

# Adventures Curriculum Handbook September 2023

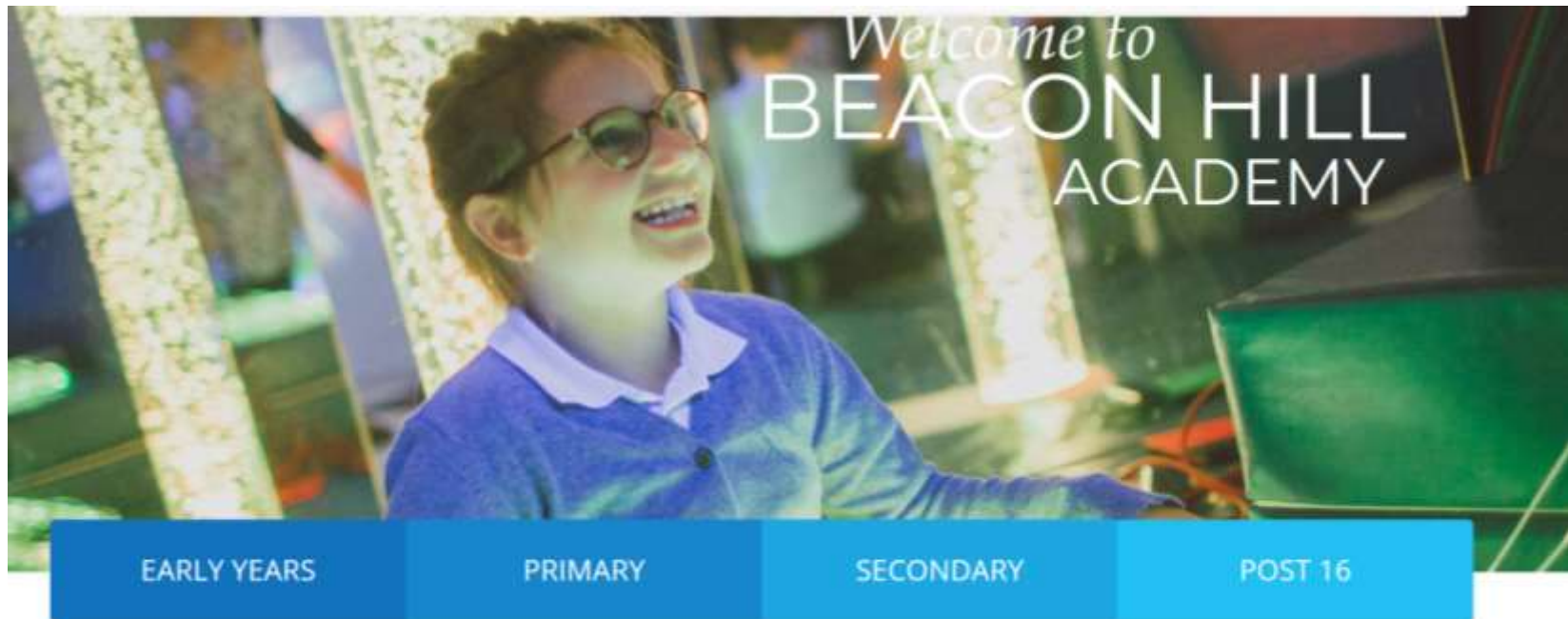


# Adventures Curriculum Handbook

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# Section one: Introduction



## Section one: Introduction

### Context and rationale

Beacon Hill Academy is a small special school (75 places), which caters for pupils aged 2-19 with severe and complex learning difficulties but not those with a primary diagnosis of ASD. The needs of pupils within the school has changed significantly and many students can now be described as having Profound and Multiple Learning Difficulties. There are an increasing number of pupils applying for places who live outside of Thurrock, whose parents are choosing Beacon Hill as it caters predominantly for this cohort.

The staff team at Beacon Hill are extremely skilled and committed at working with PMLD students and there is a huge level of shared expertise.

Pupils with PMLD can be defined as having:-

“Profound and multiple learning difficulties as well as complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.” The Salt Review 2010.

