

## **Response to Pandemics (COVID-19)**

We recognise that the needs of learners and staff may change during a pandemic, however, as always, we will reflect, respond and adapt to ensure our **INTENT** remains integral to our provision. We will continue to seize and maximise all possible learning opportunities to ensure best outcomes. During such difficult times however, we must recognise the need for flexibility during **IMPLEMENTATION** in response to the changing world. As well as prioritising academic requirements, the impact of a pandemic will also require greater emphasis around the emotional aspects of our **INTENT**, ensuring our learners' mental health needs are addressed so they can continue to flourish (Please see Appendix I for full response to Pandemics).

During a pandemic Overley Hall School will plan for all possible scenarios to ensure the safety and wellbeing of learners, whilst also placing an emphasis around the continuation of the curriculum offer. Due to the nature of our young people and our setting, the school will endeavour to remain open, offering the structure and approach needed to maintain progress towards their Education, Health and Care Plans (EHCP), through continued focus on the **Broad Areas of Need** and through our **Curriculum Drivers**. The continuation of a therapeutic and person centred approach will always steer and support **IMPLEMENTATION** and be deemed paramount.

Changes may involve:

- More emphasis being placed on Wellbeing and Mental Health, ensuring all activities enhance regulation and engagement with an 'open door' to access learning.
- Prioritising access to core subjects including PSHE and Computing.
- Greater weighting being placed on interest led / child led learning.
- A more tailored enrichment programme of study.
- Offering learning from a remote perspective where learners are unable to access the school environment (please see **Remote Learning Policy**).
- Adhering to Safeguarding requirements (KCSIE 2020) with the inclusion of regular and consistent therapeutic support for families, staff and learners who are required to isolate or who are unable to access the school.

- Considering each learner from an individual perspective where personal needs, safety and educational access are assessed to enable appropriate actions and plans moving forward.

Appendix II

### **Overley Hall Therapy Offer**

At Overley Hall, the Therapy Department consists of the Clinical Lead, Dr Bradley Crook (Clinical Psychologist, CP), Lorna Deakin (Learning Co-ordinator, LC), Rachel Hawley (Speech and Language Therapist, SLT), Conor McDonough (Occupational Therapist, OT), and Karen Jones (Therapy Assistant). The Therapy team have an open-door policy, allowing all staff and parents to approach them for support or guidance. They work closely within education and care on a daily basis. During the three-month post admission period, the therapy team, including the Clinical Department, along with key education and care staff will create a Positive Support Plan (PSP). This plan is closely linked to the 'Zones of Regulation' to support emotional well-being and to support the development of self-regulation skills. The plan is directly linked to our risk management plans. These are working documents and are updated following identified changes from our functional behaviour analysis.

**A typical package of therapy and therapeutic practice includes the following:**

#### **Speech and Language Therapy**

Includes:

- A Total Communication Environment provided within all areas of Overley Hall.
- The use of objects, Alternative and Augmentative Communication aids, photographs, touch, symbols and a signing system (Makaton).
- A weekly Therapy Play session delivered both in education and in care. These sessions are supported by the Speech and Language Therapist, Therapy Assistant, Learning Coordinator and the Occupational Therapist. Sessions involve multi-sensory explorative play, incorporating a range of equipment, sensory media and strategies to promote sensory awareness, arousal and registration. Observations and assessments are completed by the Clinical Psychologist during these sessions as required.
- Specific direct SLT intervention delivered once per week for thirty minutes by a qualified SLT or Therapy Assistant (under the supervision of SLT). Therapy is

delivered within the classroom, in individual and/or group sessions depending on needs at the time. During this time there is an emphasis on transition and accessing the curriculum.

- A speech, language and communication programme is designed and provided by SLT and delivered by trained staff in education and care. This will be reviewed on a termly basis.
- A weekly social communication skills group. This is planned and delivered by SLT and/or Therapy Assistant.
- Social Stories, debrief packs and Talking Mats provided by SLT/Therapy team as required.
- Communication training and on-going support and guidance to all staff working with our learners, provided by SLT.
- Meetings around the Child (MAC meetings) to discuss relevant needs and to agree strategies and resources, supported by SLT as required.
- A detailed report provided by SLT, to be used for Annual reviews and in the setting and monitoring of 'SMART' targets.
- Training of parents, provided by SLT as required to help consistency in the use of identified strategies.
- Overley has a trained Makaton Tutor who trains and supports staff across Overley Hall School and Care.
- An initial assessment completed by SLT upon admission. This is reported through the post admission review, approximately three months after the start date. Fortnightly meetings will take place throughout the post admission assessment period.

### **Occupational Therapy**

OT input will be provided by a HCPC registered Occupational Therapist (OT) with post graduate training in Sensory Integration, to include:

- A direct Occupational Therapy session lasting thirty minutes provided by an OT and/or Therapy Assistant (under the supervision of an OT).
- A sensory profile to be completed, with staff and parents, by the OT.
- A programme designed and provided by OT which is to be delivered by trained teaching staff and the Therapy Assistant under the supervision of the OT. This programme will include advice on 'Activities of Daily Living' (ADL's).

- The development, training and support of staff by the OT to model and promote the 'Zones of Regulation' across education and care. The 'Zones of Regulation' approach aims to develop a student's ability to regulate their actions by not only recognizing their emotional state, but by also using tools and strategies that support them whilst in the different zones.
- A detailed report provided by OT to be used in annual reviews and to set and monitor 'SMART' Targets.
- A weekly Therapy Play session, both in education and in care. These sessions are supported by the speech and language therapist, therapy assistant, learning coordinator and the occupational therapist. The session involves multi-sensory explorative play, incorporating a range of equipment, sensory media and strategies to promote sensory awareness, arousal and registration.
- Training and on-going support and guidance to all staff, provided by OT.
- Meetings supported by OT around the Child (MAC meetings) to discuss relevant needs and to agree strategies and resources as required.
- Training of parents, as required, provided by OT to help deliver consistency in strategies.
- An initial assessment upon admission, to be completed by OT. This will be reported through the post admission review, approximately three months after the start date. Fortnightly meetings will occur throughout the post admission assessment period.

### **Clinical Psychology**

The Clinical Psychologist (CP) will:

- Provide strategies to support emotional development, in connection with the 'Zones of Regulation', which will be reported through the Positive Support Plan (PSP).
- Complete an initial assessment upon admission, to be reported through the post admission review, approximately three months after the start date. Fortnightly meetings will occur throughout the post admission assessment period.
- Be available when required and upon request for assessments, formulations and advice.
- Provide support and strategies to staff to address any individual needs.

