



Overley Hall
School

Curriculum Policy

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Introduction

The children and young people at Overley Hall have severe and complex needs. Autism, attachment disorder, sensory processing difficulties and learning disabilities all present significant barriers to learning. These difficulties often include the child/young person experiencing high levels of anxiety and frustration due to complications with communication and/or regulation. Low self-esteem or lack of confidence may also be experienced following difficulties in succeeding in a mainstream community. The child/young person may also have difficulties with trust issues or the outcomes of broken down relationships. Furthermore, the challenges to socially conform can interfere with a child's ability to access inclusive opportunities such as being part of a class or school community. It is therefore imperative that emphasis is placed on identifying such barriers which obstruct their learning processes. By diminishing the impact of such barriers and ensuring cultural capital, our principle aim is to ensure the children and young people can develop their life outcomes whilst enjoying our curriculum offer.

Overley Hall believes in providing a **holistic education** opportunity with the aim of reducing the barriers to learning through a combination of flexible curriculum design, regular assessment, accurate target setting towards individualised life outcomes, and a curriculum implemented with a **therapeutic approach**. We aim to nurture, build on strengths and interests and target individual needs through providing a person-centred curriculum offer. We aim to encourage individuality and make learning motivating and fun; we do this by providing a therapeutic community which nurtures and develops the 'whole' child to offer them better access to a wealth of learning opportunities.

Legislation and Guidance

This policy should be read in conjunction with our Curriculum Statement and Post 16 Curriculum offer; the revised National Curriculum, Teaching and Learning Policy and the Equality and Diversity Policy. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#), the [Equality Act 2010](#), and the [Special Educational Needs and Disability Regulations 2014](#) re: making the curriculum accessible for those with disabilities or special educational needs (SEN). The policy also refers to curriculum-related expectations of

governing boards set out in the Department for Education's [Governance Handbook](#). In order to be clear of the school's holistic vision, this policy also needs to be read in conjunction with the Department for Education's (DFE) Engagement Model Statutory Guidance <https://www.gov.uk/government/publications/the-engagement-model> as well as Overley Hall's Sex Education and Relationship Policy and the schools Religious Education and Religious Worship Policy.

INTENT

At Overley Hall School, the belief is that our curriculum meets each learner at their unique starting point and then enables them to enjoy building their knowledge and skills to achieve their full potential. Through our, **Curriculum Drivers, Core Values, Ethos and Belief**, we foster an environment where the emotional, physical, sensory, academic, social, moral, spiritual and cultural development of each person is respected and developed.

A **foundation of research** based practice steers our seamless curriculum to empower individuals to flourish whilst reducing learning barriers and maximising learning opportunities as well as embracing the child's/ young person's interests, abilities and strengths. To complement our **Ethos**, the holistic **Curriculum Offer** has been organised around the '**Broad areas of need**' (DFE 2015). These have become the foundation for organising the **Pathway for Progression**. Sequential learning steps are highlighted within **Curriculum Maps** which relate to subjects and personal development enabling a greater depth of knowledge, skills and understanding.

As well as clear building blocks, great emphasis is placed around the combination of Literacy and Communication, to secure the holistic offer whilst diminishing barriers to learning so that end points can be met. Ultimately our curriculum offer, ethos, values and aims are considered essential for advancing confidence, character, resilience, strength, self-esteem and everyday functioning so the young people will be ready and able to function with a greater level of independence, whilst accessing an ever changing, complex society in adult life.

AIMS

Through the curriculum offered at Overley Hall we aim for all young people to move on as respectful, skilful, ambitious citizens with a love or thirst for learning and a love for life and all it has to offer.

Our curriculum aims include:

- ✿ Achieving outstanding end points.
- ✿ Reducing anxiety.
- ✿ Developing key life skills across different curricular areas.
- ✿ Equipping young people for their next destination to be able to use a more 'functional level of communication' across different contexts and settings.
- ✿ Providing each young person with their own tool box of communication strategies that enables them to make choices, express themselves, and have greater level of understanding about what is right and wrong (according to British values and society).
- ✿ Offering achievable strategies to regulate emotion, think more independently and solve problems with reduced reliance on others.
- ✿ Providing extensive opportunities to build resilience and tolerance, and in turn to become more accepting of differences and to achieve greater harmony.
- ✿ Enabling experiences of what it feels like to thrive, becoming more confident, self-aware, content and proud of who they are.
- ✿ Creating a positive attitude towards learning.
- ✿ Allowing a wealth of opportunities for positive interaction and many experiences of being kind, safe and friendly with others.
- ✿ Delivering a curriculum that ensures equal access to all by meeting each learner at their unique starting point so enabling appropriate levels of challenge and support. Thus, building knowledge and skills so they can reach their full potential.
- ✿ Teaching how to manage (to the best of their ability) unexpected change and make transitions both small and large with minimal support.

- ✿ Encouraging work experience-based activities, centred around interests and strengths.
- ✿ Providing knowledge, resilience and cultural capital towards living a more meaningful and productive life, positively contributing to society, making fulfilling contributions within our local community and endeavouring to reach maximum potential.
- ✿ Encouraging more willingness to function as part of a team.
- ✿ Creating an environment where the emotional, physical, sensory, academic, social, moral, spiritual and cultural development of each person is respected and developed.
- ✿ Respecting how academic opportunities can lead to greater technical and vocational development towards future learning, digital citizenship and employment.
- ✿ Using a broad and balanced curriculum with sequential pathways of knowledge and skills relating to subject disciplines and personal development to guide progress towards individual end points.

In order to achieve our **Intent**, the journey of the curriculum begins with our **Ethos and Belief, Curriculum Drivers** and **Core Values**. Consideration must also be made to the **Curriculum Statement, Mission Statement** and **Curriculum Vision** which have helped to steer the development and creation of our curriculum offer.

Ethos and Belief

At Overley Hall School, our ethos and belief is to encourage:

- ✿ Total unconditional acceptance and positive regard.
- ✿ Integrated approaches, where people work together in a 'partnership of care' (Carpenter et al, 2015).
- ✿ Professional curiosity and a culture of safeguarding.
- ✿ Individuality; promoting and respecting the 'voice' of all.
- ✿ Transparency where the culture of sharing information is welcomed, valued and constructively challenged using a solution focused approach.
- ✿ Trustful partnerships of care working with best interest at the heart of decisions.
- ✿ The development of a 'can do' culture; where focus is about what learners **can do** as opposed to what they 'can't do'.

- ✿ The use of neuroscience to inform learning pathways and strategies so achievements can be embraced.
- ✿ Personalised learning with 'engagement' as a fundamental requirement and the creation of a 'finding out' culture.
- ✿ Individualised learning which is tailored to outcomes helping prepare learners for their next stages of life.
- ✿ Curriculum planning that is driven and shaped by long and short term outcomes addressed through Individual Education Plans (IEPs) and personalised strategies.
- ✿ Educators to be innovators, enabling flexibility to adjust and enhance learning.
- ✿ Responsive pedagogy to enable a personalised approach to transform life chances, whilst navigating the routes to learning (Hargreaves, 2006).
- ✿ Ambitiously working towards creating happy and fulfilled individuals through an increased focus on life outcomes to provide 'the springboard to life' (DFE, 2015 and Carpenter et al, 2015).
- ✿ **Implementation**, driven through understanding and acceptance of our **Intent** with the inclusion of **Curriculum Drivers** as a vehicle that enables greater **Impact**.

Curriculum Drivers

Our intent is to help children be the best they can be. Given the difficulties our children share, we believe in having common threads of focus across our teaching and ensuring outcomes are relevant, meaningful and incorporate key life skills.

These include:

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

British Values

At Overley Hall School British Values are not only highly respected, they are also heavily embedded within our Ethos and Curriculum aims. They are explored through spiritual, moral, social and cultural education and discretely promoted through Enrichment, Person Centred Development, Assemblies, PSHE and Citizenship. In order to enable access to such values, much emphasis is based around communication development. Learners are then enabled to access the world around them in a more meaningful way, being able to respond to stimuli in the immediate environment with the ability to express their needs and desires. The power of communication, leading to pupil 'voice' not only ensures expression of feelings or opinions but also enables independence and choice making as well as enhancing personal safety, confidence, involvement and the ability to contribute to wider aspects of society. Staff will gently nurture and explore various concepts and challenge ideas so that learners can develop understanding around key values such as right and wrong, rules and boundaries. Positive frameworks of interaction are offered to reduce conflict and promote friendships and vocational contributions to build community cohesion. Not only are British Values heavily embedded in our **Ethos** and **Curriculum aims**, they are also the basis of our Curriculum Drivers which steer the planning of activities, events, experiences and learning opportunities which lead to positive outcomes.

Communication

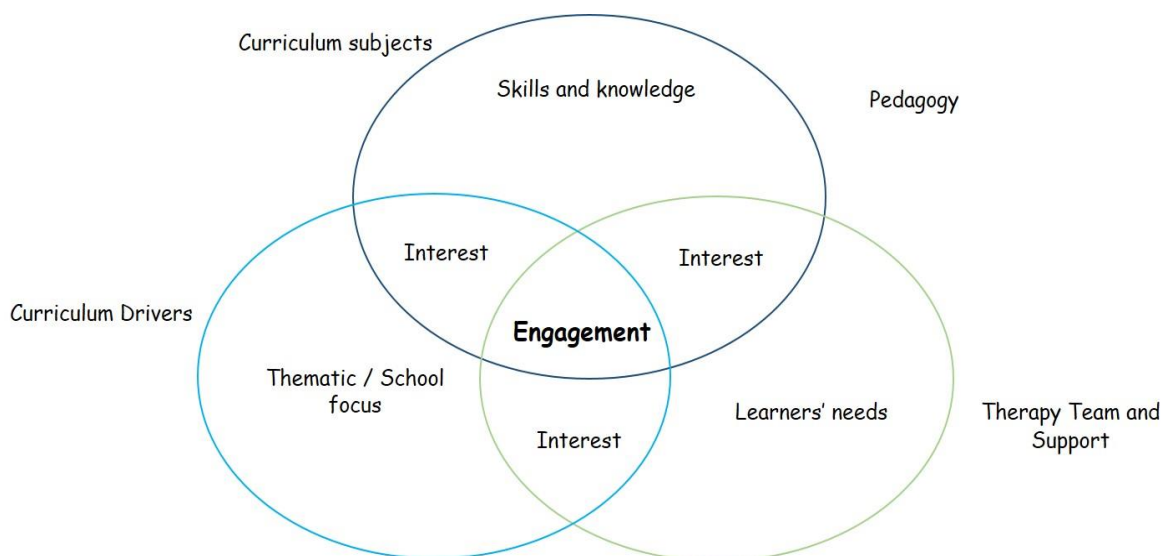
As highlighted above, communication is an integral aspect of not only working towards British Values but also independence, where learners are encouraged to develop their skills and so be able to more clearly express their needs and choices, or thoughts and ideas. These skills are further enhanced through activities related to English, whereby individually rich experiences of language expand a repertoire of knowledge for expression and understanding. In short, we recognise that communication is the vehicle that's leads towards key life skills, personal safety and inclusion, where end points can be achieved.

