



# Peterhouse School

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Teaching & Learning Policies & Guidance

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Cheryl Amy

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**REVISION STATUS**

<b>This Review Date</b>	<b>Details of Changes</b>	<b>Sections Changed</b>	<b>Author</b>	<b>Date of next review</b>
July 2022	Policy updated throughout	throughout	C.Amy	
Sept 22	Timetable structure / 3 principles	2 & 3	C.Amy	
Sept 22	Safeguarding in the curriculum added	2	C.Amy	September 2023
02.11.2022	Ratified by Governance Committee			
27.9.2024	Use of tutors added	New section	O Matthews, C Brandt	
November 2024	Language updated throughout and Peterhouse Way included	throughout	C.Amy	October 2027
September 2025	Semi-formal PPfA content / structure		C.Amy	October 2027

**This document should be read in conjunction with:**

**Assessment Recording and Reporting Policy**

**Preparing for Adulthood Policy**

**Behaviour Policy**

**Learning Outside the Classroom Policy**

**Flexible Education Collaborative Working Policy**

**Flexible Education Individual Student Service Summaries**

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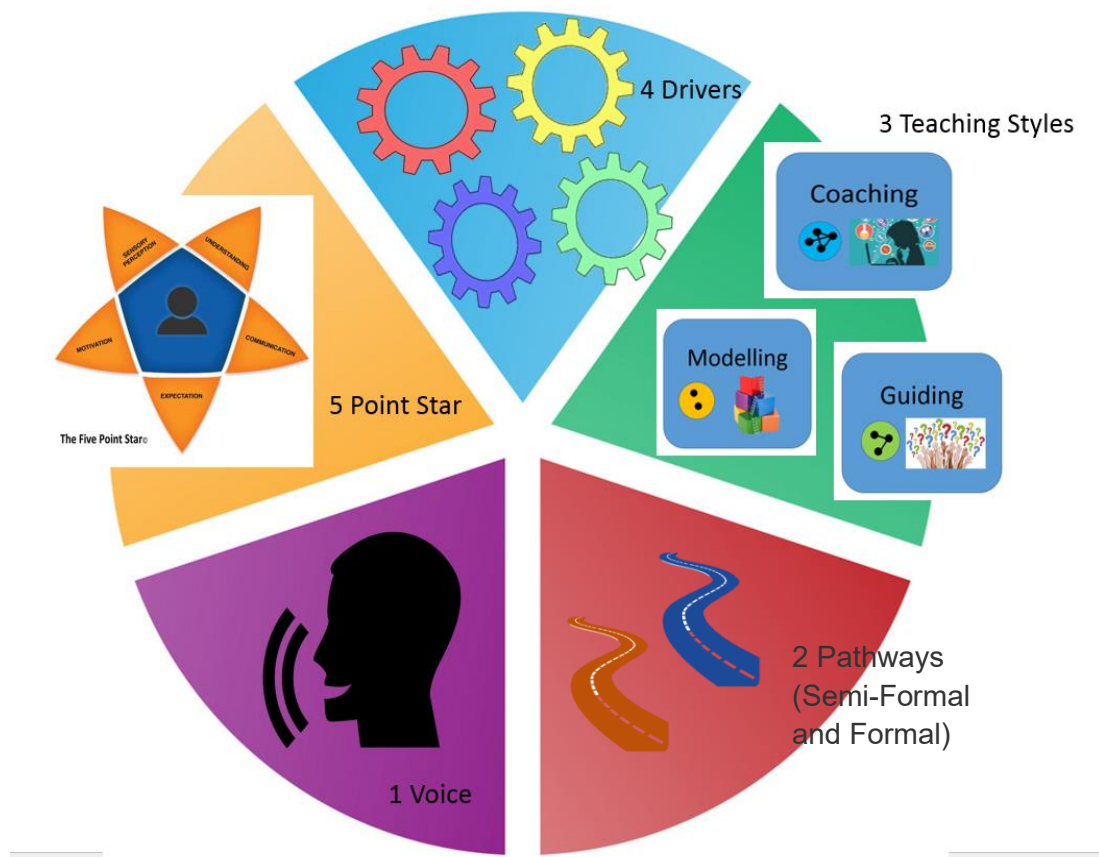
## 1 STATEMENT OF INTENT – THE PETERHOUSE WAY

*“Peterhouse aims to provide a specialist environment which is flexible and responsive in fulfilling the academic, social, emotional and physical potential of all our young people, equipping them with the skills, knowledge and understanding to be a successful adult with autism.”*

The Peterhouse Way is a ‘Blended Offer’ that is based around our specialist knowledge of autism to create a personalised approach to shape a curriculum offer

that engages and enthuses each pupil alongside preparing them to live in a neuro-prevalent world with good quality of life.

We have designed a 5,4,3,2,1 approach that encompasses our 'hidden curriculum'. A **Hidden curriculum** is a set of influences that function at a level of organisational structure and culture and 'encompasses a range of implicit norms, values, beliefs and practices within academic life.' (Girou and Penna 1979:22). Staff at Peterhouse School are often immersed in an explicitly presented culture where our knowledge and understanding of autism practice is fundamental to **how** we work alongside our pupils. By recognising the unique strengths of each of our students' staff support each individual to face any invisible barriers to success in their own unique way in order to prepare them to be able to be ready to learn. This incorporates:



# 5 point star



Our autism practice is informed by a contemporary understanding of autism following a strengths based approach which may be interpreted through Autism Initiative's Five Point Star:



The unique presentation of an individual's Understanding, Communication, Expectations, Motivation and Sensory Perception enables us to provide detailed support and a personalised curriculum to ensure that our pupils have the ability to make progress in all areas of their development.

Our approach is further supported by recent research by Dr K Silver based on our understanding that people on the autistic spectrum have cognitive differences. Our curriculum therefore promotes opportunities to support the gap recognised in both the social and medical models of autism by developing thinking skills and metacognition through a strength based approach thus enabling our population to develop '**their own**' skills and strategies that they can understand and use to support them into adult life.

This includes and acknowledges the Sensory World of Autism and the environment, both interpersonal and physical, and its impact on learners to develop communicative and functional skills so that they may understand and influence the environments around them. It also explores personal wellbeing by supporting mental health and behaviour to enable a young person to have the skills and strategies to reflect on, develop and use their own thinking to enable them to make progress.

The five point star forms the basis of our autism practice and thinking.

