



Spiral School

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# Investigative Phase

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# Intent

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## Investigative Phase

### How do the learners learn on this pathway?

Investigative phase learners investigate the world around them in a more formal learning environment. Learners in this phase begin to make links and develop their communication to explore and explain ideas and concepts. The aims of each area of learning is to provide the learners with the skills, concepts and knowledge to meaningfully engage in the world around them.

Developing understanding and expression of feelings and emotions is central to learning. Learners are encouraged to engage and form secure relationships with adults and peers, develop resilience and feel more comfortable in sharing their feelings. Talents are encouraged through activities such as signing choir, sports and assemblies, helping to develop self-esteem and pride, in addition to celebrating others' achievements.

Engaging in a range of experiences, topic focus and development in the Investigative phase includes those within learners' personal interests and new ideas and themes. Teaching and learning is shared and developed through a range of interactive areas of learning such as My Play and Leisure, My Independence, My World and My Physical Well-being which encourage discovery and wonder.

The classes offer a needs-based curriculum, where appropriate, using a child-led approach using the principles of EYFS as well as more formal approaches. Each utilising and developing learners' skills to encourage investigation, expression and independent learning. Each learners' capabilities are considered and individual needs are fully met, educationally, socially, emotionally and physically.





# Implementation

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# Curriculum Overview

Learners at Springside follow the curriculum as detailed below. Rather than lessons, we refer to the activities our learners undertake as 'areas of learning'. These areas of learning are delivered using a variety of approaches. This skeleton scheme of work is then adapted as appropriate to the learners' abilities and interests for each learning area, providing a broad, balanced and enriched curriculum. The curriculum is further enhanced through our Learning for Life themes and enrichment, these are established in Assemblies, embellished in 'Learning for Life' experience days and the areas within this are threaded throughout each area of learning, used as hooks for learning.

Although classes will personalise their approaches to the individual learners, to facilitate and ensure consistency within a phase, learners experience a number of phase specific 'non-negotiable' elements within each classroom these are the approaches to learning that will be similar within a phase.

PSHE, RSE, RE, SMSC (including British Values) underpins all practice and are taught throughout each area in an holistic manner. Some topics within these are taught, as appropriate in discrete sessions in the Investigative phase. Each area of learning is taught sensitively and inclusively, with respect to the backgrounds and beliefs of learners and parents while always with the aim of providing learners with the knowledge they need.

## Areas of learning - Curriculum Pathways

Sequenced Investigative	Emerging Investigative	Investigative	Springside @ Littleborough	Community Based
<ul style="list-style-type: none"> <li>▸ My Independence</li> <li>▸ My English</li> <li>▸ My Play and Leisure</li> <li>▸ My Physical Well-being</li> <li>▸ My Maths *delivered when appropriate</li> <li>▸ My PSHE *delivered when appropriate</li> <li>▸ My World *delivered when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▸ My Independence</li> <li>▸ My English</li> <li>▸ My Play and Leisure</li> <li>▸ My Physical Well-being</li> <li>▸ My Maths *delivered when appropriate</li> <li>▸ My PSHE *delivered when appropriate</li> <li>▸ My World *delivered when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▸ My Independence</li> <li>▸ My English</li> <li>▸ My Play and Leisure</li> <li>▸ My Physical Well-being</li> <li>▸ My Maths</li> <li>▸ My PSHE</li> <li>▸ My World</li> </ul>	<ul style="list-style-type: none"> <li>▸ My Independence</li> <li>▸ My English</li> <li>▸ My Play and Leisure</li> <li>▸ My Physical Well-being</li> <li>▸ My Maths</li> <li>▸ My PSHE</li> <li>▸ My World</li> </ul>	<ul style="list-style-type: none"> <li>▸ My Independence</li> <li>▸ My English</li> <li>▸ My Play and Leisure</li> <li>▸ My Physical Well-being</li> <li>▸ My Maths</li> <li>▸ My PSHE</li> <li>▸ My World</li> </ul>

## Approaches to Learning

Skills, concepts and knowledge delivered in a highly structured, communication rich way.	Skills, concepts and knowledge delivered in a child-led play based learning environment and manner.	Skills, concepts and knowledge delivered in a child-led more formal learning environment and manner.	Skills, concepts and knowledge delivered in a child-led more formal learning environment and manner. Includes elements of the National Curriculum as appropriate.	Skills, concepts and knowledge delivered in a child-led way that is wholly practical based.
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Progression within each area focuses on developing the thinking and problem-solving skills of our learners. Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time. Staff support learners through scaffolding to encourage independence in all areas. All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day. Whilst our skeleton curriculum is derived from Equals, in the Springside at Littleborough hub, learners access a curriculum that includes elements of the National Curriculum as appropriate, whilst maintaining a focus on independent skills.



