

Daventry Hill School  
Inspire ♦ Empower ♦ Achieve

# **Daventry Hill School Statement of Approach to Whole School Curriculum**

**Updated: February 2021**

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# The Daventry Hill School Approach to a Whole School Curriculum

## 1. The wider context in which Daventry Hill School operates

As a Specialist School, at Daventry Hill School we believe that education has four main aims. These are;

1. to increase every student's knowledge, experience and imaginative understanding of their world through learning that is fun and engaging;
2. to develop their awareness of moral values, an appreciation of different cultures, expressive arts and their ability to reflect on faith and their beliefs;
3. to enable all our young people to enter the world after formal education as an active, and where appropriate, economic participant in society and as a responsible contributor to it;
4. to provide the basis on which to develop a capacity for achieving as much independence as possible.

The curriculum in this full sense comprises all the opportunities for learning provided by the school. It includes the formal programme of lessons in the timetable, extra-curricular and out of school activities which we integrate into our core curriculum offer. All of this is supported by the relationships policy and general quality of life established in the school community as a whole.

As students in school in the 21<sup>st</sup> century, our students face a number of challenges that the curriculum must address if they are to be successful. Our society in Daventry is experiencing many fundamental changes arising from technology and computerisation in the home, in the work place, and in many walks of life which alter personal aspirations and expectancies. World markets are changing and there is serious restriction in employment and income generating opportunities. New sources of energy, methods of communication, types of technology, business and social practice make demands upon an individual's capacity to adjust to these new developments. The present life-styles of an increasingly industrialised, multi-cultural society is showing a degree of family instability and mobility, increasing political and social polarisation, changing moral values and wide differences in employment profiles of families. The impact of such outside issues such as our involvement with Europe, the problems of the Third World and global warming, increasingly affect our society here in the UK. We are not immune to worldwide influences, and Daventry has been hard hit by the economic downturn.

Our curriculum is forward looking, preparing our students for this new reality, and equipping them with new skills and ambitions; digital dexterity, resilience to constantly learn new skills through enquiry based learning, building self-knowledge and citizenship skills. By doing this our curriculum provides outcomes in line with the 6 C's of 21<sup>st</sup> Century living (Critical Thinking, Communication, Collaboration, Character, Creativity, and Citizenship).

## **2. Cultural Capital**

Cultural capital is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

At a time of changing, and possibly conflicting, values and beliefs, set against the background of rapidly expanding knowledge, it is essential to help our young people develop the capacity to adapt to the changing circumstances of an uncertain future. Increasingly, students will need to develop skills in communication (expressive and digital skills), analytical thinking and problem solving, to develop personal credibility and sociability, and to accumulate and internalise concepts gained from knowledge, experience and understanding.

During the next decade more, and different, demands will be placed upon our school by students, parents and society, especially in respect of developing technologies. All these demands should not diminish the importance of retaining constant awareness that special education is concerned with the development of individuals, their talents and qualities as human beings, and that the education we provide should stimulate, foster and direct our young people towards quality and excellence in all their activities. Equal educational opportunities should be available to all our young people. Their entitlement is based on certain principles which should not be affected or altered by changing external forces, whether social, economic or political.

Our curriculum is specifically designed to help students prepare for the ever changing society and the challenges that they may face by equipping them with transferable skills and a strong sense of self. It will prepare to become informed and thoughtful members of the community who understand and believe in British Values.

## **3. The “Daventry Hill School Entitlement”**

This “entitlement” of students is the basis which we at Daventry Hill School use to give overall guidance or purpose to our school. It has an historical permanence in that it is concerned with the fundamental principles of an individual’s personal growth.

At Daventry Hill School we have established five general principles of entitlement that define our curriculum:

- (i) All students should follow a broad balanced and relevant curriculum based upon areas of experience, for example, linguistic, mathematical, scientific, aesthetic, moral/ethical, social/political and spiritual.
- (ii) All students should acquire skills, attitudes, concepts and knowledge that overlap traditional boundaries, and it will be for us to ensure that students are given opportunities to develop, practice and extend these within the

- curriculum. All students are entitled to opportunities to develop their critical thinking, thirst for enquiry and ability to self-advocate.
- (iii) All young people should enjoy a commonality of experience regardless of gender, race, culture or special need.
  - (iv) All students should benefit from teachers holding a coherent view of the curriculum that offers a consistency of learning experience, and delivers a common purpose in realising the curricular aims of the school.
  - (v) All students should enjoy maximum achievement from a high degree of curriculum continuity and sequenced progression across the key stages.

#### 4. The “Daventry Hill School Approach” to the curriculum

The main aim of our curriculum at Daventry Hill School is for all of our students to be **inspired** and **empowered** to be able to **achieve** a **happy, successful adulthood**.

Our curriculum drivers are:

1. **Employability** - Our curriculum provides opportunities and knowledge to develop the skills that **inspire** students to progress on their future path, this could be a path to employment or it could be on their path to increase independence and belonging in the community.
2. **Good mental health** – the curriculum **empowers** students to explore their personal identity and their emotions and equip them with the skills they need to become **happy**, resilient adults in the future with the ability to actively contribute, challenge and make a difference to their community.
3. **Personal Success** – Each student has an individual path to personal success. Our curriculum allows the exploration of what is possible and develop the skills they need in order to **achieve** this and become **successful adults**.

These are used to ensure we give our students appropriate and ambitious curriculum opportunities.

At Daventry Hill School we base our curricular approach upon these five principles of entitlement. From such a base, we aim to provide a curriculum which gives individual students opportunities:-

- (i) to engage in a wide range of activities, and appreciate the varied nature of human achievement in many fields. This will help them to understand themselves and the world in which they live
- (ii) to identify, define, and solve problems, undertake courses of action, evaluate them and modify these actions accordingly
- (iii) to develop and express qualities of mind, body, imagination, feeling and spirit
- (iv) to develop lively enquiring minds, be capable of independent thought and experience the joy of learning
- (v) to address their personal needs in order to extend individual talents and to develop interests, and increase engagement with education

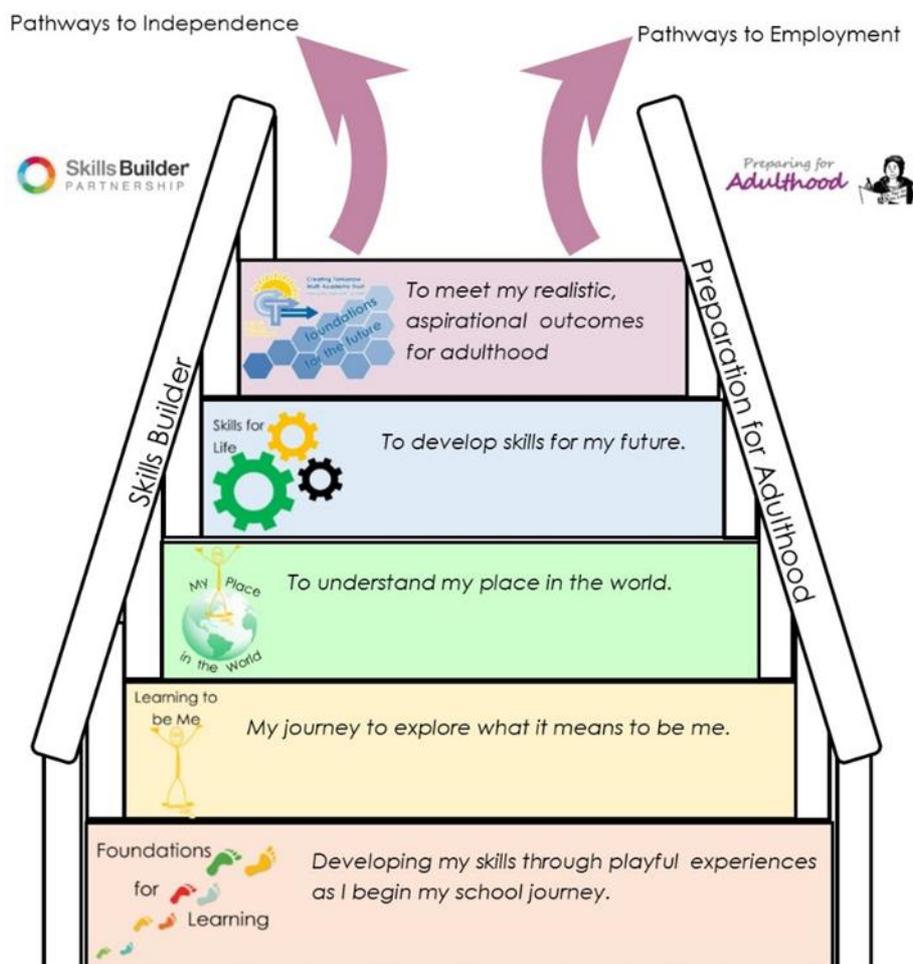
- (vi) to develop a reasoned set of beliefs and values, a respect for religious and moral principles and a tolerance of other races, religions and cultures both within and outside the UK
- (vii) to make informed, responsible and realistic decisions
- (viii) to be sensitive to the needs of others, to develop satisfactory relationships and to appreciate the value of co-operation
- (ix) to work in ways which enhance their self-respect and confidence and to be responsible for themselves and their activities
- (x) to experience a caring, supportive school community and to make their own contribution to its well being
- (xi) to experience and contribute to a partnership between our school and the community we serve, to understand the wider community and the ways in which individuals and groups relate to each other
- (xii) to acquire the knowledge, understanding and skills necessary to respond effectively to the social, economic and political order, to develop appreciation of and concern for the quality of the environment
- (xiii) to prepare for life as adults and citizens, at home, at work and at leisure

## 5. Curriculum Breadth

Our curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambitions for students to study what we believe is relevant and meaningful to become happy, successful adults. The curriculum is ever evolving to be relevant and reflect the current cultural and political agendas e.g. Black Lives Matter. Communication is managed holistically and is embedded in all aspects of our curriculum and practice.

