Sherbrook Primary School Curriculum.

At Sherbrook Primary School we promote and celebrate learning and achievement for all.

'Believe and Achieve'

Sherbrook Primary School Aims

Ethos:

*O*ur ethos is clear, we believe that every child should feel happy, loved, safe and secure in a nurturing environment. Every child has a right to have at the very least their basic needs met. Every child is supported in understanding their feelings and to being able to regulate their emotions. Every child should have a voice and be heard. When all of this is in place then the learning happens and children thrive.

Our school values:

- **S**timulating learning environment from which children can develop and move forward.
- **H**appy, safe and caring atmosphere with mental health and well being at the forefront of our work.
- **E**xpectations are high, challenging and realistic.
- **R**espect for all, promoting self-awareness and excellent behaviour
- **B**road, balanced relevant and inclusive curriculum.
- **R**ecognise and encourage active concern for the community and environment.
- **O**pportunities to celebrate achievements and success.
- **O**n-going high quality staff training and development.
- **K**eep parents and carers involved in all aspects of their child's education, health and welfare

Inclusion

At Sherbrook Primary School, inclusion is at the heart of everything we do. We believe that every pupil has the right to access a meaningful, ambitious and appropriately challenging curriculum which enables them to flourish as individuals. Regardless of need, disability, communication differences or starting point, every child is valued, respected and supported to achieve their full potential.

We recognise that equality does not mean treating every child the same. Our curriculum is carefully adapted to remove barriers to learning whilst maintaining high expectations for all. Through personalised learning pathways, specialist interventions and collaborative working with families and professionals, we ensure that every pupil can actively engage in school life and experience success.

We foster a culture of belonging where pupils are encouraged to develop confidence, independence, self-advocacy and positive relationships. Pupil voice is central to our decision-making processes and we strive to ensure that every child feels heard, understood and celebrated. Through inclusive practice, we prepare our pupils not only for future learning but also for active participation within their communities and society.

Sherbrook Primary School Pre-formal Curriculum

Intent- What do we want to achieve through our pre- formal curriculum?

Our pre-formal curriculum is aimed at learners working in our EYFS and complex needs department. The curriculum is aimed at learners who require additional support with communication, sensory integration and cognition. Pupils working within the pre-formal curriculum require sensory engagement to support them to explore and experience the world around them. Pre-formal learners require intensive communication support and will be supported to learn through a variety of sensory experiences. Targets will be broken down into small achievable steps in line with our school ethos to ensure every learner is given the opportunity to progress positively. At Sherbrook Primary school we intend to;

- ensure learning is holistic with all parts of the curriculum interconnected;
- build in sufficient time for learners to repeat, practise and consolidate skills;
- develop the learners' levels of engagement by finding out what interests and motivates them;
- places learners' targets at the centre of the curriculum using their EHCP targets to encourage development.

- recognise a learners' need for different levels of sensory stimulation;
- recognise learners will need to be taught to transfer or generalise skills

The aspiration for all pupils who attend Sherbrook Primary School is they achieve their potential in all aspects of their development. All pupils who attend Sherbrook Primary School have different special educational needs. Many pupils have complex needs including autism, physical disabilities, sensory impairments, communication difficulties and complex medical needs etc.

Implementation

Our pre-formal curriculum takes a holistic view of each learner and focuses on understanding how they learn best. Teachers ensure that learning is flexible, personalised and responsive to individual needs, whilst recognising the atypical patterns of development that may affect how pupils process information, communicate and engage with the world around them.

At Sherbrook, our curriculum is built around child-centred learning opportunities that promote the development of both knowledge and skills across all areas of learning. Using the Early Years Foundation Stage Framework to inform our practice, pupils are supported to develop communication and language skills, early literacy and mathematical understanding, physical development, personal and social skills, creativity and an understanding of the world around them. Throughout the curriculum, pupils learn to communicate their needs and preferences, build relationships, develop independence, regulate their emotions, make choices, solve problems and apply their learning in a range of meaningful contexts.