# Springside School Curriculum Theme Mapping

Term	YEAR A (2024-2025)			YEAR B (2025-2026)		
	Experiential	Exploratory	Investigative	Experiential	Exploratory	Investigative
Autumn 1 Learning for life day	<i>Families and People Who Care For Me</i> RRS ARTICLE 5			<i>Who am I?</i> RRS ARTICLE 12		
	Superheroes: - Super worm - Super me	Superheroes: - People who help us - Our local community - My favourite things - My hobbies/interests/talents	Superheroes: - People who help us - Super me - Super fiction	Our world: - Recycling fun - What a wonderful world	Our world: - Exploring the local community - Exploring senses relating to seasons - Families - Favourite foods	Our world: - Our community - Recycling in our school
Autumn 2 Springside's got talent	<i>Religions</i> RRS ARTICLE 30			<i>Changing Bodies</i> RRS ARTICLE 16		
	Celebrations: - Christmas	Celebrations: - Christmas	Celebrations: - Christmas	Colours and light: - Over the rainbow - Christmas	Colours and light: - Exploring light on different materials - Colour sorting/mixing - Christmas	Colours and light: - Glasses and lenses - Christmas
*Teachers to meet across phases to agree which festivals to be covered to ensure breadth of experience over phases and time.						
Spring 1 Learning for life day	<i>Who am I</i> RRS ARTICLE 12			<i>Caring Friendships &amp; Respectful Relationships</i> RRS ARTICLE 31		
	Around the world: - but we get stuck in the ...jungle? (Each class to choose a country explore in more detail)	Around the world: - Explore a country.  (Each class to choose a country explore in more detail)	Around the world: - Local geography - Park - Holidays - Post cards - Travel	Tell me a story: Each class to choose a story to experience in more detail	Tell me a story: Each class to choose a story to experience in more detail	Tell me a story: Each class to choose a story to experience in more detail
Spring 2 Film Festival	<i>Changing Bodies</i> RRS ARTICLE 16			<i>British Values</i> RRS ARTICLE 29		
	Changes: - Colour and texture - The colour monster	Changes: - Spring changes - Baby animals - Easter	Changes: - Art - Poetry - Colour /food (irreversible changes)	Circus: - The big top	Circus: - Clowning around. - Having fun/telling jokes - Circus skills - Bright colours - Dressing up - Magic - Dumbo	Circus: - Colour - Circus skills/acts - Circus animals - Jokes - Co-ordination/balance
Summer 1 Beach Party	<i>Online Relationships</i> RRS ARTICLE 13			<i>Internet Safety</i> RRS ARTICLE 17		
	On the move: - The Magic Train ride	On the move: - Explore of the differing types of transport – car, bus, train, truck, aeroplane, boat. - Thomas the Tank Engine - Transport	On the move: - Transport - PE - Exercise - My independence - My travel planning	The Great Outdoors: - Oh I do like to be beside the seaside	The Great Outdoors: - Exploring animals from a place you can visit e.g. farm, zoo, great outdoors (mini-beasts). - Bug houses - Sand play - Weather - Outdoor sports - Favourite places to visit in the Summer	The Great Outdoors: - Safe outdoor exploration
Summer 2 Health and wellbeing week	<i>Being Safe</i> RRS ARTICLE 6			<i>Being Healthy (including drugs, alcohol, tobacco) and basic first Aid</i> RRS ARTICLE 24		
	Water: - In and on the sea - Slippery fish	Water: - Seaside - Exploring water play - Floating/sinking - Sea life animals - Exploring pond life	Water: - Oceans and seas - Water cycles - Investigating water and its properties	Explorers: - To infinity and beyond	Explorers: - Hunts (Treasure/Bear/Bird/Easter egg) - Forest exploration - Rumble in the Jungle - Den/Bird house building - Mud play	Explorers: - Map reading - Treasure maps - Dinosaurs - Outdoor learning activities - Space

\*PSHE, Relationships Education, SMSC (Including British Values) themes  
Learning for Life enrichment

\*RRS article links – celebrated through assemblies



# Springside Hub Curriculum Theme Mapping

Term	Year A (2024-2025)	Year C (2026-2027)	Year B (2025-2026)	Year D (Year 2027-2028)
Autumn 1 Learning for life day	Significant local events, people and places - <i>Families and People Who Care For Me</i> <b>RRS ARTICLE 5</b>		Living things and their habitats - <i>Who am I?</i> <b>RRS ARTICLE 12</b>	
	Traditional tale – Zog	Traditional tale - Rapunzel	Traditional tale - Gruffalo	Traditional tale - Hansel and Gretel
Autumn 2 Springside's got talent	Celebrations: - <i>Religions</i> <b>RRS ARTICLE 30</b>		Celebrations: - <i>Changing Bodies</i> <b>RRS ARTICLE 16</b>	
	Traditional tale - Snowman	Traditional tale - Snowman	Traditional tale - Snowman and the snow dog	Traditional tale - Father Christmas
Spring 1 Learning for life day	Locational and place knowledge - <i>Who am I</i> <b>RRS ARTICLE 12</b>		Seasonal changes - <i>Caring Friendships &amp; Respectful Relationships</i> <b>RRS ARTICLE 31</b>	
	Traditional tale - Gruffalo's Child	Traditional tale - Little red riding hood	Traditional tale - Goldilocks	Traditional tale - Snow White
Spring 2 Film Festival	Animals, including humans - <i>Changing Bodies</i> <b>RRS ARTICLE 16</b>		Events beyond within Living Memory - <i>British Values</i> <b>RRS ARTICLE 29</b>	
	Traditional tale - Snail and the Whale	Traditional tale - Ugly duckling	Traditional tale - Room on the broom	Traditional tale - Cinderella
Summer 1 Beach Party	Everyday Materials - <i>Online Relationships</i> <b>RRS ARTICLE 13</b>		Plants - <i>Internet Safety</i> <b>RRS ARTICLE 17</b>	
	Traditional tale - Three little pigs	Traditional tale - Pinocchio	Traditional tale - Stick Man	Traditional tale - Jack and the beanstalk
Summer 2 Health and wellbeing week	Changes within Living Memory - <i>Being Safe</i> <b>RRS ARTICLE 6</b>		Human and physical geography - <i>Being Healthy (including drugs, alcohol, tobacco) and basic first Aid</i> <b>RRS ARTICLE 24</b>	
	Traditional tale - Gingerbread man	Traditional tale - Princess and the Pea	Traditional tale – Monkey Puzzle	Traditional tale - Beauty and the beast

