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Curriculum Handbook: Cognition

A guide to the Cognition aspect of the Curriculum at Harlow Fields School and College

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Harlow Fields School and College: Cognition and Learning

Introduction

This handbook is designed for teachers and visitors of Harlow Fields School and College (HFS&C). It serves as a resource for teachers to support their planning and assessment of the Cognition aspect of the curriculum, ensuring comprehensive coverage of all strands and topics. Visitors can use this handbook to understand how the Cognition aspect of the curriculum is planned and delivered at HFS&C.

Our Vision

At HFS&C, our vision is to provide all pupils with a person-centred and therapeutic approach that ensures meaningful progress, positively impacting their health, wellbeing, and learning. Enjoyment and high aspirations are at the heart of every lesson, fostering a safe and encouraging environment where pupils feel strong, independent, and have a sense of autonomy over their learning. We collaborate with professionals, families, and key stakeholders to ensure we are "Working together to Succeed."

We recognise the importance of a broad and balanced curriculum, with personal learning targets discussed and set with individual progress in mind. This personalised approach focuses on the holistic needs of each pupil, acknowledging that every pupil's journey looks different. We believe that every part of the school day offers opportunities for learning and engagement while respecting the need for breaks, rest periods, personal care, therapeutic input, and medical needs.

All pupils are assessed and tracked using assessment systems linked to their Education, Health, and Care Plans. In collaboration with professionals, families, and teaching teams, we set aspirational targets for our pupils. We do not adhere to a linear path of learning; instead, we empower every pupil to express their dreams and ensure these aspirations are supported and, where possible, realised.

Cognition and Learning

Cognition and learning are central to our educational philosophy at HFS&C. Our dedicated educators strive to ignite curiosity and a love for learning in every pupil. We implement evidence-based practises that enhance cognitive development and support effective learning strategies. Our structured and sequenced curricula allow pupils to build upon their existing knowledge, promoting deeper understanding and retention of information.

Key Strategies

- **Metacognitive Strategies**: Our staff are trained to model metacognitive strategies, encouraging pupils to reflect on their thought processes and develop self-regulation skills.

- **Differentiated Instruction**: We tailor our approach to meet the unique cognitive needs of each pupil through differentiated instruction and regular formative assessments.
- **Manipulatives and Representations**: We use manipulatives and visual representations to make learning more tangible and accessible.
- **Engagement with Families**: We recognise the importance of family engagement in the learning journey. Families are encouraged to check home/school diaries and utilise Earwig for updates and resources. We promote the establishment of regular homework routines and suggest problem-solving activities, such as puzzles and games.

Importance of Cognition and Learning

Cognition and learning are fundamental for pupils to acquire knowledge and develop critical thinking skills. These skills enable pupils to solve problems, make decisions, and understand complex concepts, essential for academic success and lifelong learning. A strong cognitive foundation supports pupils in adapting to new challenges and environments, fostering resilience and adaptability.

Cognitive development is interconnected with emotional and social growth. As pupils learn to think critically and reflect on their experiences, they enhance their ability to understand and navigate social situations. For pupils with SEND, tailored cognitive strategies empower them to reach their full potential and engage meaningfully with their education.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

Lower School (KS1/KS2)	Upper School (KS3/KS4)	Sixth Form (KS5)	Specialist
Oak Hazel Willow Beech Maple Mulberry Sycamore	Colne Lea Roding Thames Avon Chelmer Orwell Stort	Kestrel Hawk Eagle	Blake (lower) Dahl (upper) Morris (upper)

The current classes following each pathway are as follows:

Pathway	**Class Names**
Sensory / Engagement	Blake, Morris, Colne, Dahl, Willow
Semi-Formal	Oak, Hazel, Beech, Lea, Roding, Thames,
Formal	Maple, Mulberry, Sycamore, Avon, Chelmer, Orwell, Stort
Pathway to Life	Kestrel, Hawk
Pathway to Work	Eagle

Pathways and class allocation are discussed in departmental meetings to ensure progress is being made and so that pupils can move onto an alternative pathway where appropriate.

