



Outcomes
First Group

Curriculum, teaching and assessment policy

Trimdon Hill School

Updated May 2026

Curriculum, teaching & assessment policy

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Introduction

Trimdon Hill School is a specialist provision for children aged 4–11 with autism and associated communication and interaction needs.

At Trimdon Hill School, the curriculum encompasses all planned and purposeful experiences that promote learning, development and independence. Learning takes place both formally and informally throughout the school day, including structured teaching, therapeutic input and opportunistic learning moments.

Our curriculum is highly personalised and responsive, shaped by children's individual strengths, needs and interests. It is informed by a range of frameworks including Development Matters, Equals Curriculum, PSHE Association guidance and autism-specific approaches.

We recognise that for many children, readiness to learn cannot be assumed and must be explicitly developed through a focus on safety, relationships and regulation.

Intent

The curriculum at Trimdon Hill School is ambitious and designed to meet the diverse and complex needs of children with autism and additional learning challenges. It ensures that all children, regardless of their starting points, can access learning, develop attention to enable engagement and make sustained progress over time.

Our curriculum prioritises the development of:

- ✦ Communication and interaction
- ✦ Sensory processing
- ✦ Emotional regulation

These are the foundational skills required for meaningful engagement in learning.

We recognise that many children must first develop the ability to feel safe, build trusting relationships and regulate their emotions before they are able to engage in learning. Therefore, readiness to learn is central to our curriculum design.

Underpinned by our SHINE values, the curriculum provides a coherent framework that enables children to move from:

Feeling Safe → Becoming Engaged → Making Progress

“Shining through safety to engagement”

The curriculum is structured across three pathways (EYFS, Informal and Semi-Formal), ensuring that learning is matched to children's developmental stage and their ability to sustain attention.

Overall, our curriculum is inclusive, well-sequenced and aspirational. It supports children to develop the skills, confidence and independence required for their next stage of education and participation in the wider world.

The curriculum also promotes children's spiritual, moral, social and cultural (SMSC) development, British Values, and equality of opportunity, preparing them for life in modern Britain.



SHINE: Values-Led Process for Learning

Our SHINE values framework underpins all aspects of curriculum design and delivery and provides the implementation model through which curriculum intent is realised.

SAFE-Children feel physically and emotionally secure through:

- ✦ Consistent routines and predictable structures
- ✦ Stable, trusting relationships with familiar adults
- ✦ Robust risk management
- ✦ Targeted support for emotional regulation

HOLISTIC-We adopt a whole-child approach, recognising that learning is influenced by:

- ✦ Communication and interaction profiles
- ✦ Sensory processing differences
- ✦ Physical development
- ✦ Emotional wellbeing
- ✦ Family context

INCLUSIVE-We ensure all children can access learning through:

- ✦ A total communication approach
- ✦ Adaptive teaching and personalised provision
- ✦ Integration of clinical and therapeutic strategies
- ✦ Flexible expectations aligned to need

NURTURING-We prioritise relationships and emotional wellbeing through:

- ✦ Warm, responsive interactions
- ✦ Small, achievable steps in learning
- ✦ Celebration of progress
- ✦ Individualised support

ENGAGEMENT-Engagement is deliberately developed and sustained. It is the key driver for learning, progress and achievement across all pathways.

Curriculum Implementation

Our curriculum is delivered through a structured yet flexible approach that ensures all children can access learning appropriate to their developmental stage.

Each pupil's curriculum is underpinned by their Education, Health and Care Plan (EHCP). Long-term outcomes are broken down into small, achievable steps which inform planning, teaching and assessment. This creates a clear golden thread between need, provision and impact.

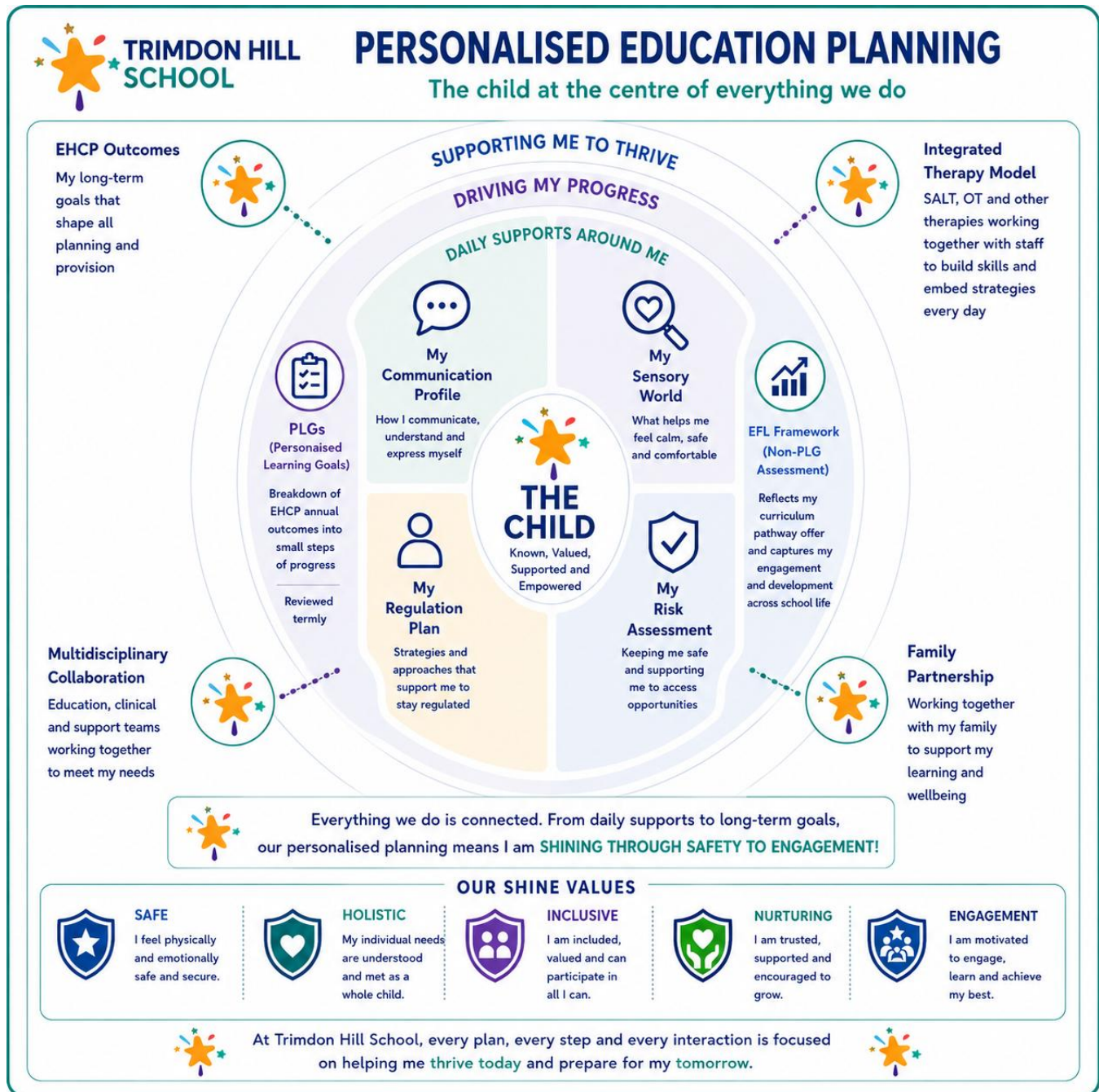
Curriculum delivery is informed by evidence-based frameworks including:

- ✦ EQUALS Curriculum
- ✦ Development Matters (EYFS)
- ✦ PSHE Association guidance
- ✦ Rocket Phonics
- ✦ Autism Education Trust (AET) frameworks – where appropriate

We adopt a total communication approach, ensuring children can express themselves through a range of methods, including speech, gesture, visuals and augmentative systems.

An integrated therapeutic model ensures that strategies from Speech and Language Therapy (SALT) and Occupational Therapy (OT) are embedded within daily teaching and learning.

Personalised education planning at Trimdon Hill School places the child at the centre of every decision, support strategy and learning experience. The interconnected systems that help each pupil thrive, including communication, regulation, sensory needs, risk assessment and family partnership. Underpinned by our SHINE values - Safe, Holistic, Inclusive, Nurturing and Engagement, the model reflects our commitment to providing a consistent, collaborative and child-centred approach that supports progress, wellbeing and meaningful participation in school life.

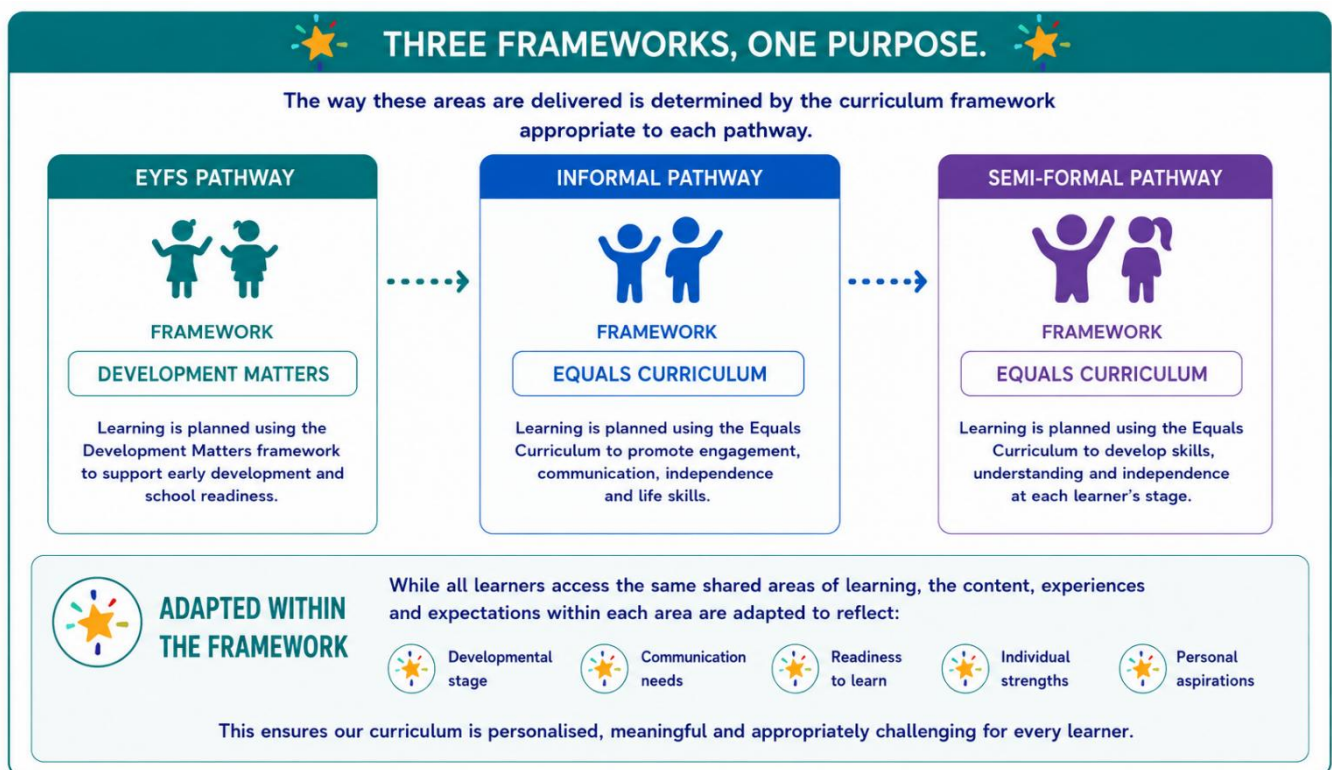


Curriculum Pathways

To meet the diverse learning needs of our children, the curriculum is structured across three pathways, planned within shared areas of learning, which are consistent across all pathways (EYFS, Informal and Semi-Formal). These areas ensure that all children access a broad, balanced and purposeful curriculum.

