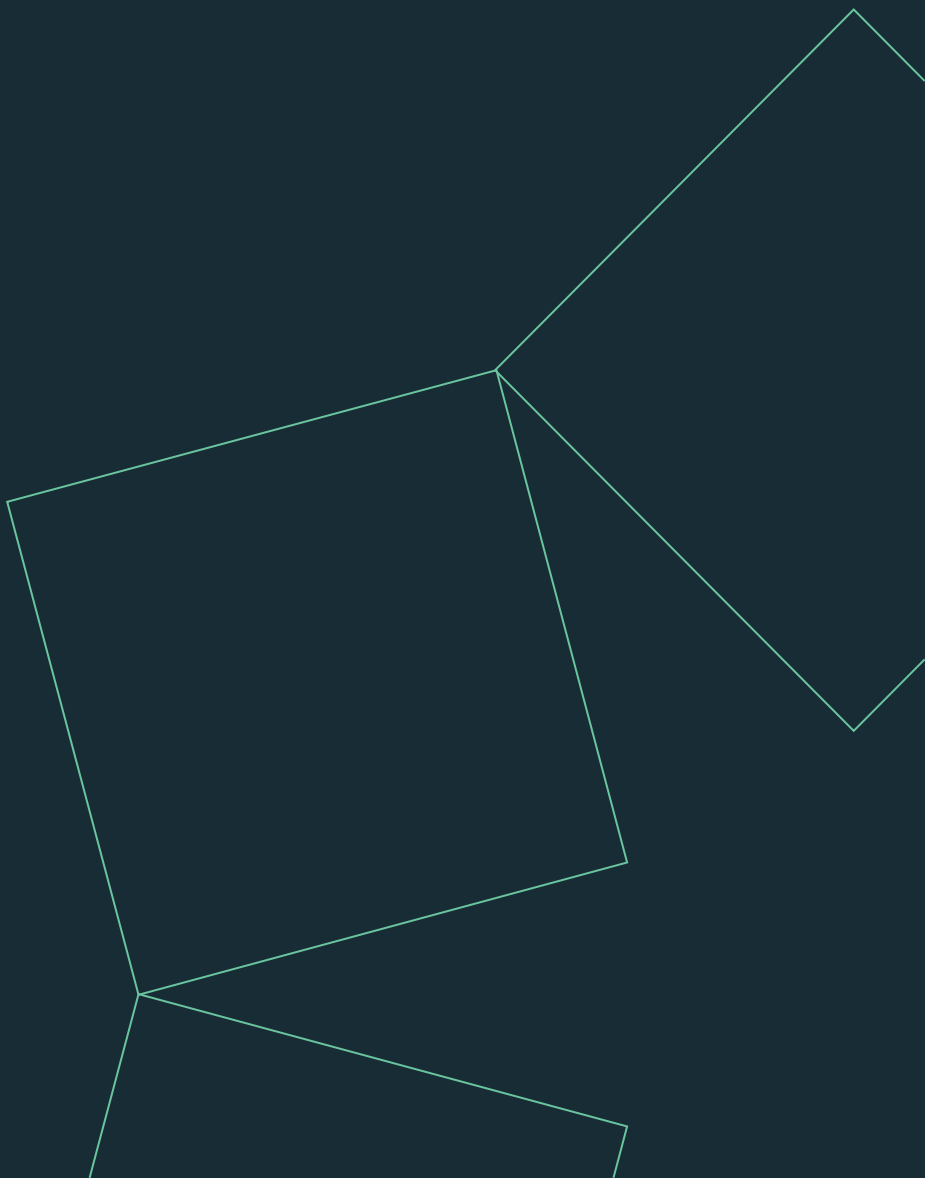
OFG Education

Hillingdon Grange SCHOOL

Hillingdon Grange School Curriculum Policy



Document History

Version	Comments/amendments	Name	Date
1.0	Re-formatted, updated and re-issued.		January 2025
1.1	Updated for curriculum changes		May 2026
1.2			

"In special education, there's too much emphasis placed on the deficit and not enough on the strength."
Temple Grandin

Contents:

Introduction and Intent	**4**
Implementation	**7**
Pathways	**12**
Therapeutic Approaches	**20**
Impact	**23**

Introduction

The purpose of this document is to provide a comprehensive overview to share with staff, governors, other professionals, families and other interested stakeholders.

