



Hambling View Curriculum Policy

Ratified by Chair of Govs.

Signed by

A handwritten signature in blue ink, appearing to read 'Guy Hodge', is positioned to the right of the 'Signed by' text.

Date 10.11.2025

Date

10.11.2025

Review Date

10.11.2026

At Hambling View we believe that each child is an individual, therefore, we strive to overcome all barriers to their learning.

Our aim is to instil or reignite a love of learning so that all students become leaders in their own success. We are aspirational for our students and aim for all the children and young people at Hambling View to learn, achieve, and succeed in different ways to reach their full potential. We are committed to providing excellence in education (academic, social, emotional, and moral) for all of our students.

Inclusion is at the heart of all decision-making and development work. We seek to provide excellence in educational opportunities by providing a broad, balanced, and accessible curriculum that has been adapted to meet the needs of our students. Due to the nature of our learners barriers, it is important for us to develop a curriculum that is flexible enough for us to be able to provide bespoke pathways where appropriate and allow us to deliver the provision outlined within each students EHCP.

In order to do this, we provide a modified curriculum for our students, most of whom have prior attainments well below expected levels in all or most areas of the curriculum. Throughout their time at Hambling View we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant, and meaningful learning experiences which support our students to reach their full potential.

The Hambling View curriculum is underpinned by the National Curriculum statutory entitlement for all children yet is adapted to meet the individual learning needs of our students who may be learning at a significantly lower level or may have large gaps and so follows a developmental pathway that focuses on both cognition and communication.

Our rich, vibrant, and ambitious curriculum has been designed to ensure that it is aspirational for all learners while meeting the needs of the individuals. At Hambling View we:

- Create a learning environment in which students feel safe to learn, make mistakes, and celebrate successes thus promoting positive attitudes to learning
- Create opportunities that are personalised to the individual so that all are able to make progress.
- Are meticulous in our endeavours to respond to the needs of the young people and develop their strengths.
- Provide learning opportunities in a range of different contexts including classroom-based, small group, individual, and outdoor learning.
- Consistently assess learner progress and use this assessment to plan next steps.
- Methodically and diligently narrate and report based on students' EHCPs.
- Provide appropriate bespoke transition which leads to purposeful and ambitious 'next steps' at all levels.
- Draw on real-life experiences to ensure that learning is meaningful.
- Value the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.
- Provide a broad and balanced education for all pupils that are coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' physical development and responsibility for their own health and enable them to be active.

- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Equip students with the knowledge and cultural capital they need to succeed in their lives beyond school.
- Develop students' independent learning skills and resilience, to equip them for further education and employment.

These curriculum aims are underpinned by our values:

Achievement

where all members of our community are recognised for their successes at all levels and in all areas. Our lessons will be carefully adapted so that all learners feel successful in all areas of the school curriculum.

Respect

for ourselves and for others, both in our individual endeavours or when working as part of a team so our curriculum promotes cooperation and teamwork where classrooms are characterised by paired and group work where students work toward a common goal.

Community

within the school, in the local area, and the wider national and international communities so that our students become confident and active global citizens. Our school values the rich diversity of the community and represents diverse voices

Education Health & Care Plan (EHCP)

All students who join Hambling View have an Education, Health, Care Plan (EHCP). They will have arrived at Hambling View from a variety of different contexts and some may have had a negative experience of school. Therefore, it is important to us that they develop their love of learning and their confidence in themselves as learners from the start. The supportive and nurturing environment at Hambling View which allows students to learn in small groups, supported by highly motivated staff will ensure that our students flourish. They will develop self-belief, resilience, and independence in a highly structured and supportive environment so that they build the skills and develop the talents needed to be successful in more challenging, real-life environments.

- An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is ordinarily available or different to or from support that is usually available through special educational needs support.
- EHCPs identify educational, health, and social needs and set out the additional support to meet those needs. All plans contain strengths and areas of development and long-term and short-term outcomes for individuals.

