



Curriculum: Intent, Implementation and Impact

2023-24

SMSC	<i>Spiritual</i>	✓	<i>Moral</i>	✓	<i>Social</i>	✓	<i>Cultural</i>	✓
BV	<i>Democracy</i>	✓	<i>Tolerance and respect</i>	✓	<i>Individual liberty</i>	✓	<i>Rule of law</i>	✓

Curriculum at Harlow Fields School and College

'Happy, safe children and young people who are well prepared for the next stage of life'

We know the importance of preparing our pupils and young people for the next stage in education and adult life in Modern Britain. The foundation for this is the preparation which takes place in our Lower School, Upper School and 6th form College through the delivery of an ambitious high-quality curriculum which is personalised to each one of our learners. We have planned our curriculum provision to support our pupils and young people to feel happy and safe and to develop the appropriate knowledge, skills, and understanding to enable all to achieve and enjoy a flourishing life, now and in their future. All our planning is underpinned by **"Aspiration and a No Glass Ceiling mindset"** and our motto of **'Working together to Succeed'**.

We are determined that all our pupils and young people attending Harlow Fields School and College should:

- **Love coming to school** and taking part in a range of challenging activities which stretch and challenge them now and in the future
- **Make progress** through the curriculum, gaining knowledge and skills which are useful to them now and in the future
- **Experience positive relationships** with all in school and be mentally and emotionally healthy so that they will be able to make positive choices in life and in their relationships

We strive to provide a high quality, personalised curriculum through a range of pathways supported by positive links with families, other professionals and the local community. All our pupils' needs are celebrated and their well-being is the cornerstone to our curriculum design.

Curriculum Intent

At Harlow Fields School and College our curriculum:

- Focuses on core knowledge and skills for communication, phonics and reading, numeracy, personal, social and health development (PSHE)
- Supports each pupil and young person to develop a functional communication which they're able to use confidently in all settings (home / school/ community)
- Provides our pupils and young people with breadth of experience in other targets set out in their EHC Plans, including careers and financial education, computing, physical, expressive arts, sex and relationship education, science, food technology and media
- Prepares pupils and young people for their next stage in education and beyond: training, employment or placement when they leave Harlow Fields School and College
- Ensures each pupil and young person is enriched by their time at our School and College and challenged to flourish in each department
- Supports our pupils and young people to be as independent as possible in their self-care, including dressing, food preparation and eating, shopping, hygiene, whilst respecting their dignity at all times
- Equips our pupils and young people with the appropriate skills and knowledge required to keep themselves safe and healthy, including in their relationships
- Supports our pupils and young people to develop their character; resilience, confidence and actively promote Spiritual, Moral, Social, and Cultural development (SMSC)
- Promotes British Values throughout in a way that is appropriate and meaningful for them:

- ❖ Democracy – teaching functional requesting and appropriate refusal/rejection; respecting choices and using our understanding of pupils' individual differences to personalise their offer; engaging with School and College Council elections
- ❖ The Rule of Law – class rules; clear boundaries and expectations; supporting our pupils and young people to self-regulate and maintain positive behaviour
- ❖ Individual liberty – personalised schedules and constant assessment of motivation; teaching functional communication (e.g. no, stop)
- ❖ Mutual respect – modelling empathy and compassion; teaching functional communication, including requesting for attention politely and accepting no
- ❖ Tolerance of those of different faiths and beliefs – celebrating special events relating to the diverse backgrounds of our pupils, families and staff

Kathleen M Faherty

Headteacher

November 2023

Curriculum Implementation

Harlow Fields School and College provides high quality teaching. Teachers carefully assess each pupil's abilities. Teachers work closely with parents / carers and associated professionals to target the next steps in learning and development. These are agreed through 12 month outcomes set as part of the EHCP process and reviewed every term (PLTs). Teachers also plan the next individual steps in curriculum areas. Teaching is informed by the planned and sequenced knowledge and skills in all areas.

