



A guide to Sixth Form at Harlow Fields School and College

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Introduction

This handbook is designed for teachers, support staff, professionals, and visitors involved in the education and care of Sixth Form students at Harlow Fields School and College. It outlines the structure, intent, and implementation of our sensory/ semi formal and semi-formal to formal curriculum pathway for learners aged 16–19.

Teachers should use this handbook to support their planning, delivery, and assessment of all curriculum areas, ensuring purposeful coverage of our school-wide themes while preparing students for adulthood. Visitors and professionals will find a clear explanation of how learning, engagement, personal development, and community participation are embedded in our Sixth Form provision.

Our Vision

At Harlow Fields School and College, our vision for Sixth Form is to prepare our young people for a successful transition into adulthood through a person-centred, aspirational, and flexible curriculum. Our students with severe and complex learning difficulties benefit from a curriculum that builds on prior learning, is rooted in real-life contexts, and promotes independence, wellbeing, and lifelong learning.

We believe that all learners are entitled to:

- Access meaningful, relevant, and ambitious learning experiences
- Develop functional and transferable skills for life, learning and work
- Engage in inclusive community experiences and build social capital
- Strengthen personal autonomy, communication, and self-advocacy
- Maintain and develop relationships with their peers, school community, and wider networks

Curriculum Structure: Monday–Friday

Monday to Wednesday – Core Curriculum Delivery

These days are centred on structured learning sessions across the four core areas aligned to our whole-school themes:

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

Learning is mapped to EHCP outcomes and students' Personal Learning Targets (PLTs), ensuring each learner makes meaningful progress. Subjects include functional literacy and numeracy, PSHE, digital literacy, and creative arts, all tailored to be purposeful and appropriate to each learner's pathway. The delivery combines formal and experiential learning approaches depending on individual needs.

Thursday – Community Day

Thursdays are focused on preparing learners for life beyond school through active participation in the community. Activities may include:

- Volunteering and charity work
- Travel training and local outings
- Enterprise projects and social action
- Visits to local businesses or public services
- Use of community amenities such as libraries, shops, cafés, or leisure centres

This enables students to generalise skills learned in the classroom, develop confidence in new settings, and understand their role within society.

Friday – Integration and Transitions

On Fridays, students rejoin aspects of the whole-school community to maintain connections and develop leadership, responsibility, and peer mentoring roles. Activities may include:

- Work experience or supporting younger pupils
- Involvement in assemblies or celebrations
- Joint events or clubs across key stages
- Participation in school initiatives and projects

Friday is also used for transition-focused activities, such as visits to colleges, supported internships, and employment settings. Staff support students in identifying their aspirations and planning next steps through careers education and preparing for adulthood sessions.

Our Approach

We take a personalised and holistic approach to learning, assessment, and curriculum delivery. We do not box our pupils into a rigid curriculum framework. Instead, we create bespoke opportunities tailored to each learner's needs, ambitions, and potential.

Our curriculum is:

- Robust – rooted in EHCP outcomes, scaffolded for progress, and designed with long-term aims in mind
- Flexible – supporting a wide range of learning styles, pacing, and approaches
- Aspirational – fostering dignity, independence, and future-focused outcomes
- Transparent – shared openly with families and professionals, supported by platforms such as Earwig and termly PLT evaluations

Every moment of the college day is seen as a learning opportunity—from structured lessons to mealtimes and community visits—while ensuring the essential needs of our students (including therapies, personal care, and regulation) are met with consistency and compassion.

Assessment and Progress

All Sixth Form learners are assessed using:

- Personal Learning Targets (PLTs) derived from EHCP outcomes
- Functional skill frameworks (where appropriate) and complete entry level exams in functional Maths and English and or ASDAN personal progress or PSD.
- Evidence through platforms like Earwig, including photo/video records and staff commentary
- Termly reviews of progress, leading into Annual Reviews
- Progress toward Preparing for Adulthood outcomes: Employment, Independent Living, Community Inclusion, and Health

Each student also has a 'dream target'—a highly personalised aspiration chosen collaboratively with families and professionals, whether that's making a bus journey independently, volunteering at a local charity, or cooking a meal with minimal support.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

<u>EYFS & Lower School (KS1/KS2)</u>	<u>Upper School (KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
EYFS: Blossom Oak Hazel Willow Beech Maple Mulberry Sycamore Olive Elm	Lea Roding Stort Avon Orwell Chelmer Thames Roman Brooke	Kestrel Hawk Eagle	Blake Morris Shakespeare Picasso

Our current classes on each pathway are as follows:

<u>Sensory/ Semi Formal</u>	<u>Semi Formal/ Formal</u>
Blossom Morris Blake Roman Thames Dahl Willow Beech Hazel Oak Mulberry Kestrel Lea Roding Shakespeare Picasso Elm Olive	Eagle Hawk Avon Orwell Chelmer Maple Sycamore Brooke

Our Sixth form provision continues to follow the two pathways, Sensory-semi/formal and semi-formal/ Formal.

What does sensory/ semi-formal curriculum look like at Harlow Fields School and College?

**See table of contents at the end of this document for a detailed list of activities and skills and their Intent, Implementation, and Impact.*

At HFS we have 4 core areas of our curriculum, these are matched to the core 4 areas of need in the SEND code of practise set out by the DFE. This is consistent across both of our learning pathways (Sensory/ Semi- Formal and Semi- Formal/ Formal)

Communication and Interaction

At HFS we take a total communication approach, the idea that communication is individual and about finding and using the right combination of communication methods for each pupil. All forms of communication are recognised as interaction at HFS, and planned and spontaneous communication opportunities are offered through each school day. We use a wide variety of communication techniques, these underpin every part of pupils days, lessons and targets that are studying within the sensory/ semi- formal curriculum. We use a wide variety of communication including but not limited to: Makaton, intensive interaction, PEC symbols, Eye gaze, recordable switches, jellybean switches, eye pointing, gestural and body language, vocal expressions, Tassels and touch cues, physical communication, and objects of reference.

This area of our curriculum has the main focus of communication, and may typically involve more Literacy/English topic based lessons, but this also includes activities such as ICT, sensory boxes, community and TacPac- all delivered in an informal and sensory lesson approach.

Cognition and Learning

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. However, these subjects are delivered through our sensory approach, ensuring that topics such as shapes, number, temperature, volume, sound and speed are studied.

Independence, Social and Emotional Development

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.