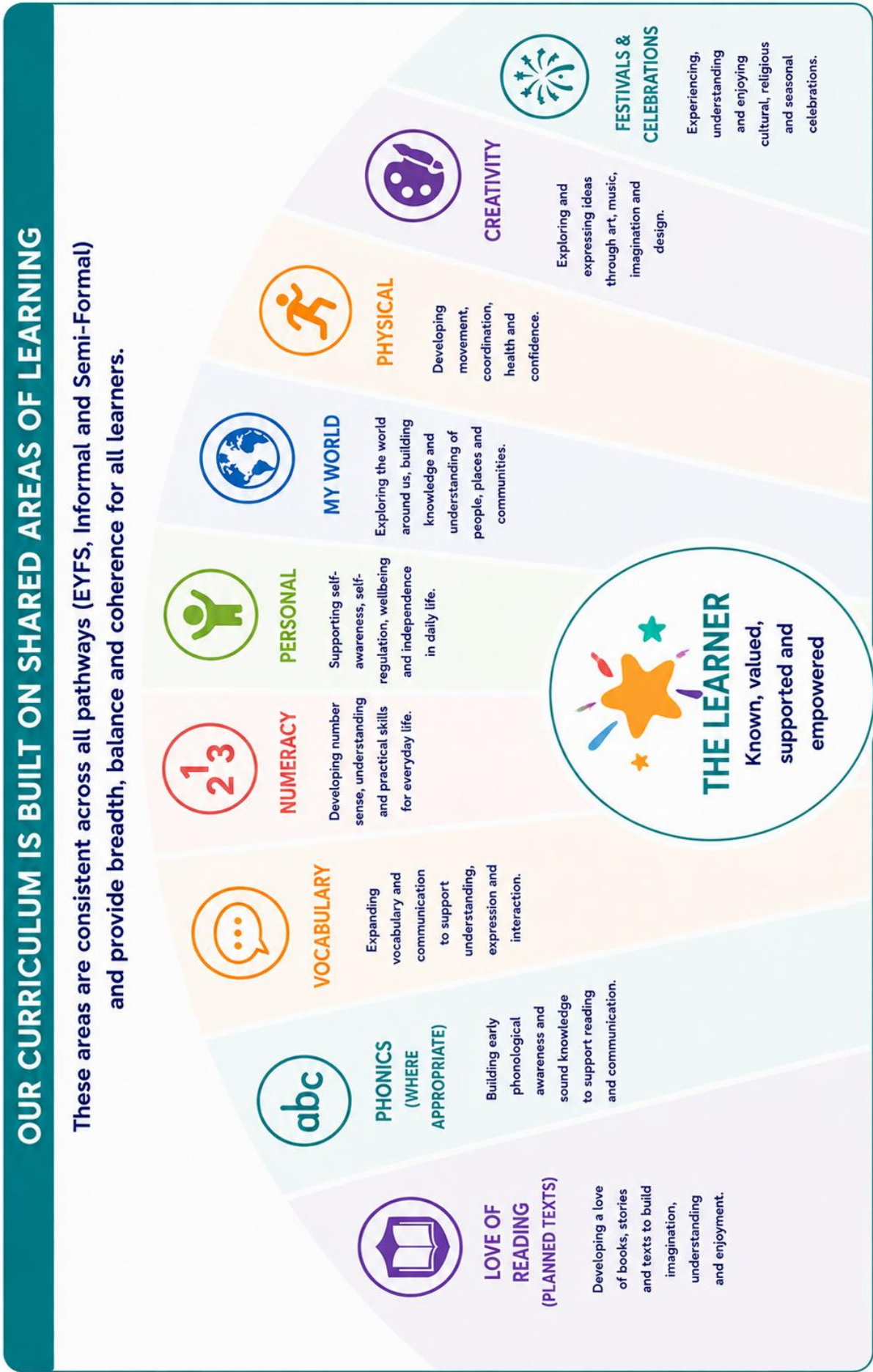
These areas provide the core structure for curriculum planning across the school. The way in which these areas are delivered is determined by the curriculum framework appropriate to each pathway. In the EYFS pathway, delivery is informed by Development Matters, while in the Informal and Semi-Formal pathways, delivery is shaped through the Equals Curriculum.

This means that while all children access the same overarching areas of learning, the content, experiences and expectations within each area are adapted to reflect children's developmental stage, communication needs and readiness to learn. This ensures that the curriculum remains personalised, meaningful and appropriately challenging across all pathways.





Shared areas of learning





Pathway identification and progression

Placement within pathways is determined by our Trimdon Hill School Pathway readiness scale, through assessment, particularly children's levels of attention and readiness to learn, informed by:

- ✦ Baseline Assessments
- ✦ Pre entry data
- ✦ Developmental assessment tools
- ✦ Clinical evaluation

This approach is informed by the Zone of Proximal Development, ensuring children are supported within an appropriate level of challenge.

Across all pathways, we prioritise creating the conditions for engagement. "Shining through safety to engagement"

TRIMDON HILL

Curriculum Pathway Progression

Pathway	Readiness Indicator
EYFS	Learning through play and exploration
Informal	Developing engagement and attention
Semi-Formal	Sustaining attention and accessing structured learning

Discovery Stage

Establish a clear understanding of the pupil's developmental stage and readiness to learn

Baseline assessment, observation, communication profiling, regulation and engagement assessment

EYFS Curriculum

Play-based developmental learning across EYFS areas

Exploration, early communication, sensory play, shared attention, adult-supported learning

EYFS Profile (Meeting/Not Meeting ELG)

Semi-Formal Curriculum

Structured learning and subject development

Sustained attention, participation in lessons, early literacy, early maths, communication, problem solving

Curriculum assessment

Exit Question - Are they meeting or close to meeting several Early Learning Goals (ELGs) or have reached their developmental ceiling within EYFS?

