

Local Procedure/Protocol	
School/Home Name:	Hilden Park School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	Emma Hirani (Headteacher)
Procedure/Protocol Sponsor:	Hayley Dorian – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** Hilden Park School is an independent special school and part of the Witherslack Group. Our pupils are aged 8 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Hilden Park School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.



- 1.2** Hilden Park School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Hilden Park School is well-resourced and has a comprehensive range of facilities including bright, spacious classrooms, a science laboratory, a food technology room, a well-stocked library and spacious grounds including an outdoor learning classroom.

Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral and therapy staff.

All of the aspects described above contribute to making our school a positive place in which all members of the school community are able to fulfil our whole-school values: 'High Expectations, Positive Relationships and Securing Success'.

2. VISION, AIMS AND INTENT

- 2.1** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Hilden Park School provides a curriculum which is pupil-centred, ambitious, engaging,

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and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We do this by focusing on the three key 'golden threads' of our curriculum, which are aligned with our values:

- High Expectations: Raising aspirations and achieve
- Positive Relationships: Develop confidence and communication skills
- Securing Success: Promote independence

Each golden thread relates to the overall aims and intent of our curriculum:

Raising Aspirations and Achieve

We encourage pupils to:

- Develop a thirst for lifelong learning and reading
- Make progress across the curriculum, remembering and building on what they learn
- Develop awareness and respect for a diverse society and apply it throughout their lives
- Secure positive outcomes, including accreditation and qualifications where relevant
- Experience the community, further education and the working world

Develop confidence and communication skills

We encourage pupils to:

- Feel comfortable to express their wants, needs and views effectively in a positive way
- Recognise and regulate their emotions and interact with others positively
- Develop a positive perception of themselves as a person and as a learner
- Optimise their own safety, well-being and resilience and recognise when to seek support

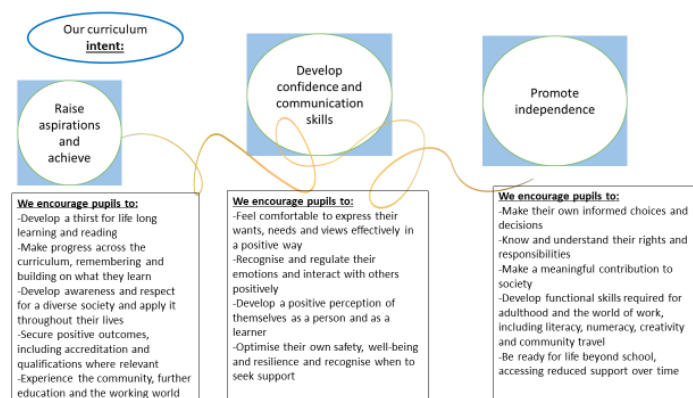
Promote Independence

We encourage pupils to:

- Make their own informed choices and decisions
- Know and understand their rights and responsibilities
- Make a meaningful contribution to society
- Develop functional skills required for adulthood and the world of work, including literacy, numeracy, creativity and community travel
- Be ready for life beyond school, accessing reduced support over time

Hilden Park School recognises that the curriculum is the mechanism for giving all aspects of school life purpose and focus because it promotes the development of the whole-child. As a result, it means that the curriculum is more a collection of taught subjects but is encapsulated in every moment of the school day creating endless opportunities that should make a real difference in terms of instilling knowledge, skills, personal and social characteristics pertinent to every day and adult life. It is essential to encourage our young people to study a broad and balanced curriculum. The content of the curriculum will evolve to reflect the changing interests, needs and aspirations of our young people so that they are inspired to learn as well as enjoying their time doing so.

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The school’s curriculum is built around the school’ ethos of High Expectations, Positive Relationships and Securing Success. It has been developed around the core value of “Why” rather than “What”. In other words, the curriculum has been developed starting with our goals and working back towards what the curriculum will look like.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Hilden Park School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

3.2 *The teaching staff at Hilden Park School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

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- Subject leads provide support and advice for colleagues, and monitor progress in their subject area.

