



Oliver House School Curriculum Policy Booklet

Contents

	Page No
1. Introduction	2
2. Curriculum Pedagogy	3
3. Intent: What are we trying to achieve for our pupils through our curriculum?	4
a) Curriculum Objectives	4
b) Core Curriculum Offer	5
c) Curriculum Pathway Structure	5-6
d) Planning Expectations	9
e) Legislation and Guidance	10
f) Promoting Equality and Diversity	10
4. Implementation: How our curriculum is implemented	11
a) Curriculum Implementation and Personalised Curriculums	11
b) Teaching Implementation at Oliver House School	12
c) Themes and Cross Curricular Links	12
d) Accredited Offer	13
e) Accredited Enrichment Offer	14
f) SCERTS	15
g) Cultural Impact of School (Implicit Curriculum)	17
5. Impact: How do we measure impact and what difference our curriculum makes for our pupils?	18
a) Approaches to Monitoring Impact	18
6. a) Effectiveness of learning; attainment and progress	19
b). Effectiveness of curriculum on preparation for next stage of education and life	19

Introduction

Oliver House School is an independent specialist school for boys and girls aged 6 to 19 who have mild, moderate and severe autism and associated complex learning needs, challenging behaviour and/or associated anxiety.

Our school offers a warm and welcoming environment where a positive education allows all pupils to experience success. Our ethos is the belief that a positive, supportive and achieving culture is essential for creating an outstanding school that meets the needs of young people who have previously had negative school experiences. We believe pupils need an understanding environment in which to rediscover success, self-belief and re-engage with learning.

At Oliver House School, we provide a day school. In addition, some of the pupils reside in children's homes which provide welcoming and homely environments, which can accommodate young people for up to 52 weeks of the year depending on individual need. All of the pupils referred to the school require a Education Health & Care Plan.

The school is located in a refurbished building close to local shops and amenities in the Chorley area of Lancashire. The environment helps to create a calm and restful location for pupils with autism, who may experience challenging behaviours and associated anxieties. Our school offers highly individualised curriculums and learning environments, often including individual classrooms, small group rooms and larger classrooms, sensory and light rooms, spa zone, walled garden and a sensory integration room.

Our school enables pupils with autism to:

- Learn how to manage their behaviour and cope with anxieties
- Access a positive educational experience
- Develop strategies to manage everyday living
- Develop independence, social and communication skills
- Become empowered to make their own appropriate choices in life

Curriculum Pedagogy

At Oliver House School we offer a coherently planned curriculum, this is underpinned by a therapeutic approach and offers a balance of teacher led and enquiry-based learning. We have a strong ethos on developing speech, language, and communication skills, we value pupil voice and provide a curriculum which promotes oracy skills.

There are opportunities for personal development and preparation for adulthood built into the curriculum. There are exceptionally high aspirations for all of our pupils and these aspirations are achieved through the delivery of a bespoke curriculum; one which is inclusive of pupil's interests, promotes independence and problem-solving skills, yet nurtures creative thinkers and inspires passive learners.

Intent

a) Curriculum objectives

At Oliver House School, we provide the following:

- A broad and balanced education for all pupils - coherently planned to meet the highly individual needs of all our learners. For pupils who are able to access some independent learning (even with a high level of support), this education is based upon the National Curriculum, Social Communication Emotional Regulation Transactional Support (SCERTS) and accredited courses.
- A curriculum that is continuously evolving to address the diverse needs of our pupils on roll, which is underpinned with personalised curriculums and individual timetables.
- A therapeutic curriculum delivered by specialist teachers and supported with therapeutic programmes written by our on-site multi-disciplinary team. This includes speech and language therapists, occupational therapists, and behaviour support input.
- Our curriculum at the centre has high expectations and is specifically designed to give pupils with autism relevant knowledge, skills and abilities to apply what they know and can do. Pupils are encouraged to achieve the best of their abilities with increasing fluency and independence.
- A curriculum that is coherently planned and sequenced towards accumulating knowledge and skills for future learning, employment, training, or other destinations as appropriate (particularly from 14-19 years). This also promotes a positive attitude towards life-long learning.
- A curriculum that provides them with the rich cultural capital they will need to reach their personal potential in life.
- A curriculum which supports pupils' sensory processing needs, physical development and wellbeing, taking as much responsibility for their own health as they can and enabling them to live an active and healthy lifestyle.
- A curriculum which develops respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender, or creed, within a framework of

equality of opportunity and a framework which is underpinned by British values.