Alongside this, teachers identify the strategies that each pupil needs to access the curriculum and engage to achieve and make progress. This is bespoke to each child. Strategies include: repetition, PECS, structured visual support, intensive interaction etc. Teachers also use a range of strategies to support learning and retain information. Strategies include presenting new material in small steps, providing models and worked examples.

Families are informed about the curriculum being taught by their Heads of Department on a termly basis. Each subject has a skill and knowledge progression mapped but each pupil and young person will work on their own next steps which teachers will break down into further small steps or widen due to the individual child / young person and where they are on their learning journey.

There are two key strands to our curriculum offer at Harlow Fields School and College:

1. **HFS&C Bespoke Curriculum** - addresses priorities specific to each child and young person which is linked to their EHCP.
2. **HFS&C Pathways Curriculum** - is made up of core and foundation subjects reflecting different developmental and learning needs of all our pupils and young people. For our more able pupils and young people, this could involve sitting formal examinations.

HFS&C Bespoke Curriculum

This strand caters for Special Educational Needs identified in the SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Communication and interaction - Effective communication is the most important tool for a flourishing life. It enables children and young people to build relationships, to express themselves, to make sense of what is happening and to predict what is going to happen. Communication underpins literacy and gives access to all other curriculum subjects and will prepare our children and young people for adult life. Timetabled lessons within each pathway support the development and functional use of expressive and receptive communication or language. Teachers plan learning activities in all subjects to enable children and young people to use the communication skills they have.

Social and Emotional Development - Positive social and emotional development goes beyond the taught content of a PSHE curriculum. It enables children and young people to experience a sense of security and wellbeing and to live and work as part of a group, making secure relationships with other people. The special educational needs which the children and young people at Harlow Fields School and College experience may be a barrier to their social and emotional development.

Cognition and Learning - Cognition and learning needs may encompass most of the curriculum. However, cognition and learning needs may only impact specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as: reading, writing and spelling, numerosity, comprehension, processing difficulties such as sequencing, inference, coherence and elaboration, working memory, short term verbal memory and other types of executive function difficulties for our children and young people at Harlow Fields School and College.

Physical and sensory disabilities - These are conditions that affect a person's ability to carry out daily activities. Physical disabilities involve impairments to a person's body, such as their limbs or motor functions, while sensory disabilities involve impairments to a person's senses, such as their vision or hearing. Targets are set for children and young people with lots of support to help them achieve significant milestones in their developmental journey with us at Harlow Fields School and College.

Teachers will take account of pupils' EHC Plans, pupil and parents' ambitions in planning the timetable for a class and for individuals. Teachers identify individual goals and learning objectives when planning learning opportunities in School / College and at home (homework). These objectives may come from EHCPs, Personal Learning Targets, the curriculum pathway or may relate to a need identified by the teacher in planning next steps for the child / young person.

HFS&C Pathways Curriculum

Following consultations with teachers, parents/carers and the student council, HFS&C's curriculum is now built around pathways designed to support different groups of children and young people.

Each pathway recognises a pupil/student's learning characteristics and approaches to learning. Assessment methods are then tailored to suit each pathway, this ensures that every child receives a high quality, personalised curriculum.

In school, pupils follow one of the school pathways: Sensory/Structured Engagement or Subject Specific.

Sensory Engagement Pathway includes: Multi-sensory learning experiences, intensive interaction, familiar routines and repetition, personalised communication systems, focused physical development.

Structured Engagement Pathway includes: Structured teaching systems, communication systems, visual supports (symbols and photos), visual timetables and schedules, familiar routines and repetition, personalised behaviour support strategies.

Subject Specific Pathway includes: Self and peer assessment, independent/paired/group working activities, consolidation, skill development and application, strategies for self-regulation, problem solving.

