



Otters



class



Dragonflies



class



Juniper



class

RESOURCE BASE CLASSES CURRICULUM OVERVIEW



Wyndham Park
Infants' School



Somerset Road Education Trust

Faye O'Gorman

SOMERSET ROAD EDUCATION TRUST 2023

At Somerset Road Education Trust we are determined to provide all students with a full and broad learning experience that supports them in overcoming their barriers to learning, develops their skills and knowledge and prepares them for a rich and fulfilled life beyond school.

The curriculum we have designed enables us to develop increasingly independent and successful young people who can transition into adulthood as effectively as possible.

Developing communication and independence is central to meeting the needs of our young people and this is embedded throughout our curriculum across the full age range and need of our students. We design personalised learning programmes that provide an appropriate balance between academic and personal development for each individual. We pride ourselves on looking at each of our students as an individual and creating an educational journey through the school that enables them to develop the core skills needed in life and learning.

We strive to support each student to maximize their potential and are determined not to put a ceiling on what they can achieve. We aim to provide an education that changes lives through increasing aspiration and ensuring access, opportunity and possibility for all.

Department Organisation

Each class within the department provides a curriculum designed to meet the needs of the pupils at that phase of their journey and to prepare them for the next.



The Resource Bases at Wyndham Park Infants' School and St Mark's Junior School are a very special part of the schools in which they are based and the Trust as a whole. The EYFS Base class and KS1 Base class at Wyndham Park are called Dragonflies and Otters class and the Base at St Mark's is called Junipers. They provide a unique opportunity for students to experience both specialist and mainstream expertise in a way that is specific to them from the ages of 4-11. Unlike many Resource Bases those at St Mark's and Wyndham Park are unique collaborations sharing the expertise across the Trust, which includes specialist support and input from Exeter House Special School as well as the wealth of mainstream experience available in the schools themselves.

The Resource Bases at Wyndham Park and St Mark's currently provide specialist provision with the base at Wyndham Park (catering for 4-7 year olds and the one at St Mark's for 7-11 year olds). All the pupils who attend the bases have an Education and Health Care Plan (EHCP) and have social communication needs and/or Autism (ASC). Children who attend Resource Bases are often those who need provision that is higher than they would be able to access in a mainstream

school, but who do not need to attend a special school. The children who attend the Resource Bases have a range of verbal communication skills – most are verbal and some communicate through communication aids.

At every stage of their education, each child's strengths and needs are considered carefully and the best Curriculum pathway for them is chosen and reviewed regularly. This means that challenge is pitched at just the right level for each learner to make the best progress possible from Early Years right through to year six.

Dragonflies and Otters Class at Wyndham Park Infants school



- Enjoy school trips, assemblies, take part in school council, school visitors, dance lessons, Drama4all sessions and whole school celebration events.
- Access soft play, Rebound therapy, Sensory Integration sessions and support from onsite Occupational therapist (OT)
- They have regular visits from Speech and Language therapist and Communication Lead at Exeter House
- Visits partner classes and provision across the trust and integrate with mainstream peers
- Engage in core subjects of maths, English and phonics through specialist practice and approaches
- High quality teaching with sensory aspects to all lessons
- A total communication approach with AAC devices, Makaton, personalised communication plans and symbols/PECs.
- Forest School lead by team with trained practitioner
- Music therapy with Matt Sturgeon – music therapist
- RDA - Horseriding therapy at Home Farm, RDA site at Wilton

