

## **Rationale Form 4**

### **The Unique Learner**

In Form 4 there are 10 students ranging from Year 9 to 14. Our students have a range of learning needs and different abilities. Each student will be treated as a young adult and taught to embrace their own individuality. Form 4 will help the students focus on their abilities and help them understand their own needs and begin to manage what they need. Form 4 is an inclusive and welcoming classroom where everyone is given opportunities to progress and achieve. All students will be encouraged to be happy in their own skin and be proud of their own individuality. The staff provide a Total Communication environment that encourages communication and independence. The class values the voice of the individual, their choices and contributions. As the students in Form 4 will be getting ready to move on, they will be given the opportunity to visit different settings and experiences different providers to help them to make a choice for what they would like to do next. During their time in Form 4, they will encounter lots of different work experiences and exposure and encourage students to voice their opinions about their experiences. Students in Form should be contributing to the own EHCP and professional meetings attending where appropriate.

### **Positive Relationships**

Form 4 staff consists of a teacher, 3 Teaching Assistants who will support throughout the week with teaching and learning. They will all support students to be independent. A SEN Support Worker provides 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 parents/carers and who is the point of contact if needed.

We look to provide a calm, fun and organised environment that will help the students feel welcome and safe. The students will be listened to and respected to help them feel welcome. As the students are young adults they will be treated as such, including talking to the students as young adults. While being empathetic and understanding to their individual needs they will be expected to begin to respect each other and staff and behave appropriately. The students will be also encouraged to be as independent as possible and responsible for their own items, learning and work. Every person in Form 4 is treated with kindness and respect and all differences are celebrated and negative opinions will be challenged.

We work together with multi-agencies to support the students with their learning, health, behaviour, and emotional needs. We work with families to further support the students holistically. These professionals include Physiotherapists, Occupational Therapists, Speech and Language Therapists, professionals from Visually Impaired and Hearing-Impaired providers, Social workers, Family Support Workers, other teachers, and the school Nurses.

### **Engaging Environments**

Our classroom is a spacious and big and has large windows. We have a toaster, dish washer, sink in our separate kitchen unit, which adds to the feeling of post 16 so the students feel more

grown up. The students will be encouraged to help decorate the classroom taking ownership for their own room.

Some of the students will be accessing offsite swimming or an offsite drama class. Where possible the students will be accessing offsite work experience or exposure. As the year continues will be going out to different places in the community practicing our social skills, travel skills and skills we need to live a more independent life and help more in the family home.

We keep our classroom tidy, clean, and welcoming so that the students feel valued and respected. We encourage the students to also keep their own classroom clean.

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 the sensory garden, a Sensory room including an Ultraviolet room, a Cookery room, the Sports gym, a swimming pool and the Music room.

As a class team we use a Total Communication approach and give the students the time and tools for their own communication. We use what is appropriate for each individual student. We also give the students the opportunities to work with and communicate with their peers.

### **Learning and Development**

Over this year, the students in the class will have a range of activities that will give the students a diverse and varied curriculum. The curriculum will encourage different opportunities to be able to develop their communication, life skills, relationships, healthy lifestyles, ideas for the future and confidence as they go into adulthood. The Curriculum is implemented through the Communication and functional skills, community inclusion, employment, health, independent living and transition visits.

Communication and Functional Skills– English, Maths, ICT, PSHE and Science.

Community Inclusion – Community Visits and Practicing community interactions.

Employment – Work Experience and Work-related learning

Health – Creative options, Social Options, Smile, and Health and Fitness

Independent Living – Home Management, Communication and Maths

Transitional visits - To identify what might be next after Old Park.

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.