

**Outcomes
First
Group.**

OptionsAutism

Trimdon Hill
SCHOOL



Curriculum and assessment policy



POLICY:

Curriculum & Assessment Policy

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Introduction

Trimdon Hill school is a school for young people aged 4-11 year with a diagnosis of Autism and other communication and interaction needs. The aim of the education provided at Trimdon Hill school is to develop social interaction and communication skills to allow young people to express their needs and to stimulate curiosity in the world around them.

At Trimdon Hill School, the curriculum is both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth, and development. Teachers, support staff, therapists and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils. Our curriculum also the opportunistic learning experiences that occur throughout the day, and which staff pro-actively seek out and capitalise on in line with the autism-specific elements of our curriculum framework.

Our curriculum is driven by the pupil's needs and interests, whilst also being informed by Development Matters, Equals curriculum, National Curriculum, PSHE Association Planning Framework for Pupils with SEND and the Autism Education Trust's Pupil Progression Framework. Our curriculum is broad and varied and provides pupils with rich learning experiences that are highly personalised.

We are committed to core British Values, including democracy, the rule of law, individual liberty, mutual respect for, and tolerance of, those with different faiths and beliefs, and through our PSHEE and RSE curriculum we actively promote our pupils' understanding of and respect for a diverse range of people, especially those who belong to groups susceptible to discrimination.

As a school for children with autism, our aim is that pupils make the maximum progress possible in the areas of difficulty typically associated with that diagnosis, including their social communication, emotional regulation, and sensory processing. Our curriculum also aims to ensure pupils can both sustain and generalise the skills they acquire, over time, and across different contexts and circumstances. Above all, our aim as a school is to ensure our pupils leave us with the highest possible levels of independence and autonomy, whether that be through the acquisition of practical and academic skills, regulation of their own sensory and emotional needs, or effective articulation of their own choices and pursuit of their own interests and life goals

Intent

At Trimdon Hill school, we 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 curiosity, interaction and communication to allow all children to thrive.
- We will support the development of skills to allow functional communication, interaction, and reading skills, enabling effective communication and safe access to a variety of community settings and wider learning opportunities.



- We will support the development of skills to support emotional regulation, linked to physical and sensory needs, ensuring safe access to a variety of community settings and wider learning opportunities.

At Trimdon Hill school, we recognise that all pupils will need to develop core communication and interaction skills, learn how to manage their physical and sensory needs, impacting positively on their social, emotional, and mental health before they are able to immerse themselves in the wider demands of the curriculum.

Our curriculum aims to address any barriers to learning our pupils experience as a result of their autism, additional diagnoses, or past experiences. Given the diversity of needs and strengths across our pupil population, we aim to establish and sustain the very highest standards of teaching and learning in order that gaps and specific areas of challenge can be addressed and overcome.

There are three key factors within our control that will enable us to do this. These are:

The Environment. The physical environment (and the resources within it) must be carefully designed and managed to actively contribute to pupils' learning. We aim to provide a therapeutic, supportive and nurturing environment for everyone.

Our Expectations. The level, type and volume of work in any activity or lesson must be specifically tuned to the needs and abilities of individual learners. Expectations placed on pupils must build on their previous experiences and promote the highest possible level of progress.

Pupil Experience. Engagement is key to successful learning and our curriculum, therefore, is predicated on the wellbeing and involvement of all pupils. Our aim as a school is to ensure our pupils leave us with the highest possible levels of independence and autonomy, whether that be through the acquisition of practical and academic skills, regulation of their own 5 sensory and emotional needs, or effective articulation of their own choices and pursuit of their own interests and life goals.



Values-SHINE



S SAFE

Creating safety is the first step in the approach at Trimdon Hill school. Safety is essential for ensuring a positive and successful experience for both the child and their family.



H HOLISTIC

Our approach considers the whole child and their whole experience prior to Trimdon Hill. Creating a profile of need emotionally, physically, sensory, socially, cognitively and prior experience. This ensures we can plan their transition to consider and meet all their current presenting need.



I INCLUSIVE

We ensure that every aspect of our school respects the child's individual identity, voice, culture and diverse needs. We ensure from the start of their journey at Trimdon Hill they experience a sense of belonging, equity and access through personalised child centred planning.



N NURTURING

Relationship building, emotional wellbeing and connection at the heart of Trimdon Hill. Ensuring the child feels valued and emotionally held as they progress at Trimdon Hill through carefully planned regulation planning.











E ENGAGING

At Trimdon Hill we recognise that a positive environment and culture is one where a child feels safest, involved, connected and interested. Our goal is for a fully engaged child, built on trust building a bridge between the child's inner world and their school environment.