Juniper class at St Mark's Junior School



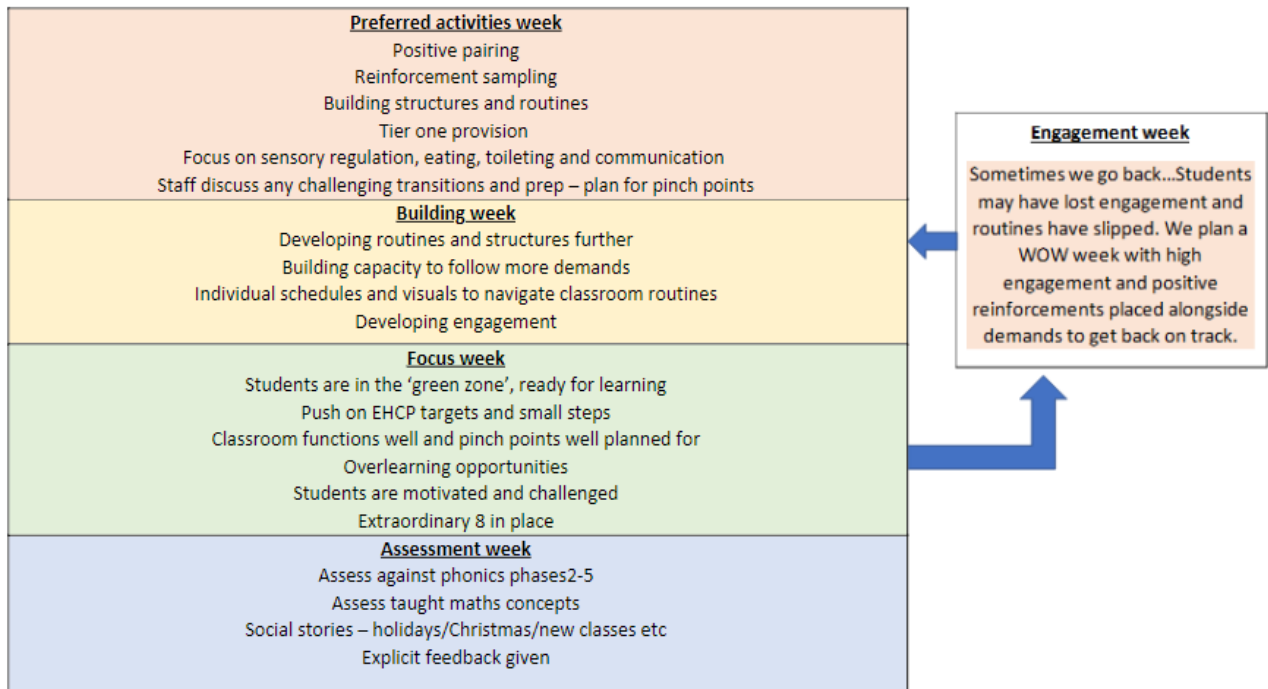
- Enjoy school trips, assemblies, take part in school council, school visitors, dance lessons such as ballet sessions and whole school celebration events.
- Access cooking room with adapted provision, Rebound therapy, Sensory Integration sessions and support from onsite Occupational therapist (OT)
- They have regular visits from Speech and Language therapist and Communication Lead at Exeter House
- Visits partner classes and provision across the trust and integrate with mainstream peers
- Engage in core subjects of maths, English and phonics through specialist practice and approaches
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- Forest School lead by team with trained practitioner

