Our learners are learners who have a range of severe and complex needs; all have physical difficulties linked to a combination of other severe difficulties such as cognitive processing needs, sensory needs or complex health needs. They are cognitively operating between within the typically developing age range of 18 months (P4) – 60 months (P8)
Clear Communication:Makaton signing, symbols; Communication boards; use of iPads; clear, simple language
Independence and Choice Making: staff actively create opportunities to increase choice making reinforcing thinking processes
Development of thinking skills
Mathematical and scientific thinkers
Dryden Semi Formal Curriculum
play (emotional, cognition and social dimensions)
creative learning
Therapeutic Curriculum: Rebound; Hydrotherapy; Play Therapy; "TacPac"
Personalised Teaching and Learning - differentiation of content and according to individual learning style. Cross-curricula learning eg. Maths skills in Food Tech
movement
personalised learning approach
Personal emotional and social development and mental well-being
Literate communicators and early readers
Understanding of Positive Behaviour Support
Individual Assessment based on Engagement Profile
Reading central to Curriculum: functional, phonics, signs, symbol support
An understanding of autism and complex needs; bitesize learning, movement breaks
They have difficulties with, for example, sensory processing and perceiving sensory patterns, memory, generalising and problem solving. Our learners like order, structure, routine and certainty in their learning. The challenge is to move away from this restricted learning diet and provide opportunities for the learners to think and problem solve as independently as possible.
Early thinking skills include:
Using intuition.
Predicting and anticipating.
Remembering.
The understanding of cause and effect.
Linking objects, events and experiences.
Thinking creatively.
Thinking about thought processes.