

THE HEDGEWOOD CURRICULUM

We offer a curriculum designed to address the unique learning barriers each pupil faces. Every pupil receives a Personalised Learning Plan (PLP) as a mid-term strategy to address their specific needs and learning gaps. Using a variety of evidence-based tools implemented at different stages of a child's education, we ensure a smooth transition from functional to formal learning.

PRE-PHASE 1

Event Based Teaching

Learning specific skills linked to Daily Life

Barriers

EfL

Addresses barriers to practical and functional communication and independent living.

PHASE 1

Event Based Teaching

Events linked to the Community and Special Interests

Barriers

VB MaPP

Addresses barriers to communication, attention and engagement.

PHASE 2

Topic Based Teaching

Foundational Concepts of the National Curriculum

Barriers

ABLIS

Addresses barriers to language and vocab development, social interaction, self-help and academic skills.

PHASE 3

Topic Based Teaching

Adapted National Curriculum

Barriers

Emotional Regulation
Social Understanding
Subject specific misconceptions

Increased skill acquisition which helps our children do more and learn more

PRE PHASE 1

THE PUPILS

The pupils in this pathway have significant difficulties with communication and motivation. They face significant challenges in communication and motivation. Pupils in this pathway struggle to generalise knowledge across contexts and people. Their limited preferences mean they engage primarily in highly favored activities, making it difficult for them to accept boundaries or transitions. As a result, they may use challenging behavior as a form of communication. Pupils at this stage of their education will need a strong focus on developing their communication and tolerance.

THE AIM

The aim of this pathway is to develop the skills needed to communicate effectively, ensure personal safety, and complete simple daily living tasks. Event-based teaching involves teaching skills in the actual context where they will be applied. Instruction will focus on enhancing the pupils' abilities in their daily living skills. The Necessary Nine skills will underpin their learning, teaching them to engage in a wider range of life-centered activities. These skills can be interchangeably applied are range of learning and leisure activities, supporting holistic development.

THE CURRICULUM

Subject Knowledge Content

- Life Skills

Barriers Assessment

Including but not limited to:

- Making requests.
- Waiting.
- Accepting removals, making transitions, sharing and taking turns.
- Completing 10 consecutive brief previously acquired tasks.
- Accepting 'No'

End Point

- Scoring 3 or 4 against the Quick 8 Assessment

PHASE 1

THE PUPILS

The pupils in this pathway are typically the youngest in the school and have limited experience with formal learning. They often face significant challenges with communication, attention, and motivation. However, they have a wider range of preferred activities, which makes it easier to engage them. They frequently display repetitive play patterns that satisfy their sensory-motor needs. They can focus on adult-led tasks for short periods and need a learning environment that supports the development of attention and communication skills.

THE AIM

The aim of this pathway is to use play to teach communication, attention, and social skills. The learning environment is similar to a nursery, curated to engage pupils and encourage them to participate in learning activities for extended periods. These activities are designed to help pupils develop skills highlighted in the VB-MAPP. Pupils practice essential skills while also working on additional abilities like labeling items, imitating actions, and responding to questions. These skills are crucial for academic success and support their ability to engage with the Early Years framework.

COVERAGE

Phase 1 covers events linked to the wider community and special interests. Pupils engage in experiential learning to grasp increasingly abstract concepts, challenging the pupils' ability to generalise knowledge and skills across different contexts.

THE CURRICULUM

Subject Knowledge Content

Meeting the Early Learning Goals

Barriers Assessment

- The VB MaPP

End Point

- 90% completion of the VB MaPP

PHASE 2

THE PUPILS

Pupils in this pathway will have achieved most of their VB-MAPP targets and acquired the Early Years concepts needed to transition to the National Curriculum. They will have developed a reliable method of communication, allowing them to answer questions, start conversations, and share insights. At this stage, pupils will be able to occupy themselves appropriately and are now ready to build on this by learning to complete learning tasks independently. They will also have developed sufficient capacity for generalisation, enabling them to grasp more abstract concepts through highly adaptive teaching approaches.

THE AIM

The aim of this pathway is to build upon the pupils' foundational knowledge and deepening their understanding through subject-specific content, ensuring a strong progression in learning. This phase expands pupils' access to a broader curriculum that includes subject-specific learning and continued skill building. While maintaining a play-based learning environment, there are moments of increased targeted learning with the teacher. By addressing barriers that may impact group participation, this approach ensures that all pupils have the opportunity to engage meaningfully with the curriculum.

COVERAGE

Phase 2 covers a range of topics selected to teach subject specific knowledge and prompt application of foundational concepts through play-based and highly motivating learning activities.

THE CURRICULUM

Subject Knowledge Content

- Foundational knowledge as seen in our Pre National Curriculum maps

Barriers Assessment

- ABLLS Assessment

End Point

- TBA

PHASE 3

THE PUPILS

Pupils in this pathway are working at National Curriculum Level 1 and beyond. They can learn a range of abstract concepts and generalise information for practical application. Their individual needs continue to be addressed through targeted interventions. Pupils in this pathway may encounter challenges in emotional regulation, social interaction, self-help, self-care, E-Safety, and personal safety. They can engage in both small group and whole class learning activities.

THE AIM

The aim of this pathway is to teach the core knowledge outlined in the National Curriculum. The curriculum provides pupils with a broad and balanced education, delivered through highly adaptive teaching methods tailored to meet individual needs. This approach ensures pupils can access key content through methods that are tailored to their interests and needs.

COVERAGE

Phase 3 draws its coverage from the National Curriculum, ensuring pupils are taught essential core knowledge. The learning material is carefully selected to engage pupils through highly motivating and relevant topics, making the curriculum both broad and balanced.

THE CURRICULUM

Subject Knowledge Content

- National Curriculum

Barriers Assessment

- ABLLS Assessment/Autism Progress

End Point

- N/A