

## St Francis School

### Curriculum update – Autumn 2

#### Pre-formal/informal curriculum pathway.

##### Pre-Formal – Class Overview

EBH pupils engaged so well in their 'active learning' sessions and this term they have had a wintery theme. One pupil persisted to reach for the shiny stones that were placed right at the end of his tray. Another pupil showed great anticipation as the shiny stones hit the tuff spot and made a loud noise. Other pupil used her fine motor skills to grasp the snowy mints. Whilst exploring marzipan, one pupil realised it was sticking to his fingers and started to shake and wiggle his fingers to try and get it off – he found this really funny. The class are currently enjoying their sensory story based around individual motivators – one of the pupils in class is motivated by balls, one of the activities in the story is reaching out to feel and roll a variety of different textured balls. One pupil loves water so she explores the ball whilst it floats in a tray of water- great engagement.

PCS have been engaging well with their anticipation story this term. All the pupils have to find ways to scare the giant purple bird away. One pupil seems to really like the noisy balloons and will reach out to squeeze the balloon and she listens carefully to the sound of the balloon as it's moved from side to side. Another pupil has great fun with the water spray- he will look at a member of staff he wants to squirt and shows great anticipation when the class team say 'ready...steady'. Holistic massage is another favourite session in PCS- especially when the Indian head massagers come out. One pupil has started initiating a massage by reaching out to push the massager towards his head.

In PTC one pupil has been working really hard during her visual core skills sessions- locating the light source on the iPad- she loves having a dance to the music as a reward. Another pupil has been exploring her environment using her walking sling. During a core skills session she walked over to the computer, reached out to press the switch to activate the music- great independence. One pupil is doing some great independent standing during his physio session- he uses the wall bars to pull himself up to a standing position, he then likes to look at himself in the mirrors on the wall. PTC have been using the bikes as part of their outdoor learning session.

PLP/AM have been working so hard in their core skills session. Two of the pupils have been working together to independently explore presented stimuli. The class staff hang items of interest from clothes rails and then the pupils reach out to activate the stimuli. One of the pupils consistently reaches out to activate the chimes- she gets so excited. The other pupil has a preference for the punch balloon and likes to pull it and then let go. One pupil in class is very engaged during the class music session- he becomes very vocal and starts laughing when the teacher starts playing the recorder- brilliantly communicate his preferences. The class thoroughly enjoyed their Christmas trip to Brigg Garden Centre this week. Santa had a very special message for a pupil who is in hospital.

### Informal- Class Overview

IVS have had a 'Road Safety' week. The pupils have been very busy washing cars, building train tracks, making traffic light biscuits and even putting a TA in jail for not having a ticket on the bus! Lots of wonderful imaginative play and pupil led activities. IVS's favourite story is The Gruffalo. One pupil often requests the story by pressing the switch which says 'oh no oh no it's the Gruffalo' he then finds the Gruffalo teddy and takes it to a member of staff- excellent communication. The class also had a Nursery Rhyme week which was a big hit with all the pupils - One pupil sang the '5 cheeky monkey' song independently which was a huge wow moment. The five little frogs' discovery tray was another firm favourite. One pupil, who doesn't normally like touching things, moved all the spaghetti out of the way to find the sleeping frogs.

ILB have so much fun taking part in their sensory story in the drama studio. One pupil has taken a particular shine to the light up drum sticks and will often serenade the class. The class show great initiation and independent exploration during the 'lights' section of the story- trying really hard to activate the light up resources. Another favourite section is 'leaf blowing' the pupils help each other to sprinkle the leaves and show great anticipation when the giant fan is turned on- this blows the leaves everywhere. One pupil is doing so well in her walker and likes to crunch the leaves. The pupils in ILB like to make a mess- they recently made firecracker slime. This activity promoted the development of motor skills with lots of squeezing and stirring. Some of the pupils added food colouring to their slime using pipettes.

### Celebrating Success



This two cheeky monkeys found the iPad in class and started taking selfies.



Sophie joined PLP/AM's class trip to Brigg Garden Centre- she has lots of smiles for Santa.



Francesca from IVS enjoyed her first swimming session at St Francis School.  
Her favourite thing to do was to kick her legs and splash Kelly D!



Amazing standing from Kya during her physio session.  
She is getting so strong.

## Semi-Formal – Curriculum Update

### Updates and Developments

This term we have welcomed a new teaching assistant into one of our Semi-Formal classes. She has settled in well to St Francis and is enjoying her new role. In addition to this, it has been really lovely to see college and university students back in school to begin some of their special education placements with us. We have also been very fortunate to have some volunteers within school too.