Physical and Sensory

This area of the curriculum includes all other aspects of learning, engagement and enjoyment presented to our sensory/ semi-formal pupils at HFS. Although all lessons are delivered through a sensory approach, we also have specific lessons that are designed to develop sensory awareness of self and the world around us. This includes lessons that have a creative approach, such as, Art, Drama and Music, and the use of our school facilities, such as the soft play room, sensory room, the Dark/ VI room and the interactive learning room . This area of the curriculum also allows for timetabled daily lessons of Physiotherapy, occupational therapy, hydrotherapy and reflexology.

Delivery

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 our sensory/ semi-formal curriculum supports repetition to acquire new knowledge and skills, aiding learning and achievement through repeated activities at an age-appropriate level.

All structured lesson are allocated at around a 20-30 minute length, 4 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 sensory/ semi-formal pupils are met and appropriate time is given to process the session and knowledge, skills and learning delivered by the class teams. (please see additional documents for example timetable).

How is sensory / semi- formal curriculum evidenced and assessed?

Paperwork and Evidence:

Each week teachers will record 4 entries per pupil on Earwig. Teachers will record 1 entry for each of the areas:

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 could be for a pupil to attend a certain event, to achieve a new physiotherapy position or to self feed etc. At the end of each term, each pupils 5 PLT's are evaluated and tracked by create an earwig post, showcasing progression towards the target through pictures and summaries. These termly progress updates are then summarised in the year annual review paperwork and targets are either continued or new targets are set depending on the pupils progress.

Personal Learning Targets (PLTs) are derived from the long-term outcomes outlined in each pupil's EHCP. This ensures that the targets set in collaboration with pupils and their families are consistently aligned with the pupil's individual aspirations and needs. By maintaining a direct link to the EHCP, PLTs provide a clear, structured framework that supports meaningful, measurable progress over time. This approach not only fosters continuity and coherence in the pupil's learning journey at HFS but also ensures that all stakeholders remain focused on the long-term aims identified for each individual. Regular review and adaptation of PLTs further ensure they remain relevant, ambitious, and achievable, promoting the best possible outcomes for every pupil Tracking of learning.

Engagement Model Observations:

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 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.

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.

At HFS, learning is currently evidenced for the four areas of the curriculum. It is also used to evidence progress towards PLT's.

In Sixth Form, learning is recorded using the subjects above but incorporates evidencing the ASDAN qualification using a 'School specific Tag'.

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 (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 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/ semi-formal pupils at HFS 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 sensory/ semi-formal pathway.

Examples of our engagement observation and profile is included below. Personal learning targets and profile is also included below.

Summary

The assessment and evidence model for the Sensory to Semi-Formal pathway at HFS is:

- Robust : underpinned by the 4 curriculum areas and linked to EHCP outcomes, with structured weekly evidence and termly PLT tracking
- Personalised : centred on individual learning journeys, with 5 PLTs including a personalised aspiration or "dream target"
- Holistic : combining academic, physical, emotional, and sensory progress, including use of the Engagement Model for pupils not yet accessing subject-specific learning
- Transparent : recorded and shared with families via Earwig, capturing progress through photos, videos and observations

<p>Resources/ Objects</p> <p>Spikey balls</p> <p>Windmill toy when stuck to her tray</p> <p>Bells</p> <p>Light toys</p> <p>Noisy ball toy</p>		<p>Activities</p> <p>Singing</p> <p>Nursery rhymes and Music</p> <p>Using her walking frame</p> <p>Rolling a ball to an adult</p> <p>Sensology</p>
<p>Rooms/ Environments</p> <p>Interactive Learning Room</p> <p>When she is on the move</p> <p>When she is out of her chair</p> <p>In her walker frame in the corridor</p>		<p>Engagement profile</p> <p>Motivators</p> <p>Name:</p> <p>Date: 2024-2025</p>
<p>Times/ Days/ Events</p> <p>When she is healthy</p> <p>When she has slept well</p> <p>She can tire towards the end of activities</p>		

Exploration

Curiosity

When an object or activity is presented to Pupil X, she will lift her head and look towards it. She will then reach out for the object or activity and hold onto it. She will lift it up and down, tap it on the table or shake it to see if it makes a noise. Pupil X may also move her hands along the object or activity to feel it and will bring it towards her face to mouth it.



Realisation

Light bulb moment

Pupil X will lift, turn and look at objects presented to her. If she is familiar with them and likes the object or activity, she will smile before reaching for them. If she wants to remain in control of the object, she will hold onto it and not give it to the adult or she will move it off the side/back of her tray.

Initiation

Spontaneity

Pupil X will reach out and grab objects of her choice to self-select activities or objects. She will also answer 'yes' or stay quiet to indicate 'no' to answer an adult to imitate her choice. Pupil X can also initiate engagement with an object or activity by reaching for an adult's hand and moving it to the object or activity. This usually occurs when she is unfamiliar with an object.

Engagement profile

Motivators

Name:

Date: 2024-2025

Anticipation


Predict

Pupil X will anticipate by pausing and looking at the activity or object that she is familiar with. Pupil X will begin to smile or will bring her hand to her mouth before the activity or event has occurred. This is usually seen when an adult uses the phrase 'ready, steady, go'. When Pupil X is asked if she wants an activity to occur again, she will reply with an excitable or deep 'yes' vocalization.

Persistence

Continued effort

Pupil X will continue to take part in the activity for as long as her attention is sustained. Pupil X demonstrates this by consistently reaching for the activity or stimulus and continues to do the action she has been asked. When she does not want to take part anymore, she will vocalise her unhappy noises and will pull her hands in towards her until the activity has finished.

<p>Exploration</p> <p>During 'what's in the box?', A watched the different sensory objects inconsistently with staff prompting to retain focus. A was able to handle and operate her chosen toy at the end of the session with some physical support.</p>	 <p>Engagement Model - Observation</p> <p>Name: Date: Target: To attend and maintain concentration on stimulating objects / toys</p>	<p>Realisation</p> <p>A smiled when she saw that a favoured toy was brought out of the box. When asked to choose a toy to explore further at the end of the session, A reached for her favoured toy independently.</p>
<p>Initiation</p> <p>A reached for favoured objects and toys to indicate 'more'.</p>		<p>Anticipation</p> <p>When bubbles were presented, A lifted her finger ready to pop them.</p>
<p>Changes made</p> <p>N/A</p>	<p>Persistence</p> <p>A demonstrated persistence when attempting to pop all of the bubbles blown.</p>	<p>Next steps</p> <p>Staff to reduce support, enabling A to handle and operate toys more independently.</p>

What Does the Semi-Formal to Formal Curriculum Look Like at Harlow Fields School and College?

