

Hedgeway School 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 our pupils' learning and lives. We value compassion and professional excellence and seek to work in partnership with families.

Our school aims to ensure that pupils have the opportunity to:

- achieve their **PERSONAL BEST** academically;
- build **INDEPENDENCE**, leading to safe and healthy choices for adult life;
- develop **RESILIENCE** to manage challenges facing them;
- develop **SELF-AWARENESS** in managing themselves and others.

Whole School

Intent

For Aurora Hedgeway School to be recognised as an innovative centre, providing an outstanding, personalised education for all pupils. This means that we strive to:

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

Implementation – Whole School

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

- Our fully inclusive academic curriculum incorporates the national curriculum and is 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.
- The same emphasis is given to therapeutic, social, and emotional opportunities to raise self-esteem, resilience, and a feeling of 'belonging.'
- Our class sizes are usually between 6-8 pupils with a high staffing ratio to best address the needs of the pupils.
- We pride ourselves on a strong tutor system with supportive teaching assistants who know pupils well and provide consistency.
- Teaching has a high visual content.
- We plan structure and routines that support pupils.
- We have highly motivating reward systems.
- Our individualised flexible programmes support pupils' needs.
- We keep the school environment tidy, orderly and clutter free, and provide students with spaces to relax and regulate.
- Short lessons are accompanied by supported transitions.
- Break and lunch times are highly staffed, with structured activities available for those that prefer.
- 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 with parents via phone or email.

- We embody the Aurora Values by:

Collaborative	Endeavouring 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	Ensuring everyone has a voice and their contribution is valued
Innovative	Avoiding complacency, seeking continual improvement, and improving future performance through the continuous evaluation of our practice.
Caring	Creating 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.

Our curriculum is structured to respond to the changing needs and abilities of our cohort. We are able to respond to the needs and abilities of our students so all can achieve qualifications suitable to their personal best.

Lower School

Our Intent is...

- to create a safe, caring and stimulating environment 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 addressed.

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.

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 aim 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 minimum 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, Music, and SEAL. 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 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.

We track engagement in learning using an engagement tracker for lessons.

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.
- be able to use a computer to support their learning.
- 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.
- 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.
- show a degree of confidence in their learning and interests and begin to develop an awareness of their own identify.
- develop fine motor skills, 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 full National Curriculum that is taught by class teachers, with the emphasis on Mathematics and Literacy. It 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, 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 pupils move through the middle school, they are supported in considering what their future dreams and ambitions might be. 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.

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.
- cope with difficulties and know how to seek support to solve a problem.
- exhibit greater levels of resilience both for learning and in social situations. They will be more willing to try something new and take risks.
- manage challenges in an increasingly mature manner and will have begun to set goals for their future adult life.
- have a higher stamina for learning and should be able to follow their timetable successfully daily.
- identify how therapeutic activities and sessions are supporting their independence.
- increase confidence in their skills and qualities and be able to share them with others.

- recognise their own emotions, the triggers, and signs, and have strategies they can employ to manage them in a health way.
- develop healthy and sustained friendships which will give them a strong sense of self.
- have increased self-esteem and see themselves in a positive light.

Pupils will have a clear pathway for accreditations which will prepare them for further and higher education and employment.

Upper School (including Post-16)

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 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 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:

- 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 Travel 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, BTEC, Functional Skills or Entry Level Certificate in English, Maths and Science, alongside WJEC Pathways to Employment, 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. Pupils can make some choices in addition to the core offer. For example, Vocational, History, Art, Sport.

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 regularly for 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.
- have social skills allowing them to operate in a variety of situations, including within the local community.
- have successfully achieved meaningful qualifications (e.g. Functional Skills and GCSE) to allow them to access further education or employment.
- hold key life skills to prepare them to live independently.
- have a sense of progression and available opportunities for work and education going into adult life.
- demonstrate robust emotional resilience and be able to face new experiences with minimal support.
- recognise where to find help or information when they need help.
- have the skills to sustain healthy and real relationships.
- 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 these and seek help when require.
- begin to have a sense of place in the community and an understanding of the world we live in.
- be able to communicate needs and preferences.
- 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.”

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.
- 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.
- possess the life skills to ensure they can access medical financial and accommodation services as required.
- be ready to undertake levels of employment or further study appropriate to their needs, abilities, and interests.
- have achieved recognised qualifications commensurate with their abilities which will enable them to move on.
- develop a level of emotional literacy, resilience and self-regulation which is robust and enables them to operate in a variety of familiar and unfamiliar situations.
- have a positive self-image and know they can achieve their goals and how to access the support they need to do this.
- maintain relationships with different key groups including family, friends, employers, or community groups.

- have had the opportunity to achieve GCSE and personal skills that they may not have been able to achieve by the age of 16.