



Hedgewood School

Curriculum Policy

Date policy last reviewed: September 2022

Signed by:

_____ Co-Headteacher Date: _____

_____ Chair of governors Date: _____

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1. Introduction /Intent

Our pupils are at the heart of what we do, so our curriculum is designed to give each child the best opportunity to succeed to achieve the highest quality of life. Our school's vision and values are at the core of everything we do and so woven through the curriculum. Our curriculum develops the whole child, addressing their academic needs and also their communication,, social, emotional and physical development needs while building their independence

Our vision is to be a leading provider of education for pupils with a primary diagnosis of autism. By combining our evidence-based curriculum, Applied Behaviour Analysis, intergrated therapies with the national curriculum, our pupils achieve their full potential, developing the skills they need to lead enriched, productive and happy lives.

Our values, "be nice - work hard - be happy," encapsulates our commitment to creating a nurturing, engaging, and supportive environment where our pupils thrive. By working collaboratively with families and multi- disciplinary professionals, we create a structured, predictable enabling environment in which pupils feel safe, happy, and ready to learn.

Our phased curriculum approach allows us to meet the diverse needs of our pupils, all of whom have a wide range of complex communication, sensory, and physical needs alongside their autism. We recognise that our pupils face unique challenges so our curriculum is designed to equip them with the knowledge and skills they need to become confident, independent, and successful individuals. By tailoring the curriculum to each child's unique profile, we ensure they receive the support and challenge they require to make exceptional progress, developing the knowledge and skills necessary for a successful transition to secondary education and beyond.

Aims of the Curriculum

Our aims are:

- ☐ To provide each pupil with a personalised curriculum that meets the diverse needs outlined in their EHCP.
- ☐ Through our implementation of the curriculum, develop each pupil's communication skills, independence and enable them to be well prepared for future life.
- ☐ To promote each pupil's understanding of British values, cultural diversity, and through our personal, social, health and economic provision ensure pupils are well prepared for adult life in modern Britain.

Curriculum Design

Our curriculum is designed to address unique learning barriers, with highly personalised provision to meet each child's needs. Hedgewood's broad and balanced curriculum is taught in conjunction with the personalised targets set out in each child's Personal Learning Plan (PLP).

We have **four** distinct curriculum phases, each having a clear focus and progression. These four phases provide a comprehensive overview of our school's curriculum. (See appendix 1). We ensure staff have a clear understanding of how the subject content within each phase is linked and contributes to the overall curriculum.

Whilst the phases are distinct, we continually review pupils' progress, moving pupils (across phases) as their learning needs change, ensuring a seamless learning experience.

The four phases enable us to tailor curriculum content, pedagogy and pace to ensure each child can fully access and engage with the learning, optimising their progress and success.

The Four Curriculum Phases:

Pre-Phase 1: The Pre-Phase 1 pathway is designed for our pupils with the most complex learning needs. This phase focuses on the development of pertinent skills to significantly improve their quality of life. We utilise the 'Necessary 9 Skills' as outlined in Patrick McGreevy's 'Essential for Living' curriculum, teaching these skills within functional contexts to enhance responsiveness and application.

Phase 1: Pupils in the Phase 1 pathway are assessed using the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program). This addresses the common barriers to communication, attention, and interaction. The curriculum for this pathway is focused on an early core curriculum through which pupils develop their generalisation skills through event-based teaching.

Phase 2: The curriculum for pupils on the Phase 2 pathway is structured around early concepts underpinning the National Curriculum, while also addressing fundamental barriers to learning. These barriers include challenges that impede pupils' ability to engage in group discussion, expand their vocabulary, and work and play cooperatively with peers. We use the ABLIS (Assessment of Basic Language and Learning Skills) assessment criteria to identify pupils' barriers and track their progress.

Phase 3: Our Phase 3 pathway is based on the National Curriculum, ensuring pupils are taught the essential 'need-to-know' knowledge in each subject. Learning is carefully structured to engage pupils through highly motivating and relevant topics. The curriculum is both broad and balanced. Individual needs are addressed through targeted interventions.

