



Lower School Handbook

A guide to Lower School at
Harlow Fields School and
College

Contents

Introduction	3
How is Harlow Fields School and College organised?	4
Pathway Progression	5
How is the Lower School curriculum evidenced and assessed?	7
Appendices	10

Introduction

This handbook is created for teachers and visitors of Harlow Fields School and College.

Teachers should use this handbook to support their planning and assessment and ensure appropriate coverage of all strands and topics.

Visitors can use this handbook to understand how the Lower School curriculum is planned for and delivered at Harlow Fields School and College.

Our Vision

Our main vision at HFS&C is to provide all pupils with a person centred and therapeutic approach that ensures each pupil is making meaningful progress, that has a positive impact on their health, wellbeing, and learning. All areas of our curriculum are taught so that enjoyment and high aspiration is at the heart of every lesson. We want our pupils to feel encouraged and safe, strong, independent and to feel a sense of autonomy over their learning. At HFS&C we work with all professionals, families, and key people to ensure, we are **working together to succeed**.

At HFS&C we recognise that our curriculum needs to be broad and balanced with personal learning and targets being specifically discussed and set with individual progress in mind. This will look different for every pupil and therefore we take a personalised approach and focus on the holistic needs of each individual. We also believe that every part of the school day provides opportunities for learning and engagement, whilst still respecting the important need for breaks, rest periods, personal care, therapy input and medical needs. All pupils are assessed and tracked, using assessment systems and through personal learning targets linked to Education, Health and Care Plans. All professionals, families and teaching teams are involved and contribute to setting aspirational targets for our pupils. We do not follow a linear path of learning, we do not limit our pupils, rather we allow every pupil to express their dreams and ensure these are supported and where possible, realised.

How is Harlow Fields School and College organised?

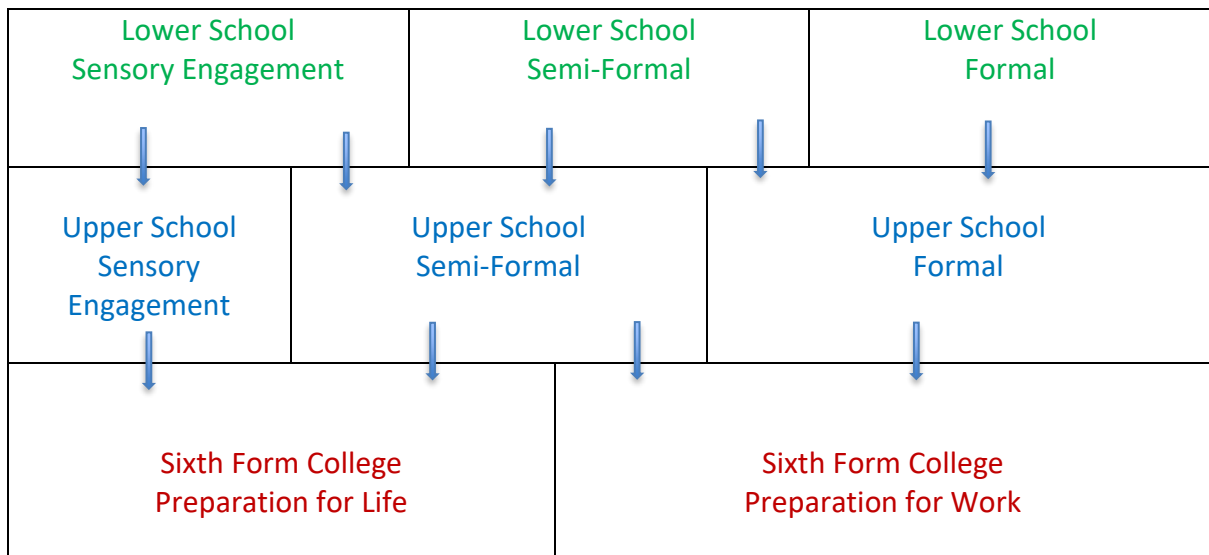
The current classes within each department are as follows:

<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
Engagement	Blake, Morris
Semi-Formal	Oak, Hazel, Willow, Beech, Lea, Roding, Thames, Colne, Dahl
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.



Sensory Engagement

Refer to Sensory Engagement handbook.