Please see the Table of Contents at the end of this document for a detailed breakdown of activities and skills, including Intent, Implementation, and Impact.

At Harlow Fields School and College, we structure our curriculum around four core areas, aligned with the four areas of need as outlined in the SEND Code of Practice. This structure is embedded across all our learning pathways, including the Semi-Formal to Formal pathway, ensuring a clear continuum of support and progression from upper school through to sixth form.

Our Semi-Formal to Formal pathway is designed to increase access to more formal and subject-specific learning, where appropriate, while remaining highly personalised and responsive to individual needs, abilities, and aspirations.

Communication and Interaction

Learners on the Semi-Formal to Formal pathway continue to benefit from a Total Communication Approach, which recognises that communication is key to success in all areas of life. We support pupils in building functional communication and social interaction skills that will enable them to access learning, form relationships, and express their needs and ideas confidently. This area also includes

Communication strategies include:

- Makaton and symbol-supported communication
- Augmentative and alternative communication (AAC)
- Talk buttons, iPads, and Eye Gaze (where appropriate)
- Structured conversation opportunities and social stories
- Speaking and listening tasks in literacy and topic-based work
- Emphasis on vocabulary building, comprehension, and expressive language
- English – reading, writing, phonics, speaking and listening

Pupils are supported to engage in group discussions, structured language activities, and role play, while also working on turn-taking, listening, and confidence-building in a variety of social contexts. This area of our curriculum within the semi-formal/ formal pathway also

includes our phonics and early reading programme. This can also be shared with home via the phonics and reading app.

Where appropriate, pupils work towards external accreditation, functional skills qualifications, or pre-entry level certificates, especially in the Sixth form.

Cognition and Learning

This curriculum area includes more formal subject-specific learning, while still being carefully differentiated and scaffolded to meet learners' individual levels of understanding and engagement.

Pupils access learning in subjects such as:

- Mathematics – number, shape, measure, time, money, and functional maths
- Science – practical investigations, cause and effect, exploration of the natural world
- Humanities – history, geography, and RE delivered through topics
- ICT/Computing – using technology purposefully for learning and communication

Where appropriate, pupils work towards external accreditation, functional skills qualifications, or pre-entry level certificates, especially in the Upper School.

Lessons are structured to be:

- Accessible – using visual scaffolding, sensory input when needed, and step-by-step modelling
- Engaging – building on prior knowledge and pupil interests
- Progressive – with clear learning outcomes, success criteria, and evidence of learning

Independence, Social and Emotional Development

We place a strong emphasis on equipping pupils with the skills they need for life beyond school, including confidence, autonomy, emotional regulation, and positive self-image.

This area of the curriculum includes:

- Personal care and hygiene
- Daily living skills (e.g. shopping, cooking, using public transport)
- Social understanding and peer relationships

- Decision-making and making informed choices
- PSHE, Sex and Relationships Education, RE, and community participation
- Emotional literacy and self-regulation strategies
- Being part of the community and wider society

Lessons are designed to promote self-advocacy, problem-solving, and increasing independence, while supporting pupils to build resilience, friendships, and meaningful relationships.

Physical and Sensory

Learners continue to access tailored provision that supports their physical development, sensory regulation, and creative expression. While many pupils may not require a sensory-led curriculum, sensory input remains embedded to support regulation, engagement, and access to learning.

This area includes:

- PE, Yoga, and Dance
- Sensory circuits or movement breaks (where appropriate)
- Creative subjects – Art, Drama, Music
- Therapy access – Physiotherapy, Occupational Therapy, Hydrotherapy (as needed)

The curriculum also includes opportunities for team sports, fitness, and exploration of movement, supporting both motor development and confidence in physical ability.

Curriculum Delivery

The Semi-Formal to Formal curriculum is structured, sequenced, and adapted to meet individual needs, with a growing emphasis on subject-specific learning and preparation for life after Sixth form.

- Pupils follow a timetabled structure of six lessons per day, including core and foundation subjects
- Lessons are typically 30 minutes in length and follow a consistent routine, however when appropriate some lessons will be combined to make a double with a total of 1 hour.

- There is planned time for transitions, regulation, medical needs, and social interaction throughout every day.
- Teaching is informed by EHCP outcomes, HFS assessment frameworks, and Personal Learning Targets (PLTs)
- Intervention groups may be used to provide additional support in key areas (e.g. phonics, social skills, numeracy)

In Sixth form, there is a stronger focus on preparation for adulthood, including:

- Work-related learning
- Enterprise projects
- College and careers education
- Community access and travel training

Throughout, we continue to prioritise pupil voice, engagement, and personal growth, ensuring that all learning experiences are relevant, enjoyable, and aspirational.

How is the Semi-Formal to Formal Curriculum Evidenced and Assessed?

Paperwork and Evidence Collection

To ensure robust tracking of progress across the curriculum, teaching staff record a minimum of two entries per pupil each week on Earwig.

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

Entries can be uploaded as individual pupil evidence or class-based activities, and include photos, videos, written observations, or pupil work samples. Teachers are encouraged to celebrate progress in subject-specific learning, cross-curricular achievements, and wider personal development, ensuring a well-rounded view of each learner's journey.

Annual Reviews and Personal Learning Targets (PLTs)

Each pupil on the semi-formal to formal pathway has five personalised PLTs derived from the long-term outcomes within their EHCP. These include:

- One target for each of the four curriculum areas
- One personalised "dream target" based on aspirations and preparation for adulthood (e.g. attending a mainstream link, using public transport, completing a Duke of Edinburgh challenge, or completing independent work tasks)

At the end of each term, teachers evaluate each of the five PLTs by:

- Creating a termly Earwig post per pupil which summarising progress, outcomes, and next steps and showcasing photos, work samples and assessment commentary.

This information feeds directly into Annual Review documentation, allowing for meaningful reflection and target-setting in collaboration with families and professionals. Targets are updated as needed, ensuring they remain ambitious, relevant and measurable.

Assessment and Progress Tracking

For pupils on the semi-formal to formal pathway, progress is assessed through a combination of:

- HFS Curriculum Assessment Framework (linked to our long-term curriculum map)
- PLT tracking (linked to EHCP outcomes)
- Subject-specific learning outcomes and progress indicators using functional skills entry level 1 to 3, these are also tracked on Earwig.
- External accreditation: ASDAN and Edexcel functional skills

Staff assess whether pupils are working at either Explore, Engaged or mastered.

