

St Francis School Curriculum update – Spring 1

Pre-Formal and Informal Curriculum Update

The Engagement Model is now fully implemented, and all pupils have a 'Pupil Profile' in place highlighting ways to engage and motivate individual pupils. This term, teachers have been working closely with physio and OT to ensure that all therapies are delivered during the day. Below is a taster of what the Pre-Formal classes have been working on this term.

EBH- Pre-Formal/EYFS

OUR AIM IS ENGAGEMENT – WITHOUT ENGAGEMENT THERE IS NO CONNECTION

WE LOVE IT WHEN OUR PUPILS ENGAGE

HERE ARE SOME OF THOSE SPECIAL MOMENTS

EXPLORATION



In Active Learning we encourage the pupils to explore all sorts of stimuli. We observe signs of tactile exploration at whatever level, even the smallest finger movement is responded to! We listen to sounds and look at lots of different media with lots of different colours, lights and effects. We celebrate all engagement and enjoy nothing more than the pupils have fun. When we modelled feeling the honey to this little boy he then explored it himself ... WOW!

REALISATION



In register Adam has realised when we give him the photos and names upside down. He really looks and shows obvious realisation that he needs to turn them around ... WOW!

ANTICIPATION



Moments when we see anticipation are very special. This little boy has been in a lot of pain but we know giving him a wiggle makes him smile. We did this with the big ball and bounced it on his tummy. After the first time, he then anticipated this. Look at that smile 😊 WOW!

PERSISTENCE



Persistence can be seen in many different ways, for this little girl holding her head up can be really hard and tiring but WOW she really persisted!

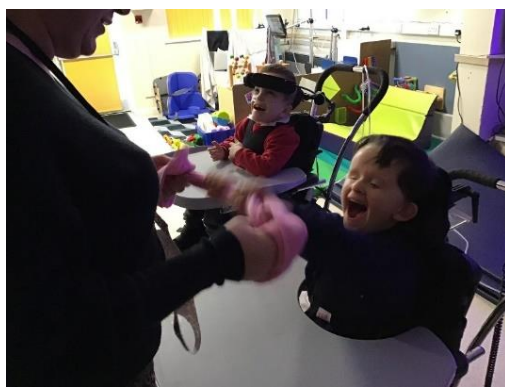
Especially if we made silly noises in front of her. Ensuring we cover all areas of the curriculum is vital as they work in unison together. By encouraging head control we will get far more engagement when interaction and exploring.

INITIATION



To initiate you need to be motivated to do so, this little girl likes wet textures. We realised this when she really engaged when exploring with water. We have used that observation to try other stimuli. If she's not motivated she will hold her hands by her side but with the melted chocolate she initiated touching it straight away ...WOW!

PCS- Pre-Formal



PCS have had a great start to the new academic year, we have invited new friends and staff into our class and it feels like they've always been with us! We have been doing a range of sessions including sensory story to get to know our friends favourite things. Core skills which gets us exploring different textures and objects, we also work on our visual skills via light sessions and eye gaze. Our social sessions have been lots of fun, we have been playing Simon says, singing with our microphone and chatting to our talking parrot, and he loves a gossip! Despite not being able to have a live audience the children put on a 5 star performance for our take on 'The Grinch that Stole Christmas'. They were able to show off all their incredible skills and our Grinch took their role very seriously!! I feel very lucky to be the teacher in PCS, both the children and staff make me proud every day. They bring so much love, care and laughter into class and can't wait to see what the rest of the year brings. I have a feeling that the children will continue to show their resilience, perseverance and love for all things, even our out of tune singing!

PLP/AM- Pre-Formal



We have had such a wonderful first term getting to know one another in PLP/PAM. Our pupils have been such a delight and have already taught us so much about themselves. We have had many a fun session exploring the pupils' motivators and getting to know all their favourite – and not so favourite things to do!

We have enjoyed exploring a variety of sensory stories ranging from an 'Autumn Adventure'; 'A Walk in the Winter Wonderland' and now during the dark winter month of January, we are wrapping up warm and getting cosy with 'A Night At The Movies' story.