What does the Cognition aspect of the curriculum look like at Harlow Fields School and College?

At HFS&C we have 4 core areas of our curriculum, which are matched to the core 4 areas of need in the SEND code of practise set out by the DFE.

Lower School

The area of cognition includes learning experiences such as Maths skills, Scientific enquiry and Creative Arts. These lessons are delivered through a range of appropriate approaches ranging from semi formal to formal. All lessons cover skills across all 4 areas of our curriculum; however, the following lessons are focused on cognition with other skills embedded:

Maths skills- Pupils take part in sessions to develop their understanding of skills including sorting, shape and measure.

Creative Arts – Our creative Arts incorporate music, dance and performance experiences, including visits from external providers such as Electric Umbrella and the Harlow Brass Band.

Scientific enquiry – Pupils explore basic scientific concepts relevant to their level of learning for example investigating forces in a practical and tactile way.

Upper School

The area of cognition and learning includes the more typically seen learning experiences such as Maths skills, Scientific enquiry and Creative Arts. These lessons are delivered through a sensory and semi formal approach for our classes following this pathway and a more formal approach for Avon, Chelmer, Orwell and Stort classes. All lessons cover skills across all 4 areas of our curriculum; however, the following lessons are focused on cognition with other skills embedded:

Maths skills- Pupils take part in sessions to develop their number skills, application of number and where relevant this leads towards an AQA Entry Level Qualification.

Creative Arts – Our creative Arts incorporate music, dance and performance experiences, including visits from external providers such as Electric Umbrella and the Harlow Brass Band.

Scientific enquiry – Pupils have access to the Science Lab and a range of resources to build several skills including formulating predictions, collaboration and observation.

Specialist

This area of our curriculum, the area of cognition and learning includes the more typically seen subjects such as Maths experiences, cooking, music and sensory lessons. These subjects are delivered through our sensory approach, ensuring that topics such as shapes, number, temperature, volume, sound and speed are studied. Please see below for the intent, implementation and impact of these lessons for our pupils. All lessons cover skills across all 4 areas of our curriculum; the following lessons are focused on cognition with other skills embedded these lessons are:

Maths experience/ messy play

ICT- cause and effect

Music- sound beam, soundboards, singing, sound baths

ILR (interactive learning room), dark room, VI room, sensory room

Following the assessment process (using the engagement model and personal learning targets set in the EHCP) each learning session is followed for a minimum of 12 weeks with small steps and SCRUFFY targets set to embed understanding, learning and experiences. At HFS&C our PMLD/Sensory curriculum supports repetition to acquire new knowledge and skills, aiding learning and achievement through repeated activities at an age-appropriate and aspirational level.

All lessons are allocated at around a 20–40-minute length, 3 times daily, allowing for allocated time for additional needs such as, personal care, therapy, medical intervention and transition periods. This timetable also allows for processing time after each lesson, this ensures that the sensory needs of our PMLD pupils are met and appropriate time if given to process the session and knowledge, skills and learning delivered by the class teams. (please see additional documents for example timetable).

Sixth Form

The area of cognition and learning includes the more typically seen subjects such as Maths, cooking and creative arts. These subjects are delivered through a sensory approach and semi formal approach for our pathway to life and formal approach for our pathway to work cohort. All lessons cover skills across all 4 areas of our curriculum; however, the following lessons are focused on cognition with other skills embedded these lessons are:

Pathway to Life

Maths sessions- Students take part in two Mathematics sessions a week. This includes one which is directly linked with ASDAN Personal Progress studies and a separate session where

students are developing their number skills.

Creative Arts – Our creative arts are delivered through our external partners ‘The Gifted’ running the Butterfly project and the Ore project. These sessions support carousel Friday and last for the entire day.

Carousel (cooking focus)- This cooking session forms part of our carousel and runs alongside the Creative Arts sessions.

Pathway to Work

Maths- Students take part in two Mathematics sessions. Both sessions work towards the Functional Skills Pearsons program with students sitting summative assessment in summer term. Teaching is differentiated from EL1 up to Level 2.