Emotional Wellbeing

In relation to Maslow’s Hierarchy of needs, emotional wellbeing is considered a vital foundation required to ensure learning processes can take place. As well as offering or adapting an environment that helps to reduce anxiety yet inspire interest, staff carefully build trusting partnerships of care, respectfully accepting each young person as a unique individual. Staff recognise different levels of need and sensitively embrace appropriate challenges and opportunities to ensure life outcomes can be met. Planning considers pupil’s changing needs during different levels of anxiety, linking behaviour with communication, reducing the risk of conflict and embracing positive experiences to enhance emotional and mental wellbeing.

Engagement and Curiosity

Without engagement and growing curiosity, we feel it would be difficult to recognise how deeper levels of learning could take place. With engagement at the start of the learning journey, teaching staff adapt curriculum implementation around the individual child, so a love for learning can become an ultimate outcome.



Engagement opens pathways to achievement, attainment and progress for our complex learners; coupled with curiosity, tools of personalisation, innovating a responsive pedagogy and creating a thirst to learn, it increases post-school life chances (Hargreaves 2006).

Problem Solving

The basics of problem solving are again considered a fundamental aspect to gaining greater independence, helping to reduce 'prompt dependency' and tolerating the sharing of responsibilities. Many difficulties our learners face can be presented during challenging times of anxiety or distress. By prioritising and planning opportunities that enable learners to become more active problem solvers, whilst being engaged, motivated and happy, we believe a greater chance of success can take place. Making relevant, meaningful links across various contexts during times of stability enables greater possibilities to make sense of an individually complex or unexpected obstacle, allowing key skills to become generalised to embrace greater challenge.

Regulation

In relation to **Emotional wellbeing, Problem solving** and the nature of our learners, consideration must be given to enabling greater ability to comfortably process surrounding stimuli, demands, interactions, emotions, thoughts and social challenge. Our intent is very much about supporting learners to find strategies that help with regulation, advancing confidence, character, personality, resilience, strength, self-esteem and every day functioning whilst diminishing barriers to learning.

Community

In recognition of our strong ethos and sense of 'family', we endeavour to create an immediate feeling of warmth, nurture, respect and fulfilment across both our school and care provisions. Emphasis on providing a caring community offers security, total unconditional acceptance and the building blocks to enable access to the wider world around them. The Overley 'bubble of safety', provides young people with a sense of belonging, predictability and structure; a safe haven which shapes trust and confidence to grow and contribute to the wider aspects of a less predictable community and society.

Independence

Independence is a key end point to our Curriculum drivers, ensuring life outcomes are also about gaining greater independent thinking with diminishing levels of support. A large amount of planning also takes into account learner preferences, interests and strengths and is therefore able to contribute towards a more meaningful life with greater opportunities for economic wellbeing.

Core Values

Core Values - HAPPY		
H	High-reaching	High expectations, aspirations, standards and goals <i>“The School’s work to support positive behaviour goes way beyond surface level”</i> (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

Our curriculum has been carefully planned and designed to be relevant and motivating; a curriculum with clear intent and maximum impact.

Our Flower: a visual representation of the curriculum vision



The Vision Flower

IMPLEMENTATION

Through the foundation of our **Intent, Aims, Curriculum Drivers, Ethos and Belief** and **Core Values**, teaching staff use an array of **interventions** that suit individuals with Autistic Spectrum Conditions, Learning Disabilities, Sensory difficulties and Complex needs. These include familiar routines, structure, visual aids, a broad and balanced curriculum and strategies relating to research or therapy advice that will benefit learning and pedagogy. Staff promote a whole school nurturing approach with the flexibility to support different levels of maturity and needs.

Teaching involves **Our Reflective Approach to Pedagogy** and **curriculum design**. We utilise a **multi-systemic therapeutic offer** where a number of therapies are applied alongside each other, ranging in type and intensity. As well as a therapeutic delivery, staff carefully and creatively plan whilst taking advantage of the visually rich environment that embellishes Overley Hall, both inside and out.

Sensory needs are met through individualised classrooms, with access to environments with less stimuli to reduce arousal levels, which in all, enable a learning journey to ensure each young person can reach their full potential.

Teaching and learning embraces safety, acceptance, engagement and confidence to make connections and advance knowledge towards a greater depth of understanding. This journey involves navigating sequential **curriculum maps**, which highlight deeper pathways of knowledge. Teaching involves making connections with previous learning; offering real life experiences; increasing levels of **independence** through repetitious teaching strategies; **generalising** content across different contexts; and using a **Continuum** of learning to develop engagement, knowledge and skills; this being the foundation to our assessment design (see **Assessment**).

Our definition of Implementation is:

The delivery of knowledge and skills (curriculum design) in the most effective way for individual learners at Overley Hall School, making connections to what they know, aspiring to develop deeper level of learning or understanding so that end points can be met.

Our Reflective Approach to Pedagogy, Standards and Curriculum Design

Despite recognising that some of the young people at Overley Hall may struggle to commit knowledge and skills to long term memory due to their complex learning disabilities, high standards of practice are considered vital as we hold the belief that each individual can succeed. In order to meet ambitious end point targets, it is important to maximise each learning opportunity or moment.

Our self-evaluation includes reflecting on pedagogical approaches, the importance of quality instruction, generating a positive classroom climate and effective classroom management.

To ensure these standards are met, our Continuous Professional Development (CPD) places emphasis on subject knowledge, teaching strategies, psychological development of children with and without complex needs, pedagogy and curriculum design. To achieve these high standards of teaching and learning, focus is placed around 'engagement' or how questioning (whether verbal or non-verbal) can be used to assess or to scaffold learning. We also recognise the importance of developing independent learning, responsive and adaptive practices, consistency and sequential understanding relating to individual subjects.

Our Therapeutic Offer - The Crafting of Our Implementation

Our school and therapy department adopt an integrated therapeutic approach. This links various elements of thinking to support the growth of each pupil. This approach can combine a wide range of interventions (see above for examples) that can vary in type and intensity dependent upon individual needs. Most of our learners greatly benefit from this multi-systematic therapy approach where a number of evidence-based therapies are applied concurrently.

Many of our therapeutic interventions are delivered by our trained therapists, or by therapy assistants (under supervision). In addition, education staff tap into a wide range of therapeutic approaches and strategies across their implementation of the curriculum, enabled by training and guidance. These interventions initiate and support changes in behaviour as well as reduce barriers to learning. Opportunities arise as the

child becomes more able to access the curriculum (Please see Appendix I for our full Therapy Offer).

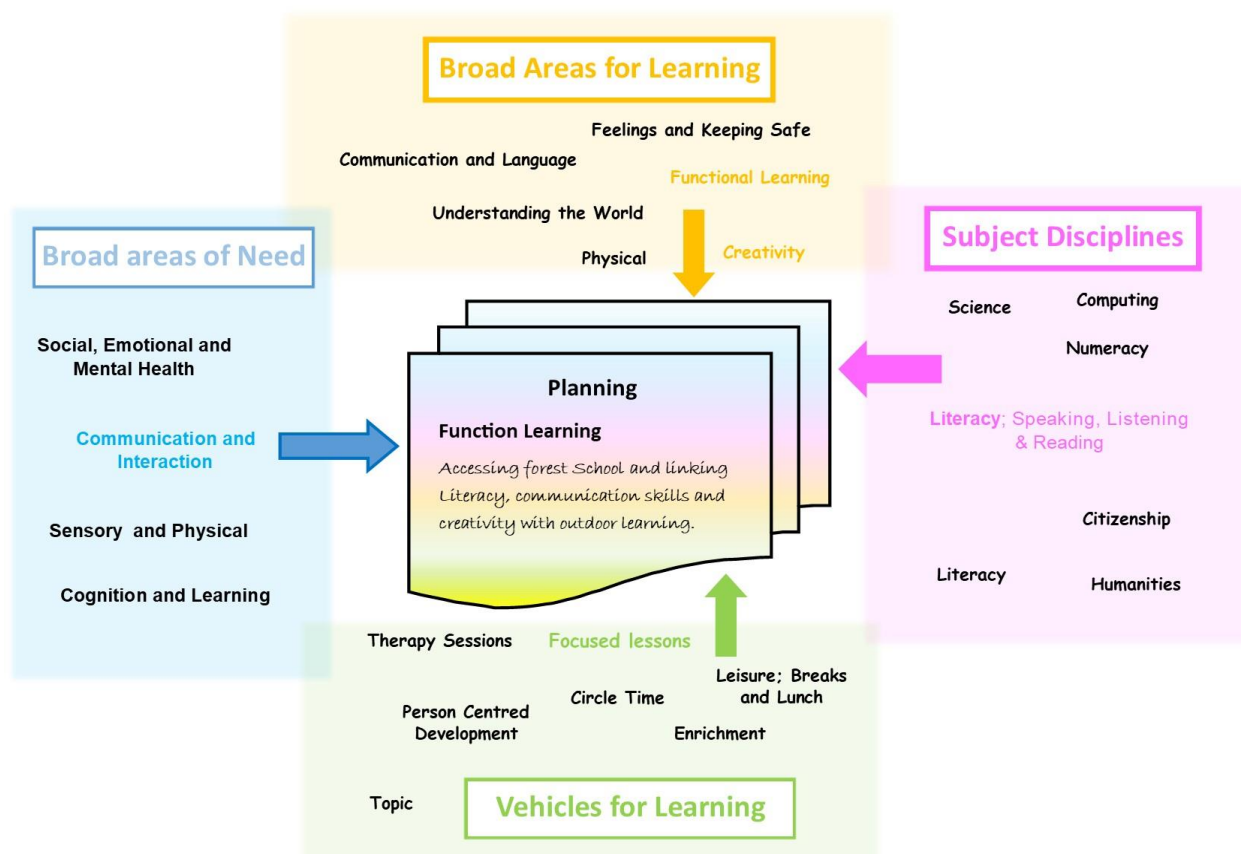
Our therapy department supports a wide range of therapies, interventions and strategies (see 'Breadth of therapies and interventions' below and 'Our Flower: a visual representation of the curriculum vision' above).

In practice, our staff encourage skills such as playfulness, curiosity and independent thinking. During activities staff place emphasis on developing communication skills, attention and focus. The importance of expanding children's understanding and ability to communicate their emotions is recognised. 'Zones of regulation' strategies are used to develop the young person's understanding as well as their ability to make better choices, which in-turn improves self-regulation (See Appendix II 'Introduction to Overlay Hall Therapy and Interventions').

Breadth of therapies and interventions include:



Implementation: Planning and Curriculum



Implementation: Curriculum Maps

To ensure our implementation enables staff to apply a methodical approach and secure progression across each subject, curriculum maps have been organised within a banded system. These curriculum maps enable staff to plan a progression pathway through the many different subject and therapeutic disciplines on offer. As well as identifying typical developmental pathways, these also allow staff to recognise the complexities of our learners where more 'spikey' profiles are likely. This profiling also supports staff in identifying and bridging gaps within learning and highlights the necessary building blocks to ensure learning meets the student's ability to understand.