Swimming has been a great success with all the pupils spending valuable time in our pool, something that is also much appreciated by all of their parents. Furthermore, Rebound sessions have been such a hit that we have managed to timetable more opportunities throughout the week for our pupils' to access the trampoline.

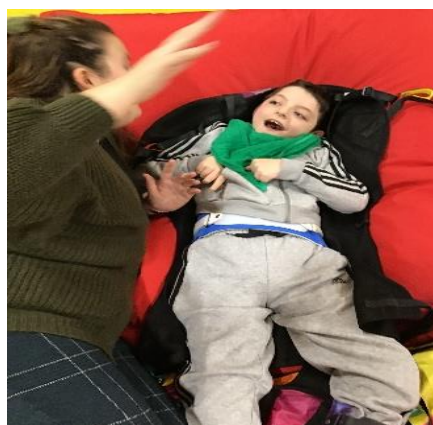
We have introduced more Active Learning opportunities throughout our school day and several pupils in class have greatly benefitted from this over the course of the term. Their confidence and motivation to independently access resources has been a joy to observe.

Our pupils enjoy game sessions with the parachute and have also been displayed great motivation during our newly introduced drumming sessions.

We are very fortunate to have the Sensory Room close by and take the opportunity to use it wherever we can and love our Friday afternoons in there when we can enjoy a lovely holistic massage to finish off our week.

PTC- Pre-Formal

My class has eight learners aged from 8 to 16 years. Although we mainly follow a Pre-Formal Curriculum, there are a number of pupils that require elements of the Informal Curriculum pathway, which I build into my planning. The needs of my pupils are varied and they have a large amount of physical needs, which means that physio therapy also has to be built into our day.



This term we are focussing on Chinese New Year, I have built this topic into my planning and we have Explore and Discover Sessions and Our Sensory Story on this theme. This allows me to expose the pupils to elements of a different culture, foods, clothes and beliefs in a sensory and accessible way.



Other lessons are more generic and focus on developing the pupil's skills in; Communication and Language, Cognition and Learning, Physical and Sensory and Social and Emotional areas. The pupils have responded particularly well to Body Awareness and our Attention Focus Core Skills Sessions. The Attention Focus Session is based around motivators and developing core skills. I have a bucket which only I can open. The pupils are very motivated by waiting to see what is in the bucket. I regularly change the resources. I firstly model the items and then they are able to engage directly, in whatever way they prefer. The level of engagement and concentration continues to amaze me. During the body awareness sessions we are developing our use of ACC for particular pupils and exploring preference for others.



I also work hard to continue to develop a programme of outdoor learning and access the local and school community as much as possible.



Informal Curriculum Update

Our Informal curriculum document is now fully drafted. The informal classes continue to explore and experiment with how the provision looks for this cohort of learners. Informal teachers have been working closely with SALT to ensure that the pupils have access to purposeful and functional methods of communication. We have already identified two pupils who will move into our Semi-Formal provision in September. Personalised intervention programmes are in place to provide challenge. 'Stages of Play' training is currently being rolled out to teaching assistants who support Informal learners.

IVS- EYFS/Informal



We have been celebrating national hat day, bird day, rubber duck day and this week Winnie the Pooh week. We have been exploring lots of props for hat week and we all took it in turns to dress up, even Bob! We had rubber duck races, made bird feeders, had a Pooh picnic, made honey slime and our favourite was Winnie the Pooh milkshakes. We got quite messy for this but we had a very good time. We have been working on our independence and self-care in our body awareness sessions. This has included brushing our own teeth, washing our hands, washing dolls and brushing our hair. We have been playing lots of social games and learning to share our space with others. We have been talking about 'fizzy tummy's' and when we need to have some time out to make our tummy better in the sensory shed. We have been investigating new symbols in class for transitions and we have tried really hard. Some of us are now requesting events by using photo exchange. Fabulous work.