- A curriculum which considers the physical and mental health of pupils, it is carefully considered, and appropriate learning opportunities are identified to ensure pupils are effectively supported, so that they can apply their skills and knowledge throughout school and in later life.

b) Core Curriculum Offer

At Oliver House School pupils are delivered a curriculum which is broad and balance, one which aims to develop both skills and knowledge, whilst focusing on the individual needs of pupils and their personal development.

Therapy curriculum based SCERTS	National curriculum subjects	Core Curriculum	Accredited courses	Enrichment accredited courses	Personal development
<ul style="list-style-type: none"> • Social Partner Stage • Language Partner Stage • Conversational Partner Stage 	<ul style="list-style-type: none"> • English • Mathematics • Science • Computing • History • Geography • Art and design • Physical Education/development • R.E • PSHE & RSE • Music 	<p>Key stage 1/2/3/4 receive a balance of</p> <ul style="list-style-type: none"> • Thematic approaches- inclusive of SMSC and cultural capital links throughout • Discreet teaching of some subjects • Project and Enquiry based learning • Teacher led learning • 1-1 and small group teaching 	<ul style="list-style-type: none"> • AQA-pre-entry and entry level unit awards • Entry level 1,2&3 functional skills Maths and English • GCSE 	<ul style="list-style-type: none"> • ASDAN • Duke of Edinburgh (PUPILS over 14) • JASS (PUPILS UNDER 14) • CREST Science awards (Under 14) 	<ul style="list-style-type: none"> • Horse riding • Rock climbing • Cycling • Trampolining • Sensory centres • Work experience • Accessing the local community

a) Curriculum Pathway Structure

Our curriculum is organised according to the needs and aspirations of our pupils. The curriculum is designed to ensure that pupils have opportunities to reach their full potential. Due to the diversity of needs across our school, pupils are assigned a specific learning pathway to suit their cognitive, communication and social capabilities.

Forward Planning a Progressive Curriculum – identifying end goals

	Key stage 1		Key stage 2				Key stage 3		Key stage 4			POST 16		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Number of Students in each NC year														
Personal development curriculum	Oliver House Core Values Social, Moral, Spiritual and Cultural Education Enrichment activities British Values Relationships and Sex Education PSHE Financial Education													
Therapeutic curriculum	Social Communication, Emotional Regulation and Transactional Supports (SCERTS) Sensory Diets Speech, Language, and communication programmes Alert Programme													
Preparing for adulthood curriculum									Employment, Good health, independent living, friends, relationships, and community					
							Careers education							
Engagement steps curriculum (PMLD and SLD)	Pathway 1- Non-subject specific pathway- Engagement steps Curriculum focus -Exploration Realisation Anticipation; Persistence and Initiation Delivered through a thematic based curriculum Equals semi formal curriculum JASS award (Junior award scheme for schools)						ASDAN transition challenge sensory Pre-entry level AQA awards							
Progression steps curriculum (SLD and MLD 6-14 years)	Pathway 2-Subject specific pathway-Progression step Curriculum focus- English Maths Science- CREST Awards Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education Delivered through a thematic approach with NC links Equals-formal curriculum, Oliver House SOW and Lancashire schools schemes of work JASS award and Science CREST award						ASDAN transition challenge progression Duke of Edinburgh award Entry level AQA awards							
Primary steps curriculum (working at age related expectations)	Pathway 3- Age related expectations pathway-Primary steps Curriculum focus- English Maths Science- CREST Awards Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education Delivered through discreet teaching of subjects and thematic approach with NC links National Curriculum schemes of work and Programmes of study JASS award and Science CREST award						Duke of Edinburgh award AQA ELC, 1,2 3 ASDAN Short Course, PSD Towards GCSE							
GCSE/secondary steps curriculum							Pathway 4-Age related expectations pathway-Secondary steps Delivered through discreet teaching of subjects National Curriculum schemes of work Exam board schemes: AQA, WJEC ASDAN PSD, Short Course GCSE's					Transitions PFA		
Steps for Life curriculum (14+ GCSE alternative)									Pathway 5- Functional skills pathway (14+) - Steps for life Curriculum focus- English Maths PSD (including Sex & Relationships) Digital Skills Life skills: Food Self-Care Independence Travel Employability Skills: Choosing a Job Getting a Job Rights Workplace Skills Workplace Routines Thematic approaches for KS4 # Duke of Edinburgh award ASDAN Transition Challenge (SLD) ASDAN Personal Progress (MLD) AQA unit awards					