- Attend Meetings around the Child (MAC meetings) to discuss relevant needs and to agree strategies and resources as required.
- Provide training and ongoing support and guidance.
- Provide training to parents if required to help consistency in strategies.
- Provide emotional support to parents and carers.
- Offer 'Brad Time' for people who require talking time with a psychological focus.

### **Learning Co-ordinator (LC)**

The LC will:

- Provide a weekly person-centred development session within the classroom. This will address identified specific needs, at that moment in time, along with EHCP outcomes.
- Provide support and strategies for staff in both education and care, ensuring a SMART approach is taken, whilst measuring their impact.
- Provide support and guidance and to be a point of contact for parents.
- Deliver a weekly Therapy Play session, delivered in both education and care. These sessions are supported by the Speech and Language Therapist, Therapy Assistant, Learning Coordinator and the Occupational Therapist. The sessions involve multi-sensory explorative play, incorporating a range of equipment, sensory media and strategies to promote sensory awareness, arousal and registration. Observations and assessments are completed by the Clinical Psychologist during these sessions.
- Offer individual Theraplay sessions when required.

### **Tutor**

- The tutor of the Nurture Group (Oak) is a qualified instructor of 'Attention Autism' as created by Gina Davies. This is an intervention, which brings about attention skills and focus, in which staff are trained to deliver.

In conclusion, Overley Hall School is young person-centred in every aspect of its approach. Therapy is at the heart of all planning, implementation and curriculum design, with intensity and quality of engagement as a spotlight marker for success. This therapeutic approach ensures young people make very good progress, linked to their holistic needs and enables them to benefit from a breadth of learning opportunity.

## **Introduction to Therapies and Interventions offered at Overlay Hall**

### **Speech and Language Therapy**

Rachel Hawley (BSc, Med) is a Specialist Speech and Language Therapist with over twelve years' experience working with children and young people on the autism spectrum. Rachel is supported by an experienced Therapy Assistant at Overlay Hall. The Speech and Language Therapy Team supports learners to develop independent and spontaneous functional communication; communication that has a meaningful impact on their quality of life, access to education and relationships.

Speech and Language Therapy addresses challenges with attention and listening skills, the understanding and use of Alternative and Augmentative language (including the implementation of AAC), social communication skills and speech sound production. Learners are provided with both direct support (individual and group sessions) and indirect support (programmes, advice and guidance) whilst at Overlay Hall. The team uses social stories, comic strip conversations and talking mats to support our learners' social and emotional development. Training and support is also provided to parents, education and care staff.

### **Therapy Play**

Therapy Play group sessions are supported by the speech and language therapist, therapy assistant, learning coordinator and/or the occupational therapist. The session involves multi-sensory explorative play incorporating a range of equipment, sensory media and strategies to promote sensory awareness, arousal and registration. Therapy play is set up to allow learners to explore new experiences for all the senses to help identify activities that they enjoy, these can then be fed into regulation strategies.

### **Zones of Regulation**

The Zones of Regulation (Kuypers, 2011) is a cognitive behaviour approach designed to support children on the autism spectrum. It aims to help learners develop their skills in recognising emotions, regulating their actions, increasing their self-control and their ability to solve problems. There are four zones that are represented by different colours and each zone represents a different state. Within the zones, there are tools that either

support the student to stay in 'the zone' or move from 'one zone to another' Supportive toolboxes include calming activities and cognitive and sensory strategies. The framework is designed to help move students towards independent regulation.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

### **Lego Therapy**

Lego therapy is a multi-sensory and versatile intervention that aims to improve skills in initiating and maintaining interactions using Lego in a collaborative way (LeGoff, 2004). It was initially developed using Attwood's "constructive application" (Attwood, 1998), which uses a child's natural interests within therapy to motivate learning. The skills that are targeted include turn-taking, sharing, problem solving, compromise, reciprocity and self-initiated interactions. The learners within the group agree upon a project and are assigned a role. There are commonly four roles within Lego therapy, these include: engineer, builder, supplier and director. Together the learners follow pictorial instructions to build a model.

## **Aided Language Stimulation**

Aided Language Stimulation (ALS) is a strategy used when implementing Alternative and Augmentative Communication devices. The strategy involves the use of contextually relevant communication, the reinforcement of environments and activities that involve some natural language being used (Goosens', Crain and Elder, 1992; Cafiero, 2001). ALS incorporates receptive language therapy using visual symbols alongside the use of speech. It is interactive and uses symbolic communication on a range of aids including picture boards, high-tech aids and communication books. The communication partner touches the symbols and simultaneously speaks to the learner receiving the intervention to support and develop the functions of communication including questioning, responding, commenting and initiating.

## **Social Skills**

Children and young people with autism often experience difficulties with their social communication skills. This includes difficulties with turn-taking, understanding emotions, understanding literal language (e.g. idioms), non-verbal language (e.g. facial expressions, eye contact, gesture) and making inferences (e.g. understanding what is not explicitly stated). Overley Hall offers a variety of different social skills groups that aim to develop skills such as greeting others, developing self-esteem, starting and maintaining a conversation, sharing and taking turns, developing reciprocal interactions and asking for help.

## **Theraplay**

Theraplay (Jemberg and Booth, 2001) is a structured play therapy for children and their parents/carers. Its goal is to enhance attachment, self-esteem, trust in others and joyful engagement. The sessions are fun, physical, personal and interactive and replicate the natural, healthy interaction between parents/carers and learners. Developed over 50 years ago, and practiced around the world, Theraplay was developed for any professional working to support healthy child/caregiver attachment. Strong attachment between the child and important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity. Modern brain research and the field of neuroscience have shown that attachment is the way in which children come to understand, trust and thrive in their



world. (<https://theraplay.org/what-is-theraplay/>). At Overley we use the principles and practices of Theraplay which are led by two staff, trained at Theraplay Level 1.

## Principle of TEACCH

According to the National Autistic Society the principles of the TEACCH Autism Program include:

- 'focusing on the person, their skills, interests and needs'
- 'understanding the 'culture of autism' and identifying differences based on individualised assessments'
- 'using visual structures to organise the environment and tasks when teaching skills'
- 'being broad-based, i.e., support people at work, teach skills but also ensure that people are supported during leisure and/or social activities'
- 'being flexible and teaching flexibility'.