3.3 *Clinical staff at Hilden Park School ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 *All staff at Hilden Park School ensure that:*

- High expectations are maintained for our pupils and themselves at all times
 - Reading, learning and high aspirations are role-modelled by all members of the school community
 - Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
 - Pupils are supported to express themselves appropriately socially and emotionally
 - Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.

Classes in Key Stages 2 are taught in their own classrooms which helps to reduce transitions and provides frequent opportunities to support the sensory, social communication and mental health needs of pupils eg. through 'emotional check-ins'.

Some pupils at Key Stage 3 continue to be taught in their own classrooms, but where they are able to, Key Stage 3 pupils access subject specific teachers and classrooms.

Most pupils at Key Stage 4 are taught by subject specialists.

Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

All pupils access an age-appropriate and progressive curriculum route, suitable for wherever they are on their learning journey. This route may change over time. Each curriculum route provides access to a wide range of subjects, activities and experiences linked to our curriculum intent and is adapted according to pupil needs. Detailed schemes of work are planned to ensure pupils access the content relevant for them and so that they are prepared for their next steps. Some pupils also access additional interventions in order to 'close gaps' in learning. All pupils work towards their own personalised goals linked to their EHCPs, which are embedded into different learning experiences. Pupils access a robust and progressive PSHE and Citizenship programme, alongside Life Skills and Careers lessons which help to support personal development and preparation for adulthood.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Clinical Interventions, Life Skills and Enrichment Activities have all been included in our curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages.

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Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

The headteacher ensures through effective monitoring of the curriculum and its delivery that it:

- Precludes the promotion of partisan political views in the teaching of any subject in the school
- That it takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:
 1. While they are in attendance at the school or
 2. While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 3. In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
 they are offered a balanced presentation of opposing views.

Here at Hilden Park School pupils are given a meaningful political balance across the whole curriculum and during pupils’ time at the school pupils are taught about a diverse range of views and ideas. Teachers will always consider the pupils age, developmental stage, and existing knowledge when doing so. When using external agencies, including charitable organisations, which can enhance and supplement both the delivery of the curriculum and wider school activity the school will ensure that any materials and communication with pupils, are appropriate and in line with schools’ legal duties on political impartiality. Any external agency presenting to pupils are always accompanied by the teacher to ensure of this.

4.2 Key Stage 2 (Years 3 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art, Food Technology, Design Technology, Music, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

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4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 are taught by subject specialists. They access National Curriculum subjects with a continued focus on reading. They visit specialist teaching rooms as appropriate to the subject, e.g. the Science Lab and the Art Room.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Food Tech, Music, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, Music, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Humanities, Food Tech, DT, PE/Sport and Music. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Hilden Park's Pillars of Learning

There are four Pillars of Learning supporting the Hilden Park Curriculum. The pillars group the National Curriculum subjects with the school specific learning programmes and are based on how subjects can most easily work collaboratively thereby developing connectedness to support young people with remembering key concepts.

The Pillars of Learning are differentiated between Key-Stages One and Two and Key-Stages Three and Four to enable teachers to approach teaching and learning in a way that reflects the pupils' ages, experiences and needs. In Key-Stages Three and Four there are additional subjects and programmes which enable young people to prepare for transition into further education, employment or training.

Education trips also feature as a significant element of the Hilden Park Curriculum as they complement each subject area whilst, at the same time, increase cultural capital.

Pillar 1

Core at Key Stages One and Two: Maths, English, Science, PSHE (which includes Relationship, Sex Education and Functional Living Skills); clinical programmes such as social communication; CEIAG.

Core at Key Stages Three and Four: Maths, English, Science, PSHE (which includes Relationship, Sex Education, Functional Living Skills); clinical programmes such as social communication; CEIAG.