Every pupil has a Personalised Learning Plan (PLP) to address specific needs and learning gaps. Through our precise use of evidence-based tools, where and when appropriate, we ensure a smooth transition from functional to formal learning.

EYFS Provision:

The Early Years Foundation Stage at Hedgewood promotes the four principles of the framework.

- A unique child. (Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.)
- Positive relationships. (Children learn to be strong and independent through positive relationships).
- Enabling environments (Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong

- partnership between practitioners, parents and carers.)
- Learning and development. (Children learn in different ways)

Our intent is to provide a rich, enabling, continuous provision for all EYFS learners which follows the statutory framework for the early years foundation stage. Therefore, our Early Years curriculum follows the prime and specific areas of learning all of which are interconnected. We ensure the characteristics of learning weave through all of these areas, enabling the children to experience and actively explore new things, acquire new skills, develop socially and emotionally and become better communicators. As our children's development is like a spider's web with many strands rather than being linear, our early years' planning is ambitious, flexible and driven by the children's interests.

Depth of learning is fundamental if our children are to be able to consolidate and generalise their knowledge and skills. We create a well-planned, sequenced, indoor and outdoor learning environment and create time and space for them to learn through play, whilst adults sensitively guide and extend every child's learning.

The three prime areas of learning that underpin every aspect of our Early Years provision are: Communication and language, Physical development and Personal, social and emotional development

Four specific areas (highlighted below) help to both strengthen the prime areas and supports children to apply them: Literacy, Mathematics, Understanding the world and Expressive arts and design

Our EYFS learners in phase 1 engage in early learning primarily through a play-based approach that nurtures their development in a dynamic and engaging environment. Children learn early, foundational concepts while also working on essential skills like labelling 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. In a Phase 1 class, the learning environment is 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. Children explore a variety of subjects and topics through stimulating activities designed to enhance their communication and attention skills. Teachers draw upon the Development Matters framework and Birth to 5 milestones, ensuring that foundational knowledge across a broad spectrum of subjects is delivered in a way that resonates with young learners.

Our provision enables them to learn how to play and explore, learn through doing, develop their creativity, regulate their strong feelings and behaviour, focus their thinking and plan what to do next. All pupils make progress socially, emotionally and academically and learn skills which provide them with the tools to move through the Phases until they are ready to transition to secondary school.

2. Implementation

The broad and balanced Hedgewood curriculum is taught daily in conjunction with the personalised targets set out in a child's Personal Learning Plan (PLP).

Personal Learning Plans (PLPs)

Personal Learning Plan (PLP) targets are derived from the objectives set out in each pupil's Education, Health and Care Plan (EHCP) and from our own assessments of the child's current needs. The purpose is to ensure each pupil develops the critical learning behaviours and functional life skills, including the ability to self-regulate and independence in self-management.

All phases have equal importance in shaping a pupil's learning journey, but the significance and focus on particular barriers to learning may change as the pupil progresses through the curriculum and acquire more complex skills.

Our initial 'on-entry' assessments place each pupil in one of our four pathways, ranging from functional learning to more formal learning, based on the pupil's specific skill deficits. Regardless of the pathway, every pupil's Personalised Learning Plan (PLP) serves as a **mid-term** strategy for addressing their unique needs and learning gaps. We encourage parents and carers to actively engage with a pupil's PLP, becoming a 'learning partner' with their child's class teacher. In this way, working together, they help their child to achieve the best possible outcomes. Two PLPs are set for each pupil, each year (PLP 1 is set in Autumn term 2 and reviewed in February, while PLP 2 is set in February and reviewed in July.)

Curriculum Areas:

As well as addressing pupils 'barriers to Learning' through a pupil's PLP, our broad and balanced curriculum includes:

- Literacy,
- Maths,
- Science, and Design and technology
- Humanities,
- Creative Arts,
- Personal, Social, Health and Economic education
- Emotional Development,
- Physical Development.