\*PSHE, Relationships Education, SMSC (Including British Values) themes  
Learning for Life enrichment

\*RRS article links – celebrated through assemblies

Investigative themes are based on Science, History and Geography topic areas



# Example Timetable

EXAMPLE INVESTIGATIVE CLASS TIMETABLE	Mon	Tues	Weds	Thurs	Fri
8.45-9.00	My Independence/My Physical and Wellbeing – Put on coats on				
9.00-9.15	My Physical well-being - Healthy Lifestyle (Daily Mile)				
9.15-9.30	My English - Interacting and Expressing needs/ My World/ PSHE - Good morning (Classroom)				
9.30-10.15	My Maths - Number (Classroom)	My Maths - Estimation (Food Tech Room)	My Maths - Number (Small Dining Hall)	My Physical Well-being - PE - Classroom	My Independence - My Cooking (Food Tech Room)
10.15-10.30	My Play and Leisure - Play time on the MUGA				
10.30-10.45	My English - Snack in class				
10.45-11.30	My English - Interacting and Expressing needs - (Drama Room)	My English - Narrative (Reading Den)	My English - Reading (Reading Den)	My English - Writing (Classroom)	My English - Handling Information (Classroom)
11.30-11.45	My Play and Leisure, Leisure - Drop Everything Except Reading DEER (Classroom)				
11.45-1.00	My Independence – Wash Hands/ Walk to Dining Hall				
	My Physical & Wellbeing/My Independence –LUNCH TIME (Small Dining Hall)				
	My Physical well-being - Play time on the MUGA				
1.00-1.15	My Independence - BRUSH TEETH/ My PSHE - Good Afternoon (Classroom)				
1.15-2.00	My Play and Leisure - Structured Play (Playground)	My Play and Leisure, Structured and free play – carousel of different types of structured play/ Free Play (Classroom, Outdoor learning area and soft play)	My World - Festivals (Classroom)	My Physical Well-being, PE – Gymnastics (Main Hall)	My PHSE, SRE - Being a good friend (Classroom)
			My Independence - My Travel (around school)		
2.00-2.45	My PSHE – Whole School Assembly (Main Hall)	My Play and Leisure, Leisure – Music (Classroom)	My Physical Well-Being - Mental Health and Well-being, Yoga, (Classroom)		My PSHE – Phase Assembly (Classroom)
2.30-2.45	PSHE – WOW moment celebration (Classroom)				
2.45-3.00	My Independence/My Physical and Wellbeing – Put on coats on				

# Sequenced Investigative Non-negotiable elements

## What does our provision look like?

- ▶ A communication rich environment that is safe to explore
- ▶ Short, sharp small group or individual teaching input across the day.
- ▶ TEACCH principles inform approaches
- ▶ A curriculum focus on functional communication, independence, sensory regulation and developing social skills.
- ▶ Learners moving beyond the Engagement model
- ▶ Total communication approach with an emphasis on auditory cues, tactile cues, developing symbol support and Signalong will be used, including low and high-tech as appropriate.
- ▶ All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day.
- ▶ Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time.
- ▶ Staff support learners through scaffolding to encourage independence in all areas.
- ▶ Learners' individual schemas are identified and activities planned to encourage progress through schematic play.
- ▶ Opportunities for the learners to be supported on a 1:1 basis for focus work.
- ▶ A clear routine for all learners with visual aids to cue the learners into transitions.
- ▶ Multi-Sensory Experiences
- ▶ Relevant therapy plans are integrated into the school day.
- ▶ Individualised sensory support packages delivered daily.
- ▶ Personal care and self-help skills embedded into the curriculum and routine.
- ▶ Individual plans for all learners, including intimate care plans as well as eating and drinking plans.
- ▶ Individualised barriers to learning plans with opportunities to experience situations that challenge and support learners to become more independent in managing their emotions.



# Emerging Investigative Non-negotiable elements

## What does our provision look like?

- ▶ An environment that encourages independence and safe 'risk taking'
- ▶ Short, sharp small group or individual teaching input across the day.
- ▶ A curriculum fostering functional communication, independence, sensory regulation and developing social skills with some concepts introduced.
- ▶ Learners moving beyond the Engagement model
- ▶ Total communication approach with an emphasis on auditory cues, tactile cues, developing symbol support and Signalong will be used, including low and high-tech as appropriate.
- ▶ All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day.
- ▶ Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time.
- ▶ Staff support learners through scaffolding to encourage independence in all areas.
- ▶ Opportunities for the learners to be supported on a 1:1 basis for focus work.
- ▶ A clear routine for all learners with visual aids to cue the learners into transitions.
- ▶ Known and predictable routine/timetable with opportunities for change and support with strategies to cope with this.
- ▶ Opportunities to interact with peers in own and other phases.
- ▶ Relevant therapy plans are integrated into the school day.
- ▶ Individualised sensory support packages delivered daily.
- ▶ Individual plans for all learners, these may include intimate care plans as well as eating and drinking plans.
- ▶ Individualised barriers to learning plans and positive handling plans, with opportunities to experience situations that challenge and support learners to become more independent in managing their emotions as appropriate.