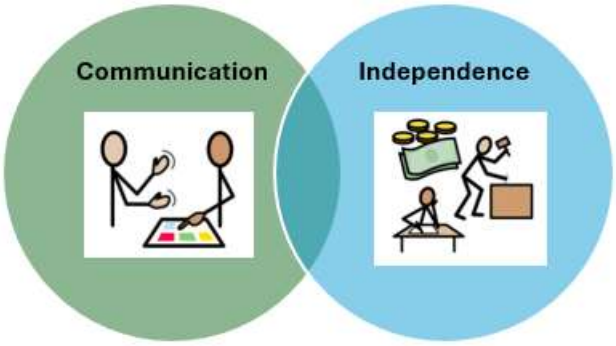
The document incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Hillingdon Grange.

INTENT

At Hillingdon Grange School Primary (specialist provision), we envision a vibrant learning environment where every learner is empowered to discover their unique voice and develop the confidence to express themselves authentically. Our curriculum aims to cultivate a culture of independence, where learners are encouraged to take ownership of their learning and actively engage in self-directed learning experiences.

Through a supportive and inclusive environment, we prioritize the development of effective communication skills, fostering the ability to articulate thoughts, collaborate with others, and navigate diverse perspectives. By nurturing independence and communication, we prepare our learners to thrive ensuring they are equipped with the skills and confidence to succeed in their future endeavours.

Curriculum Aims and core principles:



Communication:

Communication is fundamental to everything we do. In order to meet the needs of all our students, we believe that without the ability to listen, attend, express, understand, socialise or interpret, they will not succeed in life. We therefore include Communication as one of our aims that underpins everything we do.

Independence:

When our students develop their communication skills, it is our responsibility to then ensure they have meaningful, consistent and multiple opportunities to independently display their learning. This can be in class, at home or out In the community, but our aim is to ensure that all students are as independent as possible, in all aspects of life, not just in school.



At Hillingdon Grange, our curriculum is designed to ensure:

- There are appropriate sequences of connected learning for all students
- Students have clear pathways upon which they can move through, with inbuilt flexibility to ensure appropriateness of challenge
- Each pathway has clear endpoints and revision cycles to ensure that learning is embedded into long term memory
- Knowledge and skills are clearly identified within each area, with clear steps to milestones or endpoints, as well as links to more challenging pathways' outcomes
- All learning is linked back to Communication and Independence

Ultimately, our curriculum is holistically minded, continuously evolving to ensure that it is:

Personalised	Engaging	Knowledge rich	Adaptable	Holistic
•Does it reflect the profile and characteristics of our learners?	•Does it consider student interests, strengths and needs?	•Does it enable understanding of the world they will live in? •Does it give them real-world opportunities?	•Is it agile? Can it be flexible in order to meet growing needs or external factors? •Does it enable the need of all students to be met, including those who require temporary or sustained adaptations?	•Does it view each individual as a whole, and link learning across all opportnuities?