Core subjects:

- English,
- Maths,
- Science,

Foundation subjects include:

- Design and Technology,
- History,
- Geography,

- Art,
- Music,
- Physical Education,
- Computing,
- Religious Education,
- Relationships and Health Education.

For each subject area there is a curriculum map setting out a clear sequence and progression of knowledge and skills (knowledge in action) for each phase of the curriculum. (See appendix 2 example)

For each Phase, there is a comprehensive overview of the coverage of the school's curriculum. (See appendix 1).

- **Long-term** plans outline the topics for each year in each phase.
- **Medium-term** plans outline the termly coverage for each phase, with an individual pupil's Personal Learning Plans (PLP) providing a mid-term strategy to address their specific needs and barriers to learning.
- **Short term** personalised lesson plans are adapted on a daily basis to meet individual needs. Short term planning is based on curriculum maps and termly coverage.

Teaching Approaches:

Method of Communication:

We understand that having an effective method of communication is crucial for every pupil. We use our 'C.A.F.É.' criteria (Continuously Available, Frequently used and Effortless) to ensure all children have a successful and functional method of speaking.

Pupils who cannot speak (non-verbal) are provided with an effective method of communication so they can effortlessly communicate with anybody, at any time. We use a range of resources and have a clear system for selecting, trialling and establishing an effective communication method for each learner.

For pupils who communicate using speech, we develop their language skills and vocabulary, working towards the vocabulary and grammar of Standard English. We support pupils to formulate, clarify and express their ideas clearly, as well as develop their understanding and use of social language.

Evidence based strategies:

We use and adapt a wide range of evidence-based strategies and interventions to support our teaching staff to deliver the curriculum and enhance the learning for each child. The strategies and interventions for each child are planned on an individual basis, reflecting their learning styles and needs, and communication methods. Some of these include, but are not limited to:

- Visual timetables
- Low-arousal work areas and individual workstations
- Individual daily schedules with a defined start and finish

- Preference assessments
- Essentials for living
- Use of Sign-along
- Echoic Protocols
- Communication belts
- Talk tools
- Short, structured group introductions
- Visual aids for pupils to respond appropriately in terms of understanding and social understanding
- Objects of reference to introduce and model activity
- Multi-sensory approaches to learning
- Key vocabulary highlighted
- Adaptations e.g. –software, hearing devices, magnifiers,
- Programmes of work based on TEACCH learning principles
- Social stories – to promote understanding and improved behaviour/social skill
- Intensive Interaction
- Multisensory learning methods to engage pupils with varying needs.
- Use of assistive technologies where necessary (AAC)
- Engagement Model
- Speech and Language interventions, for example; Colourful Semantics,
- See and Learn
- Move towards the development of self-assessment skills

Therapeutic Integration:

All of our children at Hedgewood School have access to support from the SaLT and OT team. The provision of support from our therapies teams can be 'Universal', 'Targeted', and/or 'Specialist'. The main model for delivery of support is through Direct Class Support (DCS), where pupils are observed and assessed in the classroom environment and strategies, recommendations, and programmes are put in place alongside the class team. To support this provision model, the therapies team work very closely and collaboratively with each class team to embed therapeutic approaches in everyday learning.

Teachers work collaboratively with a range of professionals including Behaviour analysts (BCBA), Speech and Language Therapists (SaLT), Occupational Therapists (OT), Physiotherapists, Positive Behavior Support (PBS) and Family services.

Therapists

Therapists contribute towards identifying a pupil's specific PLP targets, linked to their therapeutic needs and reflecting their EHCP. The therapist's input can be at an individual or class- wide level. There is flexibility to enable therapeutic provision to be within the curriculum or outside of lesson. The main focus for the therapists are (but not limited to) pupils' social skills, health and wellbeing, communication, and independence skills.

