

Blossom Lower School, Upper House & Post 16 Provision



HOLISTIC CURRICULUM OVERVIEW

EYFS, Primary, Secondary, Post 16

Last reviewed May 2013 Nicola Masefield

Next review due July 2013

Mission Statement

We are committed to provide a holistic educational environment where children and young people can grow in knowledge and understanding, working towards reaching their social, emotional and individual potential.

We aim to support our pupils as they learn to accept the difficulties they may face alongside knowing how to use their individual strengths to overcome these within school and within the wider community. We believe that our children and young people have a unique contribution to make to the school and to the world.

Introduction:

At Blossom House Primary, Upper House Secondary and Post 16 provision we have devised our own curriculum policy based upon a four part model. This model and its delivery is regularly reviewed with new ideas and improvements incorporated under the supervision of the Headteacher and the Heads of Therapies and Academic Departments.

The aim of this model is to ensure that each pupil receives a holistic curriculum which targets his or her academic, therapeutic, emotional, and social and communication needs through use of a multi-disciplinary team of professionals. We seek to support all of our pupils in achieving their individual potential as well as aiming to enable them to use their learning functionally within the wider community.

As all of our pupils have speech, language and communication difficulties, as well as some co-morbid diagnoses, it is vital that the curriculum which they receive is devised, planned, administered and assessed using a holistic approach. Throughout the Key Stages, equal importance is placed upon social and emotional progress as well as academic gains.

Therefore, our curriculum policy is based upon four strands which are as follows:

- **Academic Curriculum**
- **Therapeutic Curriculum**
- **Social and Emotional Communication Skills**
- **Adapted Curriculum and Transitional Pupils**

Each of these four strands will be described further in the following subsections.

The Academic Curriculum

Introduction

The school's academic curriculum is based upon a modified version of the National Curriculum, which takes the pupils speech, language and communication difficulties into account. The aim is to enable each pupil to receive the National Curriculum to his or her individual level in order to ensure personalised success, build upon existing knowledge, extend understanding wherever possible, consolidate skills and bridge 'gaps', working towards the longer term aim of formalised qualifications in Key Stage Four.

Academic Curriculum Content

The school's curriculum is based upon the 'Seven Areas of Learning':

- **English**
- **Maths**
- **Science**
- **Technology (Art, DT and ICT)**
- **Humanities (Geography, History and RE)**
- **Creative and Ascetic (Art, Drama, DT and Music)**
- **Physical**

Rationale

The school considers the National Curriculum's Seven Areas of Learning to be vital to the pupils' academic education. However, as all pupils attending this specialist school have speech, language and communications difficulties (as well as co-occurring diagnoses and needs) it is vital that the planning, delivery and assessment is modified to take this into account. *The overall aim is to ensure that all pupils are able to reach their academic potential according to their individual needs.*

Structure of Lessons

The school day consists of 6 x 45 minutes lessons for Primary and Key Stage 3 and 7 x 45 minute lessons for Key Stage 4. Each of the Seven Areas of Learning are taught through 45 minute single or double sessions, delivered by a teacher and usually supported by an LSA as a form group or streamed group. The length of the lessons is set with the pupils' speech, language and communication needs in mind, as they can become easily overloaded by language content which impacts upon their attention, memory and levels of understanding.

The aim or intended outcome of the lesson is written onto the board at the beginning of the lesson and is clearly explained to the pupils. A visual timetable is then provided to outline what will happen in that lesson, usually with visual aids to support understanding, memory and focus. Two minute learning breaks happen about half way through each lesson whereby the adult leads the pupils in carrying out 3 sets of movements or exercises designed by the onsite OT team. This is to maximise attention and support thinking skills. A full plenary is not appropriate for the needs of our pupils; therefore the plenary will usually consist of referring back to the aim of the lesson, supporting the pupils in deciding whether the aim has been achieved or not and how they know, usually through structured questioning, and then a short evaluation. The evaluation's purpose is to facilitate the pupils' ability to reflect upon and take responsibility for their own learning. To this end the pupils will usually be asked to either give a 'thumbs up/middle/down' symbol or rate the amount that they have understood as '1, 2 or 3', depending upon the age and language levels of the group. The teacher or therapist leading the lesson is expected to carry out formative assessment during the main body of the lesson and through the plenary. This is to be recorded a form which best suits the individual (such as a chart to record when lesson objectives are achieved) and used to inform subsequent teaching, target setting and longer term measures of progress.

