



## Hillside Specialist School & College

Providing exceptional education for all students

### Key Stage 1

At Hillside Specialist School and College we have one main pathway in Key Stage 1 – the Semi-formal Curriculum. Where a pupil is working a different level to that of their peers, they may need to follow the Creative Curriculum; this is done on an individual basis and linked in closely with the themes and topics of the rest of the class.

### KS1 Semi-Formal Curriculum

#### Intent:

To prepare pupils for the start of their academic journey at school, to teach them the skills they need to access the curriculum and achieve their full potential. To develop independence and self-help skills and to be able to make meaningful links with the world they live in and develop a sense of belonging with their school and wider community. To provide a broad and balanced curriculum highly differentiated to individual need, to ensure that pupils learn to their full potential.

#### Implementation:

At Key Stage 1, a theme or topic is provided, along with suggested learning areas. These topics link with the KS1 national curriculum where possible and the following areas provide a broad and balanced curriculum, and coverage of all subjects happens throughout each academic year:

Maths, My Art, My Drama, My Communication, My Independence, My Dance, My Music, My Thinking and Problem Solving, My Physical Wellbeing, The World About Me.

Multi-sensory lessons, varied teaching approaches and individualised activities ensures all pupils are engaged and making individual progress. Pupil progress is tracked through their PLPS and through the Pupil Centred Assessments in a holistic way, and learning follows the pupil's interests. BSquared is used to summatively assess pupils at the end of the academic year, and the steps and targets in BSquared can be used formatively by teachers in setting pupils' individual short-term outcomes and PLP targets. Pupils working at Step 8/ P5 BSquared and below will also be assessed using the Engagement Model. Pupils working at Step 8/P5 BSquared and above will be assessed using the Pre-Key Stage standards at the end of Year 2.

#### Impact:

Pupils make good progress across a variety of topics and themes, from their individual starting points.

Pupils are making good progress towards their individual ECHP Outcomes.

Pupils are given the best start to their time in school, and learn the skills needed to access the wider curriculum

Cognition and Learning	Communication and Interaction	Independent Life and Social Skills	Sensory and Physical
<p>My Thinking and Problem Solving</p> <p>Numeracy</p> <p>Literacy</p> <p>Science</p> <p>Computing</p> <p>The Word About Me (links with Humanities)</p> <p>Technology</p>	<p>Speaking and Listening</p> <p>Communication Aids- Theme boards, Communication book, PECS, Objects of Reference etc</p> <p>Intensive Interaction</p> <p>SaLT</p> <p>My Drama</p> <p>My Music</p> <p>Attention Autism</p> <p>Phonics</p> <p>Pre reading/reading</p> <p>My Communication</p>	<p>PSHE</p> <p>Cooking and Food preparation</p> <p>My Independence</p> <p>Communication Aids- Theme boards, Communication book, PECS, Objects of Reference etc</p> <p>Trips and visits into the community</p>	<p>The Zones of Regulation</p> <p>Sensory Circuits</p> <p>TAC PAC</p> <p>Outdoor education</p> <p>Art</p> <p>My Play and Leisure</p> <p>My Physical Wellbeing</p> <p>My Dance</p> <p>Sensory Diets</p>