transition Staff |
## World Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Science</th>
<th>Technology</th>
<th>Creativity</th>
<th>Humanities/Foreign Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td></td>
<td>Heating and cooling</td>
<td>Plants and growth</td>
<td>Forces</td>
<td>Machinery</td>
</tr>
<tr>
<td></td>
<td>Electricity</td>
<td>Recycling</td>
<td>Human Body</td>
<td>Natural energy</td>
</tr>
<tr>
<td></td>
<td>Mini beasts</td>
<td>Materials in the home</td>
<td>Climate Change</td>
<td>Endangered species</td>
</tr>
<tr>
<td></td>
<td>Hats and/or masks</td>
<td>Making an item for display</td>
<td>Dyes, decoration and weaving</td>
<td>Fashion</td>
</tr>
<tr>
<td></td>
<td>Changing basic food recipes</td>
<td>Healthy soups</td>
<td>Food from different cultures</td>
<td>Food for sale and packaging</td>
</tr>
<tr>
<td></td>
<td>Design and decoration</td>
<td>Using resistant materials</td>
<td>An item for the home</td>
<td>Jewellery</td>
</tr>
<tr>
<td></td>
<td>Making and using instruments</td>
<td>Classical music appreciation</td>
<td>Traditional Music</td>
<td>Composing music</td>
</tr>
<tr>
<td></td>
<td>Sculpture</td>
<td>2D representations</td>
<td>Artefacts in the community</td>
<td>Abstract art techniques</td>
</tr>
<tr>
<td></td>
<td>Mime and role play</td>
<td>Movement and gesture</td>
<td>Drama in the community</td>
<td>Puppets</td>
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</table>

Personalised learning ‘is simply spending quality time on things that really matter for children’ (Imray & Hinchcliffe 2014)
Skills for Life Curriculum

In addition to core learning/Moving on in the semi formal and formal pathway, The Skills for Life curriculum offers two additional strands for students in Key Stage 5: Enterprise & Employment and Community Projects. Learning throughout the course of the Moving-On curriculum is embedded within a variety of vocational enterprises within the school. This allows our students to gain increased opportunities for work experience whilst gaining qualifications in BTEC and ASDAN.

Enterprise & Employment

The School’s Skills for Life offer allows students to gain important employability skills before they enter work experience opportunities outside of the school. Delivered through a series of enterprises, staff work alongside students to model and develop their employability skills through practice and repetition. The Skills for Life curriculum is underpinned by vocational qualifications in BTEC & ASDAN.

The Print Works

The Print Works offers a variety of services to the whole school community. A monthly e-magazine-The Voice, which is student lead, sharing the latest goings on at the school. A print shop creating greeting/holiday cards, A t-shirt and mug printing service and a gift craft and candle shop.

Sample of qualifications on offer: BTEC Vocational Studies, BTEC Creative Arts (Digital Media), ASDAN Employability, ASDAN Enterprise short course, ASDAN CoPE, ASDAN AoPE, ASDAN Employability Skills Development, ASDAN Careers & Experiencing Work short course, ASDAN manufacturing vocational taster
The Garden Café & Coffee Shop
Café Manor is open daily selling breakfast, lunch snacks and hot drinks, available to students, staff and visitors.

Sample of qualifications on offer: BTEC Vocational Studies, BTEC Hospitality, ASDAN Hospitality, ASDAN Employability, ASDAN CoPE, ASDAN AoPE, ASDAN Careers & Experiencing Work short course

A Taste of The Manor-Restaurant
Catering for themed events, invitational evenings and special events, the school’s restaurant supports learners in gaining skills in the hospitality industry.

Sample of qualifications on offer: BTEC Hospitality & Catering, ASDAN FoodWise short course, ASDAN Hospitality Vocational Taster, ASDAN CoPE, ASDAN AoPE, ASDAN Careers & Experiencing Work short course
The Manor Market Garden

The market garden allows students to grow and supply fruit and vegetables to school’s café and restaurant. Additionally, the garden provides food for home and opportunities for Plant and shrub growing. Students learn how to grow a variety of fruit and vegetables whilst gaining an understanding into caring for the environment.

