



Our Curriculum Overview

Dorin Park School Values

Communication

We value **Communication** by:

- Promoting open and effective communication between families, staff and multi-professional teams
- Teaching learners to communicate using speech, words, pictures, symbols, Makaton signs, braille, and body language
- Actively listening to learners

Independence

We value **Independence** by:

- Having clear curriculum pathways tailored to the needs of learners
- Preparing for adulthood from Year 7 upwards
- Having ambitious expectations of our pupils
- Tailoring the support each learner needs

Communication, Independence, Wellbeing, Inclusivity

Wellbeing

We value **Wellbeing** by:

- Demonstrating and promoting positive social interaction and positive behaviour support
- Teaching learners to understand and communicate their emotions, sensory needs and regulation preferences
- Including and supporting learners' families in our school community
- Supporting the personal and professional development of the staff team

Inclusivity and Equality

We value **Inclusivity and Equality** by:

- Celebrating learners' individual and collective successes and strengths
- Valuing the individual differences and needs of our learners
- Understanding that learners learn at different rates and with different support
- Ensuring that learners feel safe to be themselves



What is our Curriculum Intent?

At Dorin Park School, we believe each learner is entitled to a curriculum that is personalised and appropriate for them. All our learners have an Education, Health and Care Plan (EHCP) and require modified approaches to achieve their aspirations and goals. Our curriculum reflects the EHCP areas and addresses learners' individual needs and barriers to learning so that each learner can develop to reach their true potential.

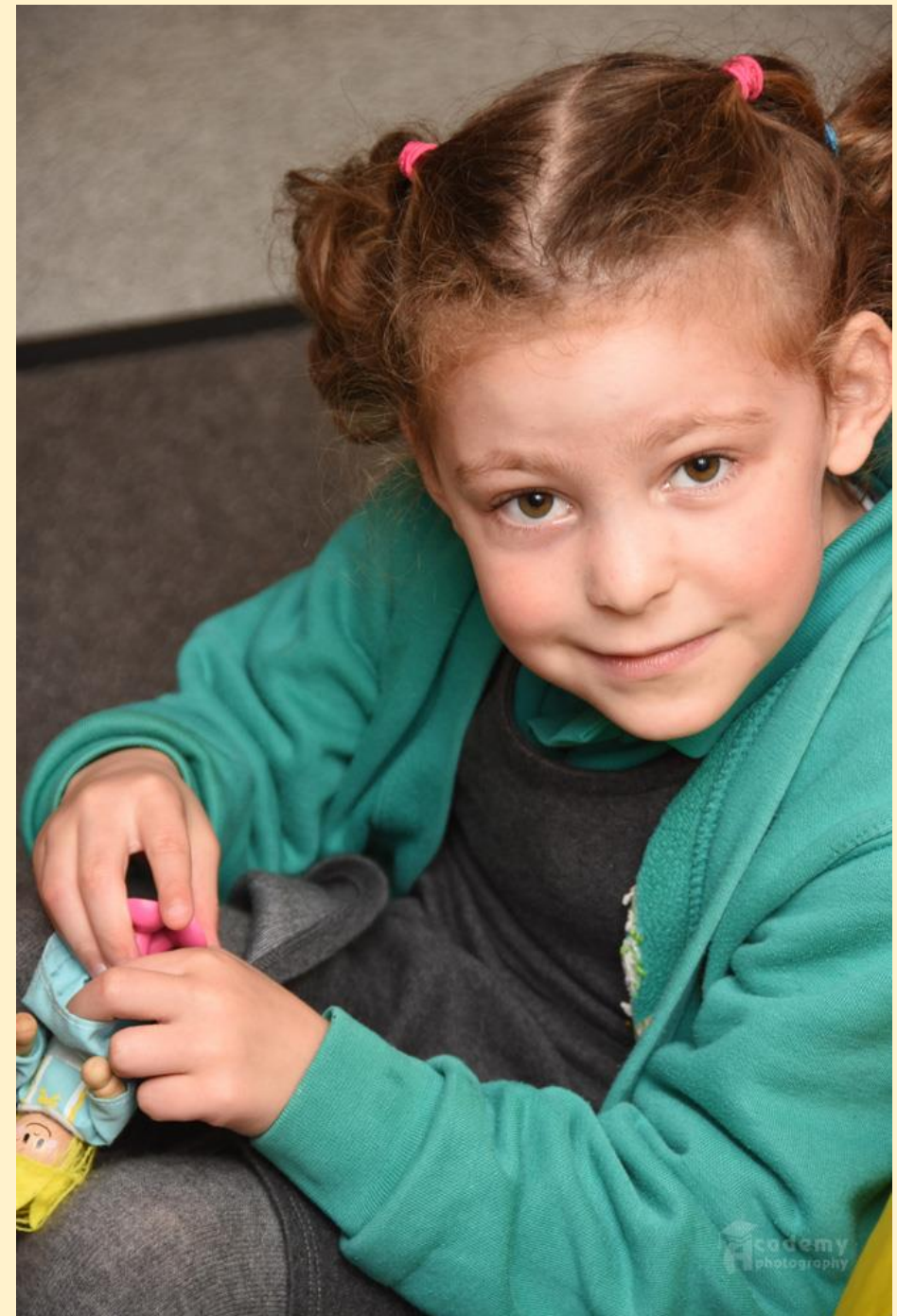
Learners at Dorin Park School follow one of four learning pathways: Pre-Formal, Semi-Explore, Semi-Formal or Formal. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enable learners to benefit from approaches from other pathways and to move between pathways if their learning profile changes.

