



## Implementation

Curriculum design: Pupils contribute to the overall design of the curriculum through pupil voice, interests and individual need

### **Communication and Interaction**

Planning creatively takes into account Person Centered Development (PCD) where targets are crafted through our therapy team and become part of an Individual Education Plan (IEP). As well as Therapy sessions, 'Communication and Interaction' is further developed through a broad and rich curriculum involving discrete or combined subjects, a thematic and nurturing approach, the curriculum drivers and the broad areas of need. Individual or group opportunities also planned and delivered through the Therapy team.

### **Cognition and Learning**

Practical and engaging experiences, creatively planned, making connections with school theme, PCD and subject/s (specific or combined) knowledge and/or skills. Experiences then guiding the learning journey, advancing the skills and functional understanding to a deeper level. Subjects include Math, Science, Computing, History and in particular English Speaking, Listening, Writing and Reading where deeper levels of learning ensure individually rich language, a voice and progress in other subject areas. Learners are encouraged to observe, problem solve, identify, create, build knowledge and communicate about their experiences.

### **Social, Emotional & Mental Health**

Carefully planned visits and activities, making learning connections and opportunities with communities, geographic stimuli and life experiences; enhancing generalisation of knowledge and skills, building confidence and developing their understanding of how they can contribute to the community and society. Structured through PSHE sessions, Geography, RE, Assembly, PCD, IEPs and Positive Support Plans (PSP). PCD takes into account Zones of regulation and maximizing liberties. Effort and inner drive awarded at all times. Creativity opportunities also captured through Art, DT and Music.

### **Sensory and Physical**

Planning and teaching takes into account 'Sensory and Physical' needs highlighted through the therapy team. Developing regulation, choice, gross motor and fine motor physical functioning skills and knowledge. Therapy led sessions take place relating to IEPs, PCD, sensory needs, play and physical needs. These also used to craft teaching pedagogy. Physical needs also developed through PE and enrichment days which also advance Cognition and Learning. Creativity opportunities also captured through Art, DT and Music; promoting choice, engagement, communication and personal understanding and awareness.



Overley Hall School's  
Curriculum Vision