Positive Behavior Support

Our PBS lead develops positive behavior support plans and pupil risk assessments alongside class teachers, our **intensive pupil support team** and therapists. These are specific to each child, based on their strengths and the behaviours that challenge. The positive behaviour support plans are based on an assessment of a child's behavioural function. It identifies triggers, proactive strategies and reactive strategies to de-escalate the behaviours that challenge.

The PBS lead and the **intensive pupil support team** monitor the success of these plans, which are aimed at reducing barriers to learning, allowing pupils to better access the curriculum and learn

The PBS lead is responsible for developing and introducing a specific programme for a pupils to develop key skills that are incorporated within the pupils PLP's.

There is a built-in referral system for SaLT, OT, Physio and PBS. Their reports and interventions contribute towards pupils EHCP reviews. The PBS team and therapies team (where possible.) contribute towards data collection, preparing resources for specific programme interventions as well as supporting the pupils directly either through 1:1, 1:2 or small group support. In addition, they contribute towards gathering assessment data and support staff and parents by delivering training.

Communication with Stakeholders

To support the successful implementation of our curriculum, regular, clear communication with all stakeholders, including parents, carers, and the wider community is key. This includes:

1. sharing our curriculum and pathway rationale with parents and carers during induction meetings and parent-teacher conferences, ensures they understand how their child's individual learning and development needs are being met.
2. providing regular updates on the progress of school improvement priorities, particularly in assessment, early reading, early writing, and functional life skills, through Hedgewood newsletters, workshops, and online resources.
3. inviting parents and carers to participate in the review and development of their child's Personalised Learning Plan (PLP), fostering a strong home-school partnership.
4. collaborating with local authorities, therapists and other external agencies to ensure a consistent and coherent approach to supporting each pupil's educational and development needs.

Curriculum Enrichment

Our extensive range of opportunities inside and outside of the school include:

- regular onsite curriculum and wellbeing based activities and theme days such as Safer internet day, Children's mental health and wellbeing week, World book day, Number day etc.
- regular offsite curriculum-based activities such as swimming, library visits, and visits to local playgrounds.
- lunchtime and after-school clubs offering a range of activities.
- an extensive range of community-based learning opportunities. (These occur as

both ~~en~~timetabled activities and as specialised and focused opportunities throughout the year, including Year 6 residential trips).

- our school's external environment is designed with pupils' learning in mind.
- outside play, during break and lunch times, is supervised by class staff, with each pupil being encouraged to be active and engage with playground games.

The school facilities are designed to meet the specific needs of our pupils. Classrooms are bright and airy and are well resourced to meet the educational and sensory needs of pupils.

Hedgewood sports facilities include one P.E hall and one studio, a Trim track area and cycle tracks. We also have an outside garden space for most classrooms, and low-level trim equipment to provide opportunities for our younger children to engage with equipment to develop their proprioception. There is a designated Occupational Therapy room used to support the various therapies we offer in school.

Hedgewood has an outdoor 'classroom' and a sensory garden. The school grounds provide pupils with safe access to natural and sensory areas. The outdoor learning area is designed to enhance pupils' learning in science and geography but is also used to support and enhance learning in across the curriculum. Hedgewood has a well-stocked school library and a specialist music room, including sound beam equipment. We also have a range of portable high tech interactive sensory equipment which is used to support your child's individual sensory needs.

Our two school minibuses are used for trips out to places of interest and i to attend local sporting activities (for example, swimming at Botwell Leisure Centre for KS2 pupils.)

2.5 Staff training and improving practice

The learning and development of all staff is central to high quality provision for every pupil. Training and development are delivered in line with Hedgewood's CPD and Training Policy.

Teaching staff work to develop and continuously enhance their subject/skills based expertise, thereby acting as a resource to support other staff ,(as set out in our CPD policy under the "specialist" level of training). The continuous development of our highly skilled teaching team is a priority as they lead learning sessions for pupils.

Within our teaching team, individuals have completed extended study at post graduate and/or masters level.

