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Introduction

At Dorin Park School, we believe each learner is entitled to a curriculum that is 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 main EHCP areas and addresses learners' individual needs and barriers to learning so that each learner can develop to reach their true potential, and to equip them with the skills and knowledge they need to prepare them for adulthood.

Learners at Dorin Park School follow one of four learning pathways: Pre-Formal, Informal, 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 they develop.

Pre-Formal Pathway

Learner Profile

The learners following the pre-formal curriculum have profound and multiple learning difficulties and complex needs, usually working within the Engagement Model (P Levels P1-P4). 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 each learner 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 learners are given maximum opportunity to achieve the highest level of independence possible to prepare them for adulthood.

Intent

We 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' targets at the centre of the curriculum with their interests as the teaching vehicle. 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;

Recognises learners' need for different levels of sensory stimulation.

Implementation

Whole School Approach

We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. The topics we teach are the vehicle for new learning to take place and to enable learners to make progress. The pre-formal curriculum is, at its heart, a personalised learning journey for each learner.

Lessons

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 sensory and multi-sensory approach to learning. To help achieve a learner's full potential, our lessons are:

- Multi-Sensory
- Tactile
- Experiential
- Exploratory
- Stimulating
- Relevant
- Individualised

To aid communication in lessons, we use a total communication approach incorporating a wide range of communication methods. On the pre-formal curriculum, you might see use of:

Curriculum Areas

Equals Curriculum:

Our classes follow termly topics from the long-term plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:

- My Communication and social relationships
- My Cognition, Challenge and Sensory
- My Physical and Wellbeing
- My Creativity
- My Outdoor Learning
- My Independence
- Enrichment

The MOVE programme and MAPT are used alongside the curriculum to develop physical movement for identified learners.

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	<p>Body movements/Makaton Facial expression Eye movements/tracking Mouthing Tobii eyegaze Vocalisations Increased processing time Intensive Interaction – reactive to proactive (reaching out) to interactive Sensory cues – smells, music of reference Objects of reference with single word use Photograph symbols Big Mack interactive buttons</p>	
<p>In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).</p>		

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL) and the Engagement Model. The Engagement Model is used as a national assessment tool to help support learners who are working below the level of the National Curriculum and are not engaged in subject-specific study. The learners focus on developing the engagements skills of exploration, realisation, anticipation, persistence, and initiation. These skills are monitored throughout the year to moderate the level of engagement on the pre- formal curriculum. Evidence collected includes observations, photographs, videos and learners’ work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of ‘I will’ statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of ‘assess, plan, review, do’. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set.

At Key Stages 4 and 5 there are opportunities for learners to complete sensory-based accreditations.

Informal Pathway

Learner Profile

Learners following the informal curriculum have complex SLD, SLD/Autism and are working within the pre-key stage standards (P Levels P4-P5), with some working within the Engagement Model (P Levels P1-P4). These learners have considerable sensory sensitivities that may be expressed both through the five main senses of touch, hearing, sight, taste and smell, but may also be evident within the kinaesthetic, proprioceptive and vestibular senses.

Through their lessons, our 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 sessions. When these interests have been established, they can be used to motivate the learners to communicate, express themselves and develop independence.

Intent

We provide a personalised curriculum that:

Gives breadth of challenging experience that celebrates all achievements. Some learners in this group are working beyond the Engagement Model in specific areas, and are further supported to develop their communication and cognition skills;

Gives opportunities for learners to extend their learning and skills through experiencing a wide range of activities;

Promotes independence through developing skills that enable learners to make their emotional and physical needs known preparing them for adulthood.

