

INTENT – WHAT WE TEACH

At Helen Allison School our intent is to offer motivating and engaging context, in which pupils can achieve and make progress based on their assessed levels and next steps in a personalised way.

Our curriculum respects the right of each pupil to learn in an environment that is supportive, enjoyable and safe which follows the SPELL philosophy.

We strive to follow the National Curriculum as closely as possible and our approach is always differentiated – we teach academic subjects alongside the life skills to support independence, personal development and prepare our pupils to make a positive contribution to life in a modern society.

We offer a curriculum which is broad, balanced and specifically tailored to give pupils self-confidence through their learning and provide them with opportunities to engage with the world around them in line with our Quality of Life framework.

As part of our transdisciplinary approach, our therapists, who are all based within the school, work alongside the teaching and support staff engaging with each child and their families to secure the very best outcomes for all pupils. Specialist Therapeutic interventions form the core of what Helen Allison School offers, providing the foundations for learning for all pupils.

IMPLEMENTATION

At all key stages, learning is highly personalised, allowing us to deliver subjects in a practical and structured manner which plays to the pupils' strengths.

We promote practical learning through the teaching of Creative Arts, Independent Living Skills, work experience placements as well as opportunities to build on classroom acquired skills within the wider community to ensure generalisation of skills in a range of social contexts.

Teachers plan for and assess pupils' abilities carefully to ensure pupils are able to access the curriculum and make progress.

In all areas of learning, teachers plan the pupils' individual 'next steps' using HAS Steps for Learning. Teaching is informed by the planned and sequenced knowledge and skills in all areas.

The pupils benefit from small class groups where learning is personalised and adapted to cater for a variety of needs in a bespoke way.

Teachers, in collaboration with the therapy team, identify specialist strategies that our pupils may need to follow in order to access their learning, achieve and make progress. Therapeutic intervention is based on bespoke provision mapping according to need as described in their Educational Health Care Plan (EHCP).

IMPACT

The aspiration for all pupils who attend the Helen Allison School is that they achieve their potential in all areas of their development. The outcome of the curriculum is highly individual. We strive for pupils to leave with the independent skills or qualifications to follow their chosen pathway.

All our pupils have a diagnosis of autism and many have comorbid diagnoses such as specific learning difficulties, ADHD and sensory processing differences. Our transdisciplinary approach ensures that all pupils can achieve the very best outcomes.

Progress can be demonstrated across the Helen Allison School by:

- Pupils make progress towards their outcomes within their EHCP.
- Pupils demonstrate improved self-regulation leading to increased participation and engagement.
- Pupils realise their potential by developing the skills and resilience they need to access education and perform activities of daily living as children and adults.
- Pupils demonstrate increased social understanding, improved social communication and interaction skills.
- Pupils demonstrate increased confidence with regards to their understanding and use of language.
- Pupils make progress within the planned curriculum.
- Pupils achieve external accreditation.
- Pupils engage successfully in appropriate work experience leading to increased life opportunities.