All teachers have completed or are on a pathway to complete teacher training, the exception to this is a specific small cohort of unqualified tutors who have been recruited for their specifically identifiable and unique skillset (such as outdoor pursuits/education).

Senior leadership assess staff competencies and ensure that CPD provision enables staff to develop their awareness, skill, and practice in identifying, educating, and assessing pupils with SEND.

Teachers' professional performance and growth

Coe et al. (2020) that "what teachers know and do makes more difference to student outcomes than anything else we can change."

Our approach to teacher performance and growth fosters a culture of self-directed, research-based professional learning amongst teachers. This is driven by our understanding that this approach yields the most significant positive impact on both teachers' classroom practice and pupil learning. This emphasis on self-reflection, peer learning and evidence-based practice aligns with current research on effective professional learning. It has the potential to significantly positively impact on both teacher practice and pupil outcomes.

Our Professional Performance and Growth Plans for each teacher Include targets related to current performance benchmarked against the Teachers' Standards. The plan includes an enquiry question and a target related to their leadership role (if applicable). These are reviewed twice a year. The plan forms the basis for teacher self-reflection and provide a focus for coaching sessions. Teachers have access to a wide range of resources and support, including, external experts; organisations like the Education Endowment Foundation, Chartered College of Teaching and SWALSS (South and West Association of Leaders in Special Schools). The plan and process encourage engagement with action research and evidence-based practice.

2. Impact

Assessment and Monitoring.

The Hedgewood assessment tool has been developed with education experts, BCBAs, Speech and Language Therapists, Occupational Therapists, parents and school governors.

Our teachers employ various evidence-based tools tailored to the different curriculum phases to ensure a smooth transition from functional to formal learning. These include:

- VB-MAPP: Used in Phase 1 and early Phase 2 to assess and address pupils' barriers to communication, attention, and interaction.
- ABLLS: Used in higher Phase 2 and Phase 3 to address pupils' barriers to language development, social interaction, self-help and academic skills.
- Autism Progress: This assessment is used to address barriers to emotional regulation and social understanding.

We use formative assessment to track a pupil's progress against the individualised targets in their PLP, which are derived from the EHCP targets. Teachers use the "assess, plan, do, review" cycle to meet the academic and development needs of each pupil.

The entire curriculum along with its assessment tool is accessible via the Excel Assessment tool. Baseline Assessment is completed within 6 weeks of a pupil starting school. Baseline includes a full assessment completed by the teacher, and is overseen and contributed to by Phase leaders, Therapists and parent/carers.

A pupil's progress towards each target will be summarised twice each year, in February and July. This is used to update the PLP document. The PLP review also encompasses skills acquired not through direct teaching. The PLP targets,

informed by each pupil's assessment scores, are formally reported on twice a year in February and July. Teachers assess progress by indicating whether pupils have achieved, partly achieved, exceeded, or not achieved their mid-term targets, providing a commentary to support their assessments. These reports are a focus for parents' evenings, allowing for meaningful parent discussion their child's progress, achievements, and next steps.

In addition, we share pupil progress with parents through our Seesaw app. Through the App parents can view pictures, videos, and notes about their child's learning. This platform allows parents to engage with their child's education by commenting on updates and working collaboratively with teachers to support a child's learning at home. Achievements are reported in relation to each pupil's Personal Learning Plan (PLP) targets and The Learning Goals, ensuring that progress is clearly communicated and celebrated. By maintaining this ongoing dialogue, we create a strong partnership between home and school, helping pupils to build on and apply their learning in meaningful ways.

Monitoring Cycles: Assess, Plan, Do, Review

The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'.

We use this cycle to identify and meet pupils' needs and improve our practice.