Vocabulary Reinforcement

Learning, retaining and understanding subject specific vocabulary can be very challenging for our pupils due to their language needs. Therefore, as part of integrating Speech and Language Therapy into the curriculum a 'Vocabulary Reinforcement' approach has been devised. The aim is to provide the pupils with a format that enables them to categorise a new word in as many different ways as possible.

A 'Walk the Word' resource is used to introduce and recap new vocabulary is represented in visual memory (pictures) as well as auditory memory (phonological properties). The semantic representations of a word are explored. Firstly the word is defined, then words 'that go with it' (semantic links) are listed. The topic or subject (category) in which the word falls into is given, and a picture is drawn. The phonological properties of the word are then discussed (number of syllables, first sound and rhyming words), as well as what type of word it is (part of speech). This process has been adapted to ensure it is appropriate for both Primary and Secondary pupils.

Planning

Each subject has a Scheme of Work (a rolling programme which outlines the topics which will be covered each term over the course of the year by each cohort) which is based upon a modified version of the National Curriculum. The lessons are then more fully described and modified specifically for each group in the six week plans. This allows for each pupil receiving this Seven Areas of Learning but in a much more individualised and differentiated manner. Cross-curricular links are made throughout all subjects as far as possible in order to support the transference and generalisation of learning; a thinking skill which many of our pupils find challenging.

Year Groups

Primary: Depending upon the numbers and ability range in each cohort, Primary teaching groups tend to be divided into Years 1 and 2, Years 2 and 3, 4 and 5 and Year 6. However, it is sometimes necessary to combine these differently, depending upon the numbers, levels, needs and dynamics within the given year groups, in order to deliver a needs led holistic curriculum.

Secondary: Each Year Group is taught as a distinct group and follows their own Scheme of Work and 6 week plans. For Key Stage Four, teaching groups are divided according to their GCSE/ELC options.

Throughout the whole school, Literacy, Maths and Communication Skills (Primary SLT) and Life Skills (Secondary SLT) are taught in groups of up to 6. Each group follows the Scheme of Work, but the 6 week planning is tailored to the individual group's needs.

Lesson Content

Throughout the whole school, lesson content is based upon the National Curriculum, but the rate and level of delivery is modified according to the group's levels and needs. All language content is modified with planned recapping, revision and consolidation considered. Differentiation is in place for individual needs. Cross-curricular links and assessment procedures are also planned for.

These details outline the amount of lessons that are usually allocated to each of the Seven Areas of Learning:

English

The English curriculum and planning is based upon the National Curriculum and SpLD teaching methods. The school has produced its own programme of study and hierarchical learning objectives, which informs planning and teaching.

- **Primary Overview:** 5 x 45 minute lessons per week, including one Shape Coding lesson which is delivered jointly by a teacher and therapist. Some pupils also receive individual SpLD lessons.
- **Secondary Overview:** 5 x 45 minute lessons per week, including one Shape Coding lesson for Key Stage 3, which is delivered jointly by a teacher and

therapist. In Key Stage 4, pupils may receive some English lessons as double periods to enable time for controlled conditions and extended coursework.

Some pupils also receive individual SpLD lessons.

Maths

- **Primary Overview:** 5 x 45 minute lessons per week. Some pupils also receive individual SpLD lessons.
- **Secondary Overview:** 5 x 45 minute lessons per week. In Key Stage 4, pupils may receive some Maths lessons as double periods to enable time for controlled conditions and extended coursework.