## 6. Curriculum Progression

### Curriculum at Daventry Hill School



Each stage of the Daventry Hill School curriculum is designed to deliver an education focussed on an overriding principle:



## **Foundation for Learning** (EYFS & KS1)

### Our Intent

To develop skills necessary for success in KS2 through playful experiences as the journey of school life begins, including exploration of appropriate communication strategies.

### Our Implementation

Planning is child-centred using play opportunities and personal motivations to develop learning and communication. Initially children are given opportunities to choose a variety of activities in order to explore their own sense of enjoyment and self. When appropriate, students are then prepared for their formal school life through an introduction of more structured activities supported by praise and reward to increase their level of concentration and independence.

It is in this phase that we start a student's journey towards emotional regulation which begins with the labelling of key emotions (happy, sad, worried) and the introduction of Zones of Regulation and early warning signs.

At Reception age we plan in line with the Early Years Foundation Stage (EYFS) curriculum.

### The Impact

Students have a greater sense of self, increased independence and a strategy for communication. They are ready to enter the phase of Learning to be Me.

We are still held to statutory assessment frameworks and so we report on Early Years Goals at the end of Reception age and phonics screening at the end of Key Stage 1.



## **Learning to be Me** (KS2)

### Our Intent

To build on the student's sense of self and refine their chosen form of communication that have been acquired in Foundations for Learning. To give them a variety of learning experiences to allow them to explore their talents, abilities and preferences.

### Our implementation

In Learning to be Me we plan learning opportunities using a skills based Preparation for Adulthood framework alongside core subjects taught in themes. Students are given a wider amount of opportunities to develop knowledge and understanding about themselves.

Zones of Regulation is built upon within this phase to allow students to label more emotions and begin to apply them to real life situations and learn personal regulation strategies with adult support.

### The Impact

Students are able to communicate effectively allowing them to begin to develop positive relationships and make informed choices. They will have a better understanding of themselves, talents, abilities and preferences so they can better prepare for success in the next stage of education and life.

We are still held to statutory assessment frameworks and so we use key Stage 2 assessments and report on Pre key Stage Standards. Where appropriate, students will complete the year 4 multiplication test and year 6 SATs.



### **My Place in the World** (KS3)

#### Our Intent

To build upon the skills acquired in Learning to be Me and develop the student's understanding of the world around them, including the world of employment, and the role they play within that.

#### Our implementation

In My Place in the World, students are given learning opportunities to develop literacy, numeracy and communication skills alongside lessons linked to a Preparation for Adulthood framework. There is a greater focus on Friends, Relationships and Community Inclusion to allow them to understand the world around them and how they fit into this, including the ability to communicate with people outside the school community. Students explore the impact that they have on others and the world around them.

Zones of Regulation continue to be used to allow students to name an increasing number of emotions and further develop a bank of emotional regulation strategies that can be applied in different situations and settings.

### The Impact

Students will have an appropriate bank of strategies to help regulate their emotions. They will have developed an understanding of the world outside of school, their impact on society and the methods of communication with those outside the school community.



### **Skills for Life** (KS4)

#### Our Intent

To build on skills acquired from My Place in the World and develop practical skills that can be applied in the future whether at work or home.

#### Our Implementation

The curriculum is planned to meet individual outcomes for the future within a Preparation for Adulthood framework. During this phase all students will attend a Person Centred Planning meeting with their families and our Careers and Employability Lead to discuss an aspirational and realistic outcome for their future.

This will help shape their curriculum opportunities. Students are given opportunities for real life work experience within the school community and in external placements where they can apply the skills they have acquired throughout their school journey. There is now a greater emphasis on acquiring the key skills that students will need to be successful adults and be as independent as possible through the strands of Independent Living and Employability. Our curriculum includes the opportunity to gain appropriate awards and accreditations including Functional Skills in English, Maths and ICT; Princes Trust Awards; Duke of Edinburgh; Level 2 Food and Hygiene; Personal Progress Units. Zones of Regulation continues to be implemented in this phase with a key focus on inter/intra personal relationships within the world of work

### The Impact

Students will leave the phase with a personalised portfolio of achievements and a clear and ambitious pathway for their next steps. They will have acquired skills for living as independently as possible and have experienced a variety of work related opportunities.



### **Foundation for the Future** (KS5)

#### Our Intent

To build, embed and expand skills and opportunities to stretch and broaden attainment for readiness of life beyond school.

To identify aspirational outcomes for next steps of education, employment, training and adult life and ensure that they are ready for these when they leave.

To establish a meaningful and relevant understanding of the working and wider community.

#### Our Implementation

To provide a personalised education based around the four key strands of Preparing for Adulthood.

Person Centred Planning identifies the aspirational outcomes for adulthood, this includes the student's outcomes for employment, future living arrangements, relationships, needs from the local community including the use of free time to support general wellbeing.

From this information a personalised learning journey is designed to ensure that the curriculum provided meets the student's individual needs and prepares them for the next steps of education, employment or training.

Students are assigned to pathways based on identified outcomes and therefore access a meaningful education with peers on a similar journey.

Functional Maths, English and ICT are embedded throughout the entire curriculum offer and students have the opportunity to collect additional awards that have been identified as having employer currency.

Awards and Accreditation are offered to meet the identified outcomes for adulthood; therefore, our curriculum is not accreditation driven.

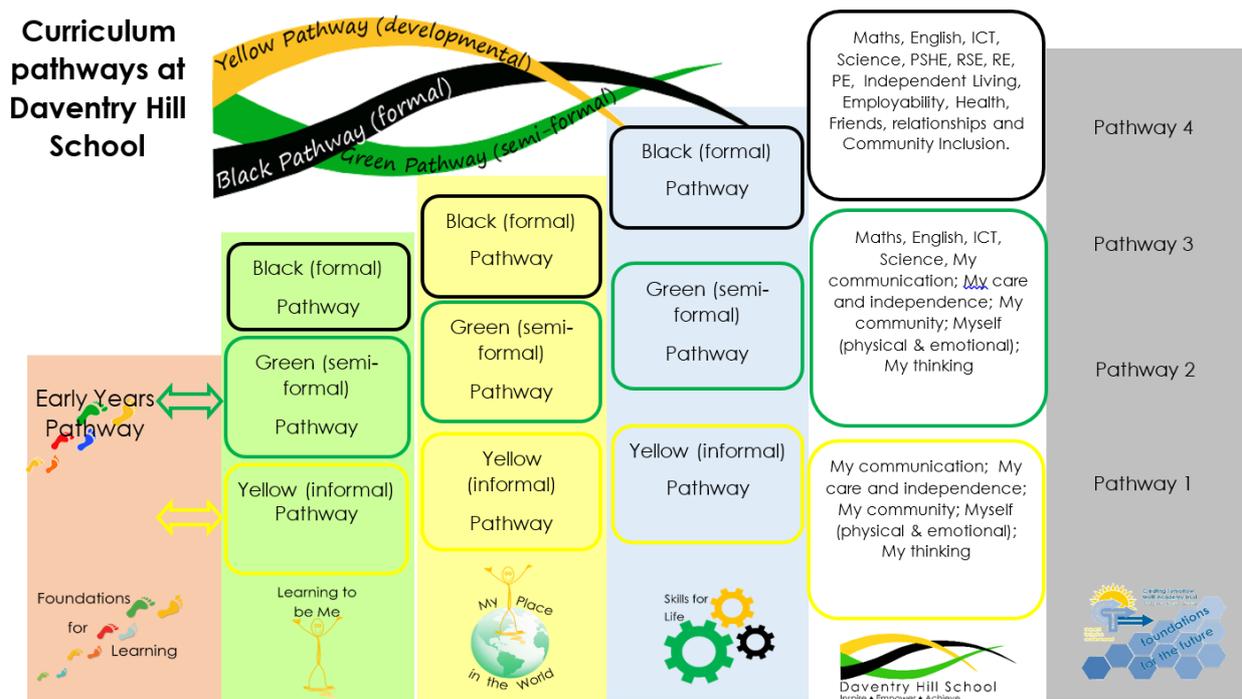
### The Impact

All students better prepared to access next steps into education, employment, training and adult life.

Students are confident individuals and understand how to manage their future wellbeing.

## 7. Curriculum Pathways

At Daventry Hill School students follow a curriculum pathway. All Reception aged children are taught from the Early Years Foundation Stage curriculum. Once a student moves into year 1 they are placed on one of 3 pathways: yellow, green or black. Our Post 16 students are placed on one of 4 pathways depending on their outcomes for adulthood.



### Early Years Foundation Stage

#### The Intent

To ensure we achieve coverage of the statutory EYFS curriculum. To sufficiently assess the child to decide which pathway is appropriate for them in the next stage of learning.

