

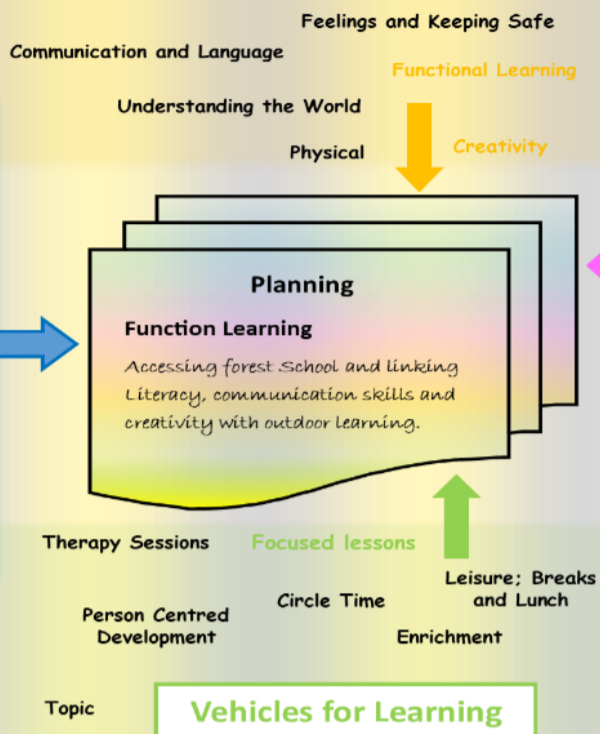
# Holistic Vision

Through our Ethos, Curriculum drivers and core values, we foster an environment where the emotional, physical, sensory, academic, social, moral, spiritual and cultural development of each person is respected and developed.

## Broad Areas for Learning

### Broad areas of Need

- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical
- Cognition and Learning



### Subject Disciplines

- Science
- Computing
- Numeracy
- Literacy: Speaking, Listening & Reading
- Citizenship
- Literacy
- Humanities

British Values	Community	Independence	Communication
Emotional Wellbeing	Problem Solving	Engagement and Curiosity	Regulation

## English Curriculum Map: Speaking and listening development

### Speaking and Listening Mapping

White	Yellow	Purple	Blue
<ul style="list-style-type: none"> <li>Demonstrate awareness/recognition of the activity. Explore sensory activities.</li> <li>Begins to show curiosity, begins to explore or retreat. Uses 'questing searching / hunting/seeking/chasing/pursuing/ behaviours' may peer, use a fleeting touch, use verbal questioning, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Communicates using a familiar object, word, picture or gesture.</li> <li>Communicates between 10 and 50 words, using pictures or gestures.</li> <li>Uses single words, gestures or pictures for familiar objects.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in a back and forth conversation using words, pictures or gestures.</li> <li>Initiates a simple conversation.</li> <li>Communicates something which is desirable or of interest to them.</li> <li>Asks simple questions to obtain information.</li> <li>Uses early concept words such as 'on', 'under', 'over', 'next to' or 'off'.</li> <li>Uses a simple pronoun such as 'mine', 'his' or 'hers'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses phrases with up to 4 key words, gestures or symbols.</li> <li>Communicate experiences to a peer.</li> <li>Communicate about my experiences to a group.</li> <li>Uses a range of verbs to communicate (to be, to have, to say, to go, to tell, to eat, and to call).</li> <li>Uses a range of adjectives (describing words) to communicate. Ben bounced a <b>big</b> ball.</li> <li>Conveys meaning to the listener.</li> <li>Uses 'possessives' to communicate about experiences or belongings (I, he, she, me you, your, their).</li> </ul>

Continuum									
Encounter Stage	Early Awareness	Interest Stage	Supported Participation	Active Involvement	Development Stage	Exploration Stage	Initiation Stage	Consolidation Stage	Application Stage
Characterised by presence and reflex responses	Characterised by fleeting attention and inconsistent responses	Characterised by more consistent and differentiated reactions	Characterised by cooperation and engagement	Characterised by recognition, anticipation and proactive responses	Characterised by remembered responses and intentional communication	Characterised by concentration, recall and observation	Characterised by established responses and conventional communication	Characterised by the formation of skills, knowledge, concepts and understandings	Characterised by the application of skills, knowledge, concepts and understandings
1	2	3	4	5	6	7	8	9	10
Basic <span style="float:right">Deep</span>									
from dependent					to independent				
Learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.					Support is still provided but there is a reduction in the level or frequency of prompting given.				
1 2 3 4 5					6 7 8 9 10				
Basic <span style="float:right">Deep</span>									
from single context			Generalisation				to many		
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.			The skill is repeated but with some variation in setting, context, materials or staff.				The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.		
1 2 3			4 5 6 7 8				9 10		
Basic <span style="float:right">Deep</span>									

## Core Values - HAPPY

H	High-reaching	High expectations, aspirations, standards and goals "The School's work to support positive behaviour goes way beyond surface level" (OFSTED 2019)
A	Approachable	Listening with respect, valuing individuality with unconditional acceptance and positive regard
P	Professionalism	Standards of practice at an outstanding level, when considering all aspects of care and education
P	Positive outcomes	Achievable and uniquely tailored goals preparing children and young people for their next stages of life
Y	Young people come first	Decisions, activities and opportunities for growth are focused through 'child centred approaches' - The young person is at the heart of all decisions across the provision; 'voice of the child' and best interest