Implementation

Whole School Approach	Lessons	Curriculum Areas
<p>Overarching themes are in place, which have significance for individual learners and society and provide relevant learning contexts.</p>	<p>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. To help achieve a learner's full potential, our lessons are:</p> <p style="text-align: center;">Multi-sensory Tactile Exploratory Stimulating Relevant Individualised</p> <p>To aid communication in lessons, we use a wide range of communication methods. On the informal curriculum you might see use of:</p> <p style="text-align: center;">Symbols Learning through exploring Objects of reference Photo support/visual use</p>	<p>Our classes follow half termly topics from the long-term plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The EQUALS curriculum areas are:</p> <p style="text-align: center;">My Sensory Play My Independence My Creativity My Communication My Outdoor School My Physical Wellbeing Enrichment</p>

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	<p>Intensive Interaction Chat boards Now and Next prompts Big Mack interactive buttons and Talking Tins Sensory regulation/sensory diet Songs of reference/for transition Social stories PODD books Makaton signing AAC (Augmentative and Alternative Communication) Key word language</p>	
<p>In addition, some learners can access therapies or interventions if needed (see Therapies and Interventions sections).</p>		

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL) and the Engagement Model. The Engagement Model is used as a national assessment tool to help support learners who are working below the level of the National Curriculum and are not engaged in subject-specific study. The learners focus on developing the engagements skills of exploration, realisation, anticipation, persistence, and initiation. These skills are monitored throughout the year to moderate the level of engagement on the informal curriculum. Some learners in years 2 and 6 will be assessed using the pre-key stage standards. These provide a statutory assessment of learners engaged in subject-specific study who are working below the overall standard of the National Curriculum tests and teacher assessment framework. Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set.

At Key Stages 4 and 5 there are opportunities for learners to complete sensory-based accreditations.

Semi-Formal Pathway

Learner Profile

The semi-formal curriculum supports a wide range of learners typically working within the pre-key stage standards i.e., between P5 (P Level) and NC Levels 1-2. In addition to their severe learning difficulties, they may also face other barriers to learning such as physical difficulties, medical conditions, social and emotional needs, sensory processing, visual or hearing impairments, communication difficulties. The semi-formal curriculum incorporates the EQUALS Schemes of Work and has a strong foundation of life skills. These skills promote independence and communication skills allowing the learner to make progress to the best of their ability to prepare them for adulthood.

Intent

We provide a personalised curriculum that:

- Develops communication skills, social skills and independence by providing explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills to prepare them for adulthood;
- 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;
- 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.

Implementation

Whole School Approach	Lessons	Curriculum Areas																							
<p>We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. The topics we teach are the vehicle for new learning to take place and to enable learners to make progress.</p>	<p>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; therefore, our lessons include: Collaborative learning; Active learning; Multi-sensory activities; Differentiation; Individualisation.</p> <p>To aid communication in lessons, we use a wide range of communication methods. On the semi-formal curriculum you might see use of:</p> <ul style="list-style-type: none"> Photo support visuals Visual symbols Now and Next prompts Makaton signing Visual timetable Chat mats 	<p>Our classes follow termly topics from the long-term plan. The subject areas and lesson objectives are largely taken from the EQUALS curriculum, building to provide learners the opportunity to make progress against their EHCP, learner-specific targets. The curriculum areas are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Key Stage 2</th> <th style="text-align: center;">Key Stage 3</th> <th style="text-align: center;">Key Stage 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">My Communication</td> <td style="text-align: center;">My Communication</td> <td style="text-align: center;">English</td> </tr> <tr> <td style="text-align: center;">My Thinking and Problem Solving</td> <td style="text-align: center;">My Thinking and Problem Solving</td> <td style="text-align: center;">Maths</td> </tr> <tr> <td style="text-align: center;">My Play and Leisure</td> <td style="text-align: center;">My Play and Leisure</td> <td style="text-align: center;">Computing</td> </tr> <tr> <td style="text-align: center;">My Independence</td> <td style="text-align: center;">My Independence</td> <td style="text-align: center;">Life Skills</td> </tr> <tr> <td style="text-align: center;">My Creativity</td> <td style="text-align: center;">My Creativity</td> <td style="text-align: center;">Creativity</td> </tr> <tr> <td style="text-align: center;">The World About Me</td> <td style="text-align: center;">The World About Me</td> <td style="text-align: center;">Work Skills</td> </tr> </tbody> </table>			Key Stage 2	Key Stage 3	Key Stage 4	My Communication	My Communication	English	My Thinking and Problem Solving	My Thinking and Problem Solving	Maths	My Play and Leisure	My Play and Leisure	Computing	My Independence	My Independence	Life Skills	My Creativity	My Creativity	Creativity	The World About Me	The World About Me	Work Skills
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	PODD books Social stories Colourful semantics Verbal communication Key word language	My Outdoor School	My Outdoor School	PSHCE
		My Physical Wellbeing	My Physical Wellbeing	RE
		PSHCE (<i>Beech/Chestnut</i>)	PSHCE	Social Communication
		Zones of Regulation	Zones of Regulation	Business Enterprise
		Computing	Computing	Zones of Regulation
		Enrichment	Enrichment	Enrichment
		Swim		
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Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL). Evidence collected includes observations, photographs, videos and learners’ work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of ‘I will’ statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of ‘assess, plan, review, do’. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set.