Implementation: Banded Curriculum

Each subject discipline within our curriculum offer is organised to match the large spectrum of cognitive abilities presented at Overley Hall School (see Curriculum Bands).

Curriculum Bands								
White	Yellow	Purple	Blue	Green	Bronze	Magenta	Cyan	
Engagement for Learning	Early Subject Specific Development			Subject Specific Knowledge and Skill Development				
Creatively connecting child and environment to enable learning and achievement	Creatively connecting to subject disciplines, engagement, interests and foundations for the development of greater autonomy and life outcomes			Building on the foundations to enable a higher level of knowledge and understanding whilst making connections between subjects, interest, themes to promote a deeper level of autonomy and life outcomes				
Balancing breadth through the Broad Areas of Need								
Communication and Interaction Social, Emotional & Mental Health				Cognition and Learning Sensory and Physical and Sensory				KS2/4
Independent Living Employment				Health Community Inclusion				KS5
Awareness Curiosity Investigation Discovery Anticipation Initiation Persistence			English Reading, Writing, Speaking and Listening. Maths Number, Measurement and Geometry. Science, Computing, PSHE and Citizenship, Design & Technology, Music, Art & Design, Geography, History, Physical Education. Careers, Vocational, Work Experience, Play, Person Centred Development and Enrichment (Cultural, Environment, Community & Therapy)					
<p>We recognise that every child is unique and deserves a curriculum which enables them to achieve greater life outcomes. As such each subject is broken down into bands (stages of development) which offer our learners real, relevant, accessible learning opportunities with challenge. Bands embrace the vast array of possible cognitive abilities that can present at Overley Hall. Each subject being progressively sequenced to enable planning that builds on what students know, their next steps and reaching their full potential.</p> <p>Many of our students have great difficulties with their attention and emotional wellbeing, preventing them from accessing deeper levels of learning. As a result, through our implementation, particular focus is placed on the development of attention, regulation and engagement to enable young people to better access subject specific content. We are also aware that our learners can struggle with motivation and therefore our implementation utilises and harnesses the interests of each young person to achieve greater application. We recognise that the symbiotic requirement between engagement and early/subject specific development is required for our complex learners, independent of what band they may be focused on.</p>								

Implementation: The Broad Areas of Need (DFE 2015)

Communication and Interaction

Planning creatively takes into account the needs of the children, where targets are crafted and implemented through our therapeutic integrated approach; these become part of an Individual Education Plan (IEP). As well as direct Therapy sessions, 'Communication and Interaction' is further developed through Person Centred Development (PCD). Each PCD offers a broad and rich curriculum involving discrete or cross-curricular methodology, a thematic and nurturing approach, curriculum drivers and other broad areas of need and learning.

Cognition and Learning

Practical and engaging experiences are creatively planned that connect to the school theme, PCD and subject specific (or combined) knowledge and/or skills. Experiences then guide the learning journey, advancing skills and functional understanding to a deeper level. Subjects include Maths, Science, Computing, History and in particular English Reading, Speaking, Listening and Writing 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

This broad area emanates throughout our ethos, aims and core values. Carefully planned visits and activities enable learning connections and opportunities with communities, geographic stimuli and life experiences; enhancing generalisation of knowledge and skills, building confidence and developing understanding of how contributions can be made within the community and society. These connections/opportunities are structured seamlessly through PSHE sessions, Geography, RE, Assembly, PCD, IEPs and Positive Support Plans (PSP). PCD and everyday practice, takes into account Zones of regulation and the maximising of pupil voice and liberties. Creativity is further explored through Art, DT and Music.

Sensory and Physical

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

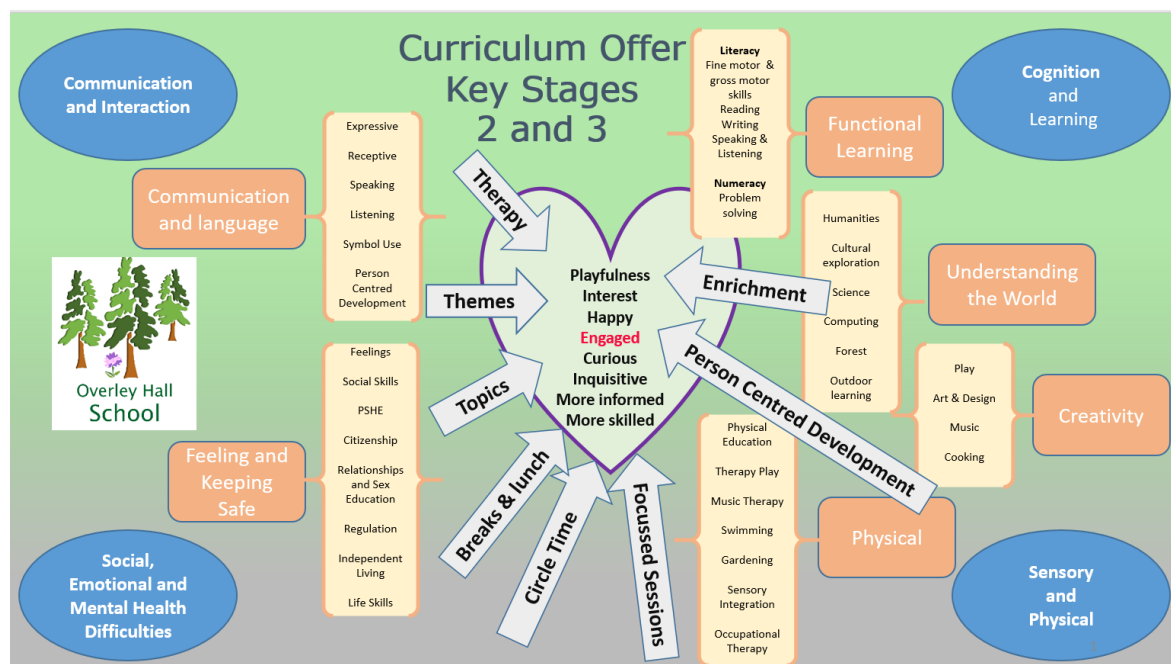
Implementation: School theme

Through our thematic and flexible approach, we cater for individual interests, whilst providing opportunities to make connections, build knowledge and develop skills in relation to current affairs and relevant matters. As well as prioritising British Values, our integrated approach is driven by the **Broad Areas of Need** (DFE 2015) and is fuelled by our **Broad areas for Learning**. Please see example of school themes below.

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All about me and keeping safe Multi culture, diversity and celebration British Values 	Superheroes & the world around me Multi culture, diversity and celebration British Values 	Health, fitness and growth Multi culture, diversity and celebration British Values 			
Year 2	Changes Multi culture, diversity and celebration British Values 	The Forest Multi culture, diversity and celebration British Values 	Play and leisure Multi culture, diversity and celebration British Values 			
Year 3	What I like to read Multi culture, diversity and celebration British Values 	Community & shopping Multi culture, diversity and celebration British Values 	Keeping fit Multi culture, diversity and celebration British Values 			



Implementation: The Curriculum across Key Stages Key stage 2 and 3: Our Broad Areas for Learning



Communication and language

Communication and Language is seen as a priority, as deficits in this area ultimately lead to frustration, anxiety and bring about challenging behaviour. To ensure safety in future years, the ability to express preference and feelings is essential, therefore we offer opportunities throughout the curriculum to develop 'pupil voice'. Our practice is very much guided by our speech and language therapy and clinical department.

Feelings and keeping safe

Given the vulnerability of our learners, emphasis is placed on the area of learning relating to feelings and staying safe. Pupils learn about friendships, relationships and how to stay safe and healthy. They learn how to stay safe in school, within the community and online. Pupils are also given opportunities to develop economic wellbeing to support their ability to budget. They apply these skills when out shopping or helping to restock the tuck shop. School staff and the therapy team work cohesively to provide appropriate personalised support for pupils and develop programs to help regulation skills, self-awareness and interaction.

Physical

Covering all aspects of physical education, as well as the development of fine and gross motor skills the Occupational Therapy Team develop sensory diet recommendations. Their aim is to reduce barriers to learning and to allow greater access to the curriculum, including activities and inclusion within the wider community. This area also includes opportunities to be physical, whilst positively encouraging movement for exercise, mobility and regulation.

Functional Learning

Functional learning is fully integrated into the curriculum. We aim to make learning relevant and to provide 'real-life' experiences and learning that enable generalisation of skills or knowledge beyond the classroom. This also involves integrating the learning journey through our thematic approach. Making choices and positive decisions, thinking creatively and working as independently as possible is positively encouraged. All subject disciplines provide rich opportunities to further develop functional skills. However, the subjects alone are unlikely to provide the complete range of experiences and practical opportunities our learners need to make connections and generalise their skills and understanding.

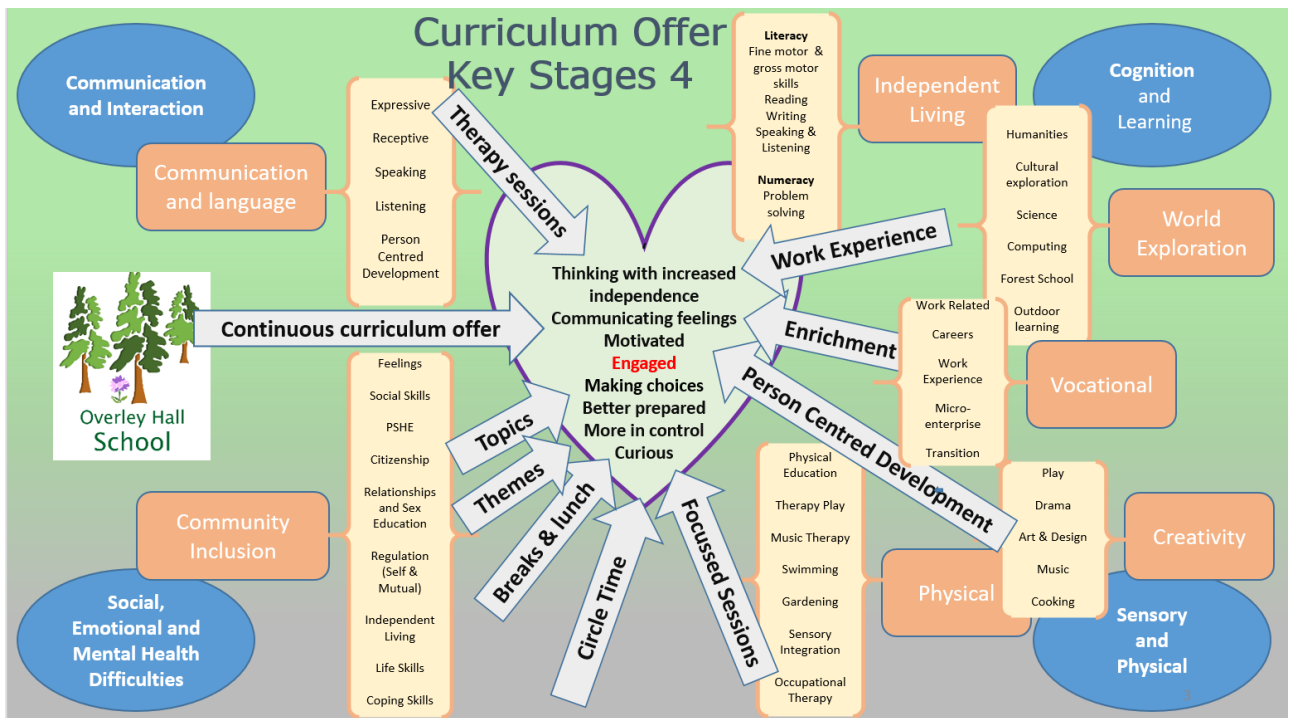
Understanding the world

To help pupils begin to make sense of the world around them, learning is offered through the learners being totally hands-on and finding out things for themselves. The focus for this area is mainly but not exclusively related to Science, Humanities and Computing (through games and play). These areas can develop observation skills, prediction and critical thinking.