Semi-Formal Pathway

Pupils learning within this pathway focus on four key areas:

- Cognition and Learning
- Communication and Interaction
- Independence, Social and Emotional Development
- Physical and Sensory

Formal Pathway

Pupils learning within this pathway focuses on four key areas:

- Cognition
- Communication
- Life Skills
- Physical Development

What is it- Intention	How we do it- Implementation	Why we do it- Impact
<p>Independence, Social and Emotional Development:</p> <p>Development towards Personal Learning Targets Understanding of emotions Understanding of others Developing independence</p>	<p>Personal Care Feeding Hygiene Social and Emotional development such as RSHE, RE, Wellbeing Food Technology Sharing ideas (where appropriate) Taking Turns Completing activities with peers and adults Playing games together Personal Learning Targets linked with EHCP</p>	<p>Pupils start to develop an understanding of their emotions, have opportunities to explore different foods, their individual personal care needs are met and they have opportunities to be social in their own ways appropriate to their needs</p>
<p>Physical and Sensory:</p> <p>Development of fine and gross motor skills. Sensory needs being met</p>	<p>Physical Development/PE sessions Sensory activities Sensory stories TacPac Swimming Physio targets Personal Learning Targets linked with EHCP Laughter Specialists</p>	<p>Pupils develop their fine and gross motor skills with their sensory needs met in preparation for the next stage of their education at Harlow Fields.</p>
<p>Communication and Interaction:</p> <p>Development of Literacy skills</p>	<p>Phonics, Non-verbal communication, Speaking & Listening, Sensory Stories, TacPac, Literacy Computing Personal Learning Targets linked with EHCP Speech and Language</p>	<p>Pupils develop communication and interaction skills needed for them to be successful as they move to Upper School and are able to communicate their wants and needs as independently as possible.</p>
<p>Cognition and Learning:</p> <p>Development of Maths Skills Development of creative art skills</p>	<p>Maths skills sessions Personal learning targets linked with EHCP Creative arts such as music and art with cross-curricular links or taught as standalone lessons</p>	<p>Pupils develop a range of maths, scientific and creative skills which help prepare them for Key Stage Three and beyond.</p>
<p>Personal Development</p> <p>Development of: Self-help skills Personal Hygiene/care Social and emotional regulation Keeping safe British Values</p>	<p>Community visits. Wellbeing activities Physiotherapy Intensive Interaction Speech and language Pets therapy. Laughter Specialists ASDAN – Supporting Aspirations Personal Learning Targets</p>	<p>Pupils feel valued and empowered to be the best version of themselves whilst working towards aspirational and personalised targets.</p>

How is Lower School curriculum evidenced and assessed?

Annual Reviews:

Personal Learning Targets (PLT's) are linked to the core areas of the curriculum. This is where we ensure we are being aspirational for our pupils, aiming to set high expectations that are achievable, meaningful and progressive.

Tracking Learning and Progress:

PLT's that are set during the Annual Review will be tracked and evidenced using earwig which will monitor and record videos, pictures and written observations of progress towards each pupils' five personal learning targets. This will be completed once per term, but teachers will also capture evidence and learning 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 monitor and track achievement levels for every post on earwig, which gives a clear picture of progress.

For pupils on the semi-formal pathway, the engagement model observations are completed at the beginning and end of each term, with personalised learning targets at the heart. Each pupil will be evaluated using the engagement model to show progress and maintenance of skills.

For those on the Formal pathway, MAPP is used alongside Earwig to evidence progress. Observations are completed at the beginning and end of each term, with personalised learning targets at the heart. Each pupil will be evaluated using MAPP to show progress towards independence, fluency, generalisation and maintenance of skills.

Earwig:

Earwig is an application designed to evidence learning, make assessments and track progress. At HFS, 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 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, at HFS we follow and assess based on the engagement model approach which 'is the single best predictor of successful learning for children with learning disabilities (Lovannone 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 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

