

**Outcomes
First
Group.**

OptionsAutism



**PAPWORTH HALL
School**

School Informal & Semi-formal Curriculum & Assessment Policy

Papworth Hall School

Policy Review Process	
Created by	Headteacher
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Curriculum & Assessment Policy

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1) Introduction

Whole School Mission Statement

At Papworth House School we are committed to enhancing the lives of all our young people so they can all become 'Curious, Courageous, Communicators, and Confident learners', in our community this is known as "the Four C's".

We aim to...

1. Support our children and young people to grow and develop in the following ways;
 - **Safe** – be safe, feel safe, and understand risk
 - **Understanding** – be effective and successful communicators
 - **Kind** – be kind to all around them, to understand and respect the needs of others
 - **Happy** – be healthy and happy individuals who enjoy coming to school
 - **Ambitious** – have goals and dreams for their futures and be supported to achieve them
 - **Successful** – find regular achievement and celebrate this as part of a community
2. Facilitate individual progress and attainment for all our pupils, through effective understanding of their needs as a learner, with autism and complex needs and the effective implementation of appropriate curriculum, teaching strategies and assessment tools to ensure pupils acquire the academic, vocational, and life skills necessary to continue their learning when they leave Papworth Hall School.
3. Increase pupil's ability to function in a communal educational setting: developing their everyday functioning and skills in the areas of social communication, play and imagination, and in their ability to learn and acquire new skills and understanding.
4. To prepare each pupil for a meaningful and purposeful transition to life as an adult regardless of developmental stage.
5. To ensure accurate reporting to parents, carers, Local Authorities, Government agencies, and additional significant others as required.

2) Intent

Curriculum Mission Statement

At PHS we want our pupils to be immersed in a curriculum that supports them to experience and develop an understanding of;

- skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.
- skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.
- skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities.
- what it means to be a human and how human behaviour impacts and shapes the world they live in.
- the visual, cultural, social and environmental aspects of the wider world and where they live.
- the natural world and an appreciation for the animal species that inhabit the world and live alongside them.
- how to compare through the investigation and exploration of various processes and materials.
- the significance of people, places, events and inventions that have helped to change the world in which they live.

At PHS we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional, and mental health before they are able to immerse themselves in the wider demands of the curriculum.

3) Implementation

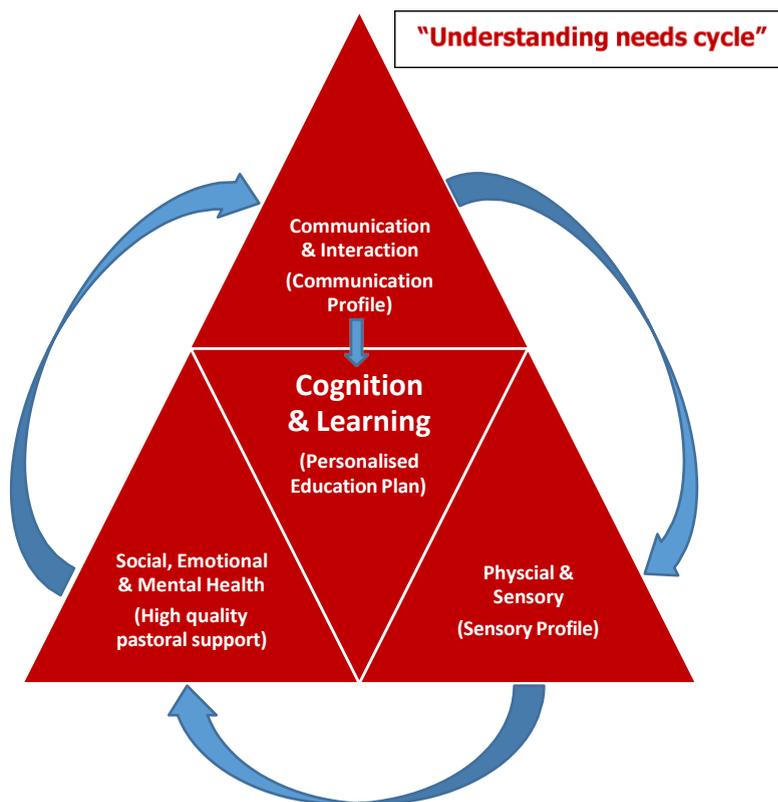


"The Golden Thread" – Education, Health and Care Plans (EHCPs)

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils personalised needs, provision to support overcome barriers to learning and sets out long term outcomes within four/five areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health
- Independence (Preparing for Adulthood - Pfa) - Statutory from Year 9, however all pupils have an independence/preparing for adulthood target.

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.



The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education.

Every pupil has Long Term EHCP Outcomes that broken down into short term learning intentions. Long-Term and Medium-Term Planning is then developed to support progression against these intentions and evidence is gathered via our in-school assessment methods.

At PHS we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that "speaks to them" through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

"All about me" – Personalised Education Planning



SCHOOL POLICY: LOCAL POLICY FOLDER

Each pupil at PHS will have their own individual education plan (we do not do this)– we refer to them as our “All About Me” files. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

Upon entry to the school the team work with each pupil, as well as their parents or carers, to develop a communication profile and sensory profile which will become part of their daily school life, enabling the pupil and staff to help them to build on their strengths and increase their resilience around any identified areas of need.

