



**Hillingdon Manor School- Primary**  
**Curriculum Overview**  
**September 2024**

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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 to share with staff, governors, other professionals, families and other interested stakeholders. The 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

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 on Pupil Review days. 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 four distinct pathways; the curriculum is carefully sequenced to ensure each child is ready for the next stage in their 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. 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 theirs and others 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.
- 

## Context

Hillingdon Manor Primary is an independent day school for children on the Autistic Spectrum aged 4-12. Located on four sites Yiewsley Grange, Upton Grange, Syon Grange & Colne Grange. Pupils attend the school from 19 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 need led curriculum that removes barriers to learning and promotes independence for all our pupils.

## Curriculum Intent

At Hillingdon Manor School Primary (specialist provision), we envision a vibrant learning environment where every learner is empowered to discover their unique voice and develop the confidence to express themselves authentically. Our curriculum aims to cultivate a culture of independence, where learners are encouraged to take ownership of their learning and actively engage in self-directed learning experiences. Through a supportive and inclusive environment, we prioritize the development of effective communication skills, fostering the ability to articulate thoughts, collaborate with others, and navigate diverse perspectives. By

nurturing independence and communication, we prepare our learners to thrive ensuring they are equipped with the skills and confidence to succeed in their future endeavours.

Our learners present with a variable profile in line with their own individual learning styles. Our curriculum measures progress with engagement schemas to demonstrate the important progression steps our learners require. There is flexibility within the pathways to allow pupils to exceed and reach their potential.

Our strategically planned functional topic cycles incorporates learning steps in a progressional format to include all areas of curricular input: English, Maths, Science, Art, Geography, History, PE, PSHE and RE. Clinical input underpins our teaching and learning; all our individuals have communication and sensory profiles created to support how their learning is delivered. Play is the core to our delivery of teaching and learning; play is deliberate to enable our learners to become successful individuals when they transition to their next phase.

#### **Measurement schemas:**

**Immersed-** Pupils may play a passive role in their learning at this stage but will experience and explore the learning intentions.

**Evolving-** Pupils may show increased interest in their learning but will continue to experience and explore the learning intentions.

**Growing-** Pupils will begin initiating an engaging in their learning.

**Maintaining-** Pupils participate in their learning with minimal structure to begin.

**Mastered-** Pupils consistently participate and engage in their learning with growing independence.

## Teaching & Learning

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.



# Curriculum Implementation

Engagement	Education Health & Care plans				
	Communication & Interaction	Cognition & Learning	Sensory Motor & Physical	Social Emotional & Mental Health	Community & Independence
	1:1/Group SALT,  Intensive Interaction,  MAKATON/PECS,  Hi-Tech AAC,  Aided Language Stimulation,	Neuro diverse environment  1:1/1:3 staff pupil ratio  SPELL framework  Five Tiered approach to memory building  TEACCH	1:1/Group OT  Zones of Regulation  Sensory Programs  Fine/Gross motor groups  Sensory Circuits	Clinical psychology  Dance & Movement Psychotherapy  Cognitive Behavioral Therapy  Music Therapy	Out in the Community trips weekly  Travel Training  Independent travel  Independent Living Skills

Success	Short Term Goals	Long Term outcomes	Enabling Access to Education
	<b>Personal Learning Intention Progress:</b>  Continuum of Skills Development (CSD)  Measuring progress in:  Independence  Fluency  Maintenance  Generalisation	<b>Behavioral Assessments</b>  Behaviour Interventions that lead to reduction over time in behaviours causing concern.  Reduction Restrictive Physical intervention over time	<b>Clinical Assessments:</b>  Baseline and progress  Speech & Language  Occupational therapy  SEMH  Dance & movement Psychotherapy  Music therapy



Hillingdon Manor Primary Curriculum Offer	
Reception (EYFS)	Key stage 1 & 2
<b>Communication and Language</b> <b>Literacy</b> <b>Mathematics</b> <b>Physical Development</b> <b>Personal, Social and emotional development</b> <b>Understanding of the world</b> <b>Expressive arts and design</b>	<b>My communication Language &amp; Literacy: Reading, Phonics, Attention &amp; Listening, Understanding Language, Use of language, social language</b> <b>Emotional regulation</b> <b>My thinking and problem solving: Maths, Science</b> <b>PSHE &amp; RE</b> <b>My world around me (History, Geography, DT)</b> <b>ICT</b> <b>My Independence and Community</b>
<b>My Personal development; Forest and Eco School, Dance, Sports, Expressive arts, Life skills</b>	
<b>My Play and Leisure; Free play; Solitary play, on locker play, Parallel play, Social play, Shared play &amp; co-operative play</b>	
<b>Therapeutic Support:</b> Occupational therapy Speech & Language therapy Clinical Psychology Psychotherapy Music therapy AAC Intensive interaction Cognitive Behaviour therapy Lego Therapy Neuro diverse affirming environment	