Use of Earwig

Earwig is our primary platform for capturing, organising and celebrating learning. It allows us to:

- Evidence lesson objectives across core subjects
- Monitor and track progress towards PLTs
- Record work and input from external professionals (e.g. SALT, OT, Physio, Educational Psychologist)
- Share achievements with families via the pupil's personalised timeline

For pupils working toward accreditation (e.g. ASDAN), Earwig entries are tagged with specific subject and module criteria to support portfolio development and moderation. This ensures learning is clearly mapped to qualification frameworks and that progress is transparent and evidenced throughout the academic year.

Review and Reflection

Regular progress discussions take place during:

- Class team meetings
- Annual Reviews with parents/carers and professionals
- Moderation activities across departments to ensure consistency and high expectations
- Class pop in and overall curriculum monitoring

Personalised Assessment Pathways

We recognise that not all pupils will follow linear progress models. Our assessment approach allows for:

- Flexibility in demonstrating progress (e.g. mastery, generalisation, application to real-life contexts as assessed using the Explore, Engaged or mastered).
- Celebration of personal bests and significant moments
- Capture of small-step progress, especially in areas such as independence, resilience, or emotional regulation by using the Harlow Fields assessment framework.

Summary

The assessment and evidence model for the semi-formal to formal pathway at HFS is:

- Robust – ensuring accountability, EHCP alignment, structured and scaffolded to meet learners needs as well as providing differentiation and curriculum coverage
- Personalised – driven by meaningful PLTs and responsive to each learner’s journey
- Flexible – supporting a wide range of abilities, needs and learning styles
- Transparent – shared with families and professionals in real-time through Earwig

This ensures that all learners, regardless of their starting point, are supported to make strong, measurable and meaningful progress over time.

Harlow Fields School and College

Whole-School Assessment Framework

At Harlow Fields School and College, we are committed to delivering a high-quality, personalised, and meaningful education for all pupils and students, underpinned by consistent and robust assessment practice. Our bespoke assessment framework is used across all phases and learning pathways—from Early Years to Sixth Form—and ensures that every learner, regardless of their starting point, is supported to make strong, measurable, and meaningful progress.

This paper version of the framework has been developed to support teacher planning, curriculum design, and moderation. It enables staff to engage with the assessment content in a practical and accessible format when designing sessions, identifying next steps, and mapping progress.

Our framework has been created by experienced senior practitioners and draws upon a wide range of nationally recognised and evidence-informed tools, including *Birth to 5 Matters*, *B Squared*, the Sensory Curriculum, and *VB-MAPP*. For learners working within our formal pathway, the framework aligns with *Functional Skills* criteria to support real-world application, readiness for accreditation, and increased independence.

Every pupil at Harlow Fields has an individual learning profile on **Earwig**, our digital evidence and assessment platform. Staff use this system to record progress, upload photographic and narrative evidence, track Personal Learning Targets (PLTs), and plan next steps using the bespoke framework. This approach ensures that assessment is not only accurate and consistent but also personalised, dynamic, and transparent.

Our assessment model is:

- **Holistic** – capturing development across the four areas of need as outlined in the SEND Code of Practice:
Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical.
- **Personalised** – driven by PLTs which link directly to EHCP outcomes and pupil aspirations.
- **Transparent** – with real-time tracking and progress reporting accessible to families and professionals through Earwig.
- **Progressive** – offering clear, sequential development that is ambitious, achievable, and reviewed regularly.
- **Flexible** – enabling staff to adapt approaches for each learner’s unique communication style, learning needs, and physical profile.

This assessment framework underpins the high expectations we set for every learner and supports our whole-school mission: to deliver a curriculum that promotes independence, wellbeing, communication, and lifelong learning.

Assessment Achievement Stages

Each area of our assessment framework is assessed using a clear and consistent **three-stage achievement model: Encounter, Engaged, and Mastered**. This model supports staff in accurately identifying, recording, and celebrating progress for every pupil, no matter their starting point or learning pathway.

Encounter

The pupil is becoming aware of a skill, stimulus, or experience but does not yet actively respond in a consistent or intentional way. This may include reflexive responses, passive participation, or increased alertness when a particular stimulus is presented.

Example: A pupil may turn their head or show a change in expression when presented with a familiar voice, sound, or object, but does not yet demonstrate deliberate engagement.

Engaged

The pupil is actively participating in the learning experience and beginning to show emerging understanding or intent. Responses may be prompted or supported but show growing consistency, interest, and interaction with the skill or activity.

Example: A pupil may begin to make choices, anticipate outcomes, or attempt a skill with adult support, showing awareness and motivation to interact.

Mastered

The pupil demonstrates secure, confident, and independent use of the skill across different contexts, with minimal or no support. The skill has become embedded and is applied functionally or generalised over time.

Example: A pupil uses a learned communication strategy independently in different settings or applies a life skill consistently as part of their daily routine.

This staged approach ensures we can track progress meaningfully and sensitively, celebrating the small but significant steps our learners make across their unique journeys.

Personal Learning Targets
Name
Term 1 - XXXXXXXXX

Communication & Interaction Overall target: - - -	Cognition & Learning Overall target: - - -	Physical & Sensory Overall target: - - -
Independence, Social & Emotional Overall target: - - -	Dream Target Overall target: - - -	Insert photo

Accreditations

HFS 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). ASDAN offers several units that are specifically written to support learning and

progress for young people with additional needs. These units are to be completed from year 10 and above.

This allows pupils at HFS across the semi- formal/ Formal curriculum to gain qualifications, ensuring that our pupils 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 to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed in year 10 and 11 and 2 units per year in sixth form, a total of 8 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

The rolling programme is as follows:

Upper School- Year 10-11 (2-year cycle)

<u>Year</u>	<u>Topic</u>	<u>Code</u>	<u>Lesson</u>	<u>Levels</u>	<u>Credits</u>	<u>Accredited</u>
A <u>2025-2026</u>	Personal Safety in the home and community	PS	Personal development	EL1- EL3	2	No
<u>Year</u>	<u>Topic</u>	<u>Code</u>	<u>Lesson</u>	<u>Levels</u>	<u>Credits</u>	<u>Accredited</u>
B 2026-2027	Healthy Living	HL	Personal development	EL1-EL3	2	No

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Sixth form- Year 12-14 (3-year cycle)