Pathway 1- Non-subject specific pathway- Engagement steps

Pupils on Pathway 1 are not yet ready to access formal learning or a subject specific pathway. These pupils are typically on Social Partner stage in SCERTS and as they journey from primary to secondary age, Pre-entry level Certificates are made available for them to access.

Who will access this pathway?	Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulty (PMLD) population or pupils who are not yet engaged in subject specific learning
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What will be accessible through this pathway?	Thematic approaches linked to Engagement steps Child led learning JASS SCERTS-therapeutic approaches
Which assessment framework?	B Squared Engagement steps Cognition and learning Communication and interaction Social, Emotional and Mental Health Sensory and Physical
Which schemes of work link to this pathway?	Equals-semi formal curriculum OHS SOW

Pathway 2-Subject specific pathway-Progression steps

Pupils on Pathway 2 are not progressing at age related expectations, however, are ready to access a subject specific curriculum with links to the National curriculum. These pupils are on Language Partner stage in SCERTS. As they journey from primary age to secondary age, Entry-level Certificates are available for them to access.

Who will access this pathway?	SLD, MLD or pupils who are working below age related expectations Pupils engaged in subject specific learning Pupils aged between 6-14 years
What will be accessible through this pathway?	Thematic approaches with NC links SCERTS JASS Duke of Edinburgh AQA functional skills GCSE (foundation)
Which assessment framework?	B Squared Progression steps English Maths Science- CREST Awards Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Which schemes of work link to this pathway?	Equals-formal curriculum OHS SOW

Pathway 3- Age related expectations pathway-Primary steps

Pupils on Pathway 3 are working and progressing at age related expectations. These pupils are accessing our National Curriculum offer. Pupils on this Pathway are typically on Conversational Partner Stage on SCERTS. During progression from primary age to secondary age, GCSE options are available for them to access.

Who will access this pathway?	Pupils who are working at age related expectations within primary years
What will be accessible through this pathway?	Thematic approaches with NC links SCERTS JASS
Which assessment framework?	B Squared Primary steps English- CREST Awards Maths Science Computing PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Which schemes of work link to this pathway?	Lancashire Professional Development Service (LPDS) (Lancashire schools schemes of work) National Curriculum schemes of work

Pathway 4-Age related expectations pathway-Secondary steps

Pupils on Pathway 4 are working and progressing at generally age-related expectations. These pupils access the National Curriculum offer and will select their options to study at GCSE including Maths and English. Pupils on this Pathway are typically on Conversational Partner Stage on SCERTS and when they reach secondary age, GCSE options are available for them to access, and plans should be made for transitions to colleges and work placements.

Who will access this pathway?	Pupils who are working at age related expectations within Secondary years
What will be accessible through this pathway?	Thematic approaches with NC links SCERTS Duke of Edinburgh AQA ELC, 1,2 3 ASDAN Short Course and PSD GCSEs
Which assessment framework?	B Squared Secondary steps English Maths Science Computing

	Health & Social PSHE (including Sex & Relationship Education) PE Art & Design Geography History Music Religious Education
Which schemes of work link to this pathway?	National Curriculum schemes of work Exam board schemes: AQA, Edexcel, WJEC

Pathway 5- Functional skills pathway (14+) - Steps for life

Pupils on Pathway 5 are not working at age related expectations. These pupils are assigned to a functional skills based curriculum with Communication, English and Maths at the heart of it. Pupils on this Pathway are typically on Language Partner Stage in SCERTS and can often access Entry level Certificates.

