

Hurworth House School



Whole School Curriculum Procedure and Practice

The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities beyond the expected and **creatively** inspire to learn

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Procedure for:		Whole School Curriculum			
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Curriculum: Intent, Implementation, Impact

Hurworth House school is part of the Aspris's specialist Education Service, an independent provider of education for girls and boys aged 5-19 with complex learning difficulties. The school is open for 38 weeks a year offering day education.

Our young people at Hurworth often arrive with an uneven academic profile often further compounded by poor educational experiences and or multiple placement breakdowns prior to attending Hurworth. Heightened anxiety and school phobia are frequent traits within our client group, and we seek to counter this with empathy, understanding, and structure, all within a small supportive class grouping.

Hurworth House is distinguished by its commitment to creative inspiration and innovation. We provide a diverse range of opportunities that foster both therapeutic and academic growth, underpinned by a strong sense of moral purpose. Our curriculum encourages creative thinking and offers varied experiences in social, communicative, physical, and sensory areas.

We place high value on **creatively coaching character**, recognising that personal development is as crucial as academic achievement. By celebrating and nurturing our students' passions in fields like creativity, science, mathematics, and vocational studies, we support their journey toward reaching their full potential. Our approach allows students to follow pathways that align with their aspirations, free from the limitations of external accountability measures. We focus on equipping students with the skills to build strong character, exhibit positive behaviour, and achieve academic success, all while coaching them to fulfil their ambitions and embody our mission.

Our intention is to develop a curriculum that:

- **consolidates learning and development:** offering breadth, diversity, relevance, and accessibility for all learners in a safe, supportive, and caring environment.
- Ensures continuity and progression for every learner in terms of their learning and development from a day-to-day and year-to-year perspective.
- **Fosters an aspirational culture of high achievement:** We aim to create an environment where striving for excellence is encouraged and celebrated, motivating every student to achieve their highest potential and making a positive contribution to their community well-being.
- **Addresses individual learning needs and styles:** We recognise and accommodate diverse learning preferences and requirements, ensuring that each student receives personalised support to succeed.
- **Enables all students to experience success:** We provide opportunities for every student to achieve their goals and experience meaningful success through specialised curriculum pathways; **grow, flourish, thrive, bloom and mission evolve.**
- Adapts teaching to enable learners to access National Curriculum where appropriate and participate in nationally recognised examination courses.
- **Enhances standards of attainment:** We are committed to raising academic and personal achievement levels, setting high standards and supporting students in surpassing them.

- **Values creatively coaching character:** We emphasise the importance of developing strong character through innovative and supportive coaching, helping students build resilience, integrity, and confidence while pursuing their aspirations.
- Meet individual needs through an education programme that is implemented and supported by Trauma informed therapeutic approaches, so that learners enjoy and in which they can achieve well

Our curriculum cultivates:

- **Successful learners** who enjoy learning, make good progress, and achieve excellence.
- **Confident, creative individuals** capable of leading safe, healthy, and fulfilling lives.
- **Responsible citizens** who demonstrate good character and make positive contributions to society.

Our curriculum develops skills in:

1. Literacy
2. Mathematical
3. Science/scientific enquiry
4. Technological
5. Communication and Linguistic
6. Human and Social
7. Independence and Good **Character**
8. Adopting a healthy and safe approach to living
9. The development of physical skills aesthetic and **creative** education.

ROLES AND RESPONSIBILITIES

Chair of Governors

Ensure that the curriculum complies with the Independent School Standards (ISS), the Education (Independent Schools) Regulations in Scotland, and the Aspris Quality Assurance Standards (AQAS).

- Monitor curriculum provision and impact, holding senior leaders to account for the quality of education, learner outcomes, and preparation for adulthood.
- Approve and review the Curriculum Policy and ensure it is implemented consistently across schools and colleges.
- Ensure resources are allocated effectively to enable a broad, balanced, and ambitious curriculum.

Senior Leadership Teams (SLT)

Senior Leaders are responsible for setting strategic direction and maintaining oversight of the curriculum's implementation. They ensure that the vision for equity and high standards is consistently applied across the school, supporting both Middle Leaders and the SENCO in their roles.

