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1.0 INTRODUCTION

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.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 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 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.

3.0 OBJECTIVES

Each pupil/student will be encouraged to:

- Listen attentively.
- Develop an enquiring mind with the confidence to explore through trial and error.
- Learn to communicate effectively in verbal and written form.
- Learn to acquire information from various sources and to record findings in various ways including the use of digital technology.
- Understand mathematical ideas and apply numerical skills.
- Understand basic scientific ideas and concepts.
- Gain a basic understanding of historical and geographical skills and knowledge.
- Acquire control of tools, computers and digital technology.
- Appreciate the joys and benefits of physical education and experience a range of sporting activities.
- Use music, drama and art/craft forms as a means of creative expression.
- Learn how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment.
- Learn self-help skills and be aware of the rewards and dangers of society in preparation for adult life.

4.0 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



The Nine Areas of Expectations

Communication	Assessment	Planning and curriculum delivery
<p>Clear communication between all that lead to better outcomes. Teacher & Teaching Assistant demonstrate understanding of how to communicate with Child or Young Person (CYP).</p> <p>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.</p>	<p>Assessment that signposts next steps in learning leading to better outcomes for all.</p> <p>Teacher & Teaching Assistants demonstrate understanding of prior learning.</p> <p>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.</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>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.</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 & language from pupils Behaviour Support Plans (BSPs)</p> <p>You will see clear incentive based systems that promote positive behaviour. Clear, non-judgmental directive language. Primary de-escalation strategies through consistent lesson structuring.</p>	<p>Demonstrable setting of appropriate challenge and expectations for all pupils</p> <p>All staff are aware of pupils needs and understand how and when to set appropriate challenge.</p> <p>You will see pupils' knowledge and understanding extended thorough well planned challenge tasks. Staff adapting tasks to increase challenge and expectations when necessary.</p>	<p>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.</p> <p>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</p>



CURRICULUM POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

<p>The identification and removal of early triggers/antecedents.</p> <p>Good secondary de-escalation strategies such as distraction and clear understanding of different children's communication and/or sensory needs.</p>		<p>Speech & 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>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</p> <p>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.</p>	<p>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.</p> <p>You will see calm, tidy and visually supportive classrooms that enhance learning and promote independence.</p> <p>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>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.</p> <p>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.</p>



5.0 CURRICULUM

A Holistic Curriculum:

The educational curriculum at Hillingdon Manor School is holistic and specifically designed to meet the needs of pupils/students with autistic spectrum disorders. This curriculum approach consists of three key areas: the core curriculum, enrichment curriculum and specialist curriculum.

The Core Curriculum

The core curriculum focuses upon enabling meaningful access to the National Curriculum, vocational areas, accreditation frameworks and individual learning programmes in a connective manner. The core curriculum is only effective when supported by a specialist and enrichment curriculum focus. The core curriculum at Hillingdon Manor School is delivered using a streamed approach.

This approach is flexible and focuses upon meeting students' academic needs in a way that takes account of their social, emotional, and developmental profiles. This ensures that learning is relevant and meaningful and promotes the application of skills in a manner which allows optimum levels of achievement.

Specialist Curriculum

The specialist curriculum structure is a supportive structure that enables students to manage the effects of their ASD as independently and effectively as possible and therefore remove barriers to their learning potential and life success. Examples of specialist curriculum activities include:

- Access to therapeutic intervention including:
- Speech and Language Therapy,
- Occupational Therapy
- Drama and Movement Therapy
- Music Therapy
- Counselling
- Clinical Psychology
- Dyslexia support programmes
- Planned activities to address EHCP targets
- Individualised Behaviour Support Plans
- Daily anxiety management and relaxation support
- Regular physical activity

Enrichment Curriculum

The enrichment curriculum is a supportive structure which promotes the development of human resources and capabilities. It enables students to apply knowledge, understanding and skill in a manner which causes success in society and facilitates patterns of lifelong learning and active citizenship.