Our ASC friendly curriculum is built on the following areas:

Communication and interaction		Engaging in interaction Making requests Communicating information / commenting on events Listening and understanding Greetings Conversations Non-verbal communication
Social understanding and relationships		Being with others Interactive play Positive relationships with supporting adults Positive relationships and friendships (peers) Group activities
Sensory processing		Understanding and expressing own sensory needs Responding to sensory interventions Increasing tolerance of sensory input Managing own sensory needs
Interests, routines and processing		Coping with change Transitions Special interests Problem solving and thinking skills
Emotional understanding and self-awareness		Understanding and expressing own emotions Managing emotions and behaviour Understanding others' emotions/ intentions Self-awareness Developing confidence and self-esteem
Learning and engagement		Learning through play Motivation and engagement Organisation and independent learning Understanding and following rules, routines and expectations Evaluating own learning
Healthy living		Keeping Healthy Personal Care Relationships and Sex Education
Independence and community participation		1. Independent Living 2. Personal Safety 3. Road Safety and Travel 4. Leisure

SMSC

At Trimdon Hill School we provide an education that provides pupils 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 pupils 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, pupils are encouraged to act responsibly and work to support their own and the wider community. Work



is carried out on the development of the pupils understanding of institutions such as Police, Fire, NHS, Post Office, Law and Courts etc. Daily living skills, independent skills, travel training and relationships are addressed through the school's bespoke curriculum.

The Intent of SMSC within the Trimdon Hill School curriculum

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 needs
- Ensure that pupils know what is expected of them and why.
- Give pupils a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils 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.

Trimdon Hill School spiritual Development:

As a school we will provide learning opportunities that will support pupils to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Explore 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.

Trimdon Hill School social Development:

As a school we will promote opportunities that will support pupils to:

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

Trimdon Hill School cultural development:

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

- Actively promote the value and richness of cultural diversity in Britain.



The Intent of PSHE areas within the Curriculum

PSHE is central to the development of the children in our school. It also helps pupils to develop the knowledge, skills and understanding they need to live the most confident, productive, independent and healthy lives, appropriate for them as individuals. With collaboration among pupils, staff, and families we wish to create a strong sense of community, supporting pupils in building relationships and social skills. Enabling self-awareness and an understanding of their community and the world they live in. It will support reducing or where achievable, removing barriers to learning by providing an education that promotes positive relationships and supports pupils reaching their full potential. It develops key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future and an understanding of relationships that will affect them throughout life.

Our curriculum promotes both the present and future wellbeing of our pupils. We strive for our pupils to maintain positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. Trimdon Hill School provides opportunities for the children, where appropriate, to make decisions about their lives. We promote Outcomes First Ask, Accept, Develop strategy, where children will be feel listened to and can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities:

We promote the needs and interest of all Students irrespective of gender, culture, ability or aptitude. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the pupils, to ensure that all can access our curriculum pathways and provision. We promote social learning and expect our pupils to show a high regard for the needs of others. This is promoted by our 'Be Kind' school rule. PSHE areas are 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 pupils, 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 pupils to maintain a non-partisan approach at all times during curriculum delivery.

Careers

At Trimdon Hill School children will be introduced to careers by;

- Using storytelling, books, toys, role play and visits to explore a diverse range of careers
- Play-Based Learning -themed play areas (e.g., a doctor's office, grocery store) to allow children to explore different roles through imaginative play.
- Language and Communication- We encourage discussions about what different jobs entail, using simple language and visuals to make connections.
- Job Exploration Activities
- Creation of "career corners" in classrooms (where appropriate)
- Local visits observe different workplaces and meet professionals.
- Guest Speakers- discussion of their careers and how they help the community, making it relatable for the children.
- Career Days- themed days where students can dress up as professionals and learn about different jobs
- Skill Development- focus on skills relevant to various careers, such as teamwork, problem-solving, and communication.
- Reflection and Discussion- interests and aspirations, helping children connect their hobbies and skills to potential career paths.

General Strategies

We weave career discussions into different curriculum areas, relating them to real-world applications. Conversation about careers, where appropriate, will be ongoing, adapting content as children grow and their understanding deepens. By introducing career concepts early here at Trimdon Hill School, and building on them progressively, we can help children understand the world of work and inspire them to explore their interests and aspirations.

Roles and Responsibilities

The Headteacher/ Deputy Headteacher/ SEND Manager will ensure that:

- All provision in EHCPs are met
- Long term planning is in place for all subjects.
- There is consistency in terms of curriculum delivery.
- Schemes of learning encourage progression at least in line with national standards.