- Provide strategic leadership and oversight of curriculum design, delivery, and outcomes within their school or college
- Ensure the curriculum is personalised, ambitious, and compliant with statutory and regulatory frameworks.
- Monitor curriculum quality through lesson observations, data analysis, work scrutiny, and stakeholder feedback.
- Report regularly to governors on curriculum performance, learner progress, and outcomes.
- Lead the cycle of self-evaluation and improvement planning to drive continuous improvement.

Middle Leaders (Subject leads and Teachers) play a key role in communicating and implementing the vision for the curriculum, ensuring that it provides equitable opportunities for all learners. They are responsible for overseeing that the curriculum meets, and ideally exceeds, the standards outlined in the National Curriculum where appropriate.

- Develop and oversee subject-specific or pathway-specific curriculum plans, schemes of work, and assessment frameworks.
- Ensure curriculum content is sequenced, adapted, and accessible for learners across all modalities.
- Promote and embed SMSC, PSHE, RSE, safeguarding, and British values within subject areas.

- Monitor teaching standards and pupil progress within their area, identifying strengths and addressing areas for development.
- Support professional development and share good practice with colleagues.

The SENCO (Special Educational Needs Coordinator) ensures that the needs of students with special educational needs are effectively addressed. This role involves coordinating resources and support to guarantee that these students have equal access to a high-quality education that aligns with the curriculum's goals.

Senior Staff and Middle leaders (Subject lead) are responsible for identifying strengths and areas for development by analysing the achievement of learners through the results of assessments. The result of these reviews will be used to inform interventions and the school improvement plan.

Teachers and middle leaders

- Plan and deliver high-quality lessons that meet the needs of all children and young people, in line with curriculum frameworks and individual plans (EHCPs, Child's Plans, ILPs).
- Use assessment effectively to track progress, adapt teaching, and set ambitious but achievable targets.
- Embed therapeutic strategies, independence skills, and personal development outcomes within daily teaching.
- Promote positive relationships, safeguarding, equality, and inclusion throughout the learning experience.
- Maintain accurate records of planning, progress, and attainment

Therapists and Support Staff

- Work collaboratively with teaching staff to integrate therapeutic approaches into the curriculum.
- Support children and young people in accessing the curriculum by addressing sensory, communication, emotional, and behavioural needs.
- Deliver interventions and monitor their impact, ensuring alignment with individual learning pathways.
- Contribute to curriculum reviews, target-setting, and multi-disciplinary meetings

Together, these leaders ensure that the curriculum is inclusive, rigorous, and aligned with national expectations, driving the overall success of all students.

By focusing on reading, numeracy, writing and character development, we ensure a comprehensive approach to learning that enhances academic success and personal growth. Reading is prioritised across all subjects, recognising its fundamental role in student success. Similarly, proficiency in Maths and numeracy is essential for achievement throughout the curriculum. Middle Leaders collaborate to ensure that knowledge progression and the sequencing of concepts are well-coordinated both within their own subjects and across other subjects, projects, or themes.

Effective Continuing Professional Development (CPD) equips Middle Leaders with the knowledge, expertise, and practical skills needed to design and implement a robust and cohesive curriculum. This professional growth supports their ability to integrate the value of creatively coaching character into their teaching practices, helping students develop resilience, integrity, and confidence.

Additional teaching staff meetings are held to focus on curriculum developments, and CPD, for further subject meetings where necessary. The fortnightly teachers' meeting offers the opportunity to raise educational issues, co-ordinate planning and explore curriculum initiatives and resourcing implications. In addition, all staff meet regularly to develop pedagogical research creating a research informed culture of development, which is tailored to meeting the needs of their young people to promote overall progress in both emotional and academic areas. The therapy teams provide case formulations to ensure access to learning is under continual review.

Co-ordination and Communication

Middle leaders are responsible for overall co-ordination of their form. Beyond this, each subject is co-ordinated throughout the school by individual teachers who are responsible for reviewing subject resources and needs within the school.