Years 1 and 2:

As Years 1 and 2 need additional support in progressing on from the EYFS curriculum, they receive 8 x 45 minute 'Topic Lessons' per week (plus 1 x 45 minute Music lesson) which provide these areas of learning: Science, Technology, Humanities, Creative and Ascetic through lessons such as Art, Science, Geography, History and RE). The Physical aspect of the curriculum is met through 4 x 45 minute weekly PE lessons.

Science

Primary and Key Stage 3: 3 x 45 minute lessons

Technology (Art, DT and ICT)

Primary and Key Stage 3: Art (3 x 45 minute lessons), Music (1 x 45 minute lesson).

Year 6: ICT (1 x 45 minute lesson). The school is aiming to increase the amount of formal ICT lessons which the Primary school receives. ICT is also incorporated into

most lessons, for example through use of the Interactive Whiteboard, Touch Typing Programmes and the use of laptops.

Key Stage 3: Also receive 2 x 45 minute DT lessons.

Humanities (Geography, History and RE)

Primary and Key Stage 3: Geography and History alternate each term (2 x 45 minute lessons) and RE (1 x 45 minute lesson).

Creative and Ascetic (Art, Drama, DT and Music)

Primary and Key Stage 3: Art (2 x 45 minute lessons) Music (1 x 45 minute lesson).

There is also additional drama lessons incorporated into the curriculum prior to the Christmas and Summer Shows. Drama and role play is often included in the SLT sessions.

Key Stage 3: Also receive 1 x 45 minute DT lessons.

Physical

Primary and Key Stage 3: PE (4 x 45 minute lessons) plus sporting activities during morning break, lunchtime and special events such as Sports Days, The Big Dance Week and Activity Week. A variety of sport-based After School Clubs are available. External Specialists are regularly brought in to add variety and different forms of physical activity, such as archery or forms of dance.

Key Stage 4

The amount and type of provision allocated for the Seven Areas of Learning is outlined here:

<p><u>Year 10</u> English – x5 Maths - x5 Option A – x4 Option B – x4 Option C – x4 Option D – x4 Life Skills (1 of which is ASDAN based) - x 3 ICT – x4 Study Skills – x1 PSHE – x1 KS4 pupils are also required to attend a minimum of 2 lunchtime PE clubs. Most pupils attend all 4 sessions.</p> <p><u>Total: 35</u></p>	<p><u>Year 11</u> English – x5 Maths - x5 Option A – x4 Option B – x4 Option C – x4 Option D – x4 Life Skills (1 of which is ASDAN based) - x 3 ICT – x4 Study Skills – x1 PSHE – x1 KS4 pupils are also required to attend a minimum of 2 lunchtime PE clubs. Most pupils attend all 4 sessions.</p> <p><u>Total: 35</u></p>	<p><u>Year 10 options:</u> <u>A=</u>ELC History, ELC Food Tech, GCSE Product Design. <u>B=</u> ELC PE, ELC Creative Arts or GCSE Catering and Hospitality. <u>C=</u> ELC Resistant Materials, GCSE Art or ELC Food Tech. <u>D=</u> ELC Science, GCSE Science, or GCSE Photography.</p> <p><u>Year 11 options:</u> <u>A=</u>ELC History, ELC Food Tech, GCSE Product Design or GCSE Art. <u>B=</u> ELC PE, ELC Creative Arts or GCSE Catering and Hospitality. <u>C=</u> ELC Resistant Materials, ELC Art, GCSE Art or ELC Food Tech. <u>D=</u> ELC Science, GCSE Science, ELC PSE or ELC ICT.</p>
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This table also illustrates the range of GCSE and ELC options available to Key Stage 4 pupils for the academic years 2010 -2011 and 2011 – 2012. See the *Careers Policy* for more information regarding the “options” process.