The National Autistic Society also highlight the TEACCH Values:

TEACCH Values		
T	Teaching	sharing autism knowledge and increasing the skill level of professionals and practitioners.
E	Expanding	increasing own knowledge to provide high-quality services to autistic people and their families.
A	Appreciating	appreciating the strengths and uniqueness of autistic culture.
C	Collaborating	with colleagues, other professionals, autistic people and their families.
C	Cooperating	with colleagues, other professionals, autistic people and their families.
H	Holistic	adopting a holistic approach, looking at the person, their family and community.

## **SCERTS**

SCERT's (social communication, emotional regulation and transactional support) (Prizant *et al*, 2003) is a research-based educational framework that is used when working with children and young people on the autism spectrum. It addresses the core deficits faced by individuals on the spectrum and their families. The assessment gathers detailed information on a learner's social communication skills, their ability to regulate their emotions and the transactional support provided by the individuals that support them. The assessment is completed across multiple settings including school, home and in the community.

## **Social Stories**

Social stories (Gray, 1991) are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Social stories present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs. Social stories can offer support with sequencing skills and reduce anxiety. They can have a meaningful impact on how the learners perceive a situation.

## **Comic Strip Conversations**

Comic strip conversations are simple visual representations of conversation. They can show: The things that are actually said in a conversation, how people might be feeling and what people's intentions might be. Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message. Comic strip conversations can also be used to plan for a situation in the future that may be causing anxiety or concern.

## **Total Communication Approach**

Total Communication encourages the use of other communication methods, to support a child's or adult's understanding and use of language.

A Total Communication Environment is provided within all environments at Overlay Hall. This includes the use of objects, Alternative and Augmentative Communication aids, photographs, touch, symbols and a signing system (Makaton).

Total communication includes; vocalisations, sign, symbols, gesture, written words, speech, body Language, facial expression, challenging behaviour, objects, hearing and touch.

Children and Adults with communication difficulties often struggle to understand and use spoken language, and may need support to communicate basic needs, wants and aspirations. Total communication makes use of the skills a learner has, such as non-verbal or pre-verbal communication and may include Alternative and Augmentative communication. Sometimes a Communication Passport is used to enable them to communicate with familiar and less familiar people.

### **Augmentative and Alternative Communication**

Most of our children are either non-verbal or pre-verbal, others have some verbal ability but still have difficulty expressing themselves. We use a wide variety of augmentative and alternative communication (AAC) devices to support our learners to develop their ability to express their needs, thoughts, and ideas to others without speech. Our speech and language therapist and Occupational therapists work together to ensure the best assistive solution is found for each young person. There is a huge variety of options, but most fall into one of three categories:

- Single-meaning pictures (one picture = one word), simple devices. They do not require literacy, although the photos or symbols may need to be taught first.
- Alphabet-based systems (spelling and letter codes) – These systems do require a certain basic level of literacy to be used effectively.
- Semantic compaction (multi-meaning icons) – These systems involve short series (usually just 1-2) symbols per word, and training is required.

Many devices incorporate all three types.

We aim to develop a communication system which our students can take with them to give them a voice in adult life beyond Overley Hall. Some examples often used at Overley Hall include:

- 'Now and Next' boards,
- Big Mac devices which consist of large, colourful buttons that can be activated with a slight touch.
- ACE Communication books which provide pages of symbols, usually organised by topic. Depending on the age and cognitive and physical abilities of the user, the page may have anything from one to many symbols on a page.
- High tech devices with applications such as Proloquo2Go. These provide text-to-speech voices, clear symbols, and a large vocabulary.

### **Attention Autism (Gina Davies)**

Attention Autism is an intervention which brings about attention skills and focus. This is an approach that we use in school to aid the development of **attention** for extended periods, to introduce key vocabulary and to encourage participation during adult-led activities, all whilst having fun in a natural group setting. **Attention Autism is an intervention 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 which offer an irresistible invitation to learn. It aims to provide opportunities:

- To have fun
- To engage attention and joint attention
- To increase attention in adult-led activities
- To encourage spontaneous interaction in a natural group setting
- To offer opportunity to develop communication
- To build a wealth and depth of vocabulary

### **Occupational Therapy and Sensory Integration**

At Overley Hall the Occupational Therapy team consists of an Occupational Therapist/Advanced Sensory Integration Practitioner and a Therapy Assistant. The team have a combination of over thirty years' experience in supporting people with learning disabilities. The therapy team support service users reach their true potential both at home and at school. This is achieved by identifying barriers and providing treatment plans that allow service users to access self-care activities, productive activities and leisure activities in a safe and productive manner. The team take a holistic approach and address areas of difficulties with physical, social, cognitive and

emotional development.

This is achieved by:

- Providing an individualised evaluation of service users' needs using appropriate assessment tools and methods that are specific to the needs of children and young people at Overley Hall
- Developing individualised treatment plans based on these needs
- Environment adaptation based on service users' needs
- Supporting with structure and routines
- Contributing to and liaising with the wider MDT
- Providing consultation to support staff, families and external agencies
- Outcomes evaluation to ensure that the goals are being met

The therapy team uses Ayres sensory Integration. Occupational therapy using sensory integration is designed to improve sensory processing and integration as a basis for enhancing successful participation in daily occupations (Parham & Mailloux, 2001).

The term sensory integration relates to theory, a neurological process, and an intervention approach. Sensory integration is an innate neurobiological process and refers to the integration and interpretation of sensory stimulation from the environment by the brain. Sensory integrative dysfunction may produce varying degrees of problems in development, information processing, and behaviour.

There are four categories of sensory integration problems:

1. Sensory modulation problems
2. Sensory discrimination and perceptual problems
3. Vestibular bilateral functional problems
4. Praxis problems

Sensory integration therapy aims to help children and young people by exposing them to sensory stimulation in a structured, repetitive way. Over time, the brain will adapt and allow learners to process and react to sensations more efficiently and will provide improvements with self-regulation, motor skills, and praxis.

We are aware of the array of sensory needs here at Overley Hall School. We are committed to continuing the development of our sensory facilities. Ensuring we can

provide for those sensory seekers and for those who avoid. Our school has outdoor sensory equipment such as our ground floor trampoline.

Our soft play area with sensory integration swings provides the perfect setting for occupational therapy and speech and language development.

Our multipurpose sensory lodge is ideal for those who wish to relax, for those who wish to experience recreated scenarios (aided by programmable equipment), and is a fabulous place to enhance learning (Roseann et al, 2004).