The pre-key stage standards focus on key aspects of English reading, English writing and Mathematics at the end of years 2 and 6. Reading ages are also assessed where appropriate. At Key Stage 4 and 5 our curriculum is complimented by accreditations such as ASDAN: Transition Challenge and Pupil Progress, units in OCR Life and Living Skills, NOCN accreditations and entry level qualifications.

Formal Pathway

Learner Profile

Learners on our formal curriculum have moderate learning difficulties, alongside associated complexities, such as SEMH, physical and visual impairments. Learners access a range of National Curriculum subjects for their Key Stage, modified to accommodate their developmental level and special educational needs. Life skills and independence skills also form a part of the curriculum, in addition to the more traditional formal learning subjects. 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. Learners in Key Stage 4 and 5 will pursue accreditation pathways (e.g. Entry Level/Level 1/GCSE as appropriate).

Intent

We provide a curriculum that:

Is primarily accessible to those learners with moderate learning difficulties in their learner profile;

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 to prepare the learners for adulthood;

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;

Learners in Key Stage 4 and 5 will pursue accreditation pathways (e.g., Entry Level/Level 1/GCSE as appropriate).

Implementation								
Whole School Approach	Lessons	Curriculum Areas						
<p>We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. Formal learners follow a modified National Curriculum across Key Stages 1 – 4.</p>	<p>On the formal pathway we teach a range of lessons to develop learners’ skills. Accreditations are used to complement the curriculum where appropriate. We see the formal curriculum as a tool to enable the learner to become an active and engaged contributor to our society. Our lessons include:</p> <ul style="list-style-type: none"> Subject-specific learning Collaborative learning Active learning Differentiation Individualisation Vocational learning <p>To aid communication in lessons, we use a wide range of communication methods. On the formal curriculum you might see use of:</p> <ul style="list-style-type: none"> Visual symbols Makaton signing Visual timetable Verbal communication Written language 	<p>The pathway follows a traditional secondary approach, offering a broad and balanced curriculum. Learners follow a timetable and transition around the school to different lessons. Transitioning from classroom to classroom is a crucial part of developing independence and helps prepare learners for college and/or employment in the future. Classes have a pastoral base with their form teacher and are taught adapted National Curriculum content delivered by specialist teachers. The curriculum areas at each key stage are:</p> <table border="1"> <thead> <tr> <th>Keystage 3</th> <th>Keystage 4</th> <th>Keystage 5</th> </tr> </thead> <tbody> <tr> <td> <p><i>Modified National Curriculum:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing PE Humanities Music Science Art <i>Also:</i> Life Skills Zones of Regulation Enrichment </td> <td> <p><i>Modified National Curriculum:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing PE Science <i>Also:</i> Life Skills Creativity Work Experience Careers Business Enterprise Enrichment </td> <td> <p><i>Vocational courses:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing Life Skills PE Work Experience Careers Social and Leisure College Links Enrichment </td> </tr> </tbody> </table>	Keystage 3	Keystage 4	Keystage 5	<p><i>Modified National Curriculum:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing PE Humanities Music Science Art <i>Also:</i> Life Skills Zones of Regulation Enrichment 	<p><i>Modified National Curriculum:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing PE Science <i>Also:</i> Life Skills Creativity Work Experience Careers Business Enterprise Enrichment 	<p><i>Vocational courses:</i></p> <ul style="list-style-type: none"> English Maths RE PSHCE Computing Life Skills PE Work Experience Careers Social and Leisure College Links Enrichment
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Assessment
<p>Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EFL). Evidence collected includes observations, photographs, videos and learners’ work. Parents and carers can access EFL to see the progress of their child and are able to add supportive comments.</p> <p>Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of ‘I will’ statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of ‘assess, plan, review, do’. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long-term goal will be set.</p>