Implementation

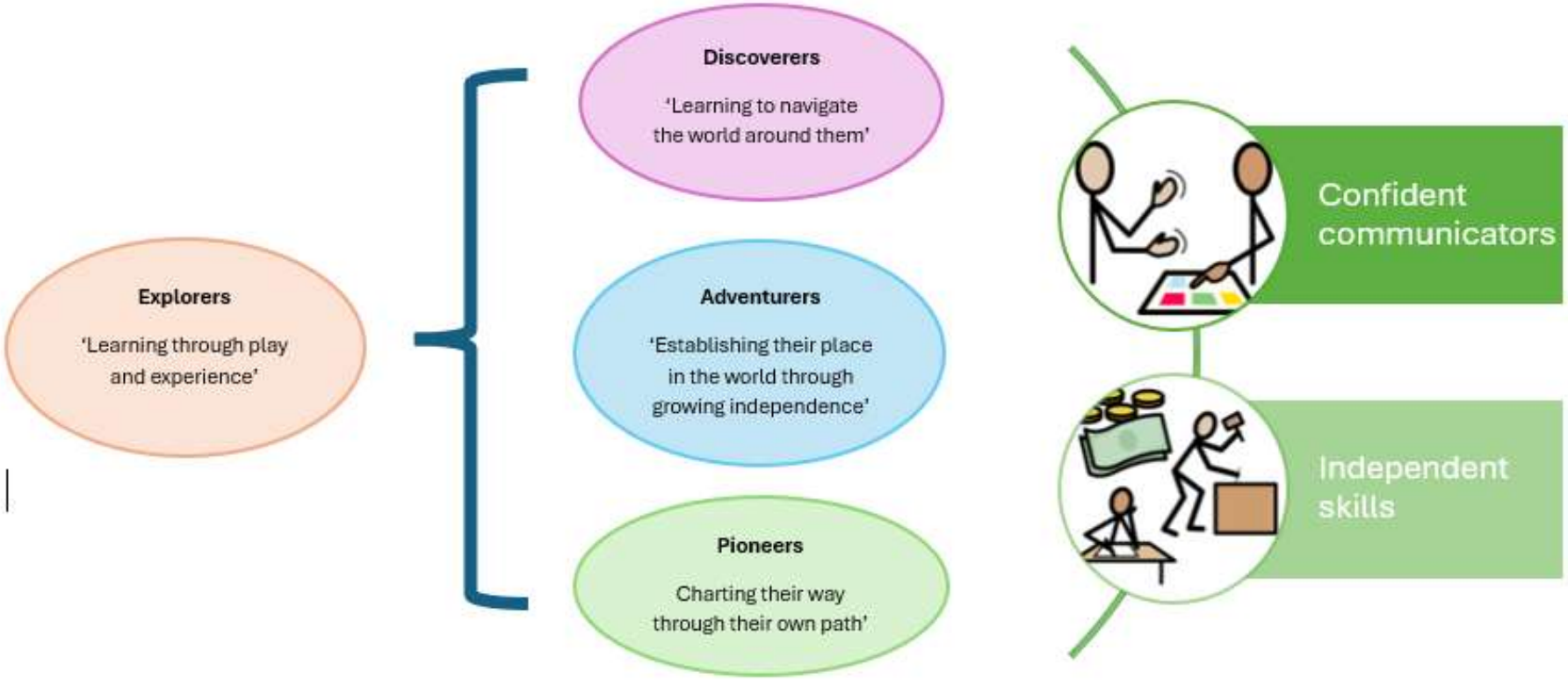
Fundamental British Values

At Hillingdon Grange School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at the school. They are also explicitly taught through assemblies, through the students taking an active role in the school council. The latter focuses on removing social barriers to being a fully functional and active citizen: developing friendships, managing conflicts, understanding responsibilities, establishing healthy boundaries and co-existing in a diverse and fast-paced society.

Curriculum design

Our Pathways:

Our curriculum pathways are designed to provide a flexible structure to ensure that our students have appropriately challenging targets, access to developmentally based learning opportunities and be grouped with similar peers as part of a best fit model. Each pathway is defined by different student characteristics (as described below) so that our longer-term ambitions and aims for each and every student remains in focus. Students can access learning within different pathways as appropriate to them, for example, a student may primarily fit within the Discoverers pathway, but can access Maths based outcomes within the Adventurer pathway. Regular and routine moderation ensures that learning is consistently appropriate and challenging for all students.