Learning is carefully sequenced and adapted to allow pupils to explore, practise, consolidate and generalise knowledge and skills over time. Underpinning all learning are each pupil's EHCP outcomes, ensuring that curriculum experiences remain relevant, purposeful and ambitious. Through a combination of sensory experiences, play-based learning, structured teaching and real-life opportunities, pupils develop the foundations for lifelong learning, increased independence and successful participation in their community.

Impact

The outcome of the curriculum is highly individual, all achievement and progress is celebrated.

Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in termly progress meetings
- Pupils making progress/achieving in the curriculum planned by teachers. Progress and achievement in all subjects are within reports to parents in either EHCP (annual review) report or annual end of year report.
- Using existing skills in a wider range of contexts.

At Sherbrook Primary School we use our own bespoke assessment criteria and Tapestry is used to capture this progress. These are intended to be child-centred documents that allow for a flexible approach to assessment – moving away from previous models where the expectation would be that a child makes typical 'linear' progress. A child's learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from moving forward.

The assessment framework provides teachers and parents with a child centred, flexible approach to assessing children with learning differences, which is proven to enhance parental engagement in a child's learning. They:

- Provide teachers/support staff with key milestones.
- Demonstrate not only linear but also lateral progress – perfect for children with complex support needs.
- Enable parents to explore and understand their child's learning through a unique Cherry Orchard visualisation.

Sherbrook Primary school Semi Formal curriculum

Intent

Pupils following our Semi-Formal pathway learn best when learning is purposeful, meaningful and connected to their own experiences. Some pupils learn most effectively through play and exploration, whilst others benefit from more structured and functional activities. The curriculum provides opportunities for discrete teaching of English and Mathematics, alongside a rich and varied wider curriculum. Subjects such as Science, History, Geography, Art and Design Technology are delivered through carefully planned topics that ensure knowledge and skills are taught in a coherent, relevant and memorable way.

Our curriculum is designed to develop pupils' knowledge, understanding and skills across all areas of learning. Alongside subject-specific knowledge, we place a strong emphasis on the development of communication and language, literacy, numeracy, problem-solving, thinking skills, personal and social development, emotional regulation and independence. Pupils are supported to apply their learning in a range of real-life contexts, enabling them to build confidence, resilience and the skills needed for future learning and participation in their communities.

Each curriculum area has been carefully reviewed and developed by subject leaders to ensure clear progression in knowledge and skills. Learning is sequenced to build on prior experiences, allowing pupils to revisit and consolidate learning over time, make connections across subjects and develop increasingly secure understanding as they move through the school. Through high expectations and personalised support, we ensure all pupils are equipped with the knowledge, skills and confidence to achieve their full potential.

Implementation

Each curriculum area is led by a curriculum lead. Each lead has a particular strength or interest in that subject. Curriculum leads are underpinned/ strengthened and supported by middle leaders and the whole school curriculum lead (Deputy Head teacher).

Progression mapping of key skills and concepts is carefully sequenced and provides clarity on next steps of learning and ensures these can be well planned. Topic webs have been organised to maximise learning opportunities in all areas of the curriculum. They are ambitious for all of our learners and provide them with firm foundations. Those planning will ensure that there is a balance throughout the year and the choice of themes is designed to incorporate this. Repetition is essential for all these discreet sessions, but this 'pace' is always led by the learning needs of the group that is being planned for. Sometimes these sessions can be 'teacher led' with a structure, or may be set out in the class to allow for supported pupil-led exploration with only a small amount of teacher led introduction. Learning opportunities for pupils accessing a pre-formal curriculum should be concrete and real. Real objects should be used or very tangible representations of things / feelings / atmospheres.