- Schemes of learning are in place and used by all staff delivering a particular topic/subject area. These will be monitored and reviewed on a regular basis.
- Assessment is appropriate to the curriculum content
- There should be consistency of approach towards assessment.
- Pupil 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.
- 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.
- Overall trends in progress and attainment inform strategic school development planning.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs regarding curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in relation to the curriculum and SEN guidance.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Actively support pupils in their progress through the curriculum.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.



- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Support learning at home where possible.



Implementation

Every pupil that attends the school has an Education Health and Care Plan (EHCP) which outlines the pupils personalised needs, provision to support overcome barriers to learning and sets out long term outcomes within four/five areas of SEND:

- Communication & Interaction
- Sensory & Physical
- Cognition & Learning
- Social, Emotional & Mental Health
- Independence

We recognise that all pupils will need to develop core communication and interaction skills which will support them to manage their physical and sensory needs which will in turn will impact positively on their social, emotional and mental health. With those three key areas of need addressed at that point pupils can begin to immerse themselves in the wider demands of the curriculum and work towards the development of key skills, knowledge, and understanding driving forward towards future progress and attainment.

The understanding of personalised SEND, the implementation of prescribed provision and targeted EHCP outcomes combine to form the golden thread of each pupil's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each pupil's education.

Every pupil has Long Term EHCP Outcomes that broken down into short term learning intentions. Long-Term and Medium-Term Planning is then developed to support progression against these intentions and evidence is gathered via our in-school assessment methods.

At Trimdon Hill school we want all our pedagogical approaches to focus on the pupil, their skills, interests and needs. We want all of our staff to understand how each pupil's Autism affects them and use research-based strategies to overcome any barriers to learning. We want all of our pupils to be educated in an environment that engages them through the use of visual structure, environmental organisation and the structuring of teaching and learning experiences that promote independence. This organisation and structure should be broad-based and should support the pupils not only in the classroom but during social/leisure times and in the community. We want our teaching to be flexible and responsive to the changing needs of our pupils so they can be engaged, calm and happy learners.

Personalised Education Planning

Each pupil at Trimdon Hill school will have their own individual education plan. This ensures every pupil has access to a curriculum, pedagogy and provision that is tailored to their specific needs, interests, and talents.

Upon entry to the school the team work with each pupil, as well as their parents or carers, to develop a communication profile and sensory profile which will become part of their daily school life, enabling the pupil and staff to help them to build on their strengths and increase their resilience around any identified areas of need.



The clinical therapy team operate predominately using an integrated therapeutic model. This largely consists of different therapeutic disciplines working together to provide training, consultation, and modelling of strategies for staff within the classroom. This ensures that clinical provision is integrated into the whole school environment, and that pupils learn to implement and generalise the use of skills regularly, with the guidance of their support staff.

Personalised planning as already identified starts with the pupil's EHCP. A review of strengths and weaknesses regarding special education need to inform key documents like Risk Assessment, Positive Behaviour Support Plans

Long-Term Outcomes are broken down into smaller Short-Term IEP targets with aim of reviewing progress against these desired outcomes termly 3 times per year.

Determining a Curriculum Pathway for pupils:

Pupils are baselined upon entry to determine developmental stage linked to Pre-Key Stage Standards.

1. Focused Attention: The ability to respond discretely to a particular visual, auditory, or tactile stimuli. Sometimes called "orienting" to stimuli. It is the lowest level of attention or alertness.
2. Sustained Attention: The ability to sustain a steady response during continuous attention.
3. Selective Attention: The ability to maintain attention in the face of distracting or competing stimuli.
4. Alternating Attention: The capacity for mental flexibility that allows the shift of focus between tasks. People with alternating attention deficits are slow to shift their attention from one task to another. This can also affect conversations. The person will have difficulty with switching conversational topics quickly.
5. Divided Attention: The ability to respond simultaneously to multiple tasks or to do more than one activity at a time. People with divided attention deficits might have difficulty driving and holding a conversation or cooking and listening to the news.

Baseline Assessment Area	Informal	Semi-formal
Level of Attention	Working towards "Focused Attention"	Working towards "Sustained Attention"