Creative Arts – Our creative arts are delivered through our external partners ‘The Gifted’ running the Butterfly project and the Ore project. These sessions support carousel Friday and last for the entire day.

How is the Cognition aspect of the curriculum evidenced and assessed?

Paperwork and Evidence:

Each week teachers will record entries on Earwig. Teachers will record entries linked to each of the areas when on the sensory and semi-formal curriculum.

1. Communication and Interaction
2. Cognition and Learning
3. Independence, Social and Emotional Development
4. Physical and Sensory

This can be collectively as a class or per pupil.

Annual Reviews:

Annual reviews and pupils' 5 PLT targets will link to the 4 core areas above and a fifth target is set for a personalised, dream target. This is where we ensure we are being aspirational for our pupils, aiming to set high expectations that are achievable, meaningful and life changing for each individual.

Tracking of learning (Observations and Earwig):

The engagement model observations will be completed very 6 weeks, with the personalise learning targets at the heart. Each pupil will be evaluated using the engagement model to show case progress, maintenance of skills or to express why progress may not of been achieved.

Personal learning targets will also be tracked and evidenced using earwig (see below) which will monitor and record videos, pictures and written observations of progress towards each pupil 5 personal learning targets. This will be completed once per term, but teachers will also capture evidence and learning through the 4 core areas weekly and any outstanding progress or special achievements will also be recorded through earwig. This is an online recording and tracking system that is shared with families and parents, therefore showcasing all our young people achievements, including at home.

We also monitor and track achievement levels for every post on earwig, this gives a clear picture of achievement, whether it be above expected, expected or below expected.

Earwig:

Earwig is an application designed to evidence learning, make assessments and track progress. At HFS&C, Earwig is currently used for evidence only capturing achievements towards lesson objectives, celebrating personal learning targets, and showcasing moments of personal accomplishments. Earwig is used to record work with other professionals linked to their EHCPs or personal learning targets. Evidence is then presented in a clear and

structured timeline for any class, individual pupil, or area of learning across the school. Earwig is personalised to each school dependent on which evidence needs to be tracked.

For those working on the Engagement Model, it is a key tool to use as evidence and assessment should be based on observations of pupils. Targets are individualised to each pupil and capturing photos or videos provides clear evidence of learning. Earwig has been designed for HFS&C to track the 5 areas of engagement linked to the Engagement Model: Exploration, Initiation, Anticipation, Persistence and Realisation. In each record of evidence, teachers can highlight which area of engagement was shown by the pupil based on observations.

Engagement Model

As stated by the DFE, we follow and assess based on the engagement model approach which 'is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006) effective teaching, meaningful outcomes, real attainment or quality progress (Carpenter, 2010). There are 5 areas of engagement model which identifies and celebrates all pupils' progress, including more typical linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.

- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.

- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory and/or physical needs)

The 5 areas of the engagement model are:

Exploration: This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli

or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation: This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. 11 Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

Anticipation: This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

Persistence: This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture, and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Initiation: This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

At HFS&C each engagement model pupil will have a working document that reflects how they present to each of the above areas of engagement. This is then used to track progress using the 5 areas and a above expected, expected or below expected traffic light system. Teachers will also complete half termly observations based on pupils personal learning targets as set in their EHCP's.

Learning for our PMLD pupils at HFS&C is skills based, which means there is much repetition and practise and once acquired these skills are transferred to other relevant situations. For our pupils this could include eating and drinking, community access, self-advocating or environmental controls. When appropriate we use a process-based learning approach,

where skills are measurable, however the Engagement model and the use of SCRUFFY targets (Student led, Creative, Relevant, Unspecified, Fun, For Youngsters) approach (promoted by Penny Lacey 2010) will also be used to support the needs of our PMLD group.

FORMAL learning assessment – MAPP

For classes following the Formal Pathway, MAPP is used alongside Earwig to track and record individual progress.

MAPP assessment is used nationally [published by Equals] that links to the EHCP outcomes for pupils. Personalised learning intentions are set in four key areas of development that correlate to the EHCP sections. Personalised learning intentions are set termly and pupils are assessed formatively across the term with summative outcomes recorded at the end of each term.