We ensure all children have the opportunity to go for a weekly swim and for those who benefit most, additional sessions are available.

### **Comprehensive Autism Planning Schedule (CAPS)**

**(Shawn Henry and Brenda Smith Myles 2007)**

CAPS is a tool used to help plan and implement a learner's program across the waking day. This includes planning for the implementation of the IEP and the curriculum relevant to the student. It takes the team through the process of planning each activity across the day, the modifications and accommodations that should be provided to support the learner in each activity, the sensory supports to help the student stay engaged, and the communication and social supports that the learner needs to be successful.

### **Nurture Me**

**(Dr Taylor 2015)**

Nurture me is a scaffolding type curriculum, which is to be used to help initiative development informed by replicating the experiences that are an essential part of healthy parent / infant relationships, and which informs developmental progress. This type of curriculum is based upon four domains: (adapted from Theraplay 2010);

Structure – providing predictable support in a safe predictable place;

Engagement – attunement, playful experiences, aimed at developing strong emotional bonds of attachment, offering, stimulating positive experiences;

Nurture – Responding with empathy and sensitivity supporting the child's emotional arousal by being comforting, warm and support with total unconditional acceptance.

Staff offering opportunities to develop esteem and feelings of self-worth increasing their efficacy and developing their identity;

Challenge – Supporting encouragement and motivation to explore, experiment and work harder for further possibilities.

## **Positive Support Plans**

### **(Martin Barber 2018)**

A Positive Support Plan (PSP) which falls within DFES guidelines identifies the strategies and support needed for an individual young person during varying emotional states. Plans are linked to the Zones of Regulation and are regularly updated and reviewed. If there is a change in behaviour, there is an immediate review of the strategies and support during a transdisciplinary meetings consisting of therapists, education staff and care staff.

## **Four Levels of De-briefing**

De-briefing following an incident is an important step in helping our learners with autism understand and process their emotions. Overley Hall School offers four levels of de-brief aimed at meeting the needs of all the learners. The initial levels of de-brief provide support relating to sensory regulation strategies and focus on repairing the relationship between staff members and learners. The later levels focus on developing the learners: ability to recall the event, understanding of emotions and ability to evaluate what happened in an attempt to identify what the learner can do differently next time and how staff can support them.

## **Principles of PACE (Playfulness, Acceptance, Curiosity and Empathy)**

(Dr Dan Hughes) <https://ddpnetwork.org/about-ddp/meant-pace/>

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. Its principles are how we expect our staff to connect with our children and young people and very much supports our ethos. Our learners can begin to explore in a safe and nurturing environment.

## **Person Centred Development (PCD)**

PCD was developed by Bev Doran (2013), as a result of seeing many young people not having their 'real needs' addressed in special education).

This involves flexible programmes developed from the young person's needs and deficit areas of need, often, but not exclusively linked to long term outcomes identified in the Education, Health and Care Plan (EHCP) and individual education planning. As part of PCD we look at the causes of the deficits and begin to address them through a systematic and sequential approach from the roots upwards. This will appear as a subject which is timetabled and named Person Centred Development (PCD) and may be delivered to a group where there is a common need, or to the individual.

### **Music Therapy**

Music can help us connect with ourselves and others. Music can stir memories and powerfully resonate with our feelings, helping us to express them and communicate with others. Music is used to support the development of interaction, communication, and response and uses these connections to facilitate positive changes in emotional wellbeing via live musical interaction. Through music therapy we aim to improve attention, improve self-confidence, and enhance self-awareness and awareness of others.

### **Forest School**

(Forest Schools Education was founded by Sarah Blackwell in 2001)

Overley Hall School is naturally set in twelve acres of beautiful woodlands. For those seeking peace and calm, we have a cycle path/footpath, fondly known as Tweet Street, which meanders through the woods and is lined with rustic bird houses. Here, you will also see a multitude of natural and man-made habitats supporting our wildlife neighbours. Realising how important the outdoors is to our children for so many reasons, we have ensured our curriculum includes standalone sessions of Forest School delivered by specialist staff. Staff and children benefit from our well established pond and outdoor classroom and can often be seen enjoying snacks cooked in our purpose built earth oven. Our extensive gardens offer an abundance of seasonal floral colour, fruits and vegetables. Our horticultural area has a spacious green house, several poly tunnels and an allotment where produce is grown throughout the year. The fruit and vegetables are harvested and used in our kitchen and enjoyed in our cookery lessons or sold in our farm shop.

Forest School is a child-centred, engaging learning process. It offers opportunities for holistic development through regular sessions. It is a long-term program that supports