Our PSHE curriculum 'Jigsaw' promotes British Values and develops the children's spiritual, moral, social and cultural education. This compliments our developing the whole child ethos. Children attending Sherbrook enjoy opportunities to represent the school at school council, eco club and the schools mental health and emotional wellbeing award illustrations our commitment to these values. Cultural appreciation and development is integral to Sherbrook curriculum. Emphasis is placed on providing encounters and participation in events and celebrations to broaden all children's experiences and awareness of others. Plans give extensive opportunities that enrich children's learning and lives.

Impact

At Sherbrook Primary School we use Trackable to capture and celebrate pupils progress and to help inform future planning. Trackable allows teachers to track development and progress outside of pupils EHCP outcomes and can be evidenced using photos, observations and annotations. Pupils are assessed against our own bespoke assessment system. The steps are a continuum of academic progress for each subject. Progress and achievements are used to inform reports and annual reviews.

The adapted teaching and learning processes and content of the curriculum, led by the experiences and realities of each child creates new knowledge, understanding and skills. The ability of the teaching teams in knowing the whole pupil enables them to identify what each pupil really understands and recalls from a lesson or sequence of learning and what has meaning for them. Ongoing individualised robust evaluation, assessment, accurate target setting ensures that progress is secure. Teachers use both formative and summative assessment as part of the teaching and learning cycle. Annual targets are set for each pupil, alongside Individual Learning Plans and the outcomes of their most recent EHCP are used to personalise learning. Both the curriculum and assessment provide scope for the revisiting and consolidation of concepts, as well as ongoing ensuring individual progress. Progress is rigorously monitored and interventions are implemented when required.

Ah Sherbrook we aim to ensure that all pupils make excellent progress from their own starting point. The principle of assessment is to check and identify what a child understands and what they need to learn next. This is done on a daily and lesson by lesson basis and will be a combination of verbal and written assessments as part of a formative or summative assessment process. Progress is also checked on a termly basis at which point progress data will be collected on each student in subjects across the board. Targets are set for the end of each year and end of each Key Stage and these will be based on prior attainment and teacher judgement and may not follow a formal linear flightpath with our learners.

Preparation for Adulthood

Preparation for adulthood begins from the moment a child joins Sherbrook Primary School. Our curriculum is designed to equip pupils with the knowledge, skills and understanding they need to lead fulfilling, as independent a life as possible.

We recognise that successful adulthood looks different for every individual. Therefore, our curriculum places a strong emphasis on developing communication, independence, self-regulation, social interaction, decision-making and life skills. Opportunities to apply these skills are carefully planned across all curriculum pathways and are reinforced through real-life experiences both within school and in the wider community.

Through community visits, learning outside the classroom, therapeutic interventions, communication support and enrichment opportunities, pupils learn to navigate the world around them with increasing confidence. We encourage pupils to make choices, express preferences, develop resilience and build the skills needed to participate positively in society.

Working closely with families and external professionals, we maintain high aspirations for every pupil and ensure that preparation for adulthood is embedded throughout the curriculum. Our aim is for all children to leave Sherbrook as confident, capable individuals who can communicate effectively, build meaningful relationships, contribute to their communities and enjoy the highest possible quality of life.

At Sherbrook Primary School, leaders at all levels play an active role in ensuring the curriculum remains ambitious, relevant and responsive to the needs of our pupils. Curriculum leaders regularly monitor the quality of teaching, learning and assessment through learning walks, work scrutiny, pupil progress meetings and data analysis. Leaders work collaboratively with staff, families, governors and external professionals to evaluate the effectiveness of the

curriculum and identify areas for further development. This continual cycle of monitoring, evaluation and improvement ensures that all pupils receive a high-quality education and are supported to achieve the best possible outcomes from their individual starting points.

Curriculum Enrichment, Approaches and interventions

Rebound therapy

Rebound Therapy uses trampolines to provide therapeutic exercises for our PMLD learners. The therapy involves using the moving bed of the trampoline to promote movement in the pupil. By carrying out basic through to highly technical physiotherapy techniques on the trampoline, the therapy can provide many therapeutic and physiological benefits:

- Facilitate and promote movement and balance,
- Improve fitness,
- Increase or decrease muscle tone,
- Help relax the participant,
- Improve sensory integration,
- Improve concentration
- Develop communication skills.

