

Form 2 Class Rationale 2023-24

The Unique Learner

In Form 2 there are 8 students ranging from Year 9 to 14. Our students have a range of Profound and Multiple Learning Disabilities and complex physiotherapy and medical needs. The staff provide a Total Communication Environment that encourages and values the voice of the individual, their choices and contributions.

Positive Relationships

Form 2 staff consists of a Teacher, Teaching Assistants and SEN Support Workers. Care staff provide additional support during lunchtime and intimate care. Each student is allocated a member of the class team who is a Key Worker who communicates with families and who is the point of contact as needed.

By providing a caring, supportive environment, the class staff develop strong relationships with each student, promoting Communication and positive interactions. This enables the students to feel safe, able to express themselves and to achieve their full potential.

As a class team, we work alongside external agencies who regularly support our students. These professionals include Physiotherapists, Occupational Therapists, Soundswell and NHS Speech and Language Therapists, Teachers of the Visually Impaired and Hearing Impaired, Family Support Workers and the School Nursing team.

Engaging Environments

Our classroom is large and spacious with lots of natural light. The room can also be adapted to create a darkened, sensory environment with sensory lighting and blackout blinds. We have a large, matted area that can be extended as required and an H bar hoist to enable the students to be safely transitioned to any area of the classroom. The matted areas enable the students to carry out their Physiotherapy programmes, Sherborne Movement Therapy and experience reflection and relaxation opportunities. We have a wet area which is used as a feeding area for students who are fed orally at snack time and lunchtime.

Form 2 have an outdoor area with a canopy to facilitate opportunities for outdoor learning and recreation. We also have access to a large playground with specialist equipment including a wheelchair accessible roundabout and swing. Other learning environments we access within the school setting are Forest School, a Sensory room including an ultraviolet room, a Cookery room, the Sports gym, a Hydrotherapy pool and the Music room.

In Form 2, the environment supports a Total Communication approach where the students are encouraged to use whatever form of communication is appropriate for them as individuals. This will include facial expression, body language, gestures, vocalisations, words, signs, PECS and voice output communication aids such as Step-by-Step switches. Objects of Reference and Tassels on-body signs are used to indicate to the students where they are transitioning to when they leave the classroom.

Learning and Development

The students in Form 2 receive a broad, balanced and relevant curriculum which is stimulating and motivates all our students. It promotes communication, interaction, independence and

the students' health and wellbeing, with a view to the skills they will need as they move on to other placements and environments when they leave Old Park School. This personalised, sensory curriculum is rich in opportunities and experiences which prepare our students for adulthood. As part of the wider 14-19 Phase, Form 2's curriculum covers the same opportunities and priorities as their peers in Forms 1,3 & 4, being based around Preparation for Adulthood.

The Curriculum is implemented through the areas of Preparation for Adulthood: Communication & Functional Skills; Employment; Independent Living; Community Inclusion; Health. Each week the pupils will follow a curriculum including the following elements:

Communication & Functional Skills – Multisensory/Early English & Maths, Phonic Awareness & Reading for Pleasure, Multisensory / Early ICT, Multisensory / Early Science Projects, Multisensory / Early PSHE

Employment – Work Experience blocked sessions off-site, Work Related Learning blocked sessions off-site, Enterprise blocked sessions

Independent Living – Multisensory/Early English: Communication/Tac-Pac/Sensology, Multisensory/Early Maths: Independent Living, Multisensory/Early Cooking, Home Management & Talentino Careers blocked sessions, Snack, Dinner & personal independence, Meet & Greet & registration, Let's Celebrate & Reflection

Community Inclusion – Offsite visits, including KS5 transition visits

Health – Creative Arts Options, Health & Wellbeing including Sherborne Movement Therapy, Open Theatre, Rebound, Hydrotherapy, Massage & personalised Physiotherapy programmes.

The students also participate in daily activities linked to the whole school 'SMILE' project which focuses on the students Emotional Health and Well-Being. They will end the day with an enrichment activity during Transport time.

In the 14-19 Phase, students will work in sets for English & Maths, Communication, Health & Well-being, Work-related Learning, Enterprise, Work Experience and their Creative Arts option. This allows students to work with others with similar abilities and needs, as well as a range of other young people in their age group throughout the week in order to support their learning, independence and social development.

Each student has termly targets linked to their Education, Health Care Plan Outcomes. The students work towards these regularly throughout their personalised sensory curriculum during the week.

September 2023