Explorers
'Learning through play and experience'
Discoverers
'Learning to navigate the world around them'
Adventurers
'Establishing their place in the world through growing independence'
Pioneers
Charting their way through their own path'
Confident communicators
Independent skills

How our pathways work:

For most students, they will start their learning journey at Hillingdon Grange in EYFS/KS1. The entry point to our curriculum is our Explorers Pathway – where students begin to learn about the world around them, form relationships, develop communication, regulation and learning strategies. At the end of Key Stage 1, students transition to either Yiewsley or Upton Grange Schools, where they are then placed into appropriate pathways, based on the robust and careful assessments taken place during EYFS/KS1.

<table>
<tr><th colspan="2">Entry Point</th><th>Key Stage transition</th><th>Joins pathway based off assessment as an Explorer</th><th>Exit point</th></tr>
<tr><td colspan="2"></td><td></td><td>Discoverer</td><td></td></tr>
<tr><td>Student joins Hillingdon Grange in EYFS/KS1</td><td>Attends at Colne Grange (Explorers Pathway)</td><td>Transitions to either Upton or Yiewsley Grange for KS2</td><td>Adventurer</td><td>Transition to secondary school</td></tr>
<tr><td colspan="2"></td><td></td><td>Pioneer</td><td></td></tr>
</table>

Our pathways follow a best fit model. We recognise each and every child as a unique individual. Therefore, we maintain the flexibility to ensure that all students are appropriately challenged. For example, a child may be identified as on the Discoverer pathway, due to their communication and levels of sensory regulation. However, in Maths, they may be accessing Key Stage 1 outcomes in Number. The sequencing and construction of our curriculum enables staff to identify and recognise next steps.

For example:

Student A is a Discoverer. However, they are able to work on Adventurer level outcomes for Maths Number. Here are how the pathways build upon each other, enabling access to challenge:

Maths Number -					
Pathways	**Step/s**	**Step/s**	**Step/s**	**Endpoint**	**Link to next pathway**
Explorer	Shows an interest in number songs and rhymes	Understands the concept of 'one'	Matches numeral and quantity correctly up to 5	**Matches numeral and quantity correctly up to 10**	***Have a deep understanding of numbers to 10, including the composition of each number***
Discoverer	**Revision point:** Counts objects accurately to 5. Recognises numerals to 5. Begins to show awareness that numbers can be made up of smaller parts.	Counts reliably to 10 and matches quantities to numerals. Demonstrates understanding that numbers to 10 can be composed of smaller numbers (e.g., 5 is 3 and 2). Uses objects or visual representations to partition numbers.	Demonstrates a deep understanding of numbers to 10. Confidently explains the composition of each number to 10. Flexibly partitions and recombines numbers to 10 in different ways.	***Have a deep understanding of numbers to 10, including the composition of each number***	**Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number**
Adventurer	**Revision point:** Counts from 0 or 1 to 50 using speech,	Counts back from 50 to 0 or 1 using speech, sign or by	Counts forward from any number given	**Count to and across 50, forwards and**	**Count to and across 100, forwards and**

	sign or by ordering number visuals	ordering number visuals	Counts backward from any number given	**backwards, beginning with 0 or 1, or from any given number**	**backwards, beginning with 0 or 1, or from any given number**
Pioneer	**Revision point:** Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number	Counts back from 100 to 0 or 1 using speech, sign or by ordering number visuals	Counts forward from any number given Counts backward from any number given	**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**	*Continued extension of National Curriculum*

To further illustrate, a child who is a Discoverer would easily be able to have appropriately challenging outcomes set at an Adventurer level, within the realm of Maths Numbers, so that there is that flexibility and adaptability to meet student needs. Each pathway also has a 'link' to the next pathway so that there is an ease of accessibility for staff to do.