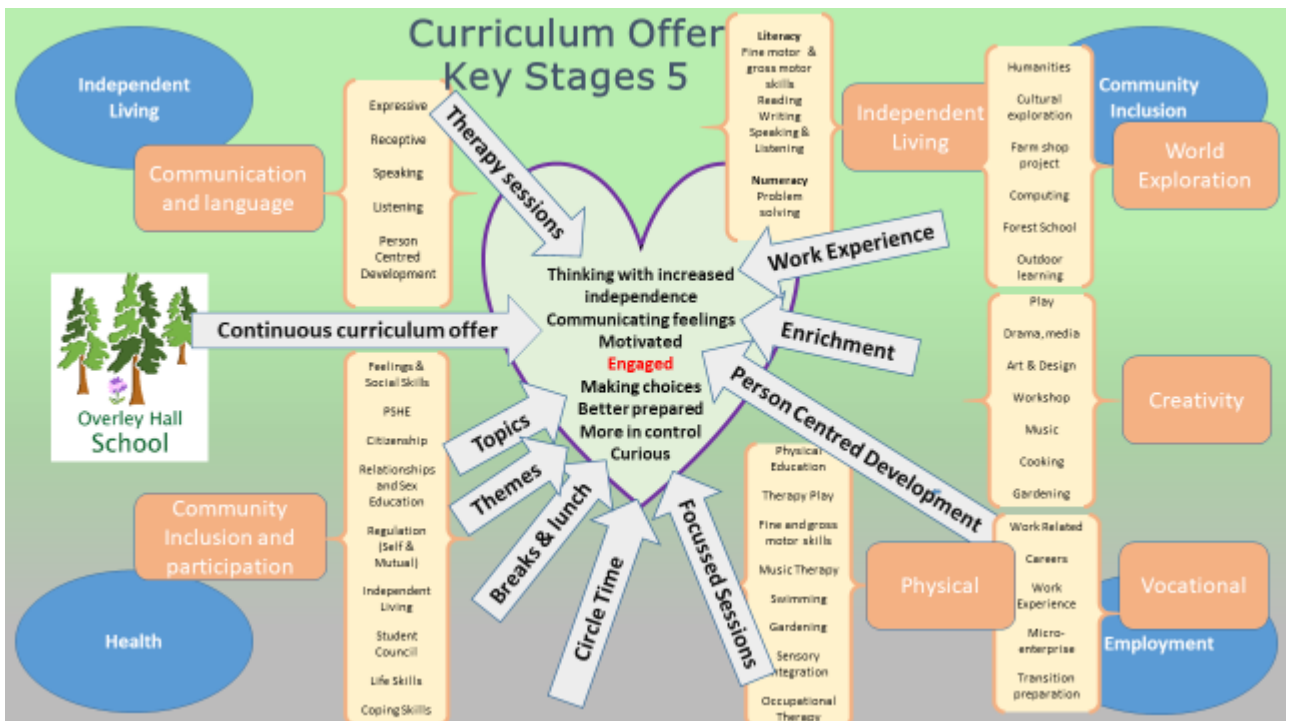
Creativity

Creativity is an integral part of our curriculum whereby learners are given opportunities to express choice, to demonstrate independent thinking and to have preferences. Creative opportunities include play, Art, Design and Technology, Music, Food Technology and English and Drama. These subjects cultivate the imagination and encourage the skills of thinking differently and flexibly. Creativity is a great area for encouraging group work, sharing, turn-taking, tolerance of differences and self-awareness.

Key stage 4: Our Broad Areas for Learning



Key stage 5: Our Broad Areas for Learning



Communication and language

Communication and Language is also seen as a main priority at Overley Hall School. Deficits in this area can ultimately lead to frustration, anxiety and can bring about challenging behaviour. To ensure safety in future years, the ability to express preferences and feelings is essential. We therefore offer opportunities throughout the curriculum to develop 'pupil voice'. Our practice is very much guided by our Speech and Language therapy and Clinical departments. Work is often accredited through AQA Unit Awards, Life and Living Skills Diploma and/or Equals Moving On. Great emphasis is placed throughout our IEPs, on developing effective communication to enable independent living as much as possible.



Community Inclusion (and participation)

We recognise that the subjects alone are unlikely to provide the complete range of experiences and practical opportunities our learners need to make connections and generalise their skills and understanding. Real life learning is a very important part of our curriculum where basic steps start in the heart of school and lead to greater connections with communities and wider environments. Through this area, knowledge and skills can be generalised to 'real life' learning and experiences beyond the classroom. We encourage the development of positive and safe decision making as well as exploring opportunities related to the wider world and what could be available beyond Overley. We take pride in providing the cultural capital to raise aspirations, self-confidence and self-esteem.

Vocational

This broad area of Vocational learning is aimed at providing opportunities across the curriculum to develop transferrable life and social skills that support careers, employability and enterprise. We support the development of 'pupil voice' and active involvement in decisions that affect students' futures, both individually and collectively. We work closely with Future Focus who lead our programmes of study and provide information, advice and guidance to staff, parents, relevant professionals and students. This area can also be an extension of subject disciplines where skills and knowledge can again become more generalised or accredited through AQA or OCR.

World Exploration

This broad area of learning provides many opportunities to develop more understanding of the world of work, including the understanding around work itself, options available, building confidence about the future and building realistic aspirations. We offer a whole-school careers programme with the ultimate goal of enabling our children to become more informed, and able to make decisions about their futures. Throughout this key stage we provide a wealth of opportunities to develop a greater understanding of the world of work and a deeper level of autonomy.

Creativity

Creativity is an integral part of our curriculum, whereby learners are given opportunities to express choice, demonstrate independent thinking and to have preferences. Creative opportunities include play, Art, Design and Technology, Music, Food Technology and English Drama to cultivate imagination and to encourage thinking that is both flexible and different. Creativity is a great area for encouraging group work, sharing, turn-taking, tolerance of differences and self-awareness. This area can also be another extension to subject disciplines where skills and knowledge can again become more generalised or accredited through AQA or OCR.

Independent Living

As part of the broad area of learning we aim to develop skills around independent thinking and functioning. Learners are given opportunities for personal growth whilst engaging in tasks required for independent living. In doing so we aspire to build a foundation for lifelong living and learning which focuses on transferable social, practical, vocational and regulation skills to enable them to live a fulfilled and meaningful life as independently as possible.



Physical

Physical wellbeing covers all aspects of physical education, as well as the development of fine and gross motor skills. Our Occupational Therapy team develops sensory diet recommendations with the aim of reducing barriers to learning and allowing greater access to the curriculum, including community activities and inclusion. This area also includes opportunities to be physical whilst positively encouraging movement for exercise, mobility and regulation.










Careers

The development of vocational knowledge and skills is embedded throughout the curriculum offer and commences from the point our young people arrive at Overley Hall School. This vocational emphasis grows sequentially as they progress across key stages. Part of our offer includes a **Careers Programme** which has been written for individual class groups rather than just year groups. This programme links directly to an **individual group's** aptitude and stage of learning with respect to age appropriate resources. Each programme is made up of activities linked to the Gatsby Benchmarks. The Careers programme can be found on the Overley Hall website.

We strongly believe in preparing our students for life beyond Overley Hall School and our commitment is demonstrated in the **Provider Access Policy Statement** which can be found on the Overley Hall website. We closely adhere to the statutory guidance set out by the DFE and Independent School Standards.

Overley Hall provides independent and impartial advice and support for our students, their parents and other key stakeholders.

Our careers offer aims to provide:

-  Greater understanding of different careers and the world of work.
-  New skills and the development of positive attitudes towards vocational activities.
-  Increased motivation, self-confidence and participation.
-  Stronger links with employers and local providers.
-  Parents with support and advice to ensure smooth transitions, including knowledge about local/specialist providers for life beyond Overley Hall.
-  Access to a wide range of career focused events and activities.
-  A broad range of information sources, details of which can be found in the careers library.
-  Students with opportunities to visit the library with guidance to access a range of differentiated resources.
-  Independent careers information, advice and guidance (CEIAG).

- ✿ Education and training options including apprenticeships, technical education and vocational pathways. (This being aimed to help inform a student's decision about their 16-19 study programme and beyond).
- ✿ Opportunities to develop decision making skills enabling them to make choices about what the best next step is for them.
- ✿ A programme which adheres to the CDI framework for careers education, employability, enterprise (March 2018) and complies with the Education Act 2011 by securing independent impartial careers guidance.

For more information about the roles and responsibilities of all stakeholders please see the Overley Hall's Careers Plan at www.overleyhall.com

Relationships and Sex Education

For a detailed summary of how Overley Hall ensures learners are provided with Relationships and Sex education (RSE) please see our detailed RSE Policy and our Curriculum Map at www.overleyhall.com.

Through Relationships and Sex Education we aim to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and to give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture linked to sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Deliver knowledge and skills in a way that (through the lens of the curriculum aims), empathically considers the emotional and academic ability of the young person, whilst adhering to our ethos, beliefs and values.

Implementation: Qualification Offer

In Key Stages 4 and 5, our offer includes a personalised approach to accessing a suite of qualifications befitting of need; aspiration; strengths and interests. In an effort to reach life outcomes we are steered by personal need, signposted by interest and

fuelled by inspiration and strength through a tailored programme of study. All learners are supported at their individual levels of understanding and given access to qualifications that enable challenge and opportunity to achieve maximum potential. Our post 16 curriculum offers programmes at pre-entry levels, Entry 1-3 and can extend as far as Levels 1 and 2 (see appendix IV).

