



Spiral School

Exploratory Phase



Intent





Exploratory Phase

How do the learners learn on this pathway?

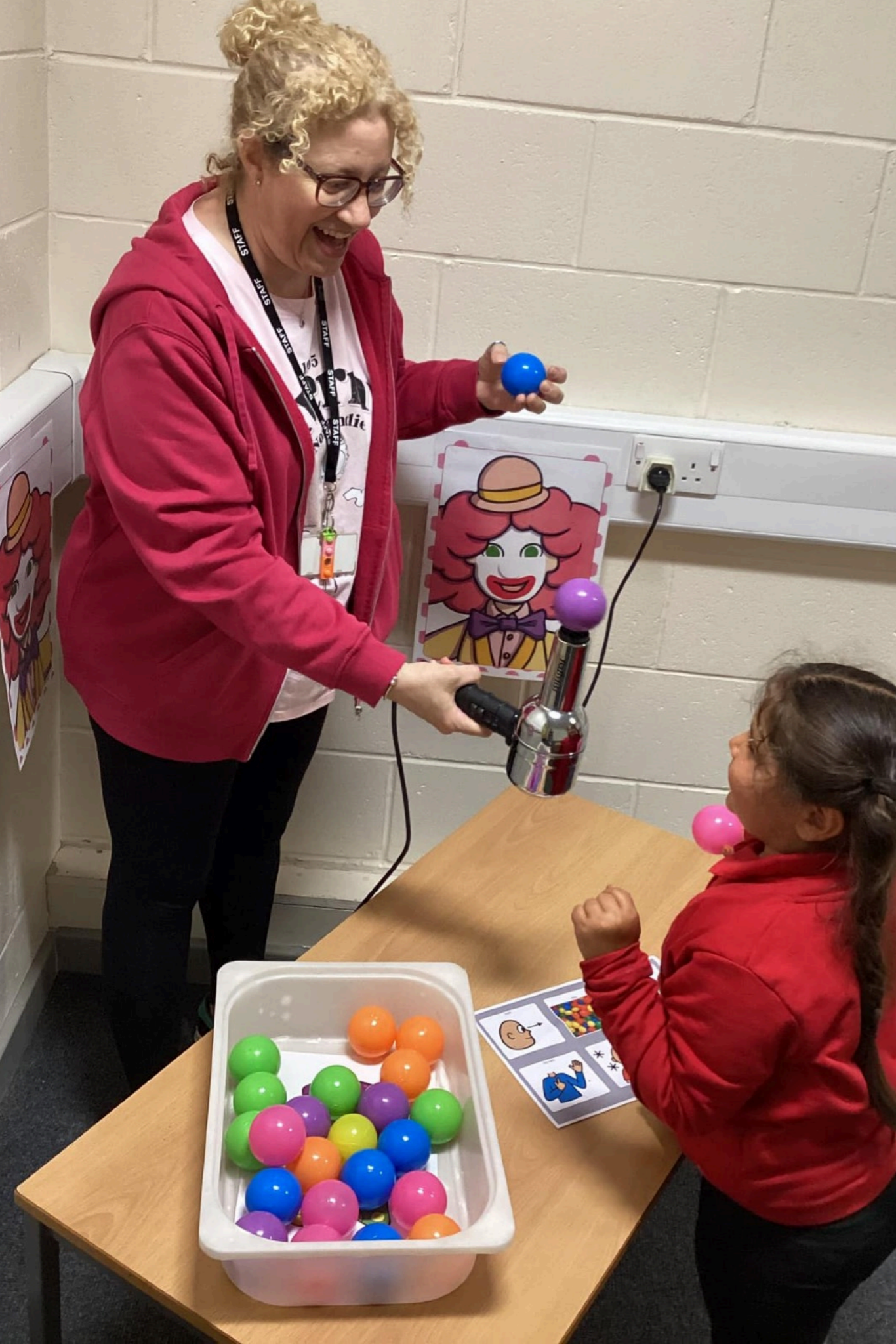
Exploratory phase learners learn through exploring the world around them. Learners in this phase access exploratory sessions that enable them to develop independence towards their skills-based objectives. The Areas of learning are designed to teach the learners in this phase the essential knowledge they need in order to develop the skills and concepts required to achieve the independence we aspire towards.

Developing the use of functional expressive communication is central to learning. Children are encouraged to engage and form secure relationships with adults to support their engagement in adult-led activities. Independence is always encouraged through a tiered system of adult modelling, sabotage and reducing adult support. Behaviour for learning is also essential to the Exploratory curriculum. Exploratory staff use consistent strategies for each individual learner to support them to be in a sensory and emotionally regulated state ready to learn.

Within the exploratory phase both Mathematics and English skills are embedded within each area of learning. The skills within these are then taught in a purposeful manner, following the phases approach to learning. Teaching these skills and concepts through each area of learning support the learners to develop a functional level of mathematics and English.

