



Specialism: Our Universal Curriculum Offer

Our mission is to prepare all our students for “**Learning for Lifelong Success**”. We do this through our universal specialist curriculum that enables deliver of our core offer and empowers all our students to fulfil their potential across our broad and balanced curriculum. We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations. We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

Intent:

- To enable fair and equitable access to the curriculum for all.
- To support Student’s by meeting their sensory and physical needs both in and outside of the classroom.
- To establish normal ways of working as an evidence base for access arrangements both in school and Post 16.
- To facilitate access to external specialist support / advice for students and staff.

Impact:

- Students more able to access the curriculum due to having their individual needs met in a consistent manner.
- A reduction in needs-driven dysregulation – as needs are identified earlier and swiftly and appropriately met.
- Detailed and evidence-based information available for Annual Review reports – where applicable used to help support recommendations to amend EHCPs.
- Students developing positive self-image and views of themselves as successful learners: leading to high aspirations and ambitious Post 16 pathways.
- Students are equipped with the interoception, language and skills to self-regulate and recognise their emotions and the impact they may have on their mental health and wellbeing.

Implementation:

- Adaptive resources available in all classrooms – wobble cushions, writing slopes, beanbags, fidget toys, yoga balls and chairs.
- Social, Emotional and Mental Health support embedded into every interaction equals an intervention e.g 5 Point Scales enable student - led personalisation with high aspiration to engage successfully across the curriculum.
- Supported sensory / movement breaks progressing to safe and appropriate strategies suitable for adulthood e.g safe workspaces.
- Consistent and effective use of scribes, alternative and augmented methods of communication and recording, reading pens.
- Invigilator training for all staff, where appropriate, as standard to support normal ways of working in every classroom and interaction, every day.
- Clear and structured referral process to external and internal specialist support – Music Therapy, Animal Therapy, Learning Outside The Classroom interventions, Literacy (1:1) support, BOUNCE counselling and Occupational Therapy.

Resources:

- Quiet rooms, sensory walkways / garden, sensory rooms, swings, squeeze machine, clamber stack.
- Sensory seeking behaviours are met through developing every day, accessible strategies that can transfer into further education and employment e.g Ice, hot drinks, breakfast routines.
- Adaptive seating is in use throughout the school and normalised.
- Life Skills Routines such as showering and personal hygiene.
- Music – therapy (external specialist), 1:1 lesson (external specialist), access to instruments daily.
- OT support – external specialist, training onsite staff – sensory programmes e.g. Ball therapy, deep pressure work.