Early Years Foundation Stage/KS1
Continuum of Skills Development (CSD) for progress with EHC targets
Early Years framework assessment
About me baseline

KEY STAGE 2
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

Impact Measures
Pupil Surveys
Parental contribution to AR
Parental Surveys
Case studies:
Communication & Interaction
Cognition & Learning

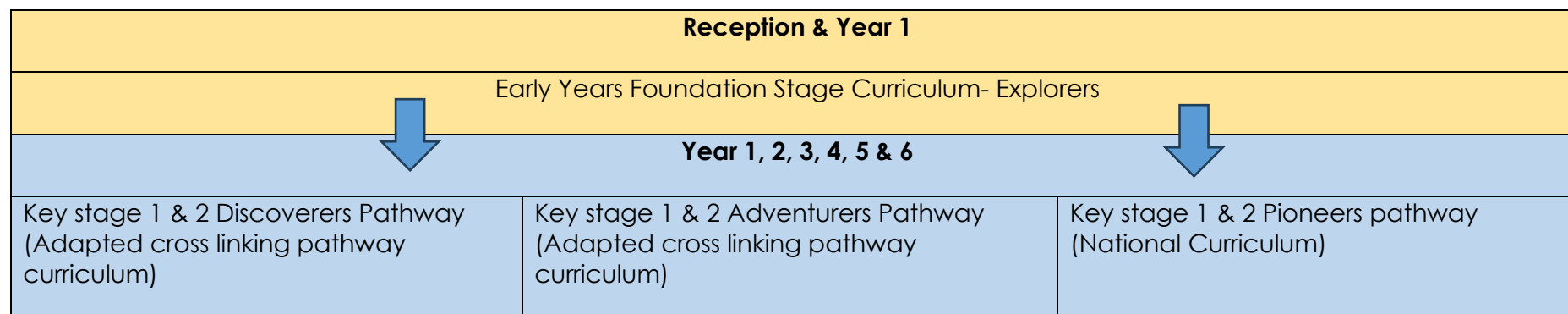
# The Nine areas of Expectation

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.

Communication	Assessment	Planning and curriculum delivery
<p><b>Clear communication between all that lead to better outcomes.</b> Teacher &amp; Teaching Assistant demonstrate understanding of how to communicate with Child or Young Person (CYP).</p> <p><b>You will see</b> 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.</p>	<p>Assessment that signposts next steps in learning leading to better outcomes for all.</p> <p>Teacher &amp; Teaching Assistants demonstrate understanding of prior learning.</p> <p><b>You will see</b> 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.</p>	<p>Evidence of well-planned lessons that engage, stimulate and lead to better outcomes for all. Teachers will show this through exceptional teaching.</p> <p><b>You will see</b> 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.</p>
Behaviour management of pupils	Challenge and expectations	Knowledge of pupils' needs
<p>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)</p> <p><b>You will see</b> 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.</p>	<p><b>Demonstrable setting of appropriate challenge and expectations for all pupils</b></p> <p>All staff are aware of pupils needs and understand how and when to set appropriate challenge.</p> <p><b>You will see</b> pupils' knowledge and understanding extended through well planned challenge tasks. Staff adapting tasks to increase challenge and expectations when necessary.</p>	<p><b>Strong understanding of supporting children with autism and additional needs.</b> All staff will show knowledge of how best to support pupils with ASC and additional needs.</p> <p><b>You will see</b> 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.</p> <p>Staff that work together to find what works and are willing to adapt in order to achieve this.</p>
Promoting independence and choice making	Classroom Environment	Home-School Partnerships
<p><b>Enabling the school environment to promote independence leading to better outcomes for all.</b> All staff will actively seek to provide opportunities that promote independence and appropriate choice making for all pupils</p> <p><b>You will see</b> appropriately planned independent activities in each lesson and the wider school environment. Scaffolded tasks that increase independence. Language that provides choice for all pupils.</p>	<p><b>All classroom environments are organized appropriately to support children with ASC leading to better outcomes for all.</b> All staff are aware that good organization of the classroom can help support pupils with ASC.</p> <p><b>You will see</b> 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.</p>	<p><b>Valued importance of the home-school link to achieve better outcomes for all pupils and their families.</b> All staff can demonstrate effective home-school working through the development of strong parent-class team partnerships.</p> <p><b>You will see</b> 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.</p>

# Curriculum Pathways

The curriculum at Hillingdon Manor is founded on four distinct pathways;



## Hillingdon Manor School Curriculum Pathway Overview

Year group	Early Years Foundation Stage/Key Stage 1 (Explorers)	Measurement
<b>Reception &amp; Y1</b>	<p>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. Children who meet the expected early learning goals will move onto the next pathway.</p> <ul style="list-style-type: none"> <li>• Communication and Language</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Physical Development</li> </ul>	<p><b>Baseline on entry</b> (Observational/standardized depending on ability level)</p> <p>EYFS framework with Evidence for learning</p>