The courses outlined within 'core' are those that every young person is expected to study until the End of Key-Stage Four, to ensure that they are given the very best opportunity to be able to gain qualifications, have a greater understanding of self and others, be able to positively connect with their community and successfully transition into further education, employment or training.

Pillar 2

Explore at KS One and Two: History, Geography, Computing

'Explore' means young people will learn through first-hand experiences wherever possible to develop understanding of the world in which they live.

Discover at KS Three and Four: History, Geography, Computing

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‘Discover’ means young people are able to build upon their prior knowledge and experience through research and use of primary and secondary sources to gain a greater understanding of the phenomena and the world, in time, on a more complex and cognitive level.

We aim to broaden pupils’ experience of Britain, the local community and the wider world. It is essential that our curriculum ensures all of our young people are given the opportunity to explore what is in their local community and further afield, the history of things gone by whilst also developing cultural capital.

Pillar 3

Participate at Key-Stages One and Two: PE, Drama, Music, ASDAN Personal Development Programme (Bronze)

‘Participate’. The experience of participating in teams and social groups is vital for our young people. Social encounters cultivate strengths, interests, a sense of self and belonging and understanding cause and effect.

In ‘participate’ subjects pupils will partake in an array of experiences to develop motor skills, communication, resilience, self-confidence and establishing healthy lifestyles.

Perform at Key-Stages 3 and 4: PE, Drama, Music, ASDAN Personal Development Programme (Silver & Gold), ASDAN CoPE

‘Perform’ enables young people to develop more accurate and precise skills through performance. It encourages perseverance and harnesses a positive attitude towards challenge; skills necessary for leadership. Our young people will be encouraged to embed these skills into a range of sports, coaching and leadership programmes along with competitions against other schools and sports groups.

Pillar 4

Imagine at Key Stages 1 and 2: Art, DT, Music, Drama, Food

‘Imagine’ subjects will be developed through arts and crafts, painting, drawing, cooking, drama etc. This will provide first hand-experiences, using a range of materials and resources developing the young people’s knowledge and experiences of combining and manipulating such materials and resources.

Create at Key Stages 3 and 4: Art, DT, Food Technology

‘Create’ subjects will be developed through the design process, applying knowledge of materials, tools and processes to create or improve something. Young people will complete projects with greater accuracy, technicality and the use of increasingly more complex tools and equipment to express self, represent thoughts, feelings and understanding of the world.

The development of imaginative and creative skills is essential. Some young people are likely to have limited experience of learning through play. Developing their imagination allows them to access higher order skills such as thinking and organisational, understanding and exploring the world, expressing self, developing fine and gross motor skills and dexterity.

4.5 Residential Pupils

Hilden Park School is a non-residential school.

4.6 Homework

At Hilden Park School, teachers provide opportunities for extended learning and homework when it is **appropriate** and **pertinent** to a pupil’s needs. For example, a homework ‘menu’ may be offered where pupils’ can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

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4.7 Reading

At Hilden Park School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil’s individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges. Reading is timetabled for all students at Hilden Park for the first 15 minutes of the day through ‘Class Reader’ and again for 10 minutes during the day through ‘DEaR Time’ (Drop Everything and Read).

4.8 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 Physical Education

All pupils access PE lessons at Hilden Park School with physical well-being being seen as a priority. Lessons mostly take place in the school hall, in the school grounds and at a local sports complex. Some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Hilden Park School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Prospects. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Hilden Park School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

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We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At Hilden Park School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Hilden Park School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning and adulthood. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

Raise Aspirations and Achieve

Pupils will:

- Show enjoyment and appreciation in both learning and reading
- Make excellent progress from their identified starting points
- Demonstrate appropriate respect and acceptance for all members of society
- Be ambitious for themselves and achieve accreditation and/or qualifications reflective of their abilities and interests
- Demonstrate awareness of how to conduct themselves in the community, further education settings and the workplace