#### Our Implementation

We ensure coverage of all of the EYFS framework through child led and play-based experiences/activities. This would include: communication and language development; physical development; personal, social and emotional development; literacy; maths; understanding the world and expressive arts. All activities/experiences are differentiated and personalised to meet the individual needs of each child.

#### Our Impact

All children have a positive and enjoyable start to their school journey and make progress towards their early learning goals and EHCP outcomes. They have begun their journey of positive social interaction and relationship formation

## **Yellow Pathway**

### The Intent

To develop Early Learning skills, intentional social communication, emotional regulation and physical skills. To develop appropriate skills to prepare them for their next step on the learning journey.

### Our Implementation

Curriculum is personalised in line with a student's EHCP outcomes to ensure they develop in all areas that are specific to their individual need. Activities include play-based, child-led and adult-led, linked to a thematic plan. There is a focus on mobility, postural management, active exploration of the environment and personal care; total communication; medical care plans; independence and social, emotional skills. To ensure a breadth of coverage the curriculum is structured around 5 main areas: My Communication, My Care and Independence, My Community, Myself (physical and emotional) and My Thinking.

### Our Impact

All students make progress towards their EHCP outcomes and are prepared for their next step.

## **Green Pathway**

### The Intent

Students access appropriate subject-specific learning whilst continuing personalised sessions to develop social communication, emotional regulation and physical skills. They are given the skills they need to become confident and resilient members of the community.

### Our Implementation

Students will access subject specific learning to include Communication, English, Maths, ICT and Science in addition to preparation for adulthood sessions. They will also access targeted sessions that cover the most appropriate areas for each student within the yellow curriculum (My Communication, My Care and Independence, My Community, Myself (physical and emotional) and My Thinking).

### Our Impact

By the end of the school journey students will have realistic, yet aspirational destinations. They will have developed skills in independence and be more confident members of society with appropriate social, receptive and expressive communication skills. They will have achieved qualifications and awards to support their chosen next steps.

## **Black Pathway**

### The Intent

To gain a breadth of knowledge and skills to support them on their next step as confident and resilient members of the community. To develop economic and employability skills that support future stability and sense of worth in adult life.

### Our Implementation

Students will access a breadth of learning to include English, Maths, ICT, Science, PSHE, RE, RSE, PE and additional work related and community based activities to prepare them for their Adulthood. All lessons are differentiated to meet individual needs and taught in a creative way to maximise engagement and promote student led learning. All students will be given opportunities to work towards their EHCP outcomes. Embedded throughout the student's learning is a focus on social communication, emotional regulation and physical development. Skills Builder underpins learning for students.

Accreditations and awards are covered within Skills for Life and Foundations for the Future to include Functional Skills in English, Maths and ICT.

### Our Impact

By the end of the school journey students will have realistic, yet aspirational destinations. They will have achieved qualifications and awards to support their chosen next steps.

## **Post 16 Pathways**

Pathways are identified differently in post 16 to align with the ethos of the curriculum. Based on identified, aspirational outcomes for adulthood, students are placed in 4 different pathways:

Pathway 1 – Supported Living, Residential College, Day Services

Pathway 2 – Life Skills, Life Enriching Activity, Work Skills, Specialist College

Pathway 3 – FE College, Supported Employment, Traineeship

Pathway 4 – Employment, Apprenticeship, FE College

Pathways in post 16 are vertically grouped to provide stronger peer support and meaningful learning opportunities

## 8. Curriculum Subjects

### **Communication/Engagement**

Communication is a barrier for many of our students, therefore we regard it and teach it as an explicit subject/skill.

At Daventry Hill School we recognise the importance of communication skills to enable students to make their needs and wants known and purposely engage with the world around them. We are committed to providing a total communication environment to allow students to consolidate their existing communication skills, apply them to other situations and develop new ones. Each student may have a unique set of methods that they use to communicate, we explore these with students and support them with the use of our daily environment.

For communication to be successful we ensure that all relevant adults have a shared understanding of the student and their preferred method of communication. Students are encouraged to take the lead in activities so as not to lose motivation or the opportunity to develop their own communication.

We are aware of the way in which communication develops and ensure we meet the needs of students at each level.

#### **Pre-intentional communication**

- A student relies on an adult to interpret their behaviours as a means of communication.
- This relies on the adult knowing the student, their likes and dislikes, physical capabilities and preferred style and environment.
- We focus on what the student can do and build upon their strength to give them confidence and increase motivation.
- We let the child lead in an activity, name objects they engage with and making short comments on what they are doing. We make sure we do not talk too much which could lead to withdrawal from the activity.
- We reflect back what the student is doing using the same volume and tone to reflect their mood.
- It is important that the student is observed by someone who knows them and can show they have understood what the student is doing or how they feel.
- We use repetition and routine to allow students to recognise the activity and anticipate what is going to happen.
- We ensure we give students plenty of time to process what is happening.
- We aim to:
  - Provide opportunities for social interaction with adults and other children to develop awareness of others
  - Provide opportunities for the student to engage with objects to develop understanding of the world around them
  - Reinforce cause and effect through activities
  - Establish intentional communication by giving a consistent response to a stimulus

- Develop voluntary motor control

### **Intentional communication**

- A student understands that communication is a transfer of information between 2 or more people
- A student doesn't have to communicate verbally to have intentional communication.
- They use methods to receive information (receptive communication) and provide information to others (expressive communication) in order to be an effective communicator.

### **Non-verbal communication**

- Non-verbal communication could be intentional or pre-intentional.
- For these students we explore a range of methods through which they can communicate, this could be through signing, symbols, PECs, gesture, AAC. We start with focusing on their likes and their personal motivators in order to develop their personal communication strategy.
- **Augmentative and Alternative Communication (AAC)** - this incorporates a variety of tools that can be used to enable a student to communicate instead of speaking. There are unaided communication systems which do not require any additional equipment, this includes body language, facial expression, pointing and signing. Aided Communication systems can be 'low-tech' (such as pictures or symbols in a book or communication board) or 'high tech' (such as a talking computer or voice output communication aid).
- **Visual representations** – the use of visual representations of objects or activities are used to support communication but these are used to meet the development in understanding of concrete to abstract concepts. The visuals develop in the following order:
  1. The real object
  2. A miniature version of the object
  3. A photograph of the actual object
  4. A photograph of a non-identical object
  5. A line drawing of the object
  6. A symbol of the object
  7. A written word naming the object

### **Key words**

- We think carefully about the number of information carrying words we use when talking to students to ensure that it is at an appropriate level.

### **Early Years Foundation Stage**

The EYFS is based upon four principles: Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Students follow a topic-based, cross-curricular approach centred on the Early Years Foundation Stage Curriculum / Early Years Outcomes. The children's learning is largely play-based using high quality, age appropriate resources. Children are supported to join in both child-initiated and adult led activities. Our practice is largely informed by the

Early Years Foundation Stage (EYFS) Framework which is adapted to meet the needs of each individual child.

There are 7 areas of learning and development identified in the EYFS framework:

#### Personal, social and emotional development (PSED)

PSED helps children to develop a positive sense of themselves and others. We aim to support children to be confident and as independent as possible. Activities support children to develop their social skills, a respect for others and the curiosity to want to explore and learn.

#### Communication and language (CL)

CL supports children to develop their understanding and expressive language. A language rich environment is provided and differentiated to meet each child's individual needs. Developing communication skills linked to speaking and listening is a key part of the work we do within the department.

#### Physical development (PD)

PD helps children to learn by being active. This helps children to gain confidence, develop their coordination and movement. Children are supported to make healthy choices about the food they eat both at snack time (nursery and reception children) and at lunchtime (reception children).

#### Literacy

We provide many activities to support the development of reading and writing skills. We have a wide range of books and other reading materials within the department which children can access independently and with others. The development of writing skills is supported not only via traditional writing activities but creatively through, for example the use of computers and messy activities.

#### Mathematics (MD)

Children are provided with a wide range of activities to help them to develop an understanding of number, using number and shape, space and measures. This includes sorting, matching, number songs, counting activities and stories with number (Goldilocks and the three bears, for example.)

#### Understanding of the World (UoW)

UoW provides children with the opportunity to develop the knowledge, skills and understanding that help them to make sense of the world. To help children to do this we enable them to use a range of tools and technology safely. We provide opportunities for them to encounter creatures, people, plants and objects in their natural environments and in real life situations. Children are supported to participate in practical 'experiments' and to explore a wide range of materials.

#### Expressive Arts and Design (EAD)

EAD enables children to explore and play with a wide range of media and materials. Children are also provided with opportunities and support to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance imaginative and role play activities, design and technology.

## **Maths**

We aim to give the children a secure understanding of the basic mathematical skills, a solid foundation upon which they can build as they move through their education. A good mathematical knowledge is an essential skill for everyday life, and necessary for financial literacy and most forms of employment.

In our early years and yellow pathway classrooms, maths skills are developed through activities such as matching, sorting, role play and number songs and games. When pupils are ready for the next steps, which is assessed through continuous observation and recording, they then move on to more formal learning.



Teachers use Rising Stars to support engaging and interesting lessons. The planning focuses on sequenced mathematical learning. Students learn a wide range of mathematical skills, including calculations, number, geometry, measures and statistics. Mental maths skills are promoted and children will practise these on a daily basis. Students learn to apply their mathematical knowledge when problem solving and are given opportunities daily to reason about their mathematical learning. Practical, real life activities are used wherever possible to enable students to relate their learning to real life contexts.



Mental Arithmetic – Students will develop a range of mental calculation skills. They will learn to recall number facts and apply these when calculating and problem solving. Students will learn their times tables and can practise these using the Times Table Rockstars programme in our primary school. All children in Key Stage 2 will have a username and password to access TTRS both at home and at school.

Students are introduced to the four operations; addition, subtraction, multiplication and division in key stage one. Throughout key stage two, students learn to calculate fluently both mentally and using written methods.

As students move into the secondary phase of their education, the focus moves towards functional maths skills that will prepare them for independence in adult hood. Students work towards accreditation in Functional Skills Maths, starting at Entry Level 1,2 and 3, then moving on to Functional Skills Level one and two if appropriate. These qualifications are equivalent to GCSE Maths. Work experience in Key Stage 4 give students the opportunity to apply their maths skills in a real-life context.

Problem Solving - The ability to solve problems and think mathematically is important in everyday life. Students will be introduced to a wide range of problem-solving activities throughout their time at Daventry Hill School. They will be encouraged to work systematically, to discuss their methods and reason about their answers when problem solving.

Cross Curricular Links At Daventry Hill School - Numeracy is taught daily but children practise and apply their maths throughout the school day in other subject areas such as Science, PE, ICT, Food Technology and Design Technology.

### **English**

At Daventry Hill School we use a systematic approach, Read Write Inc, to teach students synthetic phonics. Synthetic phonics is a way of teaching children to read. This begins with learning that sounds are represented by written letter. During their Read Write Inc sessions the children learn to read the 40+ sounds. Followed by how to blend the sounds together to make and read words. Children learn to blend these sounds into words by using Fred Talk through oral rehearsal.

The children's reading books are accurately matched to our Read Write Inc reading scheme, which ensure that our students only access books they are able to accurately blend. This means that children experience success from the very beginning of their reading journey. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Once our students are reading Read Write Inc books fluently they can then begin to access our Oxford Reading Tree Scheme of books to continue to develop their reading and comprehension skills throughout the school.

Mark Making is the beginning of our journey into writing for a number of our students. As well as enabling a child to learn to write, making marks can benefit a child physically and also help to develop their imagination and creative skills. As part of systematic teaching of English we begin to introduce them to Talk for Writing. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It enables children to imitate the language they need for a particular text type orally, before reading and analysing it and then innovating their own version. It begins with the use of sensory stories, drama, imitating and reciting a story. This immerses the children in the language of the story, which they begin to

internalise to develop their own language and storytelling skills. This is followed by a process of innovation and then invention, where students can modify the story and invent their own unique creations.

In Skills for Life (Key Stage 4 ) students have the opportunity to work towards functional skills accreditations in English which have reading, writing and speaking and listening components. These accreditations are offered at Entry Level, Level 1 and Level 2. This will continue into Foundations for the Future (Post 16) where appropriate.



At Daventry Hill School we use a synthetic phonics programme to teach reading called '**Read Write Inc.**' produced by Ruth Miskin. As children progress and can decode fluently they move onto the Literacy and Language scheme which develops children's comprehension, vocabulary, writing, critical thinking and discussion skills and grammar – in a fun and meaningful way.

Read Write Inc. phonics is a method of teaching reading which is centred around learning the sounds of the letters (phonics), and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

#### How it works

The children are assessed and work at a level that is appropriate.

They work in small groups with a teacher and a teaching assistant.

The children will be regularly assessed to check they have made progress and will be moved on as is necessary. In addition to the Read Write Inc. programme the children will also be working on writing skills and storytelling in their classes.

#### Reading Scheme

The ability to read is a key life skill.

Our students learn phonics using Read Write Inc, the phonics scheme of Oxford University Press. When it is appropriate they transition to our reading scheme, which is also from OUP. We use the Oxford Reading Tree, and the Alien Adventures series.

Books that students read are designed to be appropriate to their reading ability, and their age. We monitor progress regularly using running reading records. When they reach an appropriate level students switch to free reading, and are able to choose any of the books from our library.

## Talk for Writing

Talk for Writing was developed by Pie Corbett and is powerful because it is based on the principles of how people learn.

The movement from **imitation** to **innovation** to **independent** application can be adapted to suit the needs of learners of any stage.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Talk for Writing underpins our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon.

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## Preparing for Adulthood

### **Employability (including Careers education)**

At Daventry Hill School we recognise that we play a short but fundamental part in the lives of every student that attends. The world after school can be unbelievable difficult for our young people; no area more so than the ability to gain meaningful employment that will enrich their lives and sustain health, wellbeing and self-esteem. Current statistics show that less than 5% of adults with learning difficulties are in paid employment where as 70% would like to secure a job. This indicates two factors:

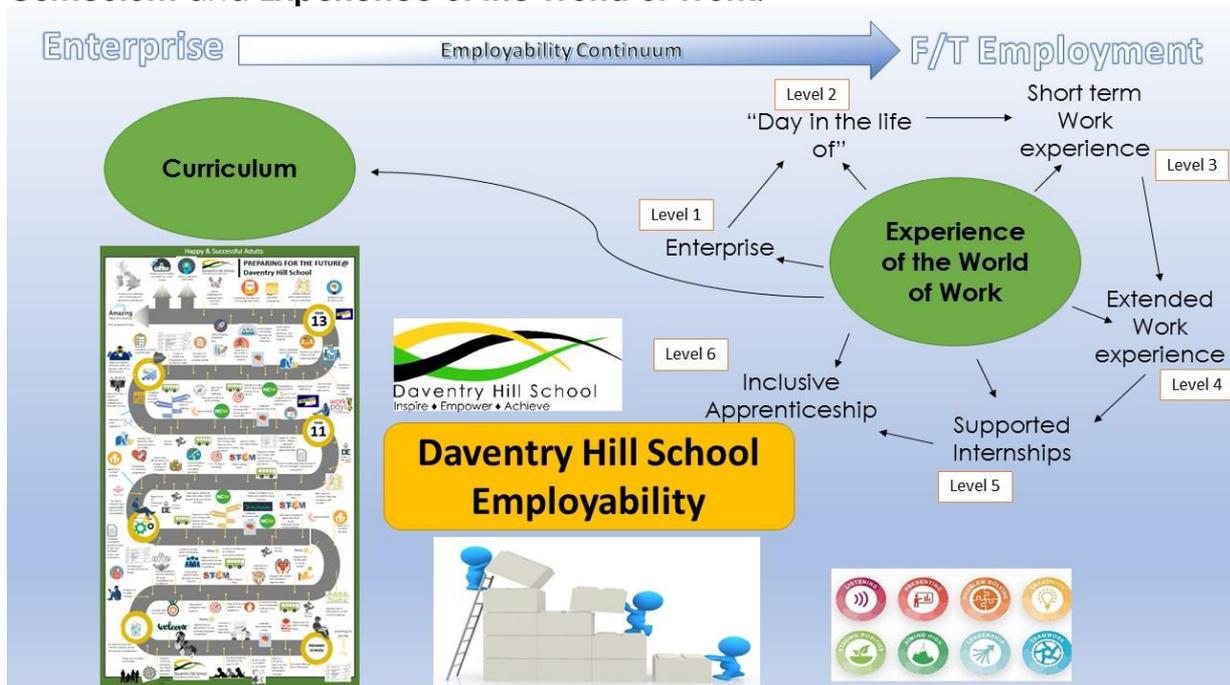
- Schools do not adequately prepare students with learning and cognition difficulties to gain and sustain employment
- Employers do not fully understand the benefits of employing adults with learning needs are not prepared/disability confident enough to do so.

**This is why Employability is our main curriculum driver at Daventry Hill School.**

Our Employability offer starts from the Early Years Foundations Stage and is a continuous thread of a student's journey throughout the school. This is supported by a focus on the development of transferable skills (see Skill Development section) which are not only essential to function effectively as an adult but are fundamental to being successful in employment.

We recognise that it is not good enough to only deliver a curriculum for Employability as this has very little impact for our students. Students learn best when learning is supported by a breadth of experience, so we ensure that our students have the ability to apply their learning for extended periods throughout their journey. Therefore our Employability model comprises of two elements:

**Curriculum and Experience of the World of Work:**





## **Experience of the World of Work**

We recognise that our students will benefit from a range of different practical application opportunities based on their employability development stage, age and identified outcomes. This is why we offer six different levels of experience and students will access the one that is most appropriate for them

Level 1 is **Enterprise**. Every student in the school will experience enterprise which introduce them to the basic concept of manufacturing or service providing them with the opportunity to understand the principles of cost, profit and reinvestment. Every class in our secondary school operates an enterprise business and benefits from weekly dedicated time awarded to the operation of their chosen business.

Level 2 is **'a Day in the Life of'**. This stage provides the opportunity for students that are not ready to access work experience the ability to observe and 'feel' what is like to work in a chosen sector. The benefit of these experiences enable the student to prepare themselves for level 3.

