

Curriculum Intent Statement

Mission and Values

Our goal is to provide high quality education for children on the autism spectrum, to be a centre of excellence. We respect and celebrate people on the autism spectrum. We are committed to enhancing their life, well-being, abilities, and successes. We have a passion to understand, support, teach and enhance. We value compassion and professional excellence working in partnership with families.

Our school aims to ensure that pupils have the opportunity to achieve their **PERSONAL BEST** academically; **INDEPENDENCE** in safe and healthy choices for adult life; **RESILIENCE** to manage challenges facing them; **SELF-AWARENESS** in managing self and others.

Whole School

Intent

For Aurora Hedgeway School to be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils.

- To create a learning community where entitlement, opportunity and challenge are championed.
- To offer outstanding SEN training, support and partnership for professionals, colleagues, and parents
- To be at the forefront of SEN development locally, regionally and nationally
- To embody the Aurora Values of Collaborative, Trusted, Innovative, Caring and Ambitious.

Implementation – Whole School

We try to see things from an Autism perspective in order to help pupils learn the skills and understanding that they need.

- Our class sizes are usually between 6-8 pupils with a high staffing ratio in order to best address the needs of the pupils. -
- Strong tutor system with supportive teaching assistants who know pupils well and provide consistency.
- Teaching has a high visual content.
- Structure and routines that support pupils.
- We have highly motivating reward systems.
- Individualised flexible programmes for pupils that need.
- Tidy, orderly, clutter free environment and chill out spaces.
- Short lessons with supported transitions.
- Highly staffed break and lunch times with structured activities available for those that prefer and many different spaces available to relax.
- Students are greeted in the car park by their staff every morning. Staff also walk with pupils to their transport at the end of the day.
- Staff make regular contact to parents via phone or email.
- Fully inclusive academic curriculum incorporating the national curriculum differentiated to ensure all pupils can access learning. Our curriculum is broad and balanced, and gives all pupils 'experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education', as required by The Education (Independent School Standards) (England) Regulations 2014 and the Independent School Standards (Wales) Regulations 2003
- Giving the same emphasis to therapeutic, social and emotional opportunities to raise self-esteem, resilience and a feeling of 'belonging'.

- We embody the Aurora Values by:

Collaborative	Endeavour to establish an inclusive learning community, where all members including parents, students, staff, the wider Aurora Group and local community; work together as equals to assist students to succeed in the classroom.
Trusted	Ensure everyone has a voice and their contribution is valued
Innovative	Avoiding complacency, seeking continual improvement, and improve future performance through the continuous evaluation of our practice.
Caring	Create nurturing, challenging and empowering learning opportunities for children, staff and parents
Ambitious	Enabling school staff, the opportunities to design lessons and learning opportunities that allow all students to reach their full potential.

We organise our school onto Lower, Middle, Upper, and Post-16. Pupils are grouped according to stage rather than age within appropriate parameters for social and emotional development.

Below we have broken down the journey of our young people from entry in lower school through to departure at Post-16, however pupils who join us at different stages are assessed and given a learning plan to ensure they can access the appropriate levels.

Lower School

Our **Intent** is...

- **To create a safe, caring and stimulating environments for all pupils on the first step of their school journey. Our Core Values of Independence, Positive Relationships, Engagement and Enjoyment are at the heart of all we do.**
- **To ensure that communication flourishes through meaningful interactions; individuals learn to regulate and manage their own behaviour through positive support and caring nature; learners are active, learning is meaningful, and engagement is high; success is celebrated, challenge is confronted and barriers to learning challenged.**

This phase supports the youngest pupils and gives them the best start possible to their education. We often have learners join us from mainstream primary schools in either Year 5 or Year 6 to ensure a seamlessly transition to the secondary curriculum. Pupils have their own Educational Team who work collaboratively with the family to ensure that all the individual learning needs are met no matter what their learning style might be. We aim to support all pupils to work towards age-related expectations in English Reading, Writing and Maths as a platform for future learning. However, we intend to address and support the social and emotional aspects of learning which can be the main barrier to learning for our young people.

Implementation

Class sizes vary according to the individual needs of the pupils', but every class has a maximum ratio of 1:3 with additional staff provided in line with EHCP provision requirements. The pupils broadly follow the national curriculum for Key Stage 1 and 2 with planned learning to include all core and foundation subjects. In addition, all pupils are offered weekly outdoor learning sessions. The learning is clearly timetabled and shared with pupils and visual timetables are used to support independence. The class timetable can be adapted to meet the individual needs of our pupils for example additional art time or sensory breaks the class team works closely in partnership with our Therapy team (Clinical Psychologist, Assistant Educational Psychologist, Emotional Learning Support Assistant (ELSA), Speech and Language Therapist, Occupational Therapist). All pupils have access to universal support which is delivered in class discreetly by the class team and supported by our team of therapists. Where additional support is required, pupils may also have individual or small group sessions with a member of our therapy team as part of their learning

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programme. All pupils have educational experiences based around the Primary Curriculum drawing on elements from the National Curriculum as appropriate and differentiated to meet each child's learning style but also incorporating childhood experiences that they may have struggled to access due to their special educational needs.

