School Vision

Curriculum

aims

We believe that all young people should be as independent as they can be, irrespective of starting point. We will develop the essential skills of communication. employability skills as well as emotional wellbeing. We want our pupils to be global citizens and contribute and be part of their community (local/national & international). We want our pupils to be happy, confident, healthy, safe and have their voices heard. We aim to prepare our pupils for life beyond Hill Top School.

Informal

To support early communication skills.

- Provide opportunities for pupils to actively engage with a wider range of activities.
- Increase independence, self-help and choice making skills, as well as remaining safe.
- To support pupils understanding of self-regulation and strategies to support with this.
- To develop strategies to access the community.
- Support transition to next placement, following Hill Top.

Semi-Formal

- To develop communication skills, particularly social understanding with a range of peers and new people.
- Create pupils who engage with a with a wide range of experience.
- Increase independence and life skills
- Develop understanding of self-regulation and social emotional and mental health.
- Learners will access the community with increased independence and know how to keep safe.
- Be prepared for their next steps, beyond Hill Top.

Formal

- To produce empowered young people who are able to communicate what they want, through developing their confidence and communication skills, to interact within a diverse and muticultural society.
- Develop independence and good learning habits in order to access a range of opportunities, eg further education or next
- To develop good self- management skills and resilience and an understanding of how to keep themselves safe and healthy.
- Create responsible citizens who make a positive contribution to society.

Approaches to learning

Areas of

learning and

accreditation

Pupils remain in static classes with consistent staffing, with some lessons being taught by subject specialists, there are also opportunities for socializing within the wider school community and acting as role models for younger peers. The preparing for adulthood strands are covered in all pathways, differentiation comes through delivery and individual pupil's needs, all pathways follow a pupil centered approach. The curriculum uses a holistic approach, which uses sequential learning, as well as offering an appropriate level of stretch and challenge. We use EHCP outcomes as the basis for pupils learning, which are all linked to the PfA agenda, to ensure it remains relevant and engaging. In KS5, accreditations comes through appropriate, external exam boards, where relevant to pupils for their next step for life beyond Hill Top.

Informal

Education and Employment

-Including communication and functional literacy & numeracy

Friends and the Community

- Including community visits and keeping safe

Good Health and Wellbeing

- including sensory regulation, rebound and appropriate RSE
- Independent Living

Semi-Formal

Education and Employment

Functional literacy and numeracy and employability skills and enterprise. Contribute to conversations about next steps.

Friends and the Community

- Including community visits and keeping safe and having new experiences.
- **Good Health and Wellbeing**
 - Including RSE, accessing services
- Independent Living
 - Including travel training

Formal

Education and Employment

- Functional literacy and numeracy and employability skills and enterprise including qualifications for next steps and be involved in conversations.
- Friends and the Community
 - Including community visits and keeping safe and having new experiences.
- Good Health and Wellbeing
 - Including RSE, accessing services
- Independent Living
 - Including travel training

Including

Personalised, differentiated learning approaches, THRIVE, ACEs and trauma aware approaches to create a safe learning environment, sensory regulation, positive environments, promote independence, physical and thinking skills, working with external services where possible, total communication approach, contextualized educational visits and experiences, prepare for further education or employment through meaningful visits, taster sessions or work experience. Opportunities to access the local community to generalise and apply learning.

Evaluating impact

ECHP outcome IEP/ Learning plan assessment

Accreditation and qualifications where appropriate

Bsquared assessment as appropriate

Pupil and parent Voice Reduction in NEET

Monitoring and review cycle

External review e.g. SIP

Accountability measure

Behaviour and attendance

Positive lifestyle choices

themselves safe

Pupils are a full member of the community

Successful transition to further education or employment

Pupils know how to keep