

| COLLABORATIVE | Communication   | Good Health  | Friends, Relationships & Community | Independent Living   | Future Destinations (Employment) |
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| EQUALS        | <p><b>My Communication (Eq)</b></p> <ul style="list-style-type: none"> <li>- Call and Response.</li> </ul> <p>This style of Communication encourages our students to recall and retell a story. This would then lead on to students being able to tell their own stories, including what they have done at weekends.</p> <ul style="list-style-type: none"> <li>- Greeting someone new</li> </ul> <p>Learning the skill of greeting new people, using signing, symbols or verbal communication to encourage a conversation.</p> <ul style="list-style-type: none"> <li>- Narratives/ Sensory Story</li> </ul> <p>This would build on the call and response style of communication of recalling and retelling a story.</p> | <p><b>My Play (Eq)</b></p> <ul style="list-style-type: none"> <li>- Free Play</li> </ul> <p>Free Play is an open, free play session where the students are free to choose what they wish the play with. Adults model play and students are free to join, observe or reject play. Intensive Interactions are used in this session and communication boards are modelled, where needed.</p> <ul style="list-style-type: none"> <li>- Structured Play</li> </ul> <p>The students have an opportunity to play on the school bikes and go karts on the playground. Staff support and motivate the student to use the bikes and go karts. Also, the students attend a structured play session in the hall in the form of a disco. A number of activities are available to the students, staff support and motivate the students to access the activities.</p> <ul style="list-style-type: none"> <li>▪ Exploratory Play</li> </ul> <p>Students are totally free to explore play through the use of a variety of resources. Staff are there to model play and make offers of play. Students are free to accept or not to accept offers of play.</p> <ul style="list-style-type: none"> <li>▪ Soft Play / Ball Pit</li> </ul> <p>The soft play and ball pit are rooms available for free play sessions for the students.</p> <ul style="list-style-type: none"> <li>▪ Free Choice</li> </ul> <p>Students are taught to independently communicate and choose resources in the classroom. Through the use of verbal communication, PECS, communication boards and communication devices.</p> <ul style="list-style-type: none"> <li>▪ Free Play (Careers)</li> </ul> <p>Free Play is an open, free play session where the students are free to choose what they wish the play with. Adults model play and students are free to join, observe or reject play. Intensive Interactions are used in this session and communication boards are modelled, where needed.</p> <ul style="list-style-type: none"> <li>▪ Break</li> </ul> <p>Students have free time to explore resources inside the classroom and on the playground. Students from different classes are encouraged and supported to play and communicate with each other.</p> <ul style="list-style-type: none"> <li>▪ My Physical Well-Being/Mental health (Eq)</li> </ul> <p>The students have a planned Relax Kids session where they learn strategies to support their well-being and mental health. They complete the session together with the peers from their class.</p> |                                    | <p><b>My Independence (Eq)</b></p> <p>Shopping in the community. Using the minibus the learners visit a large supermarket to buy snack and drinks for the week. The learners prepare a shopping list, collect purses from the office and go to ASDA. They collect a trolley and move through the shop taking it in turns to collect the items on the list. Once all the items have been collected they take them to the checkout and each learner will buy an item using money from their purse.</p> <p><b>Travel Training (Road Safety)</b></p> <p>Crossing the road safely with assistance or independently. Learners are taught where it is safe to cross and to stop and wait at the kerb. They check whether it is safe to cross and then walk looking both ways as they cross the road.</p> <p><b>The World Around Me:</b></p> <p><i>Seasons</i> - The essence of this topic is to clearly demonstrate the passing of time and the repetition of time as well as exploring the connections for learners in terms of what time of the year might mean for them. Taking September as a start we will go through summer, autumn, winter, spring and back to summer again.</p> <p><i>Recycling</i> - This Topic looks at investigating rubbish in school and at home, looking at how to recycle and what can be recycled within a school and at home.