



Curriculum Handbook: Independence, Social and Emotional Development

A guide to the Independence, Social and
Emotional Development aspect of the
Curriculum at Harlow Fields School and
College

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Harlow Fields School and College: ISED

Introduction

This handbook is created for teachers and visitors of Harlow Fields School and College (HFS&C).

- **For Teachers:** This handbook supports planning and assessment of all areas of Independence, Social and Emotional Development, ensuring appropriate coverage of all strands and topics.
- **For Visitors:** This handbook provides insights into how the Independence, Social and Emotional Development 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. We aim to create an environment where every lesson is enjoyable and aspirational, fostering independence and a sense of autonomy over learning.

We recognise the need for a broad and balanced curriculum tailored to individual needs, focusing on holistic development. Every part of the school day is viewed as an opportunity for learning and engagement, while also respecting the importance of breaks, personal care, therapy, and medical needs. All pupils are assessed and tracked using systems linked to their Education, Health, and Care Plans (EHCPs), with contributions from professionals, families, and teaching teams to set aspirational targets.

A Guide to the Independence, Social and Emotional Development Aspect of the Curriculum at Harlow Fields School and College

A guide to the Independence, Social and Emotional Development aspect of the Curriculum at Harlow Fields School and College

At Harlow Fields School and College, fostering independence, social, and emotional development is integral to our educational philosophy for pupils with special educational needs and disabilities (SEND). We create a nurturing environment that encourages pupils to develop self-reliance and resilience through tailored learning experiences and support systems. Our curriculum is designed to promote social skills, enabling pupils to engage positively with their peers and build meaningful relationships. We implement therapeutic approaches that focus on emotional well-being, helping pupils understand and manage their feelings effectively. Additionally, we provide opportunities for pupils to take on responsibilities, such as peer mentoring and participation in decision-making processes, which further enhance their sense of agency and belonging. By prioritising independence and emotional growth, we align with our vision of "Working together to Succeed," ensuring that every pupil is equipped with the skills necessary to navigate their social world and thrive both in and out of the classroom.

Social, Emotional, and Health Difficulties

Understanding and addressing social, emotional, and health difficulties is crucial for our pupils' overall well-being and success. At Harlow Fields School and College, our staff are deeply committed to creating a nurturing environment where pupils can develop emotional intelligence and resilience. We integrate therapeutic practises, such as mindfulness sessions and social-emotional learning programmes, into our daily routines, ensuring that our pupils receive the support they need to thrive socially and emotionally. The importance of strong home-school collaboration cannot be overstated; families are encouraged to check home/school diaries regularly and engage with Earwig to stay informed and involved. We also invite families to participate in our parent events, which foster community and provide additional resources for supporting emotional well-being at home. By prioritising social and emotional development in partnership with families, we equip our young people with the skills they need to build healthy relationships and navigate life's challenges.

Importance of Social, Emotional, and Health Difficulties

Addressing social, emotional, and health difficulties is vital for the overall well-being and success of pupils. Emotional intelligence and social skills are essential for forming healthy relationships, managing stress, and navigating the complexities of life. When pupils develop strong social and emotional skills, they are better equipped to handle challenges, communicate effectively, and collaborate with others. This area of development is particularly important for pupils with SEND, as they may face additional barriers in social situations. By prioritising social and emotional learning, schools can create a supportive environment that fosters resilience, self-regulation, and positive interactions among pupils.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

<u>Lower School</u> <u>(KS1/KS2)</u>	<u>Upper School</u> <u>(KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
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 Our Independence, Social and Emotional Development Offer Look Like at Harlow Fields School and College?

At HFS&C, we have 4 core areas of our curriculum, aligned with the 4 areas of need in the SEND Code of Practice set out by the DfE.

Lower School

The Independence, Social and Emotional Development area includes learning experiences such as:

- **Independence Skills:** Activities focusing on self-care, personal hygiene, and daily living skills.
- **Social Skills Development:** Structured play and group activities to enhance interaction, turn-taking, and sharing.

Upper School

The Independence, Social and Emotional Development area includes:

- **Emotional Regulation:** Activities that teach pupils to identify and manage their emotions through role-play and guided discussions.
- **Social Interaction Opportunities:** Group projects and peer-led activities that encourage collaboration and communication.
- **Personal Development Opportunities:** Including opportunities to work on individual targets based on pupils EHCP and employment and ASDAN related learning experiences
- **Life Skills Opportunities:** including the opportunity to learn about gardening, DT, environment, RSHE, Wellbeing and Food Technology related experiences.

Specialist

In this area, the focus is on:

- **Therapeutic Support:** Individual and group therapy sessions targeting emotional well-being and social skills.
- **Life Skills Training:** Practical sessions that promote independence in real-life scenarios, such as budgeting and cooking.
- This area of our curriculum includes all forms of developing independence, this includes but is not limited to, self-development (feeding, personal care, health and hygiene) self-advocating, and making and sharing thoughts and opinions. This area also covers all forms of social and emotional development, such as PSHE, RE, sex education, home and community awareness and important people around us.