Communication is essential for co-ordination and continuity; this takes place through daily and weekly teacher's briefings, termly reporting, and through newsletters, emails, phone calls and parents' evenings.

Breadth of the Curriculum

At Hurworth House, we align with the National Curriculum where appropriate, while also addressing the specific needs of each learner and the expectations of parents and carers. We stay informed about mainstream curriculum developments and strive to balance these with our individualised approach.

In certain cases, the unique needs outlined in a learner's Education, Health, and Care Plan (EHCP) or statement may necessitate adjustments to subject areas beyond the National Curriculum. These needs typically focus on social skills, communication skills, motor skills, and imaginative and symbolic thinking, and are addressed through ongoing individual assessments. Our approach also emphasises **creatively coaching character**, ensuring each student develops resilience, integrity, and confidence alongside academic skills.

While some learners may demonstrate strong academic potential based on psychometric assessments, such as average or above-average IQ scores, they might require specialized teaching methods to access certain areas of the curriculum. We provide a comprehensive support program for learners whose literacy levels fall below government-defined functional levels for everyday life.

Our curriculum model emphasises personalised learning choices while maintaining a strong focus on core subjects. This approach helps prepare students for successful post-16 education and beyond. Some learners have the opportunity to engage in work-based placements or college courses as part of their option choices. Recognising the value of early GCSE study for both academic progress and self-esteem, we offer individual or small group sessions to allow learners to take exams ahead of schedule.

Curriculum Overview

Hurworth House School operates a 25 hour per week timetable, lessons range in duration up to 90 minutes. The learners are placed into small classes of typically grouped according to curriculum pathway, social dynamics and ability; this is within year groups where possible. In some areas, these ratios can vary dependent on profile of cohort. Each class has an assigned tutor responsible for supporting the learners, co-ordinating learning, academic progress and ensuring pastoral reporting either daily or weekly as required.

There is a tutorials period in the morning, which focuses on Guided Reading, Reading Aloud, Assembly time and dialogical approaches to teaching covering; SMSC, cultural capital, reflection, and target setting. Opportunities for reflection are taken into consideration within the school day.

KS2 (and, when applicable, KS3) provision is based on a primary school model where a single class teacher, supported by a teaching assistant, manages the class. This model is enhanced by specialised subject teaching in areas such as Art, and Humanities.