# Investigative Non-negotiable elements

## What does our provision look like?

- ▶ An environment that encourages independence and safe 'risk taking'
- ▶ Whole class teaching input at regular intervals
- ▶ A curriculum fostering functional communication, independence, sensory regulation and developing social skills with some concepts introduced.
- ▶ Total communication approach with an emphasis on auditory cues, tactile cues, developing symbol support and Signalong will be used, including low and high-tech as appropriate.
- ▶ All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day.
- ▶ Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time.
- ▶ Staff support learners through scaffolding to encourage independence in all areas.
- ▶ Opportunities for the learners to be supported on a 1:1 basis for focus work.
- ▶ Known and predictable routine/timetable with opportunities for change and support with strategies to cope with this.
- ▶ Opportunities to interact with peers in own and other phases.
- ▶ Contextualised trips and visits which involve exploring the local community and environment.
- ▶ Relevant therapy plans are integrated into the school day.
- ▶ Individualised sensory support packages delivered daily.
- ▶ Individual plans for all learners, these may include intimate care plans as well as eating and drinking plans.
- ▶ Individualised barriers to learning plans and positive handling plans, with opportunities to experience situations that challenge and support learners to become more independent in managing their emotions as appropriate.



# Community based Non-negotiable elements

## What does our provision look like?

- ▶ An environment that encourages independence and safe 'risk taking'
- ▶ Whole class teaching input at regular intervals
- ▶ Wholly practical based learning
- ▶ Total communication approach with an emphasis on auditory cues, tactile cues, developing symbol support and Signalong will be used, including low and high-tech as appropriate.
- ▶ All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day.
- ▶ Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time.
- ▶ Staff support learners through scaffolding to encourage independence in all areas.
- ▶ Known and predictable routine/timetable with opportunities for change and support with strategies to cope with this.
- ▶ Opportunities to interact with peers in own and other phases.
- ▶ Contextualised trips and visits which involve exploring the local community and environment.
- ▶ Developing independence using public transport.
- ▶ Opportunities given to develop independence to manage transitions.
- ▶ Known and predictable routine/timetable with opportunities for change and support with strategies to cope with this.
- ▶ Relevant therapy plans are integrated into the school day.
- ▶ Individualised sensory support packages delivered daily.
- ▶ Individual plans for all learners, these may include intimate care plans as well as eating and drinking plans.
- ▶ Individualised barriers to learning plans and positive handling plans, with opportunities to experience situations that challenge and support learners to become more independent in managing their emotions as appropriate.



# Springside Hubs Non-negotiable elements

## What does our provision look like?

- ▶ An environment that encourages independence and safe 'risk taking'
- ▶ Whole class teaching input at regular intervals
- ▶ A curriculum that includes elements of the National Curriculum as appropriate, whilst maintaining a focus on independent skills.
- ▶ Total communication approach with an emphasis on auditory cues, tactile cues, developing symbol support and Signalong will be used, including low and high-tech as appropriate.
- ▶ All learners' Personalised Learning Plans, derived from their EHC Plans, are woven through the day.
- ▶ Learners work towards their personalised objectives in a sequential way – developing independent achievement through adult modelling, sabotage and adult support which is reduced over time.
- ▶ Staff support learners through scaffolding to encourage independence in all areas.
- ▶ Opportunities for the learners to be supported on a 1:1 basis for focus work.
- ▶ Known and predictable routine/timetable with opportunities for change and support with strategies to cope with this.
- ▶ Opportunities to interact with peers in own and other phases in addition to mainstream peers.
- ▶ Contextualised trips and visits which involve exploring the local community and environment.
- ▶ Relevant therapy plans are integrated into the school day.
- ▶ Individualised sensory support packages delivered daily.
- ▶ Individual plans for all learners, these may include intimate care plans as well as eating and drinking plans.
- ▶ Individualised barriers to learning plans and positive handling plans, with opportunities to experience situations that challenge and support learners to become more independent in managing their emotions as appropriate.



# Approaches used

What approaches and teaching styles are used to deliver our areas of learning?

- Total communication approach – using symbols (PECS/PODD), Signalong, AAC and Narrative therapy
- Low and High-tech communication as appropriate
- Communication partners - SALT programme
- Daily problem solving and communication sessions
- Individualised sensory support packages delivered daily
- Learning for Life elements add breadth to the curriculum - My Music, My Dance, My Drama and My Art
- Weekly sensory/creative activities linked to a theme also ensure the curriculum is broad and balanced
- Messy play activities (incl. Write-dance, Dough Disco, Arts & Crafts and Food Technology)
- Outdoor Play (incl. Forest school and Wilderness Therapy)
- Social stories
- Phonics/Reading skills - based on Rocket Phonics (incl. story massage, sensory stories and DEER (drop everything and read – daily!))
- Colourful semantics
- Write from the start
- Opportunities to use a variety of supporting equipment such as Numicon, coins
- Using quality text to share, explore and read with increasing confidence
- Educational visits – enabling the learners to generalise their skills and knowledge to environments in the local community
- Team Teach principles to support barriers to learning and promote independence in emotional regulation
- Access to shared specialist rooms and equipment as appropriate



# Inclusive Opportunities

## What are inclusive opportunities in the Investigative Phase?

It is important that our learners have planned and incidental opportunities to mix with their peers across school and where possible the wider community, including our local mainstream schools.

Springside School is part of the Connect Collaborative alongside many local mainstream schools.

Within this, opportunities for theme days and events are planned across each academic year where our learners join their peers from these schools to take part.

