



Local Procedure/Protocol

School/Home Name:	Lakeside School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	September 2023
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Procedure/Protocol Lead:	Vicky Size / Mike Clark / Jan Smyth
Procedure/Protocol Sponsor:	Pauline Rowland – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1

Lakeside School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Lakeside School have invariably experienced disrupted education placements with some pupils are also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

- 1.2 Lakeside School benefits from fantastic grounds within a stunning semi-rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Lakeside School is well-resourced and has a comprehensive range of facilities, including a science laboratory, a food technology room and a design technology room. Class sizes are deliberately small (maximum 8) in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

2.1

2.1 We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Lakeside School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Lakeside School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views

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- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1

Leaders at Lakeside School ensure that:

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

3.2 ***The teaching staff at Lakeside School ensure that:***

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 Clinical staff ensure that:

Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils

Suggestions, strategies and bespoke interventions are provided to support pupils’ learning, competencies, development and preparation for adulthood

3.4 ***All staff ensure that:***

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

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4. IMPLEMENTATION

4.1

4.1 *Curriculum Delivery*

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapists, Counsellor, Occupational Therapists, Therapy Assistant, Assistant Psychologist and Clinical Psychologist. Most pupils at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Clinical Interventions, Personal Development and Enrichment have all been included in our curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

4.2 *Key Stage 1 & 2 (Years 1 - 6)*

KS1 – Continuous Provision

Intent

In KS1 at Lakeside School, core and foundation subjects are delivered through a continuous provision approach, which is often in EYFS. This is the core provision, indoors and outdoors, that is available to children all day, every day. This provision does not fundamentally change daily, so children always know what is there and what they can help themselves to during child-led learning. This approach allow for learning through exploration, child-initiated learning, promoting independence in making choices and becoming active learners – so pupils develop the 'characteristics of effective learning' in KS1.

Implementation

To ensure that pupils can act independently in their space, KS1 learning environments enable pupils to

- Freely access the resources with little or no adult assistance
- Understand how each resource could be used

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- Know how to clean up and put away the resources themselves
- Be involved in creating the provision (so they're curious and have a sense of ownership)

Below, we walk you through how you can meet these needs in the classroom. Lakeside's continuous provision areas are enclosed, clearly defined spaces. This leads to fewer distractions and provides the context for children to collaborate, form relationships and communicate. Staff think carefully about the layout of the room and consider which areas are likely to work well together or alongside each other in order to promote mathematical thinking or meaningful writing opportunities. Likewise, learning materials are separated into small containers/ baskets so that the children can easily see what is available to them. The resources and materials within each area earn their place based on the number of learning possibilities that they provide. Provision resources are limited to avoid clutter and potentially a lack of purpose in children's play.

Staff reflect on their learning environment, and meet with SLT half-termly to consider a number of key questions:

- Is the learning environment organised into clearly defined corners or bays?
- Are resources stored effectively, in the same way every day?
- Have all of the resources earned their place based on the number of learning possibilities that they provide?
- Do all of your staff team recognise the importance of a consistent approach to the environment in order to nurture children's self- confidence and independence?

Impact

Lakeside School's continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children also develop key learning skills and knowledge. We understand that how your environment is planned, resourced, valued and used can have a positive, or negative, impact on children's engagement, independence, collaboration, self-confidence, resilience and curiosity. As our approach is consistent, we are confident that the resources and materials provided offer a broad range of learning opportunities. Thus, the children learn and develop by using them over an extended period. This supports the children's independence and supports a progression of ideas.

Academic Sessions KS2

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by subject specific teachers for English, Maths, Science, IT and Food Technology. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab, Food Technology room and the Art Room.

Pupils access:

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English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Humanities, Catering, PE/Sport, Separate Science and Computing. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.7 Homework

At Lakeside School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.8 Reading

At Lakeside School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and quiet spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 Physical Education

All pupils access PE lessons at Lakeside School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Lakeside School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

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Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Year 7. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Lakeside School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At Lakeside School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Lakeside School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace

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- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Lakeside School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

6.1 We are committed to providing our pupils with a safe, happy, nurturing and motivating environment for them to enjoy their learning again and where they are encouraged to reach their potential. At Lakeside all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches plus essential life skills and experiences. We believe that through this approach we are able to build on our pupils' cultural capital.

