



Eastlea
COMMUNITY SCHOOL

Long Term Plan Resource Base

Sensory Grouping (KS3)

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Subject intent/vision:

We want our students to have a breadth of learning experiences which serve to offer them opportunities to develop their resilience, self-esteem, independence and curiosity.

"Plant one seed on stony ground and you'll not grow a fruit tree or collect any fruit. Scatter seeds far and wide on many types of soil and you increase your chances of germinating that seed, growing that tree and collecting that fruit".

Resource Base Sensory Group

The sensory grouping is for pre-formal and semi-formal learners or those emerging to purposeful communication. This grouping allows the students to become more aware of themselves, build positive relationships with others and to also understand the world around them. Students will learn through play, sensory stimulation, practical activities and community engagement. This grouping allows students to develop their communication skills as well as develop the key skills that will allow them to become more independent in later life. We embed sensory stimulation and intervention integrated across all learning activities and experiences. Students in this grouping are taught holistically rather than sequentially. Repetition, revisiting themes, and pedagogical routines are important as part of students' learning and communication development. As far as possible the sensory students might follow the Nurture and adapted KS4 curriculum pathway topics, adapted to their needs.

We also implement a Personalised Curriculum in addition to the above groupings for each pupil which addresses objectives and targets individually specific to each student set out in their EHCP or personalised learning plan.

The intent for these students is that they:

Make progress in:

- Communication, Language, Literacy and English
- Mathematical development, Numeracy and Maths
- Understanding the world (Scientific enquiry, Humanities, ICT)
- Creativity (Art, Music, Drama)
- Personal, Social, Emotional development (PSHE)
- Physical development (Movement, PE)

Additionally they:

- Develop and apply functional modes of communication skills for success in the community, school and at home.
- Build their skills for learning in other areas and objectives that are set out in their EHC Plans such as Communication, RSE, Expressive Arts, and Cookery.
- Are prepared to progress to college or for their next stages in education and/or training.
- Develop their curiosity and engagement to understand and interact with their environment.
- Maintain and develop physical skills (gross and fine motor)
- Are enriched by their time at Eastlea and encouraged to fulfil their potential.
- Establish and sustain healthy and positive relationships with adults and their peers in school, promote their mental and emotional health as well as their self-confidence, resilience, and self-esteem.
- Play an active part in their communities as advocates for SEND.
- Develop the skills and knowledge required to keep themselves healthy and safe including in their relationships, so that they can actively participate in their communities and be able to access a range of indoor and outdoor settings.
- Understand and communicate their own Physical, Emotional and Sensory needs through PSHE to ensure that these do not become a barrier to their personal development or cause them to withdraw from the world around them due to anxiety or frustration.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious – Our curriculum is adapted from mainstream topics and is intended to develop both the pupils academic and life skills to prepare them for future educational and community settings.



Sequenced / Spiral – Key learning and life skills are repeated and gradually built upon throughout the academic and personalised curriculums to support new skills and increase independence.



Literacy – This is embedded in all aspects of teaching in the Resource Base with the use of appropriate resources for each student. The use of photos, objects of reference, communication core boards in addition to written information is incorporated into lessons to allow our students to not only engage but also to develop their own methods of communication. Phonics and fluency for reading is embedded in their provision.



Cultural Capital – The Resource Base recognises the importance of learning outside of the classroom environment and is committed to relevant, appropriate and accessible trips and experiences to enhance our pupils' knowledge and understanding of the curriculum for example visits to local faith centres and places of historic importance.

Long term plan:

Refer to subject based plans for mainstream departments - our curriculum topics are adapted from this.

Progress for our pupils can be demonstrated by:

- Evidence in Tapestry
- Accessing assessment at entry Level to level one.
- Achieving externally verified qualifications. For example, ASDAN Personal and Social Development.
- Pupils making progress towards and/or achieving their outcomes set within their EHC Plans. These outcomes are informed by relevant professionals working with the students.
- Pupils making progress/achieving within their respective curriculum groupings.
- Annual reports to parents.
- Destinations at the end of secondary school.
- Attendance at school.
- Enjoyment and positive attitude to learning.
- Supported transitions within the wider school e.g. attendance at mainstream lessons.