## 1. Awareness of differences in thinking:

As practitioners we aim to **understand** each individual person's autistic thinking and to work with this as our **starting point** for our approaches to each person. We recognise that:

- There are thinking differences (cognitive differences) associated with autism. These may be a result of differences in connections in the brain
  - We understand that as a result of these thinking differences, people with autism may experience and respond to the world differently
  - We recognise that differences in thinking mean that strategies that work for people with neuro-typical brains may be less effective for people with neuro-diverse brains
  - We aim to empower people to learn their 'own ways' of doing things (own strategies) based on what people already know and do, which match with their own existing ways of thinking. We do not expect autistic people to learn to use neuro-typical strategies that may not work well for them.
  - When thinking about **differences in thinking** we understand that there are also **differences and strengths and abilities** relating to memory.
2. We understand that there are differences in use of communication and understanding of communication and **we change the way we communicate** in response to these.
  3. We recognise that there are differences in sensory experiences and **we understand how these may impact** in each young person and work with these
  4. We use our 5 point star approach and try to understand the perspective of the autistic person, which may well be different to our own
  5. We understand the heterogeneity of autism, that is, we recognise that each autistic person is different and so **we take a different approach to each person**.
  6. We recognise that what **we do** and **what we say** and **how we are**, may have a positive and negative impact on each young autistic person. **We are aware of ourselves**
  7. We have an aspirational culture, focusing in **strengths and abilities associated with autism**, while acknowledging things that may be difficult for the young people. We think about **what is important to each person** and how **we can prepare** each young person to enjoy a **good quality of life as an autistic adult**

We offer an inclusive curriculum which ensures equality of opportunity enabling access to all aspects of the curriculum irrespective of gender, race, disadvantage or disability.



At Peterhouse, we believe it is the needs of the pupil that should determine the emphasis of what is taught, rather than subjects driving the curriculum. It's important that pupils learn what's in the statutory curriculum; but it is understood that our pupils need much more than this. Having established our **'Drivers for Learning'**, the factors and values that will shape the adapted curriculum, based on the needs of the pupils, the community, school values and the school location, we can ensure that we are able to balance pupil's needs with the content of the curriculum, ensuring this meets the needs of each individual pupil.

The following four drivers, which were agreed following staff and school community consultation. These drivers help us to shape the delivery of our curriculum and therefore the opportunities we offer our pupils.

- **Identity**
- **Independent Learning and Creative thinking**
- **Knowledge of the Wider World**
- **Quality of Life**

By using the drivers to further identify barriers to learning we are able to create bespoke experiences for each pupil that shapes their own growth and development in a way that is specific to their need. The school drivers further personalise approaches throughout the curriculum and assessment, links are made to these developmental aspects giving our curriculum focus and context.

**By exploring Identity we recognise what is personal to each student and: who our individual pupils are. We look to understand individual perspective in the way each person thinks about themselves and others including self-image, self-esteem, and individuality. We look to explore characteristics that define us all as individuals for example personal qualities, beliefs, personality looks and/or expressions. For our pupils Identity means:**

➤ **Identity**

Identity is personal to me. It is who I am. It is about using my own unique strengths and identifying and knowing my own ways of doing things e.g. what I need to feel OK. It is about being able to notice when I feel different and knowing how to use my skills and knowledge alongside other people as a way of self - managing. By exploring what I know and learning about myself I will be able to find the skills and strategies that I need to be able to keep safe, communicate successfully and have a sense of purpose for myself within my wider community including my family, my friends and my potential next steps.

**We encourage our pupils to use Independent learning and creative thinking in order to ensure that the teaching and development of skills becomes embedded and deepened over time to support our pupils to be motivated to think, act and pursue their own studies and interests autonomously to become problem solvers. For our pupils' independent learning and creative thinking means:**

➤ **Independent learning and creative thinking**

Independent Learning and Creative Thinking is about owning and knowing my own skills. It is then about using and applying my 'own ways' of doing things to a variety of different situations. This might be, for example, how I learn in the classroom but it also might be what I notice when I walk down the road. It is about practicing my side to side thinking in everything that I do so that I can know and understand what the 'best way of working' is for me. I will be able to learn and apply my thinking in many situations in order to be able to make choices, to be able to express my interests and motivations, to be able to be OK if something does not go as planned e.g. to become a problem solver. I will also know how and who to ask for help.

**Knowledge of the wider world enables our pupils to go beyond the classroom. It takes learning into the school community, the wider community and the world beyond supporting the knowledge of employment, others and their beliefs and the rules and laws of our society and their consequences. For our pupils Knowledge of the Wider World means:**

➤ **Knowledge of the wider world**

My Knowledge of the Wider World is important for me to know about what I need to be a successful adult with autism. I want to be able to reach my own and my family's aspirations. I need to know and understand the purpose of why we do things. I need to be able to understanding right from wrong. I will know what I need to notice and do to be able to keep safe beyond education. I will learn and understand that we are all different and that other people may have different views and opinions. I will learn to explore what I know about other people and apply my own skills and strategies to help me to know how to get along with other people in all areas of the Wider World that are relevant to me.

**Quality of life is the outcome for our pupils. We want to explore the general well-being of each individual pupil and to be able to respond and support the negative and positive features of life. We aim to focus on life satisfaction and being successful in a social world; everything from physical health, family, education, employment, wealth, safety, security to freedom, religious beliefs, and the environment both in school and beyond. For our pupils this means:**

➤ **Quality of Life**

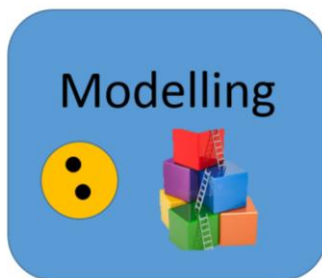
My Quality of Life is everything about me. I need to be able to communicate successfully in order to make choices and decisions. I need to know about and have the opportunity to do the things that are important to me. I need to know how to keep safe. I need to know how to ask for help when I need it. I need a sense of purpose and to know that I can achieve my goals. I need to understand that different things might impact my quality of life and that change can happen. I

need to be able to access my toolkit to self-manage e.g. knowing what helps me, my own ways of doing things, my own feel goods, knowing about people who can help me, knowing what I need to feel OK. I need to be able to use my toolkit in everything that I do now and in the future so that I can be a successful adult with autism with a good quality of life.

See Appendix III

## 3. Teaching Styles

Staff deliver learning through 3 main teaching styles in order to address pupils' individual needs and promote independence and building on past experiences. These styles are then closely linked to our assessment criteria



### **Modelling:**

Where staff offer a higher level of support when working alongside pupils (power with) to teach new information with a clear structure where pupils can follow instruction and learn to think

### **Guiding:**

Where staff offer a medium level of support and opportunity in lessons to enable pupils to access 'what they know' encouraging them to make choices and to apply their thinking. To develop teaching opportunities where pupils can explore and develop in different environments to discover new learning and to apply their knowledge independently e.g. sabotage

### **Coaching:**

Where staff offer a low level of support so that pupils are actively thinking, using and applying 'what they know' to a variety of situations to problem solve, implement their own skills and strategies where the activities offer a range of different opportunities.