Develop Confidence and Communication Skills

Pupils will:

- Understand and communicate their wants, needs and views using language and/or alternative methods
- Utilise positive coping strategies for effectively managing emotions
- Interact with others positively in a range of settings
- Aspire to improve confidence and self-esteem
- Take steps to keep themselves safe, as well as physically and mentally healthy

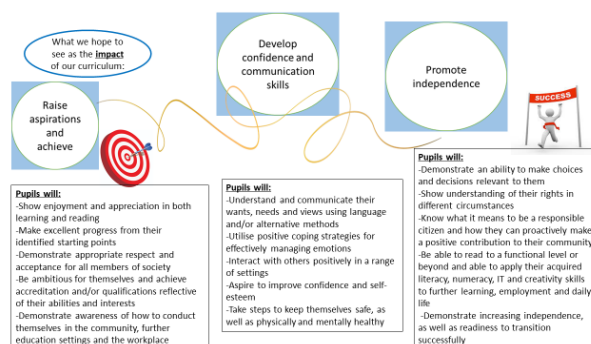
Promote Independence

Pupils will:

- Demonstrate an ability to make choices and decisions relevant to them
- Show understanding of their rights in different circumstances
- Know what it means to be a responsible citizen and how they can proactively make a positive contribution to their community

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- Be able to read to a functional level or beyond and able to apply their acquired literacy, numeracy, IT and creativity skills to further learning, employment and daily life
- Demonstrate increasing independence, as well as readiness to transition successfully



5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Progress against subject specific targets, EHCP outcomes, social and emotional targets (identified using Boxall profiling) are monitored through the process of iTACs and Solar data analysis. Academic progress is formatively assessed against the success criteria for each subject curriculum along with summative assessed against our solar system on a termly basis in line with subject evaluations. In addition, progress checks are conducted on a half-termly basis as part of the iTAC process.

Engagement in Learning is monitored on a half-termly basis whereby teaching staff grade the young people in the following areas: Attitude to Learning; Respect for others; Response to advice.

We enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

The information gathered from all assessment and monitoring is used to identify and address need. Support will be provided to each young person as required. Methods of support can include in-class support, 1:1, clinical team intervention or pastoral team intervention.

Students are also baseline assessed once joining us. This gives us the best idea of their starting point and gaps in their learning so that we can adapt the curriculum to best meet their needs. Baseline assessment include but are not limited Salford Reading Tests, Comprehension, Maths and English.

5.3 Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Teachers are supported through professional development opportunities and coaching. Areas of development are quickly identified and addressed. Areas of strength are shared with the staff team as best practice. There

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is a strong emphasis on understanding how pupils learn and retain knowledge through external professional development in line with our school development plan.

Hilden Park School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1 Academic Pathways

This focusses on the subject specific learning programmes that young people will study across the key-stages. There is a mixture of National Curriculum subjects, AQA Unit Awards, ASDAN qualifications, Vocational Awards, GCSEs, levels 1 and 2 and other appropriate programmes implemented to reflect the needs of the cohort and the young people. In Key Stage 4, the young people have greater ownership of their curriculum through the options process.

Personal Development

This focusses on the personalised work and interventions required to reduce barriers to learning thereby enhancing the opportunity for our young people to learn and progress. This draws upon the expertise of a wider range of professionals such as the clinical and pastoral teams, external agencies and other Witherslack professionals. The pastoral team follow The Engagement Curriculum which focusses on ensuring that young people can thrive whilst managing the demands of learning.

Preparation for Adulthood

This builds on the foundations for transitions across key-stages and preparation for adulthood providing the young people with the best opportunities to maintain success beyond their time at Hilden Park School. This includes Careers Education, Information, Advice and Guidance (CEIAG), ASDAN Bronze, Silver Gold Personal Development Programme, ASDAN Personal and Social Effectiveness. Yr11 students are given access to Further Education provision where possible.