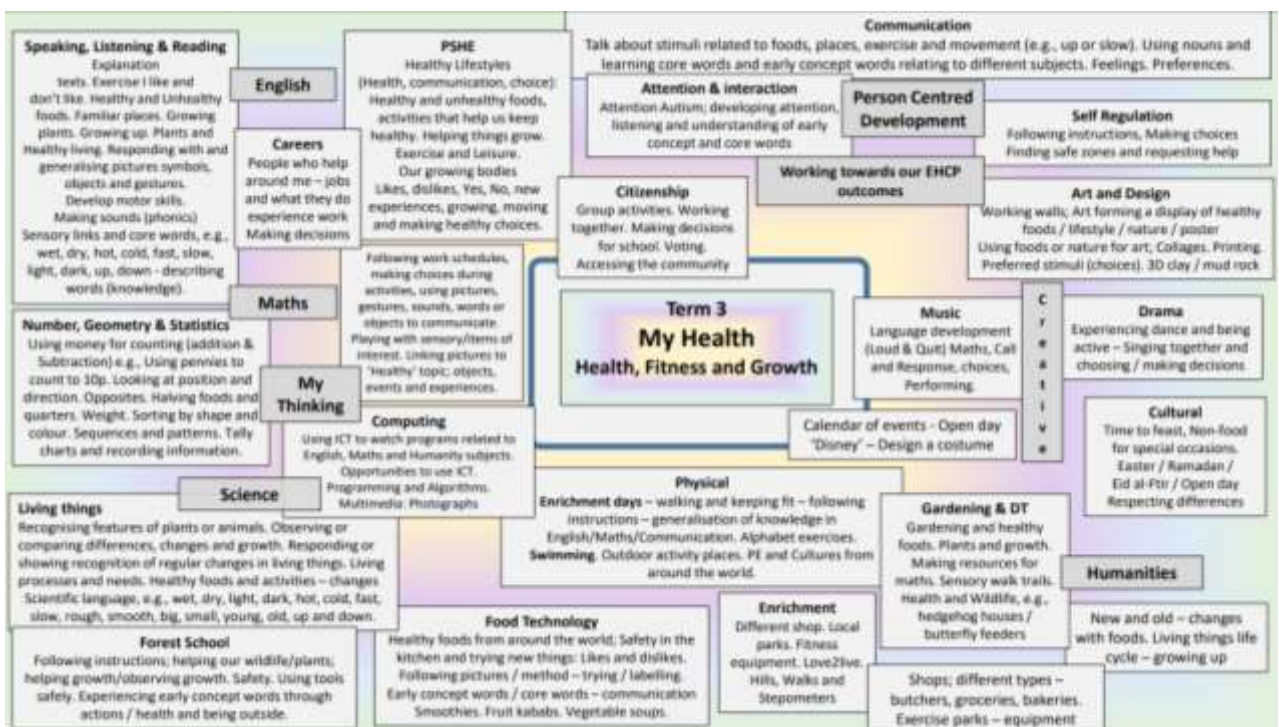
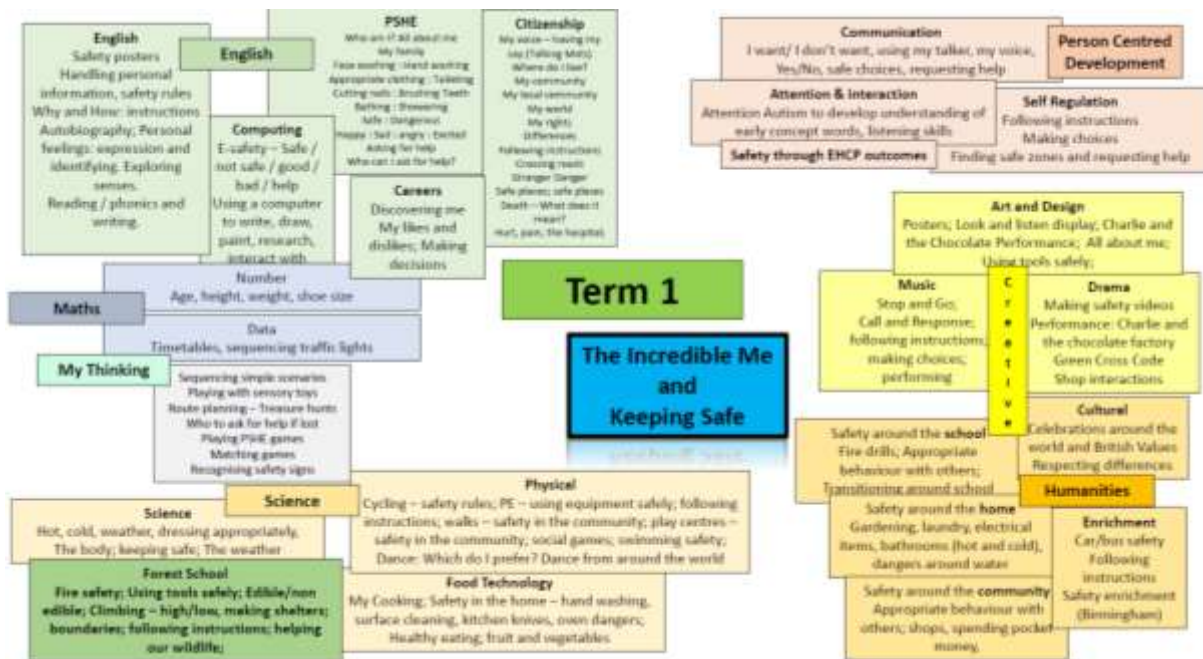


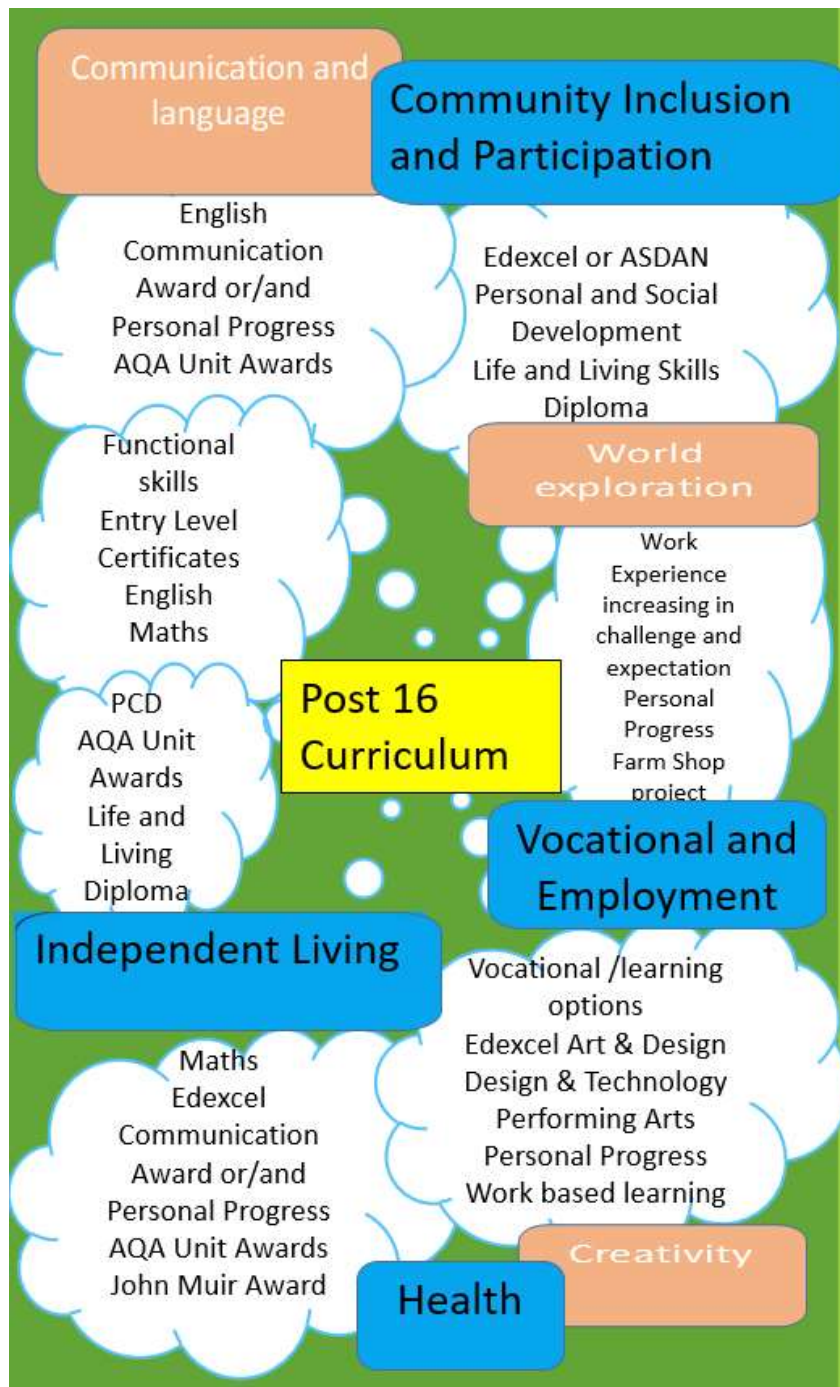
curiosity and play, exploration and planned and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