	<ul style="list-style-type: none"> <li>• Personal, Social and emotional development</li> <li>• Understanding of the world</li> <li>• Expressive arts and design</li> </ul>		
<b>KEY STAGE 2</b>	Key Stage 2 Discoverers & Adventurers pathway: An adapted Curriculum, which emphasises life need	Key Stage 2 Pioneer Pathway: National Curriculum tailored to individual needs	
<b>Y3, Y4, Y5, Y6</b>	<p>Equals Adapted National Curriculum For pupils not yet working at National Curriculum Stages.</p> <p>My communication Language &amp; Literacy: Reading, Phonics, Attention &amp; Listening, Understanding Language, Use of language, social language Emotional regulation My thinking and problem solving; Maths, Science PSHE &amp; RE My world around me (History, Geography, DT) ICT Independence and Community My personal development My Play and Leisure</p>	<p>Rising Stars Progression Framework For pupils working at National Curriculum stage. The Rising Stars Framework allows tracking of progress through regular formative assessment.</p> <p>English Maths Science History Geography Computing PSHE Art &amp; Design Music PE</p>	<p><b>Pioneer Pathway:</b> Evidence for learning- ½ termly drop ins Daily observations MAPP 2- EHCP (fortnightly)</p> <p><b>Discoverers &amp; Adventurers Pathway:</b> Evidence for learning- ½ termly drop ins Daily observations MAPP 2- EHCP (fortnightly)</p>

## Example of timetable

Class name	Monday	Tuesday Personal Development	Wednesday	Thursday	Friday
8:50-9:15	Morning Arrival: soft start /Breakfast				
9:15-9:30	WAKE UP SHAKE UP & Circle time				
9:30-9:45	Attention & Engagement	9:30-9:45	Playtime	Attention & Engagement	
9:45-10:00	Reading			Reading (Promoting the love of reading)	
10:00-10:15	Playtime	9:45-10	Snack	Playtime	
10:15-10:30	Snack			Snack	
10:30-11:00	Phonics	10:00-10:30	Creative (SALT & OT)	Phonics	Phonics
11:00-11:30	My Communication: Language & Literacy	10:30-11:00	Life skills	My Thinking: Maths	My Communication: Language & Literacy
11:30-12:00	My Thinking: Maths	11:00-11:30	Forest	My Communication: Language & Literacy	My Thinking: Maths
		11:30-12:00	Dance		
12:00-12:30	Playtime				
12:30-13:00	Lunch time				
13:00- 13:30	Relaxation/ Regulation time				
13:30-14:15	Topic / Free flow	13:30-14:00	Story time	Topic / Free flow	Play carousel
14:15-14:30	Story Time	14:00-14:30	PE (sports)	Story time	Assembly/ Proud cloud
14:30- 14:40	Reflection- pack up time	Reflection- pack up time	Reflection- pack up time	Reflection- pack up time	Reflection- pack up time
14:45	Home time				

# 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, EFL

Therapy Targets

Behaviour Data

Continuum of Skills Development

Ongoing Assessment

What about preparing me for secondary?

My future plans

Transition planning- Professionals

Transition- weekly visits, parent meetings, teacher meetings

## Early Years Foundation Stage

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 continued curriculum in the next key stages).

### The areas of learning and development

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.

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

### Characteristics of Effective Learning

Throughout the EYFS curriculum, staff reflect on the characteristics of effective learning, which include:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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 evidence 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 :

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception &amp; year 1 EYFS</b>	All about me	Colours	Transport	Animals	The world around us	Dinosaurs
	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Facial features</li> <li>• Boy/ girl</li> <li>• Likes &amp; dislikes</li> <li>• Emotions</li> <li>• Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn colours</li> <li>• Fireworks/ Diwali/ Guy Fawkes</li> <li>• Rainbow colours</li> <li>• Animal Colours</li> <li>• Outside colours</li> <li>• Eid &amp; Hanukkah</li> <li>• Christmas colours</li> </ul>	<ul style="list-style-type: none"> <li>• Cars</li> <li>• Buses</li> <li>• Trains</li> <li>• Aeroplanes</li> <li>• Boats</li> <li>• Bikes/Scooters</li> </ul>	<ul style="list-style-type: none"> <li>• Pets</li> <li>• Zoo animals</li> <li>• Farm animals</li> <li>• Sea animals</li> <li>• Jungle animals</li> <li>• Animals in the sky</li> </ul>	<ul style="list-style-type: none"> <li>• Woodlands</li> <li>• Oceans and Seas</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Polar lands</li> </ul>	<ul style="list-style-type: none"> <li>• What are dinosaurs?</li> <li>• What did dinosaurs eat?</li> <li>• Dinosaurs' characteristics</li> <li>• Prehistoric animals</li> <li>• Food groups</li> <li>• Fossil Evidence</li> </ul>



### The Teaching of Phonics

KS1/KS2 Phonics & Reading Scheme:

We use the Read Write Inc. Program which has been developed by Ruth Miskin. Read Write Inc. provides a whole-school approach to the teaching of literacy that ensures consistency across the primary years. The resources are published by Oxford University Press and professional development is provided by Ruth Miskin Training.