Level 3 is **Short Term Work Experience**. This level enables the student to access a 'traditional' block of work experience, putting learning into practice. At Daventry Hill School we recognise the value of this experience however also understand that in isolation this offers very little value to the student without the wider approach we adopt.

Level 4 is **Extended Work Experience**. Students accessing our Foundations for the Future curriculum (Post 16) will benefit from accessing extended work experience dependent on their personalised, identified outcome for employment. This may take the form of practical work experience for up to 3 days a week, therefore providing extended opportunities to develop skills for the workplace to gain and sustain meaningful employment in adult life.

Level 5 is **Supported Internships**. Daventry Hill School supported internships offer the intern the opportunity to continue with their education in year 13 (or year 14 with the agreement of the local authority) while attending a yearlong work placement. During the internship the intern will no longer attend school, they will work in an identified business supported by a Job Coach employed by the school. The education programme will be delivered on site to the intern by the job coach. These are appropriate for those that will be ready to gain meaningful employment following the programme. They are not a route into further education.

Level 6 is **Inclusive Apprenticeships**. An inclusive apprenticeship is very similar to a standard apprenticeship however since the Maynard Review the Institute for Apprenticeships (IfA) guidance now requires for end point assessments to be subject to reasonable adjustments.

The Department for Education announced changes to Maths and English requirements for apprentices who have special educational needs, learning difficulties or disabilities. Specific criteria have to be met and evidenced and these are detailed in the Specification of Apprenticeship Standards for England. For these apprentices exemptions are in place for the regular English and Maths

minimum requirements. This exemption allows the apprentice to use an Entry Level 3 qualification in English or Maths as an acceptable alternative.

As educators, we respond to the needs of our learners and we recognise that our students have a wide range of abilities and needs, ambitions and plans for their lives after Daventry Hill School. We aim to prepare young people for what is the most appropriate and realistic for them. We follow a person-centred approach, working with the young person directly, families and any outside agencies. This allows students to have a voice and a level of control when making important decisions that will influence their future education, lifestyle choices, and career options. This is supported by impartial information and advice provided by a level 6 trained careers guidance practitioner.

Throughout the year, students have the opportunity to take part in a number of career activities, in addition to the employability curriculum learning:

- Enterprise Days and Fayres – Throughout the school year, we run enterprise fayres where we encourage local businesses to come in and support Daventry Hill School. Our students have the opportunity to run their own stall and market work-related product items.
- Attendance at local careers fayres and taster days at local colleges. This is available digitally for those unable to attend in person.
- Meet The Expert – We welcome visitors into the school for motivational talks, workshops and Q &A sessions throughout the year. The students of Daventry Hill School, look forward to meeting people from different industries of work.
- Student intern positions – throughout the school, we have a range of roles available for students to take on additional responsibilities. Candidates gain a feel for the recruitment process, training and what it is like to be an intern.
- Each year we celebrate National Careers, Apprenticeship Week and Neurodiversity week. Along with other awareness days that vary year to year.

In our primary school we start to 'plant the seed' of employability. Every week students take part in a 'Futures' Session, which consists of circle time discussions and activities. In addition, students are exposed to role play, some have classroom responsibilities and there are links within story time to career choices. Others take part in show and tell to celebrate skills and achievements, and enterprise projects run for those that it is deemed appropriate.

In 'My place in the world' (KS3), students receive a weekly dedicated lesson, which introduces students into developing core competency, employability and life skills to help prepare them for employment. How this looks can vary from, work-related enterprise projects, classroom or virtual learning, off-site visits and school projects.

For those in 'Skills for Life' (KS4), students will have access to accredited qualifications in employability. In addition, they will have the opportunity to take part in the following, where employability is woven throughout: These are:

- Duke of Edinburgh Award
- Princes Trust
- Variation of skills-based accreditation

- Bespoke Work Pay programme – To support with destination and transition - Year 11/Post 16 only
- NCS (National Citizen Services) Year 11/Post 16 only

In Foundations for the Future (Post 16), students continue to enhance their employability skills, and are given the opportunity to put these into 'real-world' situations. Those identified on the employment pathway undertake intensive employer engagement opportunities. This includes extended work experience, mentoring programmes and vocational training linked to their desires and needs. This then leads our young people into supported internships, inclusive employment and paid employment possibilities.

We believe that all of our students have an entitlement to the skills development and work-related learning curriculum. This develops progressively throughout their time within school, and starts at the beginning of their journey at Daventry Hill School. It encourages students to identify, develop and use their abilities. The careers programme has been carefully designed and is regularly updated to support the needs of our students. The programme is appropriate for all and not only focuses on the development of core competency skills but independent and social skills also. We support the National careers strategy to actively prepare our young people in the best way possible. As a school, we are working towards achieving all eight of the Gatsby benchmarks and work closely with supporting agencies such as Skills builder, SEMLEP, CDI and the Careers & Enterprise programme to do so.

Using the CDI framework and Gatsby benchmark as guidance, we have developed the programme to cover the main areas of:

**SELF DEVELOPMENT** – Encouraging our students to understand themselves, their abilities and their influences on them

**CAREER EXPLORATION** – To investigate opportunities in learning and the world of work.

**CAREER MANAGEMENT** – To allow our students to develop employability and enterprise skills.

Our Careers Programme allows all our students the opportunities to feel empowered, promote self-advocacy and manage their futures. We actively promote equality of opportunity and challenge stereotypes, to ensure we ultimately help our students to progress, and become **happy** and **successful adults**.

### ***Friend Relationships and Community***

We understand the importance that students have opportunities to spend time with their peers inside and outside of school.

Students need to be supported to develop and maintain friendships and relationships. They also need the skills to access their local, and potentially, wider community and feel safe and confident when doing so.

To support students to learn these skills and gain exposure to be confident in these areas our Friends, Relationships and Community offer includes exploration of subjects such as:

- Leisure, pastimes and hobbies
- Understanding of and use of community facilities
- Safety on the street
- Good citizenship
- Exploration of other communities
- Shopping
- Risking on purpose

This is built into our Preparation for Adulthood Curriculum that is run from EYFS through to Post 16.

### ***Independent Living***

At Daventry Hill School we work with students to enable them have the ability to make informed decisions about their own life to support independence in school and outside of it.

Living independently will look different for our students as they have a range of complexity of need; some will have the ability to live on their own, with partners, have families of their own while some will always need support to manage basic functions.

Our Independent Living curriculum focusses on a number of areas including, but not limited to:

- Personal hygiene,
- Dress and clothing care,
- Cooking eating and nutrition,
- Daily living skills
- Home management and home safety,
- Financial management,
- Travel training,
- Rights and benefits
- Time management
- Future planning

The curriculum input is tailored to ensure that the education delivered is meaningful for the identified outcome for adulthood; this is particularly the case in Foundations for the Future where the skills taught are taught to meet personalised independent living goals.

### ***Good Health***

Good health is the foundation of successful adulthood so therefore we deliver an extensive curriculum to enable students to not only have an awareness of what comprises good health but also develop the knowledge and skills to manage this.

We focus on three specific areas in our primary school; Self-care, support and safety, relationships (managing feelings, changing and growing), and healthy lifestyles. We begin by identifying the people who look after us and help us to take care of ourselves moving up to knowing how to look after self for good general health and know what services to access and how. Students start by identifying useful phrases or vocabulary to use in order to let someone know that we feel unwell. Moving through to identifying some of the people and organisations that can support or advise us if we are unwell.

As we progress through the good health curriculum students will gain a deeper understanding of:

- Personal care and caring for others
- Technology for good health
- Healthy relationships
- Healthy lifestyles
- Lifestyle choices
- Access to health and social care
- Mental health
- Social and emotional health

## **PSHE & RSE**

The teaching of PSHE and RSHE at Daventry Hill School is central to the development of all our students. It enables the students to become healthy, independent and responsible members of our school community and the wider society leading to **happy, successful adults**.

The main aims of our curriculum are to enable the students:

- to stay as healthy as possible
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help
- to learn how to use the internet, including social media, safely and responsibly
- to develop effective, satisfying and safe relationships
- to learn to recognise similarities and differences between themselves and others and to respect these differences to be independent and responsible members of the school community
- to be positive and active members of a democratic society
- to develop self confidence and self-esteem, and to make informed choices regarding personal and social issues
- to develop good relationships with other members of the school and wider community

Values and skills are taught in discreet PSHE and RSHE lessons across the school, but also embedded throughout our Preparation for Adulthood curriculum. Teachers endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently and this is reflected in our Relationships Policy. This allows students to

discuss feelings and sensitive issues within a non-threatening and supportive environment. Visiting speakers such as the police and health workers also contribute to the taught curriculum. Across the school we use Zones of Regulation and Protective Behaviours to support children to identify their feelings and provide them with a toolkit to manage them. We also use Restorative Practice following an incident to enable the students to think about the impact on themselves and others and how to be a responsible member of the community.

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, diversity and personal identity.

Skills and knowledge in all areas of the curriculum build upon students' prior learning and experiences and lessons are differentiated according to physical, emotional and cognitive development of individual students.

PSHE and RSHE are assessed through our Preparation for Adulthood Assessment Framework.

For students on the Yellow Pathway PSHE and RSHE are covered through the topics of My communication; My care and independence; My community; Myself (physical & emotional) and My thinking.