Sample of qualifications on offer: BTEC Land Based Studies, ASDAN Land Based Vocational Taster, BTEC Vocational Studies, ASDAN Employability, ASDAN Gardening short course ASDAN CoPE, ASDAN AoPE, ASDAN Careers & Experiencing Work short course, ASDAN Environmental short course, ASDAN FoodWise short course,

Administration Support

Students gain experience through supporting the school’s administration team; answering the phone, completing admin tasks such as filing and basic finance operations in ordering and receiving goods.

Sample of qualifications on offer: ASDAN CoPE, ASDAN AoPE, BTEC Vocational Studies, ASDAN Careers & Experiencing Work short course, ASDAN Employability Skills Development

The Pavilions Uxbridge

The school has a market stall in the Pavilions shopping centre in Uxbridge selling a variety of produce from the school’s various enterprises.

Sample of qualifications on offer: ASDAN CoPE, ASDAN AoPE, BTEC Vocational Studies, ASDAN Careers & Experiencing Work short course, ASDAN Employability Skills Development
Community Projects

The Community Projects strand allows for students to take part in initiatives both in school and out in the local community.

The Events Team

The events team plan for and lead a variety of events that take place during the school calendar: Open mornings, parents evening, Restaurant evenings, Celebrations, Charity events, Graduations, Sports day and the School Fair

Sample of qualifications on offer: ASDAN CoPE, ASDAN AoPE, BTEC Vocational Studies, ASDAN Careers & Experiencing Work Short Course, ASDAN Employability Skills Development, ASDAN Citizenship Short Course, ASDAN Activities and Peer tutoring Short Course
The Arts Team

The Arts Team combine the talents of Art and Performing Arts to organise a variety of events during the school year; Art and Design Exhibitions, Dance Performances, 3 School Shows/musicals and Hillingdon’s Got Talent. The team are also responsible for Art installations around the school building.

Community Volunteering

Students are also involved in a number of external community volunteering initiatives, either local to the school or in the student’s local community. Student involvement in these initiatives goes toward awards in ASDAN as well as The Duke of Edinburgh Award scheme.
Careers Advice and External Work Experience

Our students can receive careers advice through external services from the Local Authority. Additionally, the school employs a designated EHC, Careers and transitions officer. With a key focus on Section A of a students EHC plan, their main responsibility is to work with Students and their families to support future plans and aspirations.

How the EHC, Careers and transition officer supports our students and their families:

- Meet with students (Year 9 onwards) to support in the articulation of their views-Preparing students to share their views at review meetings
- Attend all annual reviews of EHC plans to ensure the students views are heard
- Establish appropriate work-related learning opportunities that match the students hopes and aspirations
- Meet with students and their families to discuss appropriate curriculum pathways, accredited courses, routes to employment
- Maintain links with employers in the local area and develop links with employers in the student’s local area
- Liaise with designated careers officers in the Local authority
- Ensure the school is meeting Gatsby benchmarks
- Organising careers events within school for all secondary students
- Work with students on transition to further education and ensure that the appropriate support is in place
- Work with employers to develop understanding of Autism and student need

External Work Experience offer

Residential Care home, Teaching Assistant-School, Veterinarian practice, café, Office support, Forest Schools holiday club,
The Formal Curriculum in Key Stage 2 & 3

**Pathway Rationale**

Pupils following the formal pathway are typically able to access the National Curriculum at stage 2 (year 2) and above.

**Key Stage 2 Formal Pathway 1 & Topic overview**

Our topic curriculum at key Stage 2 is implemented over a two year cycle to avoid repetition and ensure appropriate coverage. Our topics are needs centred and individual skills are developed through the Creative Learning Journey. Each half termly topic has a specific subject focus which are; PSHE, Geography, History, Science, Literacy and Maths. Every topic commences with a ‘What do we know?’ week to ascertain the children’s prior understanding or misunderstanding of a particular topic which culminates in a ‘Wow Starter’ day to launch the topic