Some learners may join for assembly whilst others may share a story together; our learners in the Investigative phase often really enjoy reading stories to their peers within other classes and phases.

In addition, where appropriate, our learners may access lessons with their mainstream peers at our hub, Springside @ Moorhouse.





## Physiotherapy

### What does physiotherapy look like in the Investigative Phase?

Physiotherapy is an integral part of the day for some of our learners. We recognise it is paramount that we look after and maintain our learners bodies so that they are able to grow and thrive.

If any of the learners in the Investigative phase have individual physiotherapy programmes, they are followed as detailed on their plans.

These may include a stretch programme, exercises and the practise of skills such as sitting, standing and walking.



# Occupational Therapy

**What does Occupational therapy look like in the Investigative Phase?**

For some of our learners, specialist seating systems are needed, these form part of the learners 24hr postural management programmes and allow active learning with hands to happen.

Occupational therapists may look at hand function and sometimes assess the need for hand splints.



## Interventions

In order to further personalise our offer to ensure we fulfil the needs of our learners we undertake various interventions as appropriate for the individual learner.

**Wilderness Therapy** - Learners take part in therapeutic activities, in natural environments, designed to meet developmental milestones.

**Emotional support e.g. Therapeutic Inclusion (Th.Inc®)** - Learners participate in nurturing and transformative play activities to support their emotional development.

**Rebound Therapy** - Learners who require physical development benefit from using the trampoline, the focus can often be linked to a different curriculum area due to it's high motivation.

**Animal Assisted Therapy** - We utilise a range of animals to support the mental well-being of our learners.

**Barriers to Learning Plans** - Learners who require additional personalised support to communicate appropriately will have Barriers to Learning plans.

**Curriculum based interventions** - Delivered by our Gateway team and Learning Mentors to develop a learners' skills in a specific curriculum area.

**Jabadao** - Learners who are at the earliest stage of communication can benefit from this child-led approach to use movement as communication.

**Liquid Listening** - Learners who will benefit from a fully immersive, whole-body experience of sound that is intensely detailed and deeply immediate, often resulting in a profound sense of relaxation for learners.

**Wellbeing dominoes** - Learners are encouraged to explore their emotions and find meaningful, personalised ways to relax.



## Speech and Language

### What does Speech and Language Therapy look like in the Investigative Phase?

Learners in the Investigative phase are at various stages of language development. Within the phase and school as a whole we use a total communication approach.

Communication with learners is via verbal language, signing, symbols as well as alternative augmentative communication.

Speech and language therapists provide advice and write individual programmes; where needed they also assess and offer advice for safe eating and drinking. Our staff then implement these programmes.

# Barriers to Learning and SMART Plans

## What role do behaviour support plans have within the Investigative Phase?

Barriers to learning plans and SMART plans are devised for our learners who require more specific support to communicate their emotions.

The key principle of the plans are to help the learners to communicate positive and negative emotions in an appropriate way; this is to reduce and remove barriers making it difficult for them to access the world around them.

Plans are key to ensure learners receive a consistent response from all those adults working with them.

All plans are individualised, focus heavily on what the learner is feeling at different times and during different experiences and activities.

They then set out known supportive strategies to help regulate a learners emotions to help prevent them becoming unregulated.

Plans are written based on previous incidents or observations of communication. They regularly reviewed by the class team with input from any relevant professionals and most importantly the family of the learner.

These are then reviewed regularly and updated as required.





## Hydrotherapy

### What does Hydrotherapy look like in the Investigative Phase?

For any learners in our phase who have been assessed by Physiotherapists, guidance is then provided and a list of activities planned for the learner.

Learners access our hydro pool which is located on site, and are supported in the water with a member of the class team.

The lovely warm water allows learners muscles to relax and stretch, learners work hard in the water and are often exhausted when they get out!

# Visual Stimulation

**What does visual stimulation plans look like in the Investigative Phase?**

Some of our learners will have a visual impairment, this may or may not have been diagnosed.

Therefore we look at how to develop learners visual skills through a range of activities both in a classroom environment or in the light stimulation room.

Some learners will have a visual passport and targets are set by Rochdale Additional Needs Service (RANs) - Visual Impairment team for these learners.





## Rebound Therapy

### What does Rebound therapy look like in the Investigative Phase?

Rebound therapy is the controlled use of a trampoline for physical exercise and therapy.

Learners lay or sit on the trampoline, supported by experienced, trained and familiar staff.

Often the learners physiotherapy programmes can be practised on the trampoline, learners are able to develop their core strength and head control in a very fun and sensory session.

Rebound has many other benefits and can be used to develop areas such as communication as well as height and depth perception.

In addition there are many physical benefits, Rebound stimulates the digestive system, can improve bowel function and help clear toxins from the body.



# Therapeutic Inclusion

## What does Th.Inc® look like in the Investigative Phase?

The Therapeutic Inclusion Room is part of a whole school approach which has allowed it to develop over time and become a successful, supportive intervention for our learners at Springside School.

It aims to meet the needs of our learners who require additional support in fully accessing school through supporting both social and emotional needs.

The Th.Inc. Room is a specially allocated and developed room which offers a comfortable and nurturing environment.

At Springside School we have allocated staff members who are trained in the use of low-level therapeutic approaches to support learners in both individual and group sessions.

The Th.Inc. Room combines therapeutic, nurturing and educational approaches.

Throughout each session learners participate in nurturing and transformative play activities to support many aspects of emotional development. Resources created can be used to support each learner in all aspects of their school day, as well as home life, to ensure generalisation of the many skills developed.

