

FREDERICK HUGH HOUSE
Collaborative Curriculum, Teaching and Learning Policy

This Policy, which applies to the whole school is available on request from the School Office. All colleagues should read this policy in conjunction with our Staff Code of Conduct.

In Frederick Hugh House the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Proprietor and Board of Trustees.

Legal Status:

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2) (a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

Applies to:

- all activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school;
- the whole school along with the out of school care including extra-curricular activities and all other activities provided by the school, inclusive of those outside of the normal school hours;

Related documents:

- Learning Outside the Classroom (LOtC) - Educational visits and Off-site Activities policy;
- Special Educational Needs and Disability (SEND) Policy;
- BSquared assessment and planning, along with Goal Attainment Scale (GAS) goals;
- Personal, Social Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Subject Policies and Schemes of Work.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher is supported in this process by colleagues (therapists and teaching staff)
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning, and ensure that appropriate targets and strategies are in place.
- It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at Frederick Hugh House.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: January 2017

Alan Simons
Acting Headteacher

Anne Marie Carrie
Chair of Trustees

Amanda Barclay
Proprietor

Bill Brown
Education Trustee

This policy will be reviewed no later than January 2018, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

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Summary: All staff view every occasion in the school day, not just formal lessons or therapy sessions, as opportunities to initiate, consolidate or extend cross-curricular, multi-disciplinary and multi-sensory learning (*Davis et al., 2014*).

Introduction: The Frederick Hugh House curriculum has planned activities that we organise in order to promote learning and personal growth and development. It takes into consideration the National Curriculum as interpreted through B-squared P-levels and National Curriculum (NC) levels which reflects the assessment of learning, performance monitoring and effective target setting for our students. In support of this approach there are also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We aim to provide a holistic education for students with complex and significant learning difficulties and disabilities in a stimulating, happy and caring environment. On admission, the students present a range of issues and combination of layered needs and they are disengaged from learning and social interaction. Identifying these co-occurring learning difficulties provides informed, specific support and trans-disciplinary strategies to help students to participate in classroom activities and in the wider community.

This policy is a statement of good practice covering all aspects of the operation of the school that contribute to the school's positive ethos and the development and maintenance of good behaviour by the students. The ethos of the school is based on valuing all members of the school community as individuals in their own right, and treating everyone with courtesy, fairness and respect. This is central to generating the caring and supportive atmosphere which characterises the school and which is integral to promoting the learning and development of the students.

Our curriculum provides full-time supervised education for all our students (since they are all of compulsory school age) which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We tailor the curriculum and subject-matter within it to ensure they are appropriate for the ages, needs and aptitudes of students. Our curriculum is specifically tailored to children's needs integrating important life skills. We place a large emphasis on Performing Arts at our school. Our ICT provision, in the classroom, dedicated ICT suite and Journey Room, is excellent and allows an additional dimension to the multi-sensory curriculum we provide for our children. Whilst each subject has its own distinct time within the weekly timetable, the cross-curricular links and follow through of themes reinforces concepts and provides the generalisation of skills which greatly benefit our children.

We ensure that the teaching at Frederick Hugh House:

- enables students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in students the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject matter being taught;
- effectively utilises classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress;
- utilises effective strategies for managing behaviour and encouraging students to act responsibly and
- Divides students by ability within the differentiated subject areas.

The Collaborative Approach

What is the collaborative approach? The collaborative approach is a whole-school, multi-disciplinary, multi-sensory fully integrated curriculum in which all aspects of teaching, learning and therapy are regarded as complementary and mutually supportive (*Davis et al., 2014*).

Why do we adopt the collaborative approach? Meeting the specific educational and therapeutic needs of each individual child and facilitating personal development and growth are central to the ethos and vision of Frederick Hugh House. Teaching and applied therapy are regarded as complementary and fundamentally interrelated aspects of

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facilitating a child's progress. Teaching and therapy, together with a supportive and caring school environment, are integral to unlocking the potential to each child (Davis et al., 2014).

How do we implement the collaborative approach? We adopt an approach that uses the best available means in terms of material resources, organisation and management, curriculum, teaching and applied therapy to stimulate and support the learning and development of each of the students. Therapists not only devise and implement specialist therapeutic programmes, but are also available to provide immediate expert and individualised assistance in the classroom for any child experiencing difficulties with particular aspects of a task. (Davis et al., 2014).

How does this affect the curriculum? The curriculum is tailored to meet all the students' sensory, behavioural, language, physical, cognitive and self-care needs (Independent Schools Inspectorate Report June/July 2014) The curriculum places a strong emphasis on need for students to develop skills for the real world and have experience of using them in the real world' (Davis et al., 2014).

How does our collaborative approach differ? The main difference between the approach to special needs education at Frederick Hugh House and that adopted in many other institutions is in the level of attention to detail and thoroughness with which the school's fully integrated, cohesive and whole school approach to meeting the needs of its students is implemented in all aspects of its operation. (Davis et al., 2014).

What does this mean for your child? We endeavour for our staff to view all the children holistically, through the eyes of a multi-disciplinary practitioner, rather than just as a teacher/therapist/support assistant. Each member of the teaching and therapy team learns to view the students from multiple professional perspectives. This may inform their approach to their own work through using insights gained from other professional disciplines (Davis et al., 2014).

The finer details include:

- seizing the opportunity for teaching, repetition and routine
- functional activities, cross-curricular activities
- Working on multiple areas in one activity
- Addressing goals in all settings, high expectations and belief
- Adaptation for all children, responding in the moment to each child

Behind the scenes there are:

- Interviews, student selection criteria, INSET days
- Timetable, team meetings
- Daily discussions, Instant messaging
- Recording and display of information

The 'Frederick Hugh House way' 8 of our secrets

1. Provide warning for when activities are going to end
2. Incorporate bilateral integration and crossing the midline
3. Learning through peer observation
4. Provide choice-making opportunities
5. The language we use and the language we expect
 - What we say
 - Allow processing time
 - Model the correct speech and language
 - Encourage expansions
6. Provide Cues and fade team appropriate
7. Vary the resources
8. Give opportunities for recollection and self-reflection