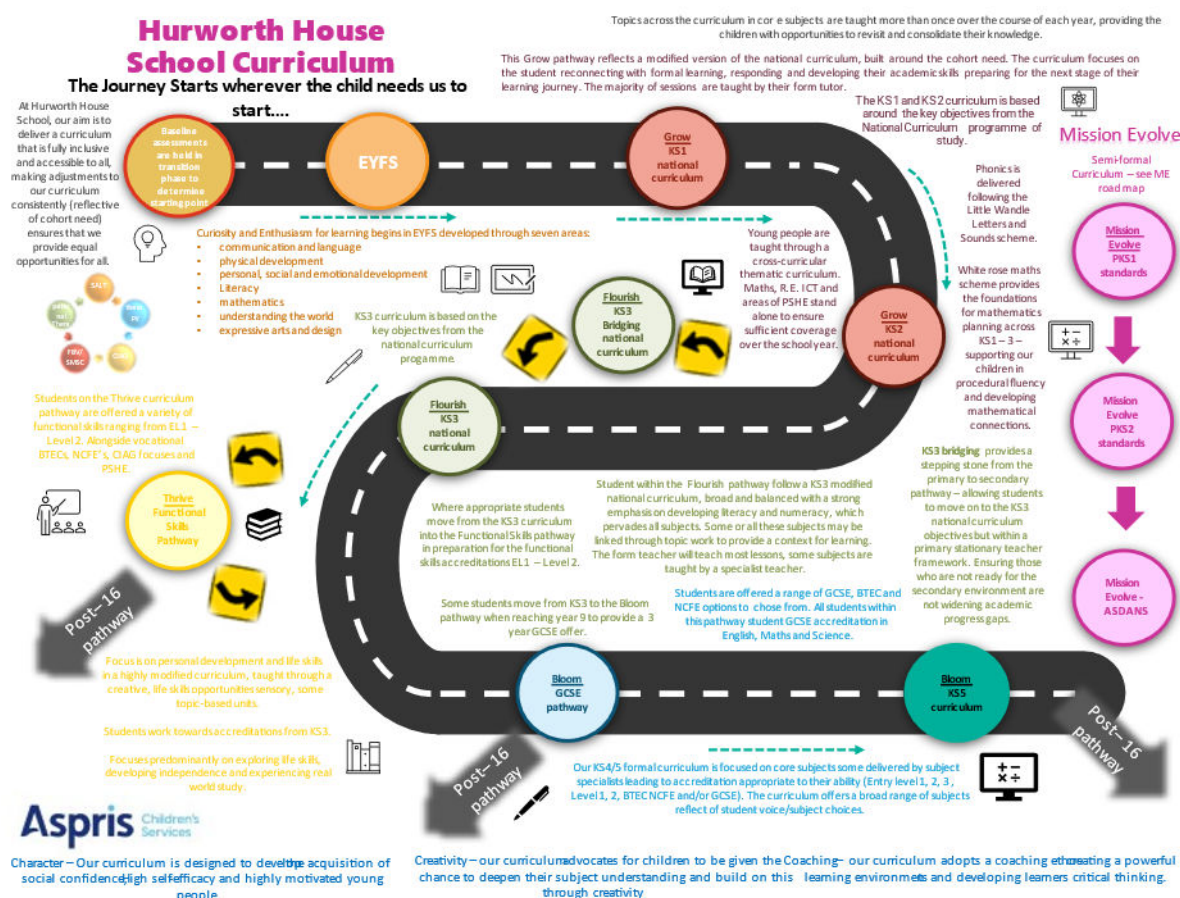
To address the unique needs of our students, we often develop and adjust individual timetables. This ensures a balance between curriculum requirements, communication needs, and the personal preferences of each learner, while also accommodating the practical demands of a small school setting. Additionally, we adapt the curriculum in response to changes in the student cohort, such as new admissions.

Intervention classes are provided through our dedicated HIVE programme to support individualised provision mapping, with a focus on addressing specific learning needs and ensure targeted support.

The Curriculum Implementation

The curriculum at Hurworth House is meticulously organised to ensure that coverage, content, structure, and sequencing are continuously reviewed and effectively implemented. We prioritise a personalised pathway programme for pupils of all ability levels, tailoring their educational journey to address individual

learning gaps, overall education goals, and cognitive abilities. This approach ensures that each student receives a curriculum that is not only comprehensive but also aligned with their unique needs and potential for growth.