Reading & Literacy Statement

Intent

At Dorin Park School we aim to:

- Develop learners' decoding or word recognition skills to the best of their ability.
- Develop learners' reading skills which allow them to access all areas of the curriculum.
- Help our learners make sense of what they have read or has been read to them.
- Provide our learners with the functional literacy skills they will need to help them live as independently as possible.
- Provide our learners with the cultural capital that comes from experiencing a wide variety of texts and genres.
- Develop a genuine love of reading and storytelling for all our learners.
- Develop a culture of reading for pleasure.

Purpose of Reading & Literacy Statement

This policy is created collaboratively by our Key Stage English leads. The policy's purposes are:

- To create a coherent and cohesive vision for reading across the school.
- To establish an expectation that all teachers will promote and develop reading in line with the whole school policy aims.

Strategies for Implementation

Phonics

Dorin Park School adopts a whole school approach to systematic synthetic phonics using the Read Write Inc. phonics programme. All teaching staff and teaching assistants are trained to deliver Read Write Inc. phonics sessions and to use the programme across all areas of the curriculum to support literacy skills.

Whole Word Recognition

Learners who benefit from a whole word recognition approach access the See and Learn programme, supported by the Special Words apps.

Afternoon Literacy Sessions

All learners participate in a 20-minute literacy session during afternoon registration. These sessions are adapted to suit the individual learner's ability and needs. This may include (but is not limited to) phonics, word recognition activities, sensory stories, and guided reading. Learners on the semi-formal curriculum may use this time to maintain their existing literacy skills and apply their phonics knowledge to their spelling and writing.

Literacy Interventions

Learners making less than expected progress with their EHCP outcomes or accreditations participate in literacy interventions with the school's Intervention HLTA. Learners access a bespoke intervention that is tailored to suit their abilities and needs.

Independent Reading

Learners are given lots of opportunities to read on a 1:1 basis with staff, allowing them to strengthen their decoding skills and build up their stamina to read longer texts. Staff ask questions to develop their literal comprehension and inference skills. The school Speech and Language Therapist assesses many learners using Blank Levels, which then influence the level of questioning used by staff.

Reading Schemes

Primary

Whilst learners are learning the phonics sounds, they will develop their decoding skills, fluency and stamina by reading the Read, Write, Inc. Story Books and Book Bag Books appropriate to their current phonics level. Once learners are secure in Set 1, 2 and 3 sounds, they will be PM benchmarked and able to access the colour banded Oxford Reading Tree books.

Seniors

Learners access a book band reading scheme, predominately made up of the Oxford Reading Tree books. Learners are monitored continuously throughout the year to ensure they are reading books appropriate to their phonetic ability. When learners are fluently decoding and understanding books at the Lime level of the book band scheme, they move to the Grey free reader books. These are a shorter, more manageable selection of non-scheme texts aimed at building reading stamina and bridging the gap between the reading scheme and the longer novels found at the Black free reader level. When learners are comfortably reading the texts at the Grey free reader level, they progress to the Black free reader books.

The Learning Environment

All classrooms cultivate a learning environment that is conducive to developing a love of reading and books. Where suitable, classrooms have a dedicated reading corner or zone which allows learners a calm, quiet space to read or explore books.

Assessment and Recording

All learners in Primary who can access a reading test are assessed using The New Salford Sentence Reading Test. In Seniors, learners on the semi-formal pathway who can access a reading test continue to be assessed using The New Salford Sentence Reading Test. Learners on the formal pathway are assessed using the online GL New Group Reading Test. Learners are assessed within the first two weeks of the autumn term and within the last six weeks of the summer term. Reading ages are stored on a centralised spreadsheet that is accessible to all teachers, the EHCP lead and MIS manager. The reading ages are added to learners' SEND Profiles and shared with parents and the LA.

Implementation by Pathway

EYFS

The Early Years Foundation Stage curriculum provides a firm basis for the development of reading.

Throughout EYFS our focus is on developing language and communication skills. Early matching, categorizing, and sorting activities are used within the environment to develop visual discrimination skills needed for early reading. Children start to develop their early reading skills through listening to and joining in with songs and rhymes, including action rhymes.

As many of our learners do not enter school with the foundation skills needed to develop their literacy, we focus on their listening skills, including listening to and identifying environmental sounds, animal sounds, instrumental sounds, body percussion, rhyme, alliteration, and oral segmenting.

Once learners have acquired these basic listening skills, we move on to our school Systematic Synthetic Phonics (SSP) programme – Read Write Inc. We focus on Speed Sounds Set 1, which are split into 6 groups. We move onto the next group of sounds once the children have consolidated their knowledge, and will continue to move onto Speed Sounds Set 2 and 3 if appropriate. Learners are assessed termly on their phonics ability and are taught in groups, or 1:1, at a level that is appropriate for them. Those learners who arrive with a greater phonics knowledge or progress quickly through the foundation skills are moved through the Read Write Inc. programme in line with their development.

We also use See and Learn as a tool for teaching whole word recognition, as appropriate.

A wide range of reading materials is provided, and books are regularly enjoyed and talked about to provide a rich atmosphere for children's development of reading behaviours and comprehension. We encourage staff to share their passion for, and excitement of, books with the children. A stimulating book corner and outdoor reading area are accessible for the children throughout the day. Sensory stories are frequently used to bring the books and stories to life for the learners, and to support them to engage with the story. Resources are tactile, engaging and motivating for the learners and bring the story to life. Role-play areas reflect our topic books and learners are encouraged to act out the stories in the role-play areas.

Pre-Formal

All learners must experience and retain a series of pre-requisites to learning for them to move on to develop recognised skills in literacy. These pre-requisites include self-awareness, a sense of rhythm, pattern and order, and communication skills. At Dorin Park School we recognise that learners within the pre-formal curriculum are developing the prerequisites to

reading. Sensory Stories, songs of interaction and Intensive Interaction, alongside SaLT. programmes, are used to further develop individual learners' communication and to support the development of pre-linguistic skills that are a foundation for children becoming independent communicators e.g., turn taking, sharing and vocalisation. Objects of reference are used with some learners as a precursor to symbols and photographs. Children at this earliest level will not respond to the printed symbol, word, or picture, nor be able to follow the sequence of a story presented in a book. They may well, however, enjoy a story presented to them in a multi-sensory way, and learn to make consistent responses to repeated actions, sounds or phrases. Children will use multi-sensory stories to develop the skill of anticipation which will encourage early sequencing, discrimination of objects and making choices. Sensory stories and journeys will be a child's earliest introduction to accessing stories, poetry, and rhymes. These will involve the use of props and movement to encourage responses, engagement and awareness of repetitive phrases and actions. Use of a variety of stimuli including lights and sounds to develop early tracking is particularly vital to pre-formal learners. Eye pointing, gesture and vocalisations will be used by a child to discriminate between different objects or experiences. Pressing a Big Mac switch to communicate, make choices, and engage in stories and rhymes e.g., by repeating a phrase or sound at the appropriate point in the story, will develop prerequisites to reading.

Semi-Formal

Primary

In Primary, we teach learners the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication and reading. Cross-curricular themes have been developed to incorporate National Curriculum objectives whilst meeting the individual learning needs of our learners. Learners use the Read Write Inc. phonics programme, delivered in discrete sessions. Phonics levels are monitored half-termly through an assessment record, to ensure progress is on track and that sessions are relevant and targeted. Where appropriate, semi-formal learners will be streamed in these sessions, to further develop and embed reading and comprehension skills.

In addition to the reading carried out during Read Write Inc. phonics sessions, learners who can are encouraged to undertake independent reading and will have access to a reading record. Learners have access to a wide range of fiction and non-fiction, to enrich and broaden their experiences, and to further encourage a love of reading. Where appropriate, Year 1 learners undertake a phonics screening test, repeated in Year 2 if necessary. This is a short test to establish whether learners have learnt to decode to an appropriate standard. In Year 2 and Year 6, learners are assessed at the end of the academic year against the Pre-Key Stage Standards for language comprehension and reading. For semi-formal learners struggling with phonics decoding, the See and Learn programme is used in addition to systematic phonics teaching. Sight words are taught to support the development of functional literacy. Learners are assessed half-termly on their knowledge of these words, using an assessment record. The delivery of the See and Learn programme is further supported by the Special Words app.