Individual teaching plans are written for pupils in consultation with physio/OT/school nurse. The outcomes to be achieved are very specific to an individual pupil.

Speech and Language Therapy- PECS

At Sherbrook Primary School we encourage and support communication in a variety of ways. Speech and language therapist create individualised programmes for pupils and regularly attend school to complete 1-1 sessions, set targets and review progress. Children are also taken for 1-1 interventions and all staff are trained to support children throughout the phases.

PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a “communicative partner” who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.

Makaton

Makaton is the main sign language we use across school as signs are used at the same time as speech and support the spoken word. A set of key vocabulary will be selected for individual children to help them understand and make sense of what is going to happen in their routine.

Intensive interaction

Our pre-formal curriculum places relationships at the heart of all learning and recognises the fundamental principles of intensive interaction.

- Learning to give brief attention to another person
- Sharing attention with another person
- Learning to extend those attentions, learning to concentrate on another person
- Developing shared attention into ‘activities’
- Taking turns in exchanges of behaviour
- Having fun and playing
- Using and understanding eye contacts

- Using and understanding facial expressions
- Using and understanding of non-verbal communication such as gesture and body language
- Learning use and understanding of physical contacts
- Learning use and understanding of vocalisations, having your vocalisations become more varied and extensive, then gradually more precise and meaningful.

Community visits and LOTC

Our students regularly engage in visits within our community to teach life skills and prepare them for life in the world around them. This allows knowledge to be generalised and skills applied across a variety of environments.

At Sherbrook Primary School the importance of a varied and relevant curriculum is recognised. We believe that learning should be enjoyable and that children should be active in their learning. As part of a broad and balanced curriculum, learning outside the classroom (LOtC) plays an important part in ensuring that learning experiences are varied and relevant.

LOtC at Sherbrook Primary School involves the use of the school and its grounds, as well as providing access to a variety of locations, venues and experiences through a range of educational visits and trips.

We believe that these experiences should be frequent and progressive, across all areas of the curriculum and that all children should have access to LOtC. All pupils, irrespective of curriculum pathway, have the opportunity to experience LOtC.

LOtC Aims;

- To enable all pupils to participate in LOtC activities both within school and in the wider community.
- To give all pupils the opportunity to take their learning outside.
- To develop an increasing ability to care for the natural environment.
- To improve observation skills and the ability to describe and make simple judgements.
- To develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others].
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles]

ELSA

ELSA is an acronym for Emotional Literacy Support Assistant. Here at Sherbrook school at present (June 22) we have two fully Trained staff Tania Brown and Jo Powers who are ELSA network registered and Debbie Powell who is in training.

Role of an ELSA

- To help children to recognise, understand and manage emotions.
- Plan and deliver individual and sometimes small group support programmes.
- Receive training and support from Educational Psychologists.

Areas we can offer support with

- Recognising and managing feelings.
- Anger management.
- Self esteem.
- Supporting Children through Loss and Bereavement.
- Friendship skills.

- Social Skills.
- Attachments.

Benefits to the child

- Able to build a good relationship with staff.
- Feel supported, listened to and a sense of belonging.
- Learn good coping strategies.
- Feel good about themselves.
- Interact appropriately with others.
- Self-awareness.
- Really enjoy the sessions.

Occupational Therapy

An occupational therapist works with children to improve their ability to do daily activities. They can suggest specialist equipment to help your child manage or improve specific tasks eg equipment to help with handwriting, or teeth brushing or managing a child's sensory sensitivity to day to day functioning. The aim is to maximise a child's potential ability and increase independence.

