

HAYWOOD GROVE PRIMARY EBD SCHOOL

CONTEXT:

Haywood Grove is a Hertfordshire maintained special school for primary aged children with social, emotional and mental health difficulties (SEMH). It currently has 45 students for whom mainstream education has not proven to be the appropriate setting, though this starts as a much lower figure at the start of each academic year.

DISPLAYS:

The school had been set the target of improving displays around the school in the most recent Ofsted report. This still remains somewhat a work in progress, particularly in the areas outside the classrooms where redecoration has taken place through the painting of walls and some displays have been put up, but currently these are not reflective of work undertaken by students (e.g. image below taken in reception area).



Within the classrooms, display material represents current project work and celebrates achievement of each child (made much easier with most classes only having around six students). Wall displays are also used to help students to understand clear classroom rules and responsibilities (e.g. monitor roles) and to provide students with clarity of activity structures through now and next widgets which reduce anxiety for students with ASD conditions and provide a means for students to make requests where communication issues exist.



CURRICULUM

At Haywood Grove every child is taught 25 hours per week through a broad and balanced curriculum where children have the opportunity to learn and discover in many different ways. Planning places a great deal of focus on personalised learning pathways so the coverage varies from child to child.

The school follows the International Primary Curriculum (IPC). The IPC, which meets the English National Curriculum, 'is a comprehensive curriculum with a clear process of learning and with specific learning goals for every subject, for personal learning and for international mindedness'. This curriculum covers Science, Computing, Arts, Music, DT, Geography, Citizenship, PE, History, English and Mathematics. The school has decided not to follow studies in Languages due to difficulties students face in accessing this subject and the need to focus more on key skills within numeracy and literacy. Much of the work within these subjects is covered through larger thematic units of work, with the themes being applied throughout a range of subjects. The idea is that the students feel they are working on their project, rather than doing

Wherever possible, learning is delivered in a practical way, e.g. Maths being taught through simulation of a shop, surveys out in the school grounds, etc.



The school has introduced the 'Just Right State' Programme into the curriculum. This provides students with the opportunity to experience how use of a range of sensory inputs can help them to self-regulate their emotional states and behaviours.

The school follows the Forest Schools Programme, something extremely popular with the majority of the students. This encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.



The school has also introduced AQA's Unit Award Scheme which offers everyone the opportunity to have their achievements formally recognised, no matter what these are, how old the child is, how long it takes or how small the learning steps might be.

Flexibility and choice is integral to the curriculum provided, and the classrooms are set up to provide this flexibility in terms of working areas for individuals and small groups.



ASSESSMENT

Written feedback focuses exclusively on the positive due to the need to manage the self-esteem of the students at the school. However, work is generally assessed by a member of staff with the student, something made possible by the very low student to staff ratios. It is during this assessment stage that the staff member will discuss with the student the ways in which the work could have been improved and to explain any misconceptions the students might have.

The school undertakes all external assessment requirements for KS1 and KS2.