Our topic this term for our older Semi-Formal learners is 'What hobbies did our grandparents have?' and 'What hobbies do we have?' For our younger learners it has been based around old and new games/play.

The pupils have enjoyed experiencing games and hobbies from the past. Teachers had sent out seesaw messages asking for input from their grandparents so they can relate to their experiences within their lessons. For example, one class were practising the Charleston whilst others were playing traditional board games.

During the last curriculum report, CN and I were researching into a DfE approved Phonics programme. After meeting with our English HUB and also exploring 'No Nonsense Phonics', we purchased their starter resource but felt that it was not suitable for our learners.

We have now attended an information briefing with a representative from Little Wandles which was really useful. We have had a call with them regarding costings and also carried out some networking with other schools (Mainstream and Special) that are either exploring the Little Wandles programme or are undergoing their initial setup with the programme.

Since the last Governors report, Debbie Barks has visited school again to meet with our SLT regarding our curriculum and assessment routes. Debbie gave some really positive feedback regarding the approach to the phonics work and the research that has been taking place. We discussed the programme, its effectiveness and benefits as well as the re-banding of our library so that it would be suitable for our new SSP programme.



Children in Need 2021  
My Thinking and Problem  
Solving

## Upper School – Curriculum Update

Since the last Governors report, we have in Upper School many exciting things to share with you! Firstly, following a long (but very successful) external review of our practice, policies and the way in which we conduct examinations from the awarding body 'the NCFE', we are excited to tell you that **all** of our students who sat their Functional Skills examinations in Literacy and Numeracy (back in the summer term of 2021) have achieved their qualification.

The process of becoming an accredited centre and achieving 'student's accreditation' has been a long one with many varying factors. However, the external report we recently received from the NCFE shows that we are excelling as a centre, with very few recommendations to be put into place by us to ensure that we can become a centre who has 'Direct Claim Status'. It shows the students who we identify to sit examinations are achieving some great outcomes, which in turn really does have an impact upon their individual progression and where they move onto next for their continued educational journey. We plan to celebrate this with an awards afternoon after the Christmas break.

We have been fortunate enough to re-engage with a project called 'ROSE' (Reach Out Stop Exploitation) which have been working with an identified group of students to ensure that they are kept safe and have all the skills to stay as safe as possible. The main aim of this project is to hear and see real life stories, of where young adults with learning needs have been taken advantage of and the strategies that they are able to be use, to prevent those coming victims.

We have also again been delighted to have hosted a 'Multi-Agency day' which is run by the Local Authorities 'Stay Safe Partnership team' that allows our students to better understand topics such as Internet Safety, Relationships, Road Safety, Anti-Social Behaviour and Drugs.

This day was really well received by students and staff who took part and it will allow our staff to continually embed the messages that were given on this day throughout the lessons that they deliver. Aaron Services have been influential in working with myself on the 'Supported Internships' project, not only donating a shed and installing it in the near future for the Horticulture group near the new Polytunnel but also wanting to work with us for the longer term to provide real 'work experiences' for identified students within Upper School.

Not only have Aaron Services taken Sean out on weekly work experience, but they have supported the school in the 'Eco-Schools' project by allowing Upper School students through a competition that both Kirstie and Jon came and presented to us, to design the logo that will be placed on the first Aaron Services fully 100% electric van. The winning design will have a VIP trip to 'Old Trafford' and will be announced on the 15<sup>th</sup> December at Christmas lunch. This is very exciting for the students and through their Art lessons; we are starting to see some real contenders for the winning design. We cannot wait to see what the winning design with the school logo will look like on the van!

Jemima continues in the early stages of her 'Supported Internship' at St Christopher's school, where she is now working 3 days a week in the role of a classroom Teaching Assistant, Telshia who is working every Wednesday in a Semi-Formal class within school and Amber who is working on Mondays in the school kitchen. We are making plans for even more appropriate students to experience the 'world of work'.

We continue to access the local community by allowing students to develop further their independence. This has and will continue to be a key area for all of our students as they progress onto adulthood. We are planning weather permitted to attend the Christmas market on Friday 3<sup>rd</sup> December.

Year 14 students, to further support their transitions have all had their Annual reviews and we are now working towards visiting Post 19 educational providers and starting to fill in application forms for where they would like to transition onto.

Year 14 students have also engaged 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.