Approaches to teaching

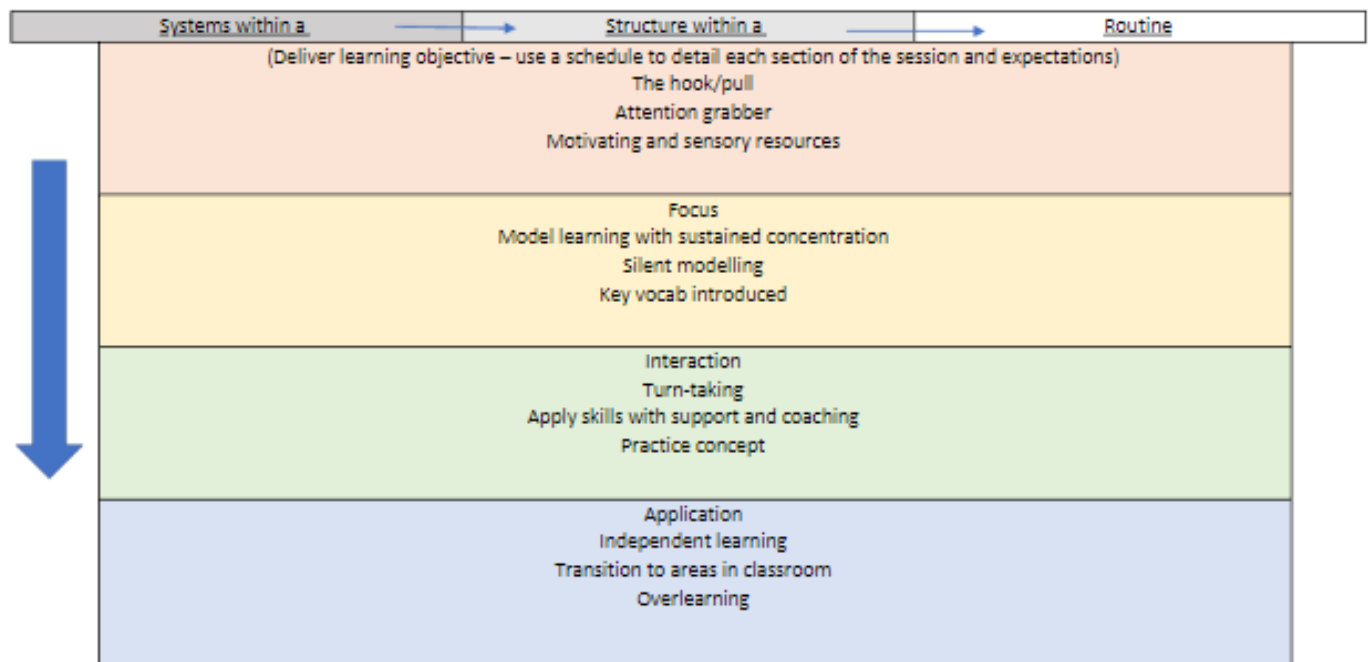
Please see 'Readiness for learning at RB' and 'Structuring SEN sessions'



Term plan – how do we get students ready for learning?



Session plan – how do we get students ready for learning?



Curriculum



Wyndham Park
Inverclyde School



Somerset Road Education Trust



Curriculum for Resource Base classes at Wyndham Park

EYFS foundation stage	KS1 National Curriculum

English, Literacy - Communication and language		Mathematics
Phonics and reading	Writing	Maths
 visual learning • step by step Attention autism 	 visual learning • step by step Attention autism 	 visual learning • step by step Attention autism

Development Matters in Early Years Foundation Stage



Children in The EYFS learn by playing, exploring, being active and through creative thinking and problem solving. This learning takes place both indoors and out.

Learning opportunities provided for our youngest pupils will enable them to work towards the Early Learning Goals. There are 7 areas of learning within the EYFS curriculum but our teaching is approached in a holistic and flexible way designed to engage each individual. We are proud to be child centered and all of our staff are skilled in developing incidental learning opportunities whenever they occur.

The Three Prime Areas

Communication and language

Pupils will be immersed in a holistic communication environment. Speech and language development will be supported by Attention Autism, Intensive Interaction, Makaton signing,

photos, symbols and Assisted Communication Devices. Pupils will be given opportunities to develop listening skills and be encouraged to express themselves. MOCs (Meaningful opportunities for communication) are planned for in vocabulary core boards in the environment and in taught sessions.

Physical development

Pupils will be provided with opportunities to be active. Skills such as co-ordination, large and fine motor control and movement are developed through Outdoor Play, Riding, Rebound therapy, P.E, and Sensory Integration.

Personal, social and emotional development

Pupils will be encouraged to have confidence in themselves and to form positive relationships with others.

The four other areas which strengthen and develop all of the core areas:

Literacy – Pupils are encouraged to develop a love of story and books. We have an excellent on-site library facility containing a range of reading materials including sensory stories. Pupils have daily phonics lessons and are encouraged in early writing with a wide range of mark marking materials.

Mathematics – Pupils will encounter the language of maths in everyday situations e.g. counting pupils, sharing sweets, and singing number songs. They are encouraged to develop an understanding of number, shape, space and measures.