Pathway allocation post EYFS -

1. Establishing • Developing Sustained Attention • Informal
2. Sustained Attention • Semi formal
3. Significant gaps in ELG due to time spent prior to transition • maintain on EYFS

Progression Within Informal

1. Establishing Attention - brief engagement, requires frequent prompts, explores materials and cause-effect
2. Developing Attention - increased engagement, anticipates routines, begins to interact
3. Sustaining Attention - maintains focus for longer periods, participates in small group activities, follows simple instructions

Progression Within Semi-Formal

1. **Early Semi-Formal** - Engages in structured lessons with support
2. **Developing Semi-Formal** - Applies learning across subjects, increasing independence
3. **Secure Semi-Formal** - Sustains attention across lessons and develops academic skills

Informal Curriculum

Developing engagement, attention and participation

Establishing attention, developing attention, sustaining attention, engagement in routines, turn-taking, early independence

Engagement and attention progression/curriculum assessment

Next Stage/Preparation for Adulthood

Our curriculum pathways culminate in a transition stage where pupils consolidate their learning behaviours, develop independence and leave with a clear profile of their strengths, needs and learning stage to support successful transition into their next educational setting.

Our curriculum is structured around readiness to learn. Pupils move from engagement and attention, into participation and structured learning. Once pupils can sustain attention and participate in learning routines, they access our semi-formal subject curriculum.

Curriculum Breadth

Our curriculum provides a broad and balanced range of learning experiences, adapted to meet individual needs.

Key areas of learning include:

- ✦ Communication and interaction
- ✦ Social understanding and relationships
- ✦ Sensory processing



- ✦ Emotional regulation and self-awareness
- ✦ Physical development and wellbeing
- ✦ Independence and community participation
- ✦ Play, leisure and engagement
- ✦ Academic learning

Learning is carefully sequenced and personalised, ensuring that children develop skills that can be generalised across contexts through:

- ✦ Thematic Long-Term Plan
- ✦ Medium Term Plan – Half Term Delivery
- ✦ Skill Development Mapping – provision planning
- ✦ Curriculum mapping – Half Termly

Assessment

As well as pathway placement assessment, we complete ongoing weekly evidence based assessment. This approach is informed by the Zone of Proximal Development, ensuring children are supported within an appropriate level of challenge

- ✦ Baseline Assessments
- ✦ Weekly evidence gathering assessment using Evidence for learning
- ✦ Termly assessment for EHCP and curriculum areas
- ✦ Key point end assessment-EHCP and end of key stage assessment
- ✦ EYFS development matters assessment framework
- ✦ Pre entry data
- ✦ Developmental assessment tools as needed with Clinical input (SALT and OT)
- ✦ Clinical evaluation

Evidence for learning

At Trimdon Hill School we use Evidence for Learning (EFL) as our main evidence gathering and assessment tool.

Evidence for Learning supports inclusive practice, particularly for pupils with Special Educational Needs and Disabilities (SEND), by making learning and progress visible over time, strengthening and informing personalised planning, assessment, and provision.

The school uses Evidence for Learning to:

- ✦ Capture meaningful evidence of learning, progress, and engagement over time.
- ✦ Demonstrate how pupils, including those with send, make progress from their starting points.
- ✦ Inform assessment for learning and responsive teaching.
- ✦ Support a coherent and ambitious curriculum, adapted where necessary to meet individual needs.
- ✦ Strengthen communication and partnership with parents and carers.
- ✦ Ensure safeguarding, privacy, and data protection are robust and effective.

Evidence for Learning is used as a professional assessment, reflection, and communication tool. It is not a social media platform and is not used for performance comparison or public sharing.

Digital Learning Journal

Evidence for Learning provides each pupil with a secure digital learning journal which:

- ✦ Contains staff observations of learning, development, and engagement.



- ✦ Links evidence to EHCP outcomes, assessment frameworks and targets.
 - Builds a longitudinal picture of progress over time.
 - Is accessible only to authorised staff and the pupil's parents/carers.

All evidence uploaded must be relevant, purposeful, and linked to learning or progress.

Personalised Learning and Assessment

Evidence collected through Evidence for Learning is used to:

- ✦ Support high-quality formative assessment embedded in day-to-day teaching and learning.
- ✦ Inform adaptive teaching and personalised next steps.
- ✦ Demonstrate progress towards curriculum expectations and individual targets.
- ✦ Evidence progress for pupils with SEND against IEP and EHCP outcomes.
- ✦ Contribute to annual reviews, pupil progress meetings, and external accountability processes.

Evidence for Learning supports an inquiry-based and reflective approach, enabling staff to evaluate how effectively teaching strategies support learning, particularly where progress is small-step, uneven, or non-linear.

Personal Learning Goals (PLGs) are used within Evidence for Learning to support robust, meaningful tracking of progress towards Education, Health and Care Plan (EHCP) outcomes.

PLGs:

- ✦ Are derived directly from EHCP outcomes and broken down into small, achievable termly SMART targets.
- ✦ Reflect individual starting points, strengths, and barriers to learning.
- ✦ Focus on functional, transferable skills as well as academic learning.

Within Evidence for Learning, staff:

- ✦ Link observations and evidence explicitly to relevant PLGs.
- ✦ Use regular evidence capture to demonstrate progress over time.
- ✦ Where appropriate, annotate evidence to explain the level of support, strategies used, and degree of independence.
- ✦ Review, assess and refine PLGs as part of a termly assess-plan-do-review cycle.

PLGs support:

- ✦ Consistent and transparent EHCP monitoring.
- ✦ High-quality Annual Review evidence.
- ✦ Professional dialogue between staff, families, and external professionals
- ✦ Clear demonstration of progress for pupils whose learning does not follow age-related expectations

The use of PLGs within Evidence for Learning ensures EHCP tracking is purposeful, evidence-based, and aligned with statutory SEND requirements.