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Year</th>
<th>PSHE focus</th>
<th>Geography focus</th>
<th>History focus</th>
<th>Science focus</th>
<th>Literacy focus</th>
<th>Maths focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>Year 3/4</td>
<td>All about me</td>
<td>Where in the world?</td>
<td>Children in the past</td>
<td>Great explorers</td>
<td>Wonderful World of Dahl?</td>
<td>Adventures with Lego</td>
</tr>
<tr>
<td></td>
<td>Year 5/6</td>
<td>Growing up/transition</td>
<td>Our planet</td>
<td>How we used to live</td>
<td>Journeys to other planets?</td>
<td>Tales from around the world?</td>
<td>Adventures in Minecraft</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>Year 3/4</td>
<td>All about me</td>
<td>Where in the world?</td>
<td>Children in the past</td>
<td>Great inventions</td>
<td>Ice Ice Baby</td>
<td>Water, Water, Everywhere?</td>
</tr>
<tr>
<td></td>
<td>Year 5/6</td>
<td>Growing up/transition</td>
<td>Our planet</td>
<td>How we used to live</td>
<td>Great Inventors</td>
<td>King Kong</td>
<td>Blue planet</td>
</tr>
</tbody>
</table>
English & Maths

Pupils Working beyond KS1 expectations follow the Rising Stars Progression Framework in English and Maths. The Rising Stars Assessment Progression Frameworks break down the curriculum into individual statements with “what to look for” guidance to help teachers identify gaps in children’s knowledge and understanding. Progress is tracked using Classroom Monitor and half-termly assessment tests.

Additional Support in English & Maths

Pupils identified as not making expected process in English & Maths attend daily booster sessions outside the main English and Maths lessons. Additional strategies/interventions are drawn from a number of approaches in which support staff can deliver. The below programs and interventions are used in both class/Small group and 1-1 situations.

Numicon:
Numicon is a multi-sensory approach, designed to raise achievement across all ability levels (up to stage 2 at the moment).
It’s aims are:
- Developing fluency by using a visual, practical base to develop conceptual understanding and fluent recall.
- Helping children to reason mathematically through the use of concrete objects and spoken language to explain and justify.
- Developing children into confident problem-solvers.

Big Maths:
BIG Maths is a teaching approach that makes progress in maths easy and fun. It provides us with an accurate and simple, but highly effective, framework that guarantees numeracy progress. This framework is known as CLIC (Counting, Learn Its, It’s Nothing New and Calculation) and is characterised by accurate steps of progression (known as Progress Drives) that make new learning easy and obvious to children by cashing in on the timeless natural laws of Maths.

Fischer Family Trust Wave 3
Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write. FFT Wave 3 is aimed at children who are unable to access a scripted group intervention, but who do not have the depth of need that would require the support of a Reading Recovery programme. It is based on the pedagogy and practice of Reading Recovery.
The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class/group teaching. At Year 1 the gap between a targeted child and the rest of the class will be relatively small, so it is easier to use an effective intervention to accelerate their learning.
in order to close the gap with their peers. FFT Wave 3 can be used with year groups other than Year 1, although texts will need to be adapted for different maturity levels. The programme contributes to a layered approach to interventions.

**Handwriting Without Tears:**
Initiated by our Occupational Therapists, The Handwriting Without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows research of how children learn best and includes materials that address all styles of learning.

**Keyboarding Without Tears:**
Keyboarding Without Tears makes it easy to teach the pre-keyboarding and keyboarding skills students need to succeed. The program is a web-based curriculum that teaches typing, general computer readiness, digital citizenship, and online test prep.

**Typing Club Touch Typing program:**
TypingClub’s is used to support students to learn how to touch type with over 600 lessons, guiding students from individual keys through numbers and punctuation, and all the way to a goal of 75 WPM. The carefully designed lessons include instructional videos, educational games, cross-curricular content, and other interactive experiences. This program is more appropriate for older students and those following a formal curriculum path. For some of our students typing will become part of their exam access arrangements so this skill can be essential in helping to remove barriers to success.
**Key Stage 3 Formal Pathway**

Students following the formal curriculum pathway in Key Stage 3 access the national curriculum adapted to meet their individual needs. Students’ access maths and English in ability specific groups and all other areas of the curriculum are studied in consistent form groups with familiar peers and support staff. Form groups are created based on a combination of: academic ability, national curriculum year group and social and emotional needs.

Although students’ classes following the formal pathway are able to access the national curriculum through subject specific learning, many are working below their age expected attainment therefore many are working towards Key Stage 2 outcomes. Once students have reached stage 6 secure (End of year six expected attainment) students move on to follow the KS3 National curriculum and begin to work towards pre-GCSE outcomes.