Our learning programmes include:

- ✿ Pre entry developmental programmes tailored to develop skills to improve attention, regulation, social awareness, interactive skills, communication, independent thinking and early vocational skills but very much a needs dependent and sensory curriculum offer.
- ✿ Personal and Social Developmental Learning and a variety of supporting therapies.
- ✿ Vocational Skills courses and opportunities linked to Performing Arts, Hospitality, Outdoor Learning, Art & Design, supported by in house and external work placement opportunities.
- ✿ Opportunities to develop subject knowledge and understanding linked to aspiration, strengths and interests, also through our Post 16 thematic approach.
- ✿ Community living skills such as shopping, using money, road safety, awareness of danger and signs, learning to use public transport, learning how to access leisure & health/fitness facilities making the most of our Independent Living Suite.
- ✿ Independent thinking and building independence embedded in the curriculum offer and also via Pathways to Independence programmes.
- ✿ Functional Literacy and Numeracy embedded across real life learning situations and taught discreetly topped up with 1:1 sessions.
- ✿ Physical fitness development including yoga, gym, swimming, cycling, trampolining.
- ✿ Active Citizenship programmes including a host of inclusive community activities.
- ✿ Individual and group Careers sessions introducing the world of work and opportunities, to develop a greater vocational awareness and the skills to better access employment, whether supported or otherwise.

Implementation: Qualifications Offer

Assessments are updated twice per year and during this time challenging but realistic targets are set for each student. Core Subjects including PSHE & Citizenship are integrated during real life experiences as well as during discrete and bespoke sessions when they are the specific focus. Subject disciplines are embedded across the curriculum where appropriate, and include areas such as Person Centred Development (PCD) and Vocational and Independent Living.

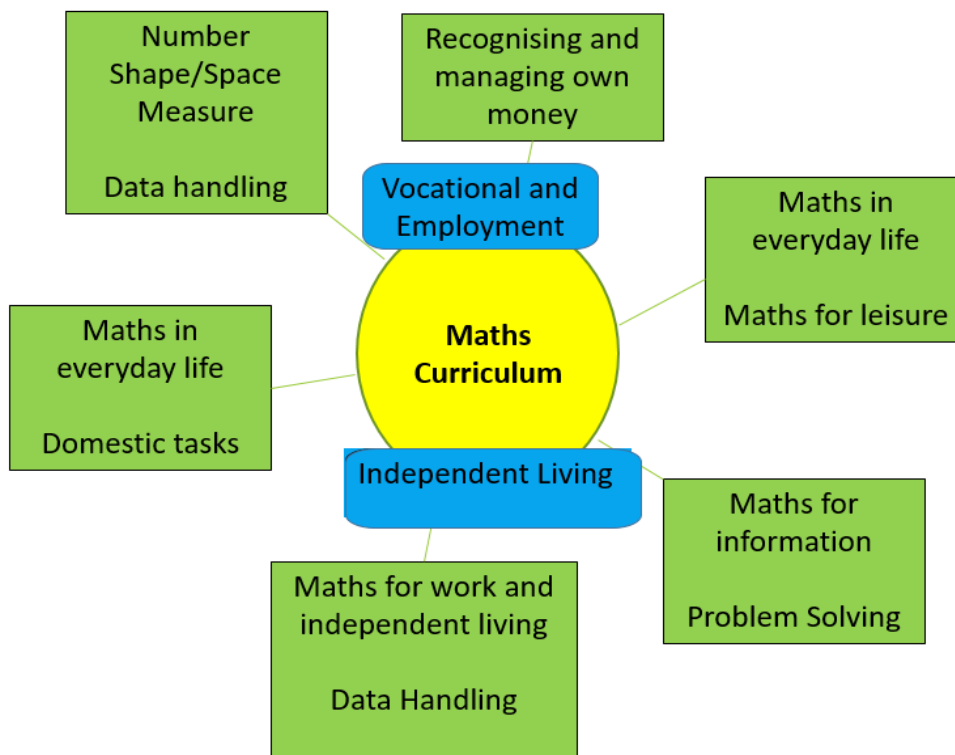
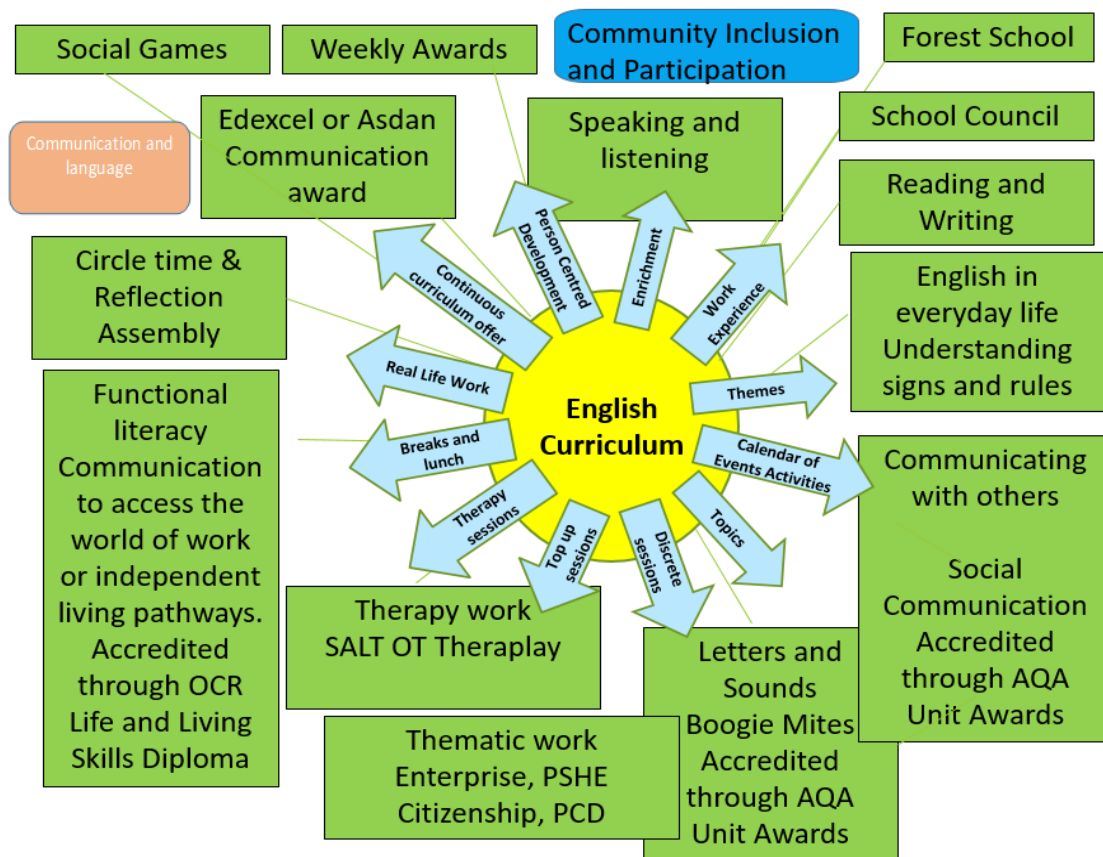
All programmes of study follow an **accredited pathway** to enable us to celebrate each individual's success, and to enable them to prepare for future life as an adult. Students progressing to college from sixth form are then able to extend the breadth and level of their vocational qualification offer. Students not yet working at Entry level Certificate or Functional Skills level will work towards specific awards linked to core subjects.

These qualifications could include:

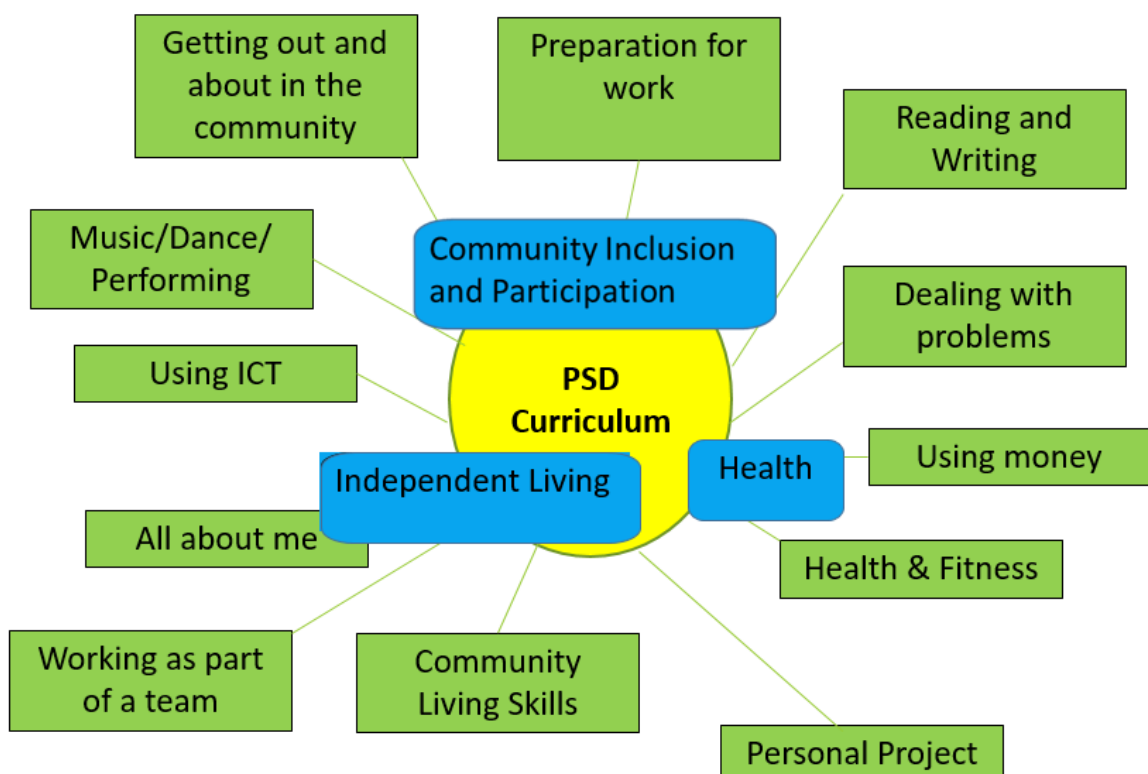
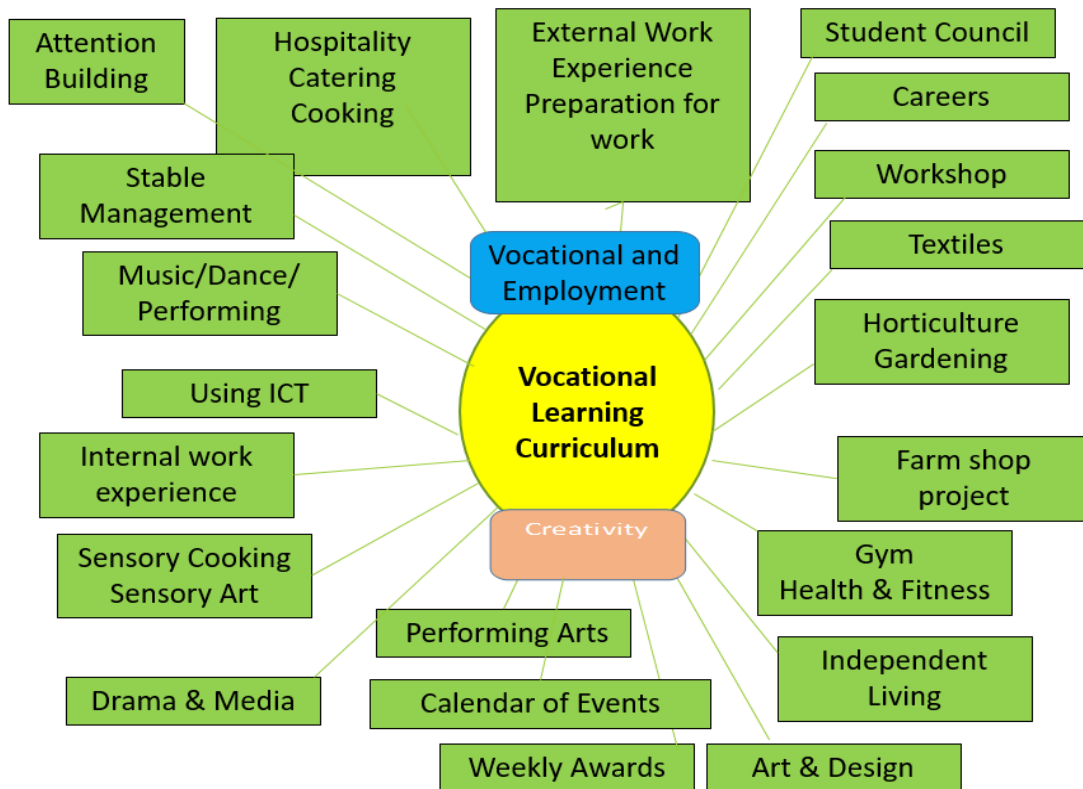
- ✿ Life and Living Skills Award
- ✿ Certificate and Diploma
- ✿ AQA Unit Awards
- ✿ Equals Moving On
- ✿ English, Computing and/or Maths Entry Level Certificates
- ✿ WJEC Entry Pathways Qualification.