ILB- EYFS/Informal



We have been trialling the new informal curriculum in ILB and have seen such amazing progress, especially in communication and social interaction. The first term was mainly focused on using intensive interaction techniques and building student staff relationships through play. As a result, pupils have felt secure enough to explore and learn and we have seen things like pupils extending their play behaviours and displaying intentional communication towards staff either physically or using newly established/modelled AAC. Pupil relationships have also developed from pupils tolerating others engaging in their play, to early shared play and turn taking. There has been a notable increase in pupil attention span, resulting in extended exploration and discovery of cause and effect. Pupils feel confident in initiating interaction and taking their learning in their own direction with the support of staff. We are looking forward to seeing what new learning opportunities will be presented and explored this term.

Semi-Formal Curriculum Update

Updates and Developments

Our topic in Semi-Formal this term is 'What country do we live in?' and 'What countries are really far away?' For our younger Semi-Formal pupils, learning is themed around exploring their close and familiar environments such as: home and school as well as places far away such as: Lincoln and the coast. Pupils are enjoying their learning about our country and exploring maps as a part of this. Some of our classes are enjoying their little walks and visits into the local area too, tying in with their Independence skills.

Towards the end of this half term, we will finalise our decision as an area on our whole school approach to Phonics. By the 31st March the DfE require all schools to be following a DfE approved Phonics programme. Since the last report, Twinkl has created and been DfE approved for an SSP programme. Semi-Formal teachers have been working to compare between Little Wandles and Twinkl Phonics whilst we had a week of free access to Twinkl phonics as a part of our school subscription to Twinkl. After discussions with the Phonics working party, it has been agreed that we will continue with the purchase of Little Wandles revised version of Letters and Sounds as this can be more thoroughly personalised to our learners according to their needs. We have consulted with them regarding the costings again and have been issued some discount on the resources and also with the annual subscription. Please find costings in the table below:

During December, teachers within Semi-Formal had their pupil progress meetings for their classes with their Area Lead. During this meeting, they shared the progress journeys of their students against their personalised learning intentions, discussed target changes and adapted these on their formal documents as well as shared with parents. Students were also identified who require further intervention and monitoring.

Celebrating Student Success



Ryan started his Rebound sessions on the trampoline during his Physical Wellbeing sessions. Ryan was very anxious about going on the trampoline and his starting point in September was sitting on the bed with support and completely stationary. Ryan progressed to allow someone to bounce him in a sitting position, to a seated bounce independently, to standing alone and last week completed his first landed seated drop. Fantastic effort Ryan!

Upper School – Curriculum Update

Since the last Governors report, we have been focusing on developing work opportunities for our students.

We have just recently met with 'Talentino' who are a specialist company who work with 1/3 of all special school nationally to develop their 'Careers Curriculum' across the entire school. We plan to join this network, to be fully supported to further develop the current Careers offer that we have.

Aaron services have also committed to the next year as a business partner to work with the school and further develop our links with the local and wider community to develop even better relationships with more business across Lincolnshire and beyond.

We have continued to access the local community and have through our independence lessons started to access more and more.

We have also had a visit from 'The Collection' and with support from Anita Fox, the NCS and our Year 14 students, in conjunction with students at St Christopher school, we are going to support The Collection to make it a more accessible venue for families with children who have additional needs.

We are going to research why it is not currently accessible and how we can change this. The plans will then be presented by our students at The Collection, as part of the new project 'The Gaia'

We have also prioritised monitoring provision this term, including regular drop-ins across all sessions in Upper School. The feedback has been excellent, with the vast majority of sessions being well planned, purposeful, meaningful and very engaging.

Our TA2 (working towards TA3 status) has had his first observation as part of his college course with his Numeracy teaching group and has had some excellent feedback about how well his lesson went and how engaged in learning the students were throughout, making good progress.

Year 14 students, will start to visit Post 19 educational providers and begin to complete application forms for where they would like to transition onto.

Year 14 students will continue to engage with the NCS programme working with Lincoln City to develop some of the softer skills that are required for moving on and more recently this group have been working with a local recruitment agency 'McCarthy Adams' where both Emma and Caroline have been supporting the group to develop their CVs and their Interview techniques.