Rainforest

Intent

The Rainforest provision focuses on developing engagement, communication skills and independence. The curriculum aims to provide opportunities for learners to engage with different forms of communication, whilst developing social interaction, sustained engagement and building skills for the next steps in life/education.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Learner Led Interactions
- Thematic Learning
- Adult facilitated learning
- Talk 4 Writing

Therapies/ Specialist Support

- Attention Autism
- TAC PAC
- SALT
- OT
- Sherborne Movement

Curriculum

- My Communication, Language and Literacy
- My Thinking and Problem Solving
- My Future
- My Wider World
- Digital Skills
- Cooking
- My Community (Outdoor Learning) and Forest School

Characteristics / Play Stages

- Engagement is fleeting. Play exploration is typically solitary and of own interests and motivation.
- Engagement is building, joint attention is possible. Play/exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Impact is measured through assessment. Predominantly, this is tracked on b-squared termly by the class teacher. Social development is monitored through observation and Evidence 4 Learning. Impact is also measured through EHCPs and progress towards meeting targets.

Safari

Intent

The Safari provision focuses on developing engagement, communication skills, independence and building skills for the world of work. The curriculum aims to provide sequenced opportunities for learning to build to an accredited qualification which can be transferred to the workplace. Learners are provided with opportunities to develop their aspirations whilst also developing ley knowledge and skills for life beyond school.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- English, Mathematics, Science & Computing
- Music and Languages
- Art and Design Technology
- Physical Education and Outdoor Learning/ Forest School
- RE, History and Geography
- PSHE, Zones of Regulation and Careers
- Targeted Intervention

Characteristics / Play Stages

- Engagement is building, joint attention is possible. Play/ exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked on B-Squared to monitor progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining Functional Skills in English and Maths and Vocational Skills such as Art, Cooking or IT.

Compass - East

Intent

The Compass East provision focuses on providing opportunities for learners to engage with different forms of communication, whilst developing social interaction and independence and employability.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- My Future
- My Communication, Language and Literacy
- Movement
- Cookery
- Digital Skills
- Community & Travel
- Targeted Intervention

Characteristics / Play Stages

- Engagement is fleeting. Play exploration is typically solitary and of own interests and motivation.
- Engagement is building, joint attention is possible. Play/exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked on B-Squared to monitor progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining qualifications through ASDAN.

Compass - North

Intent

The Compass North provision focuses on developing communication skills, independence and building skills for the world of work. Learners continue to build towards accredited qualifications which can be transferred to the workplace and choose vocational options designed to equip learners on their journey towards a particular trade or craft.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer / Learner Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- English, Mathematics, Science & Computing
- Vocational Options
- Community & Travel
- Future Skills
- Occupational Studies
- Citizenship
- Targeted Intervention

Characteristics / Play Stages

- Engagement is building, joint attention is possible. Play/ exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked across all subjects to manage progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining Functional Skills in English and Maths and Vocational Skills such as Art, Cooking or IT.