Who will access this pathway?	Pupils with SLD and MLD who are working towards independent living. Key Stage 4 onwards
What will be accessible through this pathway?	Thematic approaches for KS4 SCERTS Duke of Edinburgh ASDAN Transition Challenge (SLD) ASDAN Personal Progress (MLD) AQA unit awards
Which assessment framework?	B Squared Steps for life English Maths PSD (including Sex & Relationships) Digital Skills Independence Preparing Food Self-care Travel
Which schemes of work link to this pathway?	Equals-moving on OHS SOW

b) Short, Medium, and Long-Term Planning Expectations

Teachers' planning is monitored as part of Quality of Education Assurance monitoring system – See Teaching and Learning Policy.

Planning expectations include:

- Long term planning-Personalised curriculums and overview of learning
- Medium term planning-half termly schemes of work
- Short term planning-weekly learning journals

There is an expectation that all teachers plan sequenced learning opportunities for each individual, with carefully planned learning objectives and outcomes.

c) Legislation and Guidance

This policy booklet reflects the requirements of the National Curriculum programmes of study for all our learners at Oliver House School. The only dis-application is for those pupils with the most complex and multiple needs who are operating at the earliest stages of development (i.e. from birth up to 2 years). It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the DofE's Governance Handbook.

d) Promoting Equality and Diversity

There are 9 protected characteristics under the Equality Act 2010 and all schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

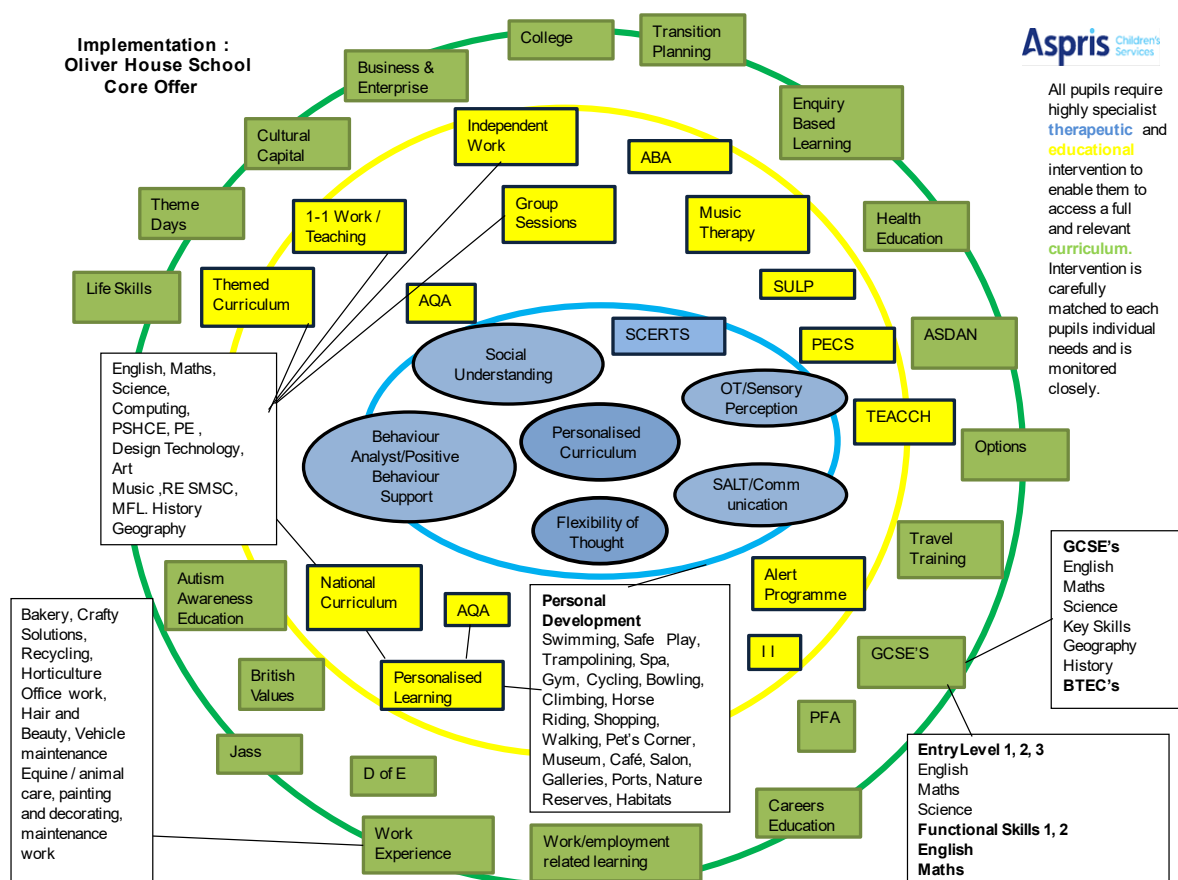
At Oliver House School, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Implementation

