

Highly integrated therapeutic support throughout the school day which includes physiotherapy, speech and language therapy and occupational therapy. Input from a SaLT is required for communication as well as eating and oral motor skills management. Oversight from PT for positioning, equipment and postural management needs, as well as access to orthotic. Designated Physio sessions to ensure students have access to regular stretching programmes to maintain muscle length and strength and gross motor skills. Daily passive movements, regular changes of position, hydrotherapy, task series programmes and individual therapy forms part of a 24 hour postural management programme.

Occupational Therapy focuses on positioning, equipment provision and postural management needs. Specialist seating is monitored and reviewed to ensure that postural and functional needs are continually met and maximise functional independence within learning as well as daily living activities through a graded approach and adaptation of activities and environments.

Regular access to the local community to take part in functional tasks and activities such as shopping, visits to the Library, café to complete challenges, as well as educational visits to museums and centres to enhance curricular topics.

Functionality and Independence challenge– To identify what we need for home during home time routine using object of reference communication boards.

Regular sensory sessions allow for students to become more aware of themselves, their bodies, the environment and the world around them. Students are supported to make choices based on preferences and express thoughts, feelings and wishes at a pre-verbal communication level and give reactive, proactive and interactive responses to guide staff, indicating wants/needs and desires allowing for more independence and freedom of choice. Sessions also focus on strengthening and regulating the sensory systems ensuring that students can maintain optimal arousal levels and participate to maximum effect as independently as possible.

High level of support from highly experienced familiar staff to facilitate students to meet all needs and help support access to all areas of their learning day. This approach promotes access to the curriculum as well as access to other opportunities/activities offered within school (social times and access to therapy) Allowing student to engage to maximum effect and increase participation and independence within own scope of ability.

Daily Task series Programmes to help students learn and maintain functional skills that can be generalised and used throughout daily living activities.

Complex Learners: Functionality/Independence Driver

Language rich, topic based multi-sensory curriculum providing pupils with real life learning experiences, opportunities to contextualise learning and generalise skills. The multi-sensory and engagement approach provide deeper understanding and application of skills and improves participation, functional skills and independence.

Access to an adapted engagement curriculum which is personalised to meet student individual needs. The curriculum prepares students for learning, pointing what they need to learn and how they can progress to maximise potential to ensure they are ready for future development. The individualised approach ensures that students personal, medical, therapeutic, social and learning needs are met simultaneously, minimising the impact to the curriculum, daily running of the class and learning of each individual.

Access to a small group, quiet learning environment which offers a wide variety of stimulating activities within the engagement curriculum. This Helps develop skills and increase ability to engage with activities, enhancing learning experiences. Regular access to therapy input facilitates access to the curriculum, to ensure that students can fully participate in sessions as independently as possible

Hi and Low tech Specialist aids and equipment used on a regular basis to encourage active participation, access to learning, functionality and independence. Regular equipment used is; AAC communication methods and devices, Standing frames, orthotics, Specialist supportive seating, Adapted learning environment, adapted resources– (switch toys/sensory bags/object referencing, furniture) and Specialist ICT devices