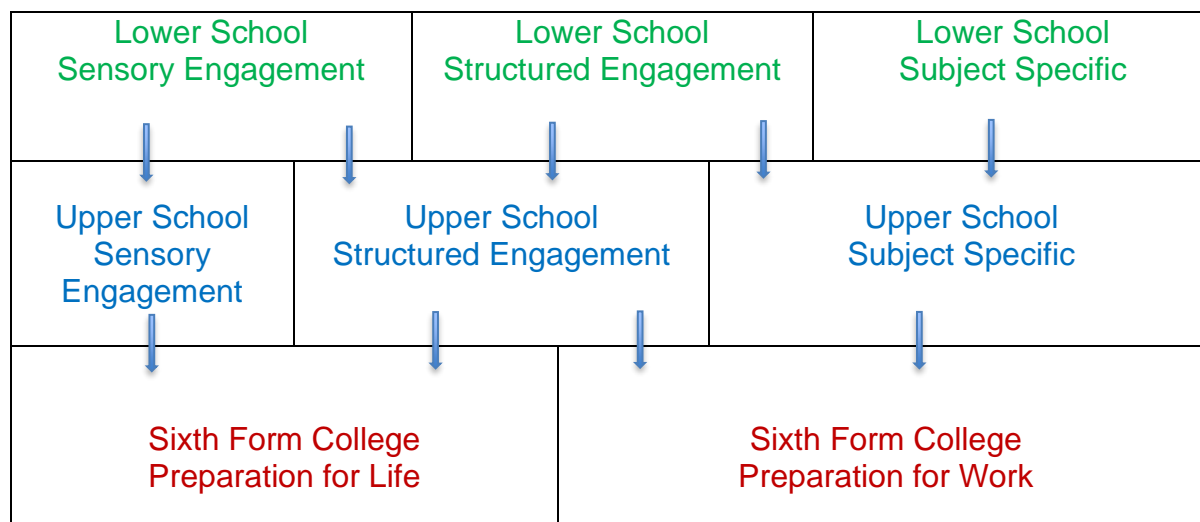
We use a thematic approach to support teaching and learning, with a rolling plan of themes. By following broad themes, we are able to personalise learning through a child led approach, using a variety of ways to learn such as play, physical exploration, sensory, communication, life-skills and formal methods of teaching ensuring that all pupils enjoy their educational experience.

In Sixth Form, students follow one of the college pathways: Preparation for Life or Preparation for Work.

Preparation for Life Pathway includes: ASDAN Personal Progress Certificates and Enterprise, self-regulation strategies, work experience taster sessions, travel training, life skills, self-help skills, personal communication and social skills.

Preparation for Work Pathway includes: ASDAN PSD, Functional Skills English/Maths/ICT, NCS Social Action Project, food hygiene, first aid at work, travel training, Harlow Outdoors, work experience placements, independent living skills.

Pathway Progression



Teaching and Learning

Through our curriculum, we support pupils to build their knowledge and to apply that knowledge as skills:

- Our curriculum enables learning to be broken down into discrete units and presented in logical order.
- Our teachers consider pupils' individual starting points and then devise a way for them to acquire new knowledge and skills to master this content.
- Specific educational outcomes are explicit within each pupil's EHCP and progress towards their achievement is reviewed termly via PLTs.
- Where pupils are achieving well, they are supported to extend their knowledge, where pupils are finding the subject matter more difficult, they are supported to fill any gaps in their prior knowledge and the content is scaffolded to enable them to accelerate progress and achieve.
- Pupil progress is tracked through day-to-day assessment (marking, observation and feedback), retrieval practice and testing. A range of vocational and academic qualifications are accessed by pupils at the school as outlined below for the different strands.
- In-year, there are summative assessments of attainment against prior attainment to track individual pupil performance, the outcomes of which are used to ensure pupils are achieving their potential, with stretch and challenge or supportive interventions implemented, as appropriate, to ensure this happens.

Phonics and Reading

We are committed to ensuring our pupils develop their phonic skills to enable them the best possible chance in becoming lifelong readers. We use Twinkl Phonics, the DfE validated systematic, synthetic phonics programme which follows a method of teaching reading and

writing, centred on learning the sounds of the letters and then blending them together to read words. The pupils will also learn to break down words into individual sounds in order to support them along their journey of developing writing skills.