Curriculum Delivery

Learning will be organised via a range of different mediums including:

- Within specific timetabled lessons
- Through involvement in daily Maths and English skills sessions
- Integrated into other subject areas as appropriate to the context

- Incidental and as part of a well-planned, broad, and balanced curriculum that includes outdoor learning

We operate a stage, not age approach to the planning and delivery of our curriculum (except PSHE which may need to be delivered to students in an age-appropriate way due to the nature of the challenges that young people face beyond the school environment):

- Planning is reviewed regularly to ensure that we respond to the individual needs, interests, and stage of development of each pupil.
- With each stage, students may be involved in projects within the school or the wider community, visits to engaging and inspiring places or encounters with visitors and speakers.
- The approach includes National Curriculum subjects and accredited syllabus as appropriate to the individual needs of the students.
- Communication, personal development, and life skills are the pillars of our curriculum and are included in all we do.
- Literacy and numeracy development is at the core of our curriculum and is threaded throughout the planning from Maths and English lessons and specific interventions to cross-curricular opportunities to practice and build new skills. Staff CPD focussed on developing literacy and numeracy across all subject areas.

National Curriculum coverage within our Aspirational Curriculum:

- At KS3 and KS4, each Scheme of Learning (SOL) builds on the knowledge, skills, and understanding set out in the National Curriculum for English, Maths, Science, and Humanities. However, due to the significant barriers to learning that our students face the curriculum content will be selected for relevance, linked to real-life experiences, and adapted to meet the needs of the individual learner. Content will go through a continual cycle of review to ensure that it is appropriate for the learners.
- Maths progression is planned using individual initial assessment and then accessing an adapted version of White Rose Maths at the level appropriate to the student's current level. This adapted curriculum is designed to take students through to GCSE level so while adapted, it also enables us to stretch our learners so that they achieve the best qualifications possible.
- The topics covered, skills, and content are relevant to the key stage of the class group and adapted for the individual students.
- All students take part in weekly PSHE lessons.

Where appropriate, students in Key Stage 3 will have the following lessons in their timetable:

Subject	Lesson Allocation Per Week
English	4
Maths	4
Science	2
Humanities	2
PSHE	1

Communications	1
PE	4
Art	2
Personal Development Programme Year 7 Bronze, Year 8 Silver, Year 9 Gold	2
Outdoor Learning	3
Expressive Arts	2
Time In Nature	2

The curriculum is organised so that students can work together within a key stage to follow the programme of learning that is in place for the year. This means that within a three-year cycle at Key Stage 3 all planned curriculum content is covered.

Students with a complex needs profile will have previously experienced significant struggles with their learning and some will have gaps where they have not attended a school. It is expected that in covering each year of the KS3 curriculum within this cycle, students will have the opportunity to close any gaps that they may have. The curriculum is organised as follows:

- Year 1 of the KS3 curriculum will follow the Year 7 curriculum for English, Maths, Science and Humanities, PSHE, and Computing
- Year 2 of the KS3 curriculum will follow the Year 8 curriculum for English, Maths, Science and Humanities, PSHE, and Computing
- Year 3 of the KS3 curriculum will follow the Year 9 curriculum for English, Maths, Science and Humanities, PSHE, and Computing

PE will be organised as a whole school activity, where students will attend in mixed year groups. Due to the size of the school, an alternative style of PE curriculum will be provided so that students all receive a curriculum that is not only engaging but also allows for the development of key skills and competencies in a range of different sports. The PE curriculum booklet will outline the offer which will be evaluated and reviewed annually to ensure that the quality and content of the curriculum is of a high standard, and students can be involved in the shaping of the courses.

*KS4 students may also be provided with the opportunity to pursue a sport qualification at an appropriate level for the student.

Alongside the planned subjects, time will be allocated within the weekly timetable for additional interventions as specified within the EHCP such as Speech and Language Therapy, individualised Literacy Interventions, ELSA etc.

Key Stage 4 students are taught in mixed classes where appropriate, and the curriculum is organised so that it fits with the relevant stage of their Key Stage 4 qualification cycle.

However, in Year 11, students will attend a Work Experience programme for one day per week, where appropriate.