Overley Hall School strongly believes that education is about enabling each young person to reach their full potential and achieve a repertoire of relevant qualifications. This not only celebrates success but also offers a wealth of experiences and opportunities in preparation for life as an adult.

Implementation: KS4 & KS5 Pathways for specific subjects



Implementation: KS4 & KS5 Pathways for specific subjects



Implementation: Maximising opportunities

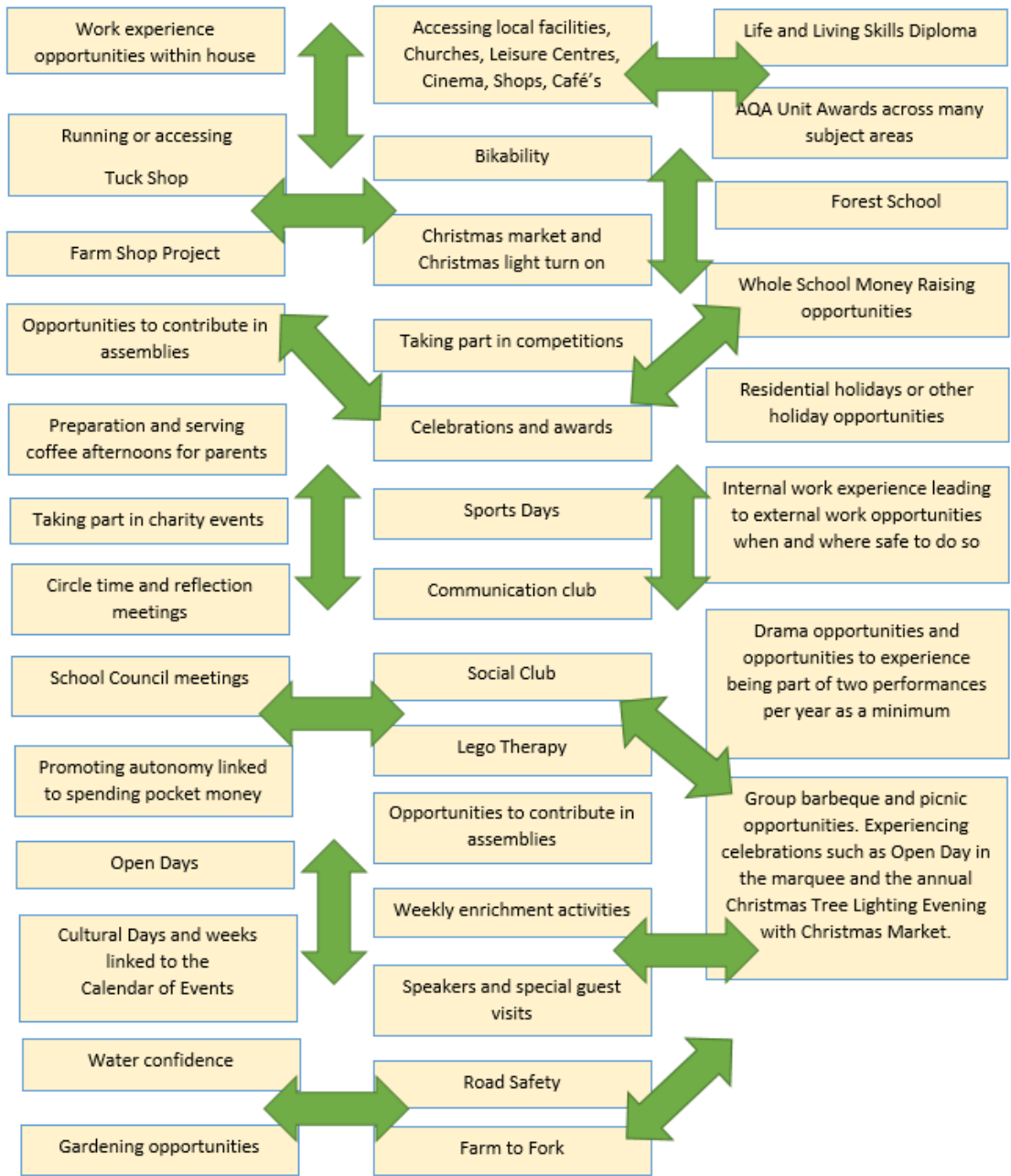
The Continuous Curriculum (Waking Day / 24 hour Curriculum)

The continuous curriculum offers learning opportunities in real life situations, which help to further develop independence, functional living skills and social communication as well as generalising the skills and knowledge that are focused on at school. Key strategies and interventions related to communication, interaction, independence, sensory, physical, emotional and social needs are passed onto parents and carers so that learning opportunities can be consistently embraced and maximised when out of school and in their family life. Our 'therapy offer' further enhances learning across the waking day, by supporting the young people in all areas of life (Education, Care and family time). They also share our Vision, Ethos and Belief of our Curriculum Intent. The Therapy Team is at the heart of all that Overley Hall offers and shares the school's Vision, Ethos and Belief in our Curriculum. Together we are able to offer a collaborative and multidisciplinary approach that can be accessed at all times, providing advice and support across the waking day.

Further enrichment and SMSC

Our curriculum offer is further enhanced through our **Calendar of Events** where rich experiences are planned whilst taking into account Local, Regional, National or Global current affairs and celebrations. Events are then organised such as Coffee mornings, Classroom or school votes, Christmas Markets, Online Safety Awareness week, Sponsored walks or even a Farm Shop experience. This could involve part of the sixth form, serving customers such as parents, staff or other learners who then have their opportunities to experience buying goods. Through this cross-curricular approach, not only are learners offered opportunities to generalise knowledge, skills, subject disciplines and topics, it also ensures that relevant and current agendas can be inclusively accessed.

Enrichment Pathways



At Overley Hall School, all learners have access to enriching activities. Individualised pathways are built around an individual’s interest and engagement as well as their readiness to safely access such activities or events. Our priority is to maintain a young

person's emotional wellbeing, whilst recognising the value of meaningful pathways and activities.

IMPACT

Successful students will leave Overley Hall School better equipped to transition to their next destination and able to use a more 'functional level of communication' across a variety of contexts and settings. Gained skills will include being able to make choices and recognise and express feelings or needs. They will have achieved individually outstanding progress from their starting points. Having felt what it means to thrive and to be successful, pupils will also be more confident, self-aware, content and proud of who they are.

Whether academic or more practical, pupils will have a wealth of experience being kind, safe, friendly and positively interacting with others. As well as tolerating and being more accepting of differences, they will achieve greater self-control by using achievable strategies to regulate their emotions, think more independently and solve problems with reduced reliance on others. The young people will be able to cope with unexpected change and make transitions both large and small with minimal support. They may engage in work experience based activities centred around their interests and strengths, giving joint attention and be willing to function as part of a team.

Finally, the pupils will be ready to live a more meaningful and productive life where they can positively contribute to society, making fulfilling contributions to their local community and endeavoring to reach their full potential. We aim for all young people to move on as respectful, skillful, ambitious citizens with a love or thirst for learning about life and all that it has to offer.

A Measure of success...

Ultimately we measure Impact through the success of our Aims.

Successful Students will:

- ✿ After completing the Overlay journey, have achieved individually outstanding end points, with reduced anxiety and enhanced key life skills across different curricular areas.
- ✿ Be better equipped for their next destination and able to use a more 'functional level of communication' across different contexts and settings.
- ✿ Have an individual toolbox of communication skills that enable choice, expression, emotional development, personal awareness and a greater level of understanding around right and wrong.
- ✿ Have gained greater ability to regulate their emotions, think more independently and solve problems with reduced reliance on others.
- ✿ Be able to successfully transition into the next chapter in their life, having had extensive opportunities to build resilience and tolerance, to become more accepting of differences and to achieve greater harmony.
- ✿ On their journey through school, they will have experienced what it feels like to thrive, and will have gained confidence, self-awareness, pride and contentment whilst encountering success.
- ✿ Be more effective at interacting positively with others, being kind, safe and friendly.
- ✿ Leave more able to manage unexpected change and make transitions both large and small with less support.
- ✿ Be ready to engage in work based activities, centred around interests and strengths, be able to give enhanced joint attention and be more willing to function as part of a team.
- ✿ Have gained a deeper understanding of skills and knowledge related to relevant subject disciplines, with improved generalisation and diminishing levels of support.
- ✿ Leave, whilst accessing a more inclusive and productive life, positively contributing to society, making meaningful contributions within their local community with a love for learning and achievement.

Assessment

To ensure our learners reach their full potential, it is vital that we assess our impact. We have developed an array of approaches for assessment that enable us to establish how students have benefited from our curriculum offer (see Appendix IV). This allows us to plan 'next steps' or stages of development and a clear pathway for progression. It also enables us to recognise where further support may be required and to identify any gaps in learning. Ultimately our assessment offer is about celebrating what our learners 'CAN DO', their interests and strengths and the building blocks that have been put in place to help shape their life outcomes.

Evidence for Learning

In order to capture and celebrate how well learners are accessing our curriculum offer, we use a tablet based app 'Evidence for Learning'. This app allows photographic and/or video evidence to be uploaded easily and securely into our uniquely designed templates. Staff can easily capture moments or periods of learning and highlight areas of success within the application. Photographs or videos can be directly related to subject outcomes and disciplines, Individual Education Plans (IEP), holistic needs, broad areas for learning, curriculum drivers or depth of engagement.