We have a Read Write Inc. consultant with whom we work collaboratively to individualise the program for each of our children. Our consultant observes lessons three times a year, and offers her expert advice on how to plan for each child to ensure that they are being taught at their challenge point. She helps and supports us to adapt the program to make it more accessible for our children. We measure the children's progress using the RWI Assessments. We track the children using the Small Steps Trackers. The children work their way through Set 1, 2 and 3 sounds initially. They learn to blend and decode words using known sounds. When they are ready, they move onto Blending books, Ditty sheets, Red Ditty books, and then onto the story books in the following order: Purple, orange, yellow, blue and grey. They learn to encode words using Fred the Frog and his Fred Fingers and Fred Spell. Click on the link to find out more about the program: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

## The Discoverers & Adventurers Pathway at Key Stage 1 & 2

Our curriculum at Hillingdon Manor School is for children and young people with severe learning difficulties.

We have incorporated the Equals Schemes of work into our pathways, it has been with careful planning and designing that we have adapted further the content and learning intentions into our pathways. This is to ensure our pupils are achieving and recognised for all learning steps in their day to day development with clear progressional outcomes.

We recognise 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 pathways are defined as having the following characteristics;

- 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 poor general knowledge
- Have difficulties with problem solving
- Have difficulties with generalising understanding

(Imray and Colley, in print)

Our pupils may not fit one distinct pathway and therefore careful consideration is given to the learning style and access to learning each pupil presents. Pupils will have access to work from more than one pathway to further challenge and meet development milestones to further enhance their learning progression.

Pupils following these pathways will have access to the Pioneer pathway subjects and are assessed against the National Curriculum if deemed appropriate.

### **How does the Curriculum run through the school?**

Our 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 year 1 in-line with their progression. The transition to the pathways is seamless; when approaching the final term of year 1 pupils are encouraged to begin accessing the next phase of curriculum through play. The curriculum areas within curriculum, therefore, address the priority areas relating to the development of young people with SLD: communication, cognition, self-care and independence.

### **Our curriculum areas**

Our curriculum has its own curriculum areas in line with the Equals SOW, 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 curriculum areas and subjects on the UK National Curriculum. However, our pathways 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 devices 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. And if you want a little rhyme it becomes

Motivation, means and mate:

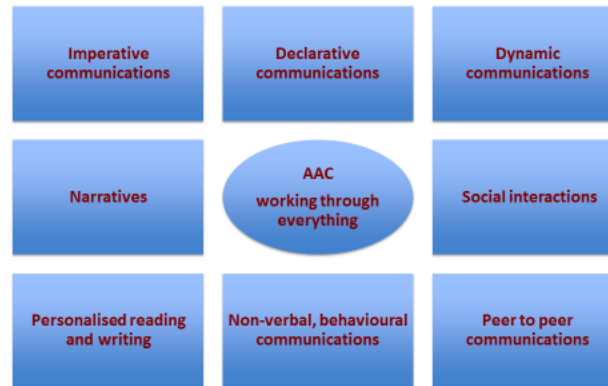
It's all you need to communicate

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



### 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.

### **My Thinking & Problem Solving - All times throughout the day and at home**

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 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 milk 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** All times throughout the day and at home



The development of an understanding of 'my body' is central to the learning of pupils. The learner must initially learn what 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 at *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** All times throughout the day and at home

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** All times throughout the day and at home

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.

### **My Personal Development** All times throughout the day and at home

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 & Mental Health (SEMH), Personal, Social & Health Education (PSHE), Spiritual, Moral, Social and Cultural development (SMSC) and Sex & Relationship Education (SRE).

Within our timetable structure of the week each pupil will access an enrichment day to further generalise their skill set. This will include and not be limited to: PE, Dance, Forest school, creative arts, life skills, singing & therapies,

### **My ICT** All times throughout the day and at home

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** All times throughout the day and at home

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 sites. We also have a fully qualified level 3 Forest schools instructors which enables our pupils to access this specialised curriculum.