The Trustees and Headteacher of Frederick Hugh House ensures that the school has a framework for student performance to be evaluated, by reference to the school's own aims as provided to parents and also by means of assessment of learning performance monitoring and effective target setting for all students using B-squared (which are well established and nationally recognised). The curriculum in our school is designed to provide access and opportunity for all children who attend the school. In consultation with parents and all staff we adapt the curriculum to meet the needs of individual children on a term-by-term and day-by-day basis. The Individual Education Plans (IEP's) which are

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created for each child are subject to daily discussion by the staff team and with parents in a formalised half termly review cycle. The following is integral to this process:

- The school aims to make the curriculum accessible to all students
- Every lesson is created to stimulate children's mastery motivational drive. This is required for our children to not just carry out activities for external reward but for their own personal growth, development and enjoyment.
- We teach our children to enjoy every step of their learning and achievements which may not be intrinsic due to the nature of their special educational needs.
- We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity and creativity.
- Our balanced and broadly based curriculum promotes the spiritual, moral, cultural and physical development of our students, prepares them for the opportunities and responsibilities of life.
- Our holistic curriculum interprets the child's experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education within the context of B-Squared. Therefore we cater for the curriculum and subject-matter within it to ensure they are appropriate for the ages, needs and aptitudes of students.
- We look at every child not just within the context of their cognitive development but also with regard to the affective domain. In meeting their special educational needs we seek to better understand and address both the cognitive and the affective domains of their learning.
- Students are given opportunities to acquire skills in speaking and listening, literacy and numeracy and all subjects.
- Our school's curriculum is designed to promote learning, personal growth and development so all students receive a programme of personal, social and health education.
- It includes not only the formal requirements of the Frederick Hugh House Curriculum but also the various extra-curricular activities that the school organises in order to enrich the children's experience.
- It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive and responsible people. They are encouraged to work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- We value the breadth of the curriculum that we provide.
- We aim to foster creativity in our children and to help them become independent learners.
- Above all, we believe in making learning fun and accessible.

The contribution of parents: Parents and carers are actively encouraged to become closely involved in the programmes devised for their children. They are regarded as having an important role to play in supporting the work of the teaching staff and therapists. Understanding how staff at Fredrick Hugh House apply strategies and techniques helps to develop a consistent approach towards a child's learning, development and behaviour (*Davis et al., 2014*).

The Hidden Curriculum: This is the progress that can be instigated and reinforced through the way the students are treated and are expected to behave (*Davis et al., 2014*). This is reinforced by the 'consistent modelling of expected standards and language, which strongly promotes the development of good behaviour and manners amongst the students (*Independent Schools Inspectorate Report, June/July 2014*).

Tailor-made Therapeutic Programmes: Every child benefits from a tailor-made therapeutic programme from our on-site therapists.

Our speech & language, physio and occupational therapists are all on-site and are all full-time. These therapies are implemented in one-to-one, small group and whole class settings. The provision for each child depends on their needs and is reviewed regularly.

Our therapists each have their own rooms that are positioned right in the heart of the school. From the swings and sensory equipment of the occupational therapy room to the specially designed table in the speech and language room, our therapy rooms are uniquely tailored to the needs of our children. Moreover, therapists are not tied to their room. On the contrary, they are encouraged to join in with other classes and activities. This allows them to reinforce their particular aims and targets for each child in other situations as the opportunities to do so arise naturally.

Our teachers and therapists are equal partners in the delivery of the curriculum sharing their skills in enabling children to reach their potential. Each therapist has an area within the whole school curriculum in which they take the lead in planning and delivery. For example, our physiotherapist leads all physical educational activities with all children (whether they have additional physical needs or not) and our occupational and speech and language therapists co-

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deliver our food technology lessons. Our Speech and Language Therapist is responsible for the social development curriculum. This 'whole school' approach to therapies ensures that the skills into which our children put so much effort mastering are generalised throughout the school day, across a variety of settings, thus truly becoming useful life skills.

In order to cement this collaborative approach and communication amongst all members of staff we have staff working closely together sharing classroom spaces. This allows for staff to observe class lessons, thus gaining better insight into each student's needs and learning styles and allowing for staff to share information on a continual basis. We believe that it is the details that we communicate about the children which give us the opportunity to support the children individually, and working together in close proximity promotes this communication. Staff meet weekly to discuss each student.

Aims and Objectives: The aims of our school curriculum are to:

- enable all children to learn and develop their skills to the best of their ability;
- teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential;
- promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- teach children the basic skills of speaking, listening, literacy, numeracy and information communication technology (ICT);
- promote good reasoning and logical thinking skills;
- enable children to be creative and to develop their own thinking;
- teach children about their developing world, including how their environment and society have changed over time;
- help children understand Britain's cultural heritage;
- teach children to have an awareness of their own spiritual development and to distinguish right from wrong;
- fulfil all the requirements of the Frederick Hugh House School Curriculum;
- help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves and high self-esteem and to live and work cooperatively with others;
- encourage all children to be confident, articulate and proud to be Frederick Hugh House students;
- enable children to be positive citizens, both in school and in society;
- nurture the unique skills and talents of each individual child and
- Encourage investigation through scientific discovery through a holistic approach.

Collaboration: In addition to our subject and therapy specific targets and curriculum we consider the 'whole child' and each child's individual needs. This has led us to develop 'general areas of focus' which fall outside of traditional school targets and areas of learning. These are areas which all of our children need to develop and which all staff are to consider during any interaction with any child.