We ensure that:

- our pupils receive the best possible provision and achieve positive outcomes
- our provision continuously evolves to better meet the needs of all
- the EHC needs assessment, planning and review processes support our pupils, their families and the educational setting

The leadership structures at Hedgewood include roles to monitor, assess, provide staff with feedback and ensure that the curriculum is delivered with fidelity over time,

- **Curriculum Leaders** are responsible for monitoring and evaluating the effectiveness of the curriculum and its implementation for their subject area, across the school. Following evaluation, they produce a subject action plan, identifying actions to ensure planning and provision for their subject meets pupils' and the school's needs. (policies) These actions are also based on whole school assessment data and any gaps in provision identified.
- **Phase Leaders** are responsible for monitoring the quality of curriculum delivery (implementation) within their phase, and ensure identified gaps are closed. This is informed by the school improvement plan and curriculum policies that are linked to the curriculum. Phase leaders do this through: reviewing teachers' long and medium-term planning and weekly planning. They also monitor pupils' learning journeys, carry out environment fidelity checks and do 'drop-in' observations
- **Senior Leaders** are responsible for whole school oversight and ensuring the rigour of the monitoring cycle. Senior leaders ensure this 'whole school' evaluation is shared with relevant stakeholders (SEF). Senior

Leaders analyse whole school monitoring data and update the school development plan, identifying gaps and priorities (SDP). This is shared with school governors.

- **School Governors** will hold senior leaders to account by requesting regular (termly) updates on the quality of the curriculum and its implementation, and its impact, gained from the monitoring data. Link Governors for the curriculum schedule monitoring visits to see the daily running of the curriculum and its impact.

Pupil Self-Evaluation and Feedback

Where appropriate pupils are encouraged to comment on their own work and the work of their peers. A variety of mechanisms are used to promote pupil voice.

Pupils are encouraged to give feedback on completed work by showing their completed work to their peers and talking about what they have done. They are encouraged to comment on the work of their peers and ask questions. This is dependent on the ability of the pupils.

Within the curriculum, there are opportunities for pupils to carry out surveys and information gathering, using the school environment and their peer group.

When planning for curriculum theme weeks and special event days, pupils are asked to choose their preference or votes for the activities they would like to see.

Hedgewood has a School Council made up of pupils from across the curriculum Phases. The council have weekly meetings and contribute to the school's newsletters. They are also supported to run surveys and competitions involving all pupils.

Pupil Voice

A range of communication approaches are used to support pupils to interact with their peers and staff. During structured and free time, pupils are encouraged to use their 'Method of communication' to initiate requesting and to talk with others. Low tech and high tech communication opportunities are in place. Where appropriate pupils will use devices to support their interaction with others, for example, through iPads, sound buttons.

Roles and Responsibilities

The Governing Body of Hedgewood School is committed to the principle of ensuring that the school may continue to provide an excellent level of service to its community and shows an interest in all aspects of its work.

The governors, in co-operation with the Co-Headteachers, and SLT, determine the school's general policy and approach to the provision for pupils with an EHCP, establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work.

The Governors ensure that pupils are provided with appropriate resources and high quality learning opportunities by ensuring accountability of school leaders

Core values identified by the Governors:

- To ensure the welfare- pastoral, social, behavioural, physical and educational needs of the pupils are met
- To provide continuing professional development of all staff to meet the pupils' needs
- To ensure that appropriate resources enable the school to serve the needs of its pupils, parents, staff and community effectively and provide good value for money.
- To ensure compliance with statutory requirements and monitor curriculum effectiveness.

The Co-Headteachers /Senior Leaders: Oversee curriculum planning and implementation. They are responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience of for all pupils.