Where appropriate students in Key Stage 4 will have timetabled lessons in:

Year 10

Subject	Qualification	Lessons Per Week
English	Entry Level/Functional Skills	4
Maths	Entry Level/Functional Skills	4
Science	BTEC Level 1 Award in Applied Science	2
Option 1	BTEC Level 1 qualification from list below.	4
PE	BTEC Level 1 Introductory Award	4
PSHE		1
Personal Development and Employability Skills	ASDAN/Princes Trust	2
Option Choice 2	BTEC Level 1 qualification from list below.	4

Key Stage 4

Subject	Qualification	Lessons Per Week
English	Entry Level/Functional Skills	4
Maths	Entry Level/Functional Skills	5
Science	BTEC Level 1 Award in Applied Science	2
Option Choice 1	BTEC Level 1 qualification from list below.	4
Option Choice 2	BTEC Level 1 qualification from list below.	4
PSHE		1
Employability Skills	ASDAN	2

PE	BTEC Level 1 Introductory Award (bespoke)	4
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*The route that students will take in Key stage 4 will be made at the year 9 annual review, based on the best fit for the development of the students.

*where appropriate, Key stage 4 students may have an adapted range of subjects (for example, where a student joins us in Year 11 having not accessed education for an extended period of time, it may be appropriate to reduce the number of subjects taken and focus on developing skills for independence or other areas as agreed during the original transition meetings with parents/carers and other professionals

KS 4 Options Choices

Key Stage 4 option choices are based around preparation next steps in education and the world of work, building skills and competencies that will allow them to be effective communication and confident independent adults. All the BTEC level 1 courses include a module in which students develop a Personal Progression Plan and then will choose another optional Unit from their relevant course.

The BTEC Level 1 Introductory Award will be completed in Year 1 of Key Stage 4. Once completed, students can opt to take a second Award in a different subject or to complete further study within the same subject and complete the Level 1 Introductory Certificate in their chosen subject.

Where a student shows a particular aptitude for an option subject/science, higher-level qualifications will be offered via either small group teaching or individual tutoring. This pathway will be discussed at the year 9 Annual Review meeting.

All Key Stage 4 will complete an Employability course which will support them to develop their skills and provide them with the best opportunity for future employment.

BTEC Level 1 Introductory Award in:

- Sport Based Studies
- Performing Arts
- Hospitality and Catering
- Home Cooking Skills
- Information Technology
- Construction
- Business

* plus other subject areas or interest if a student has a particular interest or talent. These choices are dependent on staffing availability but will be accommodated where possible.

For those students who are unable to access a Level 1 qualification, they may complete a pre-vocational Studies course at Entry Level 1, 2, or 3 as appropriate during their options choice

block. This course will allow them to develop practical, personal, and social skills needed to help them to progress to independent living, future employment, or further vocational study.

We also offer a range of ASDAN short courses to match the student's needs, career aspirations and interests and these can be offered in place of or alongside BTEC courses.

Alongside the timetabled subjects, time will be allocated within the weekly timetable for additional interventions as specified within the EHCP such as Speech and Language Therapist, individualised Literacy Interventions, ELSA, Booster sessions etc

Students will be supported with their subject choices so that they access the most appropriate qualifications to ensure that they all achieve their highest potential and are supported to meet the criteria for their next steps in education beyond Hambling View.

*Option choices will be dependent on several factors which means that while we will make it a priority to give all students their first choice, it may not always be possible. However, during the planning phase, staff will work closely with students to ensure that they are happy with their final course.

Delivery of English and Maths:

See Maths Curriculum Booklet for more detail

- English and Maths will always be taught by specialist teachers who are skilled in adapting learning within their curriculum area
- The basic skills of English and Maths are taught via 4 lessons per week in all key stages. There is a particular focus on using English & Maths in conjunction with life skills to ensure that learning is relevant and supports students to become literate communicators and mathematical thinkers.
- All students will have lessons as part of their English curriculum as well as numerous other opportunities to engage in reading activities throughout the week.
- For identified pupils, phonics may be taught as part of lessons or an individualised programme with a Higher-Level Teaching Assistant (HLTA).
- Practical resources are used to support Maths learning.

It is the responsibility of all teachers to adapt resources to ensure that all students can access and are engaged in learning, making good progress over time.

Resources have been purchased as part of subscription services. The following subscriptions are in place:

- White Rose Maths – Formal and Semi-Formal Mathematics Curriculum for Key Stage 2 and Key Stage 3
- NCFE Functional Skills in Maths and English from Entry Level 1 to Functional Skills Level 2. Resources, including teacher resources, student activity and assessments have been downloaded and added to the curriculum folder. Teachers will adapt resources and use other resources to support their planning and delivery which is highly tailored to the individual.
- Beyond English SOL for KS3 (example of a full three terms can be found in the curriculum folder along with the whole English curriculum overview based on the Beyond English Programme.

Reading

Developing good reading skills is a priority at Hambling View. As part of a school-wide strategy, all students in Hambling View undertake an initial Reading Assessment. From this, reading skill areas are determined which determine future planning. Each student is provided with a reading age, and ability-appropriate books can then be selected on an individual basis. Students reading is regularly monitored reviewed through their Reading lessons which allows us to track progress.

- Students will have weekly reading lessons where pupils read their ability-appropriate book independently or to a member of staff.
- Students read a wide range of texts to ensure students experience different genres
- We use Bedrock Learning to monitor and encourage reading at the correct level to ensure that student's books are challenging them to progress in their reading
- Staff have access to termly library visits to the community library where books appropriate to our students reading and chronological ages will be selected.

Delivery of Science:

See Science Curriculum Booklet for more detail

- Science will be taught via two, weekly lessons where students will get to experience all three of the science disciplines of Biology, Chemistry and Physics but with a strong focus on Biology and Learning about the natural world around them
- Science will include a range of formal classroom-based lessons, practical lessons, and real-world learning experiences
- Subject lessons set in mixed age, set by ability KS3 and KS4 classes. The set will be determined when a student enters the school based on maths setting
- Students in Key Stage 4 will be working toward their ASDAN Short Course, Level 1 Applied Science Award, and where appropriate students can be supported to complete the Level 1 Applied Science Certificate (using Booster Sessions to ensure that the correct number of Guided Learning Hours is allocated). There is a bespoke option of GCSE Science where appropriate

Delivery of Humanities:

See Humanities Booklet for more detail

- Geography and History taught in weekly discreet subject lessons set in mixed age, set by ability in KS3.
- Each subject will be taught on a termly rotation as shown in the Humanities Curriculum Booklet
- Practical learning will give real-life context to classroom-based learning
- RE will be delivered via a termly curriculum enrichment programme that focusses on understanding a range of different faiths and cultures and is underpinned by the British Value which states that students should develop a mutual respect and tolerance of those with different faiths and beliefs

- In Key Stage 4, students have the option to study a short course or GSCE in Geography or History

It is the responsibility of all teachers to adapt the teaching and learning resources to meet the needs of all learners.

Delivery of Computing:

Computing will be delivered across the curriculum via maths, English, Science, Humanities and Art

- E Safety is a core feature of learning and will be included within the PSHE curriculum as well as the communications curriculum and also the assembly programme throughout each academic year (see the online safety policy for details).
- Students are taught in mixed age groups (within a key stage) and set by ability. They follow the curriculum at the point at which they join the school. The set will be determined at the initial Needs Assessment when a student joins.
- At Key Stage 4, students can choose to study the BTEC Level 1 Information Technology Award as their option choice.

Delivery of PSHE:

See PSHE Curriculum Booklet for more detail

Our PSHE curriculum is designed to ensure that our students develop respect for others and pay particular regard to the Protected Characteristics (Equality Act 2010).

The PSHE curriculum will:

- Provide a safe and secure environment for students to be informed and to create discussion on important health, personal well-being, sex, and relationship issues.
- Empower students to communicate their ideas, views, and opinions over a wide range of topics clearly, confidently, and respectfully.
- Support our students in developing tools and strategies to promote positive mental well-being so that they can understand and then deal with future challenges.
- Include careers education so that our students are encouraged to see that all doors are open to them for future employment possibilities.
- Include Sex and Relationship Education

PSHE will be delivered in discreet weekly lessons but will also be embedded into other aspects of school life such as for example, the assembly programme, pastoral activities, and student leadership.

Groups: When a student starts at Hambling View, as part of the initial Assessment, prior learning in PSHE will be discussed. If a student has been involved with a strong year group-based programme in their previous school, then they will have their PSHE lessons in their appropriate year group class. If a student is assessed as having gaps and would benefit from revisiting previous content, then they will be placed in a mixed-age group class so that they have access to the most appropriate PSHE curriculum to ensure that they are aware of how to keep themselves safe and protected from harm.

If a student joins the school in Year 10 or 11, part of the transition process will determine their individual needs linked to PSHE and an individualised programme may be provided.