As a school we subscribe to the PSHE Association <https://www.pshe-association.org.uk/>. We have adopted the PSHE Association – PSHE Education Planning Framework for students with SEND and all their linked resources can be found on the website. This covers the statutory requirements for both PSHE & RSHE.

### ***ICT & Digital Literacy***

At Daventry Hill School ICT and Digital Literacy are planned to develop the experiences and understanding of students as they progress through the phases. Within Foundations for Learning the focus is on experiencing a variety of digital technologies and using them to experience cause and effect. Within Learning to be Me, students are introduced to a selection on software packages and acquire basic ICT skills. At My Place in the World the focus is then on digital literacy and students follow the Princes Trust unit on Digital Skills. Functional ICT is taught within Skills for Life, where students can apply the skills acquired further down the school to real life and work towards a Functional Skills accreditation. This focus on functional ICT continues into Foundations for the Future where students use ICT for job searches and applications, health and to research leisure opportunities and travel.

Students at Daventry Hill School, have access to a number of different digital platforms, these are used mainly by our secondary aged students. The digital platforms allow students to independently develop skills in and outside of school. The platforms incorporate employability and ICT skills. Some of the areas covered include: Learning how to protect and fortify a website to keep it safe from hackers,

understanding GDPR, being a good digital citizen, and learning how to manage the issues and the ethics of the digital world are vital skills everybody needs.

Throughout the school, students are taught how to be safe when interacting with technologies, in particular how to be safe when online. This is delivered through ICT lessons but also within PSHE and the Preparation for Adulthood curriculum.

## **Physical Education**

Support for physical development and application is delivered in 4 different levels at Daventry Hill School:

### **Level 1 - Movement Experiences**

Movement experiences are fundamental to the development of all human beings and are particularly important to people with special needs. The input or 'feeding in' of movement experiences has to be concentrated and more continuous if people who are challenged in special ways are to realise their potential. To support this Daventry Hill School uses Sherborne Developmental Movement.

Sherborne Developmental Movement is an approach to teaching and working with movement that is both accessible, especially by people with minimal movement experience, and yet relevant at a very sophisticated level, particularly to people with a background in P.E or dance.

The approach to teaching movement is firmly rooted in both observation of how children play in the normal course of their development and then grounding these observations in the philosophy and theory of Laban's movement analysis.

There are two basic objectives within Sherborne Developmental Movement:

#### *Awareness of Self*

This is gained through movement experiences that help the person concentrate so that they become aware of what is happening to their body, listening via touch and by feeling of inner physical sensations rather than by our usual way of looking and thinking. This helps lessen self-criticism and allows people to grow in terms of self-esteem and confidence both at a physical and emotional level.

#### *Awareness of Others*

The next step is to begin to learn to move around and interact with others in ways that encourage the further development of trust and the building of positive relationships. These movement experiences enable the person to be appropriately supported while being encouraged to explore their unique creativity through shared movement activities.

### **Level 2 – Fundamental Movement Skills (FUNs)**

In developing and teaching a child, we break down simple skills into key components to help the child learn and understand. Given the opportunity to learn a wide range of physical skills, children acquire the basic building blocks for

the competence, confidence, and motivation, to try many physical activities and sports.

The fundamental movement skills of Agility, Balance and Co-ordination are very important to a child's physical development. When confident and competent in these skills, children can develop sport-specific and complex movement skills. These skills allow children to enjoy sports and physical activities. Most importantly, with a firm grasp of the fundamental movement skills, a child may enjoy a long life of physical activity.

Agility, Balance and Co-ordination are developed at Daventry Hill School in the following 12 areas:

*Static Balance (one leg), Static Balance (Seated), Static Balance (floor work), Static Balance (small base), Dynamic Balance, Dynamic Balance to Agility, Counter Balance in Pairs, Co-ordination with Equipment, Co-ordination (Ball Skills), Co-ordination (movement patterns), Agility (ball chasing) and Agility (reaction/response)*

### **Level 3 – PE**

Once basic fundamental movement skills are acquired, they are further developed with our physical education programme. Daventry Hill School uses the highly effective Real PE scheme.

Real PE is a unique, child-centred approach that transforms how we teach PE to engage and challenge EVERY child in our primary school. It provides fun and simple to follow PE Schemes of Work, and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that gives them the confidence and skills to deliver outstanding PE.

The scheme is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.

### **Level 4 - Sport**

A wide sporting offer is delivered at Daventry Hill School. Sport allows the students to apply the physical literacy and movement skills that they have developed throughout the previous levels.

Students will access both individual and team sports to cover:

Net and Wall, Invasion, Striking and Fielding, Gymnastics, OOA/Problem Solving, Dance, Paralympic, Athletics, Physical Literacy and Health and Fitness.

The first cycle (3 years) enables students to develop basic skills in all of these areas. The second cycle (2 years) enables students to consolidate, further develop and learn more advanced skills in selected sports.

## **Science**

At Daventry Hill School we recognise that Science consists of Scientific Knowledge and Scientific Enquiry Skills. As a result of this, Science is not just a discrete subject but can be embedded across multiple curriculum areas.

We understand that the commitment of information to the long term memory can happen in many different ways.

We have chosen to deliver scientific knowledge through a cycle of WOW days which allows the students to obtain rich and engaging experiences. The planning of these days provides a set of multi-sensory cues which are stored alongside the scientific facts within the child's memory thus making the recall easier (episodic memory\*).

The Scientific Enquiry skills are embedded into multiple curriculum areas, these skills include:

- Asking questions and finding ways to answer them, through a variety of methods.
- Observing what happens, measuring, recording and presenting data.
- Drawing conclusions about what is observed and measured.
- Evaluation and analysis.

*\*episodic learning is the process of storing information in the episodic memory and then retrieving this. The episodic memory is a long-term memory store of events that a person has directly experienced. The information is not filtered, it will be stored exactly as it was experienced and linked to other experiences, this allows easier recall of the information.*

## **Humanities**

History and Geography are not taught as discrete subjects at Daventry Hill School, however they are picked up as themes within our literacy topics and are embedded throughout our preparation for adulthood curriculum. There is a focus on our students first developing the concept of 'this is me', then 'this is my family', followed by 'this is my school' and 'this is my community'. Our delivery of lessons also allows them to explore the idea of time of now and next; today, yesterday and tomorrow.

## **Religious Education**

At Daventry Hill School we have personalised our Religious Education curriculum to make it relevant and purposeful for each individual student. Students first of all need to learn about themselves as individuals, who they are and what they value and believe, before they then look at others.

Religious education is split into the learning about religion and the learning from religion. Learning about religion is finding out about leaders, festivals, key dates, symbols, deities and teachings; whereas learning from religion is being able to reflect on the information and experiences and apply it to your own beliefs and values.

Within Foundations for Learning and Learning to be Me there is a focus on students being allowed to explore who they are, how they feel, what they like and dislike and to be able to communicate this. They are given the chance to visit places of religious significance and learn from religion through reflective practice.

Within My Place in the World and Skills for Life they are given the opportunity to explore a wider range of world religions and reflect on how the morals, beliefs and teachings affect them and others.

Within Foundations for the Future learning opportunities are focused upon a range of religions, beliefs and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions.

### **Skills Development**

The development of transferrable skills is essential to succeed in education, work and life. This is even more the case in schools with students that have special educational needs, as historically there have been low expectations for student outcomes and significant evidence of learnt helplessness as tasks have been done for students which has not enabled the development of independence.

At Daventry Hill School we recognise this and focus on the development of skills through the delivery of curriculum content.

To support this we use the Skills Builder Framework which identifies eight essential skills which are grouped in four key areas. The framework then breaks down each of eight essential skills into sixteen tangible, teachable and measurable steps. Daventry Hill School uses this to clarify what success looks like in each skill and to map out the trajectory for proficiency. These eight skills are as follows:



## **9. Therapeutic Curriculum**

### ***Speech & Language Therapy***

At Daventry Hill School, communication is fundamental for every child. We strongly believe it is every child's right to develop their own communication skills as fully and as competently as possible ensuring they achieve their own potential to interact with others, access the curriculum and the world around them.

The schools communication team is a multi-disciplinary team involving education staff and Speech and Language Therapists and a Speech and Language Therapist Assistant, working in partnership across the school to support in class and with individuals where appropriate. This team develops and promotes the school's Total Communication Policy.

Each class has support from the communication team on a regular basis because it is crucial that student's communication strategies are integrated throughout all learning activities and opportunities.

Where appropriate, detailed assessment of the students communication needs will be carried out involving parents, teachers and in some instances the physiotherapist and O.T. Working in a multi-disciplinary way ensures that communication targets and strategies are set jointly with parents and education staff. These targets and strategies are incorporated into the students Individual Education Plan.

### ***Occupational Therapy***

Occupational Therapy (OT) at Daventry Hill School offers an assessment and advisory service to those students who have OT on their EHCP. The assessment that the OT carries out focuses on identifying appropriate strategies, support and equipment to help the student access all areas of the curriculum.

Assessment may include the use of standardised and non-standardised tests, information gathering from parents, teachers and others involved in the student's life. Following the assessment, a report is produced that includes recommendations which can be carried out mainly at school or at home.

The OT works closely with the teaching staff to develop appropriate strategies to enable the students to optimise his/her potential when carrying out activities of daily living in this way, the student can feel a sense of achievement and control over their environment.