## Topic Overview : Key Stage 1 & 2

<b>English</b>	HMS curriculum, Equals, Rising Stars NC (If appropriate)					
<b>Mathematics</b>	HMS curriculum, Equals, Rising Stars NC (If appropriate)					
<b>Science</b>	HMS curriculum, Equals, Rising Stars (If appropriate)					
<b>PHSE &amp; RE</b>	HMS curriculum, Equals, Rising Stars (If appropriate)					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme</b>		<b>Theme</b>		<b>Theme</b>	
<b>Cycle 1</b>	Me and my world	Seasons	Travelling & Journeys	Food	Places I visit	Shopping
	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Likes &amp; dislikes</li> <li>• Emotions &amp; feelings</li> <li>• Family and friendships</li> <li>• Where I live</li> <li>• People that help me</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn</li> <li>• Winter</li> <li>• Spring</li> <li>• Summer</li> <li>• Clothes appropriate to the weather</li> <li>• Light and dark in relation to seasons inc. weather</li> </ul>	<ul style="list-style-type: none"> <li>• Modes of transport</li> <li>• Travelling over land</li> <li>• Travelling through the air</li> <li>• Travelling on water</li> <li>• Travelling into space</li> <li>• My journeys</li> </ul>	<ul style="list-style-type: none"> <li>• I like/ I dislike</li> <li>• Hot/ cold</li> <li>• Healthy / unhealthy choices</li> <li>• Cooking</li> <li>• Eating with friends</li> <li>• Eating out</li> </ul>	<ul style="list-style-type: none"> <li>• Restaurant</li> <li>• Post office</li> <li>• Hospital</li> <li>• Dentist's</li> <li>• Library</li> <li>• Airport</li> </ul>	<ul style="list-style-type: none"> <li>• Supermarket</li> <li>• Bakery</li> <li>• Florist</li> <li>• Pet shop</li> <li>• Chemist</li> <li>• Garden centre</li> </ul>
<b>Cycle 2</b>	Look at me now	Celebrations	On the move	Life cycles	All around the world	Cooking
	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Likes &amp; dislikes</li> <li>• Emotions &amp; feelings</li> <li>• Relationships</li> <li>• Playing</li> <li>• Look at what I can do</li> <li>• Important people</li> </ul>	<ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Harvest</li> <li>• Halloween</li> <li>• Diwali Eid &amp; Hanukkah</li> <li>• Guy Fawkes</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• How do we move?</li> <li>• What moves?</li> <li>• Cause and effect</li> <li>• Push/ pull</li> <li>• Spin/ twist</li> <li>• Roll/bounce</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• History</li> <li>• What is needed to grow</li> <li>• What is needed to reproduce (humans/ animals/ plants)</li> </ul>	<ul style="list-style-type: none"> <li>• England</li> <li>• Australia</li> <li>• USA</li> <li>• Africa</li> <li>• Spain</li> <li>• India</li> </ul>	<ul style="list-style-type: none"> <li>• Life an• Basic food groups</li> <li>• My plate</li> <li>• Healthy eating</li> <li>• Following a recipe</li> <li>• Shopping lists</li> <li>• Shopping for ingredients</li> </ul>
<b>Cycle 3</b>	Life and Change	Festivals	Forces	Caring for the environment	Earth and Space	Out in the community
	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Stages of life</li> <li>• Healthy living and exercise</li> <li>• Growing and changing</li> <li>• Seasonal changes</li> <li>• Transition and changes in my life</li> </ul>	<ul style="list-style-type: none"> <li>• Holi</li> <li>• Cherry Blossom Festival</li> <li>• Diwali</li> <li>• Songkran</li> <li>• Chinese New Year</li> <li>• Snow and Ice Festival</li> </ul>	<ul style="list-style-type: none"> <li>• What is force?</li> <li>• Friction</li> <li>• Resistance</li> <li>• Magnetic</li> <li>• Gravity</li> <li>• Functions of simple mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• What is environment?</li> <li>• Reduce, reuse, recycle</li> <li>• Saving energy</li> <li>• Pollutions</li> <li>• Climate change</li> <li>• Protecting our planet</li> </ul>	<ul style="list-style-type: none"> <li>• The Sun</li> <li>• The Moon</li> <li>• The Earth</li> <li>• Planets and the solar system</li> <li>• Day and night</li> <li>• Man's journeys into space</li> </ul>	<ul style="list-style-type: none"> <li>• My community</li> <li>• Reading a map</li> <li>• Stranger danger</li> <li>• Road awareness</li> <li>• Public rules</li> <li>• Public transport</li> </ul>

## The Pioneer Curriculum in Key Stage 2 (National Curriculum)

### Pathway Rationale

Pupils following the Pioneer pathway are typically able to access the National Curriculum at stage 2 (year 2) and above. They will follow the topic cycle in the school with the intentions focusing on the National curriculum requirements.

### 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 EFL and half-termly assessment tests.

#### **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.

## **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**

Learners in the EYFS & some learners in year 1 are assessed within the Early Years Foundation Stage. 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 1, existing evidence will be assessed against the next phase or Stage 1 of the 'Rising Stars Progression Framework'.

### **Assessment for Pupils accessing the National Curriculum**

At Hillingdon Manor School, learners are assessed using the 'Rising Stars Progression Framework' at Key Stages 1 & 2. 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 not accessing the National Curriculum Key Stage 1 & 2**

Each Pupil 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; The HMS adapted curriculum 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.