Quality assurance

Quality assurance includes but is not limited to:

- Learning walks
- Consistent senior leadership presence
- Termly assessment analysis and review
- Work scrutiny and moderation
- Staff supervision and professional development

Assessment information is used to continuously refine provision and ensure it remains closely matched to children' needs.

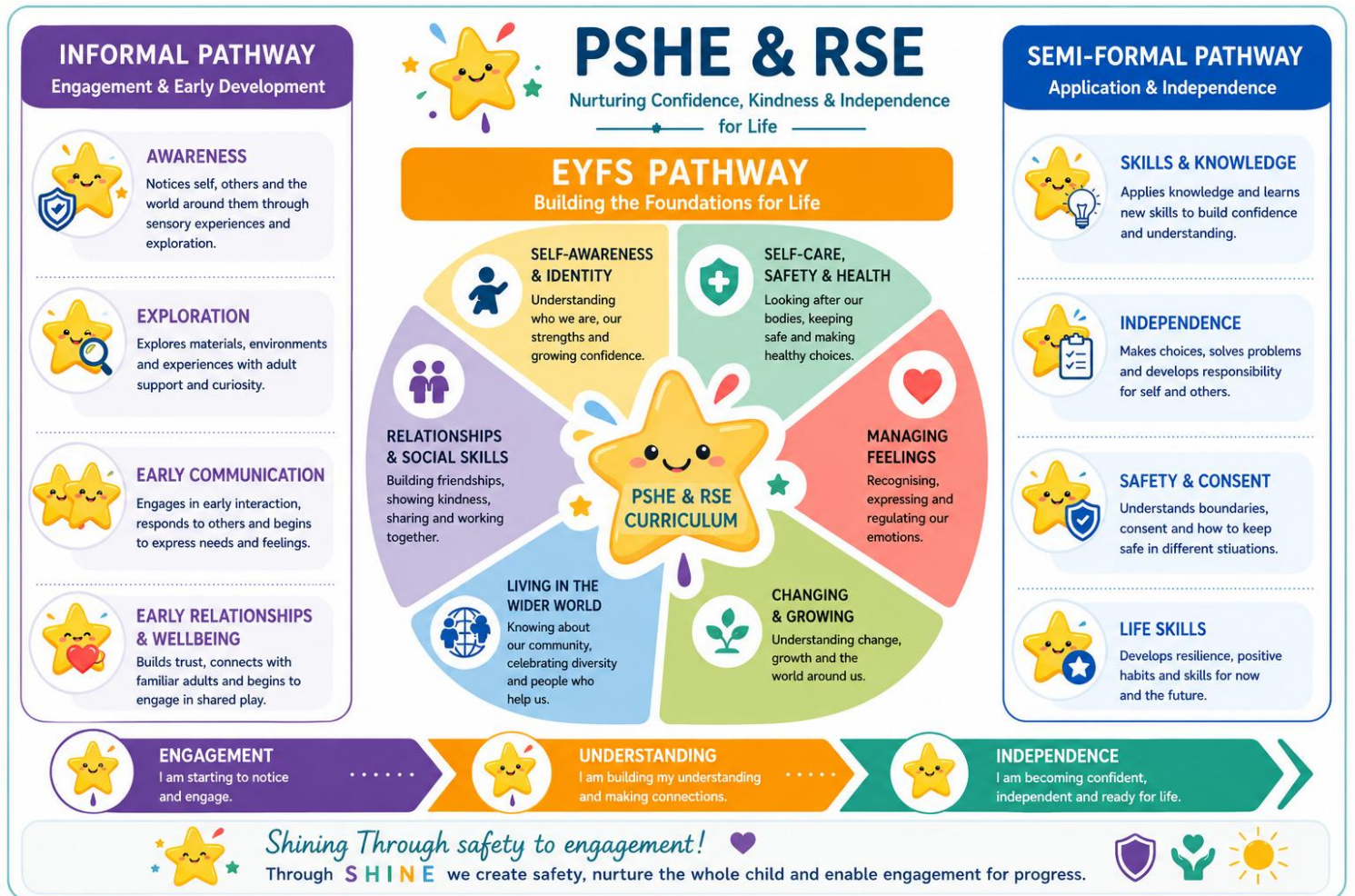
PSHE, RSE and Careers

At Trimdon Hill School, Personal, Social, Health and Economic (PSHE) education is at the heart of everything we do. We believe that all children, regardless of need or starting point, should be supported to develop the knowledge, skills and understanding needed to lead safe, healthy and fulfilling lives. Our PSHE curriculum is designed to be inclusive, ambitious and highly personalised, ensuring that every child can access meaningful learning that supports their personal development, wellbeing and future independence.

Our curriculum is designed to promote both the immediate and long-term wellbeing of our children. We aim to ensure that all children feel valued, develop positive and trusting relationships with adults, and are supported effectively, particularly those who are most vulnerable. At Trimdon Hill School, children are given meaningful opportunities, where appropriate, to make choices and develop a sense of agency in their lives. We adopt the Outcomes First Group "Ask, Accept, Develop" approach, ensuring that children are listened to, understood and supported to grow in confidence, independence and self-awareness.

Our curriculum integrates:

- ✦ **PSHE** - developing wellbeing, independence and social understanding
- ✦ **RSE (Relationships & Sex Education)** - supporting safe, respectful relationships and personal safety
- ✦ **Careers Education** - building early awareness of roles, aspirations and the wider world through carefully planned curriculum mapping weaving careers education throughout adapting content as children grow and their understanding deepens. **Progression Map**





Strand	EYFS	Informal	Semi-Formal
Self	Names body parts, talks about self	Sensory awareness of body	Identifies strengths, positive self-image
Relationships	Turn-taking, trusted adults	Shared play with support	Friendships, boundaries, teamwork
Feelings	Names and links feelings	Responds to emotions	Explains emotions, regulates
Self-Care	Independent hygiene	Participates in routines	Healthy choices, safety awareness
Community	Talks about family/jobs	Recognises familiar roles	Explains roles in society
Responsibility	Shows kindness, care	Joins care routines	Independent responsibility
Transitions	Understands change	Responds with support	Manages change independently

Equality, Inclusion and British Values

Equal Opportunities

At Trimdon Hill School, we are committed to ensuring that all children have equal access to a high-quality, inclusive curriculum, regardless of gender, culture, ability or background.