General Areas of Focus: *The following targets should be considered and facilitated in all interactions with children based on the staff's knowledge of the individual.* These include:

- letter and sound recognition, blending sounds, word creation, identifying shapes, identifying colours;
- matching symbols and pictures, counting and number recognition, gross motor skills, fine motor skills;
- crossing the midline, motor planning, body awareness, bilateral integration and coordination;
- develop functional grasps, visual motor integration, visual perceptual skills, balance and proprioception;
- sensory processing and regulation;
- hand-eye coordination, self-help and self-care skills, strength, core and joint stability, spatial awareness, sitting;
- watching and waiting, turn taking, peer observation, eye contact, attention and listening skills;
- expanding language skills, using language to make requests, using language to express feelings;
- interaction with peers and adults, participation, appropriately gaining someone's attention;
- initiating and maintaining conversation, articulation of speech sound, health education;
- following school rules and routines, following simple and complex instructions, following and copy demonstrations;
- reinforcement of behaviour management strategies, response to verbal cues/symbolic cues/requests;
- independence in task completion, transitioning between activities;
- use of inclusive technology and electronic devices, building phonological awareness skills, making choices;
- time recognition, using social greetings, developing social skills, developing social awareness, developing play skills;
- knowledge and understanding of the world, topic-related learning, imagination, creativity and respecting others and

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- developing self-awareness, including response time (awareness of child's need)

Values: Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum. We:

- value children's uniqueness, we listen to the views of individual children and we promote respect for diverse cultures;
- value the spiritual and moral development of each person, as well as their intellectual and physical growth;
- value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community;
- value the rights enjoyed by each person in our society;
- respect each child in our school for who they are;
- treat each other with fairness and honesty;
- want to enable each person to be successful and we provide equal opportunities for all our children;
- will strive to meet the needs of all our children;
- value our environment and we want to teach our students, through our curriculum, how we should take care of the world, not only for ourselves but also for future generation and
- Embrace multiculturalism and are fully inclusive of all faiths, whilst being Christian in character and operating within a Christian set of values.

Organisation and planning: We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use our own programmes based on B-squared, GAS and SMART goals and include ASDAN. The plans cover the topics for each half term and are broken down into weekly points of exploration for the class.

Our short-term plans are those that our teachers write on a weekly or daily basis and include the individual lesson plan which detail the learning objectives, strategies, activities and identify the resources we are going to use in the lesson.

We adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of B-squared and there is planned progression in all curriculum areas. Term dates are designed to allow at least one whole school collaborative day of planning for all staff at the end or beginning of each school holiday.

Approach

- Teaching at Frederick Hugh House is topic based.
- Each half term has its own topic.
- Subjects taught are linked with the half term's topic which is based on the PSHEE secondary curriculum.
- Five weeks of each half term cover all the learning for that term's topic.
- The last few days of each half-term are devoted to:
 - reflection by the children on the term's topic and work done;
 - revisiting and revising key areas of learning for that topic;
 - the evaluation and summative description for each child (resulting in levels where appropriate);
 - Planning for continuity and progress for the next term.
- They also facilitate exploration of the school Christian ethos and our Anti-Bullying, Racial Equality, Disability Equality, Equal Opportunities and Safeguarding and Child Protection Policies.
- The topics selected allow for continuity across years, providing children with the opportunity to build on previously learned knowledge and skills.
- We use B-Squared as a dominant academic assessment tool to measure learners' P-level and/or NC level.
- A flexible timetable allows students to be set in classes that best reflect their learning needs. Small groups and high adult/student ratio allow for lower differential in class also.

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- This provides the opportunity for children within the same class to be working at different levels but still access the same curriculum and activities. It also allows for individual children to be working at different levels in different subjects.
- Teachers will always differentiate for all learners within and across subjects.
- In all curriculum subjects, core teaching will be expanded upon so as to facilitate differentiation of teaching and learning within every lesson.
- Our subject areas are: English, Maths, PSHEE, PE (including swimming, horse-riding, athletics, Dance, Interactive Tech & Yoga), Humanities, Science, ICT (computing), Food Technology and Creative Arts (including Drama, Choir, Orchestra and Art)
- The medium term plans reflect learning outcomes for that term, using B-Squared as a basis. Targets are set termly.
- Planning includes: Long term planning, medium term planning, Short term planning (Lesson Plans), Termly target setting, IEP goals and B-Squared targets for assessment.
- For each week at Frederick Hugh House, themes which relate to the termly topic are written into the long term planning.
- They are not too prescriptive so allow for flexibility and discretion for the class teacher to cover the learning targets.
- As outlined in the school's Collaborative Curriculum - Teaching and Learning Policy, all aspects of teaching and learning will embrace a multi-sensory approach enabling all children at Frederick Hugh House to access the curriculum no matter what their learning style is.
- At Frederick Hugh House we are very proud of our broad, holistic curriculum and our innovative and exciting schemes of work but, in particular, we value every child's right to access an education which allows them to fulfil their potential in a safe and encouraging environment. Each individual child is at the heart of what we do. It is our mission to unlock and nurture the individual skills and talents of every child and to enable them to use their abilities beyond the setting of Frederick Hugh House.

Children with special needs (See also Special Educational Needs and Disability Policy): The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Key skills: The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information Communication Technology including Computing
- Working with others;
- Improving own learning and performance;
- Problem-solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Individual Spaces: A key part of our approach to curriculum delivery is using different spaces around the school for different areas of the curriculum. This is an approach more familiar in secondary schools, and not always adopted in Secondary Special Schools. However we believe it delivers significant benefits to our children in the primary department as well and as such, supports their transition more easily into the secondary department. The use of specialist spaces for each area of the curriculum allows each space to be carefully designed to enhance each area of learning. Individual spaces focus a child on the idea of a particular area of the curriculum, this in turn breeds comfort through familiarity with the expectations of the activities associated with each subject and space. Furthermore, the physical movement involved in moving between classrooms provides an excellent opportunity for our children to expend energy throughout the school day, promotes independent movement around the school and provides a regular sensory movement break required by many of our children. As most of our students struggle with the concept of time, this movement around the school supports our visual timetables and a sense of time passing and the sequence of the day which our children need in order to make sense of their time in school.

Our food technology lessons are individually tailored each week and to each child by incorporating the themes, skills and targets which they have been working on in all areas of the curriculum, including numeracy, literacy, self-help skills etc. Support in language and literacy pervades the whole curriculum. Physical development is extended into creative

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skills particularly with regards to fine and gross motor movement as seen in art, music and design technology. We take all opportunities available to us to promote such cross curricular links along with our collaborative therapeutic approach.

Areas of Experience: As a special needs school, fundamental to our practise it is crucial that each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. For children with special educational needs understanding and dealing with emotions and feelings are a particular challenge therefore our weekly circle time lessons allow children to explore emotions, ways to express emotions and strategies to cope with emotions as well as promoting an awareness of the emotions of others and how our behaviour affects others. Due to the nature of our children's special educational needs our structured play sessions are specifically tailored to the needs of each individual child as well as that of the whole group, from working with a child coping with parallel play to facilitating turn taking and initiation.