7. REFERENCES

None

8. ASSOCIATED POLICIES

Assessment Policy
Intervention Policy
Pastoral policy
SEN Policy
Equal Opportunities, Equality and Diversity Policy
Accessibility Policy
Positive Behaviour Support Policy
All subject specific policies
Careers Policy
PSHE and Citizenship policy
SMSC policy
RSE policy
Marking and feedback policy

9. APPENDICES

Appendix 1: Brief summary of reading at Hilden Park School

Appendix 2: Extended Curriculum Model

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Appendix 1: Brief summary of reading at Hilden Park School

Summary of reading intent:

We aim to provide pupils at Hilden Park School with a literacy-rich environment, varied resources including high quality texts and inspiring learning opportunities that will help them to:

- Gain a life-long enjoyment and love of reading
- Read accurately, confidently, fluently, with understanding and expression
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words accurately and speedily
- Develop a strong linguistic knowledge of vocabulary and grammar
- Read and respond to a wide variety of texts
- Read fluently, and with confidence in all subjects across all key stages.

Summary of reading Implementation:

We provide consistent, robust, adaptive and responsive delivery of the reading curriculum to ensure all pupils read with increased speed and fluency to access the wider curriculum and gain a love and enjoyment of reading. Regardless of pupils starting point, the end destination is summarised in the impact section below. Implementation of reading addresses decoding words, developing comprehension, understanding texts, developing reading strategies and skills, widening vocabulary To facilitate this, the below aspects of implementation are offered:

Reading environment:

- Our highly skilled and knowledgeable teachers have very good pedagogical and content pedagogical knowledge about teaching reading
- We actively sustain a strong ‘promotion of reading culture’ in a literacy and vocabulary-rich environment with key words on display in all classrooms to extend pupils vocabulary
- All of our reading areas are attractive, well stocked with a wide range of genre and refreshed regularly. Staff are allocated time to spend improving their book areas in twilight sessions.
- Pupils have access to a wide variety of reading material in the library – reading time in the library during the week for pupils in groups and/or individually. Books are coded according to accelerated reader bands
- Cultural capital experiences are provided aligned to reading that generate enthusiasm for reading whilst simultaneously bringing reading to life such as world book day and scheduled visits to places including Harry Potter World
- Pupils read in the wider community to people in residential homes
- Assemblies provides opportunities for staff and pupils to discuss what we read

Individual reading:

- Phonics sessions are delivered to pupils in 1-1 interventions using established government approved programmes such as fresh start and read, write Inc.
- Daily 10 minute whole school timetabled reading slot for all pupils to read independently and/or in groups. Making time for reading is non-negotiable and a must in every tutor session.
- A systematic and progressive plan is implemented very well by teachers and teaching assistants who have excellent pedagogy and pedagogical knowledge about phonics and reading teaching.

All 1-1 phonics sessions include:

1. Revisit and review - recently and previously taught phoneme-grapheme correspondences and blending and segmenting skills as appropriate.
2. Teach – teach new phoneme-grapheme correspondences, skills of blending and segmenting.
3. Practise - the newly taught phoneme-grapheme correspondence.

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4. Apply – read or write caption or sentence using one or more common exception words and words containing new letter/grapheme.

Whole class reading:

- Daily 10 minute whole school timetabled reading slot for all pupils to read independently and/or in groups
- Where appropriate, phonics sessions are delivered to groups of pupils using established government approved programmes such as fresh start and read, write Inc.
- Lessons provide opportunities for pupils to read with frequent reading taking place in the following: Humanities subjects, English, PSHE and Science

