



Spiral School

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# Spiral

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# Curriculum Overview

Learners at Springside follow the curriculum as outlined below. Rather than referring to *lessons*, we describe the activities our learners engage in as **areas of learning**. These areas of learning are delivered using a **variety of approaches**, forming a *core or skeleton* scheme of work. This is then adapted as appropriate to learners' **abilities, interests and needs** within each area, ensuring the curriculum remains **broad, balanced and enriched**.

The curriculum is further enhanced through our **Learning for Life themes and enrichment opportunities**. These are introduced through assemblies, enriched through dedicated **Learning for Life experience days**, and threaded throughout each area of learning, acting as meaningful **hooks for engagement and learning**.

While classes personalise approaches to meet the needs of individual learners, there are also **phase-specific 'non-negotiable' elements** within each classroom. These ensure consistency across each phase, with shared approaches to learning that reflect the developmental needs of learners within that phase.

**PSHE, RSE, RE and SMSC (including British Values)** underpin all practice and are taught throughout each area of learning in a **holistic and embedded manner**. Some aspects of these areas are taught, where appropriate, through **discrete sessions within the Investigative phase**. All areas of learning are taught **sensitively and inclusively**, with respect for the backgrounds and beliefs of learners and their families, while ensuring learners are provided with the knowledge and experiences they need to support their development and wellbeing.

Areas of learning - Curriculum Pathways								
Experiential and Emerging Exploration	Sensory Exploration	Foundations of Exploration	Exploration	Sequenced Investigative	Emerging Investigative	Investigative	Springside @ Littleborough	Community Based
<ul style="list-style-type: none"> <li>My Independence</li> <li>My Communication</li> <li>My Sensory Play</li> <li>My Physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>My Independence</li> <li>My Communication</li> <li>My Sensory Play</li> <li>My Physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>My Independence</li> <li>My Communication</li> <li>My Play and Leisure</li> <li>My Physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>My Independence</li> <li>My Communication</li> <li>My Play and Leisure</li> <li>My Physical well-being</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 *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 delivered in a sensory and physical way.	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.	Skills, concepts and knowledge are delivered in a <b>highly structured, communication-rich way</b> , informed by elements of the <b>TEACCH approach</b> , where appropriate.	Skills, concepts and knowledge delivered in a <b>child-led, play-based learning environment</b> .	Skills, concepts and knowledge delivered in a <b>child-led, more formal learning environment</b> .	Skills, concepts and knowledge delivered in a <b>child-led, more formal learning environment</b> , including <b>elements of the National Curriculum</b> where appropriate. Many learners also access <b>mainstream inclusion sessions</b> , as appropriate, at Littleborough.	Skills, concepts and knowledge delivered in a <b>child-led, predominantly practical-based way</b> .

Progression within each area of learning focuses on developing the **thinking and problem-solving skills** of our learners. Learners work towards their **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage** and targeted adult support that is **gradually reduced over time**, with staff using **scaffolding strategies** to promote independence. All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, are woven throughout the school day and contribute directly to the school's **assessment and progress monitoring**, as outlined in the **Progress** section of the website. While our skeleton curriculum is informed by the **Equals framework**, learners based within the **Springside @ Littleborough hub** access a curriculum that includes **elements of the National Curriculum**, where appropriate, while maintaining a strong focus on **independent skills**.

## Curriculum Pathways

Universal Offer									Targeted Offer
									Specialist Provision
Experiential		Exploratory			Investigative				
Experiential	Emerging Exploration	Sensory Exploration	Foundations of Exploration	Exploration	Sequenced Investigative	Emerging Investigative	Investigative	Community based	Hub
Butterflies	Wallabies and Turtles	Elephants	Chicks EEU	Meerkats and Monkeys	Dinosaurs	Giraffes and Penguins	Tigers	Chameleons	Springside @ Littleborough
Cognition and Learning	My Independence	My Independence	My Independence	My Independence	My Independence	My Independence	My Independence	My Independence	My Independence (Contains Food Technology)
Communication and Interaction	My Communication	My Communication	My Communication	My Communication	My English	My English	My English	My English	My English
Social, Emotional and Mental Health	My Sensory Play	My Sensory Play	My Play and leisure	My Play and leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure	My Play and Leisure (Contains Music and DT – other than Food Technology)
Physical and Sensory	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being	My Physical Well-being (Contains PE)
					My Maths *delivered when appropriate	My Maths *delivered when appropriate	My Maths	My Maths	My Maths
					My PSHE *delivered when appropriate	My PSHE *delivered when appropriate	My PSHE	My PSHE	My PSHE (Contains RE)
					My World *delivered when appropriate	My World *delivered when appropriate	My World	My World	My World (Contains computing, History, Geography and Science)