Our curriculum and interventions, be that educational or therapeutic, are designed as a cohesive approach to meet the needs described in the pupils' EHCP's. As well as these our daily working knowledge of the pupils play a huge part in meeting their needs. Through this approach we can constantly evaluate what the pupils' needs are and what progress they are making. We have a positive focus for life/social skills and a curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences in the next phase of their life. From admittance at Lakeside we believe in helping establish the skills pupils need for living.

Therefore as an integral part of learning our curriculum seeks to develop:

- Communication

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- Academic progress
- Academic attainment were appropriate
- Relationships
- Self-respect, dignity
- Self-esteem, self-confidence
- Self-regulation
- Independence
- Resilience

Curriculum Responsibilities

The Head Teacher has overall responsibility for the implementation, development and monitoring of all areas of the curriculum throughout Key Stages; supported by the Deputy Head Teachers.

Subject leaders in conjunction with the Head Teacher and the Deputy Head Teachers, have a responsibility for the implementation, development and monitoring of their particular subject area across the key stages, thus ensuring continuity and progression throughout the whole school.

Deputy Head Teachers design the school curriculum to ensure it clearly sets out the knowledge and skills that pupils will gain at each stage (intent), with Subject Leaders taking ownership of their subject. Our Deputy Head Teachers also consider the way that the curriculum is developed, taught and assessed in order the support pupils to build their knowledge and to apply that knowledge as skills (implementation). The Head teacher, Deputy Head teachers and subject leaders also consider the outcomes that pupils will achieve as a result of their education at Lakeside School (impact).

All pupils have a current EHCP. This EHCP reflects the pupil’s current abilities and the modifications/adaptations required to ensure the pupil’s needs are met. Then SENCO, in conjunction with the Head Teacher and the Deputy Head Teacher ensures that all the individual needs of the pupils are met through the development and implementation of Individual Team Around the Child Outcomes documents.

Curriculum, Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies). All pupils who attend Lakeside School receive an education in the following subjects:

- English
- Maths
- Science
- PE
- Music
- History
- Geography
- RE
- Computing
- PSHE
- MFL
- Art
- Design Technology

The organisational principles of the curriculum are based on Long Term Plans (related to national curriculum year groups as best fit) which are adapted to meet the needs of the class population.

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We look for cross curricular links between subjects (often linked to our history/geography topics), allowing for greater depth of learning, understanding and acquisition of knowledge, better preparing pupils for their next stage of learning, and supporting improved retention of knowledge.

Our curriculum provides opportunities across subjects for pupils to acquire a range of skills, including, amongst others:

- Pupils’ evaluating their own work
- Pupils evaluating others’ work
- Historical enquiry/research skills
- Scientific enquiry/fair tests

Over time, a wide range of skills are developed, some of which can be used effectively across different subjects. We recognise that many skills can be generalised across topics/themes and that a skill developed during a history topic might be of use when pupils access Geography, for example.

Preparation for life in modern Britain – equipping pupils with the knowledge and cultural capital they need to succeed in life

We provide experiences for our children to ensure that background plays less of a role in determining social mobility and educational success and give our pupils access to a range of cultural experiences, examples of which are:

Restaurant visits/food tasting sessions to experience a range of foods from different cultures

Museum Art/Gallery/Panto trips

Diversity workshops e.g. Levi Tefari poetry, black role model, rainbow smiles workshops

Capoeira workshops – dance/martial arts, music, history

School of Sanctuary work – links with asylum link (food bank collection, assembly), social media workshops, buddying event (fundraiser) etc.

Social contexts – such as meeting the Mayor, local MP, local residents

Different religions – ethnic groups – lessons and visits to places of worship (churches/mosques/synagogues etc.)

Being prepared to live in modern Britain – current affairs/news, both local and national

Social, Moral, Spiritual and Cultural education, British Values & the Protected Characteristics

Through timetabling our ‘value’ lessons, we are also able to ensure time is available for wider curriculum aspects such as:

- Anti-bullying (SMSC)
- Fire Safety (SMSC)
- Road Safety (SMSC)
- Celebration of British Values Week (BV)
- Black History Month (Protected Characteristics)
- Internet Safety Week (SMSC)
- Pupil Volunteering Week (SMSC, BV)
- Autism Awareness (Protected Characteristics)
- NSPCC Speak Out Stay Safe (SMSC, BV)
- Celebrating Neurodiversity (Protected Characteristics)

