



Hayfield School: Curriculum Intent Implimentation and Impact

INTENT

CURRICULUM VISION AND MISSION

To ensure all our children are at the centre of a broad, varied and interesting learning experience and to equip each child for their future education; in the hope that they will acquire the personal qualities, attitudes, skills, knowledge and understanding necessary for personal fulfilment and a developing social responsibility in a rapidly changing world. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills

Curriculum Aims

Blue Foundation Pathway	Purple Pathway	Red Pathway
		Green Pathway
Supporting learners to develop communication strategies so they have a 'voice'. Developing functional communication skills elicited through a stimulating learning environment Developing pre-learning skills of attention and focus as a pre-requisite to learning Supporting learners who have had Adverse childhood Experiences to 'risk-take' and enjoy the learning environment.	Building on functional communication skills and applying these through structured Play and learning activities Developing learning skills which develop successful learners who enjoy learning and make progress and achieve Developing social communication skills that support the learner in working alongside and with their peers Developing basic functional skills of reading , writing and number	Developing confident individuals who celebrate differences and recognise neuro-diversity. Supporting successful learners who enjoy and contribute to their own learning and make progress and achieve Developing confident individuals who are resilient, happy and kind and ready to embark on the next phase of their learning



EHCP AREA OF NEEDS	
<i>Communication and Interaction</i> <i>Cognition and Learning</i> <i>Social and Emotional Health</i>	

FOCUS FOR LEARNING		
Blue Foundation Pathway	Purple Pathway	Red Pathway
		Green Pathway
Connecting and Responding to key people and activities e.g. object permanence, attention autism, SCERTS, encountering/experiential, intensive interaction, building up relationships. Making sense of the environments and world around them—routine, objects of reference, transitions, classroom environment, education visits, recognising their impact on the environment (cause and effect) Developing varied interest and motivators—flexibility of thought. Readiness for learning— emotional regulation, sensory regulation, routines, relationships, Adverse Childhood Experiences	Connecting and Responding to a wider range of people and activities e.g. attention autism, SCERTs, intensive interaction, building up relationships Interacting with the environment and world around them—routine, objects of reference, transitions, classroom environment, education visits, recognising their impact on the environment and others e.g. cause and effect. Readiness for learning— emotional regulation, sensory regulation, routines, relationships.	Investigating and interacting with the wider world around them. Knowledge and skills based learning. Developing functional life skills in number, reading and writing Beginning to transfer conceptual knowledge into other areas of the curriculum and own experiences Behaviour for learning— emotional regulation, sensory regulation, social relationships, flexibility, confidence, kindness and resilience. Adverse Childhood Experiences

IMPLEMENTATION

APPROACHES TO LEARNING

Blue Foundation Pathway

Purple Pathway

Red Pathway

Green Pathway

Communication & Interaction

Communication— blank level questions, Welcomme, Intensive Interaction; Gestalt Language approaches

SCERTs (social partner stage), sensory cues, objects of reference, visual timetables, Makaton, Attention Autism

Communication and Interaction skills developed within the delivery of the topic and themed based curriculum and tailored specific approaches through Individual Support Plans

Social and Emotional Health Emotional Regulation— mutual regulation/self regulation (SCERTs) , IBP, Well Being assessment

Communication & Interaction

Communication— blank level questions, Welcomme, Intensive Interaction; Gestalt Language approaches

SCERTs (social partner stage), sensory cues, objects of reference, visual timetables, Makaton, Attention Autism

Explicitly taught communication and Interaction skills are practiced and developed through the topic and themed based curriculum that has been designed to focus on communication within the foundation of the Autism Education Trust structure

Social and Emotional Health Emotional Regulation— mutual regulation/self regulation (SCERTs) , IBP, Well Being Assessment

Communication & Interaction

Communication— blank level questions, Social Communication Programmes - Social Express

SCERTs (language partner and Conversation partner stage), visual timetables, communicate in print

Communication, skills social communication , working with others and collaborating supported and practiced through the subject based National Curriculum that has been adapted and tailored to meet the child's specific needs

Social and Emotional Health Emotional Regulation— mutual regulation/self regulation (SCERTs) , IBP, Well Being Assessment



IMPACT

EVALUATING PROGRESS

There is a clear assessment cycle within the school and progress is measured using formative and summative approaches. The assessment listed below inform planning and targets for personalised learning for each child on their Individual Support Plan:

- Early Learning Goals (where applicable)
- Hayfield Stages
- Maths: Sandwell Maths and Maths Recovery to support conceptual assessment
- English: Read Write Inc
- Language: Welcomme 1 & 2 Gestalt Language Assessment
- Observations
- Social communication profile
- Formal and summative recording of progress is completed each term.

Other means of evaluating progress is achieved through:

- Learning walks SLT
- Subject Leader Learning walks
- Book or work scrutiny
- Moderation
- Discussion with the child
- Child self-evaluation

Summative data is recorded on the Education Health Care Plan which is reviewed annually; and it is also recorded on the school's summative data system.

EVALUATING IMPACT AND ACCOUNTABILITY

Summative data is shared with all stakeholders:

Children (where applicable and appropriate),

Parents (on-going, through ISPs and at the Annual Review)

Staff (Subject leaders analyse their own subject's data and interrogate under aspects such as free school meals, girls/boys, different cohorts etc)

Governors

The Local Authority