As our learners become more independent they may transfer strategies used into their everyday life and utilise them as required.





## Swimming

### What does swimming look like in the Investigative Phase?

At Springside we have 2 pathways for our learners who are learning to swim. Some of our learners require individualised sessions to familiarise themselves with the water and develop their confidence and competence. This generally takes place using our in house Hydrotherapy pool.

In addition we utilise the local swimming baths where qualified swimming teachers work with our learners to increase their independence within the pool.

# Music Therapy

## What does Music Therapy look like in the Investigative Phase?

Within the Investigative phase we may utilise Music therapy to improve the physical and emotional health and well-being of our learners.

The music therapy session may include listening to music; vocalising along to the music; moving to the beat of the music; feeling the vibrations of the instrument; meditating or playing an instrument.

In many cases within the Investigative phase we use this as a way of encouraging our learners' communication through music therapy and often find it is a motivating activity.





## Wilderness Therapy

### What does Wilderness Therapy look like in the Investigative Phase?

Wilderness therapy is an outdoor, capacity building, developmental intervention programme for small groups of learners.

Within the Investigative phase our learners who access this are learning to investigate their surroundings and the effects they can have on these.

Learners are given activities with the aim of allowing them to express themselves; exhibit self control; understand concepts and have emotional understanding.

Within the intervention they will investigate the concept of "I am thinking" and the difference between imagination and reality.



# Cognition and Learning

## What does our Cognition and Learning intervention look like in the Investigative Phase?

At Springside, we believe every child learns best when they feel happy, confident, and engaged.

We deliver cognition and learning interventions designed to help children develop important skills such as memory, attention, problem-solving, and language – all through a play-based approach.

In Investigative, the content of the sessions is usually based around developing the knowledge of phonics and mathematical concepts.

Our sessions use fun, hands-on activities like puzzles, memory games, storytelling, building challenges, and sensory play. These activities make learning enjoyable while strengthening thinking skills and boosting confidence.

The learners absolutely love these sessions, as they provide a positive and exciting way to learn and grow.

Following the sessions, successful strategies are integrated back into the classroom to help each child build on these skills in all areas.





## Play and Leisure

### What does our Play and Leisure intervention look like in the Investigative Phase?

Learners across different phases engage in play-based activities with a strong focus on communication.

This child-led intervention uses each learner's preferred resources to support parallel play, turn-taking, and shared play experiences. Learners are given the opportunity to choose a friend they would like to play alongside.

Throughout the intervention, learners preferred communication tools are used to help them express themselves, request more of what they enjoy, and explore new resources with confidence and curiosity.

# Jabadao

## What does our Jabadao intervention look like in the Investigative Phase?

Jabadao is an intervention that uses movement as a powerful form of communication.

This child-led approach allows learners to guide the interaction through their own emerging subject matter, while adults respond to whatever spontaneous movement unfolds.

Jabadao is designed to support learners in the earliest stages of communication development.





## Wellbeing Dominoes

### What does Wellbeing dominoes look like in the Investigative Phase?

Wellbeing Dominoes is a tried and tested creative engagement tool. The provision of Wellbeing Dominoes in schools has resulted in improved learner wellbeing.

The intelligently designed creative activities are based on the '5 ways to wellbeing model' and support learners in identifying ways to create, experiment, sense, nurture and relax in order to improve their wellbeing.

Through a range of creative tools, learners are gently encouraged to explore their emotions and find meaningful, personalised ways to relax.



# Sensory Integration

## What does Sensory Integration look like in the Investigative Phase?

Within the Investigative phase we utilise sensory integration as relevant for each learner.

For some learners we plan in sensory breaks, these can take place within the classroom, outside or using a specialist room.

For other learners the approach to sensory integration is more subtle and may be utilising equipment to help that learner regulate whilst engaging in other areas of learning.





## Liquid Listening

### What does Liquid Listening look like in the Investigative Phase?

In liquid listening, speakers are placed in the water of a hydrotherapy pool while learners are gently supported to float at the surface. Buoyant and relaxed, they feel sound vibrations travelling through the water and experience the music whenever any part of their head is submerged.

Because these vibrations reach the inner ear directly, the listener perceives the sound as if it originates from within their own head.

This creates a fully immersive, whole-body experience of sound that is intensely detailed and deeply immediate, often resulting in a profound sense of relaxation for learners.

In the Investigative phase, we also use these principles to develop our learners' knowledge and understanding of phonics.



# Impact

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# My Independence

What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners how to be as independent as possible in every area of life, prioritising safely accessing the world around them. Functional mathematics and English skills and concepts are taught through each element. The following are areas that may be covered as appropriate to each individual.



**My cooking** - Learners will have a knowledge of pre-cooking skills. They will know how to: safely use a knife; make different drinks (including measuring amounts); make basic foods; use electrical equipment; clean (including knowledge of germs/ bacteria); weigh; measure and estimate.



**My dressing** - Learners will have knowledge of body parts, before knowing how to: identify different items of clothing; dress for the weather; reduce aversions to certain clothing; know an item is too big or small; put items on and take them off and match colours/ items (e.g. socks). They will also have knowledge and understanding of privacy.



**My shopping** - Learners will have knowledge of money (exchanging coins; the value of coins, change). They will know how to: identify what items are needed; create a shopping list; buy items; store items; as well as how to shop in a cafe/ restaurant.



**My travel** - Learners will know how to walk independently around school and the school grounds; locating places and people; road safety (looking for traffic, crossing a road, using crossings).