The teaching of phonics and the development of reading for each pupil is personalised according to each pupil's individual needs. This may involve communication development, sound awareness, playing with sounds, reading their name, functional reading skills that will impact upon a student's independence skills, or reading to access the curriculum which could then lead to a love of reading for pleasure throughout their lives. We lay firm foundations from the earliest stages of learning phonics and have established a consistent whole school approach to the teaching of phonics. However, we recognise that some pupils may use sight vocabulary more than a phonetic approach when learning to read.

A range of approaches for teaching phonics will be used alongside the prescribed approach when working with pupils with diagnosis of ASC because each child learns in a unique way. This may involve the use of visual resources, use of simple, concise language and minimal instructions.

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.
- Using Kind Hands - Emphasising boundaries and personal space by teaching pupils to place/use their hands appropriately.

Effective Strategies for Teaching Skills

- Demonstrate desired behaviours by showing pupils how to initiate conversations, ask for help or open containers.

- Visual-aids such as visual schedules, picture cards or visual sentence strips support pupils' understanding and execution of lunchtime skills. Breaking down steps visually provides guidance for pupils.
- Role playing scenarios encourages pupils to practice the targeted lunchtime skills in a safe and supportive environment. This allows pupils to gain confidence and familiarity with the desired behaviours.
- Repetition, practice and repeating are crucial when it comes to honing any skills. It's important to offer pupils chances to practice tasks such as opening containers or carrying trays, gradually allowing them more independence and introducing more complex challenges along the way.

British Values and SMSC

Staff at HFS&C promote British Values through our Spiritual, Moral, Social and Cultural education which permeates through the school's curriculum. All teachers include a British Values focus within their planning and we collate and evidence our SMSC provision through SMSC Gridmaker. Staff ensure that pupils and students are encouraged to:

- Participate in wider community and social settings
- Be positive members of our school and college through community cohesion, mutual respect and tolerance
- Reduce their dependence and gain skills, knowledge and understanding of democracy and personal liberty
- Participate in cultural and sporting events.

Healthy Living

Learning how to live a healthy lifestyle is crucial to ensure our pupils live life to the full. HFS&C embraces a culture whereby physical activity and a healthy lifestyle are vital parts of life. Pupils not only learn about the benefits of a healthy, active lifestyle for their physical health, but also for their mental and social health. Pupils participate in a range of daily/weekly physical and sports activities, supplemented with a 'healthy living' focus during lessons in gardening, food technology, science, PSHE and weekly well-being sessions.

Citizenship

Citizenship education develops the knowledge, skills and understanding that our pupils need to play a full part in democratic society, as active and informed citizens. Pupils are taught about democracy, politics, parliament and voting. Citizenship education is woven through the and curriculum and includes: a mix of citizenship lessons and learning activities, learning in other subjects, activities involving the department or whole school, learning through specific projects and participation in the life of the school, including the school council.

Nation Citizen Service - Life Skills Schools' Support Programme

NCS lead projects across our sixth form, to ensure students are 'world-ready and work-ready,' aligning with the Government's focus on employability and the 'levelling-up' agenda. Lessons

focus on personal development, volunteering, social action, self-belief, hope, gratitude, being connected, employability, ambition and aspiration.

Relationships Sex Health Education

HFS&C strives to ensure that our pupils leave school with the knowledge, understanding and life skills to live healthy, productive lives and meet their full potential. We promote this through a comprehensive Personal, Social, Health and Economic (PSHE) curriculum, which also includes statutory Relationships, Sex and Health Education (RSHE). This is usually taught during the summer term, however, understanding and promoting healthy relationships will form part of your child's day-to-day learning. You will receive further information about the content that will be covered specifically within Sex Education, prior to this being taught in your child's class. Like all areas of our curriculum, in RSHE, pupils develop their knowledge, vocabulary and skills as they progress through the Key Stages; therefore, our younger year groups will begin by learning the correct terminology for body parts to develop the foundations for learning that will follow in later year groups.