Key stage 3

In KS3, semi-formal learners following the EQUALS curriculum will continue to develop their reading skills to the best of their ability. This may be through Read Write Inc. activities or by extending their personal repertoire of recognisable words through the See and Learn word recognition strategies.

Learners who have learnt to read phonetically continue to strengthen their decoding skills and understanding of what they have read. They are encouraged to apply this knowledge to a wide variety of functional texts such as recipes, instructions, leaflets etc. whilst also accessing fiction and non-fiction texts to foster a love of reading for pleasure.

Learners who have undertaken rigorous SSP sessions for an extended amount of time but have been unable to master the skills needed to decode words using learnt phonics sounds participate in word recognition activities based on the See and Learn model. This allows learners to acquire the functional words needed for them to live as independently as possible in the future and to learn words of personal significance to them to allow them to access leisure activities independently.

Key Stage 4

In KS4, learners on the semi-formal pathway complete the Developing Reading Skills unit from the ASDAN Personal Progress (Entry Level 1) accreditation or the reading units from the OCR Life and Living Skills accreditation (Entry Level 2) alongside the other communication units.

Key Stage 5

In KS5, learners on the semi-formal pathway complete the Developing Reading Skills unit from the OCR Life and Living Skills accreditation (Entry Level) alongside the other communication units.

Formal

Primary

Dorin Park School Curriculum Statement 2023-24

In Primary, formal learners are taught the skills they need to communicate in ways relevant to their individual needs. Cross-curricular themes have been developed to incorporate National Curriculum objectives, whilst meeting the individual learning needs of our learners. Learners use the Read Write Inc. phonics programme, delivered in discrete sessions. Phonics levels are monitored half-terminly through an assessment record, to ensure progress is on track and that sessions are relevant and targeted. Where appropriate, formal learners will be streamed in these sessions, to further develop and embed reading and comprehension skills.

In addition to the reading carried out during Read Write Inc. phonics sessions, learners following the formal pathway will have their own reading book and reading record. They will be encouraged to undertake independent reading, developing skills in fluency and understanding. Learners have access to a wide range of fiction and non-fiction, to enrich and broaden their experiences, and to further encourage a love of reading. Year 1 learners undertake a phonics screening test, repeated in Year 2 if necessary. This is a short test to establish whether learners have learnt to decode to an appropriate standard. In Year 2 and Year 6, learners are assessed at the end of the academic year against the Pre-Key Stage Standards for language comprehension and reading. Learners will also be assessed half-terminly on their knowledge of the Common Exception Words.

Key Stage 3

In KS3, formal learners access an adapted National Curriculum which builds upon the skills they acquired in their Primary setting and develops their skills to encourage them to read easily, fluently and with good understanding. The curriculum alternates between a language focus and a literature focus each half-term to expose learners to a wide variety of texts. More able learners are challenged to analyse the language and structure of texts and find evidence within them to support their arguments, in preparation for GCSE at KS4. Learners participate in a weekly reading session, in addition to their timetabled English sessions, to develop a habit of reading widely and often for pleasure.

Key Stage 4

In KS4, formal learners complete the AQA Step Up to English Entry Level qualification. Learners may also complete the AQA English Language GCSE if capable of doing so.

Key Stage 5

In KS5, formal learners complete a one-year programme of study to gain the Edexcel Functional Skills qualification.

Impact by Pathway

Pre-Formal

Learners leave KS4/5 with the ability to listen and understand instructions, take enjoyment from engaging in sensory stories and anticipate what comes next. They will be able to engage with interactions, making their needs known and understood.

Semi-Formal

Learners leave KS4/5 ready for college with functional literacy skills, an interest in texts and the ability to make some sense of what they have read.