## 2. Pathways

### Our Pathways

Within our blended offer, pupils have access to 2 agile pathways. Due to the nature of our pupils' individual needs, we acknowledge that many may present with a 'spikey profile' and their personalised learning may span different pathways for different areas of learning (see Appendix IV)



Throughout the school, students who are not at the stage of learning though subject specific learning follow our **Semi-Formal Pathway**. This incorporates Early Years and the Foundation Stage (EYFS) (19<sup>th</sup> January 2024). Our Bespoke Semi-Formal pathway offer includes **Peterhouse Preparing for Adulthood Semi-Formal Curriculum** and further adapted learning in:

- Functional English
- Functional Maths
- Expressive Arts
- Physical Development
- Understanding of the World

Our **Formal Pathway** is based on an adapted National Curriculum offer for Key Stages 1 to 3 (Curriculum 2014) with Key Stages 4 and 5 delivering relevant accredited courses. These frameworks set out the breadth and depth of study and the skills and attributes for learning that pupils need to acquire and experience. This transition into adapted subject specific learning introduces a more formal approach and strives to build on and maintain the best practices of our **Semi-Formal** provision. Pupils are expected to use and apply their knowledge and skills in a range of learning opportunities.

Throughout both pathways the emphasis lies in **'how'** we understand autism and each individuals' personalised needs and readiness for learning that is **unique to them**. Our

approaches will always be fluid and encompass our hidden curriculum to support our pupils to become successful adults with autism.

This is organised to ensure that the **hidden curriculum** of 5-point star, drivers, teaching styles and one voice is fundamental to **how** we teach.

# 1. Voice



The Peterhouse Way is about a shared and embedded understanding of our philosophy that is fundamental to everything that we do. We want our pupils, families and staff to know and understand how we value and support autistic individuals to ensure that they can reach their full potential in becoming successful adults with autism experiencing a good quality of life.

Our 'One Voice' represents the working partnerships that ensure consistent approaches by all stakeholders with the person at the centre of their experience at Peterhouse School. Our one voice is evidenced through:

- Our vision, culture & ethos and promoting consistency
- Pupil voice, whatever pathway they follow, in order to ensure we prepare them for the best possible life outcomes
- Family voice by working with and alongside our families to promote consistency for the child e.g. EHCP targets, listening to families, support in the home, family quality of life
- Autism practice and supporting behaviour approaches – 'one voice' when using proactive, active and reactive support

## 2 IMPLICATIONS FOR TEACHING, LEARNING & PROGRESSION FOR PUPILS WITH AUTISM

### Teaching

Our teaching methods are dictated by the presentation of each individual within a class. Classroom management strategies need to take account of the varying social, communicative and sensory impairments of our pupils. Within one class group there may be pupils who cannot tolerate peer contact, and a major emphasis will be to lead them towards integration into group situations for small periods of time. Equally some pupils may make considerable demands for attention in a variety of ways. These can include aggressive, destructive or noisy behaviour or

alternatively complete withdrawal and refusal to co-operate.

In addressing this, teaching strategies need to be well-planned but flexible and need to include individual and small group work. Staff need to respond sensitively and creatively within each lesson. A situation may change dramatically if a child is suddenly unable to cope within that setting. It is often not possible to predict changes in mood. Triggers for behaviour patterns can be internal rather than resulting from the environment.

Staff are encouraged to consider a full range of teaching strategies and utilise those methods which are most productive and are fully supportive of the aims and ethos of the school. These may include TEACCH, PECS, behaviour strategies, therapeutic approaches, emphasis on routine etc. Our school uses a 'total communication' approach to learning. This includes the use of symbols, signing, and visual aids. We make good use of IT, including augmentative and alternative communication devices.

Teaching is supported by secure subject knowledge in specialised subjects through the use of Specialist teachers and prioritised in KS4-5. These subjects are Art, Music, Science / Horticulture, Computing, PE and Expressive Arts and Maths, English and WRL in KS4-5.

### **Subject Offer on a Page**

All subject leads have produced **offers on a page** to clearly define the *Intent*, *Implementation* and *Impact* of their subject across both pathways, considerate of the autism needs of each individual child. A **road map** for their subject also identifies a summary of how their subject builds on previous knowledge. This is designed to be what is on offer for their subject, not a definitive individual pathway due to the 'spikey' nature of the profile of our pupils.

All classroom planning takes account of individual programmes.

### **Learning**

Prerequisites to learning are attention, co-operation and motivation, all of which can be areas of considerable difficulty for our pupils.

Learning for pupils within the Autism Spectrum may be dependent upon many factors; a secure environment, interaction with particular staff, external changes, mood or degree of withdrawal. A pupil's ability to learn can be strongly affected by factors beyond the school's control e.g. changes in transport, home situations, the weather etc.

Breaking through the fear and confusion of daily life is dependent on the creation of a secure foundation and only then will a pupil be receptive to learn.

## Preparing for Adulthood

We recognise that our student’s autism can impact significantly on their vulnerability as an adult and addressing this is embedded in everything we do. We recognise that our youngest students are on a journey through to adolescence and beyond to adulthood and need to be prepared for this as early as possible, in an age appropriate way. Through the Preparing for Adulthood curriculum we aim to ensure our pupils are able to:

- keep themselves safe
- develop their independence
- maintain physical and emotional wellbeing
- make a positive contribution to their community and others, understanding the impact, both positively and negatively, they can have on themselves and others.
- Keep up to date with the demands of an advancing technological world and to keep themselves safe online

In keeping with our curriculum drivers, the Preparing for Adulthood Curriculum is a vehicle through which our student’s autism is addressed. Each activity and experience offered is aimed to address the differences in communication, social understanding, thinking, and for some, sensory perception or sensory processing. The statutory elements of PSHE and RSE are incorporated within this offer (DfE September 2021). Content is addressed through whole class and small group lessons, but also through an individualised approach through personal tutorials and interventions. The 5 frameworks consist of:

SEMI-FORMAL PREPARING FOR ADULTHOOD CURRICULUM	FORMAL PREPARING FOR ADULTHOOD CURRICULUM
Healthy Lifestyles / Self-care, support & Safety	Health & well-being
Understanding of the world; technology	Digital citizenship
Self-awareness; Work Related Learning	Work related learning
Self-awareness / Changing & Growing / Managing Feelings & Behaviour / Friends & Relationships	Sex & relationships
Accessing the community	Accessing the community

Throughout the Preparing for Adulthood Curriculum there are opportunities to teach Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs. The promotion

of Spiritual, Moral, Social and Cultural development will be embedded throughout, paying particular regard to the specific learning needs of our students.