LGBTQ+

We believe that every young person deserves to see themselves, their family, and the full diversity of our world reflected in their curriculum. At HFS&C we teach about different families (which can include LGBTQ+ parents), along with families headed by grandparents, single parents, adoptive parents, and foster parents/carers, among other family structures. Sexual orientation and gender identity are explored at a timely point. Same-sex relationships are included within lessons discussing healthy and stable relationships. We are aware of issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.

Careers Guidance

Our careers education program provides a range of learning and training pathway opportunities. Starting in lower school, our 'People Who Help Us' topic helps children to make a connection between themselves and the outside world, while also introducing them to different professions. In upper school, our PSHE themes introduce pupils to different career opportunities, work skills, CVs, money/budgets and spending. KS3/4 and sixth form pupils/students also attend Enterprise days based on addressing the eight Gatsby Benchmarks. In sixth form, all students are invited to participate in and explore the working world in many different forms. HFS&C works closely with our Preparing for Adulthood Lead, Herts Regional College and Harlow College to ensure our learners are well supported for progression into college.

Work Experience in Sixth Form

Careers and future pathways are discussed with all students from year 12 right through to year 14. The sixth form curriculum is vocational and practical, where education is related to life beyond learning. Employment skills are developed through 'work experience' sessions and across several subjects including ASDAN PSD and PP. Work experience choices are discussed during year 11 and KS5 annual reviews. This information, alongside parent and

student input, gives our work experience lead the insight she needs to explore and ensure the experiences are tailored to individual students. The placements are linked to ASDAN qualifications and ensure students have the required evidence to complete the Preparation for Work or Experiencing Work units.

Transitions

We understand that transition can be challenging for some pupils and families, therefore we have a thorough transition programme to support pupils. Year 6, Year 11 and Year 14 pupils begin their transitions at the start of the academic year.

Year 6 - Have some lessons in the specialist teaching rooms, join assemblies, choir and special events in the upper school hall. They also join upper school breaks and mixed aged sporting events. During Summer 2 they will visit their proposed classes and join lessons with their new teaching staff.

Year 11 – Have some lessons and join special events on the college site, attend off-site workshops with sixth form students and share joint projects. During Summer 2, they will visit their proposed classes and join lessons with their new teaching staff.

Year 14 –During Autumn 1, Sixth Form hosts a transition evening to discuss the college options available to leaving students. Students are supported with their college applications and receive independent and impartial information, advice and guidance regarding the options available to them. We also work closely with the Preparation for Adulthood Team and representatives are invited to attend EHCP meetings from year 10 upwards.

Other Key Curriculum Aspects

Curriculum Enrichment

HFS&C provides a host of enrichment activities to enhance the learning of its pupils and students. We believe that young people are motivated and eager to learn when their interest is captured and enrichment activities often spark that desire to learn. Our enrichment activities help to foster a strong school ethos, support the development of pro-social skills and encourage positive peer relationships. Examples of our enrichment days are Hello Yellow when our school community comes together to learn about mental health and make World Mental Health Day that little bit brighter by wearing something yellow. NSPCC Number Day, a special day dedicated to raising funds for the NSPCC (National Society for the Prevention of Cruelty to Children) while having fun with numbers.

Laughter Specialists

The Laughter Specialists are trained to provide engaging and supportive interactions to children who are struggling with difficult circumstances. They use a variety of entertainment skills, comedy, singing, puppetry, magic and improvisation, alongside their psychological understanding to provide magical moments and mental respite. They work in schools, hospices and alongside NHS staff in hospitals. At HFS&C the laughter sessions are used to

improve health and enhance teaching and learning. The shared 'laughter' experience encourages pupils to form relationships and strengthen human connections. Humour is used to improve pupil performance by attracting and sustaining attention, reducing anxiety, enhancing participation and increasing motivation.

Trips and Visitors

School trips are regular events and are always well planned to support classroom learning. We also enjoy inviting a range of visitors to our school. These may be people working in our local community such as firemen, or professional musicians and theatre groups. Pupils also enjoy themed days, animal handling experiences and drama/music workshops to support learning.