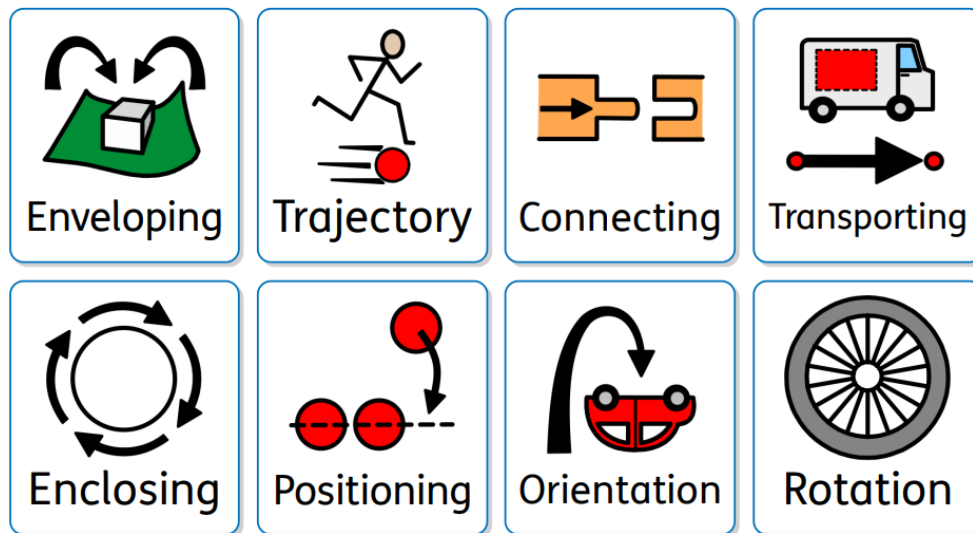
Understanding the World – Pupils are encouraged to investigate, explore and find out about their environment and the world around them. We like to get “out and about” and enjoy trips relating to our topics throughout the year. These have included trips to the theatre, Zoo and a boat trip

Expressive Arts and Design- Pupils are encouraged to share their thoughts feeling and ideas through a rich variety of creative activities such as Art, Music, role play and Design Technology.

Schematic play

Schematic play happens when babies, toddlers and young children are involved in repeated actions or certain behaviours as they explore the world around them and try to find out how things work. We call these specific actions or behaviours ‘Schemas’. They can vary from child to child and some children may never display schematic play or behaviours. Very young children benefit from opportunities to repeat and practise different actions. This helps their brain development and learning as they grow and develop. For example, actions of up and down, going from side to side, and rotating will support children when they begin to make marks, draw and eventually write.

Schema



National Curriculum



After the EYFS, students in this department move on to the National Curriculum. This is balanced and broad promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In Otters at Wyndham Park in Key Stage One, individual programmes are followed for **English, mathematics, science, art and design, music and physical education**. In Juniper class at Saint Marks in Key stage two **citizenship, computing, design and technology, geography, history and languages** is followed too.

Key features of mainstream and specialist approaches used to deliver the curriculum

Attention Autism

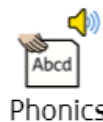


It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"! In the Resource Base classes we often use this method to introduce new vocabulary, concepts in phonics and maths and practice skills across the curriculum.

Aims of Attention Autism are to engage attention, improve joint attention, develop shared enjoyment in group activities, increase attention in adult-led activities, encourage spontaneous interaction in a natural group setting, increase non-verbal and verbal communication through commenting, build a wealth and depth of vocabulary and have fun!

The Attention Autism programme progresses through a series of stages, building on each skill level. Each new stage is introduced when the child is ready to expand attention skills. Start with stage 1 and gradually progress to the next stages once the child is ready.

Phonics



Students in this department join in with Attention Autism phonics sessions, discrete phonics teaching, continuous provision activities, workbox TEACCH approach activities and personalised intervention programmes. In our classes we are following the Essential Letters and Sounds (ELS) where possible and some pupils join partner classes to access sessions with their peers. Pupils unable to follow this scheme yet focus on highly engaging, visual and sensory activities which peak their interest and support their overlearning and developing skills. In Juniper, students still developing reading skills continue their learning through personalised intervention programmes with their specialist interests. The resource base works with ELS as part of the pilot scheme for SEN students and are trialling intervention techniques and sharing our good practice.

Cued Articulation



It is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced. It is not a sign language where the whole word is signed – but Cued Articulation can be used alongside sign language. Cued Articulation should not be confused with 'Cued Speech'. Colour Coding is also used for the written letters which represent these sounds. Cued articulation is used to support students to make the sound clearly and we practice this skill during SALT sessions and phonics to support their reading development.