A) Curriculum Implementation and Personalised Curriculums

At Oliver House School our curriculum is implemented through individual personalised approaches. Each pupil has access to a curriculum written and designed with them specifically in mind.



(Example of Oliver House School personalised curriculum which is further differentiated according to individual need and pathway)

b) Teaching implementation at Oliver House School involves:

- Differentiated and personalised learning activities to match the ability and special educational needs of the individual pupil.
- Careful planning and well-structured individual, small group, and larger group lessons which may include a starter, main teaching, task and plenary section. The specific lesson structure is visually recorded on a board in written or symbol form.
- Well resourced, scaffolded resources and materials that are Dyslexia friendly including differentiated/challenging work tasks.
- Supports which incorporate a variety of verbal and visual SaLT strategies e.g. True Object Based Icons (TOBI), symbols, mind maps, blank level questioning, thinking time, talking mats, opportunities for oracy and an appropriate level of teacher talk etc.
- Staff providing consistent positive behaviour support strategies from pupil behaviour support plans. Staff are aware of pupil alert arousal levels.
- Teachers and TAs providing regular verbal and written feedback, to pupils as well as in learning journals and on pupil completed work to systematically check for understanding and acquisition of new skills.
- Tasks and activities which are stimulating, engaging and exciting whilst being appropriately challenging.
- A range of evidence-based Autism approaches for example, TEACCH approach principles which are firmly embedded into practice.

c) Implementation via themes and cross-curricular links

At Oliver House School we implement our curriculum using a thematic approach where appropriate. Teachers are expected to skilfully incorporate pupils' existing interests, whilst planning for new and exciting experiences linked to the half termly themes. Schemes of work have been written to support each theme. These include all Primary National Curriculum subjects and are typically written for pupils of all ages. These pupils would not typically be working at age related expectations (Pathways 1, 2 and 5). The maps are generic and advisory, and teachers should adapt these according to the pathway their pupils are on.

Themes may be taught in any order and over a variety of durations, this is down to the professional judgement of the phase teacher.

Magical Me	Spectacular Seaside	Helpful Heroes
Spectacular Space	Wandering around the world	Come and celebrate

In addition, there are generic Thematic based Schemes of work which are available to teachers, these are from Equals and Lancashire Professional Development Service.

d) Accreditation Offer

At Oliver House School, we offer a variety of accredited courses for all of our pupils. Accreditation offers for our pupils are an integral part of our curriculum and our school as it offers our pupils a sense of achievement and it can create further opportunities for our young people as they move onwards and upwards. In some cases, the accreditation can be personalised further; for example the British Horse Society challenge awards and Institute of Fisheries Management.

ASDAN Accreditation Offer

Transition Challenge	Sensory Pathway	Introduction and Progression					
Personal Progress	Award	Certificate	Diploma				
Short Courses	English	Science	Languages	Beliefs and Values	FoodWise	Computing	RoadWise
	Sports and Fitness	Geography	History	PSHE	Living Independently	Leadership	Expressive Arts
	Construction	Land-Based	Enterprise	Volunteering	Personal Finance	Careers and Experiencing Work	
PSD	Award	Certificate					

AQA Accreditation Offer

Unit Awards					
Pre-Entry					
English	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Mathematics	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Science	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Other subjects	Entry 1	Entry 2	Entry 3	Level 1	Level 2

GCSE Accreditation Offer

GCSEs AQA, Edexcel, WJEC	English Language	Mathematics	Statistics	Functional Skills English	Functional Skills Mathematics	Health & Social
	History	Geography	Single Science	Biology	Physics	Other

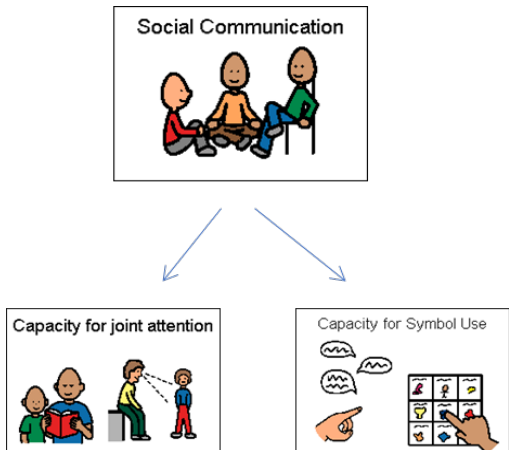
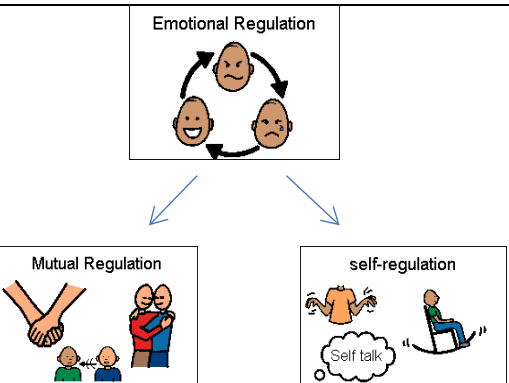
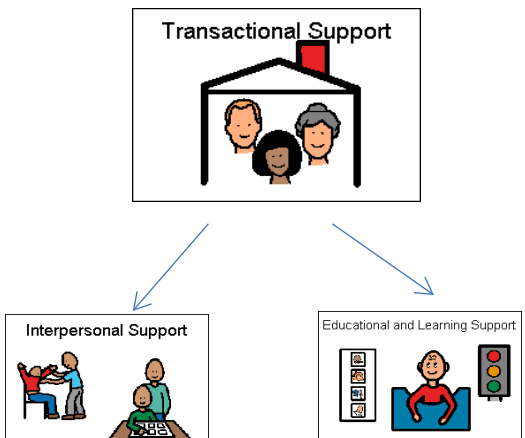
e) Accredited Enrichment Offer

JASS and Duke of Edinburgh Accreditation Offer

Jass	White	Yellow	Red	Green	Blue	Bronze	Silver	Gold
Duke of Edinburgh	Bronze	Silver	Gold					

f) SCERTS- Social Communication Emotional Regulation Transactional Support Curriculum (See SCERTS Policy)

SCERTS is an autism specific curriculum that focuses on developing pupil's communication skills, and their ability to regulate their emotions. SCERTS is assessed and progress is overseen by The OT and SALT alongside educational staff to develop specific phase and individual SCERTS targets for all pupils based on their needs and therapeutic priorities.