EYFS Curriculum

The intent of the curriculum in the EYFS department is to develop the foundations of communication, learning and independence for all our pupils. We aspire for all our pupils to feel happy and settled in these early stages of their schooling in order for them to thrive.

Our curriculum provides a combination of adult-led and play based learning where pupils have access to a wide range of activities and experiences to help them develop specific skills as well as their ability to interact with the world around them through discovery, creativity and exploration, as well as creating relationships with the adults and peers around them. All experiences are planned carefully, personalising the approach and activity for all learners, to ensure everyone has the opportunity to succeed and reach their potential.

We liaise closely with parents during the pupils' transition into school and also throughout their time in EYFS. We offer group and personalised transition sessions for pupils to visit the school prior to their start where they can explore their new environments and meet key workers. Individual admissions meetings with parents, led by Leaders and the Family Liaison Officer allow the sharing of key information to be discussed which is vital for a smooth transition. Home school books and learning journeys on Evidence for Learning allow this communication pathway to continue and develop, building the trusting relationship between home and school.



EYFS

- At Dorin Park our EYFS department encompasses Reception and Year 1 pupils.
- Our curriculum and provision is based on the 7 areas of the EYFS Framework, tailored to meet the very individual needs of our pupils.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



Curriculum Design at Dorin Park School (KS1-5)

In Dorin Park School we offer 4 curriculum paths,

Pre-Formal Semi-Formal Explore Semi-Formal Formal (KS3-4)