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking (verbally or with visual, physical or technological support), reading and writing. As with other areas of the curriculum, the approach to literacy at Frederick Hugh House is a functional one. Our children put so much into every aspect of their learning it is our role to ensure that everything they learn is immediately useful to them not just at school but in the world we live. Throughout our school we adopt a multi-sensory holistic approach to teaching and learning. This is evident in the literacy curriculum in the tactile and visual materials as well as the songs that are used to introduce our children to concepts from letters and sound to reading and writing. Our whole school approach to literacy ensures that children have the opportunity to put their newly learned literacy skills into practise in a variety of settings and contexts. Whilst all children are taught phonetic reading and decoding we do not limit our children to this. For some children with particularly strong visual skills their first words may be learned through sight reading of functional signs/symbols (common nouns). Reading for enjoyment is a big focus as well. The beauty of the Frederick Hugh House curriculum and the school that we are is the way we are able to implement and adapt a curriculum which is tailored for each individual child.

Mathematical: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Also, the mathematical concepts are practised and reinforced in real life settings as seen in our weekly supermarket trips where the children have the opportunity to buy ingredients for their food technology lessons. This underpins our approach to numeracy which is that it is a skill required for independence in the community so should be purposeful and functional from the beginning. Numerical concepts are reinforced throughout the school on a daily basis in order to ensure they are generalised into functional life, from board games to weighing ingredients for cooking. Our children are encouraged to enjoy number and quantity. In their numeracy lessons our children hone their numeracy skills and abilities with a range of tactile and visual materials as well as investigations and activities. Children are encouraged to handle a variety of stimuli including iPads and computers in order to enhance their learning whether they are visual, tactile, auditory or kinaesthetic learners.

Scientific: This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Our children enjoy and learn from the cause and effect which they see in their science lessons. It is where they can apply their literacy and numeracy skills to the real world and be supported to notice change as well as to think about what might happen.

Technological – Information Communication Technology (ICT), Computing and Multimedia Resources: ICT is at the heart of all learning at Frederick Hugh House. Through the active use of SMART boards in the classroom, children access multimedia learning on a daily basis. We are equipped with iPads for learning, which are used as a secondary resource in various lessons, an inclusion tool for children who may find typing/writing difficult and as a main resource in many of our computing lessons. Our computer suite comprises of a SMART board, six desktop computers (all of which are network accessible) and i-pads for each student. Our state-of-the-art interactive sensory room comprises of scanners, LED lights, projectors, plasma screens, a dry ice/smoke machine, 'starshine' projectors, surround sound speakers and a bass heavy under seat sound system – when using all of these resources combined it is possible to deliver a fully immersive learning experience which has led to us affectionately naming this room the 'Journey Room' as it is possible to transport our children to any destination whilst never leaving the school.

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Human and Social: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based PSHEE alongside our knowledge and understanding of the world addresses the human and social aspects of the curriculum. Our half-termly topics which underpin teaching and learning provide opportunities to enhance our children's understanding of the world around them.

Physical: This area aims to develop the students; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. The physical abilities and needs of each student are carefully managed to support their sensory as well as physical progress. Our full-time, in-house physiotherapist leads all physical education (PE), dance, horse riding and swimming activities and is able to differentiate and maximise the benefit of these for each child. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Our multi-sensory approach to teaching and learning combined with our use of tactile materials to support the entire curriculum ensures that our children are fully immersed in all aspects of the aesthetic and creative. Music and Drama are a highlight of our school, recognising talents other than the purely academic. We see that success gives children greater self-esteem and confidence. One morning per week is dedicated to our specialist drama teacher who uses music, dance and drama to reinforce the learning which takes place in other areas of the curriculum. Our children participate in end of year and Christmas plays to showcase their talents and share with families and friends of the school a range of the activities they have enjoyed throughout the school year. Music Therapy pulls out 1:1 to focus on developing a joy of music in each student. We have a qualified music teacher and therapist who can provide the students with a blend of instrumental music lessons and music therapy.

Spiritual, Moral, Social and Cultural Development (SMSC): In Fredrick Hugh House we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects of our curriculum. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Fredrick Hugh House builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevent extremism, please see our: 'SMSC' and 'Preventing Extremism and Radicalisation' Policies.

PSHEE and Citizenship: The students' pastoral care is a responsibility we take great care over. From the moment each child enters school, their feelings and expression of these feelings are explored and valued. Activities such as the feelings chart in the main class room which each child engages with every day to the weekly celebration assembly encourage every child to express themselves whatever their spoken language ability may be. Rather than seeing PSHEE as a separate subject to be taught in one time slot per week at Frederick Hugh House we embrace PSHEE as an approach which must be evident in every lesson of every day. Our aim is for every child to feel that school is a place they will feel respected, valued and listened to before any learning can begin to take place. This is also the central tenet of our behaviour policy.

Each week a celebration assembly is held which focuses on student achievements from that week. Students are directly involved in contributing to the assembly and during the week will prepare for it during good morning time. SRE is part of the secondary PSHEE & C programme.

PSHEE&C is ASDAN based and delivered more explicitly in Good Morning time. It is also delivered through Social Communication Groups where students are grouped according to their special needs and understanding of the topic being studied.

Events such as 'Siblings Day' cements PSHEE and C as a whole life skill and experience. Our children, having the opportunity to invite their mainstream siblings into school to join them in activities such as art, cooking and drama, allows them to strengthen the links between home and school and multi-environment learning. They also enjoy

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'showing off' their school as well as their siblings to their teachers and peers. Additionally, the siblings involved have the opportunity to form friendships with other mainstream children who, like them, have a brother or sister with special needs. In this way we have extended PSHEE and C beyond our students to their families.

The Wider Community: Learning in our school extends beyond the classroom door into our local and wider community. We take every opportunity to encourage children to apply the knowledge gained in school to real world situations; an example of such is that our children make shopping lists and do indeed go shopping for the ingredients they require for their food technology lessons. Such activities as horse riding, swimming and individual music lessons are included within our curriculum.

We acknowledge that we are able to create a unique setting for our children and accommodate and modify their environment for them but for us it is crucial that we are preparing them for the 'real world' and that all that they put effort into learning and doing at school should be transferable. As such, we enjoy regular integration through regular school trips to local venues including swimming at Holland Park School and Clip 'n Climb in Fulham and shopping at Tesco and Waitrose for Food Technology lessons. We also explore the larger community through our termly visits in and around London.