The school delivers its pathways on a 3 year thematic 'Big Ideas' approach in the primary age classes over most subjects. Maths, PE and PfA are taught discretely. The themes have been carefully chosen to support both our pathways and provide a broad and balanced curriculum that builds on previous learning. For those students in the formal secondary age classes, lessons are delivered by subjects to prepare them for the accredited learning pathway. The semi-formal secondary class follows a mix of Big Ideas and discrete functional accredited learning. Our FE learners also have access to careers opportunities including:

- **Work experience** opportunities appropriate to their skills, interests and needs during their time in F.E.
- Our **Careers Link programme** extends pupils experience through participation in activities offered by local colleges and other providers for example Southport and Arden Colleges and Bridge Inn Community Farm
- **Careers advice and information** from the Transition / Careers coordinator and Independent Careers advice

## Accredited Learning

At Peterhouse, we believe that equipping students with qualifications is important for their chances to be successful and secure employment. However, without the parallel skills of the ability to communicate effectively, use thinking skills and understand the world around them, employment will not be a realistic possibility. The curriculum is the vehicle through which we develop the skills and strategies needed to prepare all of our young people to become lifelong learners and independent adults with autism. Our key focus is on communication, social understanding, thinking and sensory processing and on overcoming the unique barriers to learning imposed on each pupil by their autism. We work with pupils' motivations and interests, including their sensory preferences.

The curriculum in the FE department is the vehicle through which the specific needs of young people with autism are addressed and independence maximised. The curriculum reflects the range of cognitive, social, cultural, spiritual, moral and physical needs of the students. Through differentiation it aims to be functionally relevant, promoting consistency and progression. It is individually interpreted according to the strengths, needs and interests of the student.

A range of accredited learning courses are available for students working at pre entry level, entry level and Levels 1 and 2. Courses focus on life skills; work related learning and functional skills. Qualifications and awards include:

- ✓ Trinity Awards and certificate in musical development (Entry 1-2)
- ✓ ASDAN Diploma in Personal Progress (Entry 1) Employment, Independent Living, Good Health, Community Inclusion
- ✓ ASDAN Towards Independence (Entry 1) DT (craft making, meal preparation, performing arts)  
Art (printing, clay, making pictures)  
Work related learning (work awareness, business enterprise, my future choices)
- ✓ ASDAN Personal Development (Bronze, Silver, Gold)
- ✓ ASDAN Short Courses i.e. horticulture and in areas of personal interest (Entry Level)

- ✓ English and Maths (Entry 1 to Level 2, AQA GCSE Language & Maths)
- ✓ Science (open award and certificate level 1&2)
- ✓ ASDAN Employability (Entry 1 to Level 2)
- ✓ ASDAN Personal & Social Development (Entry 1 to level 2)
- ✓ ASDAN personal development (Bronze, Silver, Gold)
- ✓ Art & IT (BTec Level 1&2)
- ✓ Digital Media (level 1 BTec)
- ✓ Creative Media Production (BTec Level 1 & 2)
- ✓ Vocational Studies (BTec Entry 3)
- ✓ Duke of Edinburgh – Bronze, Silver, Gold
- ✓ Trinity Arts Award – Explore, Bronze, Silver, Gold
- ✓ ASDAN Short courses i.e. in areas of personal interest

## Progression

While it is evident to staff that progression has occurred, quantifying and producing evidence to support this conviction can be difficult to collate. Pupils may show evidence of learning on one occasion and subsequently not display such evidence for a long time.

Additionally, many of our pupils have difficulty generalising learning from one situation to another, thus making it difficult to know with certainty that a skill has been usefully learnt and understood.

The functional emphasis of our curriculum encourages pupils to use situational clues but equally learning may be context specific. For these reasons it can be difficult to measure progression.

Many pupils cannot or will not produce tangible evidence of learning and hence it is through teacher observation and assessment that we must determine progress.

A further complicating factor is that many pupils show cyclical patterns of behaviour

and learning, thus complicating the recording of progression. Our pupils do make progress which is documented for example through EHCP evaluations, Earwig assessments and Accredited courses, but is most evident when comparing annual review reports.

We consider that progress has been made when it is evidenced in the individual as set out in our aims:-

- when our understanding of the unique impact of autism for an individual pupil has enabled us to provide a planned positive environment geared to that individual;
- when a safe secure environment has been created, one in which independence has been encouraged and helped them to understand and influence the environment through the use of communicative and functional skills;
- when spiritual, moral, cultural, cognitive, social and physical development of the pupil has been promoted and evidenced.

Since September 2020, all areas of progress have been monitored through our Progress Tracker which is scrutinised at the start of each new half term. This information pulls everything together and monitors:

- attendance
- behaviour
- engagement
- targets in EHCP's, ALC and NC subjects
- accredited learning progress

### 3 STATEMENT REGARDING KEY STAGES

#### **Class Groups**

Peterhouse has a maximum of eight classes. Classes 1 to 5 cover EYFS, Key Stages 1 to 3 and there is a Further Education Department for 14 to 19 year olds. We aim to have class groups in which pupils are all of one Key Stage. There are certain 'clusters' amongst our admissions that make this more difficult in certain years however it will always remain our goal.

All classrooms are clean, clutter free and have working displays around our 4 drivers and designed to not over stimulate our pupils. Classrooms are divided into different spaces for different purposes, and these include:

- Learning
- Eating

- Social times
- Spaces to take ‘time out’
- Food preparation

All classes make use of visual timetables and calendars – these are designed to aid pupils to make sense of their day.

We build the self-esteem and confidence of our learners through their time in the classrooms so that they feel equipped to address new challenges.

We maintain a very high ratio of TAs to pupils – commonly as many as five TAs with eight pupils if they are required to support the different needs of the pupils.

#### 4 SAFEGUARDING IN THE CURRICULUM

Safeguarding is at the heart of everything we do at Peterhouse School. Great importance is placed on identifying opportunities within the taught curriculum for children to learn about safeguarding.

Our broad and balanced curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact personal development, behaviour, and welfare, and equips every child with the knowledge and skills required for personal safeguarding, at a **stage not age** approach. Our curriculum drivers that are the ‘Vehicle’ for all learning and curriculum frameworks include these elements of safeguarding through:

- **Identity** – including personal responsibility and metacognition
- **Independent Learning and Creativity** – including how to seek help and risk management
- **Knowledge of the Wider World** – including rules, British Values & understanding of law
- **Quality of Life** – including being safe, economic and emotional wellbeing

Our Preparing for Adulthood formal pathway offer covers all areas of Safeguarding through each of the strands to a different degree, however, some go into more detail.