</p> <p><i>Photography</i> - The liberating consequences of learning how to use a camera properly and successfully. This may be the closest that many learners with SLD will get to being truly literate, for instead of using written words to explain, narrate, inform, educate, elucidate, they can and should be using pictures, both moving and still. The mastery of digital photography could release massive potential for improving the communicative abilities of all learners with SLD, especially as they so often struggle to make themselves understood and play a truly active part in social interactions;</p> <p><i>Food</i> - Throughout this topic as far as possible actual items, practical activities and visits should form the backbone of any work; that is, the learning should be contextualised and concrete, done in real time with real food. Photos and videos of the pupils taking part in activities and visits should be standard procedure so that time can be spent in the classroom reliving (and therefore repeating) the work done 'in the field'.</p> |                                  |

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| <p><b>WREN OFFER</b></p>                       | <ul style="list-style-type: none"> <li>▪ <b>Circle Time</b><br/>As part of the morning routine of greeting peers and staff, understanding the weather and if a coat or sun-cream is required and going through a half day schedule.</li> <li>▪ <b>Story Time and reading interventions</b><br/>Reading interventions with our Phonics trained staff for identified students working through the SoundsWrite programme.</li> <li>▪ <b>Attention Autism</b><br/>Attention Autism is an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.</li> <li>▪ <b>Music</b><br/>Within our Music sessions we use instruments, background music and stories as a basis for understanding and feeling rhythm, timing and to be able to experience and make sound.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>PE</b><br/>The students access a weekly swimming session off site with a qualified swimming coach. The students complete a planned PE session in the hall or on the playground.</li> <li>▪ <b>Relaxation / Chill Out Zone</b><br/>After lunchtime, the students relax with bean bags, blankets and soothing music in order for them to be calm after the break on the playground. The students support tidying up the resources at the end of the Chill Out Zone.</li> <li>▪ <b>Sensory Room Interventions</b><br/>The students attend a planned Sensory Room intervention with familiar staff that use the resources in the Sensory Room to engage the students in learning activities.</li> <li>▪ <b>Sensory Room – Sensory processing / story</b><br/>As part of our Therapeutic Sensory Experience offer, our Play trained staff take small groups to the sensory room to work through a story using props and sensory equipment.</li> <li>▪ <b>Soft play – Physical health/free play</b><br/>A free play session based in the soft play room or ball pit. This encourages social interaction, team work and sharing of resources.</li> <li>▪ <b>Art</b><br/>An art session based around seasonal trends and/or specific events throughout the year.</li> <li>▪ <b>Dance</b><br/>As part of our P.E programme our Dance offer uses ‘Just Dance’ videos with visual representations to copy and move to.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Playground</b><br/>Interacting and playing with learners across the school. Opportunity to mix and play with ball games, hoops, sandtrays or on play equipment outside.</li> <li>▪ <b>Structured Play</b><br/>Various resources used to encourage play alongside and with peers. Trays of different small world items, eg farm animals or construction resources are provided to encourage play and interaction.</li> <li>▪ <b>RSE – External Body Parts</b><br/>During RSE sessions use reference to the different body parts, play warm up games involving using different body parts, eg heads , shoulders, knees and toes. Play ‘Simon says’ referring to body parts.</li> </ul> <p>We explore principles of relationships and friendships and what healthy and unhealthy relationships look like.</p> <ul style="list-style-type: none"> <li>▪ <b>Outdoor Learning</b><br/>Use of outdoor area to encourage learners’ appreciation of the outdoors. Orienteering session whereby learners have a picture from the outdoor space and they have to locate it and bring back the number from that place. Complete this individually or with a partner Use of a nearby park – learners walk to the park practicing road safety and then playing together at the park.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Swimming</b><br/>Learners get to experience and become more confident in and around water. Become more confident with submerging into water or putting their face into water. Other learners would develop their swimming stroke / technique and be able to float on the water. Practicing dressing and undressing.