Curriculum and assessment overview



Curriculum and assessment overview

AIR approach

- Active learning
- Interaction and communication
- Routines and structure

Pathway	EYFS	Informal	Semi-Formal	Formal
Area of learning	Prime areas <ul style="list-style-type: none"> • Personal, social and Emotional development • Communication and language • Physical development Specific areas <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the world • Expressive art and design <p>• *To be followed by year 1&2 pupils who have not yet met the ELGs</p>	My play and leisure <ul style="list-style-type: none"> • Well-being, contentment, optimism • Voice and agency My communication <ul style="list-style-type: none"> • Self-regulation • Social interaction My physical Well-being <ul style="list-style-type: none"> • Self-confidence and self-esteem My independence <ul style="list-style-type: none"> • Engagement with and within communities • Concentration and attention My outdoor school <ul style="list-style-type: none"> • Social relationships • Family and peer relationships • engagement model 	My communication <ul style="list-style-type: none"> • My physical well-being • My outdoor school My play and leisure <ul style="list-style-type: none"> • My music • My dance My thinking and problem solving <ul style="list-style-type: none"> • RSE • The world about me My independence <ul style="list-style-type: none"> • My art • My drama <p>*To be followed by pupils from year 1+ who have achieved their ELG</p>	<ul style="list-style-type: none"> • Maths • English • Independence • Outdoor schooling • Play and leisure • Physical well-being • The world about us
Assessment				
AET framework areas to support and assess EHCP outcomes <ul style="list-style-type: none"> • Communication and interaction • Social understanding and relationships • Sensory processing • Emotional understanding and self-awareness • Learning and engagement • Healthy living • Independence and community participation 		Supported assessment through the 5 areas of engagement for EYFS and working towards informal pathway <ul style="list-style-type: none"> • Exploration • Realisation • Anticipation • Persistence • Initiation 		Evidence for learning <ul style="list-style-type: none"> • Equals frameworks • AET frameworks • OFG English, Maths, Science • Rocket phonics • Star assessments • White Rose assessments • Development matters • Engagement model



EYFS pathway

The EYFS framework will ensure that children learn and develop well, ensure children are kept healthy and safe and ensure children have the knowledge and skills they need to progress through school. In reception, the teacher and class staff work hard to embed positive attitudes towards school and learning.

The prime areas of learning and development in reception year are: 1) Personal, Social and Emotional Development: Being able to negotiate, consider the ideas and needs of others, empathise and work successfully as part of a team. 2) Communication and Language: Being able to process and follow instructions, having the confidence to communicate freely and express themselves as a learner, and being able to listen attentively in a range of situations. 3) Physical Development: Developing the control and coordination needed for both small and large movements, using tools effectively, negotiating space and understanding the need for physical exercise, a healthy diet and how to keep yourself healthy and safe.

By the end of their reception year, children should be able to achieve outcomes within several different areas, including; • Communication and language • Physical development • Personal, social and emotional development • Literacy • Numeracy • Understanding the world • Expressive art and design

Phonics is delivered at an appropriate stage using Rocket Phonics which is a recognised SSP. The plan below is an example of how each of the areas are delivered. The delivery is through a continuous provision model. PSHE underpins the curriculum and EHCP Outcomes and termly targets are a flowing thread throughout all curriculum pathways and areas of learning (Evidence for Learning)

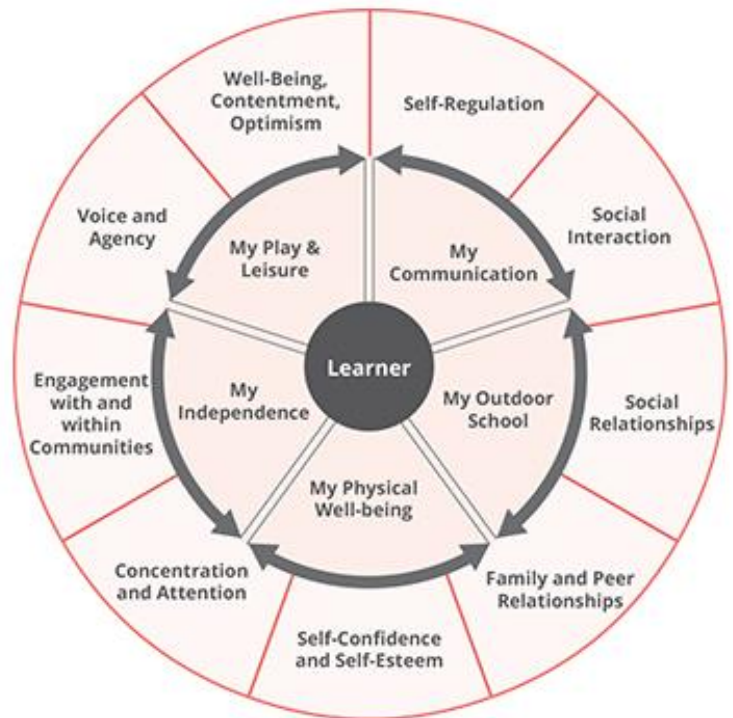
	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1	All about me People who help us	Simple Stories Naming objects Who/what/where Describing <u>home</u> Social phrases	Unfamiliar settings Personal hygiene	Indoor and outdoor apparatus Queueing Knife and fork	Individual letters Blending Picture books	Counting concrete – 10 Length	Describe my family. Describe others and their roles	Listen attentively. Recall songs and stories
Autumn 2	Winter	Rhymes poems and songs Sequencing	Conflict resolution Following rules Stick Man	Fine motor skills Indoor sports Scissors crayons	Onomatopoeia Exception words	Subitise to 5 Recognise shapes	Halloween Christmas Fireworks Special places	Sing songs. Explore materials and colour
Spring 1	Life and Living things	Asking questions	Valentines Expressing feelings Respecting others	Ball skills Handwriting	Simple phrases Story sequences	Composition to 10 Number bonds. Spatial reasoning	Mother's Day Easter Understand different beliefs The familiar past	Pretend storylines. Play musical instruments
Spring 2	Plants and Growing Mini beasts Lifecycle	Hungry caterpillar sequencing Jack and the Beanstalk	Resilience Trip to a farm	Fine motor skills Gross motor skills chalks	Lower- and upper-case letters	Count beyond 10 Patterns	Draw information. seasons	Make use of props Recall stories
Summer 1	The World around us Jungle Castles and Dragons Dinosaurs,	Language in context Non-fiction	Personal safety Goals Independence	Outdoor sports Climbing Balancing Painting	Whole word writing and recognition	Length weight and capacity	Differences in other countries Different environments	Pretend storylines. Explore materials
Summer 2	Transitions Holidays and Space	Future tense, make <u>plans</u> reflecting	Instructions Personal safety Teddy Bear Picnic	Pencil and pen control	Anticipate next steps. Fiction/non-fiction vocab	Compare quantities. Even/odd Equal distribution	Compare and contrast. Observe environment	Explore differences in sound