Reading



Classes in this department all have a key vocabulary display for each term which is the core vocab taught and practised. Teachers model reading regularly and engage in sensory sessions for students who need support to access reading and listening with props and sensory experiences. Children take reading books home and are encouraged to read with parents. Children are read with weekly in class. When children become more confident and fluent in their reading, they are able to begin to answer questions and develop their understanding about what they are reading. As well as talking about the pictures, children may begin to be able to infer information from the story. In Juniper class at KS2, children answer written comprehension questions in their English books.

The children may be able to respond to who, what, where and when question such as:

Who is in the story?

What are they doing?

Where are they going?

What do you think will happen next?

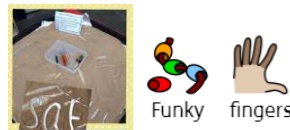
See '*Exeter House Reading Approaches and progression*' for more information

Colourful semantics



Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach is used in stages and helps children develop language and vocabulary in addition to grammatical structure. It can be used to help children who are starting to develop language and have limited vocabulary to confident talkers who struggle to organise the grammatical content of their sentences. This approach is built into daily routines such as Story sharing, 'Hello', SALT sessions and English lessons.

Writing



Across all environments, writing is explicitly seen throughout the environments in print form, supported by Widgit symbols to help aid the visual elements to learners. Each pathway across the school allows for writing to be explored in a meaningful way with different resources. In regards to traditional approaches to writing, there are many different resources such as crayons, sensory items (flour, sand, foam etc.), pencils and paper to aid mark making.

As the fundamental foundations to writing are based on fine and gross motor skills, classes are provided with different items to help with these developments. Within PE sessions, gross motor skills promoting gross motor skills are frequently worked up, no matter the strand or age of the individual. Each class also has plenty of resources to aid fine motor skills such as threading, scissors, tweezers and other toys to promote bi-lateral movement to aid crossing the midline alongside finger and arm strength to manipulate tools. This is taught through 'Funky Fingers' for these students a short session to practise threading, twisting, weaving etc. In order to aid development, items such as a variety of pencil grips help refine pencil grip development alongside writing slopes.

Within school, we have access to an Occupational Therapist (OT) who is extremely knowledgeable in the area of writing development and who delivers regular CPD training to all members of staff to help aid progression of these skills. They allow for elements such as

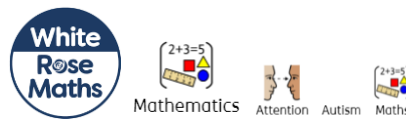
correct seating arrangements, provide information on sensory integration and other intervention methods to allow all students to make progress.

Talk for writing



Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. Our students benefit from overlearning language patterns and learning key phrases supported by Makaton signing and visual story maps with symbols.

Mathematics



Maths for students in this department is highly practical, support students to generalize the skills and focuses on 'real world'. We follow the White Rose maths mastery scheme of learning which supports delivery of maths from Early Years to KS2. It is a scheme which embeds mathematical thinking and talk. It enables us to create a SEN friendly, rich mathematical curriculum which has many opportunities for overlearning and revisiting concepts. Students enjoy maths tasks in TEACCH workboxes, discrete taught Maths sessions, maths themed Attention Autism sessions, mental maths, continuous provision activities in the setting and personalised maths intervention sessions.

See '*Mathematics progression document EH SRET*' and '*Teaching of Mathematics in the Resource Base*' for more information.

TEACCH



Structured TEACCHing uses organization and supports in the classroom environment to help students learn best. This includes: Physical organisation, Individualized schedules, Work (Activity) systems, Visual structure of materials in tasks and activities. For learners in this department, this approach is used for learners to gain independence, build their capacity to follow instructions and complete tasks and focus on academic skills.

PSHE



We follow a SEND framework for PSHE. It covers the following topics and themes within both KS1-2: Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests), Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.), Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education), Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education), Healthy Lifestyles (Being and keeping healthy, physically and mentally), The World I Live In (Living confidently in the wider world)

Assessment



We assess students on Evidence for Learning (E4L) (SEND platform) and track their progress towards their EHCP targets and 'small steps' in their curriculum goals. It supports an **Inquiry-based approach** to education and provision, that allows both parents/carers and school quickly and easily gather photo and video evidence, linked to the individual's learning goals as well as any key skills frameworks. Observations can be annotated and tagged to reflect the curriculum area. In the resource base classes we tag 'Integration' for key moments. We track students' attainment data (EYFS/KS1) on E4L. When students reach KS2 and access formal National curriculum more generally they are tracked on Arbor with the rest of the students in school in addition to using E4L to share moments captured.