In designing and shaping the curriculum for pupils at Beacon Hill it is recognised that all of our pupils have unique abilities and ways of learning. There is no one set curriculum pathway that will work for all and many of our students will be making linear progress which could be intermittent or working to maintain skills.

We have therefore designed this framework to be completely personalised and focus on the holistic needs of each individual. We believe that every part of the pupils’ day should be seen as an opportunity for learning, whilst respecting the importance for breaks and rest periods within this.

We aim to offer each pupil and broad and balanced curriculum that is matched to their individual needs. We believe that our pupils learn by supporting and developing their strengths and abilities through engagement with the world around them including social interactions and relationships. Our curriculum is delivered in a completely integrated approach. Therapy and both physical and emotional health needs form part of learning, and learning takes place in a wide range of different settings. Everything that happens throughout the pupils’ day is important.

Communication underpins the curriculum for all our students and for most of them their personalised curriculum will be delivered in a very sensory based way.

## Section one: Introduction

There are a few pupils at Beacon Hill who can engage in more structured approach to learning and for these small numbers, the principles of personalised learning continue to apply but there will be evidence of more formal and some subject based learning seen within their individual programmes. With this small cohort there is an emphasis on functional numeracy and literacy and opportunities for transference of skills. Independence within school and community is also key to enabling them to succeed. We do not currently have any pupils from whom formal literacy or numeracy qualification even at entry 1 would be appropriate.

As a starting point in designing our “Adventures” curriculum, we identified the following shared aims across the whole school.

### Aims:

The Curriculum at Beacon Hill Academy:

- Is personalised and pupil led using their interests
- Provides safe opportunities for pupils to excel with high aspirations for all
- Provides a range of age appropriate, meaningful and exciting opportunities to develop pupils’ strengths and functional skills from early years through to Post 16 and into adult life
- Provides an immersive, holistic, physical, multi-sensory approach to meet all learners’ needs
- Involves a total communication approach to ensure the highest levels of engagement and achievement
- Is outward looking giving student’s confidence, making them ready to embrace the world around them
- Encourages all staff to work closely with other professionals, parents, multi agencies and the local community to ensure learning is a continuous process
- Encourages all stakeholders to be as creative as possible in meeting the needs of all current and future learners
- Is fun and exciting!

# Section two: Organisational Structure /Delivery Model



## Section two: Organisational Structure/Delivery Model

The design of personalised learning for each pupil starts from the content and needs identified within their Education, Care and Health Plan. At Beacon Hill, this process is well supported by families, health and social care providers and includes input from everyone who works with and is important to the pupil. The objectives identified from this are used to plot each students “learning journey” and this, alongside progress meeting information forms the basis of the school’s assessment information process.

Teachers will produce a plan for each pupil per term which shows the areas of coverage, personalised to each pupil. The individual plans form the basis for teachers termly planning.

In planning the content of each day, there will be different approaches in each department of the school, but all teachers will ensure that the individual curriculum offer to each learner is broad and balanced. Where areas of the school follow topics, topic-based curriculum plans, and other resources will be used to identify individual content and contexts.

The delivery of teaching will include either Skills Based or Process Based Learning or a mixture of both. The offer will have high ambitions for each pupil.

Skills based learning is where there is much repetition and practice and once acquired, we would be looking for transference to other relevant situations. For our pupils this could cover skills such as eating or drinking, stimuli responses, tracking, contingency response and awareness. Process based learning will be a more holistic approach where the process of the teaching becomes the objective such as Intensive Interaction.

We recognise that with our cohort of pupils it is not always possible to remain within the boundaries of SMART targets and we follow the Engagement Model to support the needs of this group:-

**Student led, Creative, Relevant, Unspecified, Fun, For Youngsters (Scruffy targets - courtesy of Penny Lacey)**

There is an acknowledgement that for some of our pupils there will be a level of expected learning and others will be focusing on maintaining skills.

Learning for most of our pupils will also be linked to the Engagement model developed from the Rochford Review.

All staff, including those who are provided to support additional complex medical needs will understand the thinking behind the holistic curriculum and meeting medical needs will form part