Community Visits

An important feature of our curriculum is the opportunity for pupils to go out into the community to develop and practice the personal and social skills that will be so important to their future lives. Community visits begin with trips around the local area and visits to outdoor attractions. Pupils may then join off-site sporting events, awards celebrations, places of worship and curriculum-focused trips. In sixth form, students follow accredited courses which offer opportunities to use local leisure facilities, develop road safety and travel training skills.

Residential

All college students are invited to join an annual residential trip where they can try new activities, socialise with their peers and organise themselves and their belongings. The trip boasts lots of opportunities to work on motor skills, team working, problem solving, wellness and aims to give students the opportunity to learn a new skill. The purpose of our residential trips is to: develop independence, improve confidence and self-esteem, improve teacher and student relationships, engage and motivate students, but most importantly to make lifelong memories.

Learning Environments

- Classrooms and learning spaces are adapted to meet the needs of pupils e.g. effective space utilisation to accommodate pupils needs, disabilities and equipment.
- Interactive Learning Room (ILR) – The combination of immersion and interactivity allows teachers to create customized experiences that engage pupils. The flexibility of the environments enables everything from calming and relaxing sensory sessions to energising games which foster motor skills development.
- Soft Play – Develops coordination, gross motor skills and social interaction for pupils.
- Outdoor Trampoline - Provides an outlet for excess energy, and increase levels of calm, confidence and spacial awareness.
- Hydrotherapy Pool - Our specially heated pool provides a supportive environment to help pupils achieve their physiotherapy goals, including: mobility, stamina and exercise tolerance, joint range of movement and muscle length. The pool also supports relaxation, improved muscle tone/strength, circulation and gives pupils the opportunity to learn basic water skills and to swim.

Teaching Support

- Teaching and learning is supported with strong systems for communication (signs and symbols), and strategies provided by therapists e.g. speech and language therapy (SALT).
- Makaton - A language programme that uses signs together with speech and symbols, to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language.
- PECS - The Picture Exchange Communication System allows pupils with little or no communication abilities to communicate using pictures.
- Colourful Semantics- A targeted approach to support pupils with their sentence building and to teach them about sentence structure.
- Sensory cues, AAC – switches, electronic devices/talkers
- Intensive interaction - An approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.
- Objects of reference - Objects used to represent a person, activity or event. When used, children will learn over time that the object represents an event, activity or a person. These objects are used to help a child to understand what is happening in their environment.
- TACPAC - A sensory communication resource using touch and music to align the senses and develop communication skills.

Resources

- Communication in print- A desktop publishing program for creating symbol-supported resources for printing. It allows staff to make accessible materials for all curriculum areas. This allows us to communicate with a child who is non verbal, or unable to sign.
- Lesson resources and planning are saved centrally for easy access to staff and to enable leaders to provide additional resources.
- Teachers are well supported by trained and qualified support staff e.g. to provide medical provision in line with pupils' EHC Plans.
- Displays combine a celebration of pupils' achievement alongside useful support for learning e.g. keywords, concepts, communication; signs and symbols.

Integrated Therapies

Music Therapy

Music therapy is an established psychological clinical intervention which does not depend on the ability to speak and is a particularly effective for pupils who have difficulty communicating verbally. We have found that music therapy is the ideal medium for our pupils who may not be able to access verbal counselling and need a safe environment to express their emotions.

YCT Art and Play Therapy

Our creative therapies help pupils to build resilience and reduce anxiety. The therapies allow pupils to communicate emotions and more complex stories than they could using words alone.

Sessions help pupils: make sense of things, understand themselves better, find new ways to look at problems or difficult situations, give them a chance to connect with other people. The sessions run for 20 weeks for our primary-aged pupils.

YCT Counselling

Our trained counsellor provides pupils with an opportunity to talk to someone in confidence about anything that could be worrying them. The counsellor mainly delivers 'talking therapy,' listening to pupils and helping them to find their own answers to problems. Counselling takes place through an appointment of around 50 minutes with the same counsellor every week, who will listen to pupils and help them explore how they are feeling. The sessions run for 8-12 weeks for young people aged 11-19yrs.