		Social & Emotional		Cognition & Learning	Communication & Interaction		Sensory & Physical		Independence	
Resource Base Classes	Development Matters Curriculum	Personal, Social & Emotional Development	ELSA/ Forest School	Literacy Maths Understanding of the World	Communication & Language	Speech And Language Therapy	Physical Development Expressive Art & Design Cooking	Rebound therapy / Music Therapy / Sensory Integration Therapy / Rebound Therapy / Physio / Forest	Physical Development	Occupational Therapy
	National Curriculum	PSHE Citizenship RE		English Maths Science Computing Geography History	Communication and Interaction Social skills Languages		PE Art and Design Cooking Design and Technology		Independence & Integration in mainstream classes	

Education Health Care Plan (EHCP) Strands

Regardless of which Curriculum learners take there are five overarching strands that are built into all aspects of our curriculum. At each phase of their educational journey the balance of these strands may be different based on the identified priorities for that age group and/or individual. However, each phase is designed to build on what has come before and prepare for what is coming next, with the overarching aim of preparing all learners for life after school. These 5 strands are evaluated within the Annual Review process as well as being tracked through the core curriculum targets.

Overarching Curriculum Strands

- Social and Emotional
- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Independence

Topic Cycles

A rolling programme of termly themes are in place across all three classes to provide a context for learners to engage with the curriculum. Themes have been selected with the age of the learners in mind and to motivate and stimulate pupils to engage with the learning process. Following a theme for a term ensures sufficient time is given to provide depth and coverage, as well as to ensure pupils have plenty of opportunities to practice and consolidate new skills.

Year	Term	Dragonflies class	Otters class	Juniper class
Year 1	Autumn Term	Julia Donaldson	Julia Donaldson	Stories and Rhymes
	Spring Term	Colours	Colours	Magic
	Summer Term	Under the sea	Under the sea	Animals
Year 2	Autumn Term	Space, Night and Day	Space, Night and Day	Festivals
	Spring Term	People who help us	People who help us	Materials
	Summer Term	Minibeasts	Minibeasts	New Life
Year 3	Autumn Term	Traditional Tales	Traditional Tales	Friends
	Spring Term	Weather	Weather	Monsters
	Summer Term	The Jungle	The Jungle	Salisbury
Year 4	Autumn Term	Transport	Transport	Water
	Spring Term	All around the world	All around the world	The Rain Forest
	Summer Term	How does your garden grow?	How does your garden grow?	Holidays

Our links with specialists at Exeter House Special School

We are always searching for innovative ways to further improve the curriculum for our young people in order to offer as broad, rich and stimulating learning experience as we can.

We are able to offer our learners a range of regular on and off-site enrichment activities including Forest School, Music Therapy, Rebound Therapy, gym sessions, as well as accessing various local and community facilities.

We work closely with our external colleagues such as Physiotherapists, Occupational Therapists and Health professionals to meet the physical and medical needs of our young people. In addition we employ a Sensory Integration Practitioner to support the extensive work we do on Sensory Modulation, as we recognise the significant impact this can have on a learner's well-being and therefore their ability to access the learning experiences we offer.

Access to creative experiences is an important and powerful aspect of our curriculum offer. We are fortunate to have developed partnership work with some inspirational local Arts groups. Each year we work with La Folia to create unique performances using the mediums of music and drama.

Our Integration in mainstream schools

Our students are remarkable and have excelled in year one of resource base provision. All of our students have the opportunity to access trips with the mainstream classes in the Infants and Junior schools. Students are encouraged and supported to join assemblies, visits, whole school celebration days and to partner up with a mainstream class to share learning where possible.

The Resource Base team do lots of outreach and hold events to share good practice. We have held a large event for 100+ attendees with Exeter House specialists leading on 'AS practice', held some PECs training with SALT 'Pictures are powerful' and held a Resource Base network open day for 20 attendees modelling good practice in adaptive teaching strategies, environment and curriculum.