Any intervention recommended is provided through treatment programmes carried out by school staff, equipment recommendations and adaptations to school.

OT at Daventry Hill School covers the following areas;

- Self-care and independent living skills
- Gross motor and movement ability

- Fine motor skills and ability to use hands to manipulate objects (handwriting, using scissors, knife/fork etc)
- Sensory processing skills
- Assistive and adaptive equipment
- Switch use
- Upper limb splinting
- Specialist seating equipment

### **Physiotherapy**

As part of the school's approach to therapeutic support, qualified visiting physiotherapists work alongside our Therapy Assistant, students' class teams, specialist teachers and families to plan delivery and evaluate high quality programmes to promote the physical management of students and to ensure that all students reach their physical potential. This may be through assessment, group work, hydrotherapy and individual therapy. The physiotherapists collaborate with all other disciplines in the school to improve practice and raise student achievement.

Group work and individual sessions are provided with the physiotherapist taking responsibility for identifying those students who would benefit from a physiotherapeutic approach to their movement disorder and providing a structured programme in a small group setting or on an individual level. The students Educational Team is trained to deliver these programmes and integrate them into the student's curriculum and timetable.

### **Individual Therapy**

While most of the work done with the students will be within the classroom environment and will be functionally based, individual therapy may be necessary for some. This may be for assessment purposes, rehabilitation after surgery, or to identify and work on a particular aspect of development.

### **Collaboration**

In order to provide an effective and appropriate therapy curriculum to meet the needs of all the students, close liaison and collaboration is necessary. This ensures a realistic carry over or programmes and support into the classroom and the home situation.

Collaborative planning takes place for the preparation of Individual Education Plans, for home visits, schemes of work, and the implementation of targets for individual students into the whole school day.

The physiotherapist is also responsible for the liaison where necessary with paediatricians, student's consultant orthopaedic surgeon, and the orthotist. Some liaison with outside agencies will also be necessary on occasions, e.g. community therapists, health visitors, social workers. The physiotherapists will always maintain a close partnership with the parents of students in school, and will provide advice, support and information as requested.

## **Hydrotherapy –**

Hydrotherapy involves stimulation and gentle exercise in warm water at a constant temperature of 33 degrees Celsius. Our Hydrotherapy pool is purpose-built with a constant or very gradual water depth of around 1 metre. The pool area incorporates multi-sensory equipment such as lighting and sound to stimulate the senses.

Hydrotherapy offers tangible benefits to the health and wellbeing of children and young people with a range of disabilities and health conditions:

- The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone and decreased spasticity.
- **Lung Function** - Movement in the water and water pressure helps to reduce residual lung capacity for children and young people with chest problems. This enables more efficient lung function and reduces the risk of chest infections developing.
- **Visual Stimulation** – developing the capacity to see and react through sensory lights under, above and through the water as well as brightly coloured toys and objects used in play and games
- **Hearing Stimulation** – learning to listen and react to sounds by using; the voice – talking, reciting and singing; the water – splashing, slapping, bubbling; music – using various types CD's
- **Tactile Stimulation** – Tactile stimulation is achieved by experiencing the feeling of a variety of objects and environments through use of; the water – sprinkled and poured through water cans, splashed, swirled, bubbled; objects that maybe hard, soft, spongy, prickly, smooth; vibration to identify position or as a signal. Temperature awareness, identifying changes in humidity, water temperature
- **Smell Stimulation** – learning to identify and increase the enjoyment of a variety of smells; stimulation of everyday smells (swimming pool); identify people through smells.
- **Vestibular** – the movement in the water stimulates the vestibular system, especially the jumping up and down, the swaying from side to side and moving round in circles in a variety of games. Movements that are difficult to facilitate to a child using a wheelchair on land.
- **Proprioceptive** –The resistance and movement through the water actively stimulates the proprioceptive system through input from muscles, joints and tendons.
- **Psychological well-being** – it's fun! Hydrotherapy in practice involves an ever present element of recreation. This is one of its key advantages over land based treatments. To get out of the wheelchair and change your body position and find freedom of movement and independence brings about physical and psychological well -being which cannot be achieved elsewhere or by any other treatment. The ability to be independent in water, to achieve skills that may be difficult or impossible on land, has favourable and lasting psychological effects which boost confidence and morale, and these can be carried over into life on land.

- **Improved mobility** – The support of the water and the reduced fear of falling can aid mobility practice, by improving balance, coordination and posture. Exercises against the resistance of the water can improve and maintain range of movement and increase physical fitness. Creating turbulence around an extremity (i.e. arm or leg) can increase their awareness of the limb and help with mobility - both in the water and later on dry land. The heat and calming environment of the pool contribute to reduce muscle spasms and joint pains.
- **Relaxation** – enables students to completely relax in the heated water and sensory environment with the confidence of experienced staff without fear
- **Communication** - Research shows that being in the water promotes vocalisation in some students The pool is a perfect place to work on breathing techniques, most importantly blowing and humming to manage the water, encouraging oral skills. Songs, music, themes and games all encourage social interaction between staff and students.

Students are offered hydrotherapy via our internal referral process which is supported by qualified physiotherapists.

### **Rebound Therapy**

The phrase Rebound Therapy, when correctly applied, describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs.

Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.

The principles of Rebound Therapy form the basis of all gymnastic movement.

The benefits of Rebound Therapy include the developing and improvement of:

- Strength of limbs
- Numeracy
- Patience
- Communication
- Co-ordination
- Independence
- Self confidence
- Balance
- Muscle tone
- Reaction speed
- Self-image
- Eye contact
- Relaxation
- Freedom of movement
- Sense of achievement
- Stamina

- Spatial awareness
- Body awareness
- Social awareness
- Consideration of others
- Trust and confidence in coach & assistant
- Colour recognition
- Height & depth perception
- Fun & enjoyment

Other benefits include:

- Stimulation of the digestive system
- Improved bowel function
- Internal organ massage
- Clearing toxins from the body

### **LEGO®-based therapy**

LEGO®-based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties. It was originally developed by Dr. Dan LeGoff, a Paediatric Neuropsychologist in the USA. He noticed that otherwise uncommunicative children came together and started to talk when LEGO® bricks were around.

Young people work together to build LEGO® models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication.

LEGO®-based therapy is used at Daventry Hill School both individually and in groups. Natural opportunities for developing social competence are facilitated by the therapist.

Key to this approach is how engaging and enjoyable it is for the participants! Building LEGO® collaboratively is great fun, and young people develop social skills while enjoying themselves.

LEGO®-based therapy sessions are flexible. The main aim is to encourage children to collaborate with each other. This means the type of activity you engage in is less important than the adult facilitating the collaborative play between the young people.

Initially, children can be assigned different roles to build a kit following the instructions. Whilst everyone can see the picture, each child has a different job to do:-

*The Engineer:* describes the instructions

*The Supplier:* finds the pieces

*The Builder:* puts the pieces together

Students have to talk to each other and interact to get the model built. Students take it in turns to perform the different roles, so everyone gets a turn within the model.

Moving on, students can design and build their own creations together ("freestyle" building), or make stop-action movies, make stories and so on.

### ***Pets as Therapy (Canine Assisted Therapy)***

Canine assisted therapy involves social interaction, the experience of delight, pleasure, excitement, love and countless other therapeutic benefits that can be derived from canine companionship. Being around dogs, playing with them, handling them, even just watching them can help to calm, reduce stress, increase physical activity and motivation, relieve depression and anxiety.

Canine therapy is said to help particularly with children who special educational needs, including autism, behavioural problems, children with little or no speech and those who have difficulty focusing and sitting still. Also children who have physical difficulties may find that their bodies relax under the touch of a dog and the dog will motivate movement such as crawling, walking, moving and exercising limbs. A child that is encouraged to give commands to a dog may also learn that it is a good feeling when the dog carries out their command and therefore may transfer this to their everyday life when asked to do something by an adult.

Pets as Therapy at Daventry Hill School -

Daventry Hill School benefits from having our very own Therapy dog. Buddy is a placid, well behaved and well socialised gentle dog. He had the ideal temperament for a Therapy dog.

Buddy has attended rigorous weekly training sessions until he was old enough to undertake a P.A.T dog temperament assessment. His responses to various situations were tested which he passed and was awarded registration with the P.A.T. organisation.

Buddy visits the school regularly each week, 'working' with children that have been identified as potentially benefitting from this approach.

All interactions and programmes have been carefully monitored and evaluated by our pastoral team in order to provide us with detailed information regarding student progress over time. The benefits of this work for students are:

- Improving communication skills
- Improvement in social interactions
- Improved eye-contact
- Improvement in child's emotional well-being
- Improvements in speaking and listening skills
- Increased co-operation and attention

## Pets as Therapy (Read2Dogs)

Many people are apprehensive about speaking in public. It can be very daunting. Young people are no different. Research shows that young people can become nervous and stressed when reading to others in a group. The body becomes flooded with stress hormones such as adrenaline and cortisol and our brains enter the 'fight, flight or flee state'.

However, when a behaviourally assessed PAT Dog enters the room, many young people experience a calming sensation – and often feel less stressed, less self-conscious and more confident. Dogs are non-judgemental and their presence can really help people to relax. It can be witnessed that before long, young people are starting to look forward to the reading experience and to spending time with their new friend, the PAT Dog!