Post 16:

The Post 16 academic curriculum will be on a needs-led individualised basis. The majority of input will be delivered through Nescot College Surrey, in close liaison with the school. The aim will be for any additional needs to be met on the school’s Post 16 site when the student is not at their FE placement. Examples of this may include taking alternative English and Maths teaching where appropriate (e.g. through the

Adult Literacy and Numeracy Qualifications and/or Functional Skills), OT and /or Arts Therapies. SLT input will also be delivered by the school's SLTs with a strong focus upon the individual functional language, social and communication needs. They will work towards a Btech in Work Skills to provide a recognised qualification alongside functional gains. The SLT will also work in close liaison with the FE provider.

Other Policies of Use

More extensive and detailed information can be found in the each of the *subject's individual policies*. It may also be helpful to refer to:

- Policy for Assessment, Recording and Reporting,
- Policy for Monitoring and Evaluation.
- Homework Policy
- Careers Policy
- Post 16 Policy

The Therapeutic Curriculum

Acronyms:

SLT: Speech and Language Therapy

OT/PT: Occupational Therapy/Physiotherapy

ATCP: Arts Therapy and Child Psychotherapy

Introduction

The school strongly believes in the value of therapeutic input for our pupils. As a result of their speech, language and communication difficulties, Speech and Language Therapy (SLT) is always included as part of the pupils Statement of Special Educational Needs. Occupational Therapy and/or Physiotherapy (OT/PT) is often detailed on the Statement, and occasionally Arts Therapy or Child Psychotherapy (ATCP) is also included. The school always delivers *at least* the amount described in the individual's Statement; in most cases the amount of therapeutic provision is over and above what is mandatory.

The school also places strong emphasis upon the vital importance of an integrated therapeutic approach to supporting our pupils, so that it is part of the daily curriculum. It is embedded into the ethos of the school and forms a crucial part of the multi-disciplinary and holistic approach to enabling our pupils to achieve their potentially academically, socially and emotionally. As the pupils progress through the school and Post 16, the emphasis becomes more functional, so that the young people can be equipped to the best of their abilities for the future.

Range of Therapies

The school employs a range of professionals who are fully trained and qualified according to their discipline. This includes:

- **Speech and Language Therapists**
- **Paediatric Occupational Therapists (Sensory Integration trained)**
- **Paediatric Physiotherapist**
- **Arts Therapists and Child Psychotherapists**

Other professionals may be employed on a consultation basis. This includes:

- **Clinical Psychologist**
- **Educational Psychologist**
- **Child Psychiatrist**
- **Behavioural Optometrist**
- **CAMHS**

Amount of Therapeutic Provision

The amount of therapy which each pupil receives is dependent upon age, cohort and individual need. This document provides an overview:

- **Speech and Language Therapy:**

Foundation Stage

Children in the foundation stage receive 4 x 30 minute group therapy sessions each week known as 'Speaking and Listening'. In addition they receive a 1 x 30 minute music session which aims to incorporate social and language targets to support generalisation of skills. Children of reception age who transition into full days also receive a further 2 x 45 minute sessions (at the minimum) of '*Speaking and Listening*' in the afternoon, that particularly focuses on targeting play skills which in turn helps to develop language and social interaction.

Primary aged pupils

Primary pupils receive group Speech and Language Therapy Sessions known as 'Communication Therapy' or 'CT'. These sessions last for 45 minutes. Children in Year 1 to Year 5 have four sessions of CT a week. Children in Year 6 have three sessions of CT a week.

Secondary aged pupils

Pupils receive two x 45 minute sessions of group therapy, known as Life Skills, each week. This may be delivered over two sessions, thus providing a session of 1 hour 30 minutes duration.

In addition to the direct SLT intervention the pupils receive they also receive one weekly PSHE session which is planned and delivered collaboratively with the group leader. Please refer to the Pastoral, Social, Health and Education Policy.