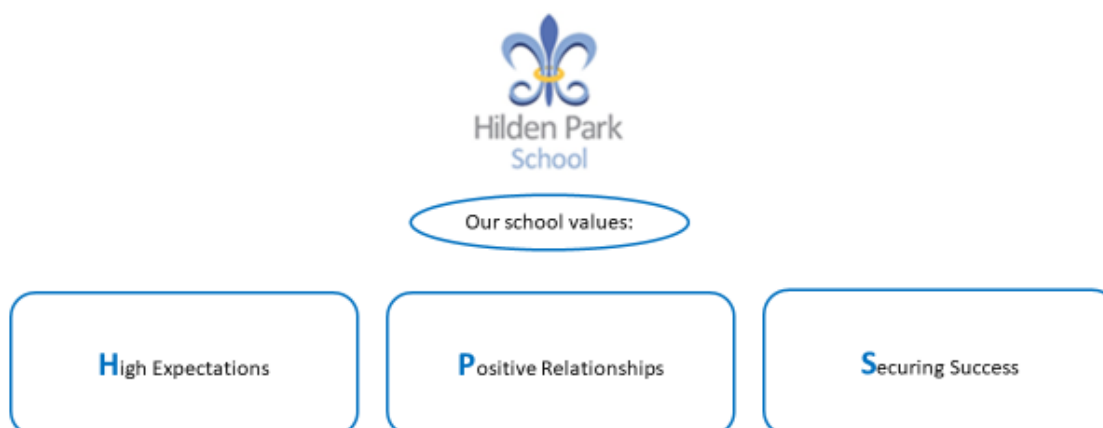
Impact of reading intent and implementation:

Central to the assessment of reading is regular use of ongoing incisive assessment to identify pupils' strengths and what they need to do next to improve. The impact of Hilden Park reading strategies extends beyond statutory and internal assessments:

- All pupils will develop a life-long enjoyment of reading
- All pupils will be able to read with accuracy, speed, confidence and fluency and as a result will access all subjects on offer at Hilden Park School.
- ALL pupils will make at least good progress in reading in relation to their starting points

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Appendix 2: Extended Curriculum Model



High Expectations, Positive Relationships and Securing Success



Ethos

Hilden Park School is a diverse and unique place to learn and develop. We provide the students in our care with the skills and confidence to excel in a future pathway of their choice as well as providing opportunities for them to go on to have fulfilling lives rich with altruism.

Vision and Values

At Hilden Park School we provide safe, nurturing and outstanding provision for students aged 8-16 years. You will find the school permeates high expectations, education with character and puts students at the heart of all decisions made. Our students are all individuals and therefore the concept of 'equity' is always a key focus of ours.

- **High Expectations**

At Hilden Park we follow the national curriculum, providing adaptive lessons to ensure a bespoke learning experience for our students. We constantly strive for the highest standards to ensure outstanding progress is made. Our curriculum offer includes a wide range of enrichment activities that prepare students for life in the wider environment. The pastoral and therapeutic care we provide enables our students to thrive.