Examples of specialist curriculum activities include:

- Life Skills programmes
- Work Related Learning



- Business and Young Enterprise events
- Involvement within the Duke of Edinburgh Award Scheme
- Sex and relationship and drug related education
- Mainstream participation programme
- Social skills programmes
- School Council
- Healthy eating events
- STEM weeks
- Book weeks
- Activity weeks including a residential element
- Acknowledgement programmes (including the Jack Petchey Award)
- International Schools Award
- WOW starters
- Community based learning
- Work experience

Curriculum Planning:

Teachers develop the curriculum through the use of the following working documents:

- National Curriculum
- Rising Stars Progression Framework
- Exam board subject specifications (GCSE, ELC, Functional Skills)
- Early Years Foundation Stage (EYFS)
- Open College Network (OCN) Specifications
- The SCERTS approach
- Pupil and School Support SEN Toolkit

Learning Prompts

Where appropriate, classes should use a 'learning board' in order to support the students to identify the sequence, focus and intended learning objectives within each lesson. This enables the students to: know what is expected of them, discuss the relevance of what is being learned, and identify and celebrate achievement within the sessions.

Planning

Teachers start their planning by looking at established route planners, schemes of work and exam specifications depending on their phase. They adapt these planning documents into half-termly medium term planners. Literacy and Numeracy in Key Stage 1-2 are planned in a weekly document which details daily breakdown.



Invisible Planning

This is the planning that teachers do in their own notebooks and files based on the evaluations and assessments they are continually making. We recognise that this forms a considerable area of teachers work and, as such, is often based on mental recollections or jottings and cannot be officially recorded.

Personalised Learning Intention Maps (PLIMS)

These are significant aspects of a pupil's development. PLIM targets are written for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory, physical and motor skills
- Community and independence

At the end of an academic year, consultation between the outgoing and incoming teachers undertaken is to ensure workable targets for the New Year are made. Parents are regularly informed by letter of their child's targets and progress is discussed at Pupil Review Meetings, Parents Evenings and at a pupil's Annual Review of their EHCP.

Resources

The school recognises that quality education needs quality resources and there is a commitment to provide a breadth of exciting, suitable, up to date resources in all subjects.

An effective curriculum across the key stages:

Across the different key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences which will improve progression and achievement for all children who have autism. Subject teaching and cross-curricular studies are considered to be complementary and act together to benefit children's learning. Some of the most effective learning occurs when connections are made between subjects. While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All students work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the National Curriculum.

6.0 EDUCATION – KEY STAGES

Primary - EYFS, Key Stage 1 and 2

Hillingdon Manor Primary School offers access to the National Curriculum for all pupils aged from three and a half to eleven years alongside a bespoke created Primary Curriculum. *See Primary Curriculum Handbook on the website.* Access to the National Curriculum and pathways within the school curriculum is tailored to the individual needs of the pupil and is supported through a communication-centred environment. Classes are taught the core and non-core foundation subjects.



- Literacy (English)
- Numeracy (Maths)
- Humanities (Geography, History and Religious Education)
- PSHCE
- Science
- Art
- Design Technology
- Computing
- Music
- Drama
- Physical Education

Secondary - Key Stage 3

Our curriculum approach enables all students to be taught in a way which optimises their learning and is relevant and meaningful to them. All students work at their own level through individualised teaching strategies and differentiated lessons based on the expectations of the National Curriculum. Key Stage 3 teachers aim to ensure that a sound basis is developed for all pupils with different profiles of ability and performance in different areas. This prepares our pupils for the coming years of gaining qualifications and accreditation. We strive to develop an in depth knowledge of each pupil's profile of ability so that the school is well placed to develop strengths and maximise potential.

Key Stage 4 / Key Stage 5

Our secondary curriculum offers excellent educational opportunities for national accreditation. We provide effective support for the individual learning needs of our pupils so that they can access a range of certificated subjects. We also deliver a range of vocational and life skills subjects, including work experience, to prepare pupils for life beyond school.

Accreditation available to learners at Hillingdon Manor School includes GCSEs, BTECs, Entry Level qualifications and certificates/awards/diplomas in line with the Open College Network. *See HMS Secondary Curriculum on the website.*

7.0 GENERAL

Equal Opportunities

We actively promote, through our teaching, both discretely, and in direct ways, the rights of all individuals to receive the optimum of opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our pupils.