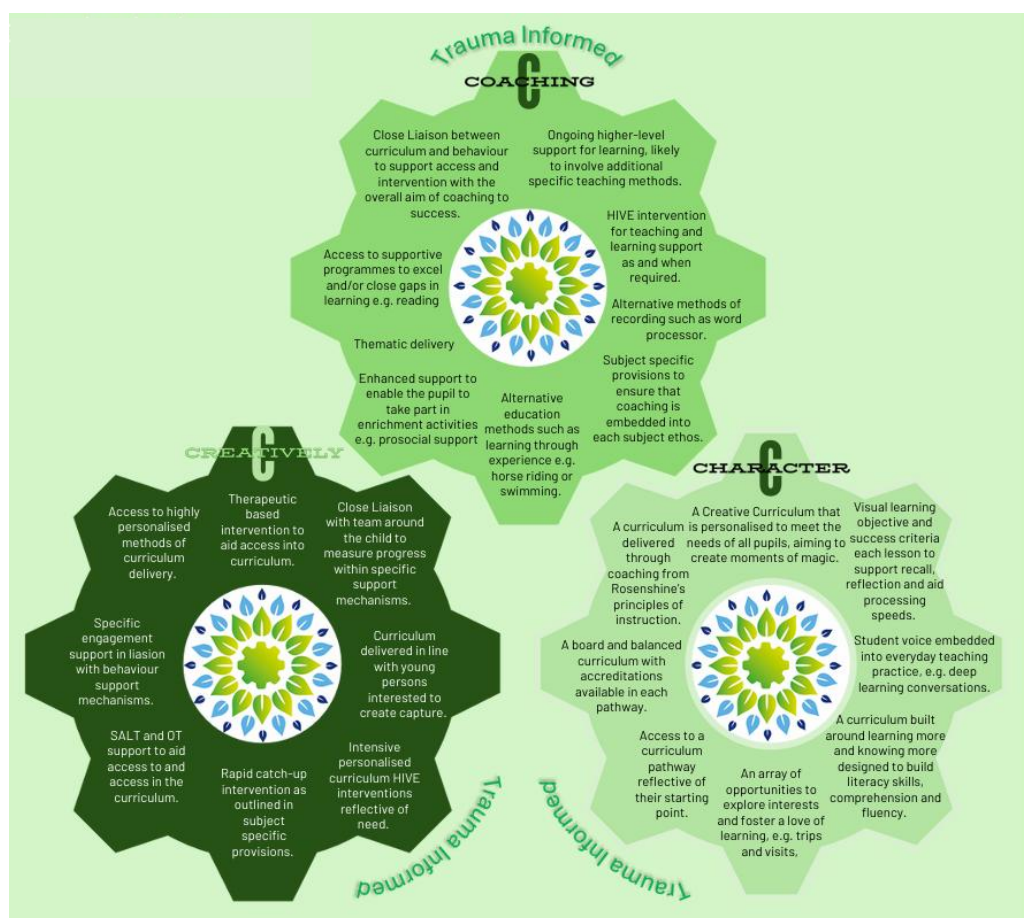
Within each pathway, our planning outlines the subject focus for each term. Teaching staff at Hurworth House adapt learning outcomes to accommodate the individual needs and learning styles of each pupil.

Our stimulating and specialist environments are designed to engage and motivate students by making all activities meaningful and relevant. We recognise and nurture each student's unique interests and aspirations, fostering an atmosphere of fun and enjoyment in all areas of learning. We are committed to **creatively coaching character**, using innovative techniques to build resilience, integrity, and confidence alongside academic skills. **Intervention classes** are provided through our dedicated HIVE programme to support individualised provision mapping, with a focus on addressing specific learning needs and ensure targeted support.

By employing a range of specialist techniques and teaching approaches, we aim to enhance motivation, support diverse needs, and improve access to learning for every pupil, ensuring that character development is integral to their educational experience.

- **Creative** (Specific) responses form the foundation of our young people's access to the curriculum.
- Our **coaching ethos** (Targeted) fosters a shared experience between staff and students, promoting a culture of collaborative problem-solving. This approach ensures that solutions are developed, shared, and implemented effectively to maintain and enhance curriculum access.
- **Character development** (Universal) plays a crucial role in accelerating the sustainability of knowledge and the growth of fluency in acquired skills. By focusing on building resilience, integrity, and confidence, we support students in not only mastering academic content but also in applying their skills consistently and effectively.

The diagram below presents how the curriculum embeds these responses through our creatively coaching vision.



Curriculum Pathways

Key Stage 1/2 curriculum pathway - GROW

Objectives: Our approach provides access to the National Curriculum starting from each young person's individual starting point. Instruction focuses on developmental stages rather than chronological age, with the overarching goal of facilitating recovery and fostering continuous academic growth.

GROW classes feature a form tutor who primarily teaches most of the curriculum subjects. However, for areas such as Science, PE, and Technology, we incorporate specialist teaching to enhance learning outcomes. Our emphasis is on acquiring essential skills, particularly in literacy and numeracy. We strive to make connections between subjects when it enriches the learning experience and teach subjects discretely when it better addresses the specific needs of the curriculum.

Key Stage 3 – FLOURISH

Key Stage 3 continues to provide access to the National Curriculum with a focus on developmental stages rather than chronological age. Our approach emphasises accelerating skill development, continuous retrieval, and the growth and embedding of knowledge into long-term memory. This method ensures that students are well-prepared for their next academic steps and future aspirations.