Form tutors deliver: maths, English, Humanities, PSHCE and RE. Specialist subject teachers deliver: Science, D&T, art, computing, music, drama and physical education. Students are given provided a broad and balance curriculum aimed at preparing them for undertaking appropriate qualifications after KS3 and being able to make an informed choice about which subjects they will choose to pursue at GCSE or BTEC level.
The Formal Curriculum in Key Stage 4 & 5

The formal curriculum at Key Stage 4 and 5 aims to provide our students with the opportunities to access certifications with great flexibility in terms of the time they are allotted to complete a course. Whereas a typical student in a maintained placement would be expected to complete GCSE courses in Year 11 after two years of study, our students are given the opportunity to extend their course length or resit GCSEs in order to achieve a higher or preferable grade. In addition, the amount of GCSE courses on a student’s timetable will vary depend on the needs of the student. Some students may elect to take on five GCSE subjects in a single year, which we can offer, whereas others may prefer to break this up over a three or four year period.

GCSE Courses On Offer

- AQA English Language/Literature
- Edexcel Mathematics (Foundation and Higher)
- AQA Science
- AQA Food Technology (Hospitality and Catering)
- AQA Design Technology (Resistant Materials)
- CIE IGCSE Computer Science
- AQA History
- AQA Geography
- AQA Art and Design
- AQA Psychology (Single Unit Award)
- AQA Media Studies (Single Unit Award)

For students that are unable to access a GCSE upon entry, we offer Entry Level Certificates (ELC) for core curriculum subjects. These courses are used as a ‘step-up’ to GCSE level work.

ELC Courses On Offer

- AQA Step Up To English ELC (Silver and Gold Award)
- Edexcel Maths ELC
- AQA Science ELC

In addition to the above certifications, we also offer functional skills courses. These are designed to teach skills that are applicable to practical life skills and are less intense in content than what is taught in a GCSE and operate on a pass-fail system.

Functional Skills Courses On Offer

- Edexcel Functional English (Level 1/2)
- Edexcel Functional Mathematics (Level 1/2)
- Edexcel Functional ICT (Entry Level 3, Level 1/2)
<table>
<thead>
<tr>
<th>BTEC Offer</th>
<th>1. BTEC Introductory Level 1 Certificate/Diploma in Hair and Beauty</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Money and Finance</td>
<td>2. BTEC Introductory Level 1 Certificate/Diploma in Health and Social Care</td>
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<tr>
<td>BTEC Sport</td>
<td>3. BTEC Introductory Level 1 Certificate/Diploma in Sport</td>
</tr>
<tr>
<td>BTEC Food Technology</td>
<td>4. BTEC Introductory Level 1 Certificate/Diploma in Applied Science</td>
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<tr>
<td>BTEC Jamie Oliver</td>
<td>5. BTEC Introductory Level 1 Certificate/Diploma in Information Technology</td>
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<tr>
<td>BTEC Performing Arts</td>
<td>6. BTEC Introductory Level 1 Certificate/Diploma in Art and Design</td>
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<tr>
<td>BTEC Hospitality</td>
<td>7. BTEC Introductory Level 1 Certificate/Diploma in Hospitality and Tourism (Food technology)</td>
</tr>
<tr>
<td>BTEC Vocational Studies</td>
<td>8. BTEC Introductory Level 1 Certificate/Diploma in Hospitality and Tourism (Geography)</td>
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<tr>
<td>BTEC Music Tech</td>
<td>9. BTEC Introductory Level 1 Certificate/Diploma in Construction</td>
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<tr>
<td>BTEC Construction</td>
<td>10. BTEC Introductory Level 1 Certificate/Diploma in Land Based Studies</td>
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<td>BTEC Land Based Studies</td>
<td>11. BTEC Introductory Level 1 Certificate/Diploma in Business</td>
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<td></td>
<td>12. BTEC Introductory Level 1 Certificate/Diploma in Performing Arts</td>
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<td></td>
<td>13. BTEC Level 1/2 Award/Certificate/Diploma in Workskills</td>
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<td></td>
<td>14. BTEC Introductory Level 1 Award/Certificate/Diploma in Vocational Studies (Design and Technology)</td>
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<td>15. BTEC Tech Award Level 1/2 in Music Practice</td>
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<td></td>
<td>16. BTEC Tech Award Level 1/2 in Digital Information Technology</td>
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<tr>
<td></td>
<td>17. BTEC Tech Award Level 1/2 in Creative Media Production</td>
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<tr>
<td></td>
<td>18. BTEC Firsts Level Award/Certificate 1/2 in Business</td>
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<td></td>
<td>19. BTEC Firsts Level Award 1/2 in Public Services</td>
</tr>
</tbody>
</table>
Assessment and monitoring progress