- **Positive Relationships**

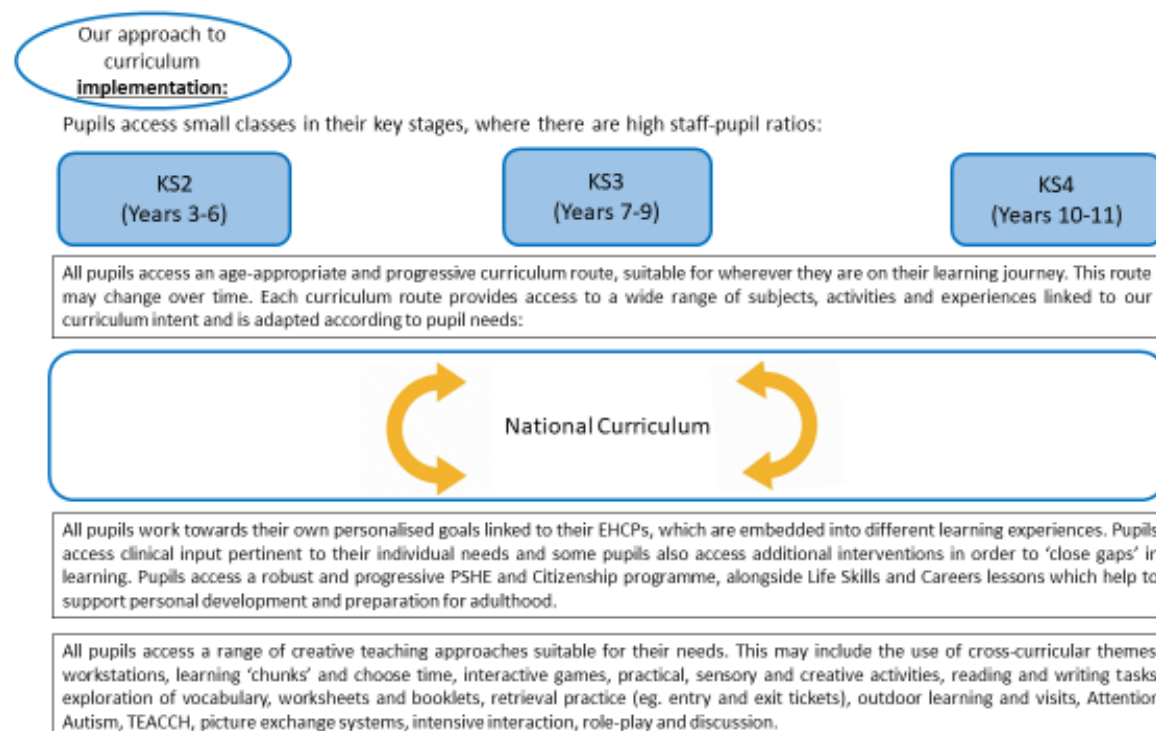
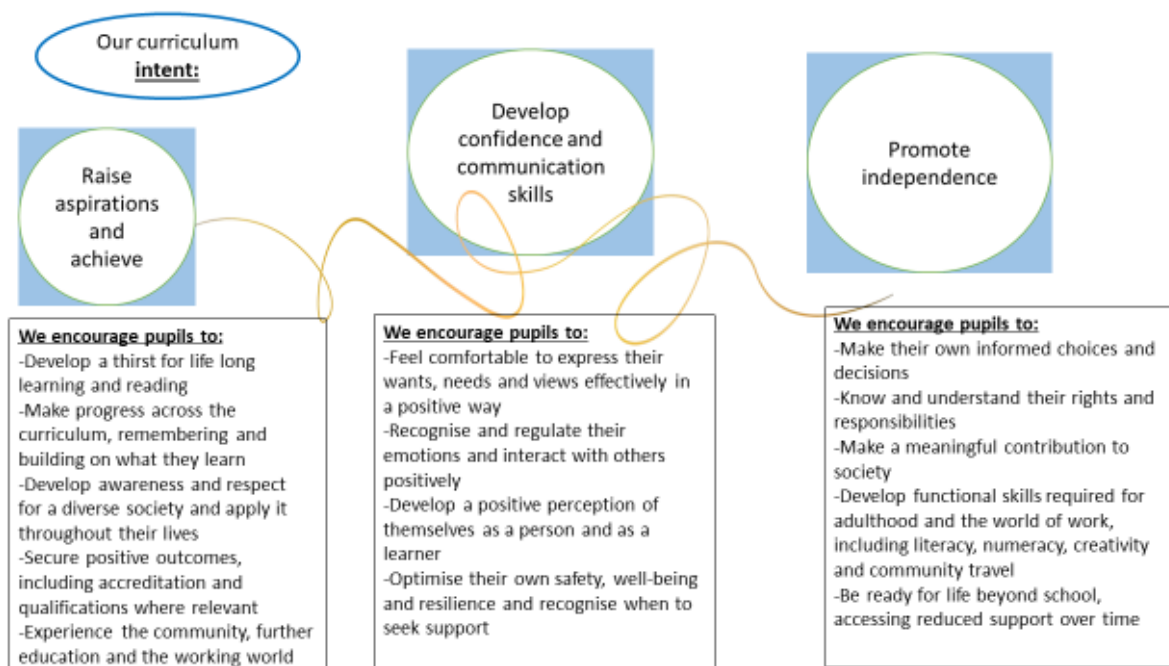
Strong relationships are at the heart of our practice. At Hilden Park School, we believe in developing healthy partnerships by working closely with our families and our wider clinical team. We build an 'integrated team around the child' to ensure they feel supported, listened to and cared for in a supportive environment. We offer unrivalled pastoral care to help nurture and support our students.