Term	Explanation	
Social Communication	<p>Social Communication is divided into two areas of need.</p> <p>Joint attention examines the skills required for an individual to engage with another person – to see them as a communication partner.</p> <p>Symbol Use examines how somebody represents their thoughts feelings and ideas to others – be it through the spoken word/symbols/writing/gesture/non-verbal communication.</p>	 <p>The diagram shows a box labeled 'Social Communication' at the top. Two arrows point down from it to two separate boxes. The left box is labeled 'Capacity for joint attention' and shows three children sitting on the floor, looking at a book together. The right box is labeled 'Capacity for Symbol Use' and shows a hand pointing to a grid of colorful icons, with a thought bubble above it containing a picture of a cat.</p>
Emotional Regulation	<p>Emotional regulation is divided into two areas of need.</p> <p>Mutual Regulation – examines how a child is able to remain in a well-regulated, available to learn state with the support of other people.</p> <p>Self-Regulation – examines how a child is able to remain in a well-regulated, available to learn state through the use of their own strategies.</p> <p>Both areas explore a child's ability to recover from extreme dysregulation either with or without the help of other people.</p>	 <p>The diagram shows a box labeled 'Emotional Regulation' at the top. Two arrows point down from it to two separate boxes. The left box is labeled 'Mutual Regulation' and shows two children sitting on the floor, one with their arms around the other. The right box is labeled 'self-regulation' and shows a child sitting on a chair, with a thought bubble above it containing the words 'Self talk'.</p>
Transactional Support	<p>This section of the programme examines how we support our young people in achieving gains in Social Communication and Emotional Regulation. It considers: -</p> <p>Interpersonal Supports – targets are included in terms of interaction and communication styles. The focus is on how we engage with our pupils and establish the right balance between being supportive and developing independence.</p> <p>Learning Supports – These are the specific resources and tools that we need to give our pupils in order for them to learn, engage and develop independence e.g. visual supports, sensory regulators, break strategies etc.</p>	 <p>The diagram shows a box labeled 'Transactional Support' at the top. Two arrows point down from it to two separate boxes. The left box is labeled 'Interpersonal Support' and shows two children sitting on the floor, one with their arms around the other. The right box is labeled 'Educational and Learning Support' and shows a child sitting at a desk, with a thought bubble above it containing the words 'Self talk'.</p>

Specific transactional supports are considered and incorporated into the pupils' individualised learning curriculum and timetable. These are categorised using colour (blue to represent social communication and green to represent emotional regulation).

These skills are learnt in school and then generalised into a wider range of contexts as well as activities in the community.

Pupils are profiled according to need :

- Social Partner Stage
- Language Partner Stage
- Conversational Partner Stage
-

Social Partners are learning to: -

- Enjoy spending time interacting with another person.
- Make choices of food or activities
- Make noises which have communicative intent
- Show another person when they need comfort or support.
- Take turns
- Communicate their emotions using facial expression, vocalisations and body language.

Language Partners are learning to: -

- Spend time with a greater range of people for extended periods with increasing numbers of meaningful exchanges.
- Make increasing choices throughout the day – expressing likes and dislikes across a greater range of contexts.
- Name (through oral language, sign language or picture symbols) a wider range of items, people and actions).
- To use language in a creative way.
- Engage in a wider range of play sequences e.g. construction, imaginative, turn-taking games.
- Understand and use symbols or words to express a range of emotions.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To use some appropriate self-regulating strategies.
- Ask for help
- Ask for a break

Conversational Partners are learning to: -

- Use conventional communication strategies (verbal and non-verbal) to secure attention and engage with a wide range of partners for increasing periods of time.
- To understand and use a wide range of early and advanced emotions vocabulary to describe and understand the state of themselves and others.
- Sustain appropriate conversations taking into account the rules of discourse and interaction such as, initiation and termination (i.e. how to start and stop a conversation), topic maintenance and shifting (i.e. how to stay on topic and then transition smoothly) awareness of listener knowledge and interests (i.e. being able to sift through information and read cues from others) and awareness of audience stature.
- Engage with peers in play, joint activities and projects bringing in skills of negotiation, compromise and the ability to follow rules.
- Understand and use increasingly complex language structures.
- Respond positively to regulatory strategies offered by communication partners (i.e. staff, family).
- To identify and use appropriate self-regulating strategies.

g) Cultural Impact of the School (Implicit Curriculum)

At Oliver House School we maintain a strong ethos and strive towards the following principles:

- A happy, safe, positive and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- A personalised approach to learning and behaviour (designed around meeting individual needs).