At Hillingdon Manor we believe that the key aim of assessment is to support pupil achievement. Various assessment tools are used in order to measure different types of progress made by our pupils. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, Unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding
- Help set targets and involve pupils in their own learning
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give pupils effective feedback so they know what they have done well and what they need to improve
- Enable all pupils to make good progress

Assessment for Pupils within the Early Years Foundation Stage (Pre-Formal Curriculum)

Learners in the EYFS & some learners in year 1/2 are assessed within the Early Years Foundation Stage. At Hillingdon Manor School, some children follow the EYFS until the second term in year 2. It is felt that the EYFS curriculum is best placed to address gaps in learning for these pupils. It is recommended that R and Year 1 pupils are not assessed using P-Scale measures. (Progression Materials, Dept. of Education, 2011.) At the beginning of the third term of year 2, existing evidence will be assessed against the SEN toolkit bands or Stage 1 of the ‘Rising Stars Progression Framework’.

Assessment for Pupils accessing the National Curriculum (Formal Pathway) Key Stages 1,2 and 3

At Hillingdon Manor School, learners are assessed using the ‘Rising Stars Progression Framework’ at Key Stages 1, 2 & 3. To support teacher assessments, Key Stage 3 teachers use summative, end of unit assessment tests from Rising Stars (half termly) and SATs style tests once a year to further improve and support judgments on student attainment and progress. To meet the varying needs of our students, the manner in which summative tests are administered will vary depending on the individual. Those who are able to will take the tests in one sitting under exam conditions in order to begin preparing them for formal examinations they may take in the future. Those who are not able may take sections of the test over a period of smaller
sitting, possibly over a number of days so that their ability to access formal examinations can be gradually extended. Those who have already been assessed for exam access arrangements will work in their usual way and this might include adaptations such as extra time, typing or the use of a reader or scribe.

**Assessment for Pupils accessing the National Curriculum (Formal Pathway) Key Stages 4 & 5**

At Key stages 4/5 learners will be assessed against progression frameworks based upon the qualification/award they are working towards achieving in each subject.

**Assessment for Pupils not accessing the National Curriculum (Semi-Formal Pathway) Key Stage 2 & 3**

Each Pupil following the Semi-Formal Curriculum has a **Personal Learning Intention Map (PLIM)**. Each PLIM consists of 8 areas (4 which are linked to the pupils Education Health & Care Plan. Each learning intention is jointly created by class teachers and the Occupational/Speech Therapists based upon individual need. Using a **Basket of Assessment** approach, intentions are drawn from and personalised using a variety of assessment tools. These include: SEN toolkit bands (Maths/English), The P-Scales (Science), SCERTS, MAPP2 Milestones, The EYFS and Clinical assessment tools used by Occupational and Speech Therapists. Using this approach allows us to tailor learning to individual needs.

Personal learning intentions should be expressed as precise, observable behaviours which can be assessed objectively over time and should be based on discussion about a learner’s needs, strengths and aspirations by those who understand and know them best, including the learner him/herself.
(Learning intentions in red are short-term goals as stated in pupils Education Health & Care Plans)

Assessment for Pupils not accessing the National Curriculum (Semi-Formal Pathway) Key Stage 4/5

The Moving On programme is accompanied by the Equals accredited Passport for Learning portfolios. These are assessed against clear standards that relate to national norms such as the P Levels. There is no minimum or maximum number of units for which a student may be entered in any one year. The accreditation scheme enables students to be assessed and awarded nationally moderated certificates. Evidence from the Moving on programme can be used to support assessment for Entry 1 qualifications. Evidence of the Moving On curriculum can be used towards ASDAN assessment & accreditation.

“The learner’s pathway should be thought of as planning a route on a map rather than climbing the rungs of a ladder. This approach acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individuals certain skills may remain always inaccessible and therefore need to be bypassed or replaced. In the same way in planning a journey people may adopt different starting points and may visit different landmarks in travelling towards the same destination.” (MAPP)
Continuum of Skill Development (CSD)

At Hillingdon Manor School, we use the Continuum of Skills Development (CSD) to baseline individual learning intentions and measure progress against short term goals.