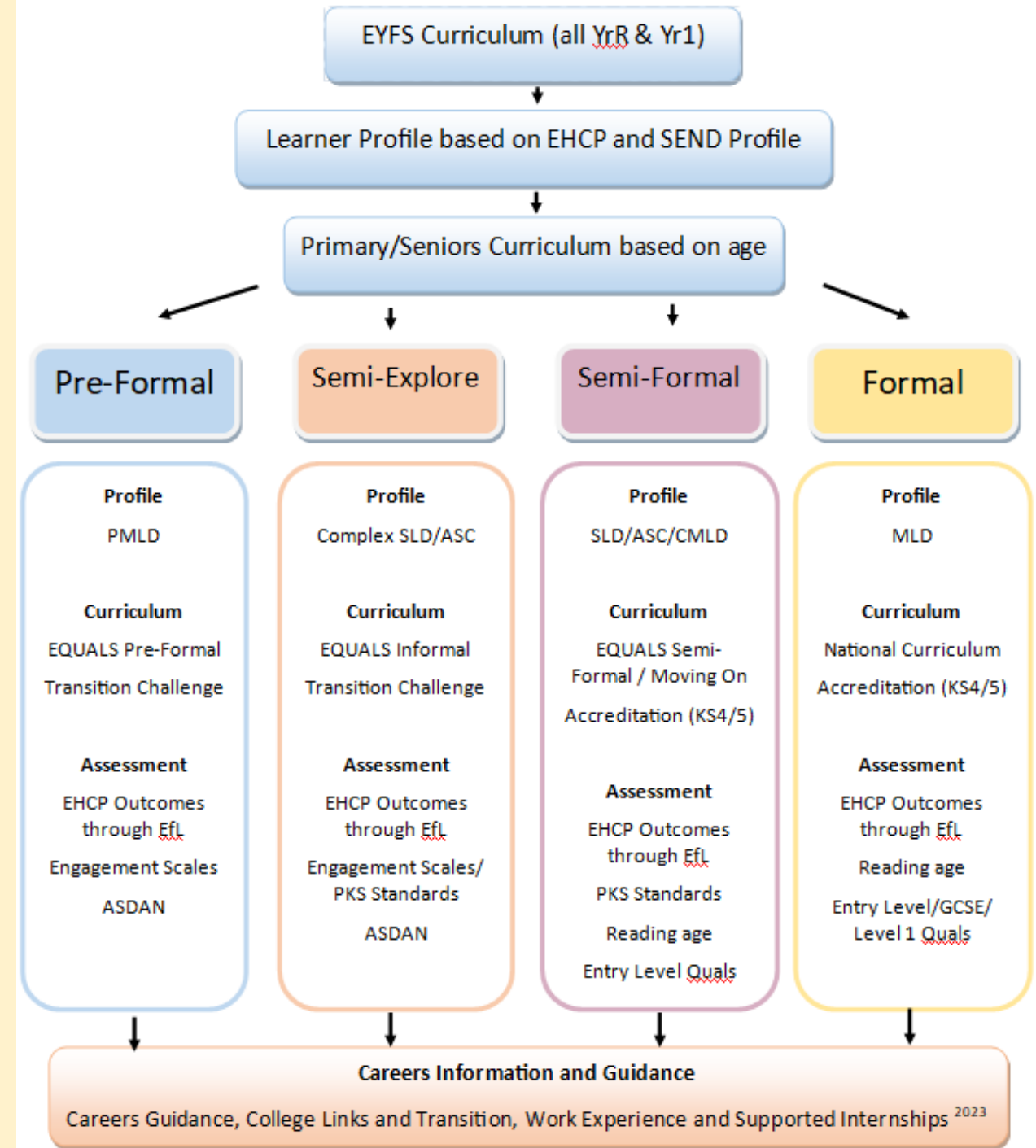
Each path offers a different curriculum, based on the pupils' needs (please see [curriculum statement](#) (website)). Pupils are assessed on entry to the school or at the start of KS1 through observations and professional judgments. After discussions with the class teacher and Leadership team a decision will be made as to which path a pupil will follow.

Our Curriculum is based on 6 key areas, these areas may be weighted differently for pupils on different pathways.

- My Communication
- My Thinking and Problem Solving
- The World Around Me
- My Independence
- My Physical Wellbeing
- My Creativity

Plans are set out in three phases monitored by each subject leader, these are the long-term plan, the medium-term plan and the weekly plan. The weekly plan is personalised to each individual pupil's short term outcomes from their SEND Profile (Linked to EHCP) and adapted where needed during the day.

Pupil's all have long term outcomes linked to their EHCP; the targets span over a key Stage. These are monitored and evidence is produced and recorded through Evidence for Learning (online portal). Targets are reviewed by the class teacher and leadership team each half term.



Pre-Formal Pathway Curriculum Intent

We intend to provide a personalised curriculum that:

- Ensures learning is holistic, with all parts of the curriculum interconnected;
- Builds in sufficient time for learners to repeat, practise and consolidate skills;
- Recognises learners' need for consistency;
- Develops learners' levels of engagement by finding out what interests and motivates them;
- Places learners' ambitious outcomes at the centre of the curriculum with their interests as the teaching vehicle.
- Recognises learners' need for different levels of sensory stimulation.

Some learners in this group are working beyond the Engagement Model in specific areas, and are supported to access a semi-formal curriculum in those areas. We aim to build the early communication, social and emotional, and cognitive skills that are the foundation of learning. The curriculum acknowledges the importance of movement and play in a child's development, and the need our learners have for a multi-sensory approach to learning.



Semi-Formal EXPLORE Pathway Curriculum Intent



We intend to provide a personalised curriculum that:

- Gives a breadth of challenging and motivating experiences and celebrates all achievements. Some learners in this group are working beyond the Engagement Model in specific areas, and are supported to access a semi-formal curriculum in those areas;
- Gives opportunities for learners to extend their learning and skills through experiencing a wide range of activities tailored to their needs;
- Promotes independence through developing skills that enable learners to make their emotional and physical needs known.
- Recognises learners' need for different levels of sensory stimulation.