Exploratory classes use the curriculum themes as vehicles for skills-based learning. Class staff teams take the learners motivators into account to promote learner engagement. Teaching and learning is strengthened through the learners' motivation towards exploring the activities provided. Adults support the learners to access activities with functional self-help, play and communication skills. A mixture of child-led and adult-led learning enables a good working relationship between learners and staff in the Exploratory Phase.

The classes in the Exploratory Phase offer a skills-based curriculum, where appropriate, using elements of TEACCH approach. Each class utilises and develops learner skills to encourage exploration to develop growing independence.





Implementation





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		
Sensory Exploration	Foundations of Exploration	Exploration
<ul style="list-style-type: none"> ▸ My Independence ▸ My Communication ▸ My Sensory Play ▸ My Physical well-being 	<ul style="list-style-type: none"> ▸ My Independence ▸ My Communication ▸ My Play and Leisure ▸ My Physical well-being 	<ul style="list-style-type: none"> ▸ My Independence ▸ My Communication ▸ My Play and Leisure ▸ My Physical well-being
Approaches to Learning		
Skills, concepts and essential knowledge delivered in a child-led, highly sensory, communication rich and physical way.	Skills, concepts and essential knowledge delivered in a child-led, communication rich, sensory and physical way.	Skills, concepts and essential knowledge delivered in a child-led, communication rich, sensory and physical way.

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 & 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



Example Timetable

EXAMPLE EXPLORATORY CLASS TIMETABLE	Mon	Tues	Weds	Thurs	Fri
9.00-9.15	My Independence - Preparing for school/ My Play and Leisure (Classroom)				
9.15-9.35	My Physical and Wellbeing - Sensory Circuit (Classroom/ outdoor learning area)				
9.35-10.00	My Communication - Good Morning session (Classroom)				
10.00-10.20	My Independence – Wash Hands (RRS learning – article 24)		My communication/My Physical and Wellbeing – Snack/Drink time (RRS learning – article 12)		
10.20-10.25	My Independence/ My Physical and Wellbeing - Coats/Waterproofs/Wellies/Hats/Sun Cream on (Classroom) (weather dependant)				
10.25-10.45	My Play and Leisure – Play skills (Playground)		My Physical and Wellbeing – Play skills (Playground)		
10.45-11.15	My Communication, Imperative – Intensive Interaction/PECS (Classroom) (RRS learning – article 12)	My Communication, Following instructions - leisure activities (Sensory integration room)	My Communication, Declarative - Turn taking (Soft Play)	My Communication, Narrative - Story Time (Focus room)	My Communication, Imperative – Intensive Interaction/PECS (Classroom) (RRS learning – article 12)
11.15-11.45	My Independence – My cooking (Food Technology room)	My Independence – My dressing (Classroom)	My Independence – My shopping (Drama room)	My Independence – My travel (various)	My Play and Leisure, Leisure – Yoga (Classroom)
11.45-12.15	My Independence - Coats/Waterproofs/Wellies/Hats/Sun Cream on (weather dependant)				
	My Play and Leisure - PLAY SKILLS		My Physical and Wellbeing - WASH HANDS		
12.15-1.00	My Independence – Wash Hands/ Walk to Dining Hall				
	My Physical & Wellbeing/My Independence –LUNCH TIME (Small Dining Hall)				
	My Physical & Wellbeing – Sensory Circuit				
1.00-1.15	My Independence - BRUSH TEETH		My Communication - Good Afternoon session		
1.15-2.00	My Play and Leisure, free play – carousel of different types of free play (Classroom and Outdoor learning area)	My Play and Leisure, Structured play – carousel of different types of structured play (Classroom, Outdoor learning area and soft play)	My Play and Leisure, Leisure – Art (Classroom)	My Physical Well-being, PE – Gymnastics (Main Hall)	My Play and Leisure, Leisure – Music (Classroom)
2.00-2.30	My Physical Well-being, Mental Health and Well-being – Whole School Assembly (Main Hall)	My Physical Well-being, Physical activities – Wheeled toys (Playground)	My Physical Well-being, Healthy eating – Trying new fruits (Classroom)		My Physical Well-being, Mental Health and Well-being – Phase Assembly (Classroom)
2.30-2.45	My Play and Leisure, Leisure - Drop Everything Except Reading DEER (Classroom)				
2.45-3.00	My Play & Leisure – WOW moment celebration		My Independence/My Physical and Wellbeing – Put on coats on		

Foundations of Exploration 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
- ▶ Continuous Provision and in-the-moment planning using the curiosity approach
- ▶ Learners moving beyond the Engagement model
- ▶ A curriculum focus on functional communication, independence, sensory regulation and developing social skills.
- ▶ Total communication approach with an emphasis on 'on body signing', tactile cues, an introduction to symbol support and Signalong will be used.
- ▶ By the time they leave this pathway, learners will have an identified preferred communication method, 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 with Personal care assistants based within the classroom.
- ▶ Individual plans for all learners, including intimate care plans as well as eating and drinking plans.



