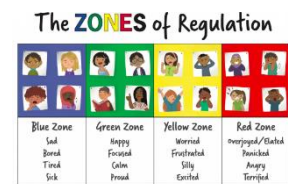


# Stony Dean School: Climb



## Intent

*Climb is a provision for students whose profile means that they have increased challenges with the social, sensory and emotional demands of accessing the main school. These needs and their associated behaviours mean that the provision to support them is more personal, has smaller groups and a smaller, familiar environment. Typically, student engagement and their ability to attend learning activities and develop skills is limited. Climb offers a smaller number of consistent staff who are familiar to all the students and who deliver a more tailored timetable and curriculum. We meet the needs of students who have either been identified in KS3 as struggling to engage with support in main student body/environment or who have been identified at admissions as needing a higher level of support. Both referral pathways are viewed as ideally incorporating Climb students back into the main student body where appropriate. It is both a medium-term and long-term provision.*



## Curriculum and Assessment:

*Our curriculum is based on themes and projects, each half term has a focus and a theme with related resources chosen by the teachers to support learning of the groups. Foci relate to the EHCP targets and themes are about delivery activities. Due to the groups being mixed ages we change these to promote continuous development and not repetition. (Please see our curriculum maps on the website).*

*The team assess in 3 ways: Video/ Image capture to support the EHCP target tracking, SCERTS to support communication with the SALT team and via academic stages to see which qualification pathway is a best fit for the individual.*



ASDAN



## Implementation:

*Learning is focused on social and daily living skills as opposed to more academic attainment but where appropriate students may be entered for certificates such as ASDAN and Entry Level. There is an increased emphasis on therapies and we use some external providers to enrich areas of our curriculum such as yoga, music and Bush craft.*

*Our department's aim is support students in their individual route through education. This may mean that they require support with us for the first portion of secondary school but have their timetables adapted to allow them to access areas of the main school's lessons such as PE, Food Tech, DT or Humanities as appropriate to giving them the broadest experience possible. Alternatively, they will remain in the smaller environment with us to support them through to Yr11.*

### Impact:

- 👉 *Increased attendance for those with an EBSA background*
- 👉 *Improved behaviour of students previously struggling with regulation*
- 👉 *Close collaboration with SALT and external specialists such as CAMHS*
- 👉 *Tailored mental health support*
- 👉 *Development of the use of Lego therapy to support social interaction*
- 👉 *Successful transition of students to the main school tutor groups*
- 👉 *Successful transition of students to alternative post-16 provision*

### Key Strengths:

- ✓ *Flexibility to provide individuals with a developing timetable that meets their needs*
- ✓ *Exploratory sensory activities matching student interest*
- ✓ *Independence and Life Skills integrated into daily activities in class*
- ✓ *Close collaboration with SALT team to deliver high quality support and sessions*
- ✓ *Transitions support to appropriate post-16 provision where we currently don't have a suitable provision for some students*

### Areas for Development:

- 📅 *Further introduction of travel training and community activities*
- 📅 *Integration of regular Enterprise elements of the curriculum*
- 📅 *Specialist OT and Sensory session training*
- 📅 *Outdoor curriculum development*

### Summary:

*The department recognises that everyone has their own route to adulthood and supports a person-centred approach to education embodied in the SEND Code of Practice guidelines:*

- *an increased emphasis on mental health and wellbeing for the student - emotionally regulate and use sensory strategies*
- *work with families to plan ahead for the future - accessing appropriate external help*
- *support their increased ability to perform as many independent self-care routines as possible*
- *interact, communicating the best way for them*
- *encouraged to explore life beyond the classroom to increase their adaptive functioning*

*May 2024*