



## Hillside Specialist School & College

Providing exceptional education for all students

### Curriculum Overview

Hillside Specialist School and College has developed a broad and balanced curriculum that is pupil centred and meets each individual pupils needs.

#### **Curriculum Intent:**

- Support our pupils in developing effective systems of communication through a Total Communication approach.
- Help pupils build up social interaction skills.
- Promote the acquisition of life skills.
- Build pupils ability to be flexible to change.
- Encourages independence and self-help skills.
- Includes involvement of parents and carers.
- Embraces the wider community.
- Encourages high aspirations and a love of learning.

#### **Curriculum Implementation:**

As well as there being a focus on meeting each individuals' complex needs, the curriculum also enables cumulative progressive learning across all phases that allows for successful transition into adulthood. Learning is pupil centred and allows for good progress to be made towards EHCP targets as well as targets set for individual lessons. There is a focus on Preparation for Adulthood, and across all key stages we place great emphasis on learning self-regulations skills, communication skills and developing self-help, independence and life skills.

Learners at Hillside Specialist School and College are aged between 4 years and 19 years over six Key Stages:

#### Early Years Foundation Stage: 4 years - 5 years

At Hillside Specialist School and College, we have one class in our EYFS department. All pupils follow the Statutory Framework for the Early Years Foundation Stage, and this is heavily differentiated to meet the individual needs of the pupils in the class. The prime areas of learning are covered throughout each day and are fully embedded into the EYFS curriculum at Hillside. These are communication and language, physical development, personal, social and emotional development. The learning that takes place is reinforced through four specific areas: literacy, mathematics, understanding the world and expressive arts and design

#### Key Stage 1: 5 years - 7 years

Pupils in Key Stage 1 follow one main pathway – the Semi-formal Curriculum. The pupils learn the core subjects, and Semi-formal topic areas, which are delivered in a way that is meaningful and

provides purposeful learning opportunities for each individual. Where a pupil is working a different level to that of their peers they may need to follow the Creative Curriculum; this is done on an individual basis, and linked in closely with the themes and topics of the rest of the class.

#### Key Stage 2: 7 years - 11 years

Our Key Stage 2 pupils follow two pathways - the Creative Curriculum and the Semi-formal Curriculum. The Creative Curriculum follows the National Curriculum closely and enables pupils to access all subjects. The core subjects are taught discretely, and foundation subjects are taught through a topic-based approach. The Semi-formal Curriculum adapts the Nationals Curriculum so it is taught in a meaningful way for all learners, who can access learning at their ability level. Pathways for individuals are continually reviewed to achieve the best possible pupil outcomes. Pupils will be taught using a specific pathway during the academic year, however if it is felt that their current curriculum is not best meeting their needs this can be reviewed at any point.

#### Key Stage 3: 11 years - 14 years

Pupils follow either a Semi-formal Curriculum or Creative Curriculum. Pathways for individuals are continually reviewed to achieve the best possible pupil outcomes. Core subjects are taught in a way that is meaningful for pupils and that allows for progressive learning. There is a strong focus on Preparation for Adulthood with pupils accessing associated ASDAN Programmes and time provided within the timetable to focus on developing life skills for adulthood.

Careers is also embedded in the curriculum to allow pupils to think about their future aspirations.

#### Key Stage 4: 14 years - 16 years

There are currently three pathways at KS4 that reflect the needs of the learners we have.

Pathway 1- Pupils progress is progressive as they access high quality teaching of core National Curriculum core subjects. Pupils work towards Functional Skills Qualifications and ASDAN programmes/Qualifications. There is a strong focus on Preparation for Adulthood with the opportunity for Work Experience and a more in-depth knowledge of careers and Further Education.

Pathway 2 - Pupils progress is progressive as they access high quality teaching of core National Curriculum subjects. Pupils work towards Entry Level Functional Skills Qualifications and ASDAN programmes. There is a strong focus on Preparation for Adulthood with the opportunity for Work Experience and an increases knowledge of careers and further education.

Pathway 3 - Pupils follow a semi-formal style curriculum that is very much about developing independence, life skills, communication and self-help skills. There is a focus around Preparation for Adulthood and pupils work towards associated ASDAN programmes. Pupils have the opportunity to complete volunteering and a range of activities in the local community.

#### Key Stage 5: 16 years - 19 years

Pupils continue to follow the three differing pathways based on their needs to ensure the best possible outcomes. At this stage teachers and class staff work closely with parents and professionals to prepare for the pupils next steps beyond Hillside Specialist School and College.

**Curriculum Impact:**

Our aim is that all pupils make good progress across a variety of topics and themes, from their individual starting points. The pupils will make good progress with their individual EHCP outcomes, both long and short term, and be taught the skills they need to successfully access the curriculum.

We aim to ensure that pupils leave Hillside Specialist School and College further equipped with life skills that can be transferred across to their next destination. Transition has been well organised with all stakeholders to ensure success and that it is the right destination for the pupils.