Social, Moral, Spiritual and Cultural Values

Spiritual Development:

The specific spiritual needs of ASD young people are as diverse as their academic profiles, at HMS in this as in everything the starting point is the individual student. Spiritual development enables people to look within themselves, at their human relationships, at the wider world. The spiritual development of all our children is addressed through the ethos of the school.



We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and a valuing of others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- Developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

Moral Development

Moral development is the ability to know what is right and wrong and to act on it accordingly. We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent way
- Reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

Social Development

Social development is at the very core of our educational ethos in that social communication is a core deficit that accompanies a diagnosis of autism. We are committed to:

- Developing a social skills curriculum that is tailored to the individual needs of pupils in order for them to be able to access the wider world outside of school
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Developing the life skills required to socialise appropriately and independently

Cultural development

We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole. We aim for our pupils to: become aware of differing cultures, be tolerant of other view points and heritages, and be able to join and share the delights of our diverse population from an informed position.

Citizenship

We believe the school has a role to play in developing responsible attitudes by our pupils towards society. We actively promote the common tenets of good citizenship through assemblies, collective worship and within class lessons. The ethos and practices of the school combine to establish this as a feature of daily interaction between pupils, staff and friends of the school. We aim for our pupils to be motivated to join in with positive citizenship practices.

Careers Education / Environmental and Economic Understanding



The approach to these strands is essentially cross curricular in the primary phase, they can be taught discreetly or explicitly, in a classroom setting. The addition of the Personal Development team has enabled life skills to be taught as a lesson for all pupils across Primary sites. The aim of these themes is to give our pupils a rounded sense of life's opportunities and expectations at this early stage. Life skills become a discreetly taught subject when pupils start Key Stage 4.

Role of Parents & Wider Community

Parents and the wider community are welcomed into the school. Parents are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents may have their own expertise which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.

Monitoring

Leadership and management of the school monitors the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to students.

Themed activity weeks

Anti-bullying week, science week, book week and activity week are all regular features of the curriculum. The activity week is organized by Key Stage and includes local and London based trips, school based team building activities and a programme of residential/overnight adventure trips.

Physical:

At Hillingdon Manor School we have the advantage of a specialist PE teacher who is able to teach all the classes across the board. The secondary school classes follow the PE National Curriculum programme and extra resources and equipment have been purchased to increase the variety of PE activities and the skills being obtained by the pupils.

The school also gets involved with inter-school events, like football training at Brentford Football Club, cross country, swimming galas, rounders, Boccia and athletics. All classes who have pupils who have OT within their statements get extensive input from the OT team.

Every year we use the local sports arena for our annual sports day where the pupils compete within running races, javelin, shot put and long jump. Medals are given out for first and second place and all pupils are given a participation certificate.

Aesthetic:

We have a sensory garden where pupils have planted flowers and this space is also used for the creative play for pupils in EYFS/ Key stage 1.

The sensory room is equipped with different materials that the pupils can experience different textures. There is also lighting effects for the pupils to enjoy and pupils can use this space when they need to calm down.

Our school has bright and colourful displays to show the work and progress of the pupils throughout the year. The pupils work is displayed in the corridors and within each class.

During assembly's pupils learn about different religious festivals across the world and look at special qualities within ourselves and others.



Creative:

A specialist art teacher has developed a varied art curriculum across the key stages to a GCSE level. Clay, paint, computer based technology, photography, textiles, puppet making, welding and more varied mediums are a feature of this exciting area.

Throughout the curriculum we look to include creative aspects to enable multisensory teaching and learning to facilitate and support the pupil's special educational needs.

The school has specialised music teaching that is differentiated for each pupil in a meaningful way. Key stage 4 and 5 pupils can follow accredited course in this area. Singing lessons are available for all pupils and are very popular.

Performing Arts is a very successful area of the Key Stage 4 and 5 curriculum, as well as being part of the enrichment curriculum taught at Primary through the Personal Development team.