These expectations are displayed in every classroom and corridor and are at the heart of our school. Our values are positively reinforced through the school positive and proactive behaviour approaches.

These principles and expectations are consistently taught through all aspects of the formal and implicit curriculum.

Impact

4. What difference is our curriculum making for our pupils?

Impact at Oliver House School is measured and valued in a range of ways, we have high expectations of all pupils and strive for them to achieve to their absolute best ability. We measure progress in the following ways;

- Impact Document
- SCERTS
- Annual EHCP Review
- Assessment tracking – individual subjects
- Accreditation outcomes
- Standardised assessments in English- YARK and BPVS
- SALT/OT/Behaviour Assessments

We have a focus on the holistic evidence and value progress shown over time, this is gathered in the following ways;

- Subject specific 'workbooks' (pupils on subject specific pathways)
- ASDAN evidence files
- JASS files
- DofE evidence records
- Learning journals, daily learning objectives and outcomes, weekly sample of WOW work

In summary, types of evidence for ongoing use: quantitative and qualitative

- Quality of Education Document
- Pupil assessments and tests/exams
- Tracking of internal data
- Lesson observations and changes over time of the profile of teaching (1-page profiles)
- Quality assurance of Teaching and learning – (See Teaching and Learning Policy).
- Collated information (attendance, bullying, accidents, incidents, etc.)
- Observations of behaviour and attitudes towards learning, curriculum engagement
- Views from focus groups (pupils, parents, staff)
- Sampling (e.g. work scrutiny, case studies)

In addition, we highly value progress for our pupils which cannot always be measured.

6. a) Effectiveness of learning; attainment and progress;

Expected progress for pupils is defined using the learning matrix and the curriculum pathway a pupil is on in addition to their starting point and what stage of transition into school they are at.

These expectations may vary based on attendance, changes in behaviour or readiness to learn, all of these areas are monitored closely and form the data recorded in the Impact Document which is reviewed termly and incorporates a learning matrix of need according to individual barriers.

Progress data for all pupils, across all subject areas is ongoing and closely internally monitored on a regular basis. This is then reported back to teachers on a termly basis. Teachers then amend their planning accordingly to address any issues raised. If any pupils are found to be significantly below expectations, then targeted intervention work may be arranged and other factors will be investigated. English and maths are similarly externally monitored with other special schools on a termly basis.

b) Effectiveness of curriculum on preparation for next stage of education and life; (See PFA Policy)

Oliver House School works to provide a holistic and highly individualised approach to help pupils prepare for future employment and independent living by developing knowledge and skills relevant to their needs. All pupils have a personalised curriculum and work along one, or more, pathways towards their goals. The curriculum options include a wide range of accredited awards, enrichment activities, therapy sessions and life development opportunities. The personalised curriculum is frequently reviewed and amended according to progress, assessed needs and aspirations.

When pupils enter the transition period between 14-16 years they are involved, if appropriate, in the compilation of the Preparation for Adulthood flight path. This gives a synopsis of their expected journey through Oliver House School, and beyond into adulthood. The flight path is open-ended and movement is not restricted between options, however this gives a focus to the planning of the personalised curriculum for the pupil and ensures that the four Preparation for Adulthood outcomes are thoroughly embedded.

Where appropriate pupils are also introduced to the Future Steps careers program where they are provided with the information, resources and guidance needed to start to consider their future. Dedicated, individual advice and intervention helps to ensure that learners are aware of the options available and can make informed choices about their next steps.

Destinations following Oliver House School include specialist further education colleges or where appropriate local colleges, employment or apprenticeships. Specialist residential settings maybe identified as appropriate for those with more complex needs.

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	September 2023
Next Review:	September 2024