The Continuum of Skill Development (CSD) assesses the development of four aspects of skill using a ten-point rating scale. These four aspects are: independence, fluency, maintenance and generalisation.

Each of these aspects has descriptors which represent progress from emergent behaviours to competence along a ten-point rating scale. The values on the rating scale facilitate analysis, comparisons and graphic representations of summative data.

Numbers in bold font on the rating scale (i.e. 1, 4, 7, and 10) refer directly to the descriptor which is placed above them. A number immediately to the left of a bold number indicates that the descriptor partly fits the learner’s behaviour but is not yet fully achieved. A number immediately to the right of a bold number indicates that the learner has progressed beyond this point but is not yet operating at the next level.

The table below gives a brief overview of the four aspects of skill development which make up the Continuum of Skill Development.

The Continuum of Skills Development

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<thead>
<tr>
<th>from dependent</th>
<th>INDEPENDENCE</th>
<th>to</th>
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<td>independent</td>
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<tr>
<td>Learners complete tasks independently</td>
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<tr>
<td>The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help</td>
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<tr>
<td>Support is still provided but there is a reduction in the level or frequency of prompting given.</td>
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<tr>
<td>The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.</td>
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<tr>
<td>The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.</td>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<tr>
<th>from approximate</th>
<th>FLUENCY</th>
<th>to</th>
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<tr>
<td>accurate</td>
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Learners reach a level of mastery combining speed and accuracy

| The skill is approximate and the learner’s behaviour needs considerable shaping in order to accomplish the task. | The learner’s performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task. | The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation. | The skill is smooth, swift and accurate. No further refinement is needed. |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**from inconsistent to consistent**

Learners maintain competency over time through repetition. They remember how to do a task after a break

| The skill has been observed on a single occasion only. | The skill is observed on more than one occasion but only intermittently. | The skill is reliably repeated but may need refreshing after a break. | The skill is consolidated and maintained over time. It is remembered after a break. |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**from single context to many contexts**

Learners achieve mastery in different settings or contexts, with different stimuli or with different staff

| The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff. | The skill is repeated but with some variation in setting, context, materials or staff. | The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff. | The learner adapts the established skill to meet the demands of a new situation. |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
Independence
Independence is about reduction in prompting.
There is progression from being able to perform a task given maximum support to being able to complete the task independently. Types of support may include: Physical prompts, Spoken prompts, Gestural prompts.

Fluency
Fluency is about combining speed and accuracy. For example: Hitting a switch with increasing speed and/or accuracy, Signing with greater accuracy and fluency, Speaking – producing speech sounds with increasing clarity, Walking on uneven surfaces with increasing control.

Maintenance
Maintenance is about becoming more consistent over time. For example: An isolated response or action is repeated and repetitions become more consistent and reliable.

Generalisation
Generalisation is about performing in different settings with different people.
Skills which have been learnt in one context are applied in an increasing range of contexts. For example: Using a communication aid to ask for a drink in a café or approaching staff to ask for assistance in the local college.
Assessment Cycle Semi Formal Curriculum

Maths/English/Science/PS HE Assessment

A2E SEN toolkit/P-scales assessment in Core subject areas. Evidence recorded on Evidence for Learning
Ongoing formative assessment on Evidence for Learning

Semi-Formal Curriculum assessment

Baseline and set Personal Learning Intentions (Class team to meet during first 2 weeks of term to discuss needs and set Learning Intentions)

Education Health & Care plan (Monitoring Short term goals) monitoring)

Previous short term goals reviewed using CSD. New Short term goals drafted to be finalised at AR meeting
8 WEEKS BEFORE AR meeting

CSD meeting to review progress (Every 2/3 weeks class team to meet to discuss progress and update Individual Record for Learning intentions and Short term goals)
Ongoing

Termly Recording & Assessing Progress (RAP) meeting (December, March, July)
Meeting with SMT to review learning intentions progress, short term goal progress and next steps.
Assessment Cycle Formal Curriculum

National Curriculum
Formative assessment

Rising Stars Progression Framework Core & Foundation subjects. Evidence recorded on Evidence for Learning
Ongoing