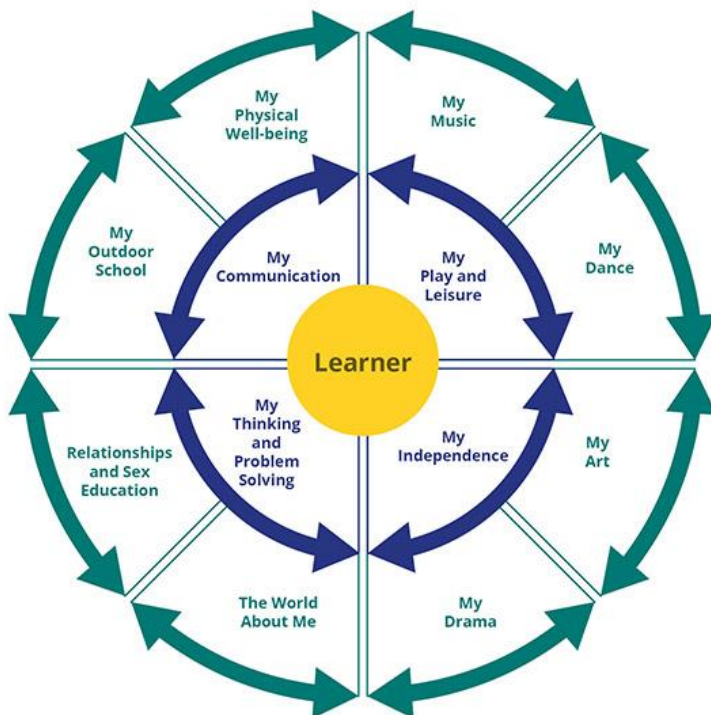
Equals pathways

Trimdon Hill school use and acknowledge the Equals curriculum and the pathways and content use the areas of learning below:

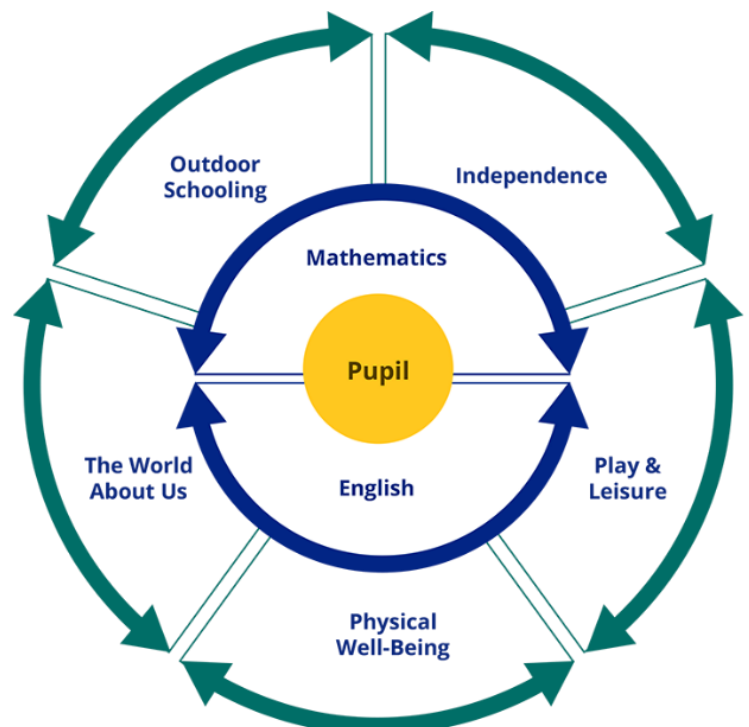
Informal curriculum



Semi-formal curriculum



Formal curriculum





Informal curriculum pathway

An informal Curriculum

The informal curriculum focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in a child's development and the need for sensory and multi-sensory approaches to learning. The student is kept at the centre of the teaching and learning process making the curriculum unique to each student through staff providing a flexible and responsive offer that meets their very individual learning needs. Students will be engaging at the very earliest stages of learning with staff using relationship-based approaches within bespoke timetables. PSHE underpins the curriculum and EHCP Outcomes and termly targets are a flowing thread throughout all curriculum pathways and areas of learning (Evidence for Learning)

	Delivery (Content and method)	Assessment
My sensory play	<ul style="list-style-type: none"> Equals curriculum-informal Supporting documents OFG A Nurturing Curriculum Approach-Best practice White Rose science (Reception to year 2-slowed down) To build up tolerance levels, confidence and acceptance to different stimuli when presented in play activities. To build up on the 5 levels of play and build on social interaction and flexibility of thought: <i>Sensorimotor Play, Relational Play, Functional Play, Symbolic Play, Socio-dramatic Play</i> To build up on the 5 social dimensions of play: <i>Solitary, Parallel, Shared, Turn-taking, Co-operative</i> OFG maths curriculum-Space (<i>Prepositions</i>), <i>shape, measure, number and direction through Discovery Play</i> Turn-taking and continuous provision OFG PSHE curriculum 	<ul style="list-style-type: none"> Development matters framework to support skills development EHCP Outcomes AET framework assessments Equals assessment Engagement model OFG PSHE progression framework
My communication	<ul style="list-style-type: none"> Equals curriculum-informal Supporting documents OFG A Nurturing Curriculum Approach-Best practice Pre-phonics-Rocket phonics OFG English curriculum Engagement model- <i>Exploration, Realisation, Anticipation, Persistence, Initiation</i> The 3Ms (Motivation, Means and Mate) is the fundamental basic for communication: 	<ul style="list-style-type: none"> Pre Keys stage standards-OFG tracker Development matters framework to support skills development EHCP Outcomes AET framework assessments Equals assessment Engagement model OFG PSHE progression framework



	<p>A motivation (a reason) for communicating A means (a method) of communicating Someone (a partner or partners) to communicate to.</p> <ul style="list-style-type: none"> OFG PSHE curriculum 	
My physical well being	Delivery (Content and method)	Assessment
	<ul style="list-style-type: none"> Equals curriculum-informal <p>Supporting documents</p> <ul style="list-style-type: none"> OFG A Nurturing Curriculum Approach-Best practice OFG PSHE curriculum 	<ul style="list-style-type: none"> Development matters framework to support skills development EHCP Outcomes AET framework assessments Equals assessment Engagement model OFG PSHE progression framework
My independence	Delivery (Content and method)	Assessment
	<ul style="list-style-type: none"> Equals curriculum-informal <p>Supporting documents</p> <ul style="list-style-type: none"> OFG A Nurturing Curriculum Approach-Best practice Numicon Firm Foundations Numicon Breaking Barriers White Rose Maths (Reception)-see LPT from White Rose Reception with SOW Engagement model- Exploration, Realisation, Anticipation, Persistence, Initiation OFG PSHE curriculum 	<ul style="list-style-type: none"> Pre Keys stage mathematics standards- OFG tracker White Rose Maths assessments Development matters framework to support skills development EHCP Outcomes AET framework assessments Equals assessment Engagement model OFG PSHE progression framework
My outdoor school	Delivery (Content and method)	Assessment
	<ul style="list-style-type: none"> Equals curriculum-informal <p>Supporting documents</p> <ul style="list-style-type: none"> OFG A Nurturing Curriculum Approach-Best practice OFG PSHE curriculum <p>Equals-Promoting independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving.</p>	<ul style="list-style-type: none"> Development matters framework to support skills development EHCP Outcomes AET framework assessments Equals assessment Engagement model OFG PSHE progression framework