Growth and development only happen when a learner feels safe, settled, secure and happy. These elements are at the heart of all we do, ensuring learners feel welcome and a part of their class and the wider school community.

Semi-Formal Pathway Curriculum Intent

We intend to provide a personalised curriculum that:

- Promotes independence by developing skills that will allow learners to be as independent as possible, and prepares learners for adulthood;
- Develops independence by providing explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills;
- Challenges and stretches learners with a strength in English and Maths to reach their full potential;
- Develops learners' levels of engagement by finding out what interests and motivates them;
- Provides meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical everyday activities so that learners link experiences and make connections;
- Supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment;
- Recognises the importance of play and structured games as motivational curriculum activities that allow repetition and consolidation of skills;
- Recognises that when using imagination and thinking of something that is not immediately present, children with SLD may need prompts to recall an experience;
- Includes activities that move beyond memory-building activities to take part in supported thinking and problem-solving activities;
- Provides opportunities for generalising and applying skills and knowledge across curriculum areas;
- Acknowledges that the physical wellbeing and development of our SLD learners is important;
- Recognises some learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision-making about the process.

On this pathway we aim to minimise the learning barriers experienced by individual learners. We aim to equip our learners with the skills, knowledge and passion to participate and contribute within society, empowering them to live active and fulfilled lives. It is essential that learning is purposeful, immersive, fun and interactive



Formal Pathway Curriculum Intent



We intend to provide a curriculum that:

- Is primarily accessible to those learners' with moderate learning difficulties in their SEND profile;
- Supports learners to develop their interests as well as their skills and knowledge;
- Is a planned programme of objectives, content, learning experiences, resources and assessment based on, but not exclusive to, the National Curriculum 2014;
- Includes life skills and independence skills in preparation for adulthood;
- Ensures learning is linked to practical activities and consolidated and applied in practical sessions;
- Is interconnected to encourage the transference of skills and knowledge across the learning pathway, whilst allowing for subject-specific knowledge and understanding to be embedded;
- Recognises some of our learners may not be physically able to complete practical processes without additional support, but that they should be involved in choice and decision-making about the process;
- Through collaboration with a range of other professionals, is accessible to all learners as part of a bespoke provision of supported access and personalised approaches e.g. SaLT input in supporting non-verbal learners to use AAC devices to communicate about their learning;
- Enables older learners to pursue accreditation pathways (e.g. Entry Level awards and exams).

Dorin Park Whole School Curriculum Responsibility Overview 2023-24

	Foundation Stage	Pre-Formal	Semi-Explore	Semi-Formal	Formal
Lead teacher	Clare Roberts	Ursula Middleton	Ursula Middleton	Alicia Dooley	Rebecca Joyce
SLT Lead	Jane Rowlinson	Jane Rowlinson	Jane Rowlinson	Helen McGillivray	Sarah Adam
Pathway teaching team	Cerys Hindley, Kath Cartwright	Ali Mills, Alicia Dooley, Bridget Aldridge	Steph Williams	EJ, GH, MM, TK, SB, CS, LS, KA, JS, KR, GD	CC, KH, JD, GJ, JG
Curriculum driven by	EYFS 2021	EQUALS Pre-Formal Curriculum, ASDAN	EQUALS Informal Curriculum	EQUALS Semi-Formal Curriculum, ASDAN	National Curriculum, Accreditations OCR, NOCN
My Communication Lead: Kat Hoggarth TLR	Communication and Language	My Communication	My Communication	My Communication/English	English
My Thinking and Problem Solving Lead: Graham Davies TLR	Mathematics	My Cognition and Learning	My Cognition and Learning	My Thinking and Problem Solving/Maths Computing Business Enterprise	Maths Computing Business Enterprise
The World Around Me Lead: Ali Mills TLR	Understanding the World	The World Around Me	My Sensory Play	The World Around Me	Science RE, PSHCE
My Independence Lead: Michelle Milligan TLR	Personal, Social and Emotional Development	My Independence My Play and Leisure	My Independence My Sensory Play	My Independence My Citizenship My Play and Leisure Work Experience	Life Skills Careers & Work Experience College Links Social and Leisure
My Physical Wellbeing Lead: Ursula Middleton TLR	Physical Development	My Physical Wellbeing My Outdoor Learning	My Physical Wellbeing My Outdoor Learning	My Physical Wellbeing Zones of Regulation My Outdoor Learning	PE
My Creativity Lead: Emma Jones TLR	Expressive Art and Design	My Creativity	My Creativity	My Creativity	Art, Music, Drama