National Curriculum/exam board
Summative assessment

In class assessment tests and Standardised exam board (Rising stars, GCSE, BTEC)
Ongoing (End of unit/strand)/Half termly/termly

Education Health & Care plan (Monitoring Short term goals) monitoring)

Previous short term goals reviewed using CSD. New Short term goals drafted to be finalised at AR meeting
8 WEEKS BEFORE AR meeting

CSD meeting to review progress (Every 2/3 weeks class team to meet to discuss progress and update Individual Record for Learning intentions and Short term

Termly Recording & Assessing Progress (RAP) meeting (December, March, July)
Meeting with SMT to review learning intentions progress, short term goal progress and next steps.
How Therapies Support the Curriculum

Occupational Therapy

Our in-house Occupational Therapy service aims to enable all children to “participate in the activities of everyday life”.

We ensure that the requirements of all our children’ Statements of Special Educational Needs or Education, Health and Care (EHC) Plans are met, and the Occupational Therapy offer at Hillingdon Manor exceeds this for the vast majority.

Every member of the school community plays a key part in the delivery of this service. This reflects our belief that engagement in meaningful activities throughout the day is what allows our children to develop their independence, sense of identity, and wellbeing. We work as part of the whole team around each child, to optimise the Person-Environment-Occupation fit:

We are part of the wider therapy team, working closely with Speech and Language Therapy, Drama Therapy, Psychology and Counselling.
Students attending Hillingdon Manor School access Occupational Therapy Assessment and Intervention to target difficulties in handwriting, motor, sensory processing and executive functioning, in order to promote their independence in their occupations and environment;

- Initial screening tool of assessment children’s sensory and motor skills
- Individual sessions to focus on sensory, motor and self-care skill difficulties
- Standardised assessment of sensory, motor and self-care skills to inform EHCP outcomes, independence in the school environment, and transfer to further education process
- Standardised handwriting speed assessments to inform children’ “best way of working” (e.g. Typing or handwriting) from Year 9 upwards
- Classroom based groups to target children’s sensory, motor and self care skills
- Joint groups with SaLT to work collaboratively on shared goals
- Regular meetings with parents, on both therapist and parent request, to update on skill development and how this can further facilitated in the home environment
- Provision of short and long term outcomes to all children Annual Review, alongside regular provision of individualised strategies so that teaching team can adapt learning to support children’ functioning and well-being in the classroom
- Adapting the learning experience of touch typing to the children through provision of typing licences to support their skill development
- Provision of six yearly Parent Education sessions on preferred parent topics to enhance the parents’ understanding of the development of occupations
Environment

We consider the school environment to be equally important as the child’s skillset to adapt and change. The environment is not only the physical set up (e.g. seating), but the culture (teacher skill and attitudes), and social environment (opportunities for friendship and relationships). We also consider the home environment.

We do this by:
- Provision of resources to classroom to support children self and mutual regulation skills (e.g. rocker seat to increase attention)
- Completion of PIPs to support parents in accessing specialised resources such as adaptive equipment
- Collaboration with teachers to create tailored ‘Behaviour Support Plans’ and attendance at Behaviour Intervention Meetings, Network and CIN meetings, so that the child’s sensory and physical needs are considered when they carry out what are perceived to be behaviours (e.g. biting to seek oral input)
- Home visits to support parent with sensory, motor and self-care skill difficulties experienced by child at home and how the environment can be modified to support the child and family
- Provision of eight staff trainings per year on sensory, motor and self-care skill difficulties to create a learning environment for the children where their needs are understood and respected
- Active contribution to positive changes made to school policies curriculum (e.g. handwriting, access arrangements)

Speech & Language Therapy

Communication and entitlement

The aims of Hillingdon Manor School Speech and Language Therapy team is to work jointly within the clinical team and with the wider school community to ensure that equality of communication and opportunity is provided for all. Where appropriate students will have access to AAC (Alternative and Augmentative Communication) resources and AAC teaching approaches. HMS aim to provide a ‘total communication’ environment where all modes of
communication are equally valued and students are given opportunities to make choices, initiate and maintain conversation, make and maintain friendships and express their own ideas and opinions. The Speech and Language Therapy Department provides a specialised student centred speech and language therapy service to meet the individual needs of all the children at Hillingdon Manor School which is delivered as an integral part of their education.