We offer a comprehensive KS3 Curriculum for Key Stage 3 (Years 7, 8, and 9), which includes lessons in English, Maths, Science, Languages, Food Technology, Computer Science, History, Geography, PE, Art, Music, Drama, and PSHE/RE. This diverse range of subjects is further enriched by our 'Enrichment Afternoon', which provides students with immersive learning experiences beyond the standard curriculum, allowing them to explore and learn in innovative ways.

In Year 9, we engage in a collaborative consultation with students, parents, and carers to discuss aspirations, interests, and potential curriculum pathways. This process is designed to align each student's preparation for

adulthood goals. From age 14 onwards, students are then progressed onto one of the two distinct pathways: Thrive and Bloom, tailored to support their individual developmental needs and future aspirations.

Throughout all stages, we are committed to **creatively coaching character**, ensuring that students develop resilience, integrity, and confidence alongside their academic skills. Our approach integrates character development into every aspect of learning, helping students build a strong foundation for both personal and academic success.

Accelerated Provisions

We offer an accelerated learning provision for Year 9 students, designed to prepare them for traditional GCSE routes and other advanced academic pathways. This curriculum includes options such as GCSE subjects, ICT, and vocational studies, tailored to meet individual needs and aspirations. By providing these accelerated packages, we ensure that students can progress at a pace that aligns with their academic goals and future career plans.

Key stage 4 and 5 is split into two distinct pathways – Thrive and Bloom.

Bloom represents a formal GCSE curriculum pathway, enhanced with optional subjects that allow students to explore additional areas of interest and specialisation.

Thrive offers an alternative pathway focused on functional skills, ensuring that all students can achieve their academic potential and experience success. This pathway is designed to cater to diverse learning needs and provide practical, skills-based education that supports each student's individual journey.

In Year 10, students start to specialise in their chosen GCSE subjects, functional skills, and vocational pathways, preparing them for college or work-based placements. This comprehensive approach ensures that students receive a well-rounded education while pursuing their individual interests and career goals.

Our Key Stage 4 curriculum is both broad and balanced, ensuring that all students engage with a common core of subjects, including:

English	Mathematics	Science	PSHE/PSED (Personal, Social, Health Education/Personal, Social, and Emotional Development)	Physical Education
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Optional Subjects include:

Art GCSE/NCFE	History GCSE or Entry Level Cert/Classical Civilisation GCSE	Religious Studies GCSE
Computer Science GCSE/ICT Functional skills	Media Studies GCSE	AQA unit awards
BTEC Home Cooking	Music GCSE/Qualifications	
Geography GCSE/Entry Level Cert	Physical Education GCSE/Entry Level Cert	

KS5 Pathway

We aim to provide a supportive & ambitious environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral and social development. Each student can expect a personalised education with the highest quality teaching and a supportive learning environment that will ensure that they leave on a well-matched post-18 route.

This provision is primarily for learners in Years 12 and 13. The morning consists of core curriculum subjects with an emphasis on work related learning and life skills. The afternoon sessions are based around the interests and career aspirations of each learner, and this may consist of college placements and / or work experience opportunities alongside vocational options within school.

Due to our young people's diverse backgrounds, starting points and often significant gaps in education, KS5 young people may be required to revisit GCSE curriculums.

MISSION EVOLVE

This semi-formal curriculum pathway is designed for pupils who are working significantly below age-related expectations. It encompasses both pre-14 (lower) and post-14 (higher) stages, tailored to meet the diverse and complex needs of our learners.

The curriculum employs a thematic delivery of content, integrating subjects around central themes to make learning more engaging and relevant. This approach not only supports targeted teaching strategies and specialized learning environments but also emphasizes creatively coaching character. By incorporating character development into our thematic lessons, we help students build resilience, integrity, and confidence alongside their academic skills.

As students transition to the post-14 phase, they begin their journey into accredited courses. This stage continues to follow subject-specific learning, with progress assessed using objectives from the pre-key stage standards. This ensures that all young people experience success, preparing them for their next stages of education or employment while also fostering growth in independence and essential life skills.

