

## Curriculum Statement for The Special Resource Provision (Complex And Additional Needs – CLAN)



### *Intent*

#### *What we aim to achieve:*

The Special Resource Provision enables children to engage in everyday primary school life. The provision offers the children a broad and balanced curriculum which is led by their interests and underpinned by their outcomes within their EHCPs and advice from external services. Reception age children will engage, with the support of an adult, in learning alongside their peers within the early year's classroom. Children from Yr1 - Yr6 will come together for mornings in Forest Class. They have access to quality first teaching and learn in small groups and 1:1 with staff. During the afternoons, with the support of an adult, children will access their year group class alongside their peers.

In Forest Class we know that being a resilient and resourceful learner with a 'can do' attitude is key for lifelong learning. We want all our children to grow their love for learning. This can be challenging for our children, therefore engagement in teaching and learning is at the forefront of everything we do.

### *Implementation*

#### *How we will achieve this:*

We strive to give our children the tools to manage their emotions and behaviours within the school setting and then generalise these into their everyday lives. Alongside, striving to equip children with the tools to manage their emotions and behaviour we offer a curriculum which is practical, relevant to the children's own lives, hands on and individualised.

The journey for each child within the SRP will be different. We endeavour to tailor our curriculum so it will be motivating and engaging for all children. Expectations of our children are high and realistic. Every step they take, big or small is celebrated. The needs of the children are reflected by our fluid curriculum which can be shaped by the children interests, abilities and needs

Despite the curriculum being different to the rest of the school, it still remains broad and balanced. We incorporate many life skills along the way. Lessons out in the local community on how to cross the road, catch a bus, shop for groceries and pay at a till are just some of the experiences our children will take part in. Children will experience a wide range of trips throughout their learning journey at Red Oaks. All children within the SRP take part in weekly small group swimming and drumming lessons which are tailored to their individual needs. As a school we know multi agency work is vital to offer children a rich range on external services. External services play a huge part within the provision. They shape what we teach and the way we teach it. Our teaching and learning incorporate strategies and programs which have been advised by professionals for individual children and small groups such as colourful semantics, LEGO therapy and Language for Thinking. These interventions are regularly reviewed and updated to ensure they are meeting the changing needs of our children. We work with a wide variety of services including but not limited to the Hearing Support Team, Speech and Language Therapists, Physiotherapist, Occupational Therapist and Social Workers.

### *Impact*

#### *How do we measure the impact:*

All children within the provision have an EHCP. The targets from their EHCPs are broken down into smaller next step targets which then forms their individualized framework. Assessments are gathered and made regularly against these targets using Evidence for Learning. The evidence can be gathered in the form of photographs, videos and comments. These assessments are regularly monitored and reviewed by the class teacher. Parents can contribute to this during annual review, parents evening and by uploading information to Evidence for Learning. When targets are reviewed and monitored adjustments will be made to teaching and learning to reflect the children's progress and needs.