**Delivery and Environment**

The Speech and Language service at Hillingdon Manor School is a highly collaborative integrated model which is focused on enabling pupils to access the class based curriculum and to understand and communicate effectively in all school settings. All classes at HMS have a SLT attached to a class group of between 4-10 children and work intensively and collaboratively with the other members of the staff team, including other members of the clinical team. The SLT team will advise on curriculum delivery and support teaching staff with differentiation of work to support receptive and expressive Language ability. Speech and language therapy time is allocated to each class. Therapy approaches and delivery are determined by the pupil’s Speech and Language Therapist. The collaborative approach to working and that speech and language therapy strategies and resources are integrated through the school day concludes that pupils benefit from a high level of input through SLT advised groups, integrated classroom strategies, a whole school approach to maximising communication opportunities and therapist led class sessions.

Hillingdon Manor School is an environment where communication strategies are embedded throughout the school day and each student’s communication needs are recognised and strategies then practised in each lesson and across different environments. This approach means that each student has the opportunity to develop and practise skills in naturalistic environment leading to generalisation of skills.
Person

Students attending Hillingdon Manor School access Speech and Language Therapy to support the development of their functional communication with the aim of them being as independent as possible. This includes:

- Supporting each student to have a sense of self and of their ability to communicate this.
- Enabling each student to achieve their potential in communication i.e. utilising strategies and techniques of all kinds to maximise the student’s achievements in communicating.
- Enabling student to participate in group activities and see themselves as a member of a group.
- The SaLT team provide detailed information about the child’s speech and language, social communication and oral skills and recommend strategies to all involved with the child.
- The SaLT team work in partnership with parents/carers through regular communication and to strive to constantly improve parent/carer links to support generalisation of skills.
- The SaLT team work collaboratively with other staff particularly with the class teacher, teaching assistants, psychotherapists and occupational therapists to integrate speech and language intervention within the curriculum.
- The SaLT team Provide detailed information about the students’s phonological and literacy skills where appropriate.
- The SaLT team contribute to the management of social and emotional difficulties and to behaviour support plans and practice within the school.
- The SaLT team assess and enable children to use ICT, high technology Voice Output communication aids and low technology communication systems to support communication where this is appropriate. (Please see AAC policy)
- The SaLT team promote an environment where communication is continually adapted to meet the students’s needs.

Developing Attention and Engagement
‘Developing Attention and Engagement’ sessions at Hillingdon Manor School are based on a programme devised by Speech and Language Therapist, Gina Davies called “Attention Autism”.

The aim is to encourage pupils to engage with an adult, share attention and be able to take turns with others. The sessions involve either the whole group or a small group and take place as frequently as appropriate. Each session has four sections, which are gradually built up over a period of time, as the children learn to engage.

- Capturing attention (often referred to as ‘The Bucket’) – a collection of objects to excite and interest the children, usually which spin, light up or move in some way. The children sit in a circle and watch whilst the adult shows three of the items from the bucket in turn. The children are not allowed to touch the objects, and remain seated throughout. All adults in the room are modelling engagement, so should not speak or interact with the objects.

- Extending engagement – a longer activity which holds the children’s attention for up to 5 minutes, and gradually builds up interest. All adults and children engage in the same way as part 1.

- Turn Taking – the children join in with a short exciting activity, one at a time, when invited to join in. The children are allowed to refuse if they don’t want a turn. The activity usually involves doing an action after a short rhyme has been sung, for example, jumping on a trampoline, hiding in a blanket or launching a rocket. The children have to remain seated and watch others while they wait for their turn.

- Having a go – the adult makes a task box for each child with all the resources they need to complete a short activity. The adult models the activity in front of all of the children (such as making a sausage from playdough, and cutting it into pieces), then gives each child their task box to repeat the activity by themselves.
Acknowledgments

We would like to acknowledge the following people, organisations and schools for their expertise, prior work and support that has enabled us to create this Curriculum handbook.

Peter Imray, Penny Lacey and Barry Carpenter

The Equals Charity (Semi-Formal Curriculum)

Options Higford School

Swiss Cottage School

Whitefield Academy Trust

Fosse way School

Five Acre Wood School

Mike Sissons, The Dales School (MAAP2)

Gina Davies (Attention Autism)