Reflexology

Our visiting Functional Reflexologist and trained staff work with pupils to encourage relaxation 'in the moment', supporting pupils with their well-being, mental health and with their preparation for ongoing activities and learning. Reflexology sessions encourages the release of 'happy hormones' particularly oxytocin, may help alleviate some pain and discomfort, may reduce stress and anxiety, provide an opportunity to build a comfortable relationship with a new person and support individual areas for learning and classroom targets.

Pets As Therapy

Every Thursday our PAT dog Misty visits with his owner. Launched in 2010, Read2Dogs is a scheme developed to help children gain confidence in reading. Some pupils find reading in front of their classmates and teacher daunting and can become nervous and stressed, however when a PAT Dog enters the group, they often become less stressed and self-conscious, relaxing as the dogs are non-judgemental. As well as supporting reading, PAT Dogs can provide endless benefits including: comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun

External Partner, Professional and Agencies

HFS&C have developed effective working relationships with a wide range of external partners, professionals and agencies. These include.

SEND Operations Team
Essex Child and Wellbeing Service
Specialist School Nursing Service
Deaf and Hearing Impairment (HI) Service
Occupational Therapy Services
Speech and Language Therapy Services
Physiotherapy Services
The Child Protection Service
Social Services
The Educational Welfare Service
Children and Adolescents Mental Health Services (CAMHS)
Preparation for Adulthood Lead
Mental Health Support Team

These services are contacted when necessary and appropriate, according to your child's needs.

HFS&C Curriculum Impact

All pupil achievement and progress is celebrated. The outcome of the curriculum is highly individual. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils
- Pupils making progress towards outcomes in their termly PLT checks
- Pupils making progress/achieving in their curriculum pathways
- Annual reports to parents
- Enjoyment and attitude to learning
- Attendance at school
- Destinations at the end of secondary or post 16
- Achieving external accreditations e.g. AQA, OCR, Edexcel, ASDAN accreditations or other qualifications
- Supported transition within, in and out of the setting.

To assess pupils' knowledge and skill development across the curriculum pathways, we use termly tracking. Progress is tracked through engagement model profiles for our Engagement Pathway learners and B-Squared/Accreditations for our Subject Specific Pathway learners. Teachers assess formatively at EHCP review meetings to identify where pupils are not making expected progress and additional support is put in place.

During their first term, pupils participate in a range of assessments in order to develop a holistic baseline. The assessment information gathered is then shared with parents and carers. The information is used to set targets and support curriculum planning for the individual needs of the pupil. Teachers will set challenging targets from their accurate knowledge of starting points. Evidence to support teacher assessments is collated termly and collated in subject specific folders or recorded through a software app.

At HFS&C we use the Earwig App. The App is used by all school professionals to capture learning with a photo and/or video and progressive commenting. School professionals record evidence of learning throughout the day, including during offsite activities. All these pieces of evidence in a range of settings forms a picture of the learner's progress for Class Teachers to make judgments on. Evidence can come in many forms, including:

Photos showing a skill being used

Videos recording evidence of learning
A short write up of what has been learnt
Photos of written work completed by the learner
Evidence captured by other professionals during learning walks and other observations
When appropriate learner's feedback and comments are included in the app

Each piece of evidence is matched to a target that is set by the Teacher with reference to the child's EHCP plan. Parents/carers can also send evidence of progress collected at home into school, this can then be added to their child's Earwig timeline.

Across HFS&C, we use regular and robust triangulated monitoring of the above measures to gauge the impact of our curriculum intent and implementation. Leaders at all levels review learning, talk to pupils and provide feedback to move practice forward. We use external quality review procedures to moderate our judgements.

We believe that it is essential that teachers and support staff have a good knowledge of the subjects and specific needs of all pupils they teach. Leaders ensure that effective support is in place for this to happen and as a result of assessing curriculum impact will ensure professional development is in place to further support teachers in identified areas.