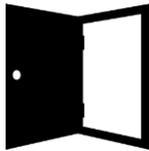




### Celebration

We know how proud you are of your son or daughter. We are proud of them too and like to reward achievement.

Pupils can work towards class awards at a level that is appropriate to them. We also have a whole school house point system and celebrate achievement in our twice weekly assemblies. Pupils can achieve house points, stars and certificates for good work, good attitude, being a great friend or for trying something new. You are welcome to join us for any of our assemblies.



### Our door is open

We hope that this leaflet has given you much of the information you need about our Primary Department but please feel free to telephone for a chat or better still, come in and see our wonderful classes in action.



**Abbi Murphy – Middle School Department Head**



**EXETER HOUSE SCHOOL**

*I can learn, you can have friends, we can grow together*

## Exeter House School

### Middle School Department

#### Parent Information Booklet Curriculum 2021-2022

I look forward to welcoming you and your child into our Middle School Department at Exeter House School. I hope you find this booklet useful and informative. If you would like any further information about all the exciting things going on please do not hesitate to contact me through the school office.

Abbi Murphy – Middle School Department Head



### Aim of the Middle School

At Exeter House School we believe in the extraordinary within all our students. The Middle School aims to provide each child with a broad balanced curriculum tailored to meet their individual needs. We want each child to be fully engaged in their learning and to develop the skills to enable them to become independent thinkers and learners. We have high aspirations for our pupils and want them to be the best they can be, develop a love of learning and leave the department fully prepared for the next stage in their journey through Exeter House School.

### Classes

There are currently seven classes within the department:

- **Falcons Class**  
Teacher: Abbi Murphy supported by 3 TAs.
- **Magpies Class**  
Teacher: Josh Hamblin supported by 4 TAs.
- **Larks Class**  
Teacher: Hannah Townsend supported by 3 TAs .
- **Hawks Class**  
Teacher: Josie Kliem supported by 5 TAs.
- **Eagles Class**  
Teacher: Andrew Walker supported by 3 TAs.
- **Owls Class**  
Teacher: Jon White supported by 3 TAs.
- **Kestrels Class**  
Teacher: Liv Moore supported by 3 TAs

### The Middle School Curriculum Framework

We understand that children all develop at different rates and we aim to deliver a curriculum with the flexibility to reflect this. Upon entry to Middle School each pupil will begin to follow one of three routes:

**The Pre-Formal** – For our most complex pupils and those with PMLD.

**AET Schools Progression Framework** – For our students who have a diagnosis of Autism

**The Semi-Formal Curriculum** – ‘Brand new’ curriculum specifically written for students with SLD providing schemes of work for Non-National Curriculum ‘areas of learning’.

**Equals** – The National Curriculum differentiated for pupils with learning disabilities.

In addition to the curriculum pupils may have an Individual Support Plan which will detail any specific interventions required such as Sensory Integration, Speech and Language Therapy, Physiotherapy, V.I/H.I support, Positive Behaviour Support or specific curriculum interventions. These interventions will be overseen by the relevant professional team and undertaken by the class teams.

## THE EQUALS CURRICULUM



### English

All pupils in Key Stage 2 and 3 enjoy a varied English Curriculum. We aim to enable each pupil to become effective communicators and to develop a love of literature in all areas of learning. Pupils will be immersed in a total communication environment - including Intensive Interaction, Makaton signing, photos, symbols and Assisted Communication Devices. Furthermore, they will receive regular support from the Speech and Language Therapist. Pupils will be given opportunities to develop listening skills and be encouraged to express themselves. Pupils are encouraged to develop a love of story and books. We have an excellent on-site library facility containing a wide range of reading materials including sensory stories.

Throughout the school week students will receive discrete literacy lessons which cover the following Track Back Strands

*Speaking; Listening and Responding; Group Discussion and Interaction; Drama; Word Recognition; Word Structure and Spelling; Understanding and Interpreting Texts; Engaging and Responding to Texts; Creating and Shaping Texts; Text Structure and Organisation; Sentence Structure and Punctuation and Presentation*



### Maths

There is a termly focus on a specific area which is taught discretely but numeracy is also fully integrated into the day to ensure that opportunities for using maths are meaningful to our pupils and enable our pupils to use numeracy in everyday life.

Pupils in Middle School will cover the following mathematical strands:

- Number and the numbers system
- Organising and using data
- Using and applying mathematics
- Shape, space and measure



### Science

Pupils are encouraged to develop the skills of scientific enquiry through an integrated topic based approach.

Pupils in primary phase will encounter:

- **Life processes and living things** – growing plants, ourselves.
- **Physical processes** – light and dark, pushes and pulls, sounds and hearing.
- **Materials and their properties.**



## Humanities/Art/Design and Technology

All pupils in the department enjoy a creative and integrated topic based approach to Humanities, Art, Music and Design and Technology.

We integrate learning from all areas into a weekly Forest School session in our fabulous new forest school area.

We take part in themed weeks as part of a whole school project. Our most recent themed week was a history week. Pupils had the opportunity to focus their learning on one particular period in time before setting off on a journey in time visiting other classes.

We have a Drama Club which runs after school on Thursdays available to our students. This provides some amazing opportunities – for instance a performance at Salisbury Playhouse every year.

We also enjoy the opportunity to get out and about in the community with visits including Rainbow day, Roche Court, Marwell Zoo and to sporting events.

We believe that these opportunities enrich the learning that takes place in the classroom.

**If you would like to find out more about the Equals Curriculum in more detail visit:**  
[www.equals.co.uk](http://www.equals.co.uk)



## The Pre-Formal Curriculum

Pupils with profound and multiple learning disabilities follow The Pre-Formal Curriculum, a specialist curriculum for learners with complex needs. It is divided into skill areas rather than subject areas.