Delivery of Careers Education, information, Advice & Guidance (CEIAG):

Our CEIAG curriculum is interwoven through the curriculum:

- Links are made between the curriculum and skills to prepare for a transition to beyond Hambling View.
- The vocational curriculum offer provides further opportunities to develop skills to prepare students for next steps and adulthood.
- We offer an employability skills course during KS4
- In Key Stage 4, students receive ongoing careers interviews and advice from the school's independent career's advisor.
- All students may undertake a work experience programme in Year 11

Delivery of ASDAN Personal Development Programme (PDP)

This course will be delivered in mixed-year group classes across a three-year programme in Key stage 3.

Assessment:

Each student will have their own student book and compile a portfolio of evidence to show how they have met the objectives.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy. There are pro forma recording documents (Skills Sheets) to guide them.

The student book contains the following modules:

- Communication
- My community
- Sport and leisure; Independent living
- My environment; Number handling
- Health and wellbeing
- World of work; Science and technology
- The wider world; Expressive arts
- Beliefs and values; and Combined studies.

Delivery of Communications Programme:

Communications is a very important part of the development of our students. We are developing a communication programme that ensures that our students are well prepared for the communication challenges that they face online and also supports the development of their own personal communication skills as outlined in their EHCPs or speech and language assessments. This is to ensure that development of communication skills, which all of our students struggle with, are continually addressed with opportunities to practice skills within group scenarios.

Students will begin the Bronze Award in their first year and progress through the Silver and Gold in their second and third year of Key Stage 3. If a student joins the school mid-year, then they will access Booster courses to complete the Bronze Award within their first Year of entry.

*Student books and resources cannot be purchased from ASDAN until the learners are registered. However, the following flyer from ASDAN gives information about the course that will be delivered.

All staff will complete the ASDAN training prior to the commencement of teaching the course.

Teacher guidance and support materials will be purchased to ensure that teachers are well supported in the delivery of the qualification. Teachers will also create and adapt materials

Three programmes

Bronze ★

- 60 hours of challenges
- 3 Bronze skills sheets

Silver ★★

- 120 hours of challenges (60 from Bronze)
- 3 Silver skills sheets + 3 Bronze skills sheets

Gold ★★★

- 180 hours of challenges (120 from Bronze and Silver)
- 3 Gold skills sheets + 3 Silver skills sheets + 3 Bronze skills sheets

One curriculum

Learners choose challenges from the PDP student book, which comprises 192 challenges from 12 modules:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values

As well as a **Combined studies** module, which allows learners to mix and match challenges across modules.

Six core skills

The challenges will develop learners' personal, social and work-related skills:

- Ability to learn
- Teamwork
- Problem solving
- IT skills
- Literacy
- Numeracy

Six key requirements

Learners must present a portfolio to demonstrate evidence of their achievements, containing:

- 1 A completed **PDP student book**
- 2 **Supporting evidence** for each challenge
- 3 The correct number and type of **skills sheets**
- 4 **Skills self-assessment** and self-reflection
- 5 **Personal review**
- 6 **Record of progress** and tutor record

60+ supporting resources

Free resources to support tutors and learners are available, including:

- introductory presentations
- tutor guides
- how-to guides for learners
- templates and worksheets

Delivery of ASDAN Employability Skills:

Students in Key Stage 4 may complete an ASDAN course in Employability Skills. Our students will be encouraged to learn about a wide range of opportunities that will be available to them within their wider society so that they are not limited in their aspirations, and they will be prepared to make informed choices at all levels from a range of different types of careers.

Students will learn to recognise skills and qualities required for different career paths and can identify those linked to their own aspirations, research and prepare for applications and interviews and learn the valuable skills needed to develop their employability.

Employability qualifications: Entry 2–Level 2 units with credit ratings (2013 standards)

- To achieve an Award in Employability, a minimum of **6 credits** are required – you must complete at least **1 core unit**
- To achieve a Certificate in Employability, a minimum of **15 credits** are required – you must complete at least **2 core units**

