



The Hive Curriculum Intent, Implementation, and Impact

<p>Intent</p>	<p>Through a highly personalised and bespoke curriculum, our Hive aims to provide our most complex and challenging pupils with a unique learning environment and educational activities that will help them to regulate, develop behaviour for learning and increase their engagement so that they can gain the skills to become functional and independent young people.</p> <p>It is key that pupils can transfer skills and can regulate themselves across all areas in school and when out in the local community.</p> <p>Our key fundamental is in ensuring our pupils gain a sense of belonging, feel safe and secure, and are encouraged to build positive attachments and reciprocal relationships with staff members to aid their physical and emotional regulation.</p> <p>Our curriculum intends to build confidence, resilience, self-help strategies so that pupils are ready to learn new knowledge and skills appropriate to their level of development and appropriate to their learning style and pathway.</p>		
<p>Implementation</p>	<p>Our Hive curriculum is bespoke and can be highly personalised for each pupil and encompasses the following areas:</p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Social, emotional, and mental health • Physical and sensory • Independence and self help • Behaviour for learning <p>We offer 3 learning pathways dependent upon our pupils learning needs but recognise that we will have a mixture of these within our class.</p>		
<p style="text-align: center;">Pre-formal</p> <p>A focus on early communication, social, emotional, and cognitive skills through a personalised approach. Emphasis is developing on play skills and the need for sensory and multi-sensory approaches to learning.</p>	<p style="text-align: center;">Semi-formal</p> <p>A focus on a practical learning approach to develop communication, social skills, independence, thinking skills, creative and expressive learning, and functional Literacy and Mathematical skills (starting to work on some subject specific study). Emphasis is on structures, routines, multi-sensory learning and developing pupil voice and choice. This personalised approach to learning is also driven by EHCP outcomes and builds on prior learning. An engaging, fun, practical, ambitious, and meaningful curriculum to match pupils learning and developmental needs.</p>	<p style="text-align: center;">Formal</p> <p>A focus on tailored teaching, incorporating motivators for learning and providing opportunities for pupils to make choices. Learning is more formal with pupils being supported to access Literacy, Mathematics, Science, and Humanities lessons, considering their individual learning styles and preferences. Emphasis on structures and routines and creating learning experiences to match pupil needs with life skills and independent skills a large part of the curriculum. Topics are practical, build on previous learning experiences to allow for consolidation and scaffolded to promote progression of skills and independence. Teaching styles that encourage pupils to be active learners and make choices based on their cognitive abilities and communication methods.</p>	

Pre formal	Semi formal	Formal
<ul style="list-style-type: none"> ● 1:1 or 1:2 support ● Personalised sensory diet ● Individualised timetable to provide a predictable and familiar curriculum that enables a pupil to overlearn skills and transfer these to new situations – repetition learning ● Developing independence & making choices ● Developing attention and concentration skills ● Highly supported participation ● Complex interaction between pupils’, sensory, communication and learning needs that affects how they progress ● Communication is central to every interaction throughout the whole school day, with intensive interaction being the model for every interaction rather than a discrete lesson itself. ● Engagement Model ● Intensive interactions, Attention Autism, Musical Interaction ● The curriculum supports learners to become as independent as possible through a total communication environment that helps pupils to understand the world around them so that they can begin to predict and anticipate what is about to happen 	<ul style="list-style-type: none"> ● 1:2 or 1:3 adult support ● Adult led, small group learning ● Personalised sensory diet ● Individualised timetable, providing learners with an opportunity to engage in, experience, explore and respond to a range of activities and resources ● Repetition learning ● Developing independence and independent learning ● Making choices/showing preference ● Developing early learning skills – workstation, start finish tasks ● Developing a readiness to learn ● Application of skills and knowledge within functional situations 	<ul style="list-style-type: none"> ● Small group support ● Timetabled sensory diet ● Class timetable ● Developing independence ● Developing independent learning – workstation, task boards ● Adult led, small group learning ● Application of skills and knowledge within functional situations ● Subject specific learning

Impact	Within The Hive, our pupils will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for the next phase in their educational setting. This is evidenced through observation, assessments and recorded through Evidence for Learning.
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Pre-formal	Semi-formal	Formal
<p><u>Pupil Voice</u> Pupils have a variety of ways of communicating their wants, needs and frustrations eg. AACs & Communication boards and have trust and confidence in trusted adults to support them.</p> <p><u>Evidence in Skills</u></p>	<p><u>Pupil Voice</u> Pupils have an effective way of expressing themselves and have an awareness of and can control their immediate environment. They begin to understand the value of and initiate reciprocal conversations through their preferred mode of communication.</p> <p><u>Evidence in Skills</u></p>	<p><u>Pupil Voice</u> When communicating using their mode of communication, pupils are confident, self-assured and understand and celebrate their strengths.</p> <p><u>Evidence in Skills</u></p>

<p>Pupils have the support from adults to use their AAC/communication board to develop their communication skills which they can apply for a functional purpose. They are exposed to new experiences and are developing the skills to regulate with the support of trusted adults.</p> <p><u>Evidence in Knowledge</u></p> <p>Pupils know trusted adults can meet their needs and keep them safe.</p> <p><u>Preparation for Adulthood</u></p> <p>Pupils can influence their immediate environment. They can accept and build new trusting relationships and are prepared for transitions with adult support.</p>	<p>Pupils are developing their communication skills and show developing confidence in applying learnt skills in a range of contexts.</p> <p><u>Evidence in Knowledge</u></p> <p>Pupils begin to communicate with others and develop a range of ways to regulate and begin to indicate if they need help.</p> <p><u>Preparation for Adulthood</u></p> <p>Pupils are acquiring and are supported to apply independence skills in a range of situations.</p>	<p>Pupils have established embedded functional skills consolidated across the curriculum. They readily acquire new skills with minimal support.</p> <p><u>Evidence in Knowledge</u></p> <p>Pupils know a range of functional skills which they can apply in familiar and with support in unfamiliar situations. They know how to self-regulate with minimal support and have developed some skills in how to form and maintain relationships.</p> <p><u>Preparation for Adulthood</u></p> <p>Pupils have a range of functional life skills which they can apply in different contexts with minimal adult support. They have begun to apply a range of strategies to self-regulate in everyday life.</p>
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