Sixth Form

ASDAN Personal Progress (Pathway to life- three year rolling program)

In ASDAN Personal Progress (PP) students participate in at least one unit that is linked with the Cognition learning characteristics. Students are assessed by using the ASDAN PP Achievement Continuum and is evidenced by the student portfolio. These portfolios are moderated by a qualified ASDAN quality assurers on a termly basis.

Units linked with Cognition

Understanding what money is used for

This unit teaches and assesses students on their ability to 'Show awareness of money and how it used' and 'Engage in using money'.

Recognising time through regular events

This unit teaches and assesses students on their ability to 'Relate familiar events to times in the day, week and seasons in the year'.

Early Maths: sequencing and sorting

This unit teaches and assesses students on their ability to 'Have an awareness of sequencing' and 'Engage in sorting data'.

ASDAN Personal Progress Achievement Continuum

10 developmental stages	Stage characteristics	Stage descriptor
1.Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2.Early Awareness	Characterised by fleeting attention and inconsistent responses.	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3.Interest	Characterised by more consistent and differentiated reactions.	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4.Supported participation	Characterised by co-operation and engagement.	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners
5.Active involvement	Characterised by recognition, anticipation and proactive responses.	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6.Development	Characterised by remembered responses and intentional communication.	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.

7.Exploration	Characterised by concentration, recall and observation.	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest
8.Initation	Characterised by established responses and conventional communication.	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore events and objects for more extended periods.
9.Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10.Application	Characterised by the application of skills, knowledge, concepts and understandings.	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. • Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions

Pearson Edexcel Functional Skills in Maths (Pathway to work)

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

At Harlow Fields College this work is evidenced in student's exercise books and through formative assessments in late Autumn term and Summative assessment in the Summer term.

Specification

EL1-EL3- https://qualifications.pearson.com/content/dam/pdf/Functional-skills/Mathematics/2019/specification-and-sample-assessments/entry-level-mathematics-specification.pdf

L1-L2 - https://qualifications.pearson.com/content/dam/pdf/Functional-skills/Mathematics/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-maths-spec-l1-l2.pdf

Accreditations

HFS&C currently supports all year 12, 13 and 14's pupils to achieve a variety of ASDAN (recognised qualification across a wide range of subjects and levels, recognised across Europe) when they are below an entry level 1. ASDAN offers several units that are specifically written to support learning and progress for young people with PMLD. These units can be completed from year 10 and above.

This allows pupils at HFS&C across the sensory curriculum to gain qualifications, ensuring that our pupils on the engagement profile can achieve recognised and meaningful qualifications, providing inclusive learning and recognition of progress.

Ofsted recognises that all pupils have a right to meaningful qualifications, this allows HFS&C to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed and a total of 5 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

Units are selected from the following:

ASDAN Unit Ref	Unit title	Credit rating
EWES	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
EECR	Encountering experiences: creativity*	3
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2

https://www.asdan.org.uk/personal-progress/

Curriculum Overview

Sensory Pathway Curriculum

These topics have been picked based on a 5 year rolling programme with Autumn term relating to Independence, social and emotional development, Spring term being related to Communication and Interaction and Summer term relating to Cognition and Learning, each topic is delivered through a sensory and physical approach, ensure each area of our curriculum is widely covered. Each topic runs for the term to ensure that enough processing time is given to the students to fully experience the topic and achieve their targets.

Year	**Term 1** **(PSHE focus)**	**Term 2** **(Literacy focus)**	**Term 3** **(Science and Maths focus)**
A	All about me	Dr Seuss	Nature
B	Around the World	Roald Dahl	Space
C	Step back in time	Narnia	Day and Night
D	Feelings	David Walliams	Seasons
E	Family	Harry Potter	Materials

Intent, Implementation, and Impact

This section will outline the intent behind the Communication and Interaction curriculum, how it is implemented in practice, and the expected impact on pupil learning and development.