Pupils have their own workspace but are encouraged and supported to mix with peers and develop positive relationships with others around them. Mixed class activities are regularly planned, such as structured lunchtime activities, and pupils join for Lower School Assembly every week.

We track engagement in learning using an engagement tracker for lessons. All pupils have an Individual Pupil Assessment Record

Impact

By the end of the lower school phase, pupils will have:

- Confidence in Reading and Writing and Maths, particularly the four basic operations. They will have a supported understanding of functional skills such as money and time.
- They will be able to use a computer to support their learning.
- They will begin to acknowledge their academic and emotional progress and achievements. Students will start to show awareness of risks in everyday life and be able to follow instructions to keep themselves safe. Students will be aware that choices have consequences and start to identify between good and bad choices.
- Students will be confident to ask for help and accept support from trusted members of their class teams. They will begin to demonstrate emotional resilience and be able to regulate their emotions with support from staff. Pupils will exhibit a stamina for learning which enables them to access a full but differentiated curriculum.
- Pupils will show a degree of confidence in their learning and interests and begin to develop an awareness of their own identity.
- Fine motor skills will be developed, and pupils will be able to complete most tasks appropriate to their age. They will do this via participation and engagement in Outdoor Learning and Physical Education. Pupils will have an understanding of personal hygiene and health care appropriate to their age.

Middle School

Our intent is when leaving Key Stage 3, our pupils will be confident learners ready to embark on the next steps to adulthood because we will have:

- **IMMERSED** our pupils in an engaging and challenging curriculum.
- **NURTURED** a strong sense of self-identity.
- **PROMOTED** independence and emotional well-being.
- **STRENGTHENED** communication and social skills to build meaningful relationships.
- **ENABLED** our pupils to transfer their skills into the wider community.
- **PREPARED** our pupils for accreditation, further study and making healthy choices.

Middle School bridges the gap between KS2 and KS3, where pupils are Secondary age but may have gaps in learning. As well as pupils moving from our lower school phase School into Key Stage 3, we often have pupils join us in Key Stage 3 from mainstream Primary and Secondary Schools as their parents feel that a mainstream secondary school would not be the right educational path for them.

Implementation

Learning is based on the National Curriculum that is taught by class teachers, with the emphasis on Mathematics and Literacy but is augmented with the continued access to addition of Social Skills, PSHE, Life Skills, SEAL, Preparation for Adulthood (aged 14 and above), Outdoor learning and Creative opportunities. We continue to offer experience in linguistic, mathematical, scientific,

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technological, human and social, physical and aesthetic and creative education using the national curriculum with outcomes from both Key Stage 2 and Key Stage 3. As the pupils move through the middle school, they are supported in considering what their future dreams and ambitions might be, and for those pupils in Y9, they present their Transition Action Plan at their Person-Centred Annual Review through which they can begin to express their ideas about their future.

All students have a flight path which identifies performance at the end of KS2 and enables the school, pupils and parents to set realistic but ambitious goals for their academic future.

The school uses the flight path, social and emotional evidence, pupil voice and parent input to design an academic journey into adulthood.

Mixed class activities are regularly planned, such as structured lunchtime activities, and pupils join for Lower School Assembly every week.

Students may join Upper school lessons where their abilities in particular subjects require extended learning.

Impact

By the end of the middle school phase, pupils will have built upon the skills in lower school to:

- Exhibit social and self-awareness.
- Have the skills to cope with difficulties and know how to seek support to solve a problem.
- They will exhibit greater levels of resilience both for learning and in social situations. They will be more willing to try something new and take risks.
- They will manage challenges in an increasingly mature manner and will have begun to set goals for their future an adult life.
- They will have a higher stamina for learning and should be able to follow their timetable successfully daily.
- Pupils will identify how therapeutic activities and sessions are supporting their independence.
- Pupils will have increased confidence in their skills and qualities and be able to share them with others.
- Pupils will have a clear pathway for accreditations which will prepare them for further and higher education and employment.
- Pupils will recognise their own emotions, the triggers, and signs, and have strategies they can employ to manage them in a health way.
- Pupils will be developing healthy and sustained friendships which will give them a strong sense of self.
- Pupils will have increased self-esteem and see themselves in a positive light.

Upper School

Our intent is...

For all Upper School students to leave us equipped with the personal skills essential for making a positive impact on those around them, enabled to fulfil their individual potential and energised, ready for the next stage of their education or employment as increasingly confident and independent young adults.