Sensory Exploration 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
- ▶ Continuous Provision and In-the-moment planning building on learners' interests
- ▶ Working within the Engagement model
- ▶ A curriculum focus on functional communication, independence, sensory regulation and developing social skills.
- ▶ Total communication approach with an emphasis on 'on body signing', tactile cues, Objects of Reference as well as an introduction to symbol support and Signalong will be used.
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- ▶ Individual plans for all learners, including 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.



Exploratory Non-negotiable elements

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- ▶ A communication rich environment that is safe to explore
- ▶ Short, sharp small group or individual teaching input across the day.
- ▶ Continuous Provision and in-the-moment planning building on learners' interests
- ▶ Learners moving beyond the Engagement model
- ▶ A curriculum focus on functional communication, independence, sensory regulation and developing social skills.
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Approaches used

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

- ▶ Total communication approach – using symbols (PECS/PODD), on-body signing, Signalong, AAC, intensive interaction, Objects of Reference and simple/direct verbal language to aid language understanding and promote functional expressive communication
- ▶ Low and High-Tech communication as appropriate
- ▶ Developing communication and social skills through music (incl. Charanga, Shabang and Kids Rock!)
- ▶ Jabadao – promoting social/communication/physical/sensory skills
- ▶ Individualised sensory support packages delivered daily
- ▶ Oral skills (incl. teeth brushing and other oral desensitising activities)
- ▶ Learning for Life elements add breadth to the curriculum - My Music, My Dance, My Drama and My Art
- ▶ Using themes and subject areas as vehicles to skill-based learning. (E.g. using a story to develop anticipation, engagement and communication skills) to ensure the curriculum is broad and balanced
- ▶ Messy play activities (incl. Write-dance, Dough Disco, Arts & Crafts and Food Technology)
- ▶ Outdoor Play (incl. My Forest School and Wilderness Therapy)
- ▶ Social stories
- ▶ Phonics/Reading skills based on Rocket Phonics (incl. story massage, sensory stories and DEAR (drop everything and read – daily!))
- ▶ Calming sessions (incl. yoga)
- ▶ Educational visits – enabling the learners to generalise their skills 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.





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.

Inclusive Opportunities

What are inclusive opportunities in the Exploratory 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.





Physiotherapy

What does physiotherapy look like in the Exploratory 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 Exploratory 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 Exploratory 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.





Speech and Language

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

Learners in the Exploratory 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.

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Barriers to Learning and SMART Plans

What role do Barriers to Learning plans have within the the Exploratory

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 Exploratory 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 Exploratory 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 Exploratory 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 Exploratory 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.





Swimming

What does swimming look like in the Exploratory 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 Exploratory Phase?

Within the Exploratory 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 Exploratory 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 Exploratory Phase?

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

Within the Exploratory phase our learners who access this are learning to safely explore their environment and the boundaries within it.

Learners are given activities with the aim of allowing them to explore safely and to explore the effect they can have on the world around them.

Within the intervention they will explore the concept of “I am doing” and the here and now.





Cognition and Learning

What does our Cognition and Learning intervention look like in the Exploratory 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.

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 Exploratory 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 Exploratory 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 Exploratory Phase?

Wellbeing Dominoes is a tried and tested creative engagement tool. The provision of Wellbeing Dominoes in schools has resulted in improved learners' 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 Exploratory Phase?

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



Impact



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 me. 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 develop pre-cooking skills. They will know how to: safely use a knife; make drinks (including measuring amounts); make basic foods; using electrical equipment; clean and avoid germs/bacteria; weigh; measure and estimate.



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



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 Communication

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



We believe in teaching our learners how 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.



Imperative communications - these are primarily based on meeting specific or general wants and needs. Learners learn about choice making, how to appropriately ask for things, say "I want", "yes" and say "no".



Following instructions - Learners know to follow a simple, single instruction initially, we use motivating situations such as snack time or leisure time. Learners begin to recognise, understand and follow instructions in everyday life, e.g. 'Push/pull on doors'.



Declarative communications - Learners know how to gain the attention of another person, maintain communication, how to show you are listening, the conventions of conversation e.g. your turn, my turn.



Dynamic communications - learners understand declaratives, these are generally funny or dramatic, these could be jokes or catchphrases from favoured characters, learning when they can be used.



Narrative - learners are able to tell stories, retell events, retell events that have happened to them and what are key details.





My Sensory Play

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. The learners are often within two of the five levels of play. Learners are also introduced to the five social dimensions of play. Functional mathematical and English skills are taught through this area.



Sensorimotor Play - Learners explore objects and they are felt, squeezed, shaken, smelled and mouthed.



Relational Play - Learners explore the objects to see if it bounces, makes a noise, fits inside other things etc..



Five Social dimensions of 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).



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 - this includes 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 - elements taught within this include: to handle, experience and taste healthy foods that may be unfamiliar; knowing what are healthy drinks and exploring the concept of developing leisure interests are the 'move, eat, sleep, relax' focus.



Mental Health and Well-being - we teach learners to recognise and value themselves; explore differences and similarities; different interests; learning to 'fail' safely and knowing it is ok; knowing, recognising and communicating different emotions; know the skills and concepts around relaxing.



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



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





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.