The clinical therapy team operate predominately using an integrated therapeutic model. This largely consists of different therapeutic disciplines working together to provide training, consultation, and modelling of strategies for staff within the classroom. This ensures that clinical provision is integrated into the whole school environment, and that pupils learn to implement and generalise the use of skills regularly, with the guidance of their support staff.

Personalised planning as already identified starts with the pupil’s EHCP. A review of strengths and weaknesses regarding special education need to inform key documents like Risk Assessment, Positive Behaviour Support Plans.

The pupil’s EHCP, Risk Assessment, Positive Behaviour Support Plan, then influence the provision map that is created to ensure they all necessary provision to meet their special educational needs is in place, ensuring all access to learning is safe, and with as many barriers to learning removed as possible.

Long-Term Outcomes are broken down into smaller Short-Term IEP targets with aim of reviewing progress against these desired outcomes termly 3 times per year.

Curriculum Pathways

At PHS we have three identified curriculum implementation pathways to support a pupil centred delivery of our curriculum intent. Pupils can move between pathways and have a mix of curriculum experiences and assessment opportunities dependent on their developmental stage.

Our Three Pathways of Learning



Roots

Sensory pathway which follows the EQUALS informal curriculum. Students are supported to explore our thematic curriculum, through their senses, whilst developing familiarity with sounds, stories and routines.



Shoots

Following the EQUALS semi-formal curriculum. Students enjoy our thematic curriculum, whilst developing their interests across a range of subjects. Students also have the option to begin the journey of formal qualifications.



Leaves

Our leaves pathway prepares students for the transition to further education or the next stage of their lives and follows the EQUALS semi-formal/formal curriculum and aspects of the national curriculum. Students will also be supported in undertaking recognised qualifications.





Curriculum Intent	
<ul style="list-style-type: none"> • skills to support functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities. • skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities. • skills to support social, emotional, and mental health, developing independent living and life skills that will support safe access to a variety of community settings and wider learning opportunities. • what it means to be a human and how human behaviour impacts and shapes the world they live in. • the visual, cultural, social and environmental aspects of the wider world and where they live. • the natural world and an appreciation for the animal species that inhabit the world and live alongside them. • how to compare through the investigation and exploration of various processes and materials. • the significance of people, places, events and inventions that have helped to change the world in which they live. 	
Curriculum Implementation Equals Informal Pathway - Roots	Curriculum Implementation Equals Semi-formal Pathway – Shoots & Leaves
My Sensory Play My Communication My Thinking My Physical Well-being My Independence My Outdoor School Careers and Employability Skills Fundamental British Values / SMSC / Celebration PSHE	Literacy (including Accelerated Reader & Rocket Phonics) White Rose Maths (Numeracy) ICT The World About Me My Communication My Independence
	My Outdoor School My Play and Leisure My Relationships and Sex Education Careers and Employability Skills Fundamental British Values / SMSC / Celebration



SCHOOL POLICY: LOCAL POLICY FOLDER

Equals Informal Curriculum Pathway – Roots : Our 'Roots' learners are establishing the foundations of learning, language and independence skills. 'Roots' learners are developing awareness and autonomy regarding social thinking, problem solving, self-regulation, independent living and community awareness and presence. They will also be working on developing their repertoire of social and leisure-based interests as well as honing important self-directed learning and organisational skills.

Table with 2 columns: Curriculum Area and Focus. Rows include: My Sensory Play, My Communication, My Physical Well-being, My Independence, My Outdoor School, and My Love of Reading.

With a focus on enrichment, all Roots students will....

Years 1 & 2 of pathway

- Have experienced horse riding.
Have engaged with a local community visit.
Have engaged with our local farm programme.

Year 3 of pathway

- Have experienced a range of celebrations and cultural events in school and in the wider community.
Have engaged in a range of educational visits including the use of different transport

Year 4 & 5 of pathway

- Have visited a theatre.
Have visited a city.
Have travelled on public transport, such as a bus or a train.
Have visited and engaged with a range of offsite sports activities



SCHOOL POLICY: LOCAL POLICY FOLDER

Equals Semi-Formal Curriculum Pathway – shoots & leaves: The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil’s needs through a personalised approach, delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty, but who are developing skills that means they are ready to study some aspects of subject specific learning. Like the Informal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing support (when pupils reach Year 9 and beyond, their agreed outcomes will also reflect the areas of Employment, Community Inclusion, Independent Living and Health as part of a Preparing for Adulthood [PfA] focus). Some pupils, if applicable, will be expected to work towards accreditation in awards and certificates that make use of formal accreditation schemes that are carefully matched to their needs