Problems which an occupational therapist can help with include:

- Fine motor skills such as tying shoelaces, cutting and handwriting.
- Hand-eye co-ordination, such as when children have problems with copying from a blackboard or ball games.
- Daily living skills such as doing up buttons, using utensils, washing, eating and drinking.
- Sensory integration, when children find it difficult to process message from the senses into motor responses.
- Spatial awareness and proprioception, knowing where your body and limbs are in space, and where objects are in relation to that, organising and interpreting sensory stimuli.
- Visual discrimination – children with visual processing difficulty may not see the difference between a triangle and a square, or may mix up similar letters such as p and q. They have trouble reading maps or finding specific items on a page, colouring or writing within lines or margins, and identifying an object when parts of it are hidden.

The therapist will write a programme to work on at school and at home, which may work on strength and dexterity, or on sensory/visual processing. Therapists can also give you tips and recommend equipment which needn't be costly but may make a big difference – a rubber mat beneath a dinner plate to stop it slipping and specialised cutlery can greatly improve messy eating, while washing socks with conditioner will make them stretchier and easier to put on for those with co-ordination difficulties.

Throughout the school day staff allow for sensory learners or children requiring occupational therapy to regulate and encourage ways for children to self- regulate when they need to. This time for regulation can occur when needed as part of the lesson or on a 1-1 basis. Specialist equipment is available to facilitate all occupational therapy needs to ensure the children are regulated and ready to participate happily in lessons.

Forest school

Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. Forest school and Sherbrook is adapted to the needs of individual classes and children. We follow the Forest school principles;

These six principles are:

- Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

We are lucky to have a large outdoor area in our grounds which is where our forest school provision is held.

Sensory Integration rooms in school

At Sherbrook Primary School we have many additional rooms to support the development of a range of skills.

Soft play;

Our soft play room allows for children to develop gross motor skills as well as providing a safe place for children to play purposefully and encourage social interactions with each other.

White room;

Our White room has a state of the art OMI, which is an interactive white board with a range of programmes to encourage participation, interaction, initiation, anticipation and persistence. The OMI supports computing skills, turn taking and engagement.

Dark room;

Our dark room provides a calm place for children to relax. The dark room has a range of sensory lighting, the dark room is a therapeutic space with a variety of equipment that provides students with special needs with personalised sensory input. The Dark room helps children calm and focus themselves so they can be better prepared for learning and interacting with others.

Cultural Capital

Every child and family who joins Sherbrook Primary School will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

At Sherbrook Primary School we pride ourselves on getting to know children and families and building warm, positive relationships. When families feel comfortable and settled, they are far more likely to share who they are and what is important to them. Inviting parents to talk about their dreams and aspirations for their children is the key to building a strong cultural capital at Sherbrook.

Sherbrook staff believe that observing, and joining-in with play, and talking and chatting together, will support practitioners to understand children's interests; what they can do and any difficulties they might have. Furthermore, listening to families and finding out what their children enjoy and like to do (or don't), and any worries they might have, will help with planning relevant and stimulating play and learning experiences.

Sherbrook Primary School provides a rich and varied curriculum that builds on children's experiences and cultures, we offer many opportunities to enhance and celebrate every child and their own uniqueness.

Cultural Capital demonstrated at Sherbrook Primary School by helping children to;

- Listen to and participate in different types of music.
- Look at many different types of books including fiction and non-fiction.
- Express and test their thoughts and ideas in different ways such as simple experiments, building structures, painting, modelling.
- Engage in stories such as sensory stories.
- Participate and be surrounded by festivals and celebrations throughout the year from a range of cultures.
- Have a range of different experiences including trips and outings locally or further afield.
- Manage their feelings and behaviour and understand how to behave in different situations.
- See wonder and beauty in the world, such as looking at wildlife, flowers, patterns in buildings, paving and so on.
- Attending assemblies which cover a wide range of cultural topics.
- Invite parents and family members young and old to attend trips, special lunches, assemblies, fun days and parental engagement sessions.