As well as identifying 'Next Steps' moving forward, 'Evidence for Learning' also incorporates our 'Continuum for Learning', Prompting and Generalisation (CPG) assessment tool, which are adapted from MAPP and the OCR (Continuum for learning). The CPG tool promotes the three areas that we consider fundamental when assessing learning for young people with autism and learning disabilities. The CPG tool steers staff to consider the student's ability and their level of involvement as much as possible. It highlights where independent thinking, personal safety, decision making and **pupil voice** have been enhanced. Not only can we measure the level of engagement, we can also assess the level of support required and how many different context specific skills or knowledge could be demonstrated.

This enables us to capture the journey towards a deeper level of understanding and safety, where skills become secure and embedded across real life experiences. In summary, the array of approaches used within the Evidence for Learning app allows us to celebrate, capture and measure the impact of our implementation.

Individual Education Plans (IEPs)

We firmly believe that pupils at Overley Hall School can make enhanced progress if we directly address difficulties each young person may have as a result of their autism, learning difficulty and/or other diagnoses. By doing this we aim to improve their ability to access the curriculum, their ability to attend activities and to develop healthier engagement; all of which, we believe, lead to developing a deeper understanding of knowledge and skills. We can boost the quality and depth of young people's understanding by addressing specific areas of difficulty the young person has, linked to the 'Broad Areas of Need'.

By setting effective long term targets to the Broad Areas of Need and breaking these down further into smaller realistic and achievable targets, we can create a plan. This plan is known as the Individual Education Plan (IEP). Strategies for success are clearly outlined in the plan, which supports and guides the staff towards achievement.

We strongly endorse individualised learning, which is tailored to outcomes through the IEP, and believe this directly prepares learners for the next stages of their lives, by directly or indirectly enabling them to benefit from the rest of the curriculum offer. The IEP creates an opportunity for education staff, therapists, carers and parents to work together, by applying the strategies to improve educational results for children with disabilities. We believe this to be the foundation of a quality education for each young person with a disability.

We therefore use the Broad Areas of Need, not only to plan the curriculum (see below, where these can be seen in the blue bubbles), but also to strategically plan for individualised progress through the IEP. This is directly linked to their disability or condition.

As IEP targets are very much part of the curriculum offer, they are formally reviewed at least twice per year, more frequent assessments also take place. Progress made towards the IEP targets is measured through Overley Hall's CPG assessment system wherever possible. This ensures targets are measured in relation to engagement, independence and the generalisation of skills across different contexts. These are considered to be important areas to develop and ones that will help provide a better quality of life as an adult.

Roles and Responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and ensure strategic support is provided to further enhance impact. They will ensure the school is providing a "broad and balanced curriculum" which:

- ✿ Includes opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education which enable all pupils to learn and make progress.
- ✿ Allows pupils to acquire speaking, listening, literacy and numeracy skills.
- ✿ Provides personal, social, health, economic and religious education that reflects the school's aims and ethos.
- ✿ Encourages respect for other people, paying particular regard to the protected characteristics.
- ✿ Gives access to accurate, up-to-date careers guidance, presented in an impartial manner from year 8 onwards.
- ✿ Ensures 'Pupil Voice' is very much respected, promoted and valued, working towards independent thinking and choice making, in preparation for opportunities, responsibilities and experiences of life in British society.
- ✿ Offers a quality provision to pupils regardless of ability or need across all key stages; ensuring everyone has opportunities for accredited learning, enhancing knowledge and skills relevant for future life.
- ✿ Encourages participation in decision-making about the breadth and balance of the curriculum.

The Governing Board will also ensure that the implementation of the curriculum:

- ✿ Enables learners to acquire new knowledge and make good progress according to their ability, increasing depth of understanding and developing skills across the broad and balanced curriculum.
- ✿ Promotes the application of intellectual, physical and creative effort, a deeper level of engagement and self-motivation, whilst inspiring interest in their work and the ability to think and learn for themselves.
- ✿ Involves well planned lessons and effective teaching methods, activities and classroom management.
- ✿ Shows a good understanding of the aptitudes, needs and prior attainments of all learners, ensuring that these are taken into account in the planning of lessons.
- ✿ Demonstrates good knowledge and understanding of the subject matter being taught.
- ✿ Utilises a range of teaching resources that compliment curriculum offer but ensures maximum impact and good value.
- ✿ Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly, using data to plan for pupil progression.
- ✿ Utilises effective strategies for managing behaviour, encouraging pupils to develop emotional wellbeing and skills for regulation.
- ✿ Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate against pupils.

The Governing Board will ensure the spiritual, moral, social and cultural development of pupils by:

- ✿ Actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- ✿ Ensuring that Overley Hall's **Aims**, **Beliefs** and **Ethos** are actively promoted (please refer to **Intent; Aims, Beliefs** and **Ethos**).

The Head Teacher

The Head Teacher is responsible for ensuring this policy is adhered to, and that:

- ✿ All required elements of the curriculum and those subjects which the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual pupils will be met.
- ✿ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board.
- ✿ Requests to withdraw children from curriculum subjects, where appropriate, are managed effectively.
- ✿ The school's procedures for assessment meet all legal requirements.
- ✿ The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- ✿ The Governing Board is advised on whole-school targets in order to make informed decisions.
- ✿ Suitable provision is in place for pupils with different abilities and needs, including children with SEN.
- ✿ Gathered data is analysed to measure the impact of the curriculum, to strategically plan and to address any identified aspects through the school improvement plan.
- ✿ Appropriate audits are carried out to effectively measure the Quality of Education linked to the Intent, Implementation and Impact of the curriculum aims, ethos, and values.
- ✿ Analysis of pupil performance data is accurately relayed to the Governing Board, paying particular attention to disadvantaged groups such as those eligible for the pupil premium.
- ✿ Staff performance is tracked, measured and analysed through performance management across Intent, Implementation and their Impact, feeding back to the Governing Board.

The Assistant Head Teacher

The Assistant Head Teacher will:

- ✿ Establish and sustain high-quality teaching across subjects and phases, based on gathered evidence.
- ✿ Ensure the aims of the Curriculum Policy are being implemented.
- ✿ Ensure the teaching of a broad, structured and cohesive curriculum.
- ✿ Establish curriculum leadership. This is to include subject leaders with relevant expertise and access to professional networks and communities.
- ✿ Use valid, reliable and proportionate approaches for assessing pupils' knowledge and understanding of the curriculum.
- ✿ Ensure the use of evidence-informed approaches are used throughout the implementation of curriculum.
- ✿ Ensure individual curricula offers for each learner are fit for purpose and that they promote cohesive opportunities for progression.
- ✿ Promote a culture and practices that enable all pupils to access the curriculum.
- ✿ Have ambitious expectations for all pupils regardless of their needs and complexities.
- ✿ Make sure the school works effectively with parents, carers and professionals to identify additional needs and provides support and adaptation where appropriate.
- ✿ Ensure the therapy offer enables all learners are able to access and benefit from the curriculum.
- ✿ Track and analyse pupil performance data.

The Pastoral Deputy Head

The Pastoral Deputy Head will:

- ✿ Plan and implement interventions for those pupils who are not progressing.
- ✿ Provide training and support for teachers and support staff on effectively administering the assessment system.
- ✿ Establish and implement whole-school systems for developing pupil wellbeing.
- ✿ Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team.
- ✿ Provide staff with training and support so they can play a part in enhancing pupils' personal development.

- ✿ Promote and evaluate the effectiveness of the school's behaviour policy and strategies.
- ✿ Monitor and ensure the continuous improvement of pupil attendance.
- ✿ Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies.

Teachers and Tutors

All teachers and tutors will:

- ✿ Ensure the intent, aims, and core values of the Curriculum are fully embedded in its planning and delivery.
- ✿ Provide a Curriculum where content is contextualised, to enable it to come alive to our learners.
- ✿ Plan and deliver lessons which help promote an 'engaged' relationship with the Curriculum content.
- ✿ Build lessons that develop interest and curiosity through a range of opportunities such as 'real-life' learning and 'hands-on' practical activities.
- ✿ Ensure emphasis is placed on the development of the individual needs of learners; as outlined in the 'Broad Areas of Need', EHCP and Individual Education Plans.
- ✿ Demonstrate an array of person-centred approaches, maximising learning opportunities.
- ✿ Measure the impact of their own planning and implementation, evidence the small steps of learning and ensure any gaps across the Curriculum are addressed.

Appendix I - Overlay Hall Therapy Offer

At Overlay 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, Assistant Head), 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 Overlay 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 Regulations'

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.

Appendix II - Introduction to Therapies and Interventions offered at Overley 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 Overley 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 Overley 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 Halls 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 neuros 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

SCERTS (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 learners 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 Overley 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 nonverbal or preverbal, 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 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. This provides 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
- Contribute to and liaise 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 kids 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 & 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.