As part of our ongoing curriculum evolution, we aim to ensure that every learning subject and opportunity can be linked back to Communication (Attention, Understanding and Expression) and Independence. Our approach to each subject is described below:

Core Subject areas			
English and Communication We aim for all students to be able to functionally ***communicate***, through their preferred method. We aim for all students to be able to read and ***express*** their thoughts and ideas through their preferred written strategy.	**Maths** We aim for all students to be able to functionally apply their ***understanding*** of Mathematics, so that they can be as ***independent*** as possible in life.	**PSHE** We aim for all students to have the knowledge of how to be healthy, be it physically, mentally or medically, so that they can ***communicate*** functionally in a range of environments and apply their knowledge as ***independently*** as possible.	**Science** We aim for students to ***understand*** the world around them, so that they can ***communicate*** what they observe as well as ***understandin***g and ***independently*** experiencing the natural world.
Foundation Subjects			
Topic (inc. Geography, History and RE) Topic is an opportunity for students to learn about the world around them, be it being able to functionally ***communicate*** about and within the community or being able to ***independently understand*** events in the past, present or future.	**ICT** ICT is embedded into everyday life. Be it supporting students' ***communication*** through digital AAC devices or providing access to different technologies that enable ***independence***, our ICT offer continues to try and adapt to an increasing tech dependent world.	**Art and DT** Art enables our students to ***express*** their thoughts, ideas and concepts through a range of different mediums, allowing them to ***independently*** explore a range of interests and activities.	**PE** PE provides students with the skills to ***express*** movement with their bodies, whilst also enabling them with the opportunity to learn how to move their bodies in different ways, take part in activities as part of a team and learn ways to stay healthy as ***independently*** as possible.

Enrichment			
Forest School	**Dance**	**Cooking/Life skills**	**Community Trips**
Forest School enables students access to ***engage*** with, ***understand*** and experience the natural world – learning a variety of ***independent*** skills.	Dance enables students to ***express*** their ideas through movement and gain confidence and ***independence*** through performance.	Cooking and life skills helps enable students to be as ***independent*** as possible in different everyday scenarios, whilst supporting their ***understanding*** of different events.	Community trips are a vital activity that ensures that all learning goes beyond our school 'bubble' – providing opportunities for students to ***communicate*** and ***independently*** access their community.

Core subjects:

English, Maths and Communication are delivered by class teachers through an individualised approach that follows our pathway frameworks. Communication targets are also reflected in student PLG targets and interweaved throughout all learning activities.

PSHE is delivered through a range of weekly activities, including Circle Time, Assemblies and through daily, in the moment interactions and opportunities to teach. We currently track progress for PSHE through our PLG targets. Science forms part of our topic map (see below).

Foundation subjects:

Foundation subjects are delivered through our half termly targets, based on 3 themes (see below). PE is taught on enrichment days and is supported through close ties with our clinical team. Where possible, links to appropriate topics are made.

Topic Map *(as of Summer 1 2526):*

The rationale for our chosen themes is detailed below. Our themes are continuously evolving to enable our students to have the broadest possible experiences and learning at school. Our topic cycle is repeated depending on site, with themes staying the same but topics, or focus of topics changing. For example, at Colne Grange, where students would typically spend 3 years, the themes below would repeat, however, the topics may have a different focus.

Themes	Topic sets	Subject links
All about me All about me ensures that our students get the opportunity to learn about themselves, the people around them, transitions they face and most importantly celebrating who they are. Through this theme, students are prepared for life by learning how to communicate with different people in a range of different situations, whilst also learning about how to stay safe within the community.	People who help Transitions	PSHE PE ICT History Science Art
The World around me The World around me enables students to understand a range of phenomena around them, be it living things such as animals, different environments and what helps things grow. This theme also ensures that students learn about the climate and how they can be responsible citizens in a global climate.	Location, Location Animals All things grow Water Look up! Recycling and reusing	PSHE PE ICT Geography Science Design and Technology
Enterprise Enterprise is focused on student's taking part in designing, creating, making and sharing/selling products or design's that they have made. It promotes a range of key skills, in addition to communication and independence, but also teamwork, trial and error and appropriate use of technology. Enterprise is also firmly grounded in inviting our community into school, so they can also celebrate student's work.	Dragon's Den and Market Design competitions	PSHE PE ICT Art Design and Technology Science Early Careers History and Geography

Relationships and Sex Education

Please see RSE policy

Therapeutic approaches

When deciding on each pathway consideration is given to where the child is positions on the therapeutic pyramids.