PAT Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun. Students are identified by their class staff team as to those who would benefit most from this intervention; it's often young people who may lack confidence, have difficulty with reading or have different abilities such as ADHD or Autism. They are then referred to our pastoral team for an assessment to determine access to the therapeutic support.

## Sensology

Sensology's aims are to wake up the five basic senses (see, hear, touch, smell, taste) and also movement related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements). The senses are stimulated and introduced individually and a familiar song/rhyme is used to cue in the session as well as children looking at themselves in a mirror. At Daventry Hill School, sensology is used to support the student's awareness, engagement and to enable them to make preferences.

A variety of different equipment can be used when waking up the individual senses. Below are some examples of the types of resources used to stimulate each of the senses. At Daventry Hill School we realise it is important to use contrasting senses to not only enhance the senses but also to allow your child to communicate and show preference to particular experiences.

<b>See I can see</b>	<b>Touch (use of contrasting textures) I can touch</b>	<b>Hear I can hear</b>	<b>Smell (use contrasting smells) I can smell</b>	<b>Taste (Use of contrasting tastes) I can taste</b>
Coloured torch	Feathers	Bells	Lavender	Chocolate
Fibre optic wand	Pine cones	Drum	Ginger	Lemon
Reflective CD	Bubble wrap	Horn	Lemon	Honey
UV lights/accessories	Shower scrunches	Banging on a hard surface	Marzipan	Soy sauce
Handheld lights	Sponge with rough top	Scratching corrugated card	Peppermint	Ice cream
Battery operated fairy lights	Furry fabric	(Change of volume loud/quiet)	Orange	Warm custard
	Cold/warm resources			

## **Other Therapeutic Input -**

### **Sensory Diets**

Our senses provide us with a means of interacting with our environment as well as allowing us to develop understanding and respond to the environment around us. Many individuals, particularly those who have a diagnosis of Autism experience difficulties in processing and interpreting sensory inputs. For children with a diagnosis of Autism sensory difficulties can result in unusual or uncomfortable perception of sound, sense, touch, sight and smell.

This means that some children may be unable to focus upon planned teaching activities as their sensory issues cause such discomfort or stimulation. This can have a profound effect upon their ability to access learning activities and in some cases can result in challenging behaviour. Daventry Hill School considers these difficulties, by understanding their sensory issues and are able to personalise their learning and implement sensory diets. Addressing sensory issues should also result in increased engagement with the curriculum and therefore enhance learning experiences as well as non- school activities.

Daventry Hill School works with occupational therapists to assess individual children's sensory needs and develop appropriate therapy programmes. This ensures that the student are ready to engage in the fun and exciting learning opportunities offered to them.

Daventry Hill School has a dedicated sensory integration room for students to use supporting them to have access to appropriate sensory input across the whole school day. Also designated areas of the school are used to provide our children with the sensory input they need.

Sensory resources are available in classrooms and equipment is available to support personalised needs across each phase, including adapted bicycles, sensory circuit equipment, rebound trampolines etc.

Sensory circuits are physical activities that help to alert, organise and then relax the senses of children so that they are ready to take part in class activities and one to one work. Participating in short sensory circuits is a great way to alert or calm students to settle them into and throughout the school day.

### **Tacpac**

Tacpac draws together touch and music to create a structured half hour of sensory communication between two people. Tacpac creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication.

## **Sensory Room**

The human brain is designed to produce and regulate responses to the body's sensory experiences; those things we touch, see, smell, taste and hear. This link between the brain and our behavior is called "sensory integration." For most people, this is a normal and typically overlooked part of their daily experience. But for an individual with a developmental disorder, including autism, the way the brain processes these experiences can be a major source of distress and discomfort.

In some cases, the brain may over-react to these sensory stimuli. Other times, it may not react enough. A person's sensory experiences go beyond the basic five senses and can negatively stimulate some deeper sensory responses, known as the tactile, vestibular and proprioceptive sensory systems.

At Daventry Hill School we use sensory rooms and dark tents to overcome sensory problems. These "safe" spaces are designed to provide a place for individuals with sensory issues to decompress and confront a variety of sensory issues in a way that will ultimately help them learn to cope with seemingly normal experiences.

## **Intensive Interaction**

Intensive Interaction is a teaching approach devised and validated by Dave Hewett and Melanie Nind in 1988, derived partly from work on early infant interactions by Gary Ephraim. Essentially it is the means by which pre-verbal children or adults are enabled to accept and enjoy close physical proximity, meaningful eye-contact, turn taking, and all the other key elements which are essential to create a full and reciprocal communicative exchange.

Staff first observe what a student enjoys doing and then aim to be MORE engaging, motivating, rewarding, stimulating, enjoyable, predictable and communicative to enable the individual to engage. We use imitation as a primary method of engagement and follow the child's lead to enable them to retain control of the interactions. Intensive Interaction has proved to be the means through which many students have moved from introspective, needs driven relationships to becoming true interactive communicative partners communicating through enjoyment and with a genuine desire to do so.

## **Attention Autism**

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. It is used to help encourage joint attention, engagement and focus on activities that may not be of the child's choosing. It can also be used to introduce new skills, develop independence and build vocabulary and experiences.

### *Aims of Attention Autism*

- To engage attention
- To improve joint attention
- To develop shared enjoyment in group activities
- To increase attention in adult-led activities

- To encourage spontaneous interaction in a natural group setting
- To increase non-verbal and verbal communication through commenting
- To build a wealth and depth of vocabulary
- To have fun!

### *Stages of Attention Autism*

The Attention Autism programme progresses through a series of stages, building on each skill level. Each new stage is introduced when the group is ready to expand attention skills.

- **Stage 1: The Bucket (or any container) to Focus Attention**  
A bucket (or any container) is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.
- **Stage 2: The Attention Builder**  
Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun, visually engaging and can often involve delightful mess!
- **Stage 3: Turn Taking & Re-engaging Attention**  
The adult leader demonstrates a simple activity, often modelled with another adult in the group. The students are then invited to have a turn but only if they are comfortable to do so. We are working towards not giving every child in the group a turn each session, which will develop important emotional regulation skills, as well as the essential skills of waiting, turn-taking and learning through modelling.
- **Stage 4: Shifting & Re-engaging Attention**  
Stage 4 aims to develop the skill of engaging and shifting attention. The adult leader demonstrates a simple creative task, and then gives each student an individual kit to copy the task. The students take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.

More complex skills can be introduced as confidence and social skills develop e.g. sharing materials, working with a partner, problem solving.

## 10. Curriculum for Behaviour

Some of our students may experience difficulties in communicating their needs and wishes which may display as behaviours that can be considered challenging.

For the vast majority of our cohort the support provided by our curriculum, relationships, school rules, zones of regulation, protective behaviours and rewards systems are enough to ensure behaviours are safe and socially acceptable.

We do recognise that for some students additional input is necessary and they will be referred to our pastoral team to receive a personalised curriculum for behaviour.

The initial process, following referral will be the completion of a **Boxall Profile**. The Boxall Profile is the most popular tool used by schools in the UK to measure the social emotional mental health (SEMH) and wellbeing of children and young people (Marshall, Wishart, Dunatchik, & Smith, 2017). Since 2018 it has been cited by the Department for Education to assess mental health and behavioural needs (Department for Education, 2018).

*The Boxall Profile is divided into two sections, each comprising 34 questions:*

- **Developmental strands** measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.
- **Diagnostic profile** measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed.

Who benefits from the Boxall Profile?

*The Students*

- giving a voice to behaviours that otherwise go unexplained or overlooked
- allowing an early identification and assessment of needs
- setting personalised, achievable targets that reinforce target behaviour and skills
- tracking individual progress

*Practitioners and Teaching staff*

- offering a better understanding of what lies behind the children and young people's difficult behaviour
- providing personalised, achievable targets that reinforce target behaviour and skills
- supporting the planning of strategies for individual children and young people
- measuring the impact of interventions at an individual/group level over time
- increasing practitioners' confidence as they learn the underlying reasons for a student's difficulties and how to overcome them

- for the most vulnerable children and young people, evidencing the decision to refer to and/or deliver a specialist therapeutic provision
- offering suggestions about relevant resources and strategies

#### *The School*

- providing a framework for the systematic assessment of students
- raising awareness and providing evidence about the importance of social and emotional wellbeing for students' learning and attainment
- better planning and allocation of resources
- developing and supporting an evidence based, whole-school approach that promotes positive mental health and wellbeing across the school

Based on the results of the Boxall Profile, staff are able to identify developmental and diagnostic deficits to deliver a targeted curriculum for behavior and measure impact over time.

The curriculum is delivered through multiple activities organised into the following areas:

Activities/ Discussions	Co-operative Games	Creative Visualisations	Drama
Games	Play Activities	Sentence Circles	Stories

In addition to developing identified personal deficits the curriculum allows for specific areas of focus to support emerging or immediate priorities. These areas are:

Beginnings	Caring	Changes	Communication	Concentration
Confidence	Conflict Resolution	Co-operation	Emotional Understanding	Empathy
Endings	Fine Motors Skills	Following Instructions	Friendship	Gross Motor Skills
Imagination	Independence	Internal Constraints	Listening Skills	Organisation Skills
Relaxation	Self Esteem	Sharing	Taking Turns	Trust
Waiting	Working Together			