# My English

## What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners how to develop the knowledge and understanding of the English language and how to use it. We believe in teaching our learners to communicate appropriately and functionally, making their needs and wants known. We want our learners to find the most effective method of communicating for them, providing them with ways of supporting this if they are not understood. We utilise verbal language, symbols and Signalong sign language as appropriate.



Interactive and Expressing needs - learners will understand the rules of interactions, how to initiate and maintain conversation, as well as the social rules around them and different situations.

Handling information - learners are able to follow instructions; these develop in complexity as appropriate.



Narrative - learners develop knowledge of how to read and write different narratives. They know how to retell stories, as well as retell events that have happened to them and what are key details to share.

Reading - learners develop a love of reading. They are taught the knowledge, skills and concepts of reading using the most appropriate approach for the individual. In this phase Learners generally follow the structured approach from letters and sounds.

Writing - learners develop their ability to write, from early mark making through to structuring sentences for different purposes.



Augmentative and Alternative Communication (AAC) - learners are able to use a variety of means of communication as appropriate.





# My Play and Leisure

What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners how to play, to play with others, as well as ensuring their lives are enriched through experiencing a range of leisure activities to widen their interests. Functional mathematical and English skills are taught through this area.



Structured play - Learners enjoy and develop a knowledge of structured one to one & small group games (these may include activities such as pass the parcel); 'activity' games e.g. 'I sit on the swing and you push'; board/ card games; all sports; electronic games.



Free play - Solitary play (learners are taught to safely exploring the world around them); Parallel play (playing alongside others); Shared play (allowing others to also use an activity/game/toy/resources); Turn-taking play 'your turn/ my turn'; co-operative play (both involved in play together e.g. a class shop or building together with lego).



Leisure - learners will experience and explore a range of activities, at an appropriate level that they may wish to continue in their leisure time. The aim is to widen their areas of interest. This may include sporting leisure activities, yoga, crocheting, listening to different genres of music; playing instruments; creating artwork or dancing.

# My Physical Well-being

What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners how to be healthy and to develop an understanding of how to keep myself healthy, learning about healthy foods and different ways to exercise, including the effects these have on my body. Functional mathematics and English skills and concepts are taught through this area of learning.



Healthy Eating and lifestyle - Learners learn how to: handle, experience and taste healthy foods that may be unfamiliar; know what are healthy drinks and exploring the concept of developing leisure interests are the 'move, eat, sleep, relax' focus.



Mental Health and Well-being - Learners learn how to: recognise and value themselves; identify and respect differences and similarities in people and in their interests; 'fail' safely, knowing it is ok and how to learn from this; know, recognise and communicating different emotions. They also develop the skills, knowledge and concepts around relaxing.