### **Intensive Interaction**

(Developed in the 1980's by Dave Hewett and Melanie Nind),

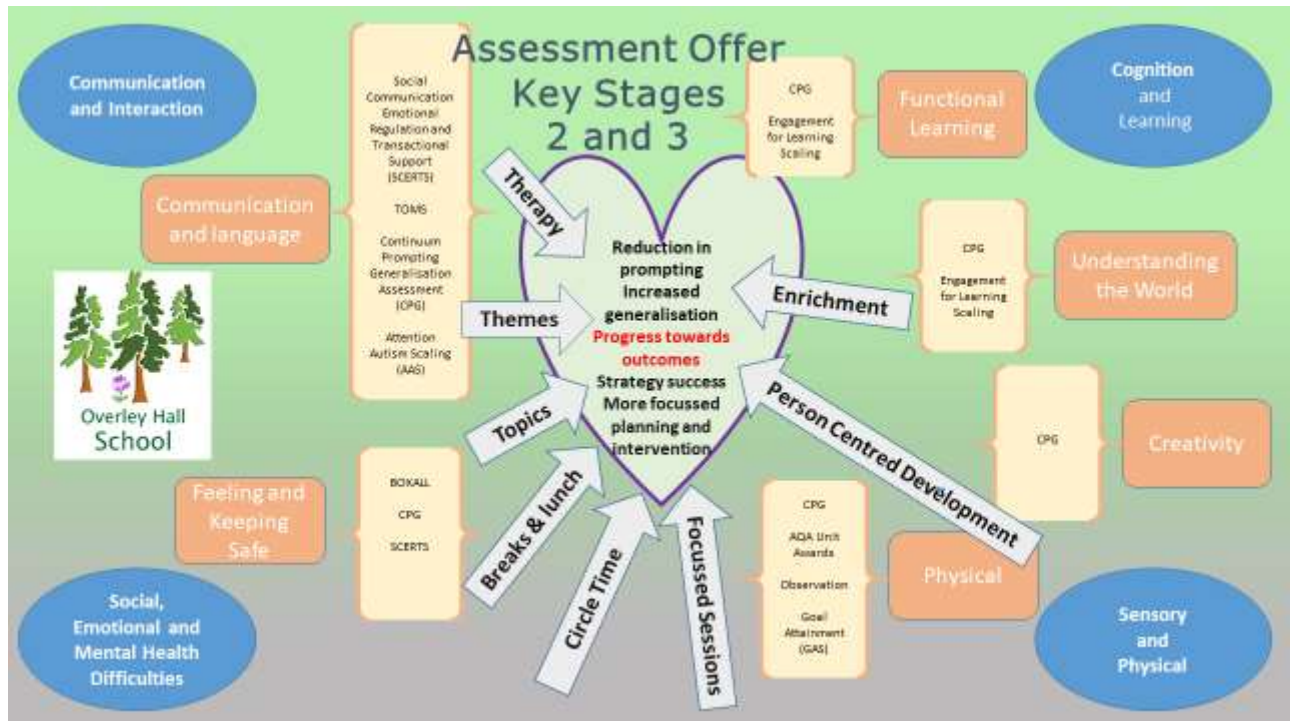
Intensive interaction is a play-based approach to helping children develop early, pre-speech communication and interaction skills, like eye contact, facial expressions, the ability to copy sounds, and shared attention. Children learn to engage with others.