We embrace children as individuals, as members of a family and members of a community. We acknowledge that the skills and abilities we teach are only useful if they are applicable and benefit our children outside school. This is achieved through our home visits, daily home/school diaries, holiday packs which go home to parents every holiday, regular IEP's and our educational off-site visits. Due to their special educational needs, our children are not typically able to go home and tell their family about their day at school so we place great importance on the daily information and pictures we share with parents.

We realise that although academic success is important and provides a goal for our children, success is so much more than academic skills. A child's spiritual, moral, social and cultural development is the core of who they are and as such must be woven through the school day and embedded in the 'hidden curriculum'.

The Role of the Headteacher: The role of the Headteacher is to:

- provide a strategic lead and direction;
- support and offer advice to colleagues;
- monitor child progress in all subject areas and
- Provide efficient resource management.

The Headteacher reviews the curriculum plans for all areas, ensuring that there is full coverage of B-squared and that progression is planned into programmes of work. The Headteacher also ensures that portfolios of student's work is kept which is evidence of student's areas of learning and attainments. Each term, student's work is sent home for the family. Students' work is laminated when appropriate to keep for a lifetime.

Long Term Planning: Although our programmes of work give an annual overview of what content of B-squared will be taught the main thrust of our long term plans outlines the broad areas for each term. Teachers should extract from the appropriate working levels from B-squared which they aim to cover. There are overview Policies and Plans as detailed in the entry above. These are updated by our Headteacher following liaison with all therapy and teaching staff.

Medium Term Planning: These indicate when the material will be delivered and are prepared on a termly basis from the programmes of work in response to individual group needs. They include teaching objectives and resources. Additionally we send home topic sheets at the beginning of each term to enable our parents to support their children appropriately.

Short Term Planning: Short term plans are on a daily basis and include the individual lessons which details the learning objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans are concerned with how material is taught and with the minutiae of delivery. More detailed lesson plans for every lesson are also prepared - these plans detail how a lesson will be taught, the requisite resources (including staffing) and detailed lesson-specific targets that are defined for each student which, in turn, provide the basis for future planning. All targets are monitored and recorded and enable the teachers to tailor their subsequent lesson plans accordingly. The information collected in lesson plans informs the next class and, as such, all planning is necessarily fluid; 'live documents' evolve according to each child's progress and needs.

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Key factors

- Design of our building reflects and meets children's needs
- Displays around school celebrate children's achievements and efforts but do not clutter or distract. They are used to reinforce previous learned concepts and are a revision tool not just an expression of the staff's handiwork.
- We make time for the staff to collaborate, it will not happen by osmosis!
- We believe in pull out sessions (taking the child out of class) as well as pull-in sessions (specialists being in the classroom, playground, lunch hall and outings to support generalisation of skills).
- We see and respect every child as an individual, a member of a family and as a member of society. All we do in school must celebrate this and help the child in all these areas.
- The half termly IEP's are living documents.
- Collaborative Termly targets.
- Our school and curriculum are governed by our children. The curriculum is adapted and changed to reflect our children's progress and changing needs.
- The starting point of all we do is our children, we reflect on and change our practise, curriculum and strategies based on them at any particular moment in time.

Appendix A - The Secondary Curriculum (Years 7-11)

The secondary curriculum builds on the strengths of the primary curriculum as detailed above whilst providing further opportunities for independence for our students in line with their age appropriate needs. The collaborative approach and areas of focus continue through the secondary years with the addition of key stage 3 and 4 subjects such as photography and the three sciences.

Teaching at Frederick Hugh House is theme based with each term having its own topic. This topic provides the thread for the term which infuses all aspects of the curriculum and lesson delivery. Our students require multiple presentations of information and significant repetition and practice to master new skills. As such, there could be a risk that this repetition could lead to boredom and frustration before mastery can be achieved. In addition to the creative teaching styles of our teachers this theme-based learning allows for the same tasks or information to be presented differently so that the students are continually stimulated. Examples might be counting different pictures in maths; if students are learning 1:1 correspondence they might count pyramids and mummies when learning about Ancient Egypt, yet count boats, cars and airplanes when learning about transport.

Having a new topic each term provides students with additional exposure to subjects and information which may not typically fall into the traditional curriculum. In this way, at the end of each term, children have made gains in their core and creative curriculum as well as learning about a new topic. Topic based learning also determines themes for individual lessons; for example, if the topic were 'Where do we come from?' the food technology lessons for the term might entail creating dishes from the countries from which our students and staff originate.

During the term students work on presentations or projects linked to the termly topic and may participate in a topic related off-site visit. In addition to the overview for secondary provision, our teachers prepare a termly plan of teaching and learning which outlines what will be taught in the coming term and how it will be presented. Furthermore, it lays out outcomes for the whole class and individual students.

Our teachers and therapists set termly targets which assess the children in relation to their individual baselines and provide a measure of progress in areas not necessarily covered in the wider curriculum. These goals are specific to each student alongside their academic targets and form the basis of our IEP's (Individual Educational Plans). IEP targets are displayed in the classrooms. This new system comes in addition to the school's general behaviour management systems. Termly targets are stored as one collaborative document for each child that all staff can access and contribute to.

At Frederick Hugh House we believe strongly that we should be accountable to our students and their parents and, as such, our assessments stand up to scrutiny in house and nationally. In order to achieve this, we have adopted nationally accredited and recognized programs of assessment and recording of progress. We have adopted the 'B-squared' programme to record progress as well as to set targets and plan areas of learning. We see the benefit and importance

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of avoiding linear methods of assessment because our students all display 'spiky' profiles. 'B-squared' not only allows for detailed, small steps of progress to be recorded and measured but it also provides us with an invaluable tool for individualised, future planning. Given the potency and value of this instrument, our curriculum and planning is now based around 'B-squared'. In years 10-13 we will be providing the opportunity for students to gain accreditation through the ASDAN programme. In order to prepare them for this we will be using aspects of the ASDAN curriculum in years 7-10. In addition, this will provide a broad range of exposure to our students to a vast array of subjects so they might discover their interests and passions. For us, it is of the utmost importance that we enable students to unlock their talents and potential in preparation for future learning and success in the wider world.