Individual therapy

Where necessary, relevant children are prioritised for individual therapy over and above the group therapy provision. The quantity, frequency and type of therapy is allocated according to individual need.

- **Occupational Therapy and Physiotherapy:**
 - EYFS: 2 x 30 minute group OT and -3 x 30 minute group PT.
 - Year 1 and 2: 2 x 45 min group OT and 1 x 45 minute group PT.
 - Years 2 and 3 1 x 45 minute group OT and 1 x 45 minute group PT.
 - Years 4, 5 and 6: 1 x 45 minute combined OT and PT.
 - Year 7: 1 x 45 minute group OT.
 - Years 8, 9, 10 and 11: OT and PT is delivered on a needs-led basis which could be delivered in a small group setting (e.g. The Relaxation Group) or on an individual basis, with the focus moving towards functional life and independence skills as they pupils grow older.
 - Whole school takes part in sensory-rich physical learning breaks devised and monitored by OT/PT department
 - Daily Programme of pre-writing and handwriting practice throughout the primary school- devised and monitored by OT department and implemented by group leaders.

- **Arts Therapy and Child Psychotherapy:** At any one time approximately 50% of pupils receive Arts Therapies. This will be either on an individual or a small group (3-4 children) basis.

Delivery of Therapeutic Provision

The delivery of the therapeutic provision varies according to age, cohort and individual need. As set out above, therapies are delivered in small groups where appropriate with individual provision available. Arts Therapies and Child Psychotherapy on the whole tend to be delivered on an individual basis due to the nature of the input, however, small groups area also in place, for example the 'Me and You' Year 7 groups.

- **Speech and Language Therapy:**

All 'Speaking and Listening' 'Communication Therapy' and 'Life Skills' groups are planned and delivered by a qualified Speech and Language Therapist. This is delivered through a combination of small group therapy and individual therapy with an SLT according to need. There is an SLT 'attached' to every form group in order to meet the additional and individual language and communication needs of the individual.

- **Occupational Therapy and Physiotherapy:**

All OT/PT groups are planned and delivered by a qualified Paediatric Occupational Therapist and/or a qualified Paediatric Physiotherapist who are trained in Sensory Integration. This is delivered through a combination of small group therapy and individual therapy with an SLT according to need.

- **Arts Therapy and Child Psychotherapy:**

Individual sessions take place following a referral from the wider school team and a subsequent assessment period, where individualised aims and desired outcomes for the therapy are set. The majority of individual therapy that takes place is described as long term (more than one year), and is reviewed annually. Recommendations are then outlined for further work. Sometimes the therapy will be set up on a short term (less than one year) basis, where aims are more focussed and specific. Group sessions are set up to address issues that are being experienced by a group of students of similar age or where it is deemed that individual work would not be suitable for a particular student. Examples of this are the 'Leavers' Group', 'Self Esteem Group' and the 'Me and You Group' which run for the entire Year 7. This is also an example of the collaborative work that takes place within the school, with Arts Therapists and Speech and Language Therapists working alongside each other.

Therapeutic Policies

Please refer to these policies for further information:

- **Speech and Language Therapy (Primary and Secondary)**
- **Fine Motor, Gross Motor and Movement (OT/PT)**
- **Arts Therapies and Child Psychotherapy**

Other Policies of Use:

These policies may also provide useful information:

- Discipline and Behaviour Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Pastoral Care Policy

The Social and Emotional Communication Curriculum

Introduction

The nature of our pupils needs means that social and communication skills are a vital part of the holistic curriculum and this is embedded into the school's ethos.

Rationale

The school's aim is to enable each pupil to achieve his or her own potential during his or her time here. This potential should be viewed as holistic and therefore achievement cannot be measured simply by academic progress. Our pupils also need to be equipped with the skills to be able to cope functionally within the wider community. Therefore, the Social and Communication Curriculum is considered to be of equal importance to the Academic Curriculum. However, these strands do not occur in isolation; therefore the principle of developing each pupil's social and communication skills is also embedded into the Academic and Therapeutic Curricula. Furthermore, academic progress can have a positive impact on social and communication skills and vice versa.