PLIM example

Personal Learning Intention Map AR:05.02.24

Topic: Autumn 1: People who help us.  
Autumn 2: Festivals.

Spring 1: Growing.  
Spring 2: Castles & Knights.

Summer 1: Look at me now!  
Summer 2: Were all going on a summer  
Holiday.

**My Communication**

I will make my communication clearer by adding more descriptive language e.g. size, location, colour. "I want **red** paper", "**small** ball please".



**My Thinking**

I will be able to follow instructions to complete an activity and ask adults for help when I need it.

**My Creativity**

I will use capital letters in the correct place.

**My ICT**

I will search for something to do with our class topic.

**The World Around Me:**

I will go out in the community with my class.

**My Body & Independence**

I will brush my teeth with toothpaste in school at a designated time.

**My Play & Leisure**

I will engage in play with a friend during choosing time with adult support.

**My Personal Development**

I will interact with different peers in my class.

(Learning intentions in red are short-term goals as stated in pupils Education Health & Care Plans)

## 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

<i>from</i> <b>dependent</b>	<b>INDEPENDENCE</b>	<i>to</i> <b>independent</b>
Learners complete tasks independently		

The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.		
<b>1</b> 2	3 <b>4</b> 5	6 <b>7</b> 8	9 <b>10</b>		
<i>from</i> <b>approximate</b>		<b>FLUENCY</b>		<i>to</i> <b>accurate</b>	
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.		
<b>1</b> 2	3 <b>4</b> 5	6 <b>7</b> 8	9 <b>10</b>		
<i>from</i> <b>inconsistent</b>		<b>MAINTENANCE</b>		<i>to</i> <b>consistent</b>	
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.		
<b>1</b> 2	3 <b>4</b> 5	6 <b>7</b> 8	9 <b>10</b>		
<i>from</i> <b>single context</b>		<b>GENERALISATION</b>		<i>to</i> <b>many contexts</b>	
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.
<b>1</b> 2	3 <b>4</b> 5	6 <b>7</b> 8	9 <b>10</b>

