

Dorin Park School



Transition



The School Day

09.10 Doors open

09.20 Registration (includes a daily Spiritual Collective Act)

09.30 Period 1

10.05 (Lower School only) Snack and Break

10.20 (Upper School only)

10.35 Period 2

11.25 Period 3

11.45 (Lower School only) Lunch

12.15 (Lower School only) Skills Time

12.15 (Upper School only) Lunch

12.45 Break

13.15 Literacy and Communication (Thu – Primary Celebration Assembly)

13.35 Period 4

14.10 (Lower School only) Break

14.25 Period 5 (Fri 3.00 pm – Seniors Celebration Assembly)

15.20 End of school day (15.00 for collection by parent/carer)

Snacks and Lunch



Snack

You can bring your own snack or purchase one at school.

Prices

35p: toast; bagel; crumpet; banana

40p: yoghurt

Lunch

You can bring your own packed lunch or purchase one at school.

Prices

£2.80 seniors

£2.60 primary

Pathways

Dorin Park School's curriculum model currently comprises four broad pathways: pre-formal, informal, semi-formal and formal.

Students are allocated a curriculum pathway based on need. However we do allow for movement between pathways as necessary.

EQUALS Pre-formal Curriculum	EQUALS Informal Curriculum	EQUALS Semi-formal Curriculum	EQUALS Formal Curriculum
Students working consistently and over time within P scales P1-P3.	Students working consistently and over time within P scales P4-P5.	Working consistently and over time within P scale P4 to the early reaches of the National Curriculum.	Working consistently and over time significantly below age related expectations.



Pre-formal Learners

Engagement Steps Learning to Learn



The learners following this pathway are pupils who have profound and multiple learning difficulties and complex needs, usually working within P scales P1-P3.

Each of our learners is unique, requiring staff to take a holistic approach centred in a multi-sensory environment around the physical needs, strengths and interests of the individual whilst acknowledging how they best learn.

The focus is upon enabling the learners to establish positive interactive relationships with others and to proactively explore the world around them, gaining environmental control skills. All pupils are given maximum opportunities to achieve the highest level of independence possible.

Pre-formal Curriculum

The EQUALS pre-formal curriculum comprises seven schemes of work:

My Physical Wellbeing

My Communication

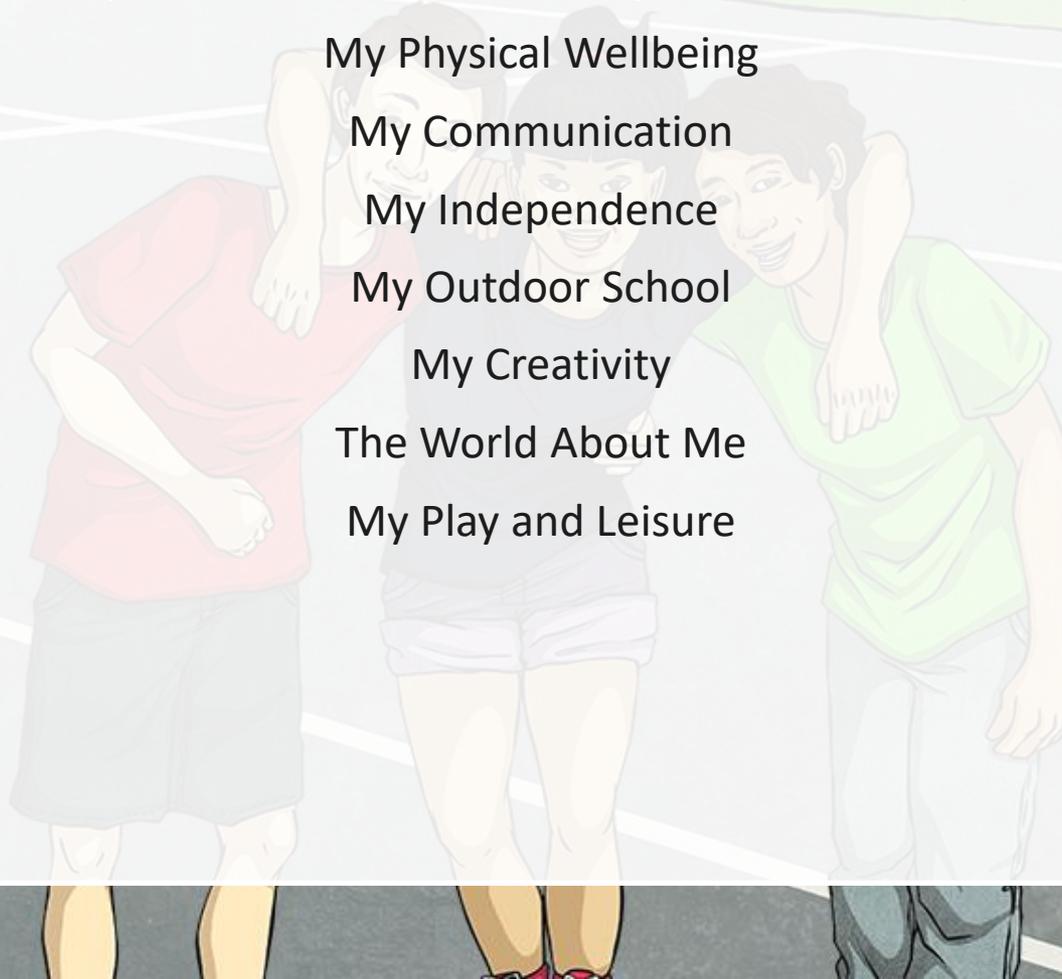
My Independence

My Outdoor School

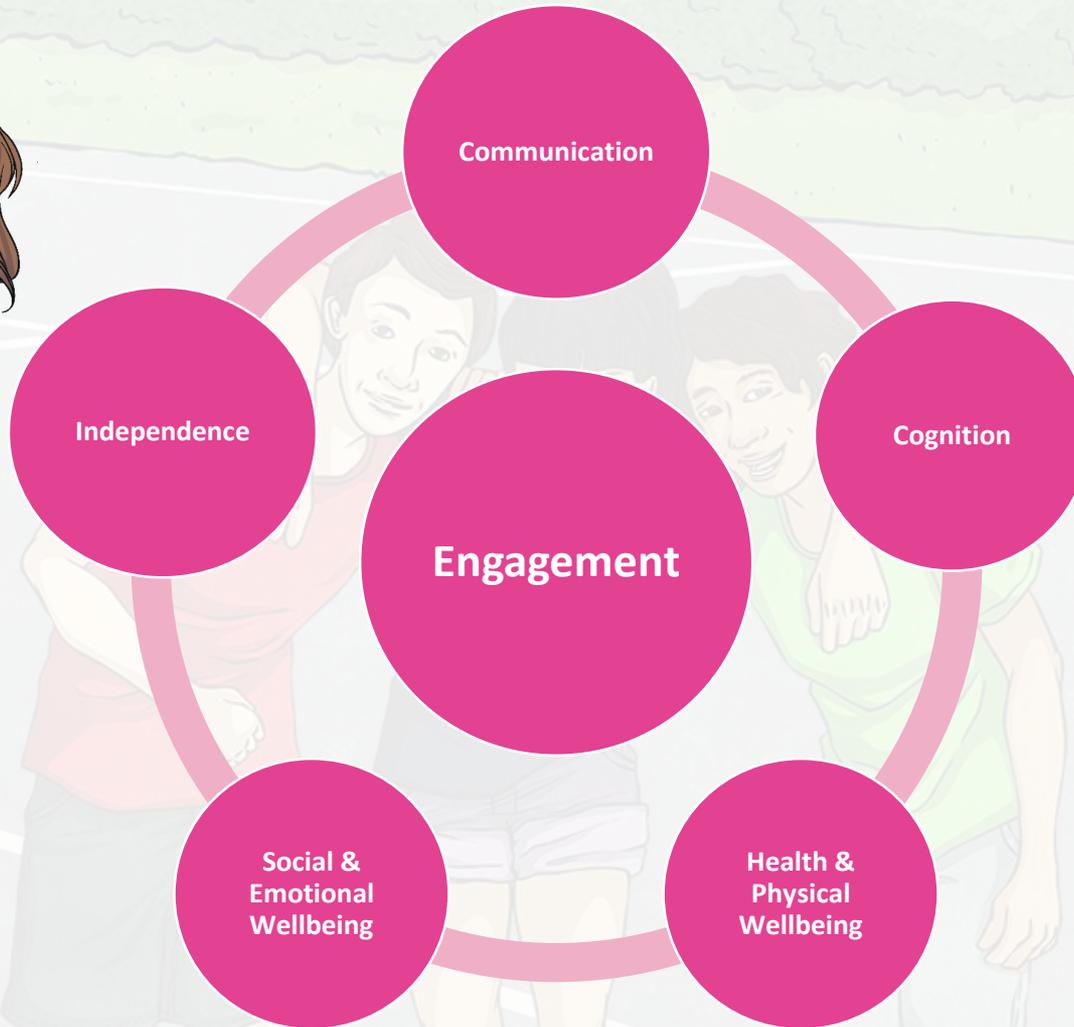
My Creativity

The World About Me

My Play and Leisure



Pre-formal Learning Needs



Informal Learners

A personalised curriculum (EQUALS Schemes)

The EQUALS informal curriculum is based on a deep understanding of what the informal learner needs. The learner is central and their health, happiness and wellbeing is reflected through all activities, events and situations throughout the day. Through intensive interaction, learners learn to trust the adults and the adults learn about the learners' abilities and preferred communication approaches, their feelings, their likes and dislikes. If the learners have not yet built up a repertoire of interests, we can then find objects and activities of interest through the safe and secure 'friendship' that has developed through the intensive interaction sessions. When these interests have been established, they can be used to motivate the learners to communicate, express themselves and develop independence.



Informal Curriculum

The EQUALS informal curriculum comprises six schemes of work:

My Communication

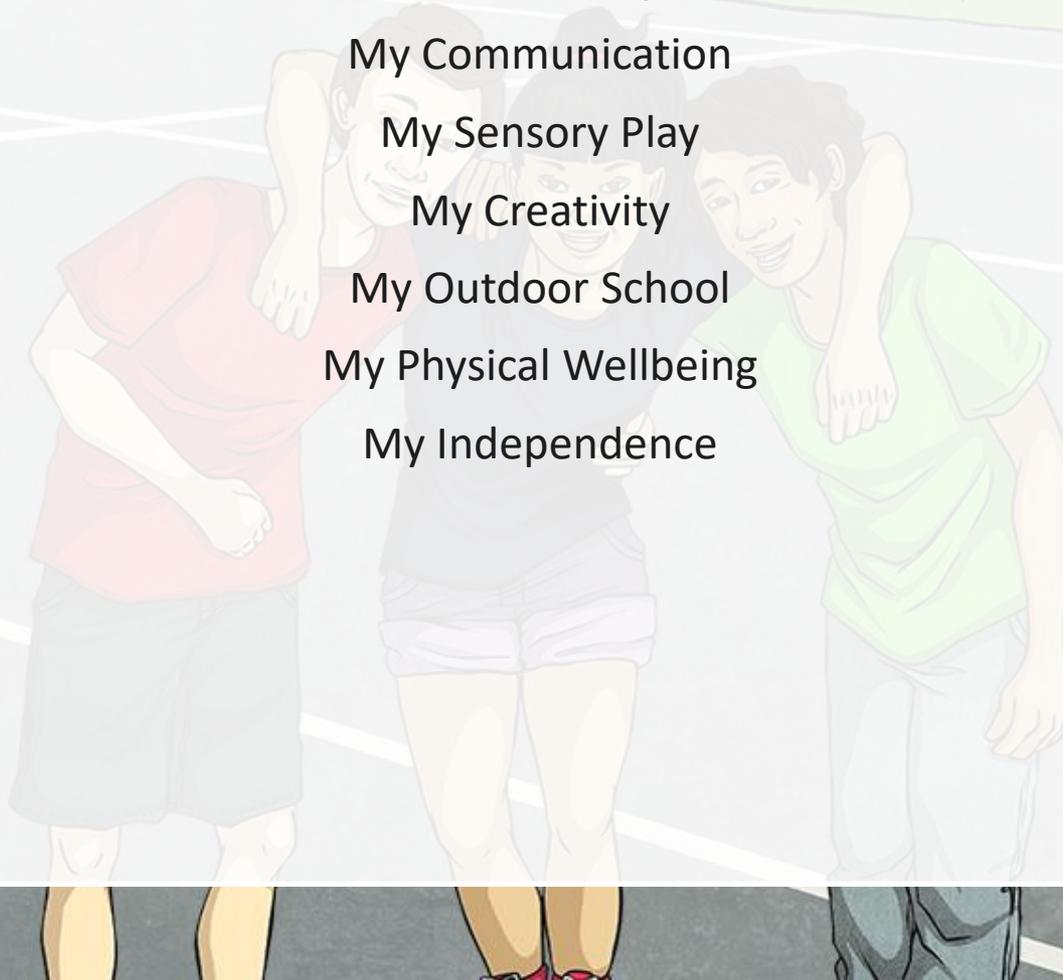
My Sensory Play

My Creativity

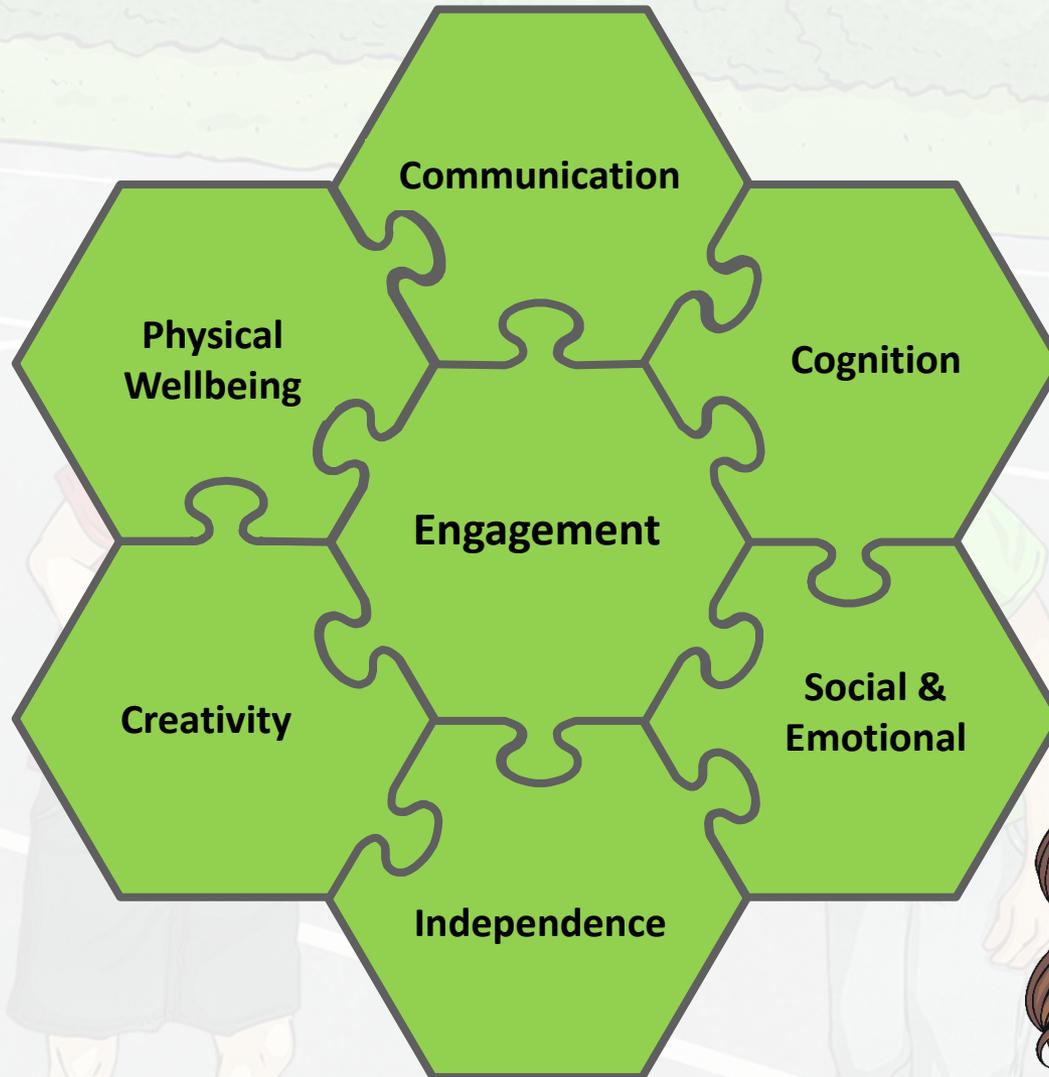
My Outdoor School

My Physical Wellbeing

My Independence



Informal Learning Needs



Semi-formal Learners

A curriculum based around Life Skills (EQUALS Schemes)

Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play, others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum topic content allows pupils to access a personalised curriculum, structured around their learning style. Teachers use each pupil's EHCP Outcomes as their starting point and use a topic based approach (accessing EQUALS schemes of work) to challenge and inspire pupils.

Pupils will access relevant accreditations in Key Stages 4 and 5.



Semi-formal Curriculum

The EQUALS semi-formal curriculum comprises nine schemes of work:

My Communication

My Thinking and Problem Solving

My Play and Leisure

My Independence

My Creativity

The World About Me

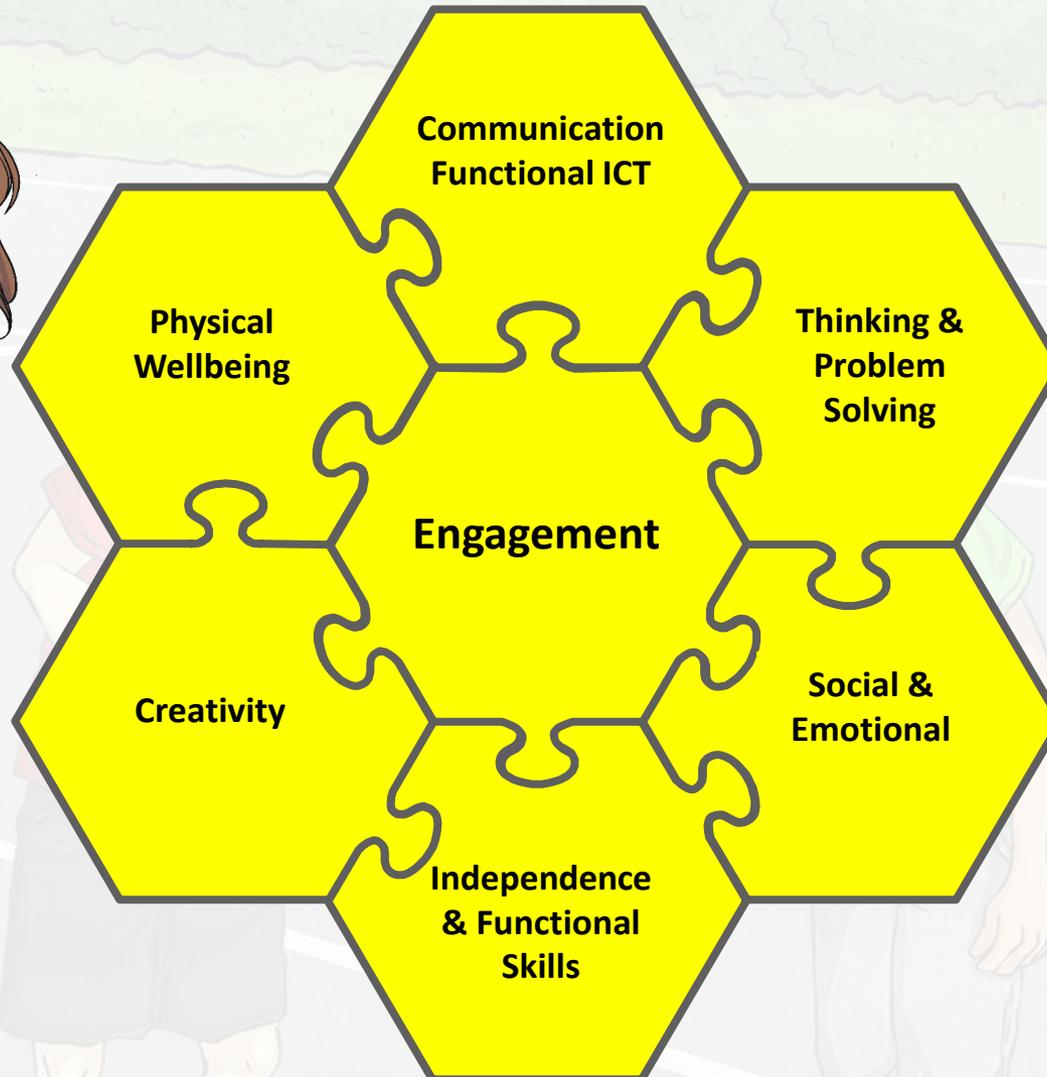
My Citizenship

My Outdoor School

My Physical Wellbeing



Semi-formal Learning Needs





Formal Learners

A curriculum based around the National Curriculum

Pupils on our formal curriculum (those operating within the National Curriculum) access a range of National Curriculum subjects for their Key Stage, modified to accommodate their developmental level and special educational needs. Specialist areas (the 'additional curriculum') are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on extension Maths skills or independent mobility). Life skills and independence skills also form a part of the curriculum. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older pupils working at the formal level will pursue accreditation pathways (e.g. Entry Level/Level 1/GCSE as appropriate).

Formal Curriculum

Formal learners follow the National Curriculum:

English

Maths

RE

PSHCE

Computing

Life Skills

PE

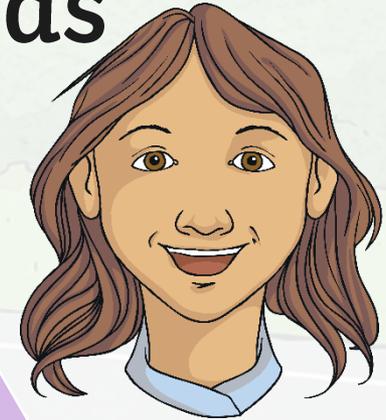
Key Stage 3 only: Humanities, Music

Key Stages 3 and 4 only: Science, Art/DT

Key Stages 4 and 5 only: Work Experience, Careers, Social and Leisure

Key Stage 5 only: College Links

Formal Learning Needs



Assessment Process

START

Setting Targets

Each pupil has long-term targets for the 4 areas of the EHCP.

The targets are broken down into short-term targets to make them manageable.

The targets are moderated and approved when SMART.

Parents/carers are involved in the target-setting process.

Plan

Broad and balanced curriculum which is aligned to the pupils learning outcomes and targets in their EHCP. Learning environments and strategies put in place to help the pupils meet their targets.

At Dorin Park School the curriculum underpins engagement and is the driving factor

Working Together

Teaching staff work with a multi-agency team to:

- *Set targets for the pupil
- *Plan and deliver an appropriate curriculum
- *Conduct observations

Senior leaders support the setting of targets and moderation process.

Observe

Evidence is recorded against the targets.

Evidence includes observations, photographs, videos and students' work.

Evidence of learning is mapped to assessment frameworks.

Assess, evaluate and moderate

Evidence is recorded on EfL, assessing the progress made against the targets.



Evidence For Learning (EfL)

An interactive recording tool on which the evidence of students' learning is gathered, annotated, and assessed.

Parents/carers can access EfL to see the progress of their child and are able to add supportive comments.

Evidence includes observations, photographs, videos and students' work.

Evidence of learning is mapped to assessment frameworks for the four areas of the Educational Health Care Plan:



- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs