

**QUALITY MANAGEMENT SYSTEM**

Policy/Procedure:	<b>HGS FSC20</b>	Page:	<b>1 of 7</b>
Last Update:	<b>September 2024</b>	Next Update Due:	<b>September 2025</b>

**Policies will be reviewed annually or when there are changes to practices and legislation**

Policy/Procedure Name:	<b>Primary Department</b>
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**1. Ethos/ ACE**

High Grange School provides a specialised environment and opportunities for pupils with ASD to enjoy, achieve, grow, and develop the skills they need in order to live as independently as possible, make real-life choices and lead enriched, happy lives.

The school ethos is to provide a highly specialised and individualised learning environment for children and young people who have an autism spectrum condition. The school provides an environment of high expectation and high achievement whilst focusing on the pupil's individual needs. High Grange Schools ethos has evolved and become more focused upon targeting each pupil's 'autism spectrum condition' and 'quality of life' through the school's whole school ethos

**ACE;**

- **Adaptable Thinking**
- **Communication Skills**
- **Emotional Well-being**

The overarching – fundamental aim is for pupils to become as **INDEPENDENT** as possible.

In order to fulfil this ethos, we strive to build our lower school to enable every child the skills for adult life.

We are acutely aware of our pupil's particular challenges given their formal diagnosis of ASC and therefore specialist educational needs around 'social communication, social interaction, social integration and social thinking.'

Our Lower school classes allow children from the age of 5 - 12 years old to access a mixed structure/play-based environment that enhances their learning experience. Pupils follow either the Early Years Foundation Stage or, The National Curriculum. This policy statement outlines all that is important to our school in the teaching and learning of our Lower school classes.

## **2. Aims and Impact**

Our Primary Department aims to provide our youngest children access to a play based; objective led curriculum in a safe, nurturing environment. Children are encouraged to challenge themselves using their own interests. The structure of the day allows for extended periods of time when the children are immersed in either adult or child-initiated play, this varies depending on the needs of the child and the lower class they are in.

During adult initiated learning, objectives are taken from the most relevant curriculum for the individual's needs. More specifically we use 'Progression Steps' which break down objectives even further to allow incremental learning steps to be identified and covered. Objectives are taught through either enhancement to the environment, short play-based activities or teacher inputs.

Lower School also offers specialist subjects based on the child's current needs or particular interests. As the children progress through Lower School their access to specialist subjects increases as does teacher led learning.

Lower School provides a supportive base to cover the EYFS, KS1 and KS2 curriculum, this prepares them for KS3 where we ensure a smooth transition into Middle School. Lower School is made up of five classes. The classes are called Lower 1, Lower 2, Lower 3, Lower 4, and Lower 5. Lower 5 opens and closes based on current pupil numbers, transitions, and dynamics.

The impact of this is an environment in which children feel safe to explore, experiment, extend and evaluate their learning. In turn, this creates a learning cycle that is high on respect and challenge for the child as a learner, where their needs are met both personally and academically. Lower School takes pride in providing sustained opportunities to develop resilience, perseverance, independence, creativity, curiosity, and critical thinking. These vital skills will ensure they have great attitude to become life-long learners both in school and the wider world.

### **3. Approaches to Learning in Lower School.**

Effective education requires both a relevant curriculum and practitioners who are skilled in delivering and enhancing the curriculum in a way that is interesting to the child. At High Grange we recognise that children develop rapidly during their primary years – physically, intellectually, emotionally, and socially. We ensure the children are ready to learn by placing their sense of wellbeing and interests high on the agenda.

The school has created a small lower school community that is separate from the main school buildings and allows children from age of 5-12 to play and interact away from our older key stage 3,4 and 5 pupils. Weekly, some of our post 14 and post 16 pupils will come across into our lower school community to offer additional support to their learning. Our older pupils function as 'learning mentors' to support all aspects of their learning and understanding. This also allows our older pupils to gain valuable work experience particularly those pupils who aspire to work with younger pupils in the future.

Once a child has a place at High Grange School, we begin the highly personalised transitioning process. This could be through home visits, home packs, multi-disciplinary inputs, specialist teaching, staged transitions, or personalised timetables. Our parent liaison officer, assistant head, middle lead, class teacher and therapists work together with families to ensure first experiences of High Grange are successful. Transitions are an important part of the learning approach used throughout High Grange as we recognise, we need to be sensitive to previous experiences of education and often high levels of anxiety.