Equals Semi-formal Pathway	
Curriculum Area	Curriculum Focus
Literacy (inc. Accelerated Reader & Rocket Phonics)	Literacy for sharing information Literacy for the future Literacy for life and leisure Literacy for information
Numeracy	Maths in everyday Life Maths for the future Maths for the community Maths for life Maths for design
The World About Me	Water The weather The seasons Recycling People Life cycle of plants and animals Food Festivals Digital photography Change, history and the passing of time
My Communication	Imperative communications Following instructions Declarative communications Dynamic communications Narratives Formal social interactions with familiar and unfamiliar people Personalised reading and writing Non-verbal, behaviour communications Peer to peer communications Augmentative and alternative communications
My Independence	My travel training My shopping My dressing and undressing My cooking food / technology
My Outdoor School	Starting out Playing games Creativity Wilderness explorers Environmental Awareness Seasonal Awareness Shelter building Making a fire Cooking outdoors
My Play and Leisure	Structured Play Free Play



SCHOOL POLICY: LOCAL POLICY FOLDER

<p>PSHE & My Relationships and Sex Education PSHE Association</p>	<p>Families and people who care for me Caring Friendships Being Safe (including online) Healthy Eating Knowing my body Knowing me Private and public Touching and allowing others to touch me Forming relationships (including online relationships) Sexual intimacy with another person</p>
<p>Careers and Employability Skills</p>	<p>Careers and labour market information Curriculum linked to careers Encounters with employers and employees</p>
<p>Fundamental British Values / SMSC / Celebration</p>	<p>Democracy Rule of Law Respect & Tolerance Individual Liberty Self-knowledge, Self-esteem, Self-confidence Zones of Regulation (Managing my own behaviour) Cultures and Traditions</p>

With a focus on enrichment, all Shoots students will....

Years 1-3 of programme

- ▶ Have experienced a residential and topic related educational visits within the local community.
- ▶ Have explored and comprehended the world through exploration.
- ▶ Gained a functional form of communication and the opportunity to increase interactions with familiar people and peers.
- ▶ Have developed core and functional skills from Individual Education Plans, which will in turn enable pupils to better access the world around them.
- ▶ Have experienced a range of ICT tools and explored and responded to a variety of stimuli.

Years 4-5 of programme

- ▶ Have experienced festivals and community events.
- ▶ Have visited a theatre, museum and used public transport.
- ▶ Have had the opportunity to develop a deeper understanding of culture and what it means to them as individuals.
- ▶ Have had opportunity to learn about their personal history, how they have changed over time and considered differences between the past and present.
- ▶ Have created positive relationships with peers across the pathway.



Determining a Curriculum Pathway for pupils:

Pupils are baselined upon entry to determine developmental stage linked to Pre-Key Stage Standards.

Baseline Key Stage	Roots Pre-Formal	Shoots Semi-Formal	Leaves Formal
Numeracy	0-4 EYFS	Upper KS1- lower KS2	Upper KS2- KS3
Reading/ phonics	0-4	Age 4.5-10	11+
Therapy	Scores 0-2	Scores 3-7	Scores 7+
SCERTs	0 Majority score	1 Majority score	2 Majority score

1. Focused Attention: The ability to respond discretely to a particular visual, auditory, or tactile stimuli. Sometimes called "orienting" to stimuli. It is the lowest level of attention or alertness.
2. Sustained Attention: The ability to sustain a steady response during continuous attention.
3. Selective Attention: The ability to maintain attention in the face of distracting or competing stimuli.
4. Alternating Attention: The capacity for mental flexibility that allows the shift of focus between tasks. People with alternating attention deficits are slow to shift their attention from one task to another. This can also affect conversations. The person will have difficulty with switching conversational topics quickly.
5. Divided Attention: The ability to respond simultaneously to multiple tasks or to do more than one activity at a time. People with divided attention deficits might have difficulty driving and holding a conversation or cooking and listening to the news.

Baseline Assessment Area	Informal	Semi-formal
Level of Attention	Working towards "Focused Attention"	Working towards "Sustained Attention"



4) Impact

Demonstrating progress at Papworth Hall School: Cognition & Learning

Long Term Progress - Progress against Long Term Outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time. These outcomes can link to accreditation pathways such ASDAN Personal Progress Award or Entry Level Qualification where appropriate.

Short Term Progress - Long Term Outcomes are broken down into short term outcomes and linked to either the Informal or Semi-Formal Curriculum Outcomes. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using the AET framework. These outcomes are reviewed continuously but are reported on termly via the schools reporting processes. These outcomes are recorded via each pupils Individual Progress Record.

Personal Development & Behaviour and Attitudes

Attendance - Many of our pupils will have experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to PHS having experienced difficulties with managing their behaviour responses in previous settings leading to incidents of challenging behaviour. We use a reduction in number of behaviour events as impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

At PHS we also use the Leuven scale to record engagement within lessons, this provides us with the opportunity to learn from what is working well and implement such positive techniques and interests across the students' other lessons.

Reporting on Progress

Daily journals - Parents, Carers, & Social Workers receive a brief daily communication detailing highlights from the day and an overview of behaviour and achievements.

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.

End of Term Behaviour & Wellbeing Overview - Parents, Carers, & Social Workers receive an end of term overview of behaviour, attendance, and visually represented experience of pupil's time in school.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.



We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world

**Outcomes
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**Acorn Education And Care
National Fostering Group
Options Autism**