The terms 'Social' and 'Communication' should be assumed to include aspects of social interaction, behaviour, emotional needs, self-awareness, self-management and intrapersonal understanding, and interpersonal skills. This can include issues involving friendship, bullying, self-esteem, emotional issues, behaviour management and social interaction on different levels.

Delivery

The Social and Communication Curriculum is delivered through a combination of:

- Timetabled, session, teacher led subjects (such as PSHE/Citizenship).
- Sex and Relationship Education sessions, led by members of staff and/or external professionals (age dependent).
- Needs led and sessions led by a combination of SLT and Teacher (such as PSHE), or combination of SLT and Arts Therapist (such as the 'Me and You Year 7 Groups).
- Whole school sessions (such as assemblies).

- Special events (such as the Comic Relief event, Cyber bullying assemblies with the local police, cross-curricular themed weeks e.g. Africa Week, and wider community events, e.g. Jubilee Week).
- Tailored small group and/or individual therapeutic input (SLT, OT/PT, ATCP).
- Trips (the school offers a range of academic based trips which can also provide opportunities for social communication input.
- SLT run trips, which aim to target areas of social communication, including functional life skills.
- Pastoral care (through the pupil's Head of House and Group Leader, in liaison with other members of the multi-disciplinary team).
- Links with other professionals (such as CAMHS and/or a consultation with a Child Psychologist).
- Staff training (regular in-house and external training is supported and encouraged in order to develop the team's understanding of social and communication difficulties).
- Alert Programme and Relaxation Groups (run by the OT team to support low arousal levels and hence successful social interaction). Successful social interaction by encouraging the use of socially acceptable strategies to deal with different arousal/energy levels.
- The SCERTS programme (up to and including Key Stage 3), led by the SLT team but involving the team around the child.
- Work Experience in Year 10.
- Links with colleges in preparation for transition to Post 16 education.

Speech and Language Therapy Input

All pupils have needs in the area of social and/or communication difficulties as either a primary need or as a secondary feature of their language difficulties. They therefore receive high levels of targeted support to address these needs. This support is in the form of:

- Specifically tailored social skills programmes targeting areas of need: The programmes used are a combination of published resources or specifically devised programmes and are delivered during CT or Life Skills sessions. The SLT 'Primary and Secondary Programme' are specific documents which

outline the range of social and communication skills programmes currently being delivered. Please note that these programmes are delivered on a needs led basis, rather than on a year by year basis, thus ensuring that all approaches are specifically targeting the heart of individual need. The range of programmes delivered is therefore an ever evolving list.

- Needs led individualised support: To target specific social or communication issues. This involves direct therapy work to target a key area and utilises specific approaches such as 'Social Stories' with the aim of making social and behavioural expectations explicit for a specific social difficulty.
- Indirect support: working with the Teacher and LSA to ensure carryover of specific social/communication targets into the classroom setting and beyond.
- Generalised day to day support: To enable pupils to manage in a specific, less familiar context (e.g. a change of room, integrating with new pupils).
- Functional Trips: involving providing specific practical opportunities for pupils to practise taught strategies beyond the school/therapy context. This involves setting specific targets and then encouraging pupils to evaluate outcomes, thereby encouraging the development of self-awareness in relation to their own communication abilities.

Behaviour Management

Social and Communication difficulties can often present as issues with 'behaviour'. Therefore behaviour management forms a vital part of the school's Social and Communication Curriculum. There is a strong behaviour management approach in place throughout the Early Years, Primary and Secondary schools. This aims to be positive, enabling, child-focused, clear, consistent and fair. Vitality, this behaviour management approach is holistic and involves input from the different teams: teachers, assistants, SLTs, OT/PTs, ATCPs. This ethos and approach is in place throughout the whole school however the delivery and strategies vary according to the age, maturity and language levels of the pupils. The school recognises that social communication and behaviour management are a two way process: the individual or group need to be supported towards positive change but the

educational environment and communication styles of staff need to be flexible and adaptable also.