The Co-Headteachers/Senior Leaders:

- Ensure the school holds ambitious expectations for all pupils.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provisions made to support individual pupils.
- Liaising with the relevant designated teacher for LAC and PLAC.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Phase Leaders will be responsible for:

- Provide clear communication and direction to teachers within your assigned phase.
- Work with the Senior Leadership Team (SLT) to develop and implement educational goals, policies, and curriculum.
- Assess teaching practises to maintain high standards of quality teaching and pupil learning outcomes.
- Coach and Mentor teachers, offering guidance, feedback, and professional development through coaching.
- Ensure effective curriculum implementation by providing necessary support and resources to teachers.
- Update the curriculum based on feedback, assessments, and educational research.
- Monitor planning and assessment to ensure quality teaching and learning.
- Assist colleagues in enhancing their subject knowledge and teaching practises.
- Track pupil progress, identifying concerns and implementing support strategies as needed.
- Work with teachers to analyse pupil data, informing instructional practises and decision-making.
- Foster positive relationships with parents/guardians, ensuring regular communication regarding their child's education.
- Engage with community organisations and stakeholders to enhance educational opportunities and resources.
- Assist in developing and managing school timetables and organising events that enrich the curriculum.
- Oversee administrative tasks related to phase, including curriculum audits, resource allocation, and budget management.
- Work with other phase leads, curriculum leads, and SLT to ensure effective coordination and communication across phases.

Teachers will be responsible for:

- Planning and reviewing support in collaboration with parents, the SLT and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils.
- Understanding and implementing strategies to identify and support vulnerable pupils.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the co-headteachers.

Teaching Assistants are highly valued and are deployed with the following priorities:

- Support pupils in respect of their learning as directed by the class teacher, using agreed protocols appropriate to each curriculum pathway at Hedgewood
- Establish good relationships with pupils, acting as a role model and being aware of and responding to individual needs in particular autism.
- Supervise and support pupils at all times to ensure their safety and access to learning
- Support individual pupil programs, OT, speech therapy, physio etc.
- Encourage pupils to interact with others where appropriate and engage in activities led by the teacher.
- Support challenges in behavior through Hedgewood's Low Arousal Approach and ABC, reporting and recording difficulties in line with these approaches.
- Attend to pupil's personal and social needs including health, physical, hygiene and personal care, first aid (as directed) and welfare and wellbeing.
- Encourage pupils to increase independence as appropriate to their learning profile and pathway aims.
- Support pupils' communication development and preferred method of communication (talking, signing, visuals) and support the development of pupils understanding.
- Support pupils in using and developing awareness of online safety, including monitoring e-safety.
- Assist with the supervision of pupils out of lesson times, including lunchtimes and before and after school as required.
- Be aware of and support differences, ensuring all pupils have equal access to opportunities to learn, and promoting the inclusion of all pupils.
- Be aware of pupil progress and achievements and give timely feedback to the class teacher.
- Undertake pupil record keeping as requested, including Seesaw as supervised by the teacher.
- Report information from/to parents as directed.
- Prepare the classroom for learning, maintaining an uncluttered environment.

Addressing Inspection Ofsted Feedback

"The three pathways that make up the curriculum are distinct and separate. This means that there is no overall view of the curriculum as a whole. Leaders should ensure that there is a clear overview of the entire curriculum and that staff have a clear understanding of how subject content in each of the pathways is linked. " **Ofsted report 2022.**

The curriculum rationale outlined above directly addresses the key areas for improvement identified in the most recent Ofsted inspection. Specifically:

1. **Clarity of curriculum pathways:** *The four curriculum phases with a clear focus and progression, provide a comprehensive overview of the school's curriculum. We will work to ensure that staff have a clear understanding of how the subject content in each pathway is linked and contributes to the overall curriculum.*

2. **Transition between pathways:** *While the phases are distinct, we have implemented clear processes for reviewing and transitioning pupils between pathways as their needs and abilities evolve, ensuring a seamless learning experience.*
3. **Subject-specific knowledge and assessment:** *Our school improvement priorities focus on consolidating and deepening teachers' subject-specific knowledge, as well as improving their approaches to assessing pupils' learning. This will enable us to more precisely identify and address gaps in learning, supporting each pupil's progress.*
4. **Early reading and writing:** *The curriculum rationale outlines our commitment to sustaining and consolidating our approaches to early reading and writing, with a focus on deepening staff knowledge and understanding to enable them to more precisely identify and address gaps in learning.*