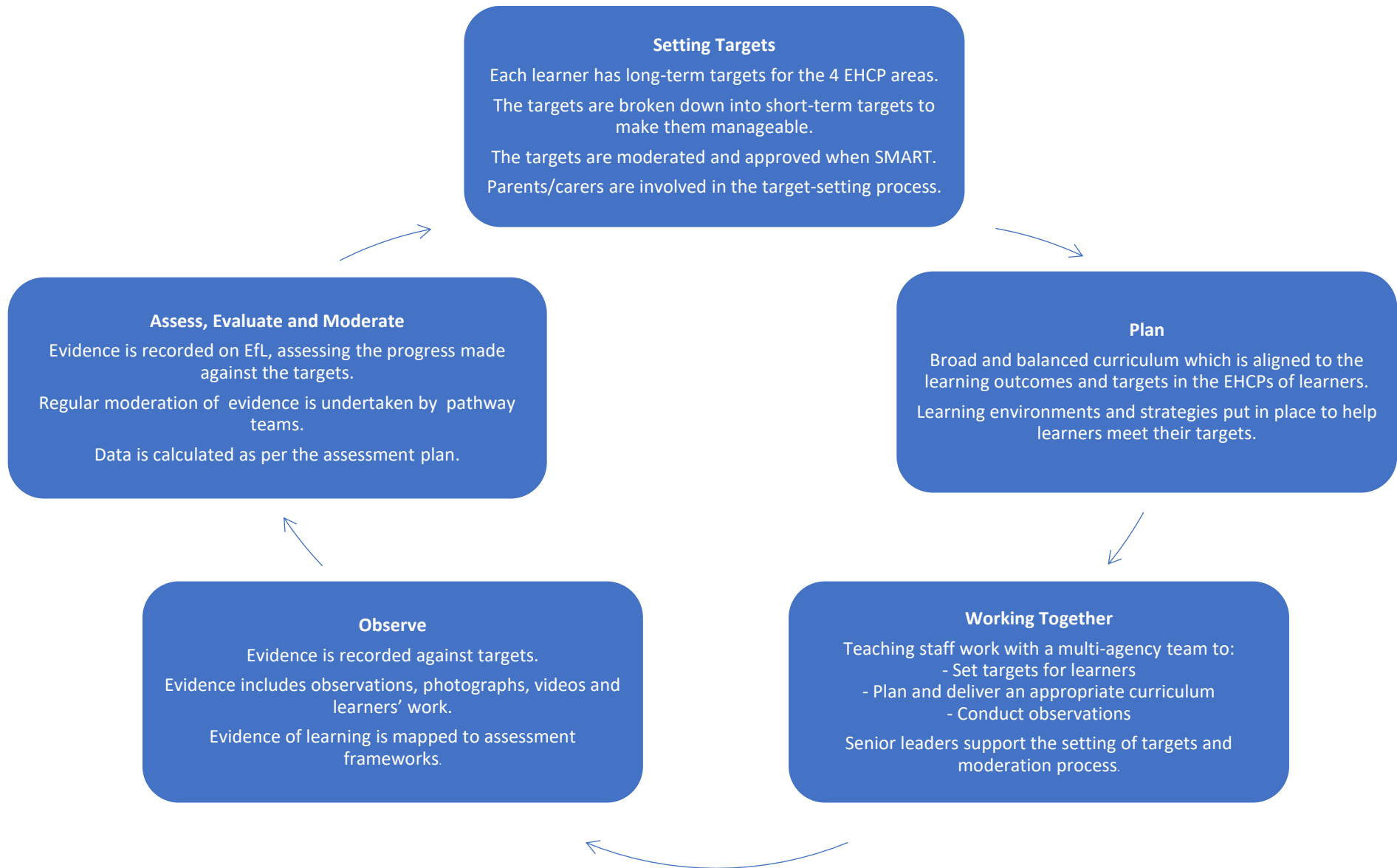
Formal

Learners leave KS4/5 as confident and fluent readers, with the literacy skills needed to access the next steps of their learning at college and an interest in reading for pleasure.

Monitoring

The senior leadership team, middle leaders and governing body will take steps to monitor and evaluate the reading provision with the school to ensure all the aims of this policy are implemented.

Assessment Cycle – All Pathways



Total Communication

Total Communication

We offer a Total Communication approach. We use Widget 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, Chat Mats and PODD books. Communication support also differs across our different pathways, and is highlighted in the communication flowchart. This flowchart highlights some of the communication methods we might also expect to see across the different curriculum pathways. We work closely with our Speech and Language therapist to incorporate individual learner programmes into the school day.