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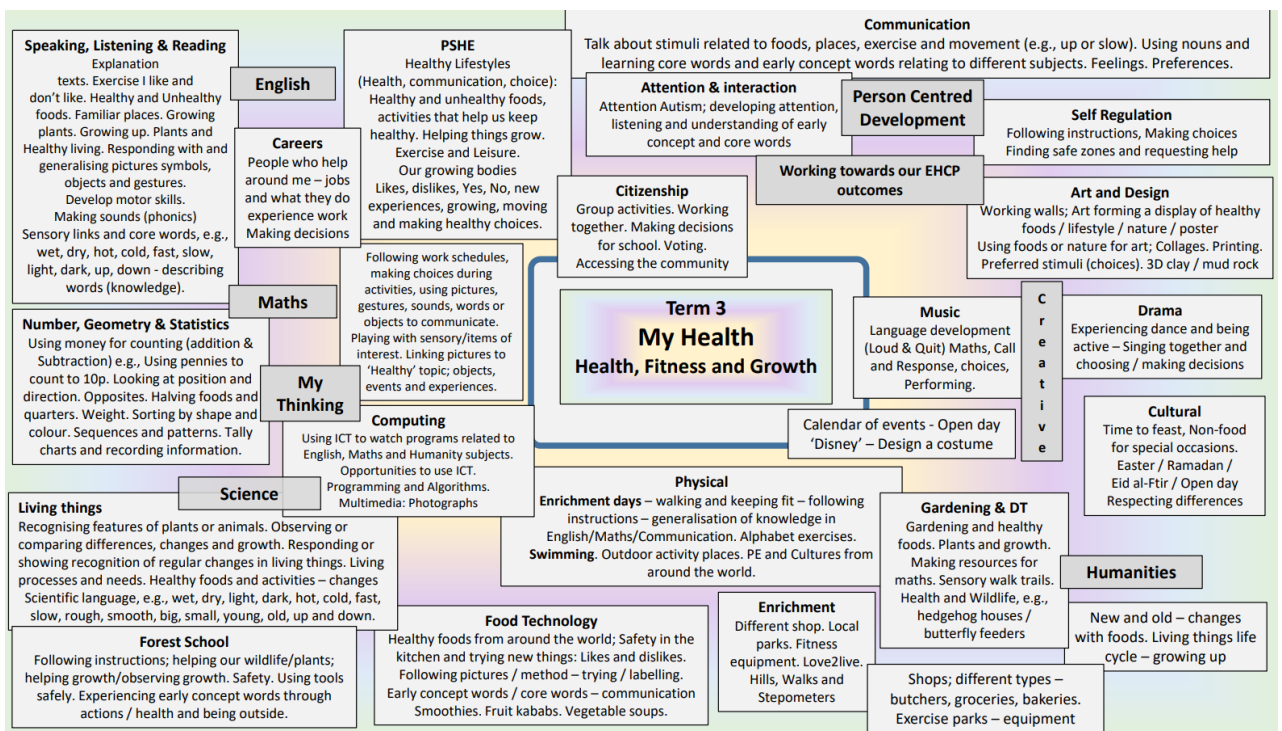
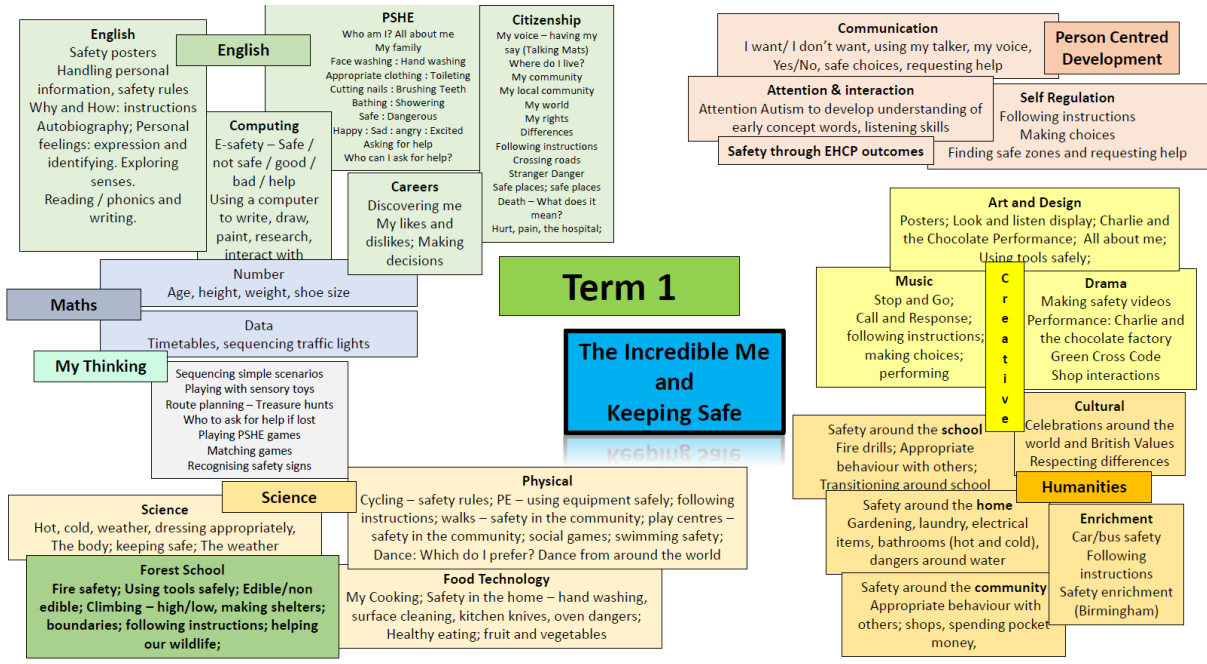
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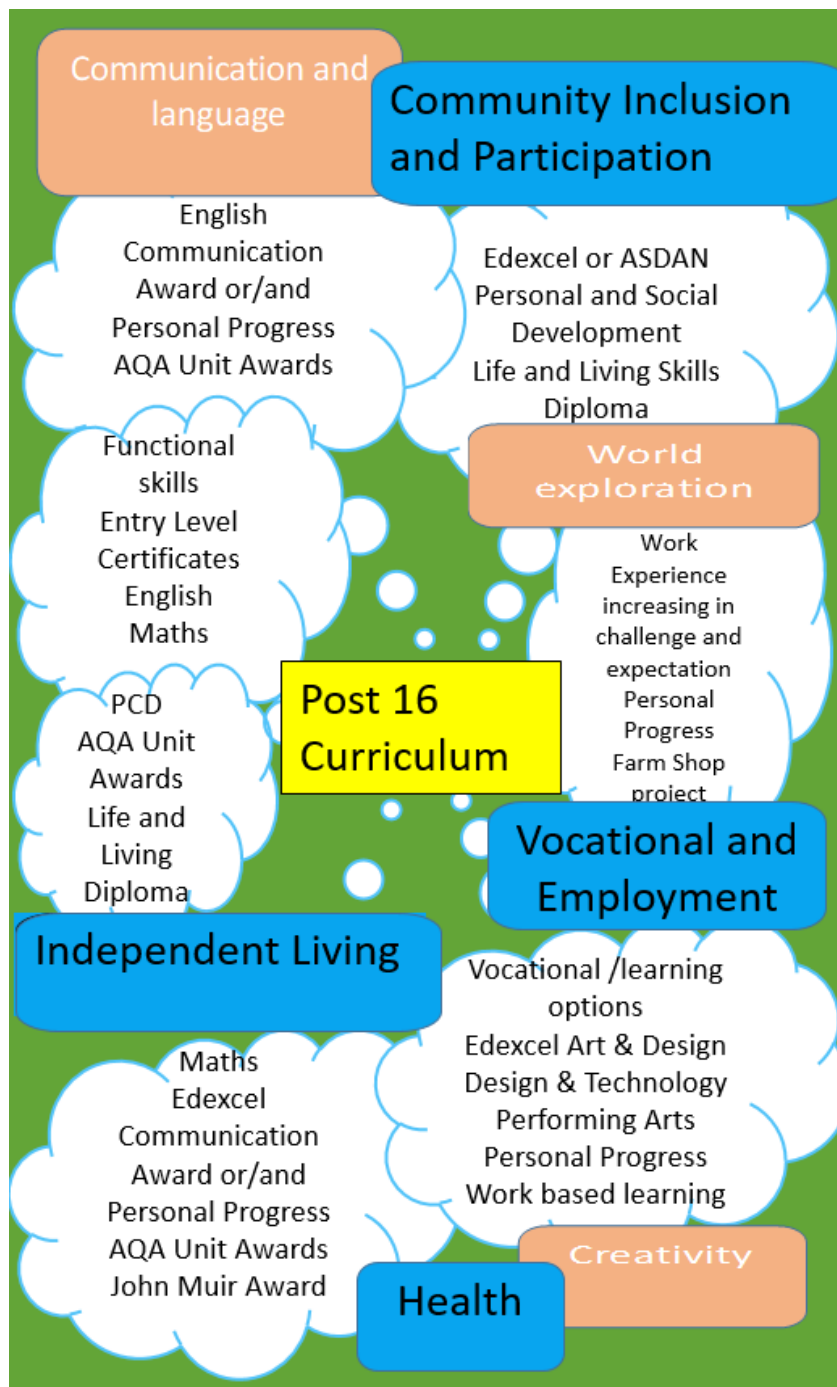
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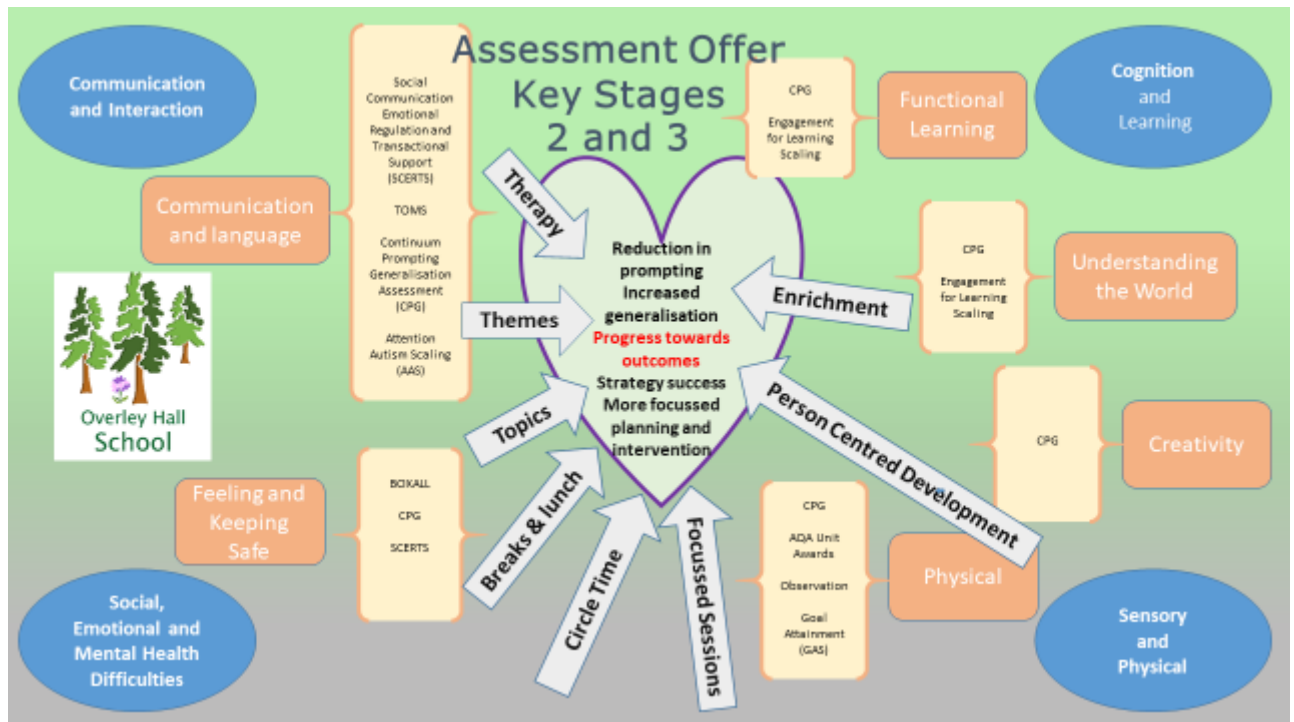
Appendix IV



Appendix V



Appendix VI - Key stage 2 and 3: Our Broad Areas of Assessment



Key stage 4: Our Broad Areas of Assessment



Appendix VII - Classes

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 – CPG across the curriculum; English, Maths Science, Computing and PSHE Engagement Profile. Attention Autism Scaling SCERTS – Joint Attention SCERTS – Emotional Regulation; Boxall	Internal Certification; AQA Unit Award Diploma in Life and Living Skills for 6 th 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 – CPG across the curriculum; English, Maths Science, Computing and PSHE Engagement Profile. Attention Autism Scaling; SCERTS; Boxall	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 – CPG across the curriculum; 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; Therapy 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 – CPG across the curriculum; 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; OCR Awards , Life and Living Skills: Award, Certificates, Diploma;
Holly	5	Increasing independence. A person centred development approach developing vocational and life skills Increasing involvement; 6 th 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 – CPG across the curriculum; 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 & 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 – CPG across the curriculum;</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>

Appendix VIII - 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.

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.