The Curriculum Impact

The senior leaders in the school, including middle managers, ensure that the rationale for the curriculum design is effectively communicated and shared throughout the school. In developing this curriculum, careful attention is given to knowledge progression and the sequencing of concepts both within and across subjects. This thoughtful approach ensures that the curriculum is equitable for all student groups and enhances their ability to access and benefit from the full range of learning opportunities.

Leaders, including governors, incorporate regular review and quality assurance opportunities into the planning process. This commitment to ongoing evaluation supports continuous improvement and ensures that the curriculum remains responsive to students' needs.

Additionally, there is a strong commitment from the Senior Leadership Team (SLT) to support ongoing professional development. This dedication ensures that curriculum expertise is continually developed across the school, fostering an environment where all staff are equipped to deliver the curriculum effectively and support students' growth and success.

Resources

Resources are the direct responsibility of the middle leader (teacher). We expand our resources in relation to our priority areas as evidenced on our school development plan. An ongoing audit ensures growth of resources in appropriate subject areas. In addition, the audit provides a CPD training requirement through self evaluation and feeds into the school SEF.

Education for Life

The curriculum at Hurworth House both within and beyond the classroom is designed to meet each learner's needs in terms of independence training, daily living skills, communication skills, social skills and the development of leisure skills across the settings of school and home. The aim is to help each learner to achieve integration into the community and to develop skills that will increase his or her potential for living independently.

Enrichment

The development of the school curriculum pathways and individual timetables to suit the needs of individual students has had a positive impact on student's attitude and motivation to learn. The curriculum provides many enriching creative learning contexts. This is further supported with a wide variety of weekly enrichment activities encourages deep engagement in students interests or special abilities e.g. prosocial (Dungeons and dragons), Lego building, free dance, football, gardening and sensory activities.

The annual residential and lunch time activities such as debate and chess clubs offer further opportunities and support our schools character building focus. Where the school sees an interest and developing skill in a pupil who's needs would benefit from more focussed teaching support, for example working in a performing arts studio, it works closely with Alternative Providers to address this and increase engagement.

Therapeutic curriculum

Our on-site Psychology and Therapies team offer a holistic, comprehensive, and detailed assessment and therapy provision, which is individually tailored to each child. Their invaluable insight and input provide a deep understanding of the children's complex and multi-faceted needs and helps to formulate strategies through which children can overcome barriers and be supported to maximise their potential.

Therapy sessions take place on site in specialist rooms and are provided by our own fully qualified therapists and other professionals, as agreed with placing authorities and carers.

The Psychology and Therapies team work closely, as members of the 'Team Around the Child' – sharing knowledge, insights and experience with colleagues in our education provision. This integrated approach ensures that every child's psychological, emotional, occupational, sensory processing and communication needs are fully identified and met. By implementing appropriate therapeutic services, we aim to develop in our young people a greater understanding to work towards resolution of specific issues that may affect them. The specialist therapeutic range of services we have access to include:

- Child and Adolescent Psychiatry (as required)
- Behavioural Therapy such as CBT
- Psychotherapy
- Occupational Therapy
- Speech and Language Therapy

Individualised programmes are designed to give the young people an opportunity:

- To reflect and develop.
- To deconstruct experiences to afford greater understanding.
- To lead them towards a greater ability to communicate their complex thoughts and feelings in a non-threatening and confidential environment.
- To encourage and teach self-expression which may otherwise be acted out in anti-social ways
- To develop self-esteem and a sense of identity

Social Moral Spiritual and Cultural (see separate policy)

Aspects of SMSC are developed through all parts of the curriculum, some subjects and activities are likely to be more relevant than others. There are also robust school norms which support the implementation of SMSC and assembly plan. Our focus is to eliminate bias and encourage balance of viewpoint, opinion and understanding. Hurworth House School is committed to supporting British Values:

- encouraging pupils to respect specified fundamental British values.
- not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention.

Religious observances

Priory Hurworth House has no affiliation with any particular culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is considered to be an important aspect of a young person's well-being and the need to nurture this growth is taken seriously. The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. The young people are encouraged to explore their own spirituality through a variety of means. Included in this will be positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society. Hurworth House does not subscribe to or advocate any particular religious belief.

