

## Foundation Department at Stony Dean School – 2023-24

### Intent

In the Foundation Department, our core value is to promote independence skills to enable our learners to develop confidence for life beyond school in preparation for adulthood. We promote a culture where students are encouraged to make choices and express themselves on a daily basis so that they can make meaningful decisions about their own future. The vision for our Foundation department is to provide an inclusive environment that gives students the opportunity to achieve their full potential by engineering a curriculum that best meets each student's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment. We also develop learning outside the confines of the classroom, promoting learning through positive outdoor experiences within our local community.

### Curriculum and Assessment

Our entire curriculum is personalised and built around the individual needs of each student and assessed against student's individual EHCP outcomes. These outcomes are tracked using video and picture based evidence which enables us to effectively capture the progress student's make towards their EHCP outcomes. Parents are able to see the progress their child is making in school through our Evidence for Learning family app. This app also allows parents to capture progress towards their child's EHCP outcomes at home which means we are working holistically to ensure progress in EHCP outcomes both at home and in school. From year 9 onwards, students work towards Entry Level ASDAN qualifications in a range of core subjects including Maths, English, ICT, Community Skills and Daily Living Skills. Students benefit from regular Speech and Language and Occupational Therapy interventions which are built into our curriculum including AAC, Makaton, Attention Autism, colourful semantics, TEACCH, Zones of Regulation and a multi-sensory approach to learning.



## **Implementation**

- Topic based curriculum to support understanding across a range of subjects
- Small group sizes
- Student voice is one of our core values and we support our students to input in their own EHCP targets and life goals through weekly targeted sessions
- Communication strategies to support learners with alternative methods of communication including Makaton and AAC
- Individualised approach to OT interventions through P.E. fine and gross motor skills carousel
- Use of Zones of Regulation strategies for all students both at school and at home
- Attention Autism Bucket time sessions delivered weekly by Speech and Language therapists
- Carousel learning to enable students to have more targeted and differentiated learning experiences
- Colourful semantics built into all lessons
- Use of Widgit symbols to aid reading and understanding
- TEACCH strategies including schedules and timetables
- Multi-sensory learning and tuff trays
- Offsite community learning to develop independence skills
- Monitoring and recording of progress towards EHCP targets through picture and video based evidence using an app called Evidence for Learning
- ASDAN Entry Level qualification in core subjects including English, Maths, Daily living skills and ICT
- Daily living skills lessons to support independence skills
- Hands on learning using tactile and sensory resources
- Concrete learning using manipulative in maths
- Little Wandle phonics interventions to support reading

## **Impact**

- Students have an awareness of their individual EHCP targets
- Student advocate for themselves and make choices for themselves throughout their daily life
- Implementation of fine and gross motor skills carousel during P.E. sessions so that pupils make better progress towards their OT specific targets
- Students use zones of regulation check in multiple times a day to better understand their own emotions and work on strategies to support their emotional needs
- Regular use of sign and alternative methods of communication by staff to support communication needs of students
- Students with communication aids using these to communicate functionally

- Non speaking students feel they are able to effectively communicate to make requests and ask/ answer questions
- Students are encouraged to make choices throughout their day to day lives to encourage autonomy
- Students are well informed of the EHCP and annual review process to be better able to make choices regarding their own future
- Parents, teachers, other professionals and the student themselves are involved in setting and implementing their EHCP targets
- Pupil's feel they are in control of their lives and the choices they make
- Students develop confidence to complete skills more independently to prepare them for adult life

### **Strengths:**

- ✓ **Independent life skills** – Independence is one of our core values and our curriculum is built around developing independent life skills in preparation for adulthood
- ✓ **Student voice is valued** – Students work towards creating their own personalised pupil views scrapbooks to take to their annual reviews so that they have a say in their own outcomes
- ✓ **Personalised learning** – Curriculum is differentiated depending on needs of student and targets are built around individual EHCP outcomes
- ✓ **Evidence for Learning** – we assess using evidence for learning to capture progress our students make towards their EHCP outcomes
- ✓ **Parental involvement** – Parents are fully informed of the day-to-day life at school for their child through the evidence for learning family app and are able to capture evidence of their child at home
- ✓ **Use of AAC** – staff are trained in using AAC devices and Makaton for students who need support with communication
- ✓ **Use of Widgit symbols** – we use Widgit symbols to aid understanding for all of our students
- ✓ **Collaboration with SALT and OT** – Targeted sessions using AAC, Makaton, Attention Autism, colourful semantics, TEACCH, Zones of Regulation and multi-sensory learning.
- ✓ **Community Learning** – Students learn within their community through offsite trips to develop independence skills
- ✓ **ASDAN qualifications** – we offer ASDAN qualifications at Entry Level to ensure students reach their potential and are prepared for adulthood