<u>Year</u>	<u>Topic</u>	<u>Code</u>	<u>Lesson</u>	<u>Levels</u>	<u>Credits</u>	<u>Accredited</u>
A <u>2025-2026</u>	Working as part of a group	WG	Personal development	EL2-EL3	2	1 Unit will be used for Accreditation for an Award
	Using technology in the home and community	UTE	Personal development	EL1-EL3	2	
<u>Year</u>	<u>Topic</u>	<u>Code</u>	<u>Lesson</u>	<u>Levels</u>	<u>Credits</u>	<u>Accredited</u>

B	<u>Environmental</u>	<u>EA</u>	<u>Personal</u>	<u>EL1-EL3</u>	<u>2</u>	<u>1 Unit will be</u>
<u>2026-</u>	<u>Awareness</u>		<u>development</u>			<u>used for</u>
<u>2027</u>	<u>Preparation for</u>	<u>PW</u>	<u>Personal</u>	<u>EL1-EL3</u>	<u>2</u>	<u>Accreditation</u>
	<u>work</u>		<u>development</u>			<u>for an Award</u>
<u>Year</u>	<u>Topic</u>	<u>Code</u>	<u>Lesson</u>	<u>Levels</u>	<u>Credits</u>	<u>Accredited</u>
<u>C 2027-</u>	<u>Making the most of</u>	<u>MLT</u>	<u>Personal</u>	<u>EL1-EL3</u>	<u>2</u>	<u>1 Unit will be</u>
<u>2028</u>	<u>Leisure time</u>		<u>development</u>			<u>used for</u>
	<u>Managing Social</u>	<u>MSR</u>	<u>Personal</u>	<u>EL2-EL3</u>	<u>2</u>	<u>Accreditation</u>
	<u>Relationships</u>		<u>development</u>			<u>for an Award</u>

Where appropriate our pupils also begin preparation, revision and the completion of Functional skills qualifications in Maths and English.

Curriculum Overview



SEMI-FORMAL/ FORMAL PATHWAY CURRICULUM OVERVIEW

Whole School Termly Theme (5 Year Rolling)



Themes Overview- per Curriculum Area (Ensuring all assessment and skills areas are covered over a 5 year rolling, including embedding previous skills)



Termly planning overview (Providing intent, implementation and impact of all areas of learning including challenging ideas of those at the higher end of the pathway)



Harlow Fields Assessment (a bespoke assessment ladder created to ensure that pupils are making progress across all 4 areas of the curriculum– class lead to complete)



Bi-weekly/ 4 weekly planning (detailed breakdown of pupils assessment aims and learning intentions– class lead to complete)



Earwig Evidence/ PLT's Assessment– (class lead to complete)

These topics have been picked based on a 5 year rolling programme with Autumn term relating to PSHE, Spring term being related to English and book week and Summer term relating to Maths and Science. 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. These overarching themes run across the whole school and college and all pathways. This ensures a fully immersive experience across all strands of the curriculum but also provides whole school opportunities and experiences.

Year	Term 1 (PSHE focus)	Term 2 (Literacy focus)	Term 3 (Science and Maths focus)
A	All About Me and My Family	Dr Seuss	The Animal Kingdom
B	Around the World	Roald Dahl	Space and The Universe
C	Step Back in Time	CS Lewis	The Natural World
D	My Feelings	David Walliams	Transport
E	Careers	Harry Potter	Scientific Discoveries and Experiments

Sensory/ Semi-Formal Curriculum – Themes Overview

Year	Term 1	Term 2	Term 3
A	All About Me and My Family Communication and Interaction: Self advocacy skills Cognition and learning: Light and Shadows ISE: Care for others Physical and Sensory: Making things work	Dr Seuss Communication and Interaction: Rhymes and Rhythm Cognition and learning: Exploring sounds ISE: Making choices Physical and Sensory: Stopping and Starting	The Animal Kingdom Communication and Interaction: Pictures and Captions Cognition and learning: Shape ISE: Life cycles Physical and Sensory: Over and Under
B	Around the World Communication and Interaction: Stories from other cultures Cognition and learning: Material ISE: Celebrations	Roald Dahl Communication and Interaction: Modern stories Cognition and learning: Sorting ISE: Humour	Space and The Universe Communication and Interaction: Sharing my opinions Cognition and learning: Patterns ISE: Making Friends

	Physical and Sensory: Moving in different ways	Physical and Sensory: Taste and Textures	Physical and Sensory: Spinning
C	Step Back in Time Communication and Interaction: Traditional Tales Cognition and learning: Time ISE: My history Physical and Sensory: Light and Sound	CS Lewis Communication and Interaction: Poems Cognition and learning: Measure ISE: My likes and Dislikes Physical and Sensory: Balancing	The Natural World Communication and Interaction: Non Fiction Cognition and learning: instruments ISE: Looking after my environment Physical and Sensory: Moving objects
D	My Feelings Communication and Interaction: My thoughts and feelings/ diaries Cognition and learning: Position ISE: Managing my emotions	David Walliams Communication and Interaction: Songs and Lyrics Cognition and learning: Texture ISE: Shared play	Transport Communication and Interaction: Instructions Cognition and learning: Number ISE: My community

	Physical and Sensory: My sensory needs	Physical and Sensory: Gross motor skills	Physical and Sensory: Rolling
E	Careers Communication and Interaction: Making Choices Cognition and learning: Money ISE: Routines Physical and Sensory: Fine motor skills	Harry Potter Communication and Interaction: Fantasy Cognition and learning: Weather ISE: Role play Physical and Sensory: Combining movements	Scientific Discoveries and Experiments Communication and Interaction: Group work and sharing Cognition and learning: Cause and Effect ISE: Health and Growing Physical and Sensory: Climbing

Semi-Formal/Formal Curriculum – Themes Overview

Year	Term 1	Term 2	Term 3
A	All About Me and My Family English: Fiction / Messages and letters Maths: Properties of number / Shape / Statistics Science: The human body Computing: Computer skills and online Safety Food Technology: Foods I eat at home PSHE: My relationships PE: Ball games / Fundamental movement and gymnastics Music: Music I enjoy / Christmas performance Art: Self-portraits	Dr Seuss English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Light and sound Computing: Algorithms and coding Food Technology: Sandwiches, toast and toasties PSHE: My health and wellbeing PE: Inclusive sports / Target games Music: Making music Art: Cartoons	The Animal Kingdom English: Fiction / Encyclopaedias Maths: Multiplication and division / Position and direction / Money Science: Animals Computing: Creating and presenting media Food Technology: Pasta, rice and noodles PSHE: My community PE: Athletics / Striking games Music: Music and movement Art: Henri Rousseau
B	Around the World English: Stories from other cultures / Recipes Maths: Properties of number / Shape / Statistics Science: Forces and motion Computing: Computer skills and online Safety	Roald Dahl English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Our senses Computing: Algorithms and coding	Space and The Universe English: Fiction / Posters and leaflets Maths: Multiplication and division / Position and direction / Money Science: The solar system