Teaching approaches are carefully adapted to reflect children' individual needs, developmental stage, readiness to learn and personal context. This ensures that all children can access their curriculum pathway and make meaningful progress.

We promote a culture of respect, kindness and belonging, where children are supported to understand and value the needs of others. This is reinforced through our school ethos and SHINE expectations.

Personal, Social, Health and Economic (PSHE) education is the foundation in promoting equality, supporting children to develop awareness, respect and understanding of diversity in a way that is appropriate to their needs.

Protected Characteristics

We are fully committed to upholding the principles of the Equality Act. Children are supported to develop an understanding of fairness, respect and inclusion, in ways that are meaningful and accessible to them.

The protected characteristics identified within the Equality Act are:

- ✦ Age
- ✦ Disability
- ✦ Gender reassignment
- ✦ Marriage and civil partnership
- ✦ Pregnancy and maternity
- ✦ Race
- ✦ Religion or belief
- ✦ Sex



- ✦ Sexual orientation

We ensure that no pupil is treated less favourably and that all children are supported to feel safe, valued and included within the school community.

British Values and Non-Partisan Approach

British Values are embedded throughout the curriculum and daily life at Trimdon Hill School. These include:

- ✦ Democracy
- ✦ The rule of law
- ✦ Individual liberty
- ✦ Mutual respect and tolerance

Children are supported to develop an understanding of these values in ways that are appropriate to their developmental level and communication needs.

We actively promote a culture of respect and will challenge views or behaviours that are contrary to these values, including those linked to extremism, in line with the PREVENT duty.

The curriculum is delivered in a non-partisan manner. Staff and visitors are expected to maintain neutrality and ensure that children are not influenced by personal political views.

Enrichment at Trimdon Hill School

As part of the school's commitment to providing rich and inclusive extra-curricular experiences, we recognise that traditional after-school provision is not accessible for many children due to transport arrangements. Therefore, enrichment is embedded within the school day through a carefully planned, immersive curriculum, ensuring all children can access a broad range of experiences.

Roles and Responsibilities



EVERYONE HAS A ROLE
Working together for every learner

Our curriculum is a shared responsibility. Through strong partnerships and high expectations, we ensure every pupil can **SHINE**.

OUR APPROACH
Inclusive • Relevant
Engaging • Meaningful

**SHINING THROUGH
SAFETY TO ENGAGEMENT!**

SENIOR LEADERS

Senior leaders are responsible for ensuring:

- All EHCP provision is fully implemented
- A coherent and well-sequenced curriculum is in place across all pathways
- Consistency in curriculum delivery and assessment practices
- Robust systems for monitoring pupil progress and outcomes
- Curriculum plans promote appropriate progression for all pupils
- Assessment information is used effectively to inform provision
- Pupil progress is reviewed regularly and informs strategic planning
- High-quality professional development supports staff expertise
- Best practice is shared across the school and wider networks

ALL TEACHING & SUPPORT STAFF

All teaching and support staff will:

- Deliver the curriculum in line with this policy
- Adapt teaching to meet the individual needs of pupils
- Use assessment effectively to inform planning and next steps
- Maintain up-to-date knowledge of SEND and curriculum developments
- Work collaboratively with colleagues and external professionals
- Engage in ongoing professional development
- Support pupils to engage, make progress and develop independence



PUPILS ARE SUPPORTED TO:

- Be active participants in their learning
- Develop communication, independence and self-awareness
- Access a personalised curriculum that meets their needs
- Receive timely support to overcome barriers to learning

PARENTS AND CARERS ARE:

- Key partners in their child's education
- Involved in planning and reviewing progress
- Supported to understand the curriculum and its intent
- Kept informed about their child's development and achievements
- Encouraged to support learning at home where appropriate

TOGETHER, WE ACHIEVE MORE
By working in partnership, we remove barriers, build confidence and create opportunities for every pupil to achieve their potential.

Safe | Holistic | Inclusive | Nurturing | Engagement



EYFS Pathway

The EYFS pathway provides a strong foundation for learning through a play-based, child-centred approach, in line with Development Matters. It supports children to develop the skills they need to feel safe, build relationships and begin to engage in learning.

Learning is rooted in a secure understanding of child development and is carefully adapted to each pupil's starting point. Children access a rich, structured environment where they are supported to explore, revisit and embed skills through meaningful, hands-on experiences across the school day.

The curriculum places a strong emphasis on the **prime areas of learning**, recognising that these are fundamental to all future development:

- ✦ **Personal, Social and Emotional Development** Supporting children to form secure relationships, develop self-regulation and build confidence
- ✦ **Communication and Language** Developing attention, understanding and expressive communication through a total communication approach
- ✦ **Physical Development** Building core strength, coordination and independence in movement and self-care

In line with Development Matters, children are also supported to access the **specific areas of learning**, when developmentally appropriate:

- ✦ Literacy
- ✦ Mathematics
- ✦ Understanding the World
- ✦ Expressive Arts and Design



Teaching approaches are guided by the **Characteristics of Effective Learning**, supporting children to:

- ✦ **Play and explore** engaging with new experiences and showing curiosity
- ✦ **Active Learning** maintaining attention, persisting and developing motivation
- ✦ **Creating and Thinking Critically** developing problem-solving, making connections and beginning to plan and review



These characteristics underpin how children engage with learning and are particularly important in supporting the development of attention and readiness to learn.