- **Securing Success**

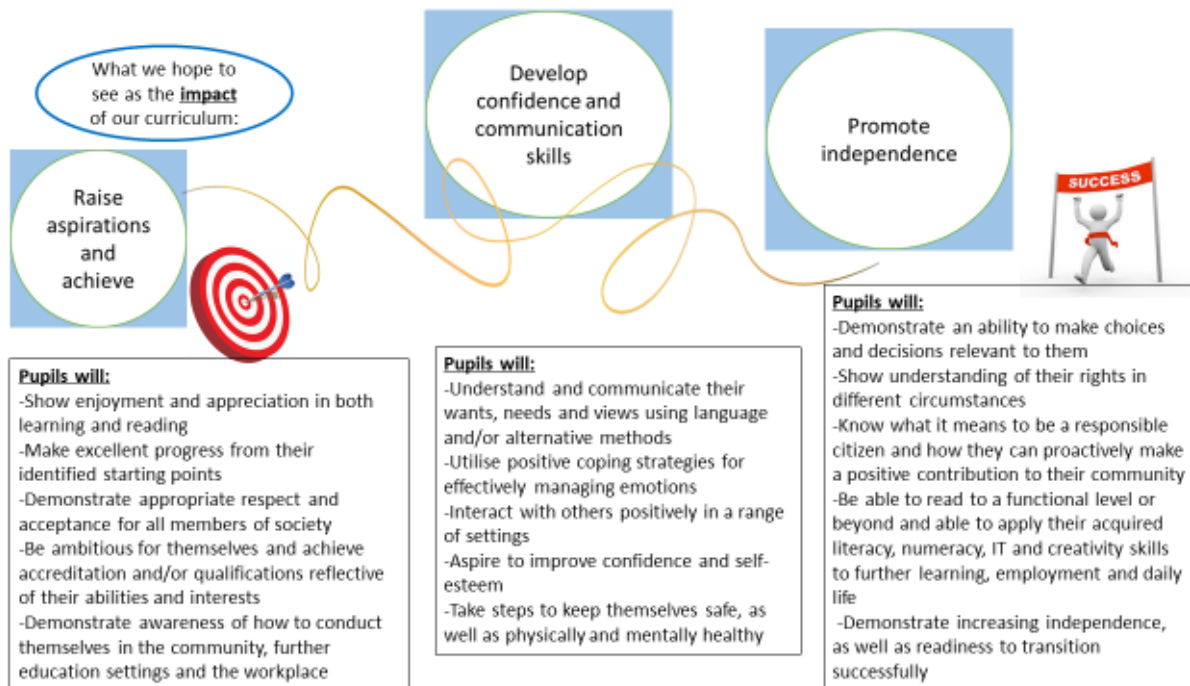
We are unashamedly ambitious for our students. We focus on what's important for each individual student in our care through our holistic approach, whilst maintaining our aim for each of them to reach their full academic, social and emotional potential. At Hilden Park, we provide a calm, purposeful atmosphere that allows our students to thrive with a high quality classroom experience and an inspirational environment that inspires them to be the best they can be.

As we grow as a school, our vision and values will not be compromised. We will continue to uphold the Witherslack Group core values

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