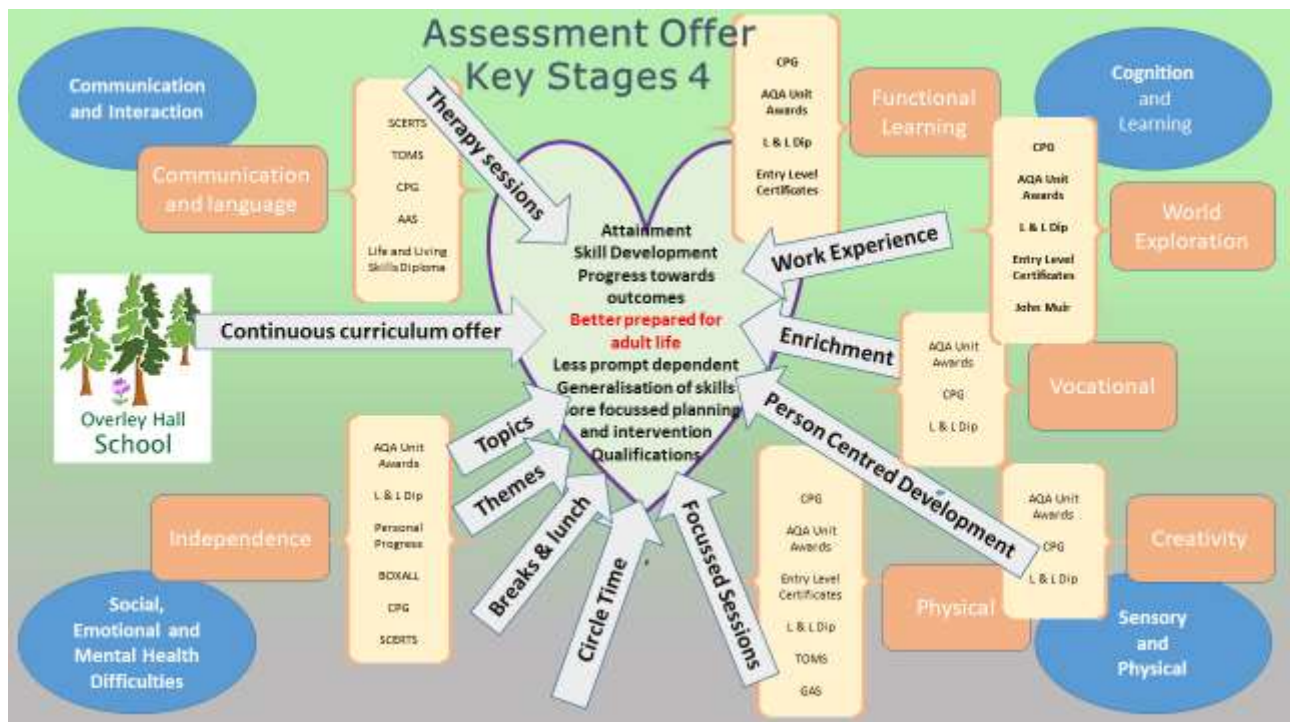




### Key stage 2 and 3: Our Broad Areas of Assessment



### Key stage 4: Our Broad Areas of Assessment

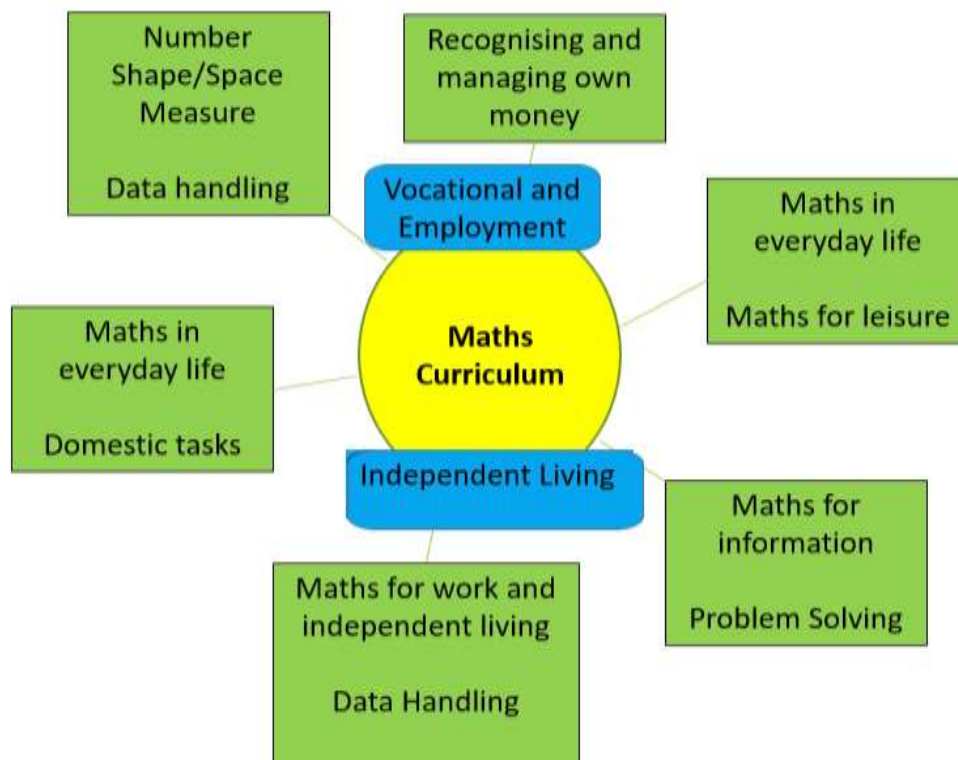
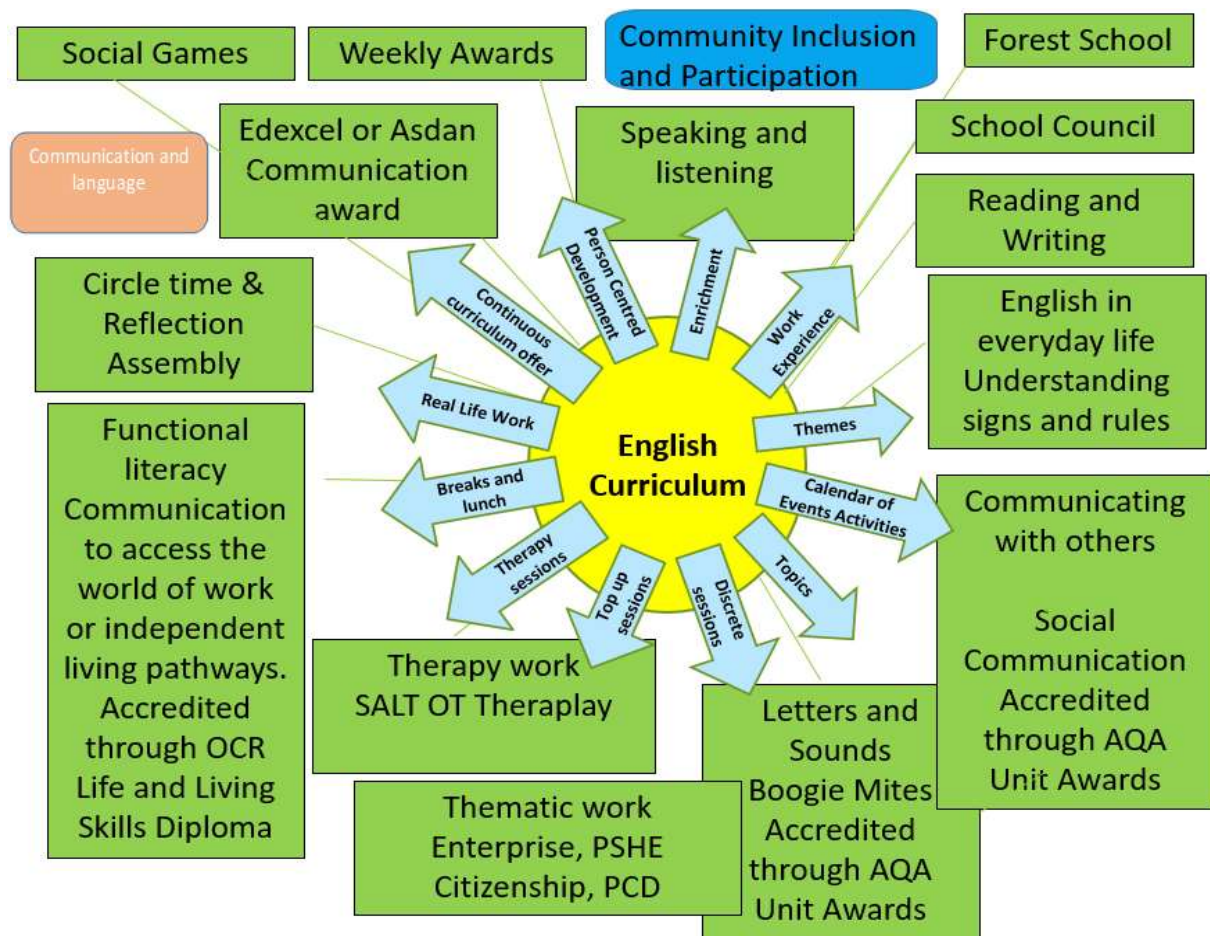