Across the EYFS pathway, learning is highly personalised and closely linked to each pupil's EHCP outcomes, with progress captured through ongoing formative assessment, including Evidence for Learning (EfL). PSHE is embedded throughout, supporting children's understanding of themselves, others and the world around them.

The EYFS pathway prioritises the development of engagement, communication and regulation, ensuring children build the foundations needed for future learning and progression within the school's curriculum pathways.

EQUALS curriculum at Trimdon Hill School.

Our EQUALS curriculum pathways provide a highly personalised, developmentally appropriate approach for children with complex learning needs. Through both the Informal and Semi-Formal pathways, children access a broad, meaningful and engaging through distinct areas of learning. The EQUALS curriculum prioritises communication, independence, emotional wellbeing and functional life skills alongside academic development.

The Informal pathway is designed for children working at an early developmental stage who learn best through sensory exploration, play-based experiences and consistent adult support. Learning is rooted in engagement, regulation and communication, enabling children to build the foundational skills needed to access the world around them safely and confidently.

The Semi-Formal pathway supports children who are beginning to develop greater independence, attention and readiness for more structured learning. Children access a carefully sequenced curriculum that balances practical, experiential learning with the development of early subject-specific knowledge and skills, while continuing to prioritise communication, personal development and emotional regulation.

Across both pathways, teaching is underpinned by our SHINE values and a child-centred ethos. Learning is adapted to individual strengths, interests and EHCP outcomes, ensuring every pupil experience success, develops confidence and is supported to make meaningful progress from their starting points.



Our Phonics Approach - Rocket Phonics



At Trimdon Hill School, we are committed to ensuring that every pupil, regardless of need or starting point, has access to high-quality, inclusive and meaningful literacy teaching. Following careful evaluation, we have chosen Rocket Phonics as our systematic synthetic phonics programme due to its structured, accessible and highly adaptable approach for children with SEND.

Rocket Phonics provides a clear and progressive sequence of learning that supports children to develop early reading, spelling and communication skills through repetition, consistency and carefully scaffolded teaching. This systematic approach is particularly important for our learners, many of whom require additional opportunities to revisit, rehearse and embed learning over time.

At Trimdon Hill, phonics is further enhanced through the integral involvement of our onsite Speech and Language Therapist (SALT), who supports the implementation of communication and language strategies across the school. Our approach reflects the SALT ethos of prioritising intensive interaction, shared attention and the development of foundational communication skills as the building blocks for reading. Children are supported to engage with sounds, symbols, communication and language from their individual starting points, enabling them to become active participants within a language-rich environment.

Rocket Phonics uses a multi-sensory approach to learning, combining visual, auditory and kinaesthetic elements through sounds, stories, actions and engaging resources. This supports children with a wide range of additional needs, including speech and language difficulties, autism, and cognitive processing needs. SALT provision enhances accessibility further using total communication approaches, symbol-supported communication and personalised communication



aids, ensuring all children can meaningfully access phonics teaching regardless of communication profile.

The programme also provides high-quality, age-appropriate decodable reading books carefully matched to children's phonics knowledge. This enables children to experience success, build confidence and develop positive attitudes towards reading. Resources are engaging and accessible for children across a range of developmental stages while remaining respectful of age and individual interests.

Assessment is embedded throughout the programme, allowing staff to identify gaps quickly and adapt provision responsively. At Trimdon Hill, this is strengthened through communication-supported assessment approaches, including our consistent "see the..." phrase structure and individualised communication systems, ensuring all children can demonstrate their understanding and progress.

Rocket Phonics aligns with national expectations as a DfE-validated phonics programme and reflects current evidence-informed practice in the teaching of early reading. The programme also supports strong staff consistency through clear guidance, structured planning and ongoing professional development opportunities, enabling teachers, support staff and therapists to work collaboratively in delivering effective phonics teaching across the school.

Through our implementation of Rocket Phonics alongside integrated SALT provision and interventions, we provide children with a robust, inclusive and personalised foundation for communication, reading and literacy development, underpinned by our SHINE values and our commitment to ensuring every child can engage, progress and succeed.

Early Writing/Handwriting at Trimdon Hill School

We aim for learners to:

- ✦ Acquire, develop and apply gross and fine motor skills related to handwriting, including improving sitting posture, positioning and hand strength
- ✦ Enjoy varied experiences that allow them to explore patterns in writing materials such as modelling clay, sand, rice and with writing tools such as pencils, IWB, tablets and pens
- ✦ Understand the language associated with handwriting in preparation for letter formation
- ✦ Develop towards handwriting that is legible, speedy and fluent, where this is within their capabilities and considering their individual profiles

Handwriting development

Teaching staff, with the support of the Occupational Therapist if required, should use the OFG Early Writing Framework to identify which level of handwriting the learner is working at; and use this to inform their starting point on the Handwriting Programme, as well as any required interventions, resources and/or adaptations.

1. Fundamentals
2. Early handwriting
3. Handwriting letter groups
4. Cursive handwriting

To develop handwriting skills, learners need to have developed the foundation skills outlined below. Activities that support the development of these skills are incorporated into play to make this fun and enjoyable for learners. The below skills are not necessarily progressive, and all may be taught continuously as part of a handwriting approach:



Fundamentals - skills to underpin handwriting

- good body awareness
- adequate postural control/core strength
- finger isolation
- pincer grip
- motor planning skills
- hand strength
- bilateral integration (using both sides of the body together).
- Early handwriting – secure hand-eye co-ordination and motor control

Teaching of early writing at Trimdon Hill School is a key priority, a structured and progressive handwriting framework, ensures the development of handwriting is continuous and developmentally appropriate for each child. See Framework below:

Level 1 - Foundational skills for handwriting (including mark making)

- Learners have completed and consistently engaged in multi-sensory/fine motor activities.
- Learners can use one-handed tools and equipment, eg. making snips in paper with scissors.
- Learners can grade force to support holding a fork independently during lunch time 75% of the time.
- Learners are accessing weekly activities to support development of motor skills (bilateral co-ordination, core strength, motor planning).
- Learners can mark make, drawing pre-handwriting shapes using chalk/paint/sand.