We have agreed to adopt the principles and objectives from the Early Years Foundation Stage (EYFS) Framework and The National Curriculum (NC) for KS1 and 2. These are broken down further in 'Progression Steps' by B-Squared to account for the needs of a child with SEND.

See Appendix 1 for the areas covered if following the Early Years Foundation Stage Curriculum.

See Appendix 2 for the areas covered if following The National Curriculum.

To ensure good coverage of these curriculums we have developed mapping in three, two-year cycles, thereby covering the six years of primary. We combined the mapping into six, not the seven years of primary due to our children often having missed significant years out of education. This system ensures they leave lower school with best possible core knowledge of the primary curriculum linked the number of years they are with us.

For each half termly cycle we create a scheme of learning that maps out the sequence for the teaching and learning that will be covered. We ensure the objectives from the scheme of learning are linked to the child's interests, for example, if the objective was to understand the structure of a letter, the weekly plan might have a letter arrive from their favourite wrestler if that was an interest of theirs.' The practitioner would build and extend their learning from there. A record of learning accompanies the scheme of learning as

practitioners make notes on achievements and next steps on the same scheme of learning document.

Individual pupil timetables plan times for subject based learning, stories, swimming, personal therapies, group therapy sessions, keyworker, forest school, physical development, offsite education, and assembly.

Many children arrive at High Grange after multiple failed placements in educational settings. Therefore, practitioners should ensure that all children feel included, secure, and respected. This is even more paramount when social understanding, autism and other autism related conditions may hinder this understanding. Experiences should build on what the children already know and can do.

Parents and practitioners should work together in an atmosphere of mutual respect. At High Grange we recognise the value of parent partnerships and encourage parents to be fully involved in their child's learning. We do this through regular contact with parents through informal chats, our parent liaison officer, emails, and electronic learning updates.

#### **4. Cultural Capital**

At High Grange School we believe that Cultural Capital promotes social mobility and success, helping pupils achieve goals, become successful, and rise up the social ladder without necessarily having wealth nor financial capital. High Grange School strives to afford pupils the desire to aspire and achieve social mobility whatever their starting point.

At High Grange School we believe that Cultural Capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

(Refer to HGS Cultural Capital Policy)

#### **5. Cross Curricular Links**

Lower 1 and 2 generally operate as a play based cross curricular environment where the children naturally cover a multitude of subjects within their play. Within these houses you will find a;

- Classroom, each with free access to a Maths station, book area, mark making station, enhancement areas, workstations and a SMART interactive whiteboard.
- Kitchen and Dining Room where they can eat, bake, cook, and prepare food.
- Messy Room with sink areas for water play, dough table, science table, creative area, and free choice malleable experiences.
- Playroom with block play, games, small world, and craft.
- Soft-play room or sensory room.
- Outside area which is secured with a fence and gate to provide a safe area to extend their cross curricular learning.

Lower 3, 4 and 5 embeds learning through lessons that are taught as stand-alone subjects. Pupils are ready at this stage for short lessons of 30-40 minutes. In Lower 3, 4 and 5 you will find;

- Classroom with access to a Maths station, Literacy station, work areas for each pupil and a SMART interactive whiteboard.
- Kitchen and Dining Room where they can eat snack. Children have a food technology lesson in school so tend to use the main school facilities for baking and cooking.
- Messy Room with sink areas for water play, dough table, science table, creative area, and free choice malleable experiences.
- Second classroom with areas to play, creative area and additional working areas.
- Separate area for reading and quieter individual activities.

In lower school pupils can also access a sensory room, small world rooms, soft play, and small age-appropriate libraries. Each lower school class has high staffing ratios to provide a highly individualised and flexible approach in order to meet pupils individual EHCP outcomes and SEND.

## **6. Community Links**

High Grange optimises its links with the local community through regular trips offsite. We visit local parks, shops, farms, stables, and other attractions such as museums, galleries, and places of worship.

People within the community are invited into school to talk to the children these include, the police, fire officers, ambulance technicians, nurses, dentists, and the clergy. Artists, actors, and musicians are also invited to work with the children to enrich the curriculum. All visitors hold the relevant documentation and are supervised when in contact with our pupils if they do not hold a current DBS.

## **7. Assessment, Monitoring and Recording**

Practitioners use extensive recording systems to make daily, weekly, and half termly assessments. Each day observations of engagement and understanding are recorded using photos, comments and curriculum links on our scheme of learning documents. Staff also record the achievement of objectives through Progression Steps/ B- Squared assessment programme. We use the same assessment tool to make judgements against Progression Steps levels on a termly basis.

Each child has a learning journey where we collect work, achievements, and photos. Each child also has relevant work books based on age and stage.

All Lower school pupils have planners that are age appropriate to help and support achieving and recording their ACE targets – clearly setting out termly ACE targets whilst monitoring progress through children's keyworkers on a weekly basis. Termly targets are broken down into weekly outcomes and keyworkers and form tutors assess progress made.

During the last week of each term the schools MDT team, keyworker and where possible the child meets to review the termly ACE targets and set new termly targets for the following term. High Grange Schools ACE targets incorporate each individual child's EHCP outcomes, and it is the school's intention to focus upon EHCP outcomes through the whole school ethos 'ACE.'

## **8. Resources**

Primary is well equipped with high quality, fit for purpose, modern resources. All resources are stored in suitable containers and are kept clean. Outdoor apparatus and larger indoor apparatus are inspected regularly for signs of wear and tear. Damaged or broken items are repaired or disposed of safely.

## **9. Health and Safety**

All reasonable measures are taken to ensure the safety of all children in Lower School. Current risk assessments of different areas are available in the department and on S Drive. These have been completed with and signed by our Health and Safety Officer. Key card, key and coded entry ensure maximum security throughout all of School.

Medicines are locked in a suitable cupboard in the Nurses Office, documentation is signed and approved by parents or carers before the administration of any medicines. The Key stage 1 and 2 primary school community is separate from the main school. This ensures that older pupils in key stage 3,4 and 5 do not have direct access to our primary units without the permission or direction of school staff.

## **10. Equality & Diversity/ Equal Opportunities**

Primary is an inclusive department which incorporates movement, imaginative play, sensory experiences, and problem-solving skills within all curriculum subjects, either The Early Years Foundation Stage or The National Curriculum.

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Please refer to the separate Equal Opportunities Policy.

## **11. Appendix**

### **Appendix 1**

If working on the Early Years Curriculum the seven areas of learning covered by the EYFS curriculum are as follows:

PRIME AREA - Personal, Social and Emotional Development (PSED): This area has three sub sections- Making relationships, Self-confidence and Self- awareness and Managing feelings and Behaviour. In these areas children are given opportunities to develop confidence and independence whilst simultaneously creating friendship groups.



PRIME AREA - Communication and Language (CLL): This area has three sub sections - Listening and attention, Understanding, and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. Communication and language are used as a scaffold upon which effective learning is built across the curriculum.

PRIME AREA - Physical Development (PD): This area has two sub sections – Moving and Handling, and Health and Self-care. This includes both fine and gross motor development and the knowledge of how to keep healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

The above prime areas are the stepping stones to effective learning. Once a child is secure in these areas they are ready to embark in the process of learning in the specific areas.

SPECIFIC AREA - Mathematics (M): This is broken down into two subsections these are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

SPECIFIC AREA – Literacy (L): This area of learning has two subsections of Reading and Writing. The objectives ensure success in early reading and writing skills. Speech and Language therapist as well as dyslexia therapists help the staff plan appropriate activities to work on key personal skills.

SPECIFIC AREA – Understanding the World (U the W): This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people, and features of the natural and made world. It provides a foundation for historical, geographical, scientific, and technological learning.

SPECIFIC AREA - Expressive Arts and Design (EAD): This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

## **Appendix 2**

If working on National Curriculum objectives the subjects covered are;

- English: Split into reading, writing, spoken language.
- Maths: Split into number, measurement, statistics, and geometry.
- Science: Split into plants, animals, living things, uses of everyday materials and properties of everyday materials
- Art and Design
- Design and Technology
- Geography
- History
- Music
- Computing
- World Studies
- Physical Education
- Personal, Social and Emotional Development (PSHE)