**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

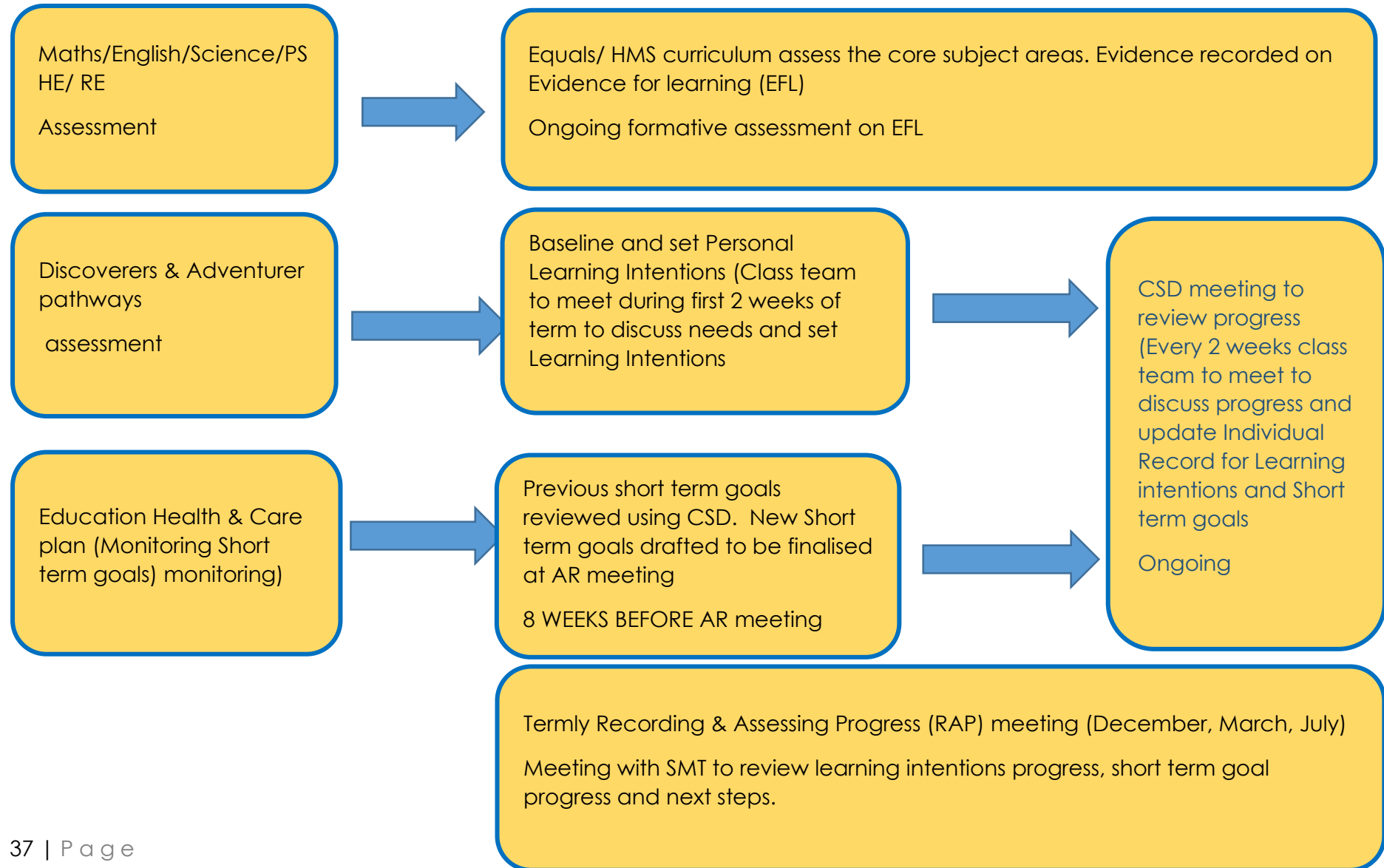
**Generalisation**

*Generalisation* is about performing in different settings with different people.

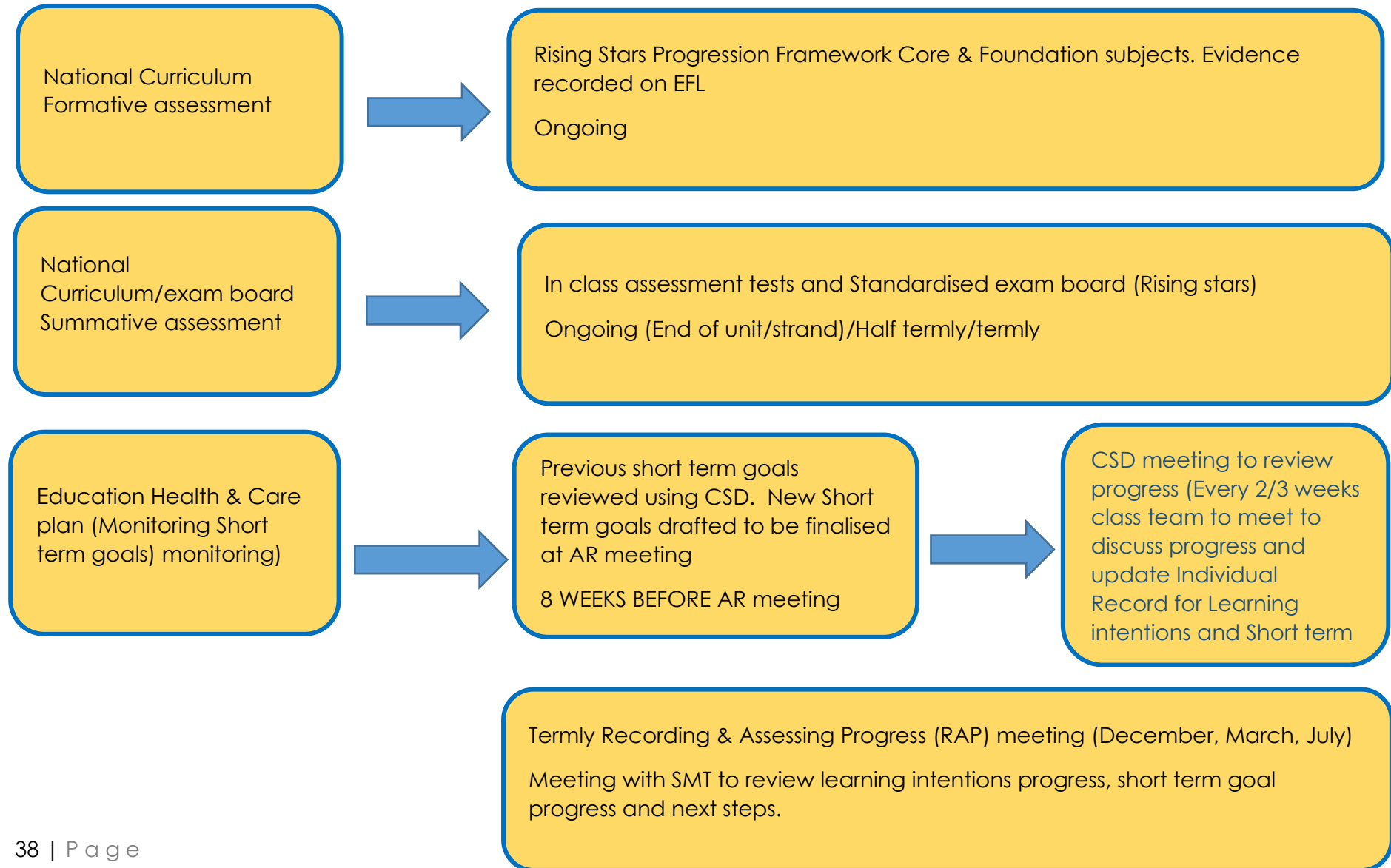
Skills which have been learnt in one context are applied in an increasing range of contexts.