</li> <li>▪ <b>Snack</b><br/>Learners make, prepare and clear up their own snack. They have to get the resources out to make bagels / toast and then toast these before putting on butter / jam / marmite etc. Some learners who are proficient with this will then be faced with a dilemma that needs solving e.g there aren’t any spoons or milk and they have to solve the problem.</li> <li>▪ <b>Lunch</b><br/>Sharing a meal together and helping to organize and clear away afterwards. Learners need to collect lunches, make decisions about what they will have with their lunches. Once eaten they need to clear away any rubbish, cups, plates or cutlery. The tables need wiping and chairs stacked up.</li> <li>▪ <b>Personal Care</b><br/>A number of Learners are independent with personal care but they do need to indicate they are going to the toilet by taking there toilet card and putting on the door of the toilet they are using. Other learners, who need personal care are encouraged to follow individualized steps to use the toilet and carry out personal hygiene routines.</li> <li>▪ <b>Food Tech – Health living</b><br/>Preparing healthy foods / snacks. Learners learn about different food types and what is healthy / unhealthy. They then learn how to prepare and put together healthy foods / snacks. They have the opportunity to try different foods and take home finished dishes.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Skills for Life</b><br/>Making snack, washing up, preparing an environment for an activity</li> <li>▪ <b>Assembly</b><br/>Reflection, focusing on our school values, celebrating success (Star of the Week)</li> <li>▪ <b>Personal Development</b> <ul style="list-style-type: none"> <li>○ <b>Shopping list</b><br/>Students help to distribute the school food order, by locating items and delivering them to the correct class. This develops skills in: speaking and listening; following instructions; and travelling around school.</li> </ul> </li> <li>▪ <b>Community Inclusion</b><br/>Students visit the community through a variety of different experiences. Students practice travel training by bus journeys and road crossing. Visits to supermarkets, high street shops, parks and outdoor environments. Other opportunities include fishing and sporting events.</li> <li>▪ <b>Creative Experiences</b><br/>Creative experiences encourages students to try new creative activities – from art and design, to music, dance and drama. Students are encouraged to find activities they enjoy and trial different activities.</li> </ul> |
| <p><b>ASDAN</b><br/>(Accreditation Groups)</p> | <p><b>ASDAN Community Inclusion</b></p> <ul style="list-style-type: none"> <li>▪ <b>Sensory story</b><br/>Students engage in a weekly sensory story using a visual story and physical props. Topics include: the Jungle Book; the Greatest Showman; and Harry Potter. This develops communication, literacy, and listening skills, as well as encouraging group participation.</li> </ul>   | <p><b>ASDAN Good Health:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Life Skills</b><br/>Students practice and develop key life skills. Such as cooking, hoovering, washing up, and preparing drinks.</li> <li>▪ <b>Creative Experiences</b> <ul style="list-style-type: none"> <li>○ <b>Music</b><br/>Students take part in music sessions, consisting of using musical instruments, signing, and call and response. Students explore music, communication skills, and making choices.</li> <li>○ <b>Ball Games</b><br/>Students take part in a weekly ball games session. This promotes physical wellbeing, communication and cooperation.</li> <li>○ <b>Soft Play &amp; Sensory room</b><br/>Students visit the soft play and sensory rooms as a weekly session. This promotes physical wellbeing and emotional regulation.</li> </ul> </li> </ul>  | <p><b>ASDAN Health &amp; Safety:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Allotment/Outdoor Play</b><br/>The allotment provides an outdoor learning environment where students can use physical motor skills to take part in looking after plants. Students play an active role in preparing the allotment, planting plants, and caring for them. Students learn about how to grow plants, and see the effects of land to plate by cooking their own produce.</li> </ul>   | <p><b>ASDAN Community Inclusion:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Travel in the community</b><br/>Students visit the community through a variety of different experiences. Students practice travel training by bus journeys and road crossing. Visits to supermarkets, high street shops, parks and outdoor environments. Other opportunities include fishing and sporting events.</li> </ul>  | <p><b>ASDAN Employment:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Developing skills for the workplace – Food Technology</b><br/>Students choose, plan and prepare a weekly meal. Students use communication skills to decide and vote on their Friday lunch meal. They then choose and shop for ingredients. Students work together to prepare the food, using food technology skills and group work.</li> </ul>   |