Level 2: Development of pincer grip, core strength & pre-handwriting shapes

- Learners can pick out small toys from a sensory bin using their pincer grip without prompting 75% of the time.
- Learners can complete the pre-handwriting shapes correctly 80% of the time.
- Learners are accessing weekly activities to support development of gross and fine motor skills (bilateral co-ordination, core strength, motor planning).
- Learners can maintain a seated position in a chair for longer than one minute.
- Learners have an established hand dominance in use 80% of the time.

Level 3: Letter Formation l, i, t, j, u, y

- Learners use a functional pen/cil grip 75% of the time for handwriting tasks.
- Learners can form the followings letters: l, i, t, j, u, y.
- Learners have appropriate desk/chair height for focused fine motor/handwriting activities, with feet firm on the ground with hips/knees at 90 degrees.
- Learners use their non dominant hand to support their dominant hand during fine motor/handwriting task 80% of the time.

Level 4: Letter Formation m, n, r, b, p, h, k

- Learners can form the followings letters: m, n, r, b, p, h, k.
- Learners have appropriate desk/chair height for focused fine motor/handwriting activities, with feet firm on the ground with hips/knees at 90 degrees.
- Learners use their dominant hand to lead tasks/handwriting and their non-dominant hand to support 100% of the time.
- Learners understand where letter formation starts and ends. They are able to explain/show this for 75% of letters.
- Learners can legibly write their name 100% of the time.

Level 5: Letter Formation c, a, d, o, q, g, e, f, s and v, w, z

- Learners can legibly form the followings letters: c,a,d,o,q,g,e,f,s and zig zag letters v,w,z.
- Learners can sustain a seated position to support engagement in focused handwriting/fine motor tasks for five minutes. (Ensure the learner has appropriate



desk/chair height for focused fine motor/handwriting activities, with feet firm on the ground with hips/knees at 90 degrees.)

- Learners can form all letters legibly.
- Learners are stabilising the paper with their non-dominant hand.

Level 6: Writing size & alignment

- Learners move the pen fluidly across the paper when forming letters 50% of the time.
- Learners are able to write letters sitting in the correct place on the line 80% of the time.
- Learners have appropriate desk/chair height for focused fine motor/handwriting activities, with feet firm on the ground with hips/knees at 90 degrees.
- Learners' handwriting speed supports completion of academic work 50% of the time.

Level 7: Speed, fluidity & endurance

- Learners move the pen fluidly across the paper when forming letters 80% of the time.
- Learners have appropriate desk/chair height for focused fine motor/handwriting activities, with feet firm on the ground with hips/knees at 90 degrees.
- Learners' handwriting speed supports completion of academic work 80% of the time.



SHINE Values Process for Learning – Impact Overview

S

SAFE

Pupils feel secure and ready to learn

What we do:

- Provide consistent routines, predictable environments and trusted relationships
- Use personalised communication, sensory and regulation plans
- Implement robust safeguarding and risk management systems



Impact:

- ✓ Increased attendance and reduced anxiety
- ✓ Pupils demonstrate greater emotional security
- ✓ Reduced incidents of distress and dysregulation
- Improved wellbeing, distress and dysregulation
- Pupils are ready to engage in learning

H

HOLISTIC

The whole child is understood

What we do:

- Integrate education, therapy (SALT/OT) and family input
- Use EHCPs, PLGs and assessment frameworks to inform provision
- Consider communication, sensory, emotional and physical needs together



Impact:

- ✓ Provision is closely matched to individual need
- ✓ Pupils make progress across multiple areas of development
- ✓ Improved wellbeing, regulation and communication
- ✓ Skills are generalised across different contexts

I

INCLUSIVE

Every pupil can access learning

What we do:

- Adapt teaching through pathway-specific approaches (EYFS, Informal, Semi-Formal)
- Use a total communication approach
- Provide flexible expectations and personalised learning opportunities



Impact:

- ✓ All pupils access a broad and balanced curriculum
- ✓ Increased participation and engagement in learning
- ✓ Pupils develop a sense of belonging and identity
- ✓ Barriers to learning are reduced over time

N

NURTURING

Relationships drive progress

What we do:

- Prioritise strong, consistent adult-pupil relationships
- Use responsive, child-centred approaches
- Celebrate small steps of progress and build confidence



Impact:

- ✓ Pupils develop trust and positive relationships
- ✓ Increased self-confidence and emotional resilience
- ✓ Improved self-regulation and behaviour
- ✓ Pupils are more willing to take risks in learning

E

ENGAGEMENT

Pupils actively participate and learn

What we do:

- Create motivating, meaningful learning experiences
- Match learning to pupils' attention and developmental stage
- Use engagement as the starting point for all learning



Impact:

- ✓ Increased sustained attention and participation
- ✓ Pupils demonstrate curiosity and motivation
- ✓ Pupils demonstrate curiosity and motivation engagement, communication and independence
- ✓ Pupils are prepared for their next stage of education

OVERALL IMPACT

Through SHINE, pupils at Trimdon Hill School:



Feel safe, valued and understood



Develop communication, regulation and independence



Show increased engagement in learning and school life



Make sustained progress from their individual starting points



Are better prepared for the next stage of their education and the wider world

“ I am Shining Through Safety to Engagement! ”

EVIDENCE OF IMPACT



Improved attendance



Reduction in behaviour incidents



Progress against EHCP outcomes and PLGs



Evidence for Learning (EFL) observations



Pupil voice and engagement indicators



Feedback from parents, carers and professionals

REPORTING ON PROGRESS



Daily Communication

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



End of Term Progress Reports

Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed/ meeting part during and for pupils who are LAC these are reviewed as part of the PEP process.



End of Term Behaviour & Wellbeing Overview

Parents, Carers, & Social Workers receive an 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 amendments to Education, Health and Care Plans.