This handbook serves as a comprehensive guide to understanding and implementing the Communication and Interaction curriculum at Harlow Fields School and College, ensuring that all pupils are provided with the opportunities they need to thrive both socially and emotionally.

What is it- Intention	How we do it- Implementation	Why we do it- Impact
ICT and Cause and Effect: ICT at HFS&C aims to promote the use of all forms of communication, AAC low and high tech, switches, the VI room, eye gaze and environmental control. The skill of cause and effect is based on early development, problem solving and increasing awareness. Cause and effect is when a child starts to recognise that a movement, action or something they do, can be rewarding as it makes something else happen.	Our ICT lessons are timetabled weekly at HFS&C and we have access to the ICT suit, enabling all pupils to work one to one on a computer with adapted switches, this allows for exploring and assessing the us=e of cause and effect and AAC/high tech communication aids. We also have a variety of environmental controls that are offered during our ICT sessions and run a carousel form of learning, with different ICT station (The eye gaze, the VI room, switches station and the computers and smar5t boards). We also use AAC, eye gaze and environmental controls during nearly all lessons and throughout the day to promote choices and total communication.	ICT is integral to our total communication approach and therefore it is offered and encouraged to be spontaneous throughout the school day. Specific skills such as developing awareness of technology, using technology in the modern day and assessing AAC are worked on during sessions when the equipment is available.
Sensology: This programme engages the sensory system and awakens the brain whilst using all 6 of the senses. Sensology was created	Sensology is matched to our termly topics at HFS&C, therefore each item is being revisited and encouraging reinforced learning in relation to the currently activities. An item relating to	Sensology is used as an awakening session to alert the senses, it also reinforces the materials used during sensory stories and sessions. It develops self-awareness,

by Flo Longhorn, who describes the sensory stimulation as one of the vital 'prerequisites to learning' that everyone needs to access any level of thought.	the topic is presented to stimulate each of the 6 senses, see, smell, taste, touch, hear and lastly movement- vestibular and proprioceptive. We also use repeated phrases to alert students and to encourage learning of the different areas of the body.	preference, anticipation, and developing relationships with staff and peers.
TacPac and Handy Pac: TACPAC is an integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music. It stands for Tactile approach to communication.	TACPAC sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal. Pupils show great enjoyment when participating in TACPAC and pupils are showing clear anticipation when the session starts. Each piece of music is designed to evoke a mood or emotion and to match the character of the physical/ tactile sensation. It is important to keep to the beat of the music as it enables the pupils to recognise, anticipate, predict pattern and sequence of touch.	TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way. It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.
Attention and Learning Boxes: Attention and learning boxes or buckets are an intervention which aims to engage pupils using fun and highly motivating visual, auditory or tactile items, to communicate with those around them. The primary aim is to have fun with items	At HFS&C attention and learning boxes can look different across different classroom settings. Within the PMLD classrooms these are often in the form of smart toys, colour boxes, number boxes, shape boxes, building boxes or book boxes. Ach box aims to provide thee pupils with a variety of sensory items which can be explored	Having attention and learning boxes on offer ensures that tabletop learning continues whilst other interventions are occurring. It provides an opportunity for sensory exploration to occur either individually, paired or as a group, in turn prompting social communication, turn