The majority of our pupils respond to this whole school approach to raising self-esteem, self-awareness and managing their own behaviour in accordance with clear rewards, consequences and choices. However, for a variety of reasons some pupils need additional and more individualised support, perhaps through calming techniques, set rules and consequences, a positive reinforcement chart, a cost-response chart or a behaviour contract, positive comments books or books which label appropriate and not appropriate behaviour. The child-centred plan is designed, implemented and reviewed by the key staff involved, usually with input from the SLT (for instance through social stories, anxiety rating scales, anger management strategies, specific input regarding expected and unexpected behaviour, public and private behaviour), and the OT/PT (for instance through sensory processing strategies such as deep pressure, brushing or vestibular activities, fidget toys, wobble cushions, gym programmes, calming techniques). Explicit links are made to the reasons for the behaviour, especially in terms of the social and communication implications.

Refer to the *Approach to Behaviour Management* document for more detailed information.

Parents

The school considers parental involvement to be a very important part of the pupil's social and communication development. This helps to generalise and transfer skills taught in school to the home and wider environment, for example through the use of a social story which can be used both at home and in school. Good communication between home and school also means that social communication issues can be highlighted by parents. This is enabled through:

- The school's 'open door' policy.
- Regular contact and/or meetings between key staff and home.
- Access to the Family Supporter.
- Family Support Co-ordinator.
- Parent groups (such as the New Parents Group).

- Parents Support Groups (run by members of the Arts Therapy and Child Psychotherapy Team).
- Training for parents (including behaviour management, SLT and OT related issues).
- Siblings groups which are run for the siblings of pupils attending the school.
- Friends of Blossom House (FoBHs) also run support groups and training sessions in liaison with the school.
- OT run 'Rough and Tumble' groups for the EYFS to support social interaction between father and child
- The OT/PT department run a range of activities and workshops to support parents regarding their child's social interaction. This includes:
 - Nursery mother's day morning- a mother and child craft workshop as part of experiencing a school day with their child
 - Father's day morning – a father and child rough and tumble workshop to encourage physical development and bonding
 - Foundation stage fine motor workshop – a parent workshop to provide them with information about how fine motor skills develop and how to support motor skill development at home.
 - Fine motor toolbox workshop – workshop to provide parents with a fine motor tool box and show parents how to use this with each of their children at home

Other Policies and Documents of Use

It may be useful to refer also to these policies regarding the Social Communication Curriculum:

- Discipline and Behaviour Policy
- Physical Intervention Policy
- Approach to Behaviour Management
- Pastoral Care Policy
- Speech and Language Therapy (Primary and Secondary)
- Fine Motor, Gross Motor and Movement (OT/PT)
- Arts Therapies and Child Psychotherapy
- Sex Education Policy
- Working with Families at Blossom House

Adapted Curriculum and Transitional Pupils

Rationale

Whilst the school tries its utmost to cater for each individual pupil's needs once he or she has been placed here, occasionally there are cases where for a range of reasons, the individual may need to move onto a different type of specialist provision. When it has become clear over an extended period time that the pupil will need to be placed elsewhere, the LA, Parents and any other external professionals are consulted regarding the best transitional process for this individual. The overarching aim would be to ensure that the pupil understands that he or she has not been 'bad' and has not 'failed', but that he or she now needs a school with a different environment or emphasis (depending upon the case), and that a successful transition into the next placement takes place.

Provision

It is often the case that it can take considerable time for all concerned to decide upon the next most appropriate provision for the individual pupil. Therefore, wherever possible, the school aims to provide the pupil with access to an academic, social, emotional and therapeutic curriculum, which is tailored in the short term to his or her needs, whilst ensuring that the impact upon other pupils learning is minimised if not removed.