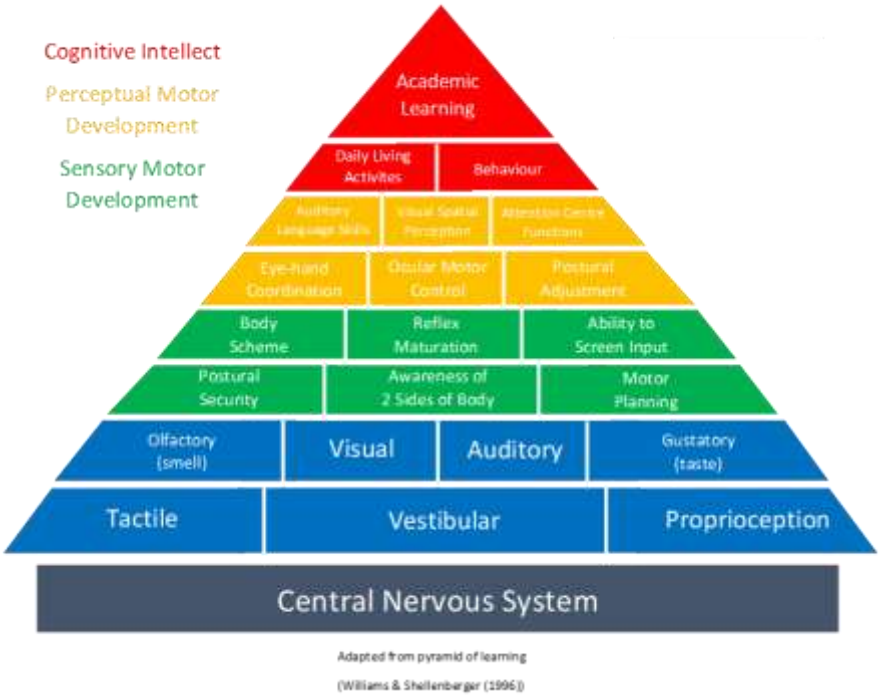
Communication and interaction



Psychotherapeutic



Sensory and Physical



Behaviour Support Plans

Wellbeing Support Plans (BSP) are developed alongside children to identify their likes/dislikes, preferences and strategies for emotional regulation. Hillingdon Grange school follows a Zones of Regulation informed approach and children have regular input and opportunities to explore their own emotional wellbeing. See Behaviour Policy for further details.

Assessment for Learning

Good assessment for learning in the classroom can enhance progress, engage children and help them become more accomplished learners. At Hillingdon Grange School, we use strategies such as clear objective setting; making objectives clear through discussion; written (learning objective/intention clearly written on the board at the beginning of each lesson) or picture prompts around the room and/or in children's work; revisiting of objectives in relation to tasks and activities that punctuate the lesson. Learning objectives are contained in staff weekly planning and relate to the relevant curriculum framework steps. Success criteria, where appropriate for a given class group, can be used to help children to see where their learning fits, in terms of the bigger picture.

Children take an active role in self-assessment and have a regularly opportunity to reflect on their own learning. Best practice would demonstrate children having the opportunity to evaluate their own work, using assessment criteria (children might know this as success criteria or learning objectives/intentions). Plenary discussions, where appropriate, should allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what next steps they need to follow.

Impact

As part of the school's curriculum development process, a variety of existing curricula were examined so that informed decisions could be ma