Appendices

	Engagement		Formal
Learning Characteristics	<ul style="list-style-type: none"> • Pre-intentional to emerging intentional communication • Reactive and responsive contextual awareness • Emerging social awareness • Sense of self by responses to sensations including hunger, pain, heat etc • Needs time/space to process stimuli • Early problem-solving skills • Learnt responses in familiar routines • Beginning to develop joint attention 		<ul style="list-style-type: none"> • Meeting most of the pre key stage standards • Developing levels of independence, social awareness and communication skills • Encouraged to self-evaluate and reflect • Maintaining, retaining, and generalising some skills • Developing confidence • Some understanding of basic abstract concepts • Applying some skills and knowledge • Communication skills • Self-evaluative • Emerging understanding of abstract concepts
	Sensory Engagement	Semi-Formal	
	<ul style="list-style-type: none"> • High levels of physical and/or medical needs • Sensory impairments • Multiple learning difficulties 	<ul style="list-style-type: none"> • Persistent difficulties with social interaction and communication • Repetitive patterns of behaviours • Restricted interests and activities • Difficulties with sensory processing 	
Approaches to Learning	<ul style="list-style-type: none"> • Multi-sensory learning experiences • Familiar routines and repetition • Turn-taking experiences • Visual/tactile/sensory cues (photos, music, smells, textures) • Experiential learning • Extended processing time • Intensive interaction • Active exploration • Personalised communications systems • Physical development and postural management • 1-1, independent paired, and group experiences 	<ul style="list-style-type: none"> • Structured teaching systems • Familiar routines and repetition • Visual timetables and schedules • Self-regulation strategies • Structured exploration • Turn taking experiences • Personalised behaviour support • Clear physical structure within the environment • Personalised communication systems • Visual supports (photos, PECs) • Self-regulation strategies • 1-1, independent paired, and group working 	<ul style="list-style-type: none"> • Builds prior knowledge. • Visual supports (symbols, written) • Now and Next strategies • Timed activities • Self-regulation strategies • Embedded - personalised communication systems including Makaton, PECS • 1:1, Independent, paired and group working • Supported purposeful peer interactions • Emerging problem solving skills • Emerging recognition of self and peer achievements • Repetition and consolidation of learning • Application and generalisation of skills

Interventions and Strategies

Below is a table that explains some of the interventions, strategies or adaptive teaching that is used across upper school. It gives a brief explanation of what it is, what it looks like and why we do it.

What is it?	What does it look like?	Why do we do it?
Attention Autism	Stage 1- Bucket activities- Focus Stage2- Attention building- sustain. Stage 3- Interactive game- shift Stage4- Table activities- transition	To increase attention skills and encourage communication. This style can also be used as a teaching/lesson structure.
Reflexology	Staff using the functional reflexology rainbow by Lorraine Senior. Different techniques used on the hands and feet.	Can help calm and regulate pupils. Reinforces positive touch and helps build relationships.
Sensory Stories	Stories with interactive elements that show objects of reference, bring stories to life and engage pupil's senses.	Helps reinforce pupils understanding of stories/words and encourages engagement.
Intensive Interaction	Playful interactions led by the pupil. Working on early interaction skills.	To encourage interactions and eventually more intentional communication.
Sensory Circuits	<ol style="list-style-type: none"> 1. Alerting 2. Organising 3. Calming 	Gives pupils sensory input to help them calm and focus.
Sensory/Messy Exploration	Children exploring and playing with sensory items such as food, sand or water.	Helps develop exploration and early play skills. Gives sensory input which helps pupils focus and regulate.
Offering of Sensory Items	Children wearing ear defenders, chewing a chew or eating different textured food.	Helps to filter or provide sensory input to help pupil regulate. Hopes to prevent sensory overload.
Structured Teaching (TEACCH)	Individual teaching timetables, workstations or booths, work packs, red and green trays. Highly structured routine.	By making the environment predictable it makes pupils feel secure. Ensures pupils are continuously moving on to the next activity. Help

		anxious pupils feel more secure.
TACPAC	Music and touch using various pieces of equipment.	TAPPAC creates sensory alignment and helps people of any age who have sensory impairment, for example, visual impairment, developmental delay, complex learning difficulties, sensory processing disorder or limited pre-verbal levels of communication.

Skills Taught During Lunch Break

One of the best times to teach important skills like manners, motor skills or social interaction skills is during the lunch break. It is a daily routine that all pupils participate in, providing consistent opportunities for practice and improving skills. The lunch hall setting allows for social interactions and the development of important social skills. Teaching skills during lunch can promote independence and empower pupils to take ownership of their own needs and actions. Although the specific skills to teach may differ based on individual pupil need, there are foundational skills that are valuable for all pupils. Including:

- Asking for Help - Encouraging pupils to seek assistance when faced with challenges such as opening containers or cleaning up spills.
- Opening Containers - Assisting pupils in developing motor skills by teaching them how to independently open containers like lunch boxes, drink cartons or snack packages.
- Use of Utensils - Guiding pupils on using utensils, which will foster self-feeding abilities.
- Waiting in Lunch Line - Educating pupils on the etiquette and steps involved in going through the lunch line, such as patiently waiting their turn and adhering to instructions.
- Holding the Tray or Lunch Boxes - Helping pupils enhance their motor skills and coordination by instructing them on how to carry their trays and lunch boxes.
- Sitting Posture - Teaching pupils the importance of sitting in their seats properly for promoting good posture and space awareness at the table.
- Socialising with Friends - Engaging in conversations with friends at the lunch table, encouraging social interactions and conversation skills among pupils as well as playing together (where appropriate) on the playground
- Using Kind Hands - Emphasising boundaries and personal space by teaching pupils to place/use their hands appropriately.