Class	Key Stage	Curriculum Name	Main focus of Curriculum	Curriculum Strategies	Assessment Type	Qualifications
Oak	2 & 3	Nurture Me	EHCP driven Heavily person centred – flexible multisensory curriculum; Thematic cross curricular; Nurture group; Developing curiosity through play; Forest School; Literacy, Numeracy, Science; Choice making; Sensory regulation; Problem Solving;	Highly structured day; strategies related to TEACCH; Intensive Interaction; Attention Autism; Therapy Play; Theraplay activities; Sensory Integration; Empathy, pursuing curiosity, activity; PACE approach Zones of Regulation.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b> English, Maths Science, Computing and PSHE <b>Engagement Profile.</b> <b>Attention Autism</b> <b>Scaling</b> SCERTS – Joint Attention SCERTS – Emotional Regulation; Boxall	Internal Certification; AQA Unit Award Diploma in Life and Living Skills for 6 <sup>th</sup> Form students.
Willow	2 & 3	The Learning to Learn Curriculum- Foundations	Thematic approach Mostly cross curricular National Curriculum with emphasis placed on – EHCP outcome driven; Developing communication, attention, interactive skills and Maths, English, ICT, Science, Humanities, food technology, Physical Education; Drama; Enrichment opportunities;	Highly structured day; strategies related to TEACCH; Attention Autism; Intensive Interaction, Therapy play, Lego therapy Tutor based with some specialist teaching; Respecting sensory needs; PACE approach Zones of Regulation.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b> English, Maths Science, Computing and PSHE <b>Engagement Profile.</b> <b>Attention Autism</b> <b>Scaling;</b> <b>SCERTS;</b> <b>Boxall</b>	In house certificates AQA Unit Awards OCR Life and Living Skills Award Certificate Diploma;
Cherry	3 & 4	Towards Independence	OCR Life and Living Skills Diploma Needs based/target driven Person; Some theme based work; Centred/individualised Cross Curricular National Curriculum with specialist discrete teaching	Fluid and relaxed, flexible day; strategies related to TEACCH; Individual and group based work; Social Skills Club; Lego therapy Combination of Tutor based and specialist teaching;	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b> English, Maths Science, Computing and PSHE CPG Life and Living; 5 Point Scale;	OCR Life and Living Skills Award Certificate Diploma; AQA Unit Awards; John Muir Award

			Work Experience/related – tuck Shop, farm shop, coffee mornings; Enrichment opportunities - Drama & Dance Careers, Photography; Developing independent thinking, building self-esteem and confidence;	Aspirational College Courses attended at Wyldewoods; PACE approach Sensory regulatory strategies; Therapy Play; Zones of Regulation.	Family Fischer Trust; Scerts; Boxall.	
Birch	4	The Holistic Approach	EHCP Target Driven; Full National Curriculum with greater emphasis places on core subjects; Social Skills, developing self-regulation; Communication Skills OCR Life and Living Skills; Cross Curricular Approach; Forest School; <del>Therapy</del> play activities; Personal safety; Resilience; Developing emotional wellbeing;	EHCP Outcomes; Themes; Zones of Regulation; High Structure; Group work; Desk top activities; Enrichment opportunities throughout the week; PACE approach; Therapy play; Attention Autism.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b> English, Maths Science, Computing and PSHE 5 Point Scale; SCERTS; Boxall Attention Autism; OCR and AQA units – by outcome & CPG set against learning objectives;	AQA Unit Awards; Internal Certificates; <del>OCR Awards</del> , Life and Living Skills: Award, Certificates, Diploma;
Holly	5	Increasing independence.  A person centred development approach developing vocational and life skills  Increasing involvement;  6 <sup>th</sup> Form	EHCP outcome driven; Option based work - with Vocational emphasis; Forest School, Gardening/workshop, physical education, food technology, art and design, OCR - Life and Living Skills Work experience; Focus on developing communication, interaction, attentiveness, self-regulation; Careers;	Community based work; Group and Individualised enrichment; Multisensory approach and delivery; High degree of structure, routine, predictability; Total communication approach; PACE approach Therapy play; Attention Autism.	Outcome based Banded Curriculum Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b> PSHE Functional Literacy and Numeracy; Attention Autism SCERTS; Boxall; OCR and all other subjects – CPG;	AQA Unit Awards; OCR Life and Living skills: Award, Certificate, Diploma;  Any external accredited courses.

			<p>Independent living skill development focus;</p> <p>Life and living 2018 onwards;</p> <p>Sensory delivery;</p> <p>Physical; Enrichment;</p> <p>Some theme based work;</p> <p>Personal Safety;</p> <p>Therapy play.</p>			
Ash	5	Developing Independence	<p>Option based;</p> <p>Vocational emphasis;</p> <p>Life and Living Skills;</p> <p>Creative Arts</p> <p>Art &amp; Design;</p> <p>Communication</p> <p>Personal Safety;</p>	<p>Individualised approach; structure but quite fluid and flexible adjusting to needs based learning opportunity;</p>	<p>Outcome based</p> <p>Banded Curriculum</p> <p>Assessment: Continuum, prompting and generalisation assessment – <b>CPG across the curriculum;</b></p> <p>English, Maths Science, Computing and PSHE</p> <p>Attention Autism</p> <p>SCERTS;</p> <p>Boxall</p> <p>OCR and all other subjects – CPG;</p>	<p>OCR Life and Living Skills;</p> <p>Award, certificate, Diploma</p> <p>AQA Unit Award;</p>

## Implementation: KS4 & KS5 Pathways for specific subjects





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