# 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



## Experiential Phase

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

Learners within the **Experiential phase** learn through **experiencing and interacting with the world around them**. Learners are supported to engage in carefully planned experiences that enable them to begin developing early engagement and participation skills. The areas of learning are designed to develop the **foundations of safety, wellbeing and early independence**, enabling learners to access as much of the world around them as possible.

**Structure and repetition** form the foundations of learning within this phase and are delivered by a highly skilled staff team. A **personalised approach** is central to practice, with advice from therapists and information from healthcare plans integrated into daily routines. Learners follow **Personal Learning Plans (PLPs)** derived from their **EHC Plans**, ensuring learning remains responsive to individual needs.

Learners within this phase are **learning how to learn**, and progress is recognised and celebrated in the **smallest of steps**. Activities and sessions are carefully designed to promote engagement and enable the observation and development of early learning behaviours, including **exploration, realisation, anticipation, persistence and initiation**.

The curriculum is designed to meet the needs of the **whole child**, beginning with priorities identified within each learner's EHC Plan. These focus on:

- **My Cognition and Learning**
- **My Communication and Interaction**
- **My Social, Emotional and Mental Health**
- **My Physical and Sensory Development**



# Experiential and emerging exploration Non-negotiable elements

## What does our provision look like?

- **Therapy plans** are integrated into the school day, where appropriate, to support learning and wellbeing.
- **Small-group and individual teaching** is provided throughout the day to meet learners' specific needs.
- A **safe, supportive and predictable environment** is provided to enable learners to engage and begin their learning journey.
- Engagement is encouraged through the **Engagement Model**, supporting learners at early stages of development.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, are woven throughout the school day.
- Opportunities are provided for learners to **interact with peers** within their own phase, across phases, and with the wider community, **where meaningful and appropriate**.
- Access to **appropriate continuous provision**, tailored to individual needs.
- A strong emphasis on **routine and repetition** to support security, engagement and learning.
- Opportunities for **one-to-one shared experiences** to support communication, connection and engagement.
- Promotion of **positive mental health and emotional wellbeing** through a range of approaches appropriate to individual learners.
- Opportunities for **movement and outdoor experiences**, including wellbeing walks, where appropriate.
- A **total communication approach**, with emphasis on *on-body signing*, tactile cues and **Objects of Reference**, where appropriate.
- **Individual plans** in place for all learners, including **intimate care plans** and **eating and drinking plans**, to ensure safety, dignity and consistency.
- **Personal Care Assistants** are based within classrooms to provide consistent and responsive support.
- Use of **multi-sensory and single-sensory approaches**, tailored to individual sensory needs.
- Strong **multi-agency working**, ensuring collaboration with families and professionals to meet learners' needs effectively.



# Approaches used

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

**Total communication approaches, including:**

- *On-body signing*
- *Signalong*
- *PODD*
- *Tactile cues*
- *Objects of Reference*

**Sensory-based learning approaches, including:**

- *Sensory stories*
- *Story Massage*
- *Sensology*
- *Tassel activities*

**Play-based and experiential learning, including:**

- *Messy play (including Write Dance and Dough Disco)*
- *Outdoor play*

**Early literacy and communication development, including:**

- *Sensory phonics and pre-reading skills, informed by Rocket Phonics*
- *DEAR (Drop Everything and Read) sessions*