Entry 2	Entry 3	Level 1	Level 2
Maintaining work standards (MWS)	2 Maintaining work standards (MWS)	3 Maintaining work standards (MWS)	3 Working to good practice standards (WGP)
	Career exploration (CE)	2 Career exploration (CE)	2 Career exploration (CE)
	Applying for a job (AJB)	2 Applying for a job (AJB)	2 Applying for a job (AJB)
Exploring job opportunities (EJO)	2 Exploring job opportunities (EJO)	1 Exploring job opportunities (EJO)	1
Learning through work experience (LWE)	3 Learning through work experience (LWE)	3 Learning through work experience (LWE)	3 Learning through work experience (LWE)
	Enterprise Skills (ES)	1 Enterprise Skills (ES)	1 Enterprise Skills (ES)
Communicating with others at work (CWO)	1 Communicating with others at work (CWO)	1 Communicating with others at work (CWO)	1
Customer Service (CS)	2 Customer Service (CS)	2 Customer Service (CS)	2 Customer Service (CS)
	Exploring business and enterprise (EBE)	2 Exploring business and enterprise (EBE)	2 Exploring business and enterprise (EBE)
Health and safety in the workplace (HSW)	2 Health and safety in the workplace (HSW)	2 Health and safety in the workplace (HSW)	2 Health and safety in the workplace (HSW)
		Managing personal finance as an employee (MPF)	2 Managing personal finance as an employee (MPF)
			Meetings in the workplace (MW)
	Opportunities for learning and work (OLW)	2 Opportunities for learning and work (OLW)	2 Opportunities for learning and work (OLW)
	Overcoming barriers to work (OBW)	1 Overcoming barriers to work (OBW)	1 Overcoming barriers to work (OBW)
	Participating in an enterprise activity (PEA)	2 Participating in an enterprise activity (PEA)	3 Participating in an enterprise activity (PEA)
Planning and reviewing learning (PRL)	2 Planning and reviewing learning (PRL)	2 Planning and reviewing learning (PRL)	2 Planning and reviewing learning (PRL)
			Research skills (RS)
Rights and responsibilities in the workplace (RRW)	1 Rights and responsibilities in the workplace (RRW)	1 Rights and responsibilities in the workplace (RRW)	1
Tackling problems at work (TPW)	1 Tackling problems at work (TPW)	1 Tackling problems (TP)	2 Tackling problems (TP)
Travelling to work (TTW)	2		
	Using advice and guidance (UAG)	1 Using advice and guidance (UAG)	1 Using advice and guidance (UAG)
			Using ICT in the workplace (ICTW)
Working with numbers (WWN)	2 Working with numbers (WWN)	2 Working with numbers (WWN)	2
Working with others (WWO)	2 Working with others (WWO)	2 Team working (TW)	2 Team working (TW)



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The following is a brief outline of other activities that form part of an individualised curriculum at Hambling View:

Curriculum Enrichment (All):

- Music, Art - Students will all engage in one theme day subject in term in which they

School Trips and Residentials (All):

Developing cultural capital, individual talents, and resilience using outdoor pursuits/community visits and subject-based trips including the Natural History Museum, The Science Museum, Houses of Parliament Trip, Normandy/Auschwitz

There will be an annual residential camp/trip, for all students, in the last week of the summer term and where possible an overseas residential where students will learn to appreciate differences in culture and language.

Emotional Literacy Support Assistant (ELSA)

Supporting Social and Emotional Learning through a Trauma Sensitive Approach. Elsa allows students to be supported for a range of different social and emotional aspects of their school and real-world life, including, Communication, Friendships, Social Skills, Managing Anxiety, Growth Mindset, Problem-solving Solving etc. ELSA is delivered by a trained practitioner.

Individual Mentoring

Identified pupils receive 1:1 or small group mentoring with specialist practitioners. Sessions are built around a pupil's individual needs with the aim of supporting the pupil to develop school-based skills as well as skills transferable to life outside of Hambling View.

Interventions (as required in the EHCP), e.g.

- Speech and Language
- Social Skills
- Autism Mentoring

Links to other policies

- Teaching and Learning
- Assessment
- Sex and relationships

Our curriculum is a dynamic and continually improving which is essential to ensure that we meet the needs of the young people as they join our school, mostly in-year and having missed big chunks of their education. As well as annual subject area reviews for English and Maths, and bi-annual reviews for all other subjects, we review the delivery model and make adaptations where necessary. Additionally to this we review the results of each Key stage 4 qualification at the end of the academic year to ensure that our delivery is supporting our young people to succeed at or above their target level. This end of year review will be shared with Governors as part of school monitoring and quality assurance.