Curriculum Implementation by pathway – (Number of sessions per week)

Pathway	EYFS	Key Stage 1	Key Stage 2
Pre-formal	Communication and Language (5) Personal, Social and Emotional Development/Continuous Provision (5) Physical Development (4) Literacy (1.5) Mathematics (1.5) Understanding the World (4) Expressive Arts and Design (3) Enrichment (1)	Communication & Social Relationships (5) Cognition & Challenge + Sensory (5) Physical + Wellbeing/Swim (6) Self-Determination & Independence (3) Outdoor Learning (2) Creative (3) Enrichment (1)	Communication & Social Relationships (5) Cognition & Challenge + Sensory (5) Physical + Wellbeing/Swim (6) Self-Determination & Independence (3) Outdoor Learning (2) Creative (3) Enrichment (1)
Semi-explore	Communication and Language (5) Personal, Social and Emotional Development/Continuous Provision (5) Physical Development (4) Literacy (1.5) Mathematics (1.5) Understanding the World (4) Expressive Arts and Design (3) Enrichment (1)	My Communication (6) My Physical Wellbeing/Swim (4) My Independence (3) My Outdoor Learning (2) My Creative Arts (3) My Sensory Play (6) Enrichment (1)	My Communication (6) My Physical Wellbeing/Swim (4) My Independence (3) My Outdoor Learning (2) My Creative Arts (3) My Sensory Play (6) Enrichment (1)
Semi-formal	Communication and Language (5) Personal, Social and Emotional Development/Continuous Provision (5) Physical Development (4) Literacy (1.5) Mathematics (1.5) Understanding the World (4) Expressive Arts and Design (3) Enrichment (1)	Mixed Key Stage 1 and 2 Class My Communication (5) My Thinking and Problem Solving (4) My Physical Wellbeing/Swim (2) My Independence (2) The World Around Me (4) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (3) Enrichment (1)	My Communication (5) My Thinking and Problem Solving (4) My Physical Wellbeing/Swim (2) My Independence (2) The World Around Me (2) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (2) ICT (1) PSHCE (1) Zones of Regulation (1) Enrichment (1)
Formal	N/A	N/A	N/A

Curriculum Implementation by pathway – (Number of sessions per week)

Pathway	Key Stage 3	Key Stage 4	Key Stage 5
Pre-formal	My Communication (5) My Thinking and Problem Solving (3) My Physical Wellbeing (3) My Independence (3) The World Around Me (3) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (2) PSHCE (1) Enrichment (1)	My Communication (5) My Thinking and Problem Solving (3) My Physical Wellbeing (3) My Independence (3) The World Around Me (3) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (2) PSHCE (1) Enrichment (1)	My Communication (5) My Thinking and Problem Solving (3) My Physical Wellbeing (3) My Independence (3) The World Around Me (3) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (2) PSHCE (1) Enrichment (1)
Semi-explore	N/A	N/A	N/A
Semi-formal	My Communication (4) My Thinking and Problem Solving (3) My Physical Wellbeing (2) My Independence (3) The World Around Me (3) My Outdoor Learning (2) My Creative Arts (2) My Play & Leisure (2) ICT (1) PSHCE(1) Zones of Regulation (1) Enrichment (1)	English (3) Maths (3) RE (1) PSHCE (1) Life Skills (5) ICT (1) PE (2) Business Enterprise (2) Work Skills (2) Creativity (2) Zones of Regulation (1) Social & Leisure (1) Enrichment (1)	English (3) Maths (3) RE (1) PSHCE (1) Life Skills (5) ICT (1) PE (2) Business Enterprise (2) Work Skills (2) Creativity (2) Zones of Regulation (1) Social & Leisure (1) Enrichment (1)
Formal	N/A	English (4) Maths (4) Science (4) RE (1) PSHCE (1) Life Skills (1) ICT (2) PE (2) Business Enterprise (2) Work Experience (1) Careers (1) Creativity (1) Enrichment (1)	English (2) Maths (2) RE (1) PSHCE (1) Life Skills (2) ICT (2) PE (2) College Link (5) Work Experience (5) Careers (1) Social & Leisure (1) Enrichment (1)



Communication

Total Communication Approach

We offer a Total Communication approach. We use Widgit symbols, Makaton symbols and VI-friendly visual support for our learners. Learner need defines the communication support offered to each learner; examples might include AAC, Makaton, PECS, Chat Mats and PODD books.

