

**Options Autism**

# **Curriculum Policy**



**Hambrook**  
School

## School Context

Students who attend Hambrook School have a primary need of ASC. Some of our learners may present with additional complex needs such as ADD, ODD, ADHD, SEMH, dyslexia, dyscalculia and dyspraxia and attachment difficulties. All students have an EHCP.

Many of our students have missed substantial periods of time in education, some may have been on part-time timetables, others out of education or in multiple settings. Most students come to Hambrook after one or more breakdowns of placement and have poor experiences of education. Some of our students are in local authority care or have involvement with social care.

The school provides day placements for 38 weeks. The curriculum allows for diversification and to expand the opportunities for nurture and vocational curriculum and put a greater emphasis on key skills, particularly reading, English and sequential learning. This effectively allows for curriculum planning and implementation to be tailored specifically to meet the needs of all students through bespoke learning environments on the site. There are plans to increase therapeutic opportunities to further support young people, including their mental health needs.

SLT will coordinate a collaborative approach to a personalised curriculum which may involve various professionals such as Speech and Language Therapists, Occupational Therapists, Mental Health Practitioners, Educational Psychologists or other clinicians.

Monitoring of progress is reviewed each term. To ensure consistency and attention to individual student needs, planning and recording is through tailored individual curriculum schemes which form part of an intervention curriculum approach. Plan, do, review is a cyclical approach which enables staff to identify gaps, address them and reassess formatively. Subject staff are required to show within their planning how gaps will be met. Information is shared with Parents / Carers and Students which are discussed at the annual review meeting with the LA and other relevant agencies as well as through reports. Students work with the team to understand their individual targets for the term via their teachers and support staff.

The Curriculum Policy provides the framework for effective teaching and learning at our School. Our aims are influenced by the programmes of the National Curriculum along with our own bespoke schemes of work. Hambrook School is committed to providing a holistic education that includes a bespoke core, tailored and enrichment curriculum. This combination will challenge and engage pupils, whilst offering continuity and progression.

Hambrook School has adapted the National Curriculum to meet the needs of students who have a diagnosis of Autism Spectrum Condition, with associated communication difficulties, both language & social difficulties and in some cases Specific Learning Difficulties (such as Dyslexia). The majority of our students are working within the average range; however, some do have additional learning needs in line with their diagnoses.

We place a high priority on Personal, Social, Health, Citizenship and Economic (PSHCE) Education to maximise opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for students with autism. Students learn

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best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. To this end, Hambrook School is committed to phenomenon based, thematic delivery of the curriculum from primary through to Key Stage 5. We recognise that many of our students have very specific difficulties but believe that compassion, tolerance and positive intervention effect change. The culture and ethos of our school is open and non-judgmental and based upon Nurture principles.

The policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Hambrook School. This policy forms an intrinsic part of continual curriculum improvement and development and is used in relation to school improvement planning. All staff have a responsibility to uphold the policy and subject leaders have key responsibilities within this.

## Aims

Hambrook School will:

- Cater for the needs of individual children including the most able and those who are experiencing difficulties due to their ASC diagnosis.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community.
- Provide an exciting and stimulating learning environment, promoting engagement. Ensure that each child's education has continuity and progression.
- Encourage students to Be Safe, Engage in their Learning and Have Fun
- Embody the 4 pillars of Hambrook by being:
  - Mindful (Gaining academic knowledge and qualifications allowing social mobility)
  - Motivational (Using Thrive to assist students in understanding their social/emotional/mental health needs to overcome obstacles)
  - Mechanical (Applying practical/hands-on/outdoor skills to see the world in context)
  - Meaningful (Working in partnerships with Home/School/Outreach/Community)

## Curriculum

- All students have an Education, Health and Care Plan, education which fulfils its requirements.
- Personal, social, health and economic education and RSE-embedded
- Reflects the school's aim and ethos.
- Provide a broad and balanced curriculum in line with statutory requirements and students' needs.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified and respectful way

We aim that all students should:

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- Show greater flexibility; solve problems in a variety of situations; and develop skills to work independently and as members of a team.
  - Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information.
  - Be enthusiastic and eager to put their best into all activities.
  - Be expected to behave in a considerate and acceptable way and learn to become responsible for their actions and the impact this has on others.
  - Care for and take pride in their school.
  - Develop tolerance, respect and appreciation of the feelings, capabilities and differences of others.
  - Develop non-sexist, non-racist and tolerant attitudes to the cultural, lifestyle and religious beliefs of others.
  - Know how to think and solve problems mathematically in a variety of situations using a range of concepts.
  - Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
  - Capitalise on their verbal acuity which often exceeds their ability to record work. We do this through consistent opportunities to respond, discuss and articulate their views within lessons and throughout the school day. Speaking and listening (where appropriate) is an emphasis during lessons, in particular the ability to listen to each other's views and respond appropriately.
  - Develop an enquiring mind and scientific approach to problems.
  - Have an opportunity to solve problems using technological skills.
  - Be capable of communicating their knowledge and feelings through various forms and acquire appropriate techniques which will enable them to develop their inventiveness and creativity.
  - Develop agility, physical coordination and confidence in and through movement.
  - Know how to apply the basic principles of health, hygiene and safety.
  - Be encouraged to work within the local, national and global communities – supporting charities and being aware of the needs and lifestyles of others.
  - Develop self-awareness and social, life and independence skills.
  - Become self-reflective.
  - Through learning identify future career opportunities.

## **Educating the whole child**

Hambrook School teaches children how to learn through a structured, multi-sensory, and integrated approach which runs parallel to a mainstream curriculum. The focus is on developing key knowledge and skills which is needed in order to operate confidently and successfully in education, work, and life in general. Students will follow a modified National Curriculum and may be entered for a variety of courses and examinations including; SATs, ASDAN, Gateway and AQA awards and certificates, Entry Level certificates, Functional skills, GCSEs. Teaching and learning will be influenced by the promotion of SMSC education and students are encouraged to develop personal skills that reflect British values and are expected to behave as ambassadors for our whole school community.

## **Access to the curriculum**

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The curriculum is planned to cover the breadth and depth of study appropriate to the students' attainment levels.

Across the school there are progressive schemes of work that build on learning each year and take account of SMSC themes. Planned opportunities and experiences provide opportunities to develop knowledge and skills that can then be applied in cross curricular subjects and activities.

Flexible teaching styles and curriculum delivery are adopted to meet individuals' needs and determine curriculum planning so that every student has equal access to it. The curriculum takes account of visual, auditory and kinesthetic learning styles necessary to support the range of needs and abilities within the school.

Monitoring of the curriculum is completed regularly through the school's self-evaluation procedures and is always reviewed in line with government legislation.

The curriculum from Year 8 and beyond is supported through careers guidance, GATSBY 8 Benchmarks and a person centred transition approach ensuring there is a focus on;

- the individual student and their personality
- Parent partnership
- The student's aspirations, ambitions, abilities and what is important to them (now and for the future)
- Continual listening, learning, and target setting to help the student aspire to and achieve goals
- Creating an accurate profile with the student at the centre
- preparation for adulthood themes across the curriculum

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

At Hambrook School we provide an education that provides Students with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage Students to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As part of the wider SMSC curriculum, Students are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of Students understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. Coupled with this Students are supported to understand democracy in society and how to participate in processes such as voting in local and national elections through the use of mock election processes.

The school would be organised into 2 curriculum strands – the Formal strand, where pupils are working above, at or close to age related expectation and the Semi- Formal strand which is based upon the Equals curriculum and better meets the needs of more complex pupils who require more experiential learning. Pupils may move between the strands over their time at Hambrook as we recognise that development is not linear.

Classes are streamed by both age and ability for both learning and individualised timetables. Daily living skills, independent skills, travel training and Sex & Relationship Education (SRE) are addressed through the school's bespoke PSHE curriculum.

Students have time at the beginning and end of each day to reflect on their learning, celebrate their successes and resolve any difficulties that may have arisen in their form groups. These sessions are led by their Class teacher who remains responsible for their overall care and wellbeing and is the link between home and school.

Students may have opportunities to access inclusive courses, where appropriate, at local farms, businesses and Colleges, generating further opportunities for extended learning.

### **The Intent of SMSC within the Hambrook curriculum**

As a school for students with special educational needs and challenges, we believe that provision for the social, moral, spiritual and cultural development of our Students is integral to curriculum planning. Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that Students know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable Students to develop an understanding of their individual and group identity.
- Enable Students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **Hambrook Spiritual Development:**

As a school, we will provide learning opportunities that will enable Students to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

**Hambrook Social Development:**

As a school we will promote opportunities that will enable Students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

**Hambrook Cultural Development:**

As a school we will promote opportunities that will enable Students to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.

**The Intent of PSHE and Thrive within the Curriculum**

PSHE is central to the development of the students in our school. Our programme is designed to help Students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps Students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims and objectives. PSHE and Thrive provide learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports Students in reaching their full potential.
- Developing key concepts, language skills, strategies and understanding to enable Students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.
- Developing an understanding of sex and relationships that will affect them throughout life, highlighting sexual issues and the balance of "power" in relationships. Further sex education will be delivered in science lessons.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our Students. The PSHE programme is embedded within other efforts to ensure children and Students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

Hambrook School provides opportunities for children and students to make real decisions about their lives, we promote Student Voice, where they can demonstrate their ability to take responsibility for their decisions.

**Equal Opportunities:**

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We promote the needs and interest of all Students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities.

### **Protected characteristics**

The Equality Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

### **British Values**

British values are promoted in so much of what we do. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge Students, staff or professionals expressing opinions contrary to fundamental British values, including ‘extremist’ views through the PREVENT strategy.

### **Non-partisan views**

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.

### **Careers**

Hambrook School provides GATSBY Benchmarks and guidance programme for its students. In-house and external opportunities for work exposure and experience are available and the OFG have a dedicated Employability lead who can offer advice and support.



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## Safeguarding and Cross Curricular Links

It is important for all our pupils that they can recognise the key skills used in all curriculum areas. This enables pupils to generalise skills they have learned in one subject applying them to the next.

Where subject topics overlap co-ordinators will utilise this learning opportunity including opportunities to embed Safeguarding in the curriculum.

All subject co-ordinators will complete their schemes including information, relative to English and numeracy links with their subject. ICT opportunities will also be utilised in all subject areas.

## The Governing Board

Hambrook School Governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Hambrook School is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for Students to cover the requirements of the funding agreement.
- Proper provision is made for Students with different abilities and needs.
- All courses provided for students can lead to qualifications, such as GCSE and other qualifications, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Fill in any gaps in learning resulting from disrupted education prior to joining the school.
- The governing body will ratify annually this policy annually.

## Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Requests to withdraw children from curriculum subjects are reviewed and managed appropriately.
- The school's procedures for assessment meet all legal requirements.

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- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
  - The governing board is advised on whole-school targets in order to make informed decisions.
  - Proper provision is in place for Students with different abilities and needs as all children have an EHCP.

## **Deputy Headteacher**

The Head/Deputy Headteachers / SENDco will ensure that:

- All provision in EHCPs are met
- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Themes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- An appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

## **The Subject/Curriculum Leaders/SLT**

Are responsible for making sure:

- The curriculum is planned and devised to best suit the needs of groups of young people and individuals.
- The curriculum is delivered and evaluated effectively by the whole school team and responds to changes in the school population through the curriculum.

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- The curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate.
  - Subject teachers provide a strategic lead, offer support and advice to colleagues, and monitor progress in their subject area.
  - Subject teachers provide appropriate plans and schemes of work which are tailored to the individual goals of each young person.
  - The procedures for assessment meet all subject requirements and are used to proactively support the learning and development of the students.
  - There is equality of access to the whole curriculum.
  - Teachers use effective strategies for overcoming barriers to learning.
  - Manage pupil behaviour.
  - Encourage students to act responsibly towards others.
  - Teachers are maintaining a positive learning culture within the classroom, this will be monitored.
  - Ensuring pupils are making progress based on assessments from several sources including, work scrutiny and appropriate assessment platform, baseline assessments, ITAC and EHCP statements.
  - Ensuring agreed teaching methods are being applied consistently across the key stages, for individual pupils. · Ensuring timescales are being adhered to for; Reports, IEP's, EHCP's and ITACs.

## Teachers

Are responsible for making sure:

- An open and receptive learning culture exists within their classroom with clear and appropriate expectations for behaviour to ensure lesson content is understood by pupils.
- Provide a stimulating environment for learning with pupil work displayed as examples of achievement.
- Pupils are confident to speak up / ask questions / actively engage in front of peers.
- Their subject knowledge is current and teaching practice is in line with any current developments.
- Have high expectations for all students relative to individual ability, based on knowledge of Boxall, CAT4 and baseline testing.
- Show learning outcomes in every lesson for each pupil.
- Give regular feedback to pupils both written and verbally, in line with assessment policy that is designed to inspire and motivate, whilst maintaining validity.
- Provide differentiated targets/outcomes, matched to individual pupil ability.
- Be able to use ICT / SMSC discretely within their lesson and show this in lesson planning.
- Direct support staff in an efficient manner, showing knowledge of individual pupil needs.
- Use a wide range of teaching techniques that are tailored to individual learning needs of the pupils, using regular questioning throughout lesson to assess pupil knowledge.
- Engage in lesson studies of other teachers in a continued effort to enhance own practice.

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- Promote independent learning where possible by task setting, behaviour management.
  - Provide opportunities for pupils to reflect upon, learn from and improve upon their performance.
  - Frequently record assessment on school system, currently rising stars.
  - Have knowledge of specific learning needs of all pupils in the classroom.

Overall responsibility for the monitoring of teaching and learning rests with the Head Teacher alongside the Deputy Headteacher/ SENDCO / Subject and Curriculum Leads, who, will make regular visits to classrooms to observe lessons and review pupils' work. Staff will be provided with feedback from these visits.

### **All staff:**

Staff at Hambrook School are expected to active in promoting the curriculum intent named above while also:

- Have high expectations of students. Never advocating or enabling learnt helplessness.
- Employ a variety of appropriate teaching and learning methods.
- Ensure that adjustments are made where necessary to promote access to the curriculum.
- Deliver programmes of study which build upon students' previous experiences, providing progression and continuity which conforms to the requirements of the curriculum.
- Provide work which meets their students' needs and develops aspirations, offering depth and challenge, while motivating and inspiring all.
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, agreeing targets and encouraging
- Students to evaluate their own achievements.
- Develop students' skills to become independent learners; encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals; keep parents/carers regularly and fully informed about the progress and achievements of the students.
- A strong SMSC curriculum is in place across the school to focus and concentrate on sharing and expanding our students' knowledge, understanding and experiences of other cultures, and try where possible to reflect the diverse nature of our school community population within those events.
- The school provides an appropriate staff: student ratio, to allow opportunities for some individual interventions, but principally small group activities. All aspects of a student's day are seen as learning opportunities and students are supported to explore new activities and to revisit when things have gone wrong, in order that even incidents can be used as reflective opportunities.
- Timetables ensure the breadth and balance of academic learning, whilst also integrating the tailored and enrichment learning.
- Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year and sufficient weighting and time is given to core learning and

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development of core skills. All students have individual structured timetables presented in various formats. This enables them to identify what to expect during the day and helps them to become independent learners.

- “Sensory breaks “ happen throughout the school day to enhance attention and concentration, and promote health and well-being. In addition, a morning settling in across the school offering a variety of activities in the form of games both physical and mental to ensure a positive start to the day.
- Transition times are an important part of our curriculum planning. We explicitly teach our students how to manage these times and how to prepare for change—including planned and unplanned changes. This continues throughout the school, with the aim that as learners develop, they will implement independent strategies to manage change.

## Planning the curriculum

Alongside this thematic approach discrete intervention to support learning in numeracy and English will focus on students being able to catch up and fill in gaps in learning. A reading and English intervention program supports the intervention based curriculum, where gaps in learning are planned for and addressed on an individual basis.

At all times we strive for excellence in our curriculum and to provide continuity and progression, whilst also making important connections and links in every aspect of learning. Our curriculum is planned and reviewed at different levels to ensure that where possible, individual needs, strengths and interests of every student are catered for.

## Monitoring of curriculum planning and delivery

It is the responsibility of the Headteacher along with the Senior Leadership Team to ensure that the curriculum requirements are being met and that there is breadth and balance that encourages progression across year groups and through the school. Regular and ongoing SLT observations ensure that effective teaching and learning supports the curriculum and delivery is tailored to meet the needs of individual students. PPA time for teachers allows time to plan for the curriculum and groups have time to meet together and share ideas and experiences.

Planning and content of the curriculum at all times take account of students’ age, attainment, gender, ethnicity, background, diagnosis and EHC Plan. The curriculum is structured so as to be balanced and broadly based and promotes Students’ intellectual, physical and personal development. It is determined, organised and implemented, having regard to the needs, experience, interests, aptitudes and stage of development of the Students and the resources available to the school.

The curriculum provides the best opportunities for equality of access and for Students to learn and ultimately make the best progress that they can. To this end planning is effective and will provide continuity and progression of learning. Self-evaluation is structured so as to provide opportunities for monitoring the extent to which the curriculum is enabling Students to attain their respective individual targets. Best practice reflects the manner through which assessment information is used to inform curriculum planning.

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## Extended curriculum

Offsite educational visits and outdoor activities provide valuable enrichment experiences to support the curriculum and learning. Students also use the local community to contextualise and apply skills learnt in the classroom.

## Casework Consultations or ITACS (Internal Team around the Child)

The Casework Consultation or Internal Team around the Child (ITAC) approach is a response to the need for more joined up services, and the need to provide a more integrated approach within existing resources. The Casework Consultation process ensures all the relevant practitioners concerned with individual cases are convened regularly, and services delivered are integrated, prioritised and coherent and achieve their intended outcomes. The team is made up of professionals from across different disciplines and settings as well as our own in-house professionals to holistically meet the needs of the child or young person.

## Community cohesion

Access to the local community supports the curriculum through local projects and using the local services and facilities to strengthen the curriculum such as harvest festival at the local church. We also encourage learners as they prepare for adulthood to explore provisions back within their local community.

## RESOURCES

The school recognises the need for high quality resources to support the curriculum, placing value on staffing as an essential resource. Classroom resources are varied and ranged to meet the individual needs of the students. We aim to ensure that resources are suitable, age appropriate, up to date and motivating.

## ASSESSMENT, RECORDING & REPORTING

Each subject area and or phase tier provides a curriculum framework within which arrangements for assessing and recording pupils achievements are integral to be the learning progress.

Assessment will be for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to making judgements about the achievements of a pupil and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as curriculum lead 'DEEP DIVE', teacher observation, learning walks, class work, tests, investigation, project work, and examinations (where appropriate).

Positive rewards are an intrinsic part of the school day. Student achievement is also recognised in the weekly feedback to parents.

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Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every student's personalised programme. Such procedures include:

- Formative and summative assessments throughout topics with learners encouraged to evaluate their own progress.
- Ongoing evaluation of ILP, EHC and behaviour targets.
- Medium term planning.
- Regular data points during the year to evidence progress and to identify areas of development.
- A termly progress report to parents at the end of the Autumn term and a face-to-face parents' evening during the Spring Term.
- A full annual report on progress to parents at the end of the Summer term.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

## Equal opportunities

On admission to the school each young person will complete a full baseline assessment, this may include Boxall, WRAT, Literacy or other subject identified assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability and softer skills. Where the statement received indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments.

The curriculum at Hambrook School therefore works to embrace formal and informal learning. It includes a wide range of activities that provide ways to enrich the experience and learning of the children.

Mutual respect and tolerance for each other (staff and students) is viewed as an important part of the curriculum and this is actively role modelled. The school has a clear focus on the social and emotional development as well as the wellbeing of each child, and how this influences their academic progress.

All Students who will attend Hambrook School will have Education Health and Care Plans (EHCP's) which are reviewed annually, or more frequently if required, by liaising with local authorities ensuring we can continue to best meet the needs of individuals.

Each subject area meets these needs by following our Curriculum making them accessible to all Students within the school.

There will be no discrimination in the provision of the curriculum or courses offered or available to students on the grounds of cultural diversity, ethnicity, religion, gender, sexuality, ability, disability or age. We endeavour to ensure that learners' curriculum is accessible to them at the right age and stage of their learning.

## HEALTH AND SAFETY

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Risk assessments support the curriculum and all off site visits. All students' have an accompanying risk assessment; some learners may have an enhanced Risk Assessment where appropriate to their individual need. All staff monitor and take responsibility for the health, safety and welfare of students.





**Outcomes  
First  
Group.**

**Acorn Education**  
**Momenta Connect**  
**Options Autism**