**Cognition & Challenge** -Pupils will actively engage with their learning and learn how to make things work.

**Communication & Social** – Pupils will be able to communicate with the people around them within a total communication environment. All pupils will play an active role in class and the school community.

**Self-Determination & Independence** -Pupils are encouraged to make their own choices and affect a change within their routines.

**Creative** –Pupils will be actively involved in creative processes

**Sensory** – Pupils will use all of their senses to explore and learn within a multisensory environment.



## The Pre-Formal Curriculum

**Physical** – Pupils will be able to maximise their physical capabilities and become as independently mobile as possible

**Wellbeing** – Pupils will have positive emotions about their achievements and value within the class and the school

If you would like to find out more about The Pre-Formal curriculum in more detail visit:  
<https://equals.co.uk/pre-formal-pmld-curriculum/>



## AET Schools Progression Framework

This progression framework enables us to cater to the individual strengths and interests of our AS students. It understands that ‘good outcomes’ are not the same for everyone and no single approach will be effective for all. It allows us to set very individualised goals.

The framework has the following areas of development:

Independence & Community Participation  
Emotional Understanding of Self-Awareness  
Social Communication  
Social Imagination & Flexibility  
Learning  
Sensory Processing  
Social Interaction

For more information about the AET Progression Framework please visit:  
[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)



## The Semi-Formal Curriculum

The Semi-Formal Curriculum has been implemented into our department for the first time this year. We aim to help our students become as independent as possible throughout their learning journey at Exeter House. This curriculum has a number of key areas listed below.

### **Problem Solving:**

Memory Building; Sabotage; Independence; Generalisation and Self Confidence.

### **Play and Leisure:**

Solitary Play; Parallel Play; Shared Play; Turntaking and Cooperative Play.

### **Communication:**

Imperative; Following Instructions; Declarative; Dynamic; Narratives; Formal Social Interactions; Personalised Reading & Writing; Non-Verbal & Behavioural; Peer to Peer and AAC

### **Independence:**

Shopping; Travel Training; Dressing & Undressing and Cooking

### **The World About Me:**

Change; History; The Passing of Time; Digital Photography; Festivals, Food; Life Cycles of Plants and Animals; People, Recycling; The Seasons; The Weather and Water



## The Semi-Formal Curriculum

### **My Creativity:**

Encounter; Explore; Create and Consolidate

The schemes of work provided by the Semi-Formal Curriculum enable us to develop key skills in our children that will support them in their transition through school and through life.

It helps to develop the confidence and independence of our students. As well as enabling them to become more socially interactive.

This curriculum continues to develop with new areas of learning becoming available throughout the year.

If you would like to find out more please take a look at the website

<http://www.equals.co.uk/equals-semi-formal-sld-curriculum>



### Our Topic Cycle

Our topic lasts for the whole of one term ensuring that we are able to offer sufficient depth and coverage and also to ensure pupils have plenty of opportunity to practice new skills.

In the Middle School Department we follow the same topic cycle regardless of the curriculum a pupil is following. This means that we can be flexible in placing pupils in the sessions most appropriate for both their age and stage of development. Where a theme is repeated it will be with a different focus to provide opportunities for extension and consolidation.

<u>Year</u>	<u>Term</u>	<u>Theme</u>
<b>1</b>	Autumn	Stories & Rhymes
	Spring	My Favourite Things
	Summer	Pets
<b>2</b>	Autumn	Festivals
	Spring	Materials
	Summer	New Life
<b>3</b>	Autumn	Learning About My Friends
	Spring	Salisbury
	Summer	Sport Events
<b>4</b>	Autumn	Farm Animals
	Spring	Plants
	Summer	Holidays



### Learning Journeys

Every class within the Middle School Department is using the Evidence for Learning tool. This is an app designed to track and monitor the progress your child is making within the classroom.

We have a variety of strands that we are able to use to assess progress. These include the Profound Curriculum, the Autism Progression Framework, Development Matters and the Entry Level Progression Standards. We are able to assess your child using a framework that is not only a suitable challenge but also one that is highly aspirational.

At the end of each term you will receive a Learning Journey that has been created using Evidence for Learning. This is a fantastic way for us to showcase all the wonderful things your child has achieved throughout the term. The booklets come with photographs, descriptions and references to the assessment frameworks.



### Our Facilities

Our classrooms include a book corner, a Circle Time area with interactive whiteboard, and an area for table top activities and a small work room for individual and small group work.

In addition to class based activities we also make full use of our excellent on site shared facilities such as Soft Play, Hydrotherapy, Forest School, Library, Sensory Integration Room, and Sensory Room.

Teaching and learning takes place through:

**Child initiated activities** – pupils are given a choice from a range of structured activities with support from an adult to model, encourage engagement and extend learning opportunities.

**Teacher directed activities** – planned activities with learning objectives with children working either 1:1, in small groups or the whole class.

**Structured Support Plan Targets** – Personalised targets agreed with parents during termly structured conversations. These targets are related specifically to the needs of the individual child.



### Assessment

Teachers formally assess your child's progress twice each year against a Development Matters Framework. We are able to monitor the progress of our students and attain high aspirations for them as they work through the school.

Progress in this will also be reviewed two times each year during structured conversations. You will be invited to meet with the teacher so that you can be fully involved in both target setting and in supporting your child at home.

Teachers collate evidence of learning through work books, Evidence for Learning app, videos and photographs.

Annual reviews are held to discuss progress in all areas and are attended by the whole team around the child.



### Home School Diary and Blogs

We know that you want to be involved with your son or daughter's learning. Every day staff will send a note in the Home/School Diary to inform you of the day's events and how your child reacted to activities. We will also use the diary to ask for any equipment that we need in school. Be sure to check out class blogs on the school website.