We work closely with our Speech and Language therapist to incorporate individual learner programmes into the school day.





Independence

Preparation for Adulthood: Pre-Formal Learners

Our pre-formal learners prepare for adulthood throughout their curriculum from EYFS onwards.

In this pathway, preparation for adulthood means:

- Learning to communicate wants, needs, preferences and emotions clearly
- Making clear choices
- Building independence in daily living skills
- Developing interests and preferences in sensory experiences
- 24 hour postural management support for lifelong health
- Building positive trusting relationships with adults and peers
- PfA Independence passport

Accreditation: ASDAN Transition Challenge (sensory)



Preparation for Adulthood: Semi-Formal EXPLORE Learners



Our EXPLORE learners prepare for adulthood throughout their curriculum from EYFS onwards.

In this pathway, preparation for adulthood means:

- Building communication skills to express themselves
- Developing independence in daily routines and personal hygiene
- Accessing the community
- Learning to regulate emotions and sensory input
- Building problem solving skills
- Building resilience to changes and transitions
- PfA Independence passport

Accreditation: ASDAN Transition Challenge (sensory)

Preparation for Adulthood: Semi-Formal Learners

Our Semi-Formal learners prepare for adulthood throughout their curriculum from EYFS onwards.

In this pathway, preparation for adulthood means:

- Developing communication, literacy and numeracy skills
- Developing independence in life skills and transitions
- Accessing the community for social and leisure activities and work experience
- Accessing creative arts opportunities and accreditations
- Student Enterprise projects
- Accessing our Futures curriculum
- PfA Independence passport

Accreditations: ASDAN Personal Progress, ASDAN Transition Challenge, OCR Life and Living Skills (Individual Units), NOCN Units Arts Award.



Preparation for Adulthood: Formal Learners



Our Formal learners prepare for adulthood throughout their curriculum from EYFS onwards.

In this pathway, preparation for adulthood means:

- Developing fluency in communication, literacy and maths
- College links
- Accessing our Futures curriculum
- Work experience opportunities (Internal/External)
- Integration opportunities into Upton High School
- Community Participation
- PfA Independence passport

Accreditation – OCR Life and Living Skills, Functional Maths and English, NOCN Units, Arts awards.

Assessing Progress

Setting Outcomes

Each learner has long-term outcomes set in the 4 EHCP areas. These outcomes are broken down into short-term outcomes to make them achievable.

The outcomes are moderated and approved when SMART.

Planning

Rich and deep curriculum developed which is aligned to the learning outcomes in the EHCPs of learners.

Long and medium term planning led by curriculum leads.

Learning environments and strategies put in place to help learners meet their outcomes.

Working Together

Teaching staff work with senior leaders, parents, physio/OT/SaLT/VI to evaluate and set outcomes.

Assess, Evaluate and Moderate

Pupil evidence is recorded on EFL, assessing the progress made against the outcomes.

Pupil outcome data is collected, in addition to reading assessments.

Regular moderation of evidence is undertaken by pathway teams.

Reflecting back on the curriculum to ensure it remains appropriate.

Evidence Gathering

Regular learning walks, focused pupil observations

Observation notes, photographs, videos and learners' work are collected.

Evidence of learning is mapped to assessment frameworks.

Evidence is shared with parents via EFL

Educational Visits

Educational visits and external visitors to school play a significant part in our curriculum offer. We believe our learners learn best through experience and therefore we aim for all learners to engage in learning outside the classroom. These experiences are often linked to curriculum topics; however, they can be standalone events. Examples are:

In Primary:

- SPACE Centre
- Bren Bikes
- Canal Trust
- Grosvenor Museum
- Parks and Supermarkets
- Bendrigg Residential

In Seniors:

- Visits/assemblies by police service, community police and fire service
- Offsite PE lessons and competitions
- Theatre and musical trips/visits
- Restaurant/café visits
- Variety of museums and places of worship
- Library visits
- Chester Christmas Market
- Barnstondale Residential

Our enrichment curriculum provides the opportunity for learners to develop life-long skills and interests that can lead to greater independence and confidence and support them in later life. Our aim is to develop our learners' skills and talents in a very practical and hands on way.