This may mean that the pupil:

- Attends school for a shorter day.
- Attends some group classes which are known to be successful.
- Attends some group OT and SLT sessions which are known to be successful.
- Is provided with some individual teaching, as appropriate to the individual.
- Is provided with some individual SLT, OT and/or Arts Therapy provision with a member of the onsite team, as appropriate to the individual.
- In some cases it may be necessary to provide the pupil with individual support during his or her time in the school.

- The range and amount of provision would be discussed and agreed with the parents, LA and any other relevant external professionals.
- The pupil would receive an individualised and visually supported timetable which would be explained and supported by his or her key worker (this could be the LSA, Group Leader, Head of House, SLT, OT, Deputy or Head teacher, depending upon the individual case and with whom he or she has a successful and established rapport).
- The pupil will be enabled to spend time with peers where possible, to provide socialising opportunities and reduce the feeling of isolation.
- The school would work closely with the parents, LA and subsequent provision to ensure that a clearly structured transition programme is set up and seen through.
- The pupil may work towards collecting a record of his or her achievements (social, emotional, academic and/or therapeutic) during this transitional phase, with the aim of providing him or her with concrete examples of his or her success during his or her time at the school.
- The pupil will be encouraged to maintain contact with the school, where appropriate, so that he or she leaves with a sense of acceptance.

Nurture Group

Rationale

In recent years, it has become clear that for some pupils, their needs can change as they move through adolescence and the Secondary School. However, it may be that these needs have not changed to the extent that an alternative provision would provide more appropriate input. This is especially the case for those pupils who have attended the school for some time, where there are serious considerations concerning the impact that a change of placement might have upon the individual's well being. These pupils continue to need the level and type of specialist provision in place at this school; however they are not able to cope with the pace of their cohort. They may need a stronger emphasis upon functional life skills, social communication and emotional well being. As a result of there being a number of these pupils within a particular cohort, it is sometimes decided by the school, parents and LA that they should form a separate group, or 'Nurture Group'.

The Nurture Group is only for pupils who are not impacting upon other pupils learning or well being and for whom there is no other appropriate placement available.

The Nurture Group has evolved as a result of the school's wish and responsibility for meeting the changing needs of the individual pupils. However, it is not intended to be a long term part of the provision and its efficacy and purpose is regularly reviewed.

Provision:

This outlines the provision in place for these pupils, although this is flexible according to the individual needs:

- Pupils remain part of a 'Form Group' so that they have opportunities during registration periods to socialise and mix with a wider range of young people and adults and take part in PSHE sessions such as assemblies and SEALS.
- Pupils may be able to join some whole group lessons, according to need.
- English: Pupils receive English lessons as a small group, led by a teacher, following the ELC curriculum. They may be joined by one or two others pupils who are struggling within this particular area. Additional small group sessions are also in place targeting specific areas of need, such as phonic input and Study Skills, delivered by SpLD trained staff.
- Maths: Pupils receive maths as a small group, led by a teacher, following the ELC curriculum. They may be joined by one or two others pupils who are struggling within this particular area.
- Seven Areas of Learning: Separate to English and Maths lessons as outlined above, the Nurture Group also receive Art, DT, ICT, Cooking, Environment and Topic lessons. These lessons do not contribute to any recognised qualifications but instead allow members of the Nurture Group to develop practical skills. In addition to the main timetable members of the Nurture group are encouraged to take part in organised sports clubs during lunchtimes and receive 1:1 support in numeracy and literacy.
- SLT: Pupils receive 3 x 45 minutes of small group SLT delivered by an onsite SLT, with additional individual input as needed. There are also further sessions focusing upon more functional life skills.

- OT: Pupils receive 2 x 45 minutes small group OT delivered by an onsite OT. These sessions are needs led with the focus being upon functional organisational and living skills.
- Arts Therapy: Pupils receive this input onsite on a needs led basis.