

Springside School

Area of Learning -
My Physical and Sensory



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Intent

We believe in teaching our learners how to access and enjoy physical and sensory activities to promote positive health and well-being as they mature. Key to this is ensuring that learners have maximum opportunities for functional movement and access to their personal physical and sensory programs

My Physical and Sensory element of the Experiential phase curriculum consists of the following areas:

- Implementation of physical and sensory programs which are integrated into the learner's day. (Daily physio stretch program, postural management programs)
- Weekly Movement sessions eg. Wheelchair Dance, Parachute Games, MATP
- Access to Hydro therapy
- Access to rebound therapy

Coverage

This provides an overview of how we teach our learners to be independent as possible with their Physical Health and Well-being at Springside School, it should be read in conjunction with the 'Curriculum', 'EYFS', 'SMSC and Learner Voice' and 'Behaviour' policies. Whilst this provides an overview of how we teach the Area of Learning relating to Physical and Well-being, due to the nature of physical and well-being, these are also reinforced and taught within every aspect of school life.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My Physical and Sensory Area of Learning. It should be read in conjunction with the phase brochures and policies for EYFS and each individual area of learning.

Context

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My Physical and Well-being' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring

they reach their full potential having access to a broad and balanced curriculum promoting independence throughout when considering the importance of physical and mental health and well-being.

Implementation

The My Physical and Sensory Area of Learning is tailored to the needs of the learners as identified in their EHC Plans and Personal Learning Plans. This area will incorporate specialist advice and programmes and the implementation will differ for each learner.

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum and Birth to 5 Matters - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

Objectives

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

Impact

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in progress meetings with the Deputy Headteacher (Assessment lead). There are a vast number of skills, concepts and knowledge covered within this area of learning and these are assessed using Springside Steps on our Solar platform.

Progression

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system (further information on this can be found under 'Progression Principles).

The 5-tiered system of progression is:

- 1) Memory building
- 2) Sabotage and recognition of a problem;
- 3) Independent solutions
- 4) Generalisations;
- 5) Self-belief and confidence

These are referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

Parents

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.

We believe that our learners:

- have the right to access equipment daily as part of their 24hour postural management program which have been written by their physiotherapists and occupational therapists.
- Have the right to maintain their physical and sensory capabilities
- for example, looking, listening, walking, sitting