



Hadrian School – Curriculum Model

October 2024



Rationale

The Hadrian curriculum is owned by all the staff. Philosophically we have developed a model that is rooted up, shaped and informed by best practice in the classroom, informed by research and review, in particular theory of mind, play, trauma informed approaches and encompasses a toolkit approach taking account of best practice in SEND. We use the Intent, Implementation, Impact model and aim to ensure our teaching and learning prepares our children for life, follows their interests and is functional in its application. We describe ourselves as a 'specialist school' not special, because we are the experts in our field. We consistently 'connect the previously unconnected' and understand the theory of mind that creates new neuronal pathways and ways of learning. Our focus is often on 'learning to learn'.



We still have a discreet early years approach and cross curricular themes running through our model, in particular the Thrive approach to relational support and an emphasis on celebrating every aspect of our children's hard won achievements. The model uses the following pathways;

- Sensory & Therapeutic
- Explore & Discover
- Investigate & Apply

Children experience a broad variety of fun, exciting, relevant, purposeful, therapeutic, and creative learning opportunities that celebrate each child's individual talents and personalities. We are 'outcome' driven not 'target' focused. Our children experience loving and caring staff who understand their unique, specific needs in an engaging and safe environment which enables them to learn in the ways most appropriate to their individual learning styles. Hadrian aims to make memories, we are 'in the moment', we encourage preparation for life and aim to make every child feel valued.

Parental feedback shows that their child is completely understood by us, that we hold the individual needs of every child of central importance and do everything we can to help them to thrive.

The child's learning is continuously consolidated and built-upon, always keeping in mind what is important for the child to learn and experience now in order for them to be as independent, happy, curious and confident as possible by the time they leave Hadrian.

The curriculum model is informed by pupil-voice, parental-voice and the thoughts of the multi-professional team who work with the child. We have clear aspirations for each child, incorporating what we understand they want their life to look like when they become an adult and their long-term aims reflect how we are going to get there.



Children leave feeling understood, supported, special, valued, accepted and ready for their next challenge. The curriculum is entirely flexible and teaches what is important to that child, including Maths and English where appropriate.

Our curriculum gives our children opportunities to work on their individual outcomes from their EHCP while offering broad and wide ranging therapeutic & learning opportunities.

Intent

Together, Hadrian develops Independent and Resilient Children for Life

Our children develop life skills to be as independent as possible – in turn positively impacting on their confidence and self-esteem. Children are active learners and build up a resilience to cope with change. Our curriculum is purposeful to the lives they will go on to lead after their time at Hadrian.

We develop every child's love of learning and the enthusiasm to explore their world and the confidence to 'have a go'. Children experience success as well as developing their resilience to overcome challenges. We nurture and build relationships and develop every child's emotional and sensory regulation.

Children are encouraged and taught to communicate their preferences and make their needs known at every opportunity – to be the best communicator they can be. We highly invest in CPD to ensure we are the best communicative partners they can have. It is essential that children are able to communicate their feelings as well as their wants and needs.

We develop the children's confidence and self-belief, self-esteem, belief in their ability to succeed, to go on to live safe and healthy lives.

Together, Hadrian is Creative, Broad, Challenging and Ambitious

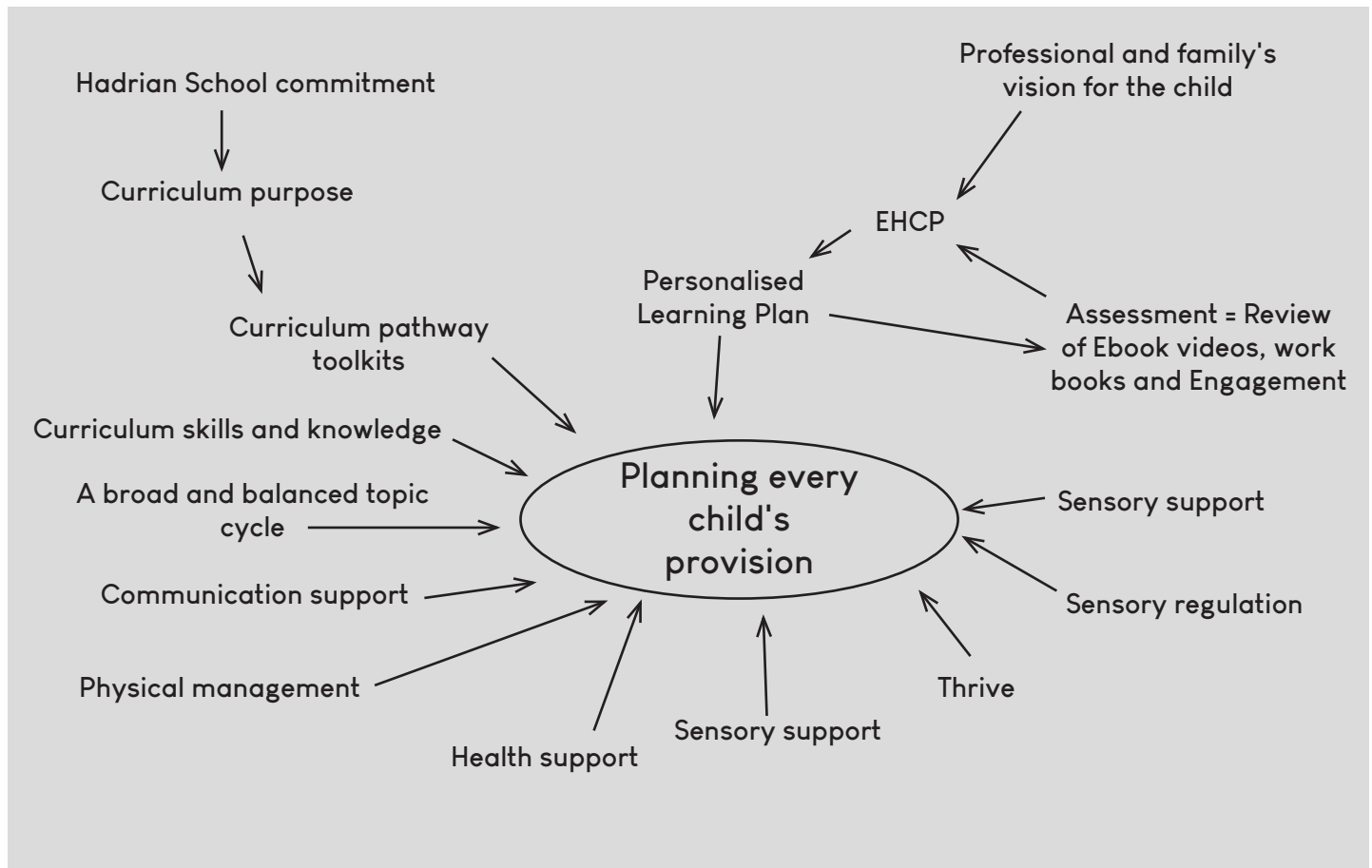
Our children experience a broad and balanced curriculum which is appropriate to their EHCP, needs, interests and passions. It is also challenging, ambitious and relevant. The curriculum is full of creativity, therapy and outdoor learning. Children are exposed to a wide range of activities to help them understand the world and enrich their enjoyment of it. We develop and nurture children's thirst for information and expose them to many new and exciting topics and experiences. The children experience being in the wider community and take part in fantastic creative opportunities such as the Shakespeare Schools Festival. They also take part in lots of real life experiences, educational visits, access first class resources and other skilled professionals.

Together, Hadrian makes Memories

We know from feedback that our children and their families look back on their time at Hadrian and smile. They have a positive learning experience that gives them happy memories while also preparing them for life. They recall staff as being patient, loving, caring, fun and enthusiastic and their learning environment as being exciting and engaging.

Hadrian is a happy place, which creates memories for life in learning and social experiences both in school and in the wider community.

Implementation



Curriculum Pathways

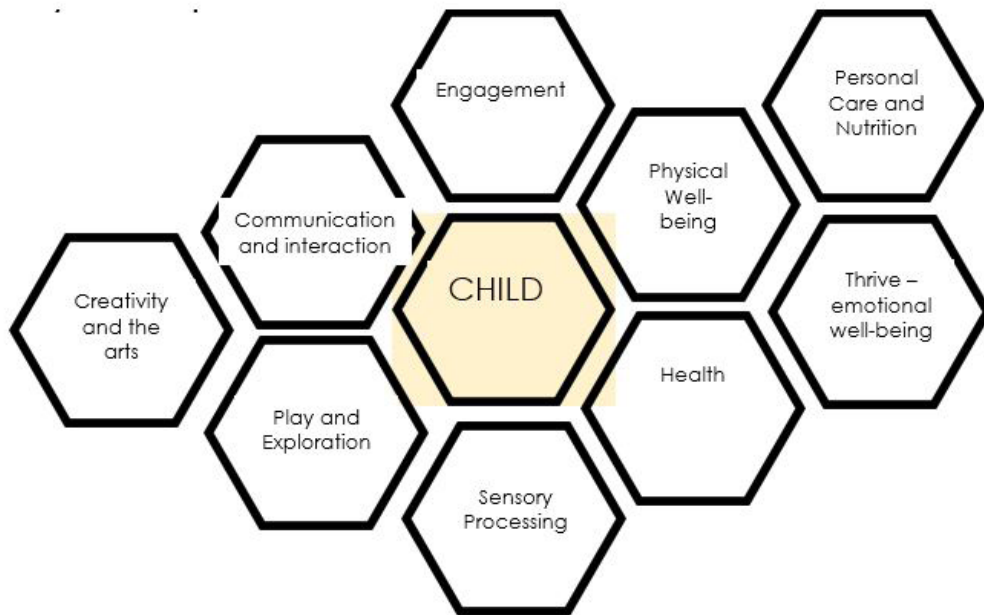
Relationship support and the Thrive approach underpin all curriculum pathways. Without the ability to be in relation with the child the delivery model will lack impact. We have three discreet curriculum pathways and children across school are grouped in classes based on the provision that they need, alongside with peers working on a similar curriculum model. We constantly review not what we offer, but what the child receives our model looks at learning, not lessons.

Pupil progress will be at different stages and all children will be able to follow a curriculum which enables them to achieve their maximum potential. We follow an Ipsative approach, so the child's baseline assessment will determine the impact and success of our offer. The curriculum supports children to develop concepts, attitudes, skills and knowledge essential to them in their everyday lives, within a richness of experience, with breadth and balance.

As well as ensuring our children have engaging and relevant learning opportunities, time is given for physical management, nutrition, personal care, any medical requirements, independence skills and social time with peers. We know that it is vital that our children are engaged, regulated, physically health, pain free and happy in order to develop and secure new skills.

All of this is done in a playful, loving, accepting, curious and empathic atmosphere for emotional learning.

Sensory and Therapeutic Pathway



Who is the Sensory and Therapeutic Curriculum for?

The children that need a sensory and therapeutic curriculum are very diverse. They may have:

- Sensory processing challenges
- Be at the very early stages of cognition (thinking)
- Significant communication needs
- Huge issues with transitions
- Significant fine and gross motor impairments
- Complex medical needs
- Fear and anxiety
- Struggle to engage with much of their world

What are their priorities for learning?

- Establishing positive relationships with others
- Engaging with the world around them
- Interactions with familiar adults moving onto unfamiliar adults
- Developing choice making skills and signalling preferences
- Communicating their feelings and needs
- Sensory processing and regulation
- Health and physical/sensory management
- Increasing attention and time on task



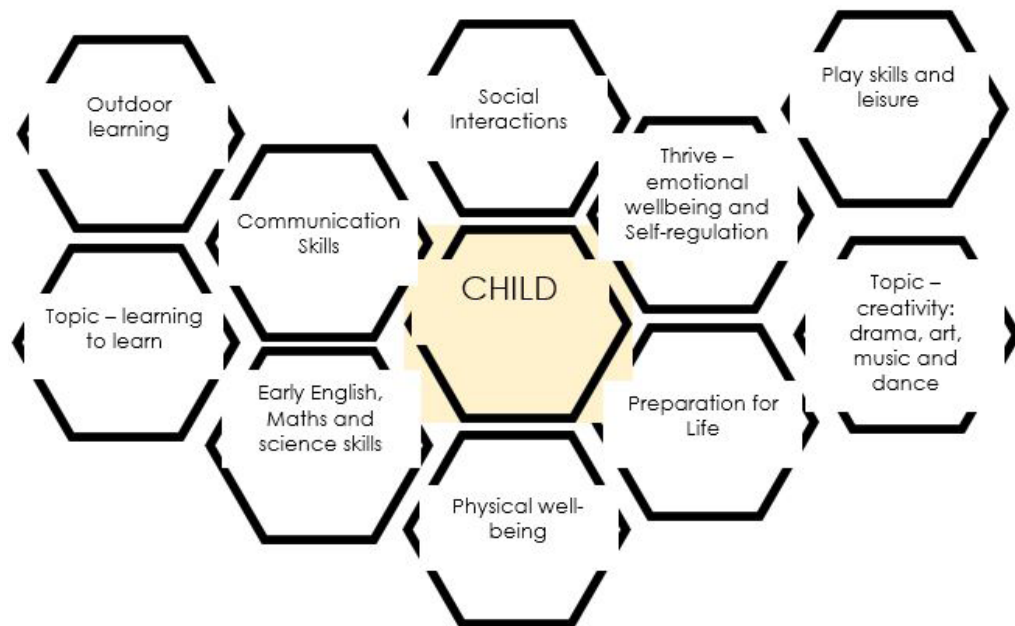
How is their learning supported?

Thrive & relational support – to build relationships and develop their feelings of being safe and special.

- Strong emphasis on routines, with regular information about what will be next
- Careful modulation of direction given, responding to the child's need for balance between clarity and choice
- Anticipation of specific needs of health, senses, safety and comfort
- Creating and responding to opportunities for fun, pleasure and enjoyment
- Affirmation of children's achievements
- Sharing in the experiences of our children
- Openness to opportunities and having the courage to allow activities to develop without necessarily knowing how they will unfold
- Total engagement with children in their activities
- Sensitivity to preference of children, including their learning partners
- Intensive interaction, allowing us to enter their world
- Creative, wide ranging opportunities for interaction, exploration and play

All of our approaches are focused on preparation for life at every available opportunity.

Explore and Discover Pathway



Who is the Explore and Discover Curriculum for?

The children that need an 'explore and discover' curriculum are very diverse. They may:

- Be difficult to engage
- Have spiky profiles with some specific strengths
- Be kinaesthetic, practical learners
- Have play and exploration that is more independent and purposeful
- Find it hard to apply their splinter skills in a range of contexts
- Find it hard to regulate themselves
- Have challenges with communication
- Have social and emotional needs
- Have features of autism
- Find transitions difficult without structure
- Have challenges of auditory & visual memory and recall
- Need support with fine motor skills and limited self-help skills
- Have challenges with focus and attention

What are their priorities for learning?

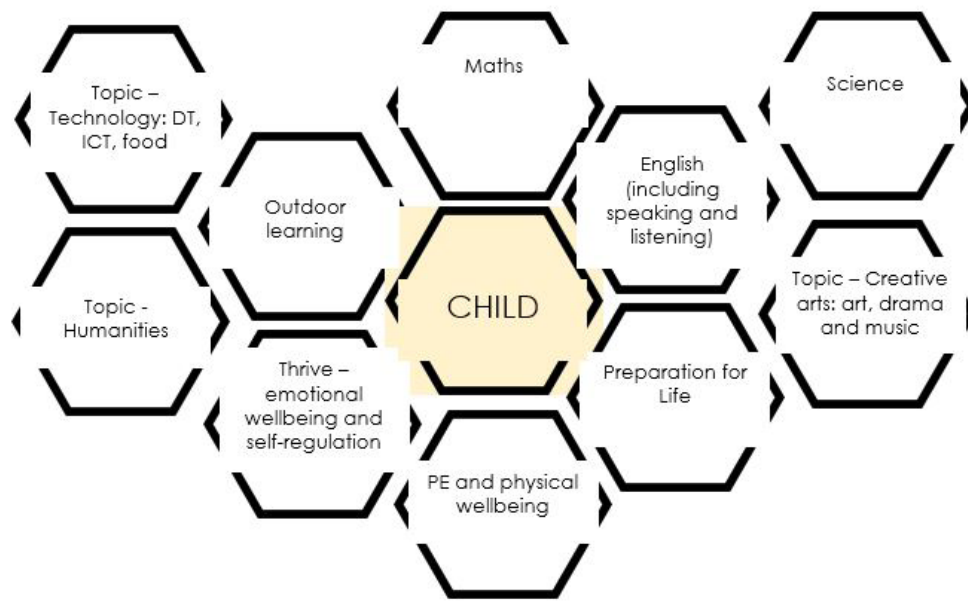
- Building confidence & self-esteem
- Emotional regulation
- Developing positive relationships with others
- Life skills - dressing, shopping, cooking, travel training
- Developing independence
- Communication
- Social skills
- Leisure interests
- Thinking and problem solving
- Investigating and exploring
- Community participation
- Increasing their time on task
- Physical & sensory well-being

How is their learning supported?

- Play based approach
- Thrive & relational support
- Hands on, practical activities
- Flexibility of approach
- Making informed choices
- Child led, catered to child's interests
- Repetition and the development of real life skills
- Consistent approaches and routines
- Possibilities to apply skills in a range of contexts



Investigate and Apply Pathway



Who is this Curriculum for?

The children that need an Investigate and Apply curriculum are also very diverse. They may:

- Have communication skills so they can tell people what they want, need and think
- Lack self-confidence and self-belief
- Have some independence skills
- Be curious and engaged
- Have some social and relational skills
- Have some specific interests and knowledge
- Be consistently building their skills and knowledge over time
- Have developed some independent learning to learn skills
- Have some gaps in the building blocks of learning

What are their priorities for learning?

- Thinking and problem solving
- Investigating and exploring
- Building confidence
- Developing transition skills
- Building auditory and visual memory capacity
- Emotional regulation
- Life skills
- Developing independence
- Social and relationship skills
- Leisure interests
- Community participation
- Creativity
- Physical, sensory and emotional well-being



How is their learning supported?

- Relevant and appropriate skills and knowledge through Maths, English, Science and topic learning opportunities.
- Thrive
- Hands on, practical activities
- Flexibility of approach
- Planned opportunities to apply skills in a range of functional contexts



Early Years Foundation Stage (EYFS)



EYFS Curriculum at Hadrian School

Children in the EYFS phase have access to either the Sensory and Therapeutic, or Explore and Discover curriculum pathways, depending on the needs of the child. Both pathways meet the government curriculum guidance for the EYFS, including the prime areas of learning: communication and language/physical development/personal, social and emotional development. Relationship support and Thrive approaches underpin all of our work in the early years and we seek the expertise of our parents, carer's and families to help us tune into our children quickly, on entry to school.

Teaching and Learning

We build upon our assessments year on year, adding to the hard won outcomes of our previous colleagues in partnership with families and our multi-agency professionals.

We identify the most appropriate and relevant pathways for our children and collate this information in a digestible format that leads to clear outcomes, advice and support. This all feeds into the review of the EHCP annually or more frequently where necessary. The long term outcomes of this relevant EHCP are broken down and tracked through the PLP.

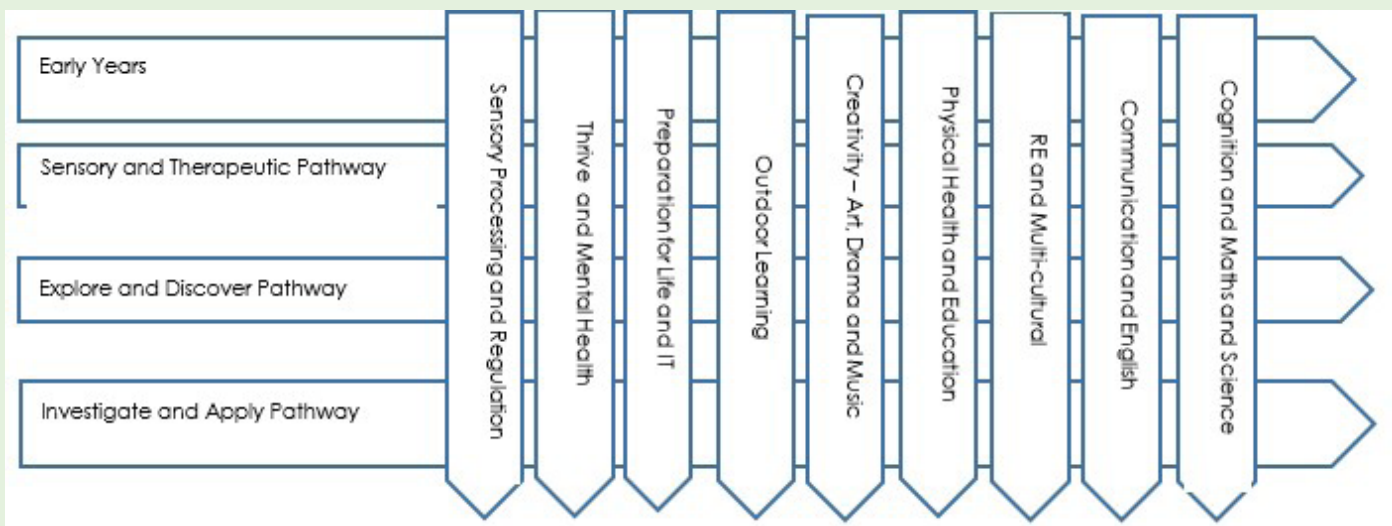
The route we take the children is based upon our judgements with the express goal of building on skills, knowledge and concepts. The PLP is one document tracked over the whole life of the pupil in school. Outcomes are based on our knowledge of the child, the curriculum pathway the child is following, outcomes from other professionals involved with the child and family aspirations.

The skill of the Teacher is in prioritising the learning outcomes and planning the timetable so that it is robust to ensure the child has maximum exposure to the outcomes in order to achieve them.



During learning activities:

- Teachers consistently and effectively set high expectations which inspire, motivate, stretch and challenge pupils
- Effective and appropriate planning is evident and is used to great effect
- Planning and teaching promote learning that enable pupils to learn exceptionally well
- Pupils enjoy their learning as shown by their interest, enthusiasm and engagement in the learning
- The ideas and experiences of pupils are valued and drawn upon
- Pupils try their best and are proud of their work
- Teaching is well informed, confident, engaging and precise
- Teaching methods are effectively related to the learning outcomes and the needs of learners
- Knowledge is relevant and interesting to all pupils
- The learning is clearly linked to previous teaching and learning
- Teachers listen to pupils and responds appropriately
- Teachers support children by having a positive, constructive relationship with every child
- Pupils are praised regularly for their good effort, achievement and engagement
- Pupils love the challenge of learning. They are curious and interested learners, they are keen to explore and make connections, keen to use new information to develop, consolidate and deepen their knowledge, understanding and skills
- Pupils use their initiative to express intentions, needs and desires
- Pupils 'stick with it' and show sustained concentrated effort
- Pupils are confident self-assured learners
- Pupils are proud of their achievements and of their school
- Pupils are safe and feel safe at all times



English, Maths and Science

The teaching and learning of English, Maths and Science takes place not only during structured activities, but throughout the day, across all areas of the curriculum and in different locations and environments. Many children also have opportunities to apply and develop their skills in the local community.

Reading

Our learners are offered different pathways of reading with resources in our reading toolkit. Our teachers use their professional judgement, together with regular assessment, to identify phonics or sight as the child's most appropriate pathway. When phonics is an appropriate teaching tool, we follow the Letters and Sounds scheme. When reading by sight is identified as the child's most successful approach to reading, staff write personalised books based on the individual child's interests and class topics using repetitive vocabulary. Our Reading Across School document tracks each child's approach to reading in school, recording if they read by sight and phonics, sight, phonics or are at pre-reading stage. We further recognise the importance of the reading of social sight vocabulary and symbols for our learners and this is built into our Preparation for Life curriculum.

Knowledge and Skills Progression

We use a range of tools to ensure knowledge and skills progression including:

- SCART
- Development Matters
- Letters and Sounds
- Pre Key Stage Standards
- Thrive
- Engagement Model
- Quest
- Rebound and Water skills curriculum

Communication

We employ an excellent total communication approach across school.

Communication is a core part of everything, all day in the lives of our children.

We look for opportunities to practice and extend communication skills within all activities.

Communication is:

- The approach we use to control our lives
- The way we make friends and develop relationships
- The way we become independent
- The way we make choices and express preferences
- The way we express our feelings, thoughts and emotions
- It's a two-way process

Communication is valued in whatever form – this includes the informal methods of body language, facial expression, gesture, vocalisation alongside the formal methods of speech, sign, symbols and electronically aided speech.







Thrive and relational approaches

We use the Thrive and relational approach consistently across the whole school. We are a trauma informed school which permeates all of our practice. We employ a dynamic developmental approach to working with children that supports their emotional and social well-being as the foundation to improved learning. It is based on current research in neuroscience, attachment research, child development theory and research in to the role of creativity and play. Developing positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities to give children repeated experiences to develop their sense of being safe, having their needs met and being special. We have many trained Thrive Practitioners in school and continue to train more every year.

Rebound Therapy

We have a world class bespoke Rebound Therapy Centre which every child in school accesses at least once every week. Rebound Therapy is a therapeutic use of the trampoline to develop and promote motor skills, body awareness, sensory regulation, balance, co-ordination and communication. It is designed to accommodate pupils' individual abilities and disabilities whilst drawing upon their previous experience and likes and dislikes. Improved health and fitness and greater independence are encouraged, whilst fun, enjoyment and the opportunity to succeed are of paramount importance. Rebound Therapy is now seen not as an isolated activity, but rather as an integrated part of the pupil's movement programme.

Rebound Therapy facilitates movement, as small movements can produce large effects with the correctly applied bounce. This vibration therapy stimulates balance and equilibrium reactions, vestibular and proprioceptive reactions Rebound often helps to improve eye-contact and attention control. It appears to increase vocalisations in some pupils will make sounds, and use symbols or signs to initiate bouncing. It also promotes a sense of body awareness and relaxation.

Because Rebound Therapy is fun it provides an enormous amount of pleasure as is evident from the smiles and giggles of participating pupils. Used wisely it can be a very useful tool to aid communication with pupils who are more profoundly disabled or who have autism and communication difficulties, giving them the opportunity to take control and demand more fun.

We have an incredibly detailed Rebound Therapy Compendium and assessment and deliver Rebound Therapy training to schools and services across the UK.



Hydrotherapy

We have our own Water Skills Assessment which we use across school. Our Hydropool is accessed by every child in Early Years and Key Stage 1, and every child on a Sensory and Therapeutic pathway and every child who has a physical disability. We use the properties of water, to maximise each child's level of function whether physical, physiological or psychological.

The benefits of performing Physiotherapy in heated water are numerous. The key differences compared to Physiotherapy on land are that the heat and weightlessness experience in this environment can reduce muscle spasticity, reduce pain, make movements easier, help maintain skills being lost on land, enable new skills to be learnt in an unencumbered environment, enhance cardiovascular response to exercise and enhance general fitness

The upward thrust of water reduces the effects of gravity so that it is easier to move, stand or walk and enables muscle strength and power to be maintained or developed. Skills can be learnt in the pool and then transferred to land, such as learning to stand from a sitting position or jumping.

Some children may work on developing early swimming skills which includes breathing control, relaxation, the process of becoming independent in the water, control of rotational forces, up thrust, balance, turbulent gliding and propulsion.



Outdoor Learning

We value the contribution Outdoor Learning brings to our children's education. We promote Outdoor Learning at every available opportunity and aim to teach a minimum of a day's education in our school grounds and outdoor learning areas per week.

Our substantial grounds include a Wildlife Garden, Yurt, Mud Kitchen, Water Wall, a Secret Garden, a Caterpillar Garden, bespoke teaching areas and adventure playground.



Broad and Balanced Creative Topics

Our creative curriculum has termly topics for all children who are on an Explore and Discover and Investigate and Apply Curriculum.

Each topic may include elements of art, drama, DT, history, geography, IT and music. There are times when we need to have some standalone sessions for all or some parts of Maths, English (reading), Science, PE and PSHCE.

Our creative topic approach results in:

- Creative learning opportunities that are bespoke to the individual needs of the children
- Immersive awe and wonder experiences for our children
- Teachers develop learning opportunities that are designed to explicitly support children to reach their PLP outcomes.
- Children have opportunities for skills to be rehearsed, secured and generalised
- A balance between direct teaching and child-led learning
- Teachers have the freedom based on the needs of their children to arrange their timetable as they need.
- Teachers develop termly creative topic plans and timetables. We share them collaboratively to gain from each other's knowledge and experience.
- Enriching out of school visits and visitors to school.

The topics chosen are:

- Bold – big, broad, generative topics that are full of possibility
- Relevant – topics to be contextualised, culturally and geographically relevant and purposeful
- Aspirational – high expectations of learning and outcomes
- Varied – give the children the opportunity to work in different ways
- Engaging – children to be inspired, engaged and immersed in their learning.

Enriching Experiences

We have many interesting and exciting opportunities in and out of the school that many children take part in, building memories for life. We also have a calendar of special and inspiring events and activities throughout the year that all classes can access. These include:

- Swimming
- Horse riding
- Adapted bike riding
- Surfing
- Residentials
- Sensory Drama in residence
- Theatre companies in school and out
- Shakespeare in School festival performed by our children at Northern Stage
- Sports coaches in school
- A wide range of school visits to the local community and wider region
- Religious and cultural festivals, celebrations of diversity
- Music festivals



Working in Partnership

Therapies

Some of our children have therapeutic needs, which are central to their learning and wellbeing. Responses to these needs are an integral part of the curriculum. The therapies, which may play an essential role in meeting the priority needs of pupils, are wide ranging and help to enhance the quality of individual pupils' lives in many different ways. Examples include:

- supporting the accurate identification and assessment of individual needs in the area of language and communication
- promoting improved access to learning opportunities through optimum positioning
- encouraging the development, refinement or maintenance of skills in independent mobility
- helping pupils to maintain an optimum physical state in terms of posture, muscle tone and movement
- supporting the development and management of eating and drinking
- enhancing the pupils' potential to learn by relaxation and improved mental states
- providing palliative treatments for painful or degenerative conditions in order to ensure health and well-being
- promoting autonomy and independence through the use of specialist aids and equipment
- enhancing pupils' self esteem



Some therapists work as part of a multidisciplinary team and elements of therapeutic programmes are integrated successfully into classroom activities. Other children, however, need ongoing, intensive work on individual therapy programmes in timetabled sessions and in dedicated therapeutic environments. pupil's entitlement to receive therapy may need to be ensured through the EHCP. Appropriate outcomes are then incorporated into the pupil's PLP.

Therapists may delegate the implementation of aspects of their programmes to school staff and to pupils and their families. Where non-therapists undertake parts of therapeutic programmes, therapists:

- offer advice and training for staff, pupils and families on the techniques and approaches to be used
- monitor the quality of the work being undertaken and provide appropriate and effective support

Families

Families are partners in the development and education of all pupils and consequently an ethos of working together is valued. All carers are made to feel welcome, valued and necessary through a range of different opportunities for collaboration between children, parents and practitioners. The knowledge and expertise of parents and other family adults are used to support the learning opportunities.

Parents are involved in setting and reviewing outcomes in pupils' PLP's. Parents work on the development of key skills at home. Co-operation between home and school ensures that learning is shared, valued and supported.



Impact

We capture and celebrate the impact of our curriculum for our children, in a wide range of ways:

- Education Health Care Plan review process, including pupil progress reviews
- Every child's Personalised Learning Plan outcomes and approaches are reviewed and updated at the end of every term
- Ebook of videos of every child on the Sensory and Therapeutic and Explore and Discover pathway are made every term and these are moderated
- Through our celebrated Hadrian Herald school magazines
- Work books for every child on the Investigate and Apply pathway
- Every child has an End of Year report which is shared with families
- For children on the Sensory and Therapeutic pathway – their engagement is monitored and that information is used to adapt their provision. These children have an engagement profile, as part of the Engagement Model in practice.
- Celebration videos of children are shared at every whole school assembly
- Weekly Good news and thrive information is displayed centrally, for every class
- A TV screen is outside every class showing the children at work and play
- We carry out regular Learning observations and Learning Walks
- All teacher planning is available for all staff to share at all times

We are very proud of the happy, safe, calm, healthy, engaged, confident, resilient and independent children at Hadrian; who are supported by kind and committed staff; working together with our families.



"Classrooms and other spaces are well-planned, with a focus on communication-friendly spaces. Each classroom is very different and truly reflects the needs of the children. The resources and organisation of space facilitate curiosity and exploration. There is a focus on creating calm, attractive and adaptive surroundings which put children's mental health and wellbeing at the centre of the learning environment – truly therapeutic spaces. This again is a particular strength of the school"

“At Hadrian School, there is an authentic and passionate desire to truly ‘hear’ and ‘see’ children and staff are genuinely curious about what matters to the pupils. This is a particular strength of the school.”



“There is a focus on relationship-based play and multi-sensory learning and play is integral to the curriculum.”

“An attachment- and trauma-sensitive approach is becoming increasingly interwoven into strategy, policy and practice. Staff hold shared values, around trust, relationships, empathy, commitment and compassion. These shared values are the ‘golden thread’ running through the whole culture and life of the school”

Dr Jennifer A Nock, Attachment and Trauma Sensitive Schools Awarding Letter March 2024

“School is a place of pride and ambition. Every classroom, without exception, was warm and welcoming. Carefully organised groups of learners have a challenging and ambitious curriculum. Some children wanted to talk, e.g. KS2 children who have moved from mainstream and describe how they can access and participate in learning and have friends. Some children communicated with assistive technology or used communication aids to invite us to participate. All children knew they would be listened to, valued, and therefore had the confidence and intent to interact. “

“Rewards are evident and celebration is key. The walls are adorned with celebration, pupil of the week, star of the day, information celebrating and promoting unique and individual success.”



“There is a buzz within the school, a strong sense of pace and an urgency that means time is very well spent and invested in the right things. The curriculum, holistic in design, focuses on ensuring that needs are met beyond the traditional roles of health/education/care. School is the force to that pace and has a ‘can do’ attitude, removing barriers to learning.”

“There are no limits to the opportunities in Hadrian School. ALL staff share high ambition, with mutual leadership of this ambition rather than a ‘top down’ model, instead staff having the space and autonomy to lead passionately.”

Children are included within their wider community, within their peers' communities and within culturally significant activities. They are enabled to participate meaningfully and belong to something bigger than their immediate school/family."

"The Rebound Therapy Centre is a World Class facility, unique in offer. All young people were experiencing a bespoke session with expert staff, facilitating communication, recording progress, supporting wider health, participation, and engagement in a truly remarkable space."

"Children have access to life improving therapy, care and a curriculum that is truly bespoke to their individual needs. Lives are impacted in Hadrian and beyond because of the hard work and ambition of the staff teams."

"This is a SPECIAL school. Staff are proud, parents are happy, children are safe, loved, valued, and respected."

Alison Ashley, Director of Special Education LCT Telford 2024



"Together We Make A Difference"