Such activities might include:

- Dance Club
- Signing Choir
- Communication Club
- Football Club
- Wheelchair Skills Club
- Gardening Club
- Computer Club
- Lego Club
- Rock band
- RAGE Fitness and Wellbeing Group

Enrichment and Cultural Capital



Clinical and Therapeutic Support

Some learners have additional needs identified in their EHCP which require support from a therapist. To ensure that these needs are met, there are a range of professionals and therapists who are part of the Educational Team and work alongside the class team and parents, either by providing individual plans or by supporting the delivery of programmes within the class.

If required, learners have access to NHS therapists from Speech and Language, Occupational Health, and Physiotherapy. Therapists offer support in a range of ways:

- Supporting the pastoral team to show them how they can work on developing learners' skills across a range of learning opportunities in school;
- Working in partnership with the pastoral team to develop a clear and holistic picture of learners' skills and how these impact on their learning, behaviour and social skills;
- Providing specific and targeted support for learners as needed.

Additional clinical support is given by our school nurse, NHS Continence advisor, Dietitian, Paediatrician, Ophthalmology Service and Orthotics Service, who contribute to the learning of pupils through their work to support us to include pupils with complex health needs and address their barriers to learning



Interventions: Zones of Regulation

- We recognise the importance of promoting positive mental health and emotional wellbeing in our learners and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our learners to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.
- Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Interventions: Sensory Circuits/Diets

Sensory Circuits interventions are available for those learners who need help settling into their school day. The aim of the Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow learners to be in the optimum state of alertness, ready for learning.

Learners participate in a short 10–15-minute session of activities designed to improve brain processing efficiency, and they generally find that the circuit is a fun way to start the day. Sessions are run in the morning before learners attend their first lesson.

Identified learners have a sensory diet, a programme of sensory activities that are specifically scheduled into their day to ensure they're getting the input their bodies need. The sensory diets assist with attention, arousal and adaptive responses.



Interventions: Rebound Therapy

Rebound Therapy is an integral part of our curriculum. It is an activity that has many benefits for our learners. We hold a number of sessions throughout the week to give as many learners access to the trampoline as possible.

Rebound Therapy is the therapeutic use of the trampoline to:

- Facilitate movement
- Promote balance
- Promote an increase or decrease in muscle tone
- Promote relaxation
- Promote sensory integration
- Improve fitness and exercise tolerance
- Develop communication skills

Interventions: Emotional Health and Wellbeing

Some of our learners, at some times in their lives, benefit from a more specific type of programmed support. In such cases we make use of our Emotional Health and Wellbeing (EHWB) Mentor or our ELSA Practitioners.

The EHWB Mentor is able to work to support individuals who may have experienced or be experiencing pressures that impact on their emotional health and wellbeing and therefore impacting on their daily functioning. The EHWB Mentor makes use of methods such as:

- Solution-Focused Therapy
- Cognitive Behaviour Therapy
- Positive Behaviour Support
- Functional Behaviour Assessment (Behavioural Analysis)
- Emotional Regulation and Support
- Mental Health Support
- Play Therapy
- Sensory Massage

Interventions: Visual Impairment Support

- Specialist teaching and support is available for visually impaired learners.
- Our two VI Specialist Teachers and our Complex Needs HLTA assess and support Visually Impaired learners with their mobility and interaction programmes.
- VI Clinics are held with parents to collaborate on outcomes and discuss progress and strategies
- We work in partnership with CWAC Sensory Support teams to meet pupils' needs.



What is the impact of our whole curriculum?

- Case studies, Evidence for Learning and SEND Profiles demonstrate that learners achieve their short and long-term personalised outcomes, and that they access our rich and ambitious curriculum and fulfil their potential.
- Learners are well prepared to transition at each stage of their education, showing that the curriculum supports them to move on appropriately at each step.
- All pupils leave Dorin Park with the skills and knowledge to take them confidently on to their next step, whether that is a care pathway, college or supported internship, which are all carefully planned for with learners and their families.
- Learners successfully achieve a range of accreditations and qualifications which support them in their college and community placements when they leave us.
- Depending on their pathway, learners read for pleasure, experience the pleasure of being read to and immersed in and responding to narratives and drama, and can communicate narratives to tell their own stories.
- Access to a range of community facilities to develop communication, social and independence skills.
- Strong partnerships with families built on communication, collaboration and support.
- Work experience and careers support – raising expectations and enabling realistic access to opportunities to develop work skills to prepare our pupils for adulthood.
- Independent, confident learners, preparing for adulthood at every step.



Reading for Pleasure