- Sex & Relationships – including RHE and RSE;

Sub-heading	Content
Families & Close Positive Relationships Relating to others / friendships Respecting self and others	Family roles Friendships – types, Trust Tolerance, Sharing / turn taking
Public, private and personal space Law and consent Communities, diversity and gender	Masturbation, Privacy, Touch, Legal issues / rights, FGM Gender differences, Diversity Different groups
Safe relationships and Peer Pressure	Choices – yes / no, Permission Gangs, Consequences
Ourselves Growing & Changing  Contraception, Parenthood and Reproduction  Managing bullying and relationship changes	Life Transitions, Body changes / puberty Erections / periods, Menopause STI's, Contraception, Pregnancy Terminology Bullying, Exploitation, Harassment Divorce / bereavement

- Digital Citizenship – e-safety, Safe use of technology including password security and privacy settings, fundamental British values
- Health & Wellbeing - drugs & tobacco, mental health & emotional well-being and keeping safe and managing risk.
- Accessing the Community – managing risk, road and public transport safety & being safe in the community, stranger danger
- Work related Learning – bullying and harassment

For those students who following the Preparing for Adulthood Semi-Formal offer, access to these themes at this stage of learning includes:

- knowing about themselves, managing feelings, making choices and behaviour & relationships
- cultures, right & wrong, public & private places, community travel and safety and the ability to say 'no' or ask for help
- pictures / symbols / vocabulary, community access and sequencing.
- safety around school and home, health & self-care, well-being, personal hygiene, food and medical support.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught as a smaller group or 1:1 level where a more urgent need arises. This can be addressed within the class or personal tutorials with their 1:1 tutor.

We have developed an open and safe learning environment in which pupils express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. As well as personal tutorials, we have a pupil council that hold meetings throughout the year. Classes have stage appropriate displays that point students in the right direction; where they can seek help and who they can go to for further support, both within the school and as part of the wider community.

Time is taken at the beginning of every new school year to reaffirm school culture, values and expectations for being part of Peterhouse School. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

See Appendix II for the Curriculum map identifying Safeguarding across the School / Curriculum

## 5 ASSESSMENT

All our teachers have good knowledge of the school's assessment system, Earwig. Earwig is used to evidence, assess and report on progress in both pathways, our bespoke PfA and EHCP targets.

All students at Peterhouse have an EHC Plan. Targets address prime needs and are monitored half termly through the progress tracker and evidenced through Earwig and reassessed annually at the Annual Review by teachers and therapists. Targets are then identified termly, to ensure that there is coverage of all targets across the year. Given the wide range of ability within and between, classes, some pupils in lower classes may be working at a higher level than older pupils.

Our culture seeks to be as positive as possible in reporting the progress and achievements of our pupils, whilst remaining truthful and realistic. Teacher assessment is our most valuable assessment information on which future planning is based. Teachers and teaching assistants (TAs) provide feedback for our learners which is adapted for each class as appropriate.

Ipsative referencing rather than norm or criterion referencing is most useful for our population. Some SATS materials may be included in some pupils' assessment where this is required / appropriate. SATS tasks may be administered if dictated by the EHCP or at the annual review. The LA is informed of the outcome of any SATS

undertaken. The school does not submit SATS results to form part of the national report.

We wish to monitor and evaluate pupils' progress throughout their placement and fulfil our Mission Statement. Our true 'value-added' contribution lies in the individual programme developed for each child by those with an understanding of autistic spectrum condition and its implications for teaching and learning. Key Stage information is valuable as one aspect of each pupil's educational context.

The final week of each half term is dedicated to 'assessment week'. During this week no scheduled meetings are planned and staff are provided with the time for:

- Autumn 1 – EHCP target setting
- Autumn 2 – internal moderation of identified subjects
- Spring 1 – EHCP target setting / assess progress
- Spring 2 – external moderation of identified subjects
- Summer 1 – EHCP target setting / assess progress
- Summer 2 – targets reviewed and reports to parents written. (Assessment week to be moved earlier in the term to fit). Transitions for new class groups.

There are 6 pre-stages in the semi-formal pathway and between 9-13 stages in the formal pathway subjects (depending on the accredited learning offer). These stages are what teachers assess against, with smaller steps identified to support planning, and then each assessed according to our E-B-A-D criteria (encountered - basic – advancing – deep).

## 6 STATEMENT RE USE OF DATA TO INFORM PUPIL PROGRESS

The collection of data and its interpretation can be an effective tool for schools to measure pupil progress, generate and test hypotheses, examine teaching and learning and drive school improvement.

At Peterhouse School we use Earwig as a tool to assess pupil progress in both pathways including our bespoke PfA. This forms part of a pupil's baseline assessment and then is used annually to record progress.

The unique impact of each pupil's autism at any one time can mean that progress can 'peak and trough' throughout any given year. Meaningful and robust data can only be truly gathered over time, either at the end of each Key Stage or from starting point to leaving.

## Data as part of the bigger picture

Whilst data can be a very powerful tool in providing information it must also be put into context. At Peterhouse School we believe that the following points must be considered when interpreting or using progress data

At Peterhouse School the development of communication, social interaction and flexible thinking is a priority and is embedded within our curriculum. In addition, meeting the sensory and behavioural needs of our pupils is often a prerequisite before learning can take place. For many pupils the development of their confidence, self-esteem and independence is their greatest achievement, which cannot easily be measured, but is vital to their wellbeing and a priority for their families. Academic attainment alone does not recognise the achievement of the whole child and, as such, any reporting on attainment should only be read in conjunction with the pupil's Annual Review Report.

Admission to Peterhouse School can happen at any time during a year or Key Stage. Each pupil has a very individual starting point on entry as the heterogeneity of autism means that the impact it has on each individual is unique and each pupil's profile varies greatly. A robust 6 months assessment is undertaken on entry and includes an EHCP, risk assessment, sensory profile and Earwig baselined assessment. All pupils will have an additional positive behaviour support plan (PBSP) to support their behaviour and/or an Occupational Therapy programme. An 'About Me' document is developed alongside an 'at a glance' document that summarises individual needs using the 5 point star. It is the successful and consistent implementation of all these support strategies ensures that the majority of pupils make outstanding progress over time.

Peterhouse School is committed to providing the best possible **outcomes** for all of our pupils. Our priority is to enable our young people to leave us as **successful adults with autism**, who make a positive contribution to their local community and have the skills to be lifelong learners.

For some this will mean being able to exercise **choice** and **independence** in a supported environment; having self-occupancy skills, independent living skills and the ability to self-manage their own behaviour.

For other pupils the priority will be the attainment of nationally recognised qualifications to enable them to continue in further education or to experience success in the workplace. We recognise, however, that these qualifications will be meaningless unless we also equip our young people with the **parallel skills** to make their qualifications count. At Peterhouse School we recognise the unique impact of ASC on each individual and therefore employ unique and person-centred approaches to enable our young people to develop the skills and strategies to enable them to **independently** communicate, socially interact, problem solve, behave appropriately and keep themselves healthy and safe. These skills are fundamental in securing the future success and wellbeing of all our pupils as they continue the road of lifelong learning and make a positive contribution as a successful adult with autism.

When monitoring our Teaching and Learning at Peterhouse School, we aim to include all staff members in the monitoring and evaluation process to ensure its procedures are implemented by everyone. Any monitoring takes place in order to:

- Continue to raise standards by setting high expectations and pursuing improvement in curriculum planning and the quality of teaching
- Ensure procedures for monitoring and evaluation are effective, measurable, manageable and realistic.
- Use the monitoring and evaluation process to form an effective and continual review process including informing the SDP.
- Apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- Ensure the head teacher, governing board and relevant staff are accountable for school improvement, as well as personal improvement in their roles and identifying opportunities for CPD.
- Ensure the governing board, staff, parents and pupils have an avenue to feed back their opinions about the school's performance.

Monitoring of teaching and learning takes the form of many different approaches and follows a structured monitoring schedule around subjects and departments. This includes:

- Scrutiny of pupils' work
- Pupil tracking
- Learning walks
- Presentations and displays of their work
- Lesson observations – including peer
- Attendance and engagement tracking
- Discussions with pupils / staff
- Involvement of 'Challenge Partners' on an annual basis
- Internal moderation of accredited coursework by Exams Officer / WRL co-ordinator
- Internal and external moderation; the school leads on a local cluster of schools with a similar cohort that externally moderate agreed subjects twice a year

At all times, the school timetable should operate as planned. It is understood that staff need to be flexible and creative at times and capitalise upon the moment when learning opportunities arise. It is essential that staff are at their allocated teaching station at the appointed time and prepared well in advance to teach, with resources ready to hand out and staffing organised to fulfil their roles. This is the expectation for all staff.

For those pupils accessing the formal pathway we aim to deliver English and Maths sessions at least three times a week. Our pupils may have great difficulty in generalising skills across to daily life, so in addition to this, English and Maths are emphasised in all other areas of the curriculum, especially those involving real-life situations such as snack time, lunch time, play, PFA including Accessing the Community.

Pupils attend school for 190 days per year. 'Start and end of the day', 'lunch and break times' and 'transition' times are included in teaching time. Many of our pupils have difficulties relating to imagination and purposeful self-occupation. Many of their targets refer to the need for play and self-occupation skills to be specifically taught so there is a need for opportunities and time for this to be facilitated within the school day.

In addition, pupils may be withdrawn from class for specific interventions such as reading programmes (IDL) music, art, sensory activities, OT, communication, social skills or music assisted communication sessions by specialists.

Many of our pupils are difficult to motivate, and are reluctant to co-operate with 'work'. Wherever possible, tasks are presented in a way that will gain the pupil's interest. However, this is not always possible, and many of our pupils use a 'work then play' system (as recommended by TEACCH). Thus, after completing a set task the pupil is offered a preferred activity, or a choice of activity. This is related to the completed task when possible. For example, if a pupil likes to use the computer and has completed a task about shapes, they may be offered a computer game about shapes. At times, the 'play' activity may not be related to the timetabled subject for that session, but every opportunity for interaction with the pupils is taken.

Each morning starts with a transition time that supports students to be ready for their learning. What this consists of differs depending on the needs of each individual and class, but is part of the teaching time. The exact times of the sessions may vary with each class and from day to day, but is detailed in individual class timetables. Our lesson structure divides subject specific teaching time into 3 x 45 minutes before lunch with 2 short breaks of 15 minutes to allow for snacks / movement breaks between lessons. After lunch EYFS / KS 1-2 have 1 x 45 minute lesson followed by

30 minutes of Sensory/Story time and Prime Time respectively. This links to our Peterhouse Points reward system whereby students earn points for a choice of activities at the end of the day. Where full points are not earned, time is allocated for pupils to reflect with staff. KS3-5 have x2 further lessons for 45 minutes after lunch with a 5 minute break between lessons. Reading for Pleasure (RfP) is another important time allocated to the timetable. This was introduced in September 2022 to encourage students' love for reading books of their interest at their own level. EYFS – KS3 have x1 session of 15 minutes after lunch and KS3-5 x2 sessions of 10 minutes; before morning lessons and after lunch.

In addition classes have a further 100 minutes of PSHE time including the end of the day, snack and lunchtimes.

Totals of taught minutes or percentages may not be precise due to rounding errors.

## 9 HOMEWORK

At Peterhouse School, it is our general policy not to set homework. While school is an important part of a child's life, it's also as important that students are able to take a break from their education. Homework can lead to unhealthy levels of stress, for both the child and family. Students are provided with opportunities to learn in a classroom setting, but they should also be able to spend some time exploring other things outside of the classroom by spending time with friends and family and experiencing other activities so they can refresh their minds and bodies, improving both their mental and physical well-being. Whilst we specifically teach many of these skills that don't come as naturally to many of our students, it's important that these skills are transferrable to different environments. Such activities we would encourage may include (considering age appropriateness):

- Reading with their child – including the use of online support.
  - Twinkl Phonics for Web; enables pupils to consolidate learning or staff can choose to focus on a particular phonics skill. The Levels can be allocated so staff know that children are accessing phonics content that is suitable for their stage of phonic development.
  - Rhino readers app where Levels can be set to match the current phonics stage
- Maths games / activities such as SumDog App.
- Building friendships
- Creative activities such as baking / making a snack, drawing
- Physical / sports such as going to the park, riding a bike
- Movie nights as a family

- Playing a game, including taking turns and sharing – even not winning every time!
- Life-skills including making the bed, helping with the washing etc.
- Managing free time

Students require time to rest and take their minds off schoolwork. With all the activities in school, students are already weary when they get home. Sadly, homework eats up the time children have to do all these other activities.

Free-time plays a major role in fostering creativity and emotional development — factors as important to long-term success as education itself.

### **KS4-5**

As students develop and progress throughout the school, the expectation on learning out of school time may be implemented. This will be in order to allow the student to develop consolidation of more complex concepts. This will be judged on an individual basis in order to prevent students from suffering from anxieties or putting them under stress which can have a negative impact on the whole child. These considerations will be made prior to putting students in for some higher learning courses such as GCSEs. Students may also need preparing for further education and college life, where the expectation is of extended learning at home, so it's important we prepare them for this step where appropriate.

Parents are encouraged to contact the class teacher, should they require any additional support or advice around out of school activities.

## **10 USE OF TUTORS**

### Aims and Purpose

The curriculum at Peterhouse broadly addresses all aspects of students' education, aiming to prepare them to be successful adults. For students on the formal pathway, additional support may be needed to enable them to achieve formal qualifications in Maths and English, to ensure they meet requirements for their desired next steps. Where a need for this support has been identified, external tutors may be engaged.

For Flexible Education students, it may be appropriate to include tuition sessions to enhance students' formal academic learning alongside Flex Ed sessions.

When students start at Peterhouse who have previously undertaken sessions with a tutor, the need for and benefits of continuing with tuition will be reviewed and agreed as part of the admissions process.

## Procedure

1. A need for additional academic learning support is identified. This may be:
  - Highlighted at part of the referral process (particularly in the case of Flex Ed students);
  - In response to the changing needs of students. If progress is such that it becomes evident that there is a greater possibility to develop the academic learning of a student, Peterhouse is committed to ensuring that no opportunities for progression are missed.
  - To offer additional support that may be required in order for students to successfully complete accredited learning qualifications to enable them to access their desired next steps, e.g. English / Maths lvl 2.
2. School will then explore whether it is possible to incorporate this support into existing lessons, e.g. whether a Flex Ed student may be able to engage in class-based lessons alongside peers. Alternatively, a member of the school staff team may be able to provide additional 1:1 learning opportunities.
3. If it is not possible to provide the identified additional academic support within the school's offer, an external tutor may be engaged. This will need to be approved by the Headteacher.
4. Suitable timetable slot(s) are identified, to minimise impact on wider learning
5. Arrangements are agreed with the tuition provider (Peterhouse works with the Tutor Trust, who provide DBS-checked and safeguarding trained tutors with experience in SEND)
6. SBL informed about arrangements; SBL will issue PO number

School will always consider the views and ambitions of students as well as additional contextual information provided by parents/carers prior to engaging external tutors.

Additional considerations when planning the introduction of formal learning opportunities to existing packages of support for Flex Ed students may include:

- The EHCP and Flex Ed progress tracker targets of the young person – whether these include/make reference to, or whether or not it is appropriate or beneficial for the young person to begin to access class-based lessons as part of a transition back towards school-based education
- Whether or not a suitable peer group exists in school giving consideration to the impact of the young person joining the group upon the learners within the class group as well as any potential impact of the class-based learners upon the Flex Ed young person
- Whether or not the identified aims of the introduction of formal learning can be met within the context of the learning group the young person would be joining (i.e. if the aim is to achieve an accredited qualification, joining a class group that is part way through a course of study towards the

qualification may not give the young person the best chance of being able to succeed\*)

- Classroom and teaching capacity

### Delivery, Quality Assurance and Safeguarding

Tuition sessions may be utilised both for Flexible Education students, and for students attending the school site.

Sessions will usually take place remotely, unless face to face is identified as a more appropriate way of meeting a student's needs, and a tutor is available to attend on site. Students at Peterhouse will attend sessions whilst on site, using school equipment. Flexible Education students will attend sessions in the family home, using either their own equipment or a device provided by the school, as agreed as part of the provision offer.

Peterhouse works in partnership with the Tutor Trust in. All of the Tutor Trust's tutors are DBS checked and safeguarding trained. All tutor sessions are recorded (screen and audio) and these are monitored internally by Tutor Trust and made available to the Individual team lead and school Senior Leadership / Safeguarding teams. Tutor Trust use Vidamo as a platform for delivering online sessions and written records of each session are provided on another platform called Insight. Tutor Trust require a parent/guardian (if online session provided in family home) or a member of staff (if online session accessed in school) to be present at the start and end of each tutor session. Tutor Trust leaders and manager commit to making themselves available to meet with school staff and relevant information can be shared between tutors and individual school staff members.

*"The Tutor Trust will ensure that all tutors have been recruited following Safer Recruitment guidelines within KCSIE. The Tutor Trust will ensure that all tutors have been trained in safeguarding to KCSIE guidelines and will store all tutor training records on its Single Central Record (SCR.) The Tutor Trust will ensure that all tutors hold an enhanced DBS and will provide DBS numbers on request. The Tutor Trust tutors will follow all the schools safeguarding policies and procedures and report any safeguarding concerns immediately or as soon as is practically possible. The Tutor Trust DSL will be informed of all safeguarding concerns by the respective tutor and will contact the school with any follow up (as required)"*

[Tutor Trust Tutoring Agreement]

Circumstances where other external tutors may be considered would be:

- In the event that Tutor Trust does not have capacity to provide tutors suitable to meet the individual needs of a student

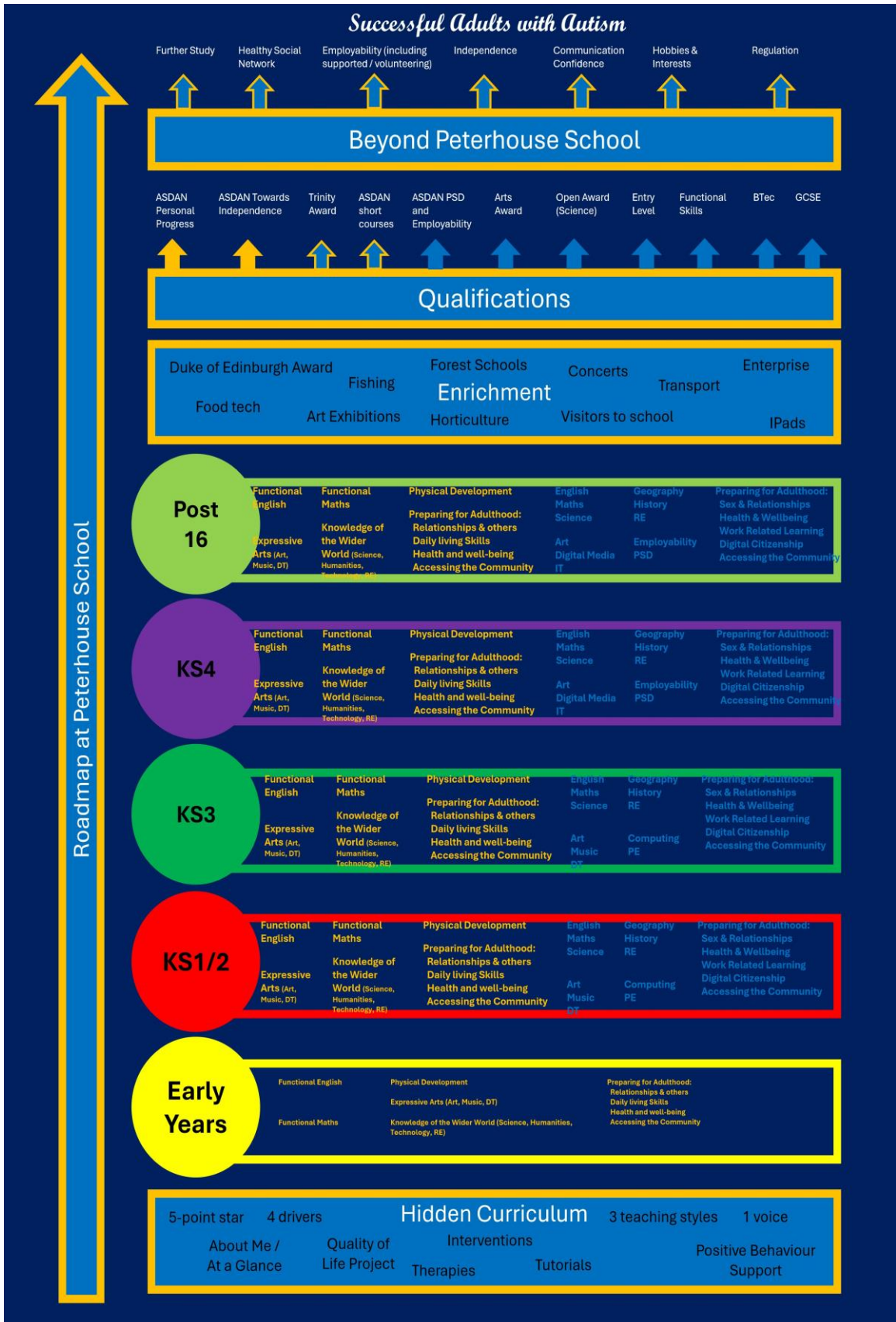
- If tutor sessions are already in place for a new admission and there is an expressed preference from the student, parents or carers for this arrangement to continue this relationship OR if it is demonstrable that ceasing sessions with tutors already in place in favour of introducing new tutors would have a detrimental effect on the student's progress or general wellbeing

In these circumstances any arrangement to proceed with the use of other external tutors would be dependent upon compliance with Peterhouse Safeguarding and Quality Assurance requirements. All tutors must be DBS checked and trained in safeguarding.

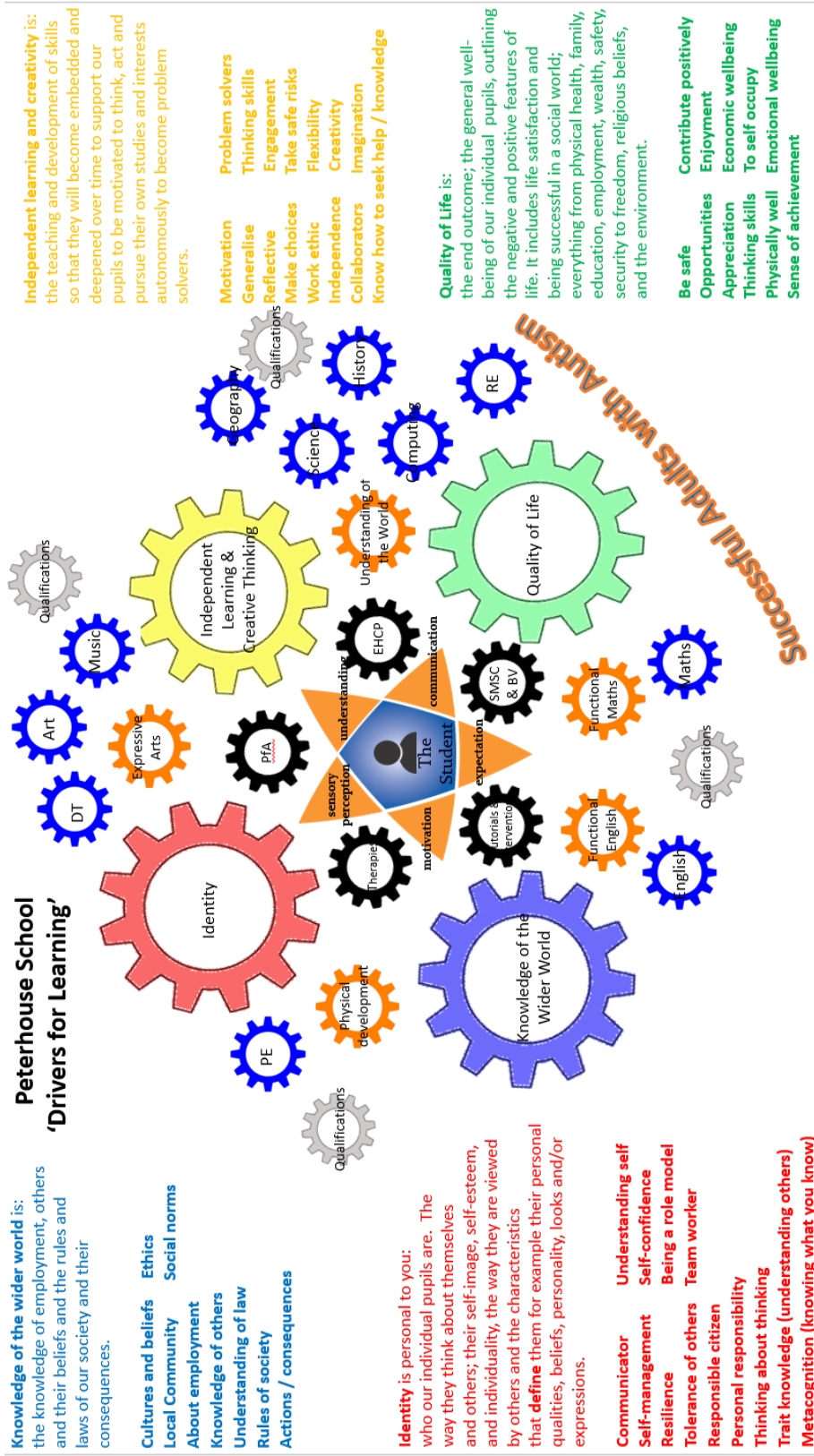
Agreements with external tutors are formalised on an individual basis. Progress is monitored regularly by the Teacher / Flex Ed Mentor for each young person and is reviewed each half term by the Peterhouse Senior Leadership Team.

### Outcome and Monitoring

Tuition is intended to lead to the successful completion of externally accredited awards, such as English / Maths, GCSEs etc, as identified for the individual students. Progress is monitored regularly by the Teacher / Flex Ed Mentor for each young person and is reviewed each half term by the Peterhouse Senior Leadership Team. Achievement of qualifications is monitored annually by the Teacher for Careers Guidance and Work Related Learning. Longer term outcomes for Flex Ed students are monitored by the Head of Flexible Education.







# Blended Offer at Peterhouse School