English as a second language (EAL) (see separate policy)

Hurworth House School is committed to equal treatment for all including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line

with their commitment to encourage applications from candidates with as diverse range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Where necessary EAL Specialists from external agencies, will be invited to provide support through training or visits to maximise progress. Staff training reflects the need for respecting individual views, equality, and diversity by providing courses on equality and person-centred support.

Careers Guidance (see separate policy)

Our careers education: information, advice and guidance at Hurworth House school actively supports the next steps for children's education and future careers progression by working closely with an independent impartial career's advisor, this is executed through face-to-face work, whole class work, including mock interview processes and curriculum vitae preparation. We have personal advisors from our linked authorities who work with our in-house IAG officer to help our year 10 and 11 pupils decide on their career paths.

Curriculum Documentation

Planning is the method of ensuring lively, reflective delivery with pace and continuity, leading to a positive and rewarding learning experience for the learner. The system of curriculum documentation at Hurworth House is designed to streamline planning, assessment, and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation forms the physical backbone of the planning for continuity and effective progress in education across all Key Stages. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

It is broadly split into the following main areas.

- Annual review documentation
- Individual Behaviour Plans
- Curriculum planning including rationales, subject intent and road maps to map out subjects' long term focuses.
- Medium and long term planning
- Progress impact data informed by assessment.

Assessment & recording (see assessment and marking policy)

Hurworth House accurately assesses a pupil's baseline both academically and socially and emotionally to ensure that they access a suitable, adapted curriculum. Assessment opportunities, recognised by the teacher, are recorded with annotated evidence in the learners' workbooks. It is this evidence that enables teachers to adjust plans to meet the specific individual needs of the learners. The assessment process enables teachers to plan and record learner progress and with evidence of teacher assessed levels and results. This evidence enables a moderation of teacher assessment and ensures consistency regarding target setting and progress judgements.

- On-going assessment in lessons against lesson objectives
- Opportunities for self assessment by learners
- Termly progress reports shared with parents/ carers
- Half termly checks on learners' progress towards targets set, age related outcomes, Including standardised reading, phonics and spelling tests if appropriate. This in turn informs teacher and assistant performance Management / composite judgements.

Provision mapping, Action Plans, and the language and support needs of the individual are only effective if communication between the whole school staff is taking place. The curriculum documentation system is designed to provide some of the means for this essential dialogue.

Involvement with Parents and Carers

The school establishes a close working partnership with parents/carers in order to support their child's progression in all areas and enable them to implement effective strategies at home.

The school ensures that parents/carers are informed of their child's progress and will encourage them to participate in their child's development through learning opportunities based within the school. Termly tailored events to support parents understanding of diagnosis and or specific curriculum training such as phonics, these led by the Leading parental Partnership, middle leaders and therapy teams. In addition, The therapy teams offer triangulation pastoral programmes to support interventions in the home setting. The school encourages the sharing of knowledge and expertise between parents, carers, teachers, teaching assistants and other professionals.

Parents and carers are encouraged to attend special events at Hurworth House such Events such as Christmas fairs, sports days and Parent meetings.

Behaviour Management (see Positive Behaviour Policy)

Behaviour Management is implicit to the whole educational approach at Hurworth House. The learner's behaviour is addressed holistically rather than in terms of isolated behaviour incidents and the school adopt a trauma informed approach. In accordance with regulations incidents are recorded and logged appropriately. Learner's behaviour, especially resulting in nonattendance or inability to manage learning is carefully logged and trends analysed. This data forms a vital role in establishing positive progress and formulating effective behaviour management strategies for each young person.

The following factors are fundamental in managing the learner's behaviour:

- Variety in the activities throughout the day.
- A rich and varied curriculum
- The pace of the day
- The group dynamic
- The teacher-learner relationship
- Clear, consistent expectations
- Active listening to Student voice
- A consistent whole school approach to trauma informed ethos
- A shared understanding that "behaviour" is communication.