that can be explored as independently as possible.	as a tabletop, mat or floor activity. This is often used during rest or break periods whilst other interventions are occurring in the classroom.	taking and exploring key areas of development like colours, shapes and numbers. These sessions also provide time for modelling play and enjoyment. Staff are encouraged to explore boxes with pupils and extend anticipation and engagement.
Maths Experience: Maths experiences are a fun and engaging way to problem solve and use early developing maths skills. This may take the form of food, messy play, exploring weather, counting using instruments or making sense of the world around them. It also aims to include direction, time, speed, patterns, colour and shapes.	At HFS&C sessions are planned to encourage a variety of maths related skills through a variation of activities, this may include, music, physical education and movement, counting and rhythming sessions, exploring the outdoors and regular opportunities during activities to count, explore shapes, size, speed, volume, texture, time and direction.	Maths skills are embedded within all areas and activities, ensuring a holistic non subject specific approach to curriculum subjects. These embedded skills aim to promote and provide opportunities for pupils to show awareness and engagement in areas such as time of the day, days of the week, colours of the seasons, stop and go, hearing and experiences numbers, object permanence, anticipation to start and finish, musical signifiers, cause and effect, problem solving skills.
Music- Sound beam, Soundboards, Singing, and Sound baths: Sound beam is a touch-free device that translates movement into music and sound. It can pick up the smallest of movements, allowing everyone to have the opportunity to play and create music independently. A sound board is a large wooden board with a rim which allows sound to	The sound beam has an invisible sensor beam that picks up large and small movements, the sensors can be moved to point at any area of the body, even picking up blinking and breathing. This allows pupils to create sound with even the smallest of movements, the range of movement will increase the sound variations, and the sounds produced can be changed to different instrumental sounds and recorded. Soundboards are used to explore music and its vibrations, pupils are encouraged to sit or are	All musical sessions aim to create an opportunity to learning and experience: Cause and effect, connect movement to sound, make choices and show preference, communicate, and interact, show anticipation, attention, time and sequencing and an awareness to themselves and the world around them. Music is used a fun and enjoyable way to motivate learning, relaxing or engaging with the world around us.

resonate. Pupils can sit or lay on the boards or sit around them in a group. Sound baths and singing bowls are a used a form of relaxation and meditation, they provided a deeply immersive experience, often used in sound and healing therapies.	hoisted onto boards to explore different tempo's, volumes, sounds, and textures (such as scrapping, banging, tapping, and the sounds produced using different items). This is also often linked to the termly topic, such as around the world- listening to Chinese music. Pupils are encouraged to respond to staff creating actions on the boards. Sound baths and singing bowls are used as part of relaxation and sensory sessions, with the aim to create a deeply immersive, full body listening experience that intentionally uses sound to invite gentle yet powerful therapeutic and restorative processes to nurture the body and mind. The experience begins with each person lying down or being hoisted down into a comfortable position with a pillow and a blanket and the lights off. or seated in a comfortable position, often with a blanket and an eye mask.	
Messy Play: Messy play is the exploration of a range of textures and materials. This is a sensory experience that allows pupils to explore how things feel, smell, taste and sound in a free, fun and enjoyable form. It nurtures curiosity and can be an inviting way to engage pupils with multi-sensory needs.	At HFS&C messy play in used in line with the termly topics and themes that occur throughout the year, such as Halloween, Christmas, winter, and summer. We use a variety of materials such as, wet, and dry materials, food play, paints and malleable materials. Play is encouraged to be independent but adult modelling is used as needed.	Messy play is key in helping children of all ages and needs develop. It provides our pupils with an exciting tactile and sensory experience that can be tailored to suit the pupils needs, likes, age and range of movement. Messy play develops a variety of skills including enhancing learning, developing language, creativity, movement and coordination, independent play and

		developing concentration and encouraging social interactions.
Mindfulness, Yoga, and Stretch and sooth: Each of these activities aims to help maintain a healthy physical wellbeing and encompass our daily physiotherapy programmes. It also provides a programme of movements that can be accessed when sat, laying or in specialist equipment.	At HFS&C we have group wheelchair Yoga and have access to seated yoga at the salvation army as part of our community visits. We include mindfulness breathing techniques and all activities are through guided supported to the pupils, encouraging them to move their bodies without support and support is used when needed.	Our PMLD pupils often have individual exercise and physiotherapy/ and or occupational therapy programmes. These sessions allow all pupils to receive a tailed stretch programme as a group, whilst still following and delivering to their own needs. It promotes healthy wellbeing, self-awareness and builds confidence to try new positions and stretches that offer comfort, either for relief from pain, maintaining movement or preparing for learning.
PE, parachutes, Dancing/ Performing Arts: PE at HFS&C for our PMLD pupils includes adapted sports, dance and performing arts. This includes workshops, team games, special Olympics games and exploring music and dance.	Our pupils take part in a least one PE based lesson each week, including activities such as Boccia, table tennis, adapted ball games, wheelchair football, beanbag throwing, dance, music machine, pompom dancing, supported finger gym, parachute games and drama.	Physical activity is an important part of the school week and all PMLD pupils are encouraged to take part I adaptive sports, games and teamwork, which develops social skills, orientation, functional movement, celebrating others and achievements.
Art: Art at HFS&C is an opportunity for our PMLD pupils to be creative and explore all forms of crafts. Art is large part of the activities that deliver the more embedded skills as discussed in this section.	Our pupils take part in a variety of art, craft and creative based lessons throughout the week. The termly topic is explored through creative means including but not limited to, painting, exploring materials, mark making, sticking, cutting, creating display items and sensory play.	All fine and gross motor skills are explored during our creative lessons, and it also allows for other skills that have been covered across different activities to be revisited. It also allows for all areas of physical development to be embedded and creates a fun and inclusive environment

		where all pupils are encouraged to express their creative sides.

What is it- Intention	How we do it- Implementation	Why we do it- Impact
Personal Learning Target sessions. These sessions are in place so students can work at their individualised annual review targets.	Annual review targets are assessed termly and link with the Educational, Health and Care Plan of the student. Students practise their targets across the entire day however to pinpoint learning students have work folders that are linked with each of their targets. Students work on the folders three times a week.	For our learners to develop in their PLT's, these session help students explore their individualised targets more and help them work towards them. The Cognition targets are linked with the ASDAN Maths learning, this helps with cross-curricular learning.
Ore project (external provider) During these practical activities students are made aware of health and safety procedures when working with a range of machines and tools. They also can research and design a range of items e.g., CD holders, bird boxes, puzzles etc.	The Ore project is delivered by our external partner. Classes receive onsite learning and offsite learning at the Ore projects workshop located in Much Hadham. Learning is project based and learners' complete projects across a six-week program. These programs are linked with our carousel sessions.	Ore project allows students to develop their research, D&T and cognition skills. It gives students experiences to work with bigger machinery at the Ore project including welding, glass blowing, pottery and sculpture.
Butterfly Project (external provider) Using discovery based interactive workshops and creative projects. These activities engage young people by harnessing their enthusiasm and	The Butterfly Project is delivered by our external partners form 'The Gifted'. Classes receive onsite learning and complete projects which span across six-week programs. These programs are linked with our carousel sessions.	This Arts based program helps educate and empower young people about health, lifestyle and wellbeing issues so that they can take ownership of their health and the

delivering them real outcomes whilst equipping them with new skills and knowledge.		choices that they make. This course also leads to accreditation in Arts Award.
Pearsons Edexcel functional skills Maths Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace.	This course requires a minimum 55 hours of guided learning and is taught twice a week to our pathway to work learners. Baseline exams are completed for year 12 learners to assess their starting point, and formative assessments take pace in December to aid in lesson delivery and gaps in learning. Summative exams are completed in Summer term.	The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In Harlow Fields School and College when students achieve EL3 or above this will allow the student to progress on to a level 1 mainstream course at college.
ASDAN Person progress (PP) In ASDAN Personal Progress (PP) students take part in at least one unit annually that is linked with functional Mathematics. These units are: • Understanding what money is used for • Recognising time through regular events • Early Maths: sequencing and sorting	The ASDAN Personal Progress program is delivered to our Pathway to life learners. This Cognition related module is delivered once a week by a trained ASDAN assessor. These portfolios are moderated by a qualified ASDAN quality assurer on a termly basis.	The aim of these modules is for student to develop basic functional skills in Mathematics to support them with everyday living and supported employment. ASDAN courses lead to a recognised accreditation.
Money workshops (external provider) MyBnk is a financial education charity dedicated to creating a financially fluent population.	MyBnk delivers a three-session course to our pathway to work learners.	Students develop financial literacy with key aims to address mindsets, attitudes and behaviour to help young people form an understanding of the wider world of money.

Wizeup financial education	Wizeup financial education delivers two differentiated four session courses for both our pathways.	Students received accreditation for attending my BNK course.