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 EYFS, Discoverers & Adventurers pathway



## Assessment Cycle Pioneer pathway



## How Therapies Support the Curriculum

### **The Clinical Provision at Hillingdon Manor School**

Hillingdon Manor School is committed to continually developing our specialist Autism approaches and clinical support, and will always ensure we use neurodiversity affirming best-practice to inform our strategies and interventions to best meet the needs of our learners.

Our clinical teams are resourced to meet a broad range of our learners' needs. Our local teams include skilled Speech and Language Therapists, Occupational Therapies, Psychologists and psychotherapeutic practitioners, supported by an experienced team of therapy and psychology assistants. These teams are embedded in each school and are led by an experienced Clinical Site Lead.

Our input is based on a three-tiered model of clinical support. This ensures clinical expertise in neurodiversity affirming best practice informs everything our schools do, whilst also support pupils with therapeutic needs that may require more enhanced or specialist support.

- **Universal offer** - Clinical teams support the school around the creation and maintenance of an inclusive therapeutic environment, use of universal resources, and school team support and development through bespoke training and reflective practice within Hillingdon Manor. Our expert practice and standards team further supports the school to deliver best neurodiversity-affirming practice in all aspects of education.
- **Enhanced offer** - Clinical and Wellbeing Team members are involved with individual young people, primarily indirectly through working closely with the team around the young person and offering highly specialist consultation and formulation. The clinical team work directly with the staff team to develop a shared understanding of the young person, their strengths and their needs. This ensures that we deliver the highest quality provision which maximises each person's quality of life and personal achievements.
- **Specialist offer** - This is where clinicians have identified the need for direct involvement with a young person based on assessment, consultation and a young person's expressed views. This will be in addition to involvement described as part of the enhanced offer of support. This offer may involve one of our clinicians having direct sessions with the young person and/or several members of the clinical team working together.

### **Clinical Overview - All Pupils**

When a pupil joins our school, the clinical teams spend a period of time to thoroughly understand your child's strengths and needs and develop a clinical plan that explains the best way to meet their need using our tiers of support. This clinical overview involves taking information and provision from your child's

EHCP, previous reports and professional involvement, your child's views, your family's views and our own clinicians' observation, assessment and formulation. Our overview process ensures we treat your child's neurodiversity as an important part of their identity and not a clinical need that should be changed, whilst continuing to address their therapeutic needs.

Once we understand how our model meets your child's needs, we will work to support them in the most appropriate way.

If at any point your child's needs change, the clinical team will be in contact to let you know and to explain the support going forward.

*Pupils who receive Universal support:*

Our specialist class teams will speak regularly with you about your child's time and learning in school, and this will include their communication/interaction, social-emotional, sensory and physical needs. Because these needs are related to each pupil's neurodivergence and their learning, our class teams are the first specialists to speak to for updates. We also encourage parents and carers to join us for family events, which the clinical team often lead to share information about our approaches.

*Pupils who receive Enhanced clinical support:*

An enhanced intervention will be provided by the clinician(s) who best meets your child's needs and they will correspond with you to explain the programme being put in place, as well as the impact of this support after the programme has concluded. Our teaching staff and therapy assistants receive specialist training in carrying out your child's enhanced interventions and will be able to speak to you regularly during the term about this support.

*Pupils who receive Specialist clinical support:*

If your child is receiving specialist clinical intervention, a member of our clinical team will reach out to you directly to introduce of support and on a regular basis during the period of intervention. As this work may result in incremental changes from one week to the next, updates are likely to be more significant initially, during periods of review, or once the intervention has concluded.

Our clinicians will always work closely with clinical colleagues in our local communities as required.

**Our Specialist Strategies**

Within Options Autism, a Neurodiversity 'AAD' Strategy was developed, with the aim of strengthening and continually progressing our approach to the provision of education services to Neurodivergent young people in an environment that is conducive to their strengths and needs. Our AAD (Ask, Accept, Develop) strategy recognises that despite underlying shared traits, all our learners are vastly different from one another.



Working alongside the AAD Strategy is the Trauma Informed Practice (TIP) Strategy which aims to educate and support individuals in understanding the impact of trauma on a child's early experiences, the subsequent internal world they have developed, and how this relates to the survival skills or behaviours that may have developed.

### Developing Attention and Engagement

'Developing Attention and Engagement' sessions at Hillingdon Manor School is embedded into the structure of the school day and is on every learner's timetable. This is supported and guided by the therapy team

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.

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