The topics selected allow for continuity across years, providing children with the opportunity to build on previously learned knowledge and skills.

For years 10 and 11, students will participate in ASDAN, entry level and BTEC certifications and qualifications according to their needs and abilities.

This provides the opportunity for children within the same class to be working at different levels but still access the same curriculum and activities. It also allows for individual children to be working at different levels in different subjects. Teachers will always differentiate for all learners within and across subjects. In most of the curriculum subject's core teaching will be expanded upon so as to facilitate differentiation of teaching and learning within every lesson.

In English/Literacy teaching will be differentiated by outcome rather than by task as it is in other subjects.

As outlined in the school's Teaching and Learning Policy, all aspects of teaching and learning will embrace a multi-sensory approach enabling all children at Frederick Hugh House to access the curriculum no matter what their learning style is. At Frederick Hugh House we are very proud of our broad, holistic curriculum and our innovative and exciting schemes of work but, in particular, we value every child's right to access an education which allows them to fulfil their potential in a safe and encouraging environment. Each individual child is at the heart of what we do. It is our mission to unlock and nurture the individual skills and talents of every child and to enable them to use their abilities beyond the setting of Frederick Hugh House.

Appendix B – The Frederick Hugh House Way

- We greet our children and their parents/carers every morning, personally at the entrance to the school. We use this as an opportunity for our children to practice appropriate social greetings according to each child's levels, communication and abilities.
- The morning routine promotes the students' self-care skills and independence, for example:
 - Taking off their own coat encouraging fine motor control of zips and buttons
 - Personal care sequence for toileting supported by visuals
 - Hand washing sequence supported by visuals
 - Opening school bag (clip and zip) encouraging bilateral integration and fine motor control
 - Ownership and care over belongings (lunchbox & diary) and walking into class
 - Before sensory circuit children are encouraged to remove footwear and afterwards to put shoes and socks back on, for safety and promoting independence in dressing.
- The morning routine in the classroom promotes the students' awareness of their emotions using the 'Feelings Chart' and levels of alertness using the 'Alert Chart'
 - Teachers encourage students to use the Alert Chart throughout the school day to identify their levels of alertness increasing self-awareness and self-regulation.
 - Children are also directed to use the Feelings Chart when needed to express their emotions appropriately creating a positive environment to encourage students to speak openly about how they're feeling throughout the day.
- Every morning the children register themselves by choosing their name tag from the door and matching their name (working on visual discrimination), writing their name against a vertical surface in high kneeling position promoting postural control, shoulder strength/stability and optimum wrist position using individualised laminate tags in order to develop fine motor control and visual motor integration. This makes writing meaningful and purposeful when registering alongside other students.
- Children are encouraged to take part in the sensory circuit each morning which provides the input the students need to increase sensory processing through numerous systems including proprioception, vestibular, visual and tactile integration while also promoting self-regulation to prepare them for the day. Therapeutic music is also played aiding arousal levels and auditory processing. Each term it is designed and adapted specifically relating to the termly topic

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- e.g. Numeracy, phonics, matching words, word function. It is designed in such a way so as to provide alerting movement first followed by calming and organising heavy work and then a deep pressure finish.
- Staff are constantly aware of their positioning around the children in order to be able to support them as required. For example – on and around staircases, and positioning ourselves on the outside of the pavement when walking with children on the street.
 - Individualised table-top work based on the children’s IEP (Individualised Education Plans) is completed after sensory circuit to support their core curriculum and work on individual targets.
 - Individual therapy sessions are carried out during registration/Good Morning circle to minimise impact of withdrawals from lessons – on a rota so the children are able to access both. Therapy sessions are also timetabled throughout the week depending on the child’s needs.
 - Children are also encouraged to identify days of the week/numbers/months/weather during registration creating the opportunity to practise this meaningful life skill.
 - The timetable is planned so that more challenging subjects are in the morning reducing chances of disruption due to fatigue or distractibility therefore increasing participation.
 - Children are encouraged to take responsibility by setting up, preparing and tidying up after snack time/lunchtime/cooking to further enhance self-care skills and independence. Meal times encourage feeding skills by using a knife, fork and spoon correctly while also promoting independence. General manners are also expected and modelled.
 - Visual timetables are used to aid our students’ understanding of the schedule, routine, time span and what is expected of them throughout the day.
 - To reduce verbal instructions and adult direction, visuals are used as cues as these are easier to fade and allow the children more independence. E.g. waiting area visual in toilets, stop signs on door, selection of classroom visuals which staff use to encourage positive behaviour.
 - Staff provide warning for when activities are going to end to provide predictability. E.g. counting down from 10 when a preferred activity will end.
 - Mobile partitions are used for students who require minimal visual distraction to learn, for one-to-one work and sensory breaks to reduce time taken out of class so that the child is still accessing the lesson.
 - Seating is individualised to meet physical and sensory needs for example: Trip Trapp chairs, Breezi High Chair, Corner Sitter, Strato Saddle chair, Move n Sit cushions, Disc O’ Sit cushions, wedges etc. These are reviewed termly and adjusted for the individual child as necessary.
 - Non-slip mats are placed on seats if needed to aid an optimal seated position. Non-slip mats are also placed on individual placemats in kitchen to help stabilise plates and cups to aid independence with feeding. Non-slip mats are also used to stabilise sloped writing board, ICT joysticks, paper, pedal bins, soap dispensers and kitchen utensils.
 - In some lessons coloured spots are used as visual indicators to assist children with positioning and reinforce knowledge of colours.
 - Grab rails and adjustable steps are in place by sinks and toilets to aid independence of access. Steps are also used in classrooms to promote step transfer, postural control and balance.
 - Outdoor steps and grab rails are used to aid full access to the outdoor environment.
 - Certain areas in the school are marked out with coloured tape for students to position and park walking aid, such as Kaye Walker, which also decreases the risk of obstruction.
 - Sensory-motor resources and tools are used to help aid students within the school including individualised worksheets, number and letter stamps, pencils and pencil grips, handwriting paper, sloped writing board, weighted wrist bands and belts, chewy’s, sensory fidgets and individualised straws and cutlery.
 - Bilateral integration and crossing midline is promoted throughout the day. E.g. encouraging students to stabilise paper while writing and cutting – stabilising cup when pouring with jug, stabilise bowls when spooning in food tech, doing buttons on coat, zips, shoe laces, clips in hair, clips on bags, positioning objects on non-dominant side to encourage crossing hands through midline.
 - Classrooms are lit in specific full spectrum lighting which is as close to natural daylight as possible. Additional coloured lighting in the classroom enhances moods and topics discussed during lessons.
 - All aspects of the classroom are designed in order for the teacher to be able to adapt the learning environment depending on the children’s need at that moment, including smoke screen walls which can be transparent or opaque in order to create or minimise distractions according to the situation.
 - The ICT suite has specialised lowercase keyboards as children learn to read and write initially in lowercase. ICT equipment is personalised to meet student’s needs. E.g. adaptive joysticks to ensure every child has access to learning, individualised arrows on computer screens to promote spatial awareness and directionality, computer cursors are made larger and speed graded for certain students.