**Physical development and therapeutic approaches, including:**

- *Rebound Therapy*
- *Hydrotherapy*

**Creative and movement-based programmes, including:**

- *Charanga (music)*
- *Jabadao (physical development)*





# Exploratory Phase

## How do the learners learn on this pathway?

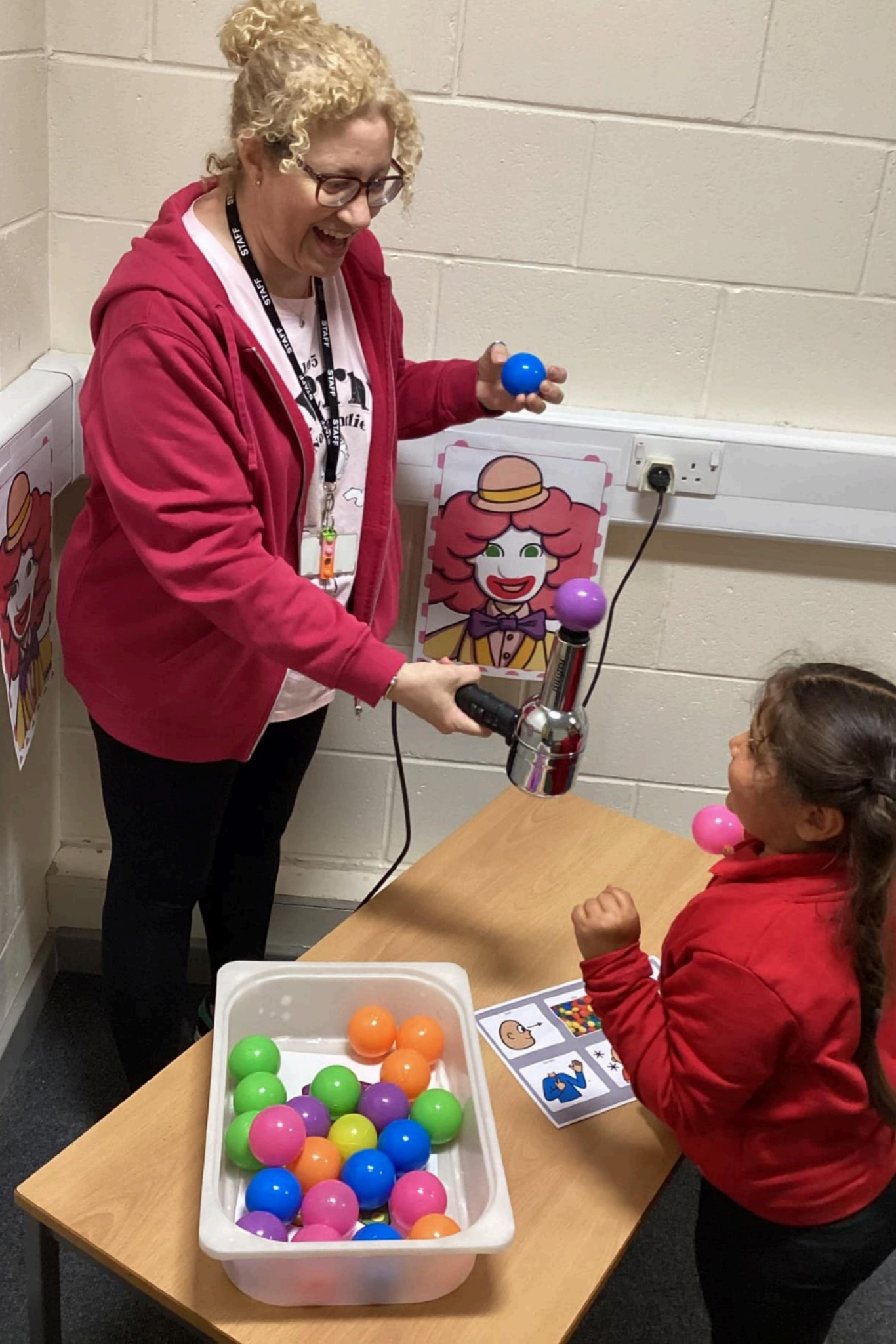
Learners within the **Exploratory phase** learn through **actively exploring the world around them**. Learners access exploratory sessions that support the development of **independence towards skills-based objectives**. The areas of learning are designed to teach learners the **essential knowledge** required to develop the skills and concepts needed to achieve the levels of independence we aspire towards.

The development of **functional expressive communication** is central to learning within this phase. Learners are encouraged to engage and form **secure, trusting relationships** with adults to support participation in adult-led activities. Independence is promoted through a **tiered approach** involving adult modelling, planned sabotage and the **gradual reduction of adult support** over time. **Behaviour for learning** is a key focus, with staff using **consistent, individualised strategies** to support learners to be **sensory and emotionally regulated**, enabling them to be ready to learn.

Within the Exploratory phase, **Mathematics and English skills** are embedded across all areas of learning. These skills are taught in a **purposeful and functional way**, aligned with the phase's approach to learning. Teaching skills and concepts through integrated areas of learning supports learners to develop **functional mathematics and English** that can be applied meaningfully.

Exploratory classes use **curriculum themes** as vehicles for skills-based learning. Class teams consider learners' **motivators and interests** to promote engagement and strengthen teaching and learning. Adults support learners to access activities while developing **functional self-help, play and communication skills**. A balanced combination of **child-led and adult-led learning** supports positive working relationships between learners and staff within the phase.

Classes within the Exploratory phase offer a **skills-based curriculum**, where appropriate informed by elements of the **TEACCH approach**. Structured environments and routines are used to support learners to explore, develop skills and build **growing independence**.



# Foundations of Exploration Non-negotiable elements

## What does our provision look like?

- A **communication-rich environment** that is safe, supportive and appropriate for exploration.
- **Short, focused small-group or individual teaching input** delivered throughout the day.
- **Continuous provision and in-the-moment planning**, informed by the *Curiosity Approach*.
- Learners supported to move **beyond the Engagement Model**, where appropriate, in line with their development.
- A curriculum focus on **functional communication, independence, sensory regulation and social skill development**.
- A **total communication approach**, with emphasis on *on-body signing*, tactile cues, an introduction to symbol support and **Signalong**, where appropriate.
- By the time learners leave this pathway, each learner will have an **identified preferred communication method**, including **low- and high-tech options**, as appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, are woven throughout the school day.
- Learners work towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff use **scaffolding strategies** to support and promote independence across all areas of learning.
- Learners' **individual schemas** are identified, with activities planned to support progress through **schematic play**.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **clear and consistent routine** for all learners, supported by **visual aids** to cue transitions.
- Regular access to **multi-sensory experiences**, tailored to individual sensory needs.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Personal care and self-help skills** embedded within the curriculum and daily routines, with **Personal Care Assistants based within classrooms**.
- **Individual plans** in place for all learners, including **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans**, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**.



# Sensory Exploration Non-negotiable elements

## What does our provision look like?

- A **communication-rich environment** that is safe, supportive and appropriate for exploration.
- **Short, focused small-group or individual teaching input** delivered throughout the day.
- **Continuous provision and in-the-moment planning**, building on learners' interests and motivators.
- Teaching and learning rooted within the **Engagement Model**, recognising early stages of development.
- A curriculum focus on **functional communication, independence, sensory regulation and social skill development**.
- A **total communication approach**, with emphasis on *on-body signing*, tactile cues, **Objects of Reference**, and an introduction to symbol support and **Signalong**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff use **scaffolding strategies** to promote independence across all areas of learning.
- Learners' **individual schemas** identified, with activities planned to support progress through **schematic play**.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **clear and consistent routine** for all learners, supported by **visual aids** to cue transitions.
- Regular access to **multi-sensory experiences**, tailored to individual sensory needs.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Personal care and self-help skills** embedded within the curriculum and daily routines, with **Personal Care Assistants based within classrooms**.
- **Individual plans** in place for all learners, including **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans** and **Positive Handling Plans**, where required, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**, in line with statutory guidance.



# Exploratory Non-negotiable elements

## What does our provision look like?

- A **communication-rich environment** that is safe, supportive and appropriate for exploration.
- **Short, focused small-group or individual teaching input** delivered throughout the day.
- **Continuous provision and in-the-moment planning**, building on learners' interests and motivators.
- Learners supported to move **beyond the Engagement Model**, where appropriate, in line with their development.
- A curriculum focus on **functional communication, independence, sensory regulation and the development of social skills**.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support**, and **Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to encourage independence across all areas of learning.
- Learners' **individual schemas** identified, with activities planned to support progress through **schematic play**.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **clear and consistent routine**, supported by **visual aids** to cue learners through transitions.
- Regular access to **multi-sensory experiences**, tailored to individual sensory needs.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Personal care and self-help skills** embedded within the curriculum and daily routines.
- **Individual plans** in place for all learners, including **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans**, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**.



# Approaches used

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

## Communication and Interaction

- A **total communication approach** to support language understanding and promote functional expressive communication, including:
  - Symbols (PECS / PODD)
  - On-body signing
  - Signalong
  - AAC systems
  - Intensive Interaction
  - Objects of Reference
  - Simple, direct verbal language
- Use of **low- and high-tech communication systems**, as appropriate.

## Sensory Regulation and Wellbeing

- **Individualised sensory support packages** delivered daily.
- **Oral skills development**, including teeth brushing and other oral desensitisation activities.
- **Calming and regulation sessions**, including movement-based and relaxation approaches, such as yoga, where appropriate.

## Teaching and Learning Approaches

- **Themes and subject areas** used as vehicles for skills-based learning (e.g. using stories to develop anticipation, engagement and communication skills).
- **Learning for Life elements** embedded to add breadth to the curriculum, including *My Music, My Dance, My Drama and My Art*.
- **Phonics and early reading skills**, informed by **Rocket Phonics**, including story massage, sensory stories and **DEAR (Drop Everything and Read)** sessions.

## Play, Physical Development and Creativity

- **Messy play and creative activities**, including Write Dance, Dough Disco, arts and crafts and food-based activities.
- **Outdoor learning and play**, including Forest School and Wilderness-based experiences, where appropriate.
- **Jabadao**, promoting social, communication, physical and sensory development.

## Inclusion and Wider Experiences

- **Educational visits**, enabling learners to generalise skills within the local community.
- Access to **shared specialist rooms and equipment**, where appropriate.

## Supporting Behaviour and Emotional Regulation

- Use of **Team Teach principles** to support barriers to learning and promote independence in emotional regulation, in line with statutory guidance.
- Use of **social stories and other appropriate, evidence-informed strategies** to support individual needs.



# Interventions



In order to further personalise our provision and ensure we meet the individual needs of our learners, a range of interventions are implemented, as appropriate, and tailored to each learner.

## **Wilderness Therapy**

Learners take part in therapeutic activities within natural environments, designed to support development, wellbeing and engagement in line with individual needs and developmental milestones.

## **Emotional Support (e.g. Therapeutic Inclusion – Th.Inc®)**

Learners participate in nurturing and therapeutic play-based activities that support emotional development, regulation and wellbeing.

## **Rebound Therapy**

Learners who require support with physical development access trampoline-based sessions. These are highly motivating and may be linked to curriculum areas, where appropriate.

## **Animal Assisted Therapy**

A range of animals are used to support learners' **emotional wellbeing**, engagement and regulation.

## **Barriers to Learning Plans**

Learners who require additional, personalised support to develop appropriate communication and emotional regulation have **individual Barriers to Learning Plans** in place.

## **Curriculum-Based Interventions**

Delivered by our **Gateway Team** and **Learning Mentors**, these interventions support the development of specific skills within targeted curriculum areas.

## **Jabadao**

Learners at the earliest stages of communication benefit from this **child-led approach**, using movement as a means of communication and interaction.

## **Liquid Listening**

Learners experience a fully immersive, whole-body sound experience, which can promote deep relaxation, regulation and emotional wellbeing.

## **Wellbeing Dominoes**

Learners are supported to explore their emotions and develop **meaningful, personalised strategies** for relaxation and emotional regulation.



## Investigative Phase

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

Learners within the **Investigative phase** learn through **investigating the world around them** within a **more formal learning environment**. Learners begin to make links and further develop their **communication skills** to explore, explain and discuss ideas and concepts. The areas of learning are designed to provide learners with the **skills, concepts and knowledge** needed to **meaningfully engage with the world around them**.

The development of an understanding and expression of **feelings and emotions** is central to learning within this phase. Learners are encouraged to form **secure relationships** with adults and peers, develop **resilience**, and feel increasingly confident in sharing their feelings. Learners' **talents and strengths** are recognised and encouraged through a range of opportunities, supporting the development of **self-esteem and pride**, while also celebrating the achievements of others.

Learners engage in a wide range of experiences through **topic-focused learning**, which draws upon **personal interests** as well as introducing new ideas and themes. Teaching and learning are developed through a range of interactive areas of learning, including **My Play and Leisure, My Independence, My World and My Physical Well-being**, which encourage curiosity, discovery and a sense of wonder.

Classes within the Investigative phase offer a **needs-based curriculum**, using a combination of **child-led approaches informed by EYFS principles**, alongside **more formal teaching approaches** where appropriate. Each class builds upon learners' existing skills to encourage **investigation, expression and independent learning**. Learners' individual capabilities are carefully considered, with needs supported **educationally, socially, emotionally and physically**.



# Sequenced Investigative Non-negotiable elements



## What does our provision look like?

- A **communication-rich environment** that is safe, structured and appropriate for exploration and learning.
- **Short, focused small-group or individual teaching input** delivered throughout the day.
- Teaching approaches **informed by TEACCH principles**, where appropriate, to support structure, clarity and independence.
- Learners supported to move **beyond the Engagement Model**, in line with their developmental stage.
- A curriculum focus on **functional communication, independence, sensory regulation and the development of social skills**.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support** and **Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to encourage independence across all areas of learning.
- Learners' **individual schemas** identified, with activities planned to support progress through **schematic play**, where appropriate.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **clear and consistent routine**, supported by **visual aids** to cue learners through transitions.
- Regular access to **multi-sensory experiences**, tailored to individual sensory needs.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Personal care and self-help skills** embedded within the curriculum and daily routines.
- **Individual plans** in place for all learners, including **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans**, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**.

# Emerging Investigative Non-negotiable elements



## What does our provision look like?

- An environment that **encourages independence** and supports **safe, appropriate risk-taking**, in line with individual readiness.
- **Short, focused small-group or individual teaching input** delivered throughout the day.
- A curriculum that fosters **functional communication, independence, sensory regulation and the development of social skills**, with **early concepts introduced** as appropriate.
- Learners supported to move **beyond the Engagement Model**, in line with their developmental stage.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support and Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to encourage independence across all areas of learning.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **clear and consistent routine**, supported by **visual aids** to cue learners through transitions.
- A **known and predictable timetable**, with planned opportunities for change and explicit support strategies to help learners **manage and cope with transitions**.
- Opportunities for learners to **interact with peers** within their own phase and across other phases, where meaningful.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Individual plans** in place for all learners, which may include **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans** and **Positive Handling Plans**, where required, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**, in line with statutory guidance.

# Investigative Non-negotiable elements

## What does our provision look like?

- An environment that **encourages independence** and supports **safe, appropriate risk-taking**, in line with individual readiness.
- **Whole-class teaching input** delivered at regular intervals, alongside targeted support where required.
- A curriculum that fosters **functional communication, independence, sensory regulation and the development of social skills**, with **increasing conceptual understanding** introduced as appropriate.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support** and **Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to promote independence across all areas of learning.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **known and predictable routine and timetable**, with planned opportunities for change and explicit support strategies to help learners **manage transitions and cope with change**.
- Opportunities for learners to **interact with peers** within their own phase and across other phases, where meaningful and appropriate.
- **Contextualised trips and visits** that support learners to explore the **local community and wider environment**, enabling the generalisation of skills.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Individual plans** in place for all learners, which may include **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans** and **Positive Handling Plans**, where required, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**, in line with statutory guidance.



# Community based Non-negotiable elements

## What does our provision look like?

- An environment that **encourages independence** and supports **safe, appropriate risk-taking**, in line with individual readiness.
- **Whole-class teaching input** delivered at regular intervals, alongside targeted support where required.
- A **wholly practical, experiential curriculum**, rooted in real-life learning and the application of skills within meaningful contexts.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support** and **Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to promote independence across all areas of learning.
- A **known and predictable routine and timetable**, with planned opportunities for change and explicit support strategies to help learners **manage transitions and cope with change**.
- Opportunities for learners to **interact with peers** within their own phase and across other phases, where meaningful and appropriate.
- **Contextualised trips and visits** that enable learners to explore the **local community and wider environment**, supporting the generalisation of skills.
- Explicit opportunities to develop **independence in using public transport**, as appropriate.
- Planned opportunities for learners to **develop independence in managing transitions** between activities, environments and settings.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Individual plans** in place for all learners, which may include **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans** and **Positive Handling Plans**, where required, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**, in line with statutory guidance.



# Springside Hubs Non-negotiable elements

## What does our provision look like?

- An environment that **encourages independence** and supports **safe, appropriate risk-taking**, in line with individual readiness.
- **Whole-class teaching input** delivered at regular intervals, alongside targeted support where required.
- A curriculum that **includes elements of the National Curriculum**, where appropriate, while maintaining a strong focus on the development of **independent skills**.
- A **total communication approach**, with emphasis on **auditory cues**, tactile cues, the development of **symbol support** and **Signalong**, including **low- and high-tech communication methods**, where appropriate.
- All learners' **Personal Learning Plans (PLPs)**, derived from their **EHC Plans**, woven throughout the school day.
- Learners working towards **personalised objectives** in a clear, sequential way, developing independence through **adult modelling**, planned **sabotage**, and adult support that is **gradually reduced over time**.
- Staff using **scaffolding strategies** to promote independence across all areas of learning.
- Opportunities for learners to access **1:1 support** for focused learning activities, where appropriate.
- A **known and predictable routine and timetable**, with planned opportunities for change and explicit support strategies to help learners **manage transitions and cope with change**.
- Opportunities for learners to **interact with peers** within their own phase, across other phases, and with **mainstream peers**, where meaningful and appropriate.
- **Contextualised trips and visits** that support learners to explore the **local community and wider environment**, enabling the generalisation of skills.
- **Relevant therapy plans** integrated into the school day, where appropriate.
- **Individualised sensory support packages** delivered daily.
- **Individual plans** in place for all learners, which may include **intimate care plans** and **eating and drinking plans**, ensuring safety, dignity and consistency.
- **Individualised Barriers to Learning Plans** and **Positive Handling Plans**, where required, providing planned opportunities for learners to experience appropriate challenge and develop strategies to **manage emotions and increase independence**, in line with statutory guidance.



# Approaches used

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

### Communication and Interaction

- A **total communication approach** to support understanding and expressive communication, including:
  - Symbols (PECS / PODD)
  - Signalong
  - AAC systems
  - Narrative-based approaches, where appropriate
- Use of **low- and high-tech communication systems**, as appropriate.
- **Communication Partners (SALT programme)** to develop functional communication skills.
- **Daily problem-solving and communication sessions** to support reasoning, language and interaction.
- Use of **social stories and other appropriate, evidence-informed strategies** to support understanding and emotional regulation.

### Sensory Regulation and Wellbeing

- **Individualised sensory support packages** delivered daily to support regulation and readiness to learn.
- Access to **outdoor learning opportunities**, including Forest School and Wilderness-based experiences, where appropriate.

### Teaching and Learning Approaches

- **Learning for Life elements** embedded to add breadth to the curriculum, including *My Music, My Dance, My Drama and My Art*.
- **Weekly sensory and creative activities**, linked to curriculum themes, to ensure learning remains broad and balanced.
- **Daily structured problem-solving opportunities** embedded across learning activities.

### Literacy and Language Development

- **Phonics and reading skills**, informed by **Rocket Phonics**, including story massage, sensory stories and **DEAR (Drop Everything and Read)** sessions.
- Use of **Colourful Semantics** to develop sentence structure and expressive language.
- **Write from the Start** to support early writing and fine motor development.
- Use of **high-quality texts** to share, explore and read with increasing confidence and understanding.

### Numeracy and Cognitive Development

- Opportunities to use a range of **practical and visual resources**, such as **Numicon** and real-life materials (e.g. coins), to support mathematical understanding and application.

### Play, Physical Development and Creativity

- **Messy play and creative activities**, including Write Dance, Dough Disco, arts and crafts and food-based activities.

### Inclusion and Wider Experiences

- **Educational visits**, enabling learners to generalise skills and knowledge within the **local community**.
- Access to **shared specialist rooms and equipment**, where appropriate, to enhance learning experiences.

### Supporting Behaviour and Emotional Regulation

- Use of **Team Teach principles** to support barriers to learning and promote independence in emotional regulation, in line with statutory guidance.