Implementation

All upper school students follow a 2–3-year programme designed to give them a smooth transition to the next stage of their education or employment whether that be the post-16 phase at Hedgeway School or on to Further Education or Employment. The National Curriculum subjects form the foundation of the curriculum with an overarching emphasis on the development of practical skills

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for independence and future employment personalised for individuals or groups of students. Throughout the curriculum students will also be taught to:

- Communicate confidently across different settings.
- Generalise essential skills learnt in school out in the community.
- Develop emotional resilience so as to recognise and respond appropriately to their own and other emotions.

Alongside the core national curriculum subjects, our students will also access the following opportunities based on individual learning styles and abilities:

- ASDAN Preparation for Adulthood programme which includes school-based life skills modules, Work Experience opportunities and Work-Related Learning experiences
- Disability Awareness
- Sex and Relationships Education
- Sports Leadership
- Independence skills including Town Training and Food Technology
- Horticulture and Outdoor Learning
- Links with local FE colleges
- Continuation of foundation national curriculum subjects according to pupil interest and engagement.

At the end of Year 11 students work is accredited through the GCSE, Functional Skills or Entry Level Certificate in English, Maths and Science, alongside ASDAN Preparation for Adulthood and AQA unit awards: depending on the pupils' individual learning style and ability. Pupil pathways are identified through the flight path, pupil and parent voice and input from our clinical and transitions team.

For core subjects, pupils are placed onto courses appropriate to their abilities, so they also have opportunities to mix with pupils outside their tutor group. Additionally, Upper school and Post-16 pupils meet weekly for assembly and further enrichment activities.

Impact

By the end of the upper school phase, pupils will have built upon the skills in middle school to:

- Employ robust coping strategies to manage difficulties they may encounter and regulate their emotional responses.
- They will have Social skills allowing them to operate in a variety of situation including within the local community.
- They will have successfully achieved meaningful qualifications (functional skills and GCSE) to allow them to access further education or employment.
- They will hold key life skills to prepare them to Live independently.
- They will have a sense of progression and available opportunities for work and education going into adult life.
- Pupils will demonstrate robust emotional resilience and be able to face new experiences with minimal support.
- Pupils will recognise where to find help or information when they need help.
- Pupils will have the skills to sustain healthy and real relationships.
- Pupils will hold a sense of self-awareness and recognise their areas of strength as well as difficulty. They will be confident at knowing how to recognise theses and seek help when require.
- Pupils will begin to have a sense of place in the community and an understanding of the world we live in.
- Pupils will be able to communicate needs and preferences.
- Pupils will be able to follow their timetable fully and work within the boundaries set by different situations.

Post-16

The Post-16 phase is a thriving and growing phase of the school with the aim of not only continuing with the students learning and development but also supporting their transition into life beyond school whether it is into employment or Further Education.

Our **intent** is...

“To equip and prepare all our students for adult life so that they can lead full and productive lives as members of their own community.”

Implementation

Depending on the level at which the students are attaining when they enter the phase, they will follow one of our 5 Learning Pathways commensurate with their learning style. As with the other areas of the school, the students' needs are supported through our multidisciplinary approach with the young person and the family at the centre. We work carefully with the young person, their family and other professionals to ensure that their transition from school to adult life is well planned.

We aim to achieve this by:

- Providing a stimulating learning environment, where students can access a range of exciting activities, designed to educate, stimulate and challenge.
- Creating an ethos in which everyone is valued and respected and where students are motivated, supported and encouraged to strive for success.
- Providing the highest quality of teaching and learning, through a skilled and appropriately trained and dedicated staff team
- All students will access a range of accredited courses which will increase learning opportunities and raise achievements.
- Providing outstanding care, support and guidance for all our students through a caring and nurturing community resulting in their excellent behaviour and high-quality personal development
- Preparing our students for adult life by taking part in independence and self-help skills programmes using ASDAN Preparation for Adulthood and CoPE
- Where appropriate, some students will work towards gaining the skills necessary for paid employment through a range of work-related experiences, activities and Project Search.
- Working in partnership with students, their families, professionals and local authorities, to prepare the leavers for life after Hedgeway.

Impact

By the end of the post-16 phase, pupils will be able to:

- Employ a range of social skills that they can apply to personal relationships, employment, family and community interactions.
- Pupils will be directly involved in planning their future and engaging in careers and further education discussion. They should be able to indicate preferences and make choices for themselves.
- They will possess the life skills to ensure they can access medical financial and accommodation services as required.
- They will be ready to undertake levels of employment or further study appropriate to their needs, abilities and interests.
- They will have achieved recognised qualifications commensurate with their abilities which will enable them to move on.

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- Pupil's level of emotional literacy, resilience and self-regulation will be robust and enable them to operate in a variety of familiar and unfamiliar situations.
- Pupils will have a positive self-image and know they can achieve their goals and how to access the support they need to do this.
- They can maintain relationships with different key groups including family, friends, employers or community groups.