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- Adjustable screens in ICT suite and in classroom (SMART board) allow them to be adjusted to match student's eye line.
- Children move around the school to different rooms for different lessons, we make the most of these transitions by using them:
 - as movement breaks for gross motor skills development;
 - to build independence or
 - To increase spatial awareness, directionality and attention.
- The children participate in additional sensory activities 2-3 times a week in the middle of the day between classes with short transition distance to increase sensory regulation, attention and concentration.
- We encourage peer learning through observation and deliberately create opportunities in class for children to learn from other students by asking children to repeat and expand answers given by other children.
- In all areas of the school day students are encouraged to wait and take turns. During whole group activities, we use visuals to indicate whose turn it is, as a cue for the child and as a cue for the other children to know it's not their turn to answer.
- We use songs linked to the subject/topic as a learning tool as well as a motivator and a sensory break.
- Staff members recognise each child's motivators and use these to enhance the learning experience for each child. E.g. a child may be particularly motivated by music or a specific toy and will earn access to this.
- We continuously model appropriate social communication skills. E.g. to gain someone's attention, students are encouraged to raise their hand and say excuse me using the teacher's name.
- We provide choice-making opportunities, such as:
 - Choosing bag: this rewards acknowledgement of behaviour while also providing a sensory break
 - Playground symbols: create opportunities to choose activities in the playground from a choosing board which also promotes task completion
 - Choice of activities e.g. 'We're doing writing and colouring. Which do you want first?'
 - Choosing which sensory activity from the Alert Chart
 - Encouraging children to make 'good choices' with regard to their behaviour
 - Choosing what they want to eat at snack time
- Playtime provides opportunities for:
 - Role play (kitchen area, pretend food, dress up)
 - Gross motor skills e.g. negotiating stairs independently
 - Exploring outside environment (sand play, flowers, scooters, group games, tyres, garden beds)
 - Sensory breaks and sensory motor activities e.g. Construction
 - Quiet (book) time, Social skills, Sports/group play
 - Generalisation of learned skills
 - Turn taking, Sharing
- During Play children are encouraged to interact with peers and to invite a friend (not an adult) to join an activity.
- Each lesson is planned to incorporate whole-group, small-group and individual learning. During lessons individualised data is collected.
- Support staff are positioned behind the children in lessons – this provides minimal distractions and focuses attention to the lead teacher. This also provides the opportunity to apply individualised behaviour plans and facilitates peer learning/interaction as the adults do not obstruct the children from their peers.
- Children are positioned in classroom in relation to each other according to their needs and abilities
- Teachers, therapists and TAs have opportunities to lead and support classes promoting and understanding an awareness of each other's roles. This is central to our collaborative approach. This means that staff are continuously learning from each other and implementing each other's curriculum and targets consistently and throughout the school day.
- Staff tailor their delivery to each student according to their individual needs and preferences. E.g. voice volume, tone, expression, pitch, gestures, use of language and processing time.
- Staff use clear, simple, differentiated language to aid children's understanding, tailoring the way they use their language to the individual child. e.g. which one is red? Vs. give me red?
- Children are encouraged to expand their language. This is achieved through strategies such as; giving an expectant look, saying 'tell me more' or 'use a sentence' and modelling correct productions.
- Staff model and emphasise the correct speech and language targets if a child makes an incorrect production.
- Staff provide pauses to allow for the processing time each child requires in order to respond and also to test a child's knowledge.

- Children are encouraged to initiate communication with staff and are provided with opportunities and communication temptations (e.g. placing a desirable item out of reach so they child is encouraged to communicate) for this occur.
- Familiar, repetitive language is used to instil concepts and aid learning.
- When using verbal prompts, staff may provide a cue rather than an instruction (e.g. wash your hands vs. it's lunchtime/what's next?) to encourage independence.
- Staff are mindful of our children's understanding of language. E.g. When relaying information to another staff member in front of the child, staff involve the child in the discussion.
- Staff acknowledge communication attempts and support the children in expressing themselves.
- We create opportunities to explore different out-of-school environments and increase their knowledge and understanding of the world including:
 - Road safety and awareness
 - Identification of pedestrian traffic lights and their meanings
 - Stranger danger
 - Modelling of appropriate social greeting when meeting new people
 - Navigation of obstacles and uneven surfaces
 - Appropriate interaction with animals
 - Life preservation, swimming techniques and skills
 - Identification of weather conditions
 - Using money
 - Meanings of signs in the environment
 - Life skills – shopping, catching a bus, where to wait, behaviour in public
 - Sponsored Walk - Children were given the opportunity to raise money for a charitable cause in a way that was suitable to their own abilities.
- We visit Holland Park School, a mainstream Secondary school, weekly. The main aim of this visit is for swimming at the school's pool. However, this visit also addresses some children's anxiety issues by encouraging them to tolerate busy, noisy environments, as well as developing social conduct, social skills and interaction. The visit facilitates communication with other people to make themselves understood to unfamiliar communication partners.
- Teaching health education, such as:
 - Washing hands after interacting with animals, after going to the toilet and prior to meal times
 - Stretching prior to exercise
 - The benefits of regular exercise, and its effects on the body (e.g. breathing rate, heart rate, perspiration)
 - Awareness of healthy eating, food groups and food pyramid, how food gives us energy, and helps us grow
- Interaction with inclusive technology to improve body awareness (e.g. Timocco), improve balance (e.g. Nintendo Wii) and support learning (e.g. Smart Board, iPads)
- All lessons integrate numerous areas of learning. For example, Food Technology targets:
 - Phonics and numeracy
 - Topic and curriculum-related recipes
 - Crossover between topic-based learning and hands-on learning
 - Knowledge of the world 'where food comes from?', 'food groups'
 - Self-care skills, fine motor skills, bilateral integration and coordination, communication and speech, sensory processing, attention, following a sequence of instructions to complete a recipe, listening, turn taking, waiting, and peer observational learning.
- We explicitly deliver cross-curricular learning.
 - Other areas where we promote literacy include:
 - Snack time/playground, therapy sessions (OT shoe case on the wall containing sensory-motor objects and letter to match, 'Read Write Inc.' cards and spelling/sight words used for visual-vestibular challenges on wall), horse-riding, PE, food tech, sensory circuit, ICT, music, syllable clapping throughout the school day.
 - Other areas where we promote numeracy include:
 - ICT, measuring in food tech, counting food items in snack, waiting in lift, therapy sessions (e.g. number cubes, number beanbags, shapes, colours, number puzzles), choosing time, music, counting down time in the playground backwards and forwards ,physical activities (e.g. counting bouncing, hops, skips, jumps etc.).
- We deliver a topic -based learning program and resources are varied according to the chosen half-termly topic. (E.g. ancient civilisation theme, children were counting mummies, sphinx, etc.). This varies the materials the children are using even when the activity remains the same, which keeps the children motivated, whilst also exposing the children to knowledge and vocabulary about a given topic.