Communication Flowchart



Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Body movements/signs Facial expression Eye movements/tracking Mouthing Tobii eyegaze Vocalisations Increased processing time Intensive Interaction – reactive to proactive (reaching out) to interactive Sensory cues – smells, music of reference Objects of reference with single word use Photograph symbols Use of Big Macks and Talking Tins	Symbolic understanding with photographs Learning through exploring Objects of reference Photo support/visual use Intensive Interaction Now and Next Use of Big Macks and Talking Tins Sensory regulation/sensory diet Songs of reference/for transition Social stories PODD books Makaton AAC Key word language	Photo support visuals Visual symbols Now and Next Makaton Visual timetable Chat mats PODD books VOCAs Social stories Verbal communication Key word language	Visual symbols Makaton Visual timetable Verbal communication Written language

Therapies

Therapies

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.

Sensory processing disorder assessment and therapy is not a local NHS OT commissioned service.

Interventions

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

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 as possible access to the trampoline.

Rebound Therapy is the therapeutic use of the trampoline to:

Facilitate moment

Promote balance

Promote an increase or decrease in muscle tone

Promote relaxation
 Promote sensory integration
 Improve fitness and exercise tolerance
 Develop communication skills

Sensory Circuits

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. The children 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.

Sensory Diets

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.

Visual Impairment

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.

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.

Education outside the classroom, including visits and visitors (Cultural Capital)

Education outside the classroom, including visits and visitors

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
 Grosvenor Museum
 Parks and Supermarkets
 Storyhouse
 Barnstondale Residential

In Seniors:
 Visits/assemblies by community police and fire service
 Offsite PE activities
 Theatre and musical trips/visits
 Restaurant/café visits
 Variety of museums and places of worship

	Storyhouse Community facilities, e.g., libraries and shops Peripatetic music teachers Work experience, e.g., farm Chester Christmas Market Leavers' Residential Bendrigg Residential
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Extra-curricular activities

Extra-curricular
<p>Our extra-curricular activities provide the opportunity for learners to develop life-long skills and interests that can lead to greater independence and confidence and support them in preparation for adulthood. Our wish is to develop our learners' skills and talents in a very practical way. Such activities might include, amongst others:</p> <p style="margin-left: 40px;">Dance Signing Choir Board/card games Football Netball Gardening Club Computers Lego Club</p>

Social, Moral, Spiritual and Cultural education, and British values

Social, Moral, Spiritual and Cultural education, and British values
<p>We recognise that social, moral, spiritual and cultural education (SMSC) including British values plays a significant part in the personal development of our learners. SMSC is a dimension of the whole school experience which makes the curriculum relevant, creative, stimulating and fun. It enriches the curriculum and ethos of our school.</p>

Impact

Impact
<p>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. Learners successfully achieve a range of accreditations and qualifications which support them in their college and community placements when they leave us.</p> <p>The post-Dorin Park School destinations for each pathway are detailed below:</p> <p>Pre-formal and Informal</p>

Depending on their needs, learners following our pre-formal and informal curricula typically go on to access either a specialist college (e.g., Seashell in Cheadle Hulme) or a bespoke package of opportunities in their local community. Bespoke packages are usually funded by Social Care, and the EHCP will cease from this point as they are no longer classed as being in education. The young person will continue to learn life skills through accessing their local community, attending day provision such as LIVE! and other activities appropriate to their needs.

Semi-formal

Learners following our semi-formal curriculum typically go on to access life-skills-based courses at a local college such as Cheshire College South and West (Ellesmere Port campus), Coleg Cambria (Northop campus), Pettypool college in Northwich or Wirral Metropolitan College in Birkenhead. If the young person makes good progress, they may have the opportunity to access a Supported Internship or supported employment. For some pupils, a bespoke social care package including accessing day centres is chosen.

Formal

Learners following a formal curriculum typically go on to access vocational/subject specific courses at a local college such as Cheshire College South and West (Ellesmere Port campus), Coleg Cambria (Northop or Deeside campus), Pettypool College in Northwich or Wirral Metropolitan College in Birkenhead. If the young person makes good progress, they may have the opportunity to access a Supported Internship programme or employment.