Sixth Form

The Independence, Social and Emotional Development area includes:

- **Pathway to Life:** Engaging in community projects that promote social responsibility and independence.
- **Pathway to Work:** Developing workplace readiness through social skills training and practical work experiences.

How is the ISED 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 across both the sensory and the semi-formal pathway.

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 every 6 weeks, with the personalised 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 have 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's 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's 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'. 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 Sensory and semi-formal 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 over 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 independence, social and emotional development learning characteristics. Students are assessed by using the ASDAN PP Achievement Continuum and is evidenced by the student portfolio. These portfolios are moderated by qualified ASDAN quality assurers on a termly basis.

Units linked with independence, social and emotional development:

Rights and responsibilities: everybody matters

- Be aware that they have rights as individuals
- Be aware they have responsibilities as individuals

Providing personal information

- Provide personal information

Engaging with self-help and independence skills.

- Be able to engage in self-help and independence skills during dressing or undressing

Developing self-awareness- all about me

- Show awareness of themselves as an individual
- Show awareness of their relationship to others

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	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

	intentional communication.	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.Initiation	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

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 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
Intensive Interaction: II is a communication approach used to help children at the early levels of development. There is no desired outcome, and the interaction is completely pupil led but facilitated by an adult. Dave Hewett is the founder of Intensive Interaction Institute, and he describes Intensive Interaction as a play-based approach that works towards aiding the development of a child's early pre-speech communication and social skills	Teaching sessions of II are fun filled, playful and enjoyable, and both planned and spontaneous. At HFS this session are used during rest periods, breaks or processing times and pupils are encouraged to initiate the interaction, this can look like mirroring voices, singing, movement, affection and be including during physiotherapy sessions. The adult will exaggerate the mirroring, and wait for a response, in order to create a 'communication moments'.	Intensive interaction is part of our total communication approach and works on developing skills including, social development, turn taking, sharing space, eye contact and a feeling of safety and autonomy over the pupils needs, wishes and opinions.
Circle Time: Circle time is a planned communication session, allowing pupils to greet each other, or say goodbye, and encompasses routine and times. It focuses pupils on where they are and what they will be	Circle time can look different across different across different class and age ranges, but it aims to include: Accessible materials, OOR's, visual aids, music and movement, consistent	There are many skills that are developed during circle time, for example: Social interaction, turn taking, knowing where we are in space and time, days of the week, awareness of peers, to increase tolerance of

<p>doing next. It is a dedicated time for social communication.</p>	<p>language, talking about and identifying feelings and emotions.</p>	<p>sitting I a group, build vocabulary, increase attention and awareness of routine.</p>
<p>Community Visits: Our community visits aim to provide our pupils with the opportunity to contribute to their local society and to have regular exposure to the outside world.</p>	<p>Our community visits are scheduled to take place weekly within our PMLD department. Each visit is either within walking distance or a short minibus ride away. All Pupils will be risk assessed and supported on a 1 to 1 basis to experience both the immediate community and the local community, with guidance and reassurance in mind. All pupils will plan to visit a variety of local areas, such as the salvation army, the local supermarket parks and libraries. They will also take part in visits to different sensory areas such as the forest, wildlife parks, theatre experiences and topic related trips.</p>	<p>Community visits provide the correct environment to work on transferring skills leant in the classroom and school environment. It also ensures that our pupils build meaningful relationships with those in the local community, local groups and others that have similar needs and experiences to them. It also provides exposure to different cultures and religions. A variety of skills are developed by attending community visits such as, social skills, communication and expressing a preference, the sensation of travelling including on transport and exploring a variety of outdoor senses.</p>
<p>PSHE and RE: PSHE and RE cover a variety of activities at HFS, these include planned experiences where other cultures and religions are explored and also spontaneous interactions regarding physically, social and emotional wellbeing. Our PSHE lessons often present as many other activities as described in this section.</p>	<p>At HFS, RE and PSHE is embedding within our sensory stories each term and this allows for a holistic and sensory approach to be taken when looking at the religions and cultures around the world. It is also embedded when we visit the community and take part in local groups, churches, trips and special occasions. All lessons are encouraged to be practical, with positive activities instead of feeling like a chore (for example personal hygiene) and social</p>	<p>Skills developed during embedded PSHE and RE lessons include, being aware of themselves, independence skills, how to support themselves, learning about a range of cultures and being exposed to others beliefs. We also promote that respect is learnt, an awareness to differences and expecting these, supporting autonomy and promote a healthy lifestyle.</p>

	and emotional develop opportunities are present throughout each school day.	
<p>Partnerships with other classes: We encourage and promote our PMLD pupils to engage with all other classes when safe to do so, this includes but is not limited to shared reading sessions, joint events, joint TACPAC and sensory sessions, other pupils supporting with sensory play and building peer relationships in the community.</p>	<p>When we work on our partnerships across classes at HFS with our PMLD pupils we ensure that it is safe to do so and will promote positive experiences and outcomes for all pupils involved. We take great pride in sharing all pupil's contribution across our school and peer to peer interaction is always encouraged, new opportunities continue to be established and we will continue to have shared sessions.</p>	<p>Shared classes encourages interactions and socialisation not just in school but outside in the community too. As a community, parents and pupils live, socialise and attend events together and by ensure we are mirroring this in school in is preparing our pupils for transitions and transferable skills. It also builds meaningful relationships and an awareness to other around them.</p>
<p>Independent Learning Skills (ILS) and self advocacy skills: Giving pupils the skills and knowledge to support themselves as much as possible. This is a softer activity that is often embedded or used during break, rest and intervention time.</p>	<p>ILS is designed to promote pupils to witness others demonstrate actions independently and then being encouraged, supported, and celebrated to take small steps towards their own independence. St HFS this can look like a variety of things but is usually around physical movement (reaching for an item, pressing a switch to turn something on, or using their walker or standing alone) eating and drinking (feeding self, hand over hand feeding, expressing more or stop) and self-advocating (express yes or no, more or less or a preference). It also allows a form of learning to take place</p>	<p>These skills and activities promote confidence in our pupils and boost self-esteem and mental health. IT celebrates the small achievement that to them, families and staff are huge achievements.</p>

	during personal care, therapy interventions and medical interventions.	
<p>Assemblies, Choir and Special events: Our pupils attend weekly choir with the pupils across upper school, this is an inclusive weekly event with singing, signing, musical instruments and body percussion. They also attend termly special assembly where their personal achievements are celebrated and sensory activities are held to be explored with close families and friends. We also join all school events such a world book day, maths day, sports day and we are lucky to be part of the Essex initiative for reading with the travelling librarian.</p>	<p>All our events at HFS are inclusive for all pupils. Where appropriate for physical or sensory needs adaptations to special events are made and pupils are always encouraged to attend.</p>	<p>Social skills, sharing achievements, and building confidence are all skills that are focused on during a special events days or sessions/ assemblies.</p>
<p>Important people, Family and support: Each academic year our PMLD pupils take part in either termly or special sessions that focus on the people around us, those that help us and those that are special to us.</p>	<p>These sessions aim to allow pupils to explore what family means to them, where they are safe, what their homes look and feel like and who they have in their immediate circle of support. It allows pupils to show autonomy over their support, express how they feel about their support and are aided to express any changes or opinions. They are also able to explore people in the community who they may interact with but who may be unfamiliar to them, such as, police, fire</p>	<p>The aim of these sessions is to support pupils to explore unfamiliar but important people and for them to develop an awareness of and a form of communicating with them. Be this through AAC or other forms of communication. Pupils are also able to share their loved ones, their stories and their experiences through the helps of parents and carers.</p>

	department, paramedics, opticians, dentists, doctors and nurses.	
<p>Body Awareness, Personal Hygiene, and Sex Education: Body awareness, sex and relationships, and hygiene lessons are different for every pupil at HFS and our PMLD pupils will be assessed depending on development as well as age as to when it is appropriate to start.</p>	<p>At HFS some of the content will be tiered and skills begin with developing an awareness of self before progressing onto an awareness of others and relationships. PMLD pupils will take part in a hygiene based session that when appropriate will include sex and relationship education. Consent is a part of daily school life for all our PMLD pupils and this lays the foundations for a healthy building blocks and scaffolding to develop an understanding of sex and relationships.</p>	<p>There are three areas of skills that are embedded during these sessions, they are:</p> <ul style="list-style-type: none"> - Developing self-awareness and my body - Relationships and wellbeing - Keeping safe and consent <p>The majority of pupils are HFS are very vulnerable and especially our PMLD pupils require support with all forms of personal care, therefore by establishing the skills above we are supporting our pupils to have a better understanding of themselves, their bodies and their wishes.</p>
<p>Outside learning, Community safety, Road Safety and Home Awareness: Pupils at HFS are offered daily time outside and our PMLD pupils are offered access to safe outdoor areas (weather and health dependant) as well as community visits, offering experiences including road safety and community safety and learning. PMLD pupils also explore home safety during visits to the food technology room.</p>	<p>We are in the process of developing a PMLD outdoor space that will allow our pupils to safely access the outdoor areas and further explore a sensory garden, playground activities and covered areas. Our pupils regularly access the musical outdoor areas across the school and they also explore the wide variety of plants and flowers during the warmer months. At HFS our PMLD pupils experience road awareness when accessing the community, supported by staff to explore crossings, road surfaces, vehicle sounds and the basic safety rules. They also</p>	<p>Outdoor learning, community learning and home/ road safety are all opportunities for our pupils to explore danger awareness, social interaction and building relationships/ developing relationship skills.</p>

	explore variety of home equipment, including cooking, washing, cleaning and tidying in the food technology and classroom areas.	
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