- Reward systems in place to offer praise for desirable behaviour/performances and redirect children away from undesirable behaviours.
- We increase and reduce our levels of prompting in situ, by implementing a prompting hierarchy. E.g. Expressive – receptive – matching. Staff members are constantly responding to the individual needs of each child in the moment by adapting presentation and grading level of support with awareness of the need to reduce and eliminate these supports.
- A generic reward system (tick/cross chart) is used in all classes through which students work toward earning a specific reward (choosing time). Crosses are used to target particular behaviours identified in individualised behaviour management plans and have different consequences for each child meaning that these are individualised per class/per child.
- Positive verbal praise, stickers, reward charts (token economy used in whole class is individualised to each child e.g. a particular child must get 5 ticks to receive choosing), choosing bag, shopping tokens or loss of same.
- For outstanding work/behaviour and acts of kindness children receive a “shopping token” card. For significant unwanted behaviours a child can lose a shopping token. These tokens are recorded in the staff share and detail how the child achieved the award/why the child can lose a token. They then take this to the post box outside the Headteacher’s office to post. The items they can ‘purchase’ with their shopping tokens remain in view below the post boxes in order to keep students motivated and to encourage them to save up their tokens for higher price and more rewarding items. The focus remains on rewarding of good behaviour and the positive outcomes of this whereas undesirable behaviours are addressed, explained why they are unacceptable and then ‘finished’.
- We review every child’s progress, achievements and behaviour and modify Individual behaviour plans accordingly once a week during staff meetings and more often if necessary.
- We facilitate excellent communication between school and home through:
 - Home programmes, recommendations and advice to support student’s development from therapists to ensure transfer in areas of focus.
 - Manual Handling training for parents, carers and staff
 - Education in use of equipment (specialised seating systems, leg splints, communication devices)
 - Home assessments are completed if necessary with recommendations provided about adaptations/modifications and sensory diets.
 - Liaising with parents/other professionals and attending community appointments in order to support parents
 - Information that is provided about community activities and working with external agencies to support the student and family
 - Training from care staff regarding the administration of medication delivered to staff members
 - IEP meetings with parents every three weeks, allows us to update parents regularly, take action, highlight areas of progress using GAS (Goal Attainment Scale) goals ensuring frequent interaction with parents. This encourages regular communication and develops a stronger relationship with parents.
 - Home school diaries (daily), homework, emails, daily photos and termly reports.
 - Weekly newsletter is used as a communication tool between parents and school to highlight weekly topic and activities and celebrate the children’s learning
 - Weekly achievements lists are compiled by all teaching staff and provided to parents to highlight progress, developments and achievements.
- We hold an annual Sibling’s Day event which allows our children to proudly share their school, and the activities they do in school, with their siblings. This is also beneficial for the siblings as they have the opportunity to meet other children who have siblings with special needs.
- Individualised talents and strengths are explored through music, dance, drama and sport. We nurture individual talents and areas of interest even when it falls outside the curriculum.
 - Music: some students are learning how to play particular instruments and instruments are adapted as required.
 - Dance: The school holds dance performances during the year for families to attend. Some students are provided with opportunities for a solo dance performance.
 - Drama: All students actively participate in the school play with different roles allocated based on children’s strengths.
 - Sport: Children are given opportunities to learn a variety of different sports (e.g. throughout one academic year, children will practise up to six different sports/disciplines). If one child shows a strong interest in a particular sport, staff members are willing to assist parents to find opportunities within their communities to encourage and enhance this.
- An annual School Sports Day and Family Fun Day is held which offers the opportunity for our children to demonstrate the sports skills they have learned through the year and for children, staff and families to come together for an end-of-academic-year celebration.

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- Every Friday morning is dedicated to dance, drama and music. An external drama and arts company (Artis) leads these lessons supported by our staff. In addition to this a Music Therapist/Music Teacher offers individual lessons to students in an instrument and/or singing. These provide opportunities for our children to:
 - learn about different creative arts
 - creatively express themselves
 - Practise for twice-yearly drama performances to which parents/siblings/carers are invited.
- Assemblies occur twice a week giving students the opportunity to share what they have done. The Monday assembly focuses on and enhances both communication and listening skills. 'What did you do over the weekend?' homework encourages children to recall and share what they did over weekend. During the week students are given opportunities to prepare for the Friday Celebration Assembly where they present the work they have learning that week in an area of study. Assemblies are used as an opportunity to celebrate children's successes in and out of school as well as reinforcing positive behaviour using the Shopping tokens.
- In Reflection at the end of the day students are asked what their favourite part of the day was, giving them the opportunity for recollection and self-reflection as well as improving communication and listening skills through sharing information. The children participate in the school prayer. This provides a calming period for the children to wind-down after a busy day.