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- Social, Moral, Spiritual and Cultural (SMSC) education, British Values (BV) & the Protected Characteristics (PV) are an integral part of our curriculum.
- The school pays particular regard to the Equality Act 2010 and the protected characteristics set out in it. The teaching around the protected characteristics can also be evidenced on the SMSC Grid maker to ensure Protected Characteristics are taught and embedded into all aspects of our school curriculum. Examples of such teaching include: Holocaust (in relation to sexuality and race), Battle of the Sexes assembly (gender), Online safety (in relation to the language pupils can use when accessing online gaming with others, and how this needs to be thoughtful and respectful of the protected characteristics).
- Each class regularly discusses ‘posers’ relating to the Protected Characteristics, which seek to encourage and develop knowledge, understanding, tolerance e.g. ‘Sophie was told not to apply for a teaching job because of her mobility issues, discuss’, ‘Lucy wants to go to the party dressed as Thor and Johnny wants to go dressed as Elsa, discuss’.

Some of the experiences that we offer our pupils in support of SMSC, BV and PC education include, amongst others:

- Bully Busters workshop\Black role model workshop
- Rainbow Smiles (Diversity) workshop
- Bob-a-job week
- Democracy day
- Onesie Wednesday (Autism Awareness)
- World Mental Health day assembly and classroom activities
- NSPCC Speak Out Stay Safe assembly
- Celebrating Neurodiversity assembly, Autism/ADHD awareness groups
- Macmillan Coffee morning
- judo
- dance
- golf
- baking
- crafting
- fishing
- board/card games

Education outside the classroom, including Visits and Visitors

Educational visits and external visitors to the school play a significant part in our curriculum offer. We believe the best way for our pupils to learn is to experience, therefore we aim for all pupils to engage in learning outside the classroom, to provide experiences which foster awe and wonder in their learning. These experiences are often linked to curriculum topics, however they can be standalone events. Examples are:

- Forest Schools
- MFL assemblies
- Visits/assemblies by police service, community police and fire service
- Curriculum days / weeks e.g. European Language Day, National Coding Week etc.
- Art Galleries
- Offsite PE activities e.g. swimming, tennis
- Fieldwork visits e.g. Art sketching of landmarks,
- Adventurous Activities e.g. Awesome walls, outdoor pursuits days

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- Theatre trips e.g. yearly pantomime, theatrical adaptations of children’s literature e.g. David Walliams, Roald Dahl
- Restaurant/café visits
- Variety of Museums e.g. Maritime, World Museum, Imperial War Museum, Museum of Science and Industry, Catalyst museum etc.
- Library visits
- Cinema trips
- Farms e.g. small petting farms
- Community projects including care home visits, local recycling projects, litter picking in the locality etc.

Enrichment Curriculum:

Our Enrichment Curriculum provides the opportunity for pupils to develop life-long skills and interests that can lead to greater independence and confidence, and support them in later life, in the hope of addressing potential further social disadvantage. Our wish is to develop our pupils’ skills and talents in a very practical and hands on way. Such activities might include, amongst others:

- photography
- horse riding
- comic strip writing
- film making
- judo
- dance
- golf
- baking
- crafting
- fishing
- board/card games

Breakfast Club:

Breakfast time, prior to the official start of the school day when formal lessons start, is seen as a relaxing time, gently easing the pupils in to their day. The pupils look forward to this time and are eager to come in to school and start their day in this way. The pupils remain in their class during Breakfast time, classes offer a range of activities to their pupils, including but not limited to:

- Card playing including UNO, games including Connect 4, Snakes and Ladders
- Social conversation
- Zones of Regulation (talk about/identify how we are feeling)
- Reading/drawing/colouring
- Fitness/yoga sessions
- IPad time
- Quiet time/sensory room/sensory tent
- Play with Lego
- Colour in pictures
- Play with Mini figures

Therapies

Pupils with more specific needs are referred to the therapy team whose responsibility it is to provide in house support. Pupils have access to:

- Speech and Language Therapy (social skills groups, Lego therapy, conversation groups etc.)
- Occupational Therapy (sensory diets, Zones of Regulation sessions, gross/fine motor skill development)

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- Person Centred Counselling (counselling through play)

The therapy team provide guidance/recommendations to staff in order that the right level of support and/or resources are in place to support learning/engagement in the classroom.

7. REFERENCES

None

8. ASSOCIATED FORMS

None

9. APPENDICES

None

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