	<p>Food Technology: Foods from other cultures</p> <p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p> <p>Music: Music from other cultures / Christmas performance</p> <p>Art: Art from different cultures</p>	<p>Food Technology: Salads</p> <p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Quentin Blake</p>	<p>Computing: Creating and presenting media</p> <p>Food Technology: Potatoes</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Music and movement</p> <p>Art: Fantasy artwork</p>
C	<p>Step Back in Time</p> <p>English: Plays and scripts / Historical texts</p> <p>Maths: Properties of number / Shape / Statistics</p> <p>Science: Our planet</p> <p>Computing: Computer skills and online Safety</p> <p>Food Technology: Sandwiches, toast and toasties</p> <p>PSHE: My relationships</p> <p>PE: Ball games / Fundamental movement and gymnastics</p> <p>Music: Music through the decades / Christmas performance</p>	<p>CS Lewis</p> <p>English: World book day / Author Study</p> <p>Maths: Addition and subtraction / Time / Measure</p> <p>Science: Electricity and Magnetism</p> <p>Computing: Algorithms and coding</p> <p>Food Technology: Pasta, rice and noodles</p> <p>PSHE: My health and wellbeing</p> <p>PE: Inclusive sports / Target games</p> <p>Music: Making music</p> <p>Art: Landscapes</p>	<p>The Natural World</p> <p>English: Fiction / Encyclopaedias and fact files</p> <p>Maths: Multiplication and division / Position and direction / Money</p> <p>Science: Seasonal changes / Plants</p> <p>Computing: Creating and presenting media</p> <p>Food Technology: Salads</p> <p>PSHE: My community</p> <p>PE: Athletics / Striking games</p> <p>Music: Music and movement</p> <p>Art: Flowers and nature</p>

	Art - Dali		
D	My Feelings English: Fiction / Diaries and journals Maths: Properties of number / Shape / Statistics Science: The human body Computing: Computer skills and online Safety Food Technology: Foods I like/dislike PSHE: My relationships PE: Ball games / Fundamental movement and gymnastics Music: How music makes me feel / Christmas performance Art: Photography	David Walliams English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Animals Computing: Algorithms and coding Food Technology: Following recipes PSHE: My health and wellbeing PE: Inclusive sports / Target games Music: Making music Art: Picasso	Transport English: Travel journals / Directions Maths: Multiplication and division / Position and direction / Money Science: Forces and motion Computing: Creating and presenting media Food Technology: Picnic foods PSHE: My community PE: Athletics / Striking games Music: Movement and dance Art: Transport
E	Careers English: Fiction / Posters and leaflets Maths: Properties of number / Shape / Statistics Science: Our planet	Harry Potter English: World book day / Author Study Maths: Addition and subtraction / Time / Measure Science: Our senses	Scientific Discoveries and Experiments English: Newspaper articles / Instructions Maths: Multiplication and division / Position and direction / Money Science: Everyday materials

Computing: Computer skills and online Safety	Computing: Algorithms and coding	Computing: Creating and presenting media
Food Technology: Restaurants and cafes	Food Technology: Potatoes	Food Technology: Baking
PSHE: My relationships	PSHE: My health and wellbeing	PSHE: My community
PE: Ball games / Fundamental movement and gymnastics	PE: Inclusive sports / Target games	PE: Athletics / Striking games
Music: Careers in music / Christmas performance	Music: Making music	Music: Music and movement
Art: Graffiti/poster art	Art: Paul Klee	Art: Comics

Expectation within classroom timetables:

Total of 20 structured lessons per week (4 per day)

Registration is allocated for 30 minutes at the start of the day; this includes either sensory registers or circle time and also allows for any personal care or positioning needs.

There is also a further allocation of 2 sessions for personal care, additional support with feeding, community snack and sensory engagement.

There are also 3 sessions of structured play, break and lunch times and transitions for the end of the day.

Area of Learning	Sensory/ Semi Formal	Semi formal/ Formal
Communication and Interaction	Sensory Story Massage story TacPac Early reading and phonics	English x3/4 (including 1 library session) Phonics x2
Cognition and Learning	Sensology Maths experiences Music Attention boxes ICT/ Cause and effect	Maths x3/4 Science Computing
Independence, Social and emotional	PSHE/ Hygiene Community Food Tech Collaborative play	Food Tech RSHE/ ASDAN Wellbeing (Including TacPac) Community

Physical and Sensory	PE/ parachute/ Dance Art Reflexology Sensory Room/ ILR Sensory/Messy Play Soft play Swimming	PE (Including swimming) Creative arts (Music, Drama and Art) Reflexology/ Sensory room
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Timetable example:

	9.00-9.30	9.30-10.00am Structured lesson	10.00-10.30am Personal care/ assisted feeding	10.30-11.00am	11.00-11.30am Structured lesson	11.30-12.00pm Structured lesson	12.00-1.00pm	1.00-1.30pm Personal care/ assisted feeding	1.30-2.20pm Structured lesson	2.20 - 2:50	2.50-3.00pm
Monday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play	Snack and Break/ structured/ collaborative play- Independence skills	Cognition and Learning Maths Experience	Cognition and Learning Maths Experience	Lunch/ Break/ structured/ collaborative play- Independence skills	Cognition and Learning Attention Boxes	Physical and Sensory Art	Structured play/ collaborative - Independence skills	Transition
Tuesday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play		Independence, Social and Emotional Development Community	Independence, Social and Emotional Development Community		Physical and Sensory Reflexology	Cognition and Learning ICT		Transition

Wednesday	Registration	Communication and Interaction Massage Story	Independence, Social and Emotional Development PSHE/ Hygiene		Communication and Interaction Sensory Story	Communication and Interaction Sensory Story		Physical and Sensory Soft Play	Cognition and Learning Music		Transition
Thursday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play		Independence, Social and Emotional Development Community	Independence, Social and Emotional Development Community		Cognition and Learning Sensology	Independence, Social and Emotional Development Food Tech		Transition
Friday	Registration	Cognition and Learning Attention Boxes	Physical and Sensory Messy Play		Physical and Sensory Swimming	Physical and Sensory Swimming		Physical and Sensory PE	Physical and Sensory PE		Transition

Glossary

What is it- Intention	How we do it- Implementation	Why we do it- Impact
Sensory Stories: A simplified story or poem that is paired with OOR's and or sensory items that appeal to as many of the senses as possible. The story is told mirrored with items that help bring the story to life.	Sensory stories take place at least once a week and these are written and planned in line with the termly topic. The story may stay the same for the term with small changes or when looking at an Author as a topic, multiply stories may be explored. All sensory stories are delivered with repetition, turn taking and expressing likes and dislikes. Items are used which represent each area of a story, for example a water spray and umbrella to represent raining.	Sensory stories ensure that early reading, phonics and a love for books and stories are encouraged and developed. Sensory stories are an integral way to deliver our pre-phonics and comprehension for our sensory/ semi-formal pupils.
Shared Reading: Peer to Peer reading- this can be other SENSORY AND SEMI FORMAL pupils sharing choices and books with their peers and reading with the support of staff or pupils from other classes and pathways reading aloud to our SENSORY AND SEMI FORMAL pupils.	Small group and paired settings provide opportunities for all pupils to select a book of choice and either develop listening skills whilst being read to and develop social skills when listening to other pupils read.	Shared reading promotes partnerships with other pupils and classes/pathways, this also provides great opportunities to develop social skills, social understanding and develops listening skills, attention skills and transition skills, across the school.
Massage Stories:	Massage stories are used to promote the stories used within sensory stories and	Massage stories nurture positive touch and can be linked and adapted to the topic and or

<p>Combines clothed massage and touch to the back, should, arms, legs feet and hands, with stories, songs and poems which aims to promote positive touch and tolerance with permission given.</p>	<p>shared reading. This reinforces the story and termly topic, exploring it in as many sensory approaches as possible. Massage stories are delivered when pupils are receiving physiotherapy, mat work or when seated. Massage stories can also be made and adapted for other areas of the curriculum. For example when reading a story about space, the drum movement might be used to represent landing on another planet.</p>	<p>curriculum. Massage stories also help to promote and embedding skills such as body awareness, releasing tension and relaxing the mind and body, stimulating the senses, helping to improve focus and concentration and build meaningful relationships between peers and pupils and staff.</p>
<p>Vocal work, Makaton and Early Phonics (pre-phase and phase 1): Vocal work is the encouragement of early sounds, noises and the act of mirroring these back to pupils. Makaton is part of our total communication approach and is used when appropriate/ level dependant. Our SENSORY AND SEMI FORMAL pathway pupils explore phonics are the pre-phase level and this includes environmental sound, responding to own voices and sounds as well as showing preferences.</p>	<p>Phonics and Vocal work are embedded in every part of our school day, both at a planned and a spontaneous level. Planned sessions include embedding the pre-phase markers and opportunities into our communication session and providing an opportunity to explore a sound element within each lesson. This may be through music, copying sounds, noises from a book or environmental sounds.</p>	<p>Our sensory/ semi- formal pathway pupils are at the pre-phonics and phase 1-2 stage of leaning. They are exploring and responding to a variety of sound and are encouraged to show preference to beginning to develop their early phonics awareness and understanding.</p>
<p>ICT and Cause and Effect: ICT at HFS aims to promote the use of all forms of communication, AAC low and high tech, switches, the VI room, eye gaze</p>	<p>Our ICT lessons are timetabled weekly at HFS and we have access to the ICT suit, enabling all pupils to work one to one on a computer with adapted switches, this</p>	<p>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</p>

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.	allows for exploring and assessing the use 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 smart boards). We also use AAC, eye gaze and environmental controls during nearly all lessons and throughout the day to promote choices and total communication.	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 by Flo Longhorn, who describes the sensory stimulation as one of the vital 'prerequisites to learning' that everyone needs in order to access any level of thought.	Sensology is matched to our termly topics at HFS, therefore each item is being revisited and encouraging reinforced learning in relation to the currently activities. An item relating to the topic is presented to stimulate each of the 6 sense, 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.	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, preference, anticipation, and developing relationships with staff and peers.
Intensive Interaction: It is a communication approach used to help children at the early levels of	Teaching sessions of II are fun filled, playful and enjoyable, and both planned and spontaneous. At HFS this session are	Intensive interaction is part of our total communication approach and works on developing skills including, social development,

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	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'.	turn taking, sharing space, eye contact and a feeling of safety and autonomy over the pupils needs, wishes and opinions.
Augmentative and Alternative Communication (AAC) and Eye Gaze: AAC is supported by our speech and language specialists, and we use a variety of high and low tech devices during sessions and throughout the school day. Eye gaze is a form of AAC that uses the means of eye movement alone, the Eye Gaze device enables users to access hands free communication without requiring any further body movement, allowing users to independently navigate their communication programme of choice. The device tracks the eye movements made by an individual, replicating their <i>gaze</i> on the screen like the movements of a mouse	AAC is used throughout the school day, and the eye gaze is set up for one to one use and practise at all times for those pupils that have been assessed and the eye gaze is suitable. Staff are able to support pupils to progress through the cause and effect programme of learning which supports pupils to progress on to simple choice boards and later progress onto more complex communication boards and books.	Both AAC and Eye Gaze support pupils with our total communication approach. Pupils are supported to explore a variety of devices that aid communication, whilst still ensuring that all of low tech and non tech communication is practised and observed.
TacPac and Handy Pac: TACPAC is an integrated experience of touch, sound, pattern and relationship, a	TACPAC half hour structured sessions are designed to create sensory alignment, and to help people of any age who have	TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way.

<p>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.</p>	<p>sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal. At HFS TACPAC can be used daily but at least used weekly as a minimum, with the same staff supporting and sets are used for approximately 6 months at a time. Pupils have 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.</p>	<p>It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.</p>
<p>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 doing next. It is a dedicated time for social communication.</p>	<p>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 language, talking about and identifying feelings and emotions.</p>	<p>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 sitting I a group, build vocabulary, increase attention and awareness of routine.</p>
<p>Attention and Learning Boxes: Attention and learning boxes or buckets is an intervention which aims to engage</p>	<p>At HFS attention and learning boxes can look different across different classroom settings. Within the SENSORY AND SEMI</p>	<p>Having attention and learning boxes on offer ensures that tabletop learning continues whilst other interventions are occurring. It provides an</p>

<p>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 that can be explored as independently as possible.</p>	<p>FORMAL classrooms these are often in the form of smart toys, colour boxes, number boxes, shape boxes, building boxes or book boxes. Each box aims to provide three pupils with a variety of sensory items which can be explored as a table top, mat or floor activity. This is often used during rest or break periods whilst other interventions are occurring in the classroom.</p>	<p>opportunity for sensory exploration to occur either individually, paired or as a group, in turn prompting social communication, turn 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.</p>
<p>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.</p>	<p>At HFS 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.</p>	<p>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.</p>
<p>Music- Sound beam, Soundboards, Singing, and Sound baths: Sound beam is touch free device that translates movement into music and sound. It can pick up the smallest of movements, allowing everyone to have</p>	<p>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</p>	<p>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.</p>

<p>the opportunity to play and create music independently.</p> <p>A sound board is a large wooden board with a rim which allows sound to resonate. Pupils can sit or lay on the boards or sit around them in a group.</p> <p>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.</p>	<p>movement will increase the sound variations and the sounds produced can be changed to different instrumental sounds and recorded.</p> <p>Soundboards are used to explore music and its vibrations, pupils are encouraged to sit or are 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.</p> <p>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.</p>	<p>Music is used a fun and enjoyable way to motivate learning, relaxing or engaging with the world around us.</p>
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<p>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.</p>	<p>At HFS messy play is 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.</p>	<p>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.</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 SENSORY AND SEMI FORMAL 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 learnt 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:</p>	<p>At HFS, RE and PSHE is embedded within our sensory stories each term and this</p>	<p>Skills developed during embedded PSHE and RE lessons include, being aware of themselves,</p>

<p>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>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 and emotional develop opportunities are present throughout each school day.</p>	<p>independence skills, how to support themselves, learning about a range of cultures and being exposed to others beliefs.</p> <p>We also promote that respect is learnt, an awareness to differences and expecting these, supporting autonomy and promote a healthy lifestyle.</p>
<p>Partnerships with other classes: We encourage and promote our sensory/ semi-formal 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 sensory/ semi-formal 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.</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</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>

<p>This is a softer activity that is often embedded or used during break, rest and intervention time.</p>	<p>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 during personal care, therapy interventions and medical interventions.</p>	
<p>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.</p>	<p>At HFS 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.</p>	<p>Our sensory/ semi-formal pupils often have individual exercise and physiotherapy/ and or occupational therapy programmes. This session 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.</p>
<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</p>	<p>All our events at HFS are inclusive for all pupils. Where appropriate for physical or sensory needs adaption 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>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>Important people, Family and support: Each academic year our sensory/ semi-formal 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 department, paramedics, opticians, dentists, doctors and nurses.</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>
<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 sensory/ semi-formal pupils will be assessed depending on</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. sensory/ semi-formal pupils will take part in a hygiene based session that when</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

development as well as age as to when it is appropriate to start.	appropriate will include sex and relationship education. Consent is a part of daily school life for all our sensory/ semi-formal pupils and this lays the foundations for a healthy building blocks and scaffolding to develop an understanding of sex and relationships.	The majority of pupils are HFS are very vulnerable and especially our sensory/ semi-formal 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.
Outside learning, Community safety, Road Safety and Home Awareness: Pupils at HFS are offered daily time outside and our sensory/ semi-formal 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. Sensory/ semi-formal pupils also explore home safety during visits to the food technology room.	We are in the process of developing a sensory/ semi-formal 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 sensory/ semi-formal 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 explore variety of home equipment, including cooking, washing, cleaning and tidying in the food technology and classroom areas.	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.
PE, parachutes, Dancing/ Performing Arts:	Our pupils take part in a least one PE based lesson each week, including	Physical activity is an important part of the school week and all sensory/ semi-formal pupils are

PE at HFS for our sensory/ semi-formal pupils includes adapted sports, dance and performing arts. This includes workshops, team games, special Olympics games and exploring music and dance.	activities such as Boccia, table tennis, adapted ball games, wheelchair football, beanbag throwing, dance, music machine, pom pom dancing, supported finger gym, parachute games and drama.	encouraged to take part in adaptive sports, games and teamwork, which develops social skills, orientation, functional movement, celebrating others and achievements.
Art: Art at HFS is an opportunity for our sensory/ semi-formal 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.
Reflexology: Functional reflex therapy- staff are trained and continue to be supported by Lorraine Senior, a dedicated reflexologist who has developed a programme for learners with additional needs to access functional reflexology in the classroom.	The structured, positive touch, adult led activity can be easily implemented into the classroom environment. Delivered primarily to support the wellbeing of the pupil, the activity can be used to address individual and class targets and provide a link to topics and curriculum areas. At HFS we have been lucky enough to have had Lorraine as part of our visiting staff and we continue to have weekly sessions on both pupils' hands and feet.	The repetitive relaxation movements encourage the receiver to feel good. Being in a better frame of mind may help them to focus, to engage and cope with ongoing activities and challenges. It also helps to build trusting relationships with adults and peers and in time can be transferred to peer-to-peer work as part of our partnership's activities and programme.
Sensory- Interactive learning room (ILR) Dark room/ VI room, Sensory room and Soft play:	Mostly all of our sensory/ semi-formal pupils have sensory targets, and these different environments allow for their	Our sensory/ semi-formal pupils benefit from having a variety of controlled spaces to practise their skills in using their senses. This also allows

<p>Our ILR room is an immersive and interactive room that is used to explore the sensory ICT and termly topics. The ILR room is adaptable for those that need limited sensory input and those that need a multi-sensory approach. We also have the use of our soft playroom which enables pupils that are ambulant to explore the vestibular and proprioceptive movements in a safe and soft environment.</p> <p>Our Dark VI room is a space that is completely dark and allows for light tracking to take place. It is also used as a sensory room to engage pupils in visual movement, sound, and multisensory environments without other distractions, allowing for all the senses to be explored.</p>	<p>progress and development to the transferred and explored in less familiar places. Pupils are supported on a one-to-one basis to access any or all the rooms throughout the week when it is appropriate for their need. Changes to the rooms are made to adjust to the sensory input required and pupils are encouraged to express preference and communication. These sessions are to varying in their activities but are all fun and motivating to explore and engage. Play is modelled and pupils are scaffolded to develop skills in their interactions with others and in physical areas.</p>	<p>for maintaining and improving visual and auditory skills, without distractions and develop a sensory response to other environments. These sessions also allow for confidence building and for pupils to learn to be persistent. It also promotes social skills (spending time with their peers) physical development (develop co-ordination) communication (expressing likes and dislikes) sensory stimulation (exploring different textures and materials, helping to develop their understanding of the world around them) and its fun!- our Pupils learn best when they are enjoying themselves.</p>
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