Semi-formal curriculum pathway

Semi-formal curriculum			
<p>The semi-formal curriculum recognises that many of our pupils have a range of complex obstacles to learning as well as learning difficulties. We meet each pupil's needs through a personalised approach, delivered through a bespoke curriculum offer appropriate for pupils identified as having a severe learning difficulty, but who are developing skills that means they are ready to study some aspects of subject specific learning. Like the Informal Curriculum offer, pupils will experience learning opportunities that centre around communication, cognition, social and emotional development and sensory processing. PSHE underpins the curriculum and EHCP Outcomes and termly targets are a flowing thread throughout all curriculum pathways and areas of learning (Evidence for Learning)</p>			
Area of learning	Delivery topic-Equals SOW	Supporting documents	Assessment to support progress
The World About Me	<ul style="list-style-type: none"> • Water • The weather • The seasons • Recycling • People • Life cycle of plants and animals • Food • Festivals • Digital photography • Change, history and the passing of time 	<ul style="list-style-type: none"> • OFG A Nurturing Curriculum Approach-Best practice-for working towards Semi formal pathway • OFG Humanities • OFG Science curriculum • White Rose science (Reception to year 2-slowed down) 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL
My Communication	<ul style="list-style-type: none"> • Imperative communications • Following instructions • Declarative communications • Dynamic communications • Narratives • Formal social interactions with familiar and unfamiliar people • Personalised reading and writing • Non-verbal, behaviour communications 	<ul style="list-style-type: none"> • OFG A Nurturing Curriculum Approach-Best practice-for working towards Semi formal pathway • Pre-phonics-Rocket phonics • OFG English curriculum 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL • Pre Keys stage standards- OFG tracker <ul style="list-style-type: none"> • Phonics assessments • Phonics screening



	<ul style="list-style-type: none"> • Peer to peer communications • Augmentative and alternative communications 		
My Independence	<ul style="list-style-type: none"> • My travel training • My shopping • My dressing and undressing • My cooking food / technology 	<ul style="list-style-type: none"> • OFG A Nurturing Curriculum Approach-Best practice-for working towards Semi formal pathway • OFG Maths • Numicon Firm Foundations • Numicon Breaking Barriers • White Rose Maths (Reception)-see LPT from White Rose 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL
My Outdoor School	<ul style="list-style-type: none"> • Starting out • Playing games • Creativity • Wilderness explorers • Environmental Awareness • Seasonal Awareness • Shelter building • Making a fire Cooking outdoors 	<ul style="list-style-type: none"> • OFG A Nurturing Curriculum Approach-Best practice-for working towards Semi formal pathway • OFG PE 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL
My Play and Leisure	<ul style="list-style-type: none"> ▪ Structured Play Free Play 	<ul style="list-style-type: none"> • OFG A Nurturing Curriculum Approach-Best practice-for working towards Semi formal pathway 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL



Formal curriculum pathway

Formal curriculum			
<p>The formal curriculum follows Equals formal curriculum and is adapted to support young people who may not be consistently working within the formal curriculum (see semi-formal curriculum) This curriculum has been specifically written for pupils working consistently and over time below age related expectations, especially those who struggle with Literacy and Numeracy.</p> <p>PSHE underpins the curriculum and EHCP Outcomes and termly targets are a flowing thread throughout all curriculum pathways and areas of learning (Evidence for Learning)</p>			
Area of learning	Delivery topic-Equals SOW	Supporting documents	Assessment to support progress
English	<ul style="list-style-type: none"> Interacting and Expressing Needs Handling Information Narratives Systematic Teaching of Whole Word Sight Vocabulary Sentences Alternative and Augmentative Communication (AAC) 	<ul style="list-style-type: none"> Rocket phonics OFG English curriculum 	<ul style="list-style-type: none"> EHCP Outcomes AET framework assessments Equals assessment EFL Pre Keys stage standards-OFG tracker <ul style="list-style-type: none"> Phonics assessments Phonics screening
Independence	<p>Travel Training: Basic Principles</p> <ul style="list-style-type: none"> Traveling as a Pedestrian Traveling by Bus or Tram Traveling by Tube/Metro/Underground Traveling by Train Traveling by Bicycle <p>Shopping: Basic Principles</p> <ul style="list-style-type: none"> Money Elementary Shopping Shopping for Cooking Other Shopping Bank Accounts, Debit Cards and Cash <p>Cooking: Basic Principles</p> <ul style="list-style-type: none"> Elementary Cooking Skills Pre-Cooking Skills Using a Blunt Knife Pouring, Mixing and Estimating 	<ul style="list-style-type: none"> OFG Maths Numicon Firm Foundations Numicon Breaking Barriers White Rose Maths (Reception)-see LPT from White Rose OFG PSHE progression framework 	<ul style="list-style-type: none"> EHCP Outcomes AET framework assessments Equals assessment EFL



	<ul style="list-style-type: none"> • Dealing with Accidents in the Kitchen • Working Safely with Electrical Equipment • Germs and Bacteria <p>Advanced Cooking Skills</p> <ul style="list-style-type: none"> • Using More Advanced Kitchen Equipment • Following Conventional Recipes 		
Maths	<ul style="list-style-type: none"> • Number Based Activities • Counting Games • Counting Songs • Estimation 1 – Non-directed play • Estimation 2 – Directed play • Estimation 3 – Everyday situations • Numerals • Money 1 – Means of exchange and coin recognition • Money 2 – Establishing basic rules • Money 3 – More complex shopping • Money 4 – Lower denomination coins • Money 5 – Making up various denominations 	<ul style="list-style-type: none"> • OFG Maths • Numicon Firm Foundations • Numicon Breaking Barriers • White Rose Maths (Reception)-see LPT from White Rose 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL • Pre Keys stage standards-OFG tracker
Outdoor schooling	<ul style="list-style-type: none"> • Staff and learner preparation • Starting Out • Playing Games • Orienteering • Creativity • Wilderness Exploration • Environmental Awareness • Seasonal Awareness • Shelter Building • Making a Fire • Cooking Outdoors 	<ul style="list-style-type: none"> • OFG PE • OFG PSHE progression framework 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL



Physical well being	<ul style="list-style-type: none"> • Play and Other Natural Physical Activities • PE, Sports and Games • Aquatics • Healthy Eating and Healthy Lifestyles • Good Mental Health and Well-Being 	<ul style="list-style-type: none"> • OFG PE • OFG PSHE progression framework 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL
My play and leisure	<ul style="list-style-type: none"> • Solitary Play • Parallel Play • Shared Play • Turn-Taking Play • Co-operative Play • Leisure 	<ul style="list-style-type: none"> • OFG PSHE progression framework 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL
The world about us	<ul style="list-style-type: none"> • Change, History and the Passing of Time • The Seasons, Change and the Passing of Time • The Life Cycles of Plants and Animals • The Weather • Food • Recycling • Digital Photography • Festivals • People • Water 	<ul style="list-style-type: none"> • OFG Humanities • OFG Science • OFG PSHE progression framework 	<ul style="list-style-type: none"> • EHCP Outcomes • AET framework assessments • Equals assessment • EFL



Impact

Demonstrating progress at Trimdon Hill School

Long Term Progress - Progress against Long Term EHCP Outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time.

Short Term Progress - Long Term Outcomes are broken down into short term outcomes and linked to either the Informal or Semi- Formal Curriculum Outcomes. We recognise that the needs of pupils mean that progress needs to be measured and recorded outside of typical linear means. We therefore measure progress against an identified outcome using the AET framework. These outcomes are reviewed continuously but are reported on termly via the schools reporting processes. These outcomes are recorded via each pupils Individual Progress Record.

Personal Development & Behaviour and Attitudes

Attendance - Many of our pupils will have experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to Trimdon Hill school having experienced difficulties with managing their behaviour responses in previous settings leading to incidents of challenging behaviour. We use a reduction in number of behaviour events as impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress

Daily journals - Parents, Carers, & Social Workers receive a brief daily communication detailing highlights from the day and an overview of behaviour and achievements.

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.



End of Term Behaviour & Wellbeing Overview - Parents, Carers, & Social Workers receive and end of term overview of behaviour, attendance, and visually represented experience of pupil's time in school.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.

Subject Leadership

Future subject/pathway leaders, supported by their team members, will have school-wide responsibility for the coordination and leadership of their subject/pathway, once allocated. They are required to submit to the deputy headteacher a subject development action plan. Subject leadership forms part of the appraisal and professional development programme for teachers.

Quality Assurance

The quality of education provided to pupils at Trimdon Hill is subject to regular and varied assurance activity.

These include:

- Termly lesson observations
- Termly pupil progress meetings
- Termly supervisions for all teaching and teaching assistant staff
- Work scrutiny, including marking and assessment (where appropriate), and 'deep dive' activities.
- Moderation with other teachers using specific learning pathways and subject leaders from other schools within OFG.
- Learning walks with visiting staff, including Clinical colleagues, Quality team members, and governors.

Policy Owner: Headteacher: Victoria Muir
Policy: Curriculum Policy

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We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world

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