



Hedgewood School Curriculum



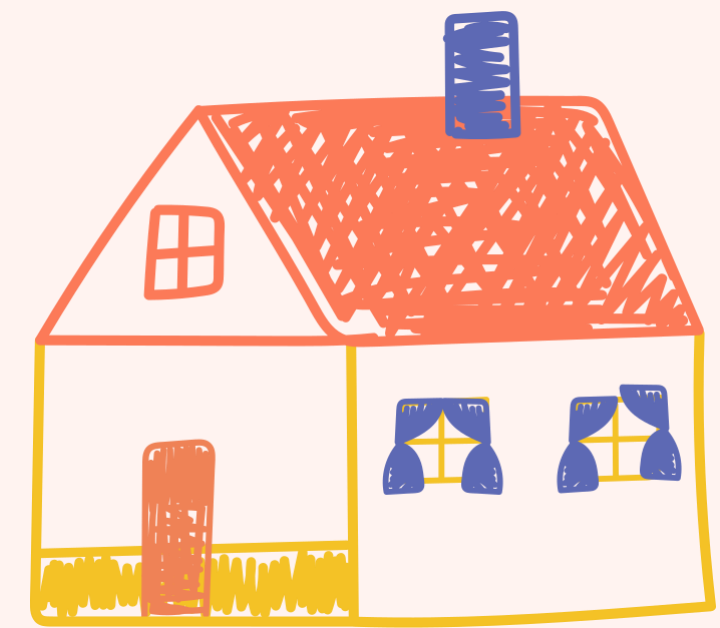
Our Curriculum

Four Pathways



From functional learning to formal learning

- **Pre-Phase 1**
- **Phase 1**
- **Phase 2**
- **Phase 3**





Our Curriculum

Pre-Phase 1

Who it's for: Pupils with complex needs at the earliest stages of development

What we focus on:

- Communication and responsiveness through highly personalised, child-led activities
- Developing the Necessary Nine life skills and preferred ways to learn
- Encouraging tolerance of parallel play and attention for short periods

How we support learning:

- Personal Learning Plans (PLPs) tailored to each child
- Direct interventions, preference-based activities, and functional skill teaching

Necessary 9

Making Requests

Waiting

Accepting removals & sharing

Completing 10 tasks

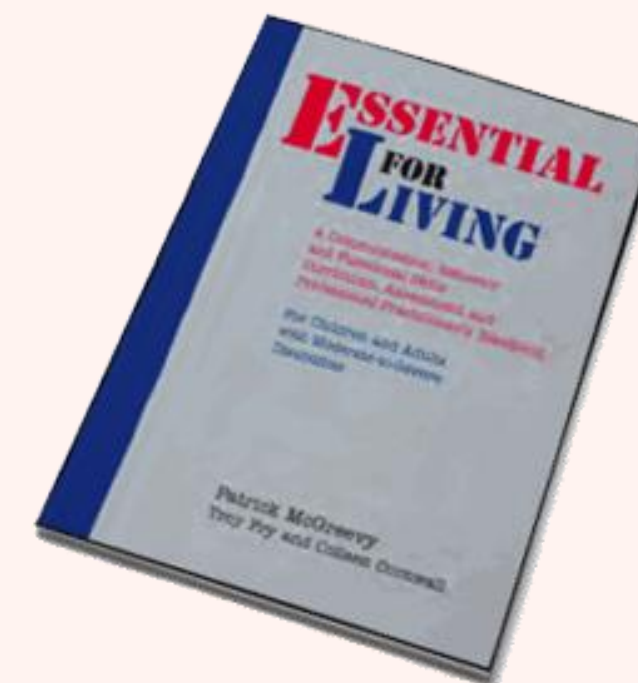
Accepting no

Following directions

Daily living skills

Tolerating situations

Leisure & self-occupy





Our Curriculum

Phase 1



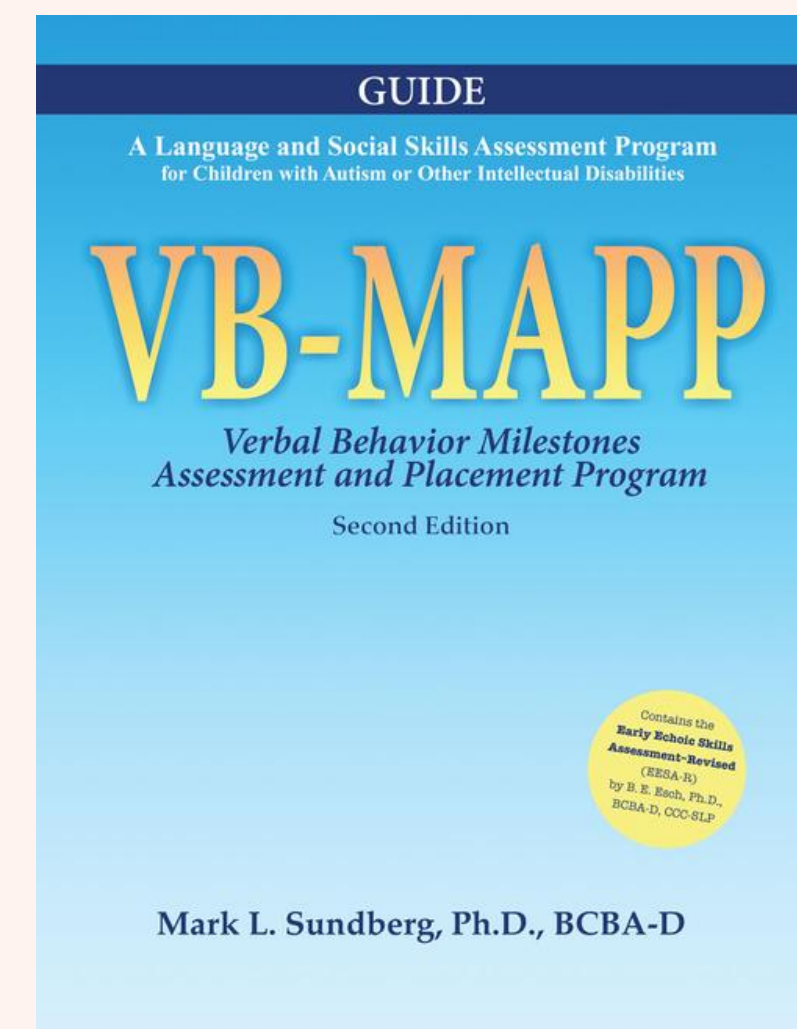
Who it's for: Pupils starting to communicate and explore their environment

What we focus on:

- Early communication using speech, visuals, or alternative methods
- Learning through play, sensory exploration and interaction with peers
- Building on the Necessary Nine and beginning VB-MAPP assessments

How we support learning:

- Parallel and active learning tailored to each child
- Learning embedded in child-led and adult-led play
- Use of PLPs, therapeutic input, and ongoing preference assessments





Our Curriculum

Phase 2

Who it's for: Pupils ready for structured learning with more independence

What we focus on:

- Developing subject knowledge in reading, writing, maths, and topic work
- Working with others in small groups or pairs
- Strengthening attention, communication, and emotional regulation

How we support learning:

- Use of VB-MAPP, Autism Progress, and Progression Steps to track learning
- Play-based and structured lessons
- Paired learning, focused teaching from the curriculum





Our Curriculum

Phase 3



Who it's for: Pupils ready for more formal academic learning and life skill development

What we focus on:

- Adapted National Curriculum in core and foundation subjects
- Applying skills in group learning and real-world settings
- Learning is broken down into small, achievable steps, at a pace that works for the child.

How we support learning:

- "I do, We do, You do" teaching model
- Group learning with interventions where needed



Our Assessments

Assessment is child-centred, flexible, and focused on small-step progress over time. We look at how children learn, not just what they learn.

What We Use:

- Necessary Nine skills
- VB-MAPP
- Autism Progress
- Curriculum Assessment Tools

Personal Learning Plans (PLPs):

Each child has a PLP, created in partnership with teachers, therapists and families. These outline key learning priorities based on their individual needs and EHCP outcomes.

The first PLP is set in October and reviewed in February

The second PLP is set in February and reviewed in July.

Parents evenings are scheduled in October, Feb/March and in July.

Seesaw

We use Seesaw to share updates, photos, and videos of your child's learning journey. It's a way for you to stay connected, see their progress, and share successes from home. Teachers aim to send a minimum of 3 posts a week but the chat feature is available for you to send messages.



Our Services

SaLT

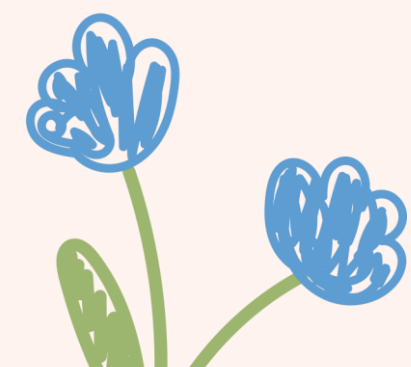
OT

Family
Services

Physiotherapy

PBS

School
Nurse



Attendance

Every Day Counts!

Regular attendance is key to your child's progress:

- Make consistent progress with their communication, learning and independence
- Build strong, trusting relationships with adults and peers
- Feel secure in daily routines and transitions
- Take part in exciting experiences that support personal and academic development

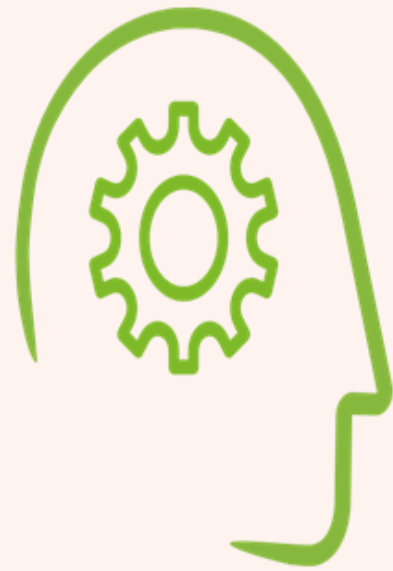
There are three ways to report your child's absence:

- 1. Calling in before 9am**
- 2. Messaging the Attendance Officer on Seesaw**
- 3. Go to the Parentmail app and report it under 'Absence'**

Making Sense of Autism



Social
understanding and
communication



Flexibility, information
processing, and
understanding



Sensory
processing and
integration

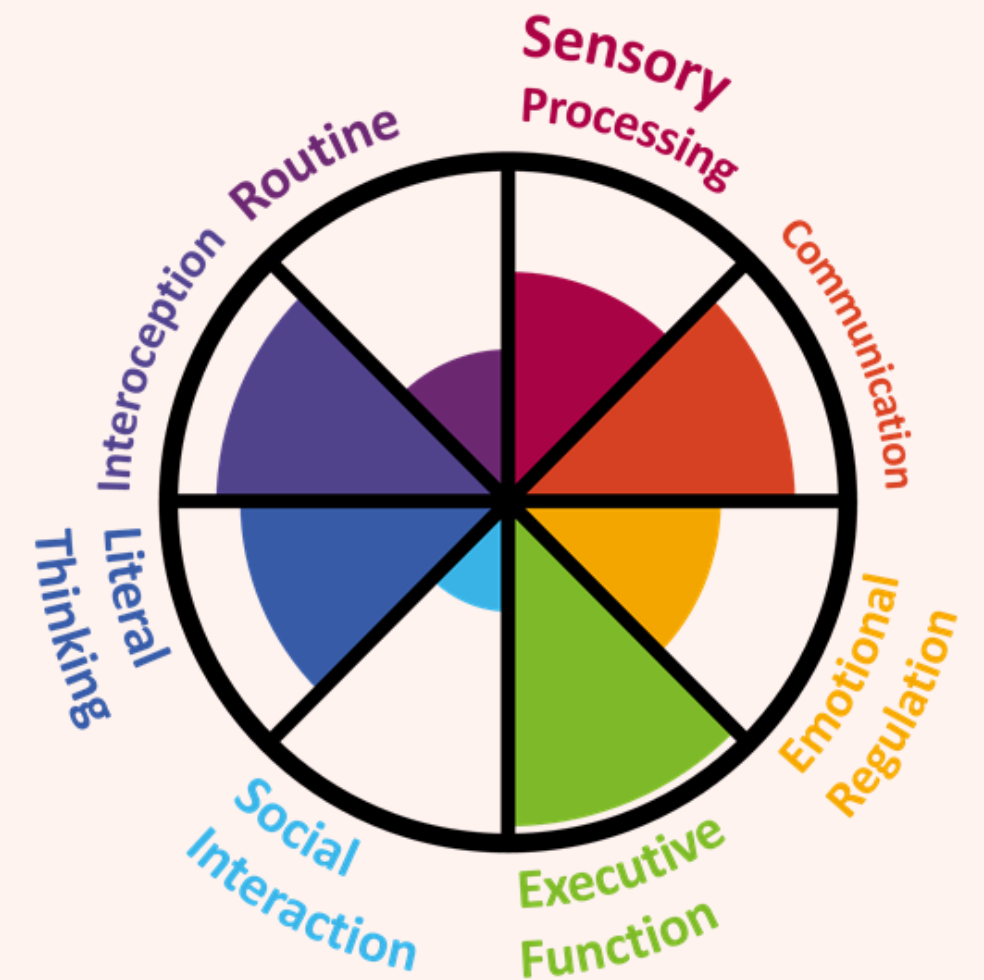
Autistic children have 3 areas of difference in their development. It is really helpful to look at these differences in terms of both the strengths and differences that might arise.

Autism Spectrum

The autism spectrum is not linear



The autism spectrum looks more like





Thank You