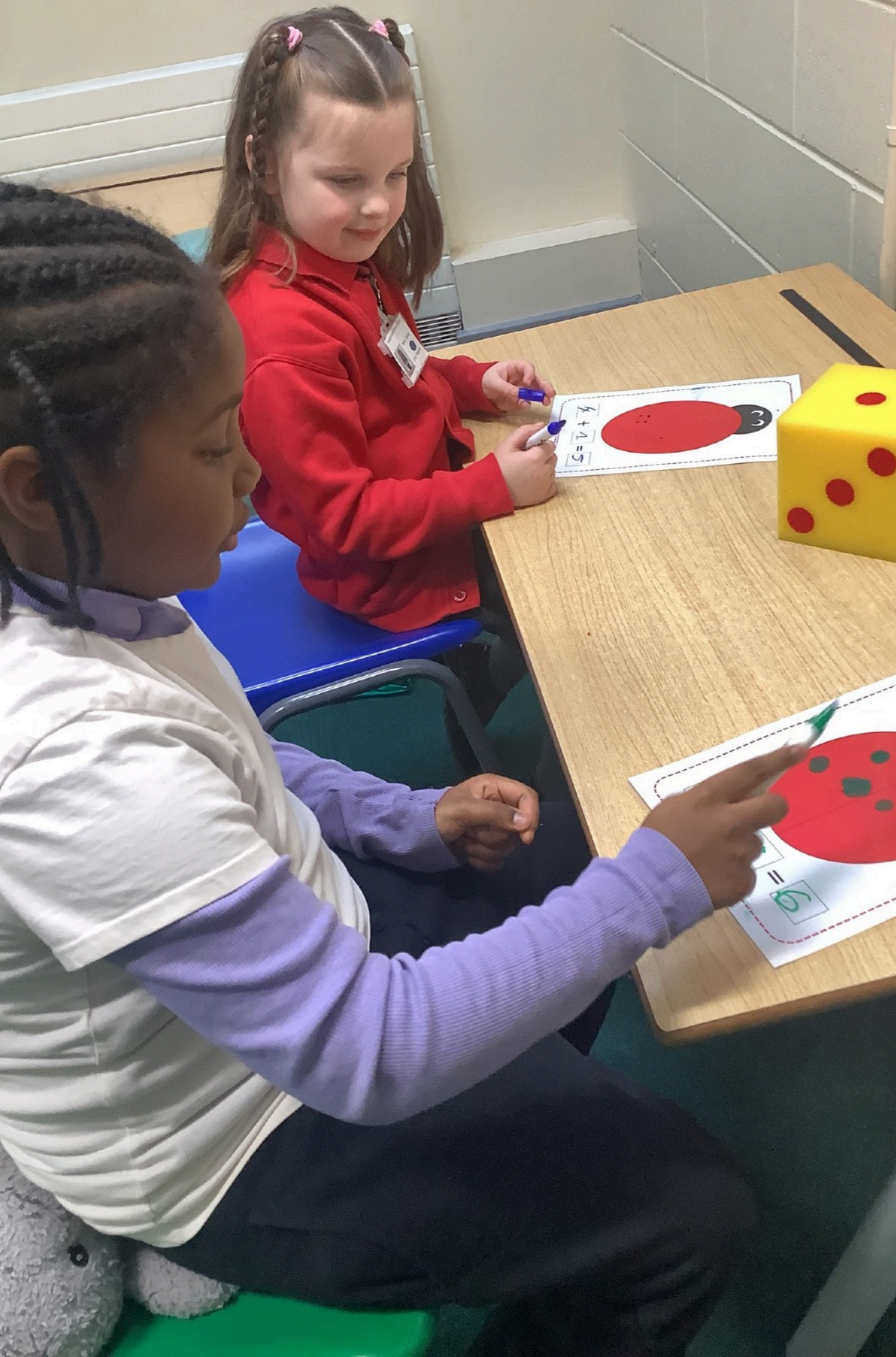


PE, Sport, Games and Aquatics - Learners learn how to prepare for activity as a regular routine; participate in and enjoy different skill based physical activities; in year 6 (at least) Learners are able to safely access the water and develop basic swimming skills.



Physical activities - Learners develop a knowledge that physical activity can be fun, how to take pride in responsibility and not always taking the quickest and easiest option. Learners develop their gross motor skills; participate in a range of different games and know how to select, access and use a wheeled toy appropriately e.g. bicycle.





# My Mathematics

What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners to develop the knowledge and understanding of Numeracy and how to use it. We believe in supporting our learners to have a functional understanding and use of mathematics to allow them to be as independent as we aspire for them to be.



Number - Learners develop the knowledge of the early numbers and the order of them.

Counting - We learn how to rote count and then the knowledge of counting, making sets.

Numerals - Learners know the numerals that represent numbers.



Estimation - Learners know how to estimate, contrast and compare quantities, sizes, lengths heights and weights. This knowledge is generally developed through practical means.



Money - Learners understand the concept of money and the knowledge of their values. Once secure with this they develop this further into using money for a purpose.



Time - Learners understand that time passes. They gain a knowledge of past, present and future before being able to tell the time, using analogue and digital clocks.

# My PSHE

What do learners develop a knowledge of in this area of learning?



We believe the core principles and objectives of PSHE underpin the aims for all our learners. We believe in supporting our learners to be independent, to enjoy every element of their lives, to achieve more than they can imagine and we will do this together. We challenge what is possible and any limits put in place by others. We work with our learners to be as independent as they can be to ensure they have a feeling of self-worth. We work together with our learners and families to strive to enrich the whole lives of our learners.



We do this together because we all have occasions where we need support and help, accepting and seeking this is a sign of strength and we model this to create an ethos of tolerance and support.



We believe in supporting the personal, social and emotional development of our learners is integral to ensuring they become the best they can be. To achieve this, we place this as a key area of focus on every learners' personal learning plan (PLP), every outcome is truly individualised for each learner and under the 'social, emotional and mental health' section we work towards a longer-term outcome which is agreed in EHC reviews and is written into every learners' EHC plan. The PLP's are reviewed at least once a term and EHC outcomes at least once annually.



Relationship education and Sex education (RSE) - Learners understand that relationships can take different forms, what is a safe, positive relationship and what is not. They develop a knowledge of how the human body functions; and long term, and as appropriate to their needs, explore feelings about love, and sexuality, and enjoy relationships based on mutual respect and responsibility free from any abuse. Learners are entitled to learn about sex and relationships.





# My World

What do learners develop a knowledge of in this area of learning?



We believe in teaching our learners to gain knowledge and understanding of the world around them through exploring a range of topics in more detail. Many of these are explored in real-time e.g. Winter is taught during winter so the learners can experience the weather.



Change, History and the passing of time - historical facts and concepts of change and the passing of time.

The Seasons, Change and the passing of time - the seasons and concepts of change and the passing of time.



The Life cycles of plants and animals - how to care for animals and plants, what they need to survive and their life cycles.

The weather - the different weather conditions, how these feel and how to adapt for them.

Food - what healthy food and drinks are, where food comes from and it's importance within cultures and religious festivals.

Recycling - the importance of recycling and how to do this.



Digital Photography - capturing images, videos, editing and safe use.

Festivals - the knowledge of different festivals, their importance and celebrating them.

People - who is important to us, who can help us, what jobs do people do, similarities and differences in people.



Water - experiencing water, investigating its use and properties; knowledge of the water cycle, the different states of water and moving through it.



# Learning for Life

## Curriculum Area

This is not taught as an area of learning, instead these are used as ways of teaching, we call these 'vehicles'.

To provide learners with an enriched curriculum, we thread RE, PSHE, British Values and SMSC through each area of learning. We ensure this is pertinent and accessible to our learners, these underpin the school life and ethos. We do this by ensuring our learners experience the core values of these with a specific focus placed on a theme each half term.

We use the 'vehicles' of My Outdoor School, My Music, My Dance, My Drama and My Art. These provide our learners with a vibrant, interesting and enriched curriculum.

'50 things to do before I leave Springside' - linked to the half termly theme, we provide learners with a variety of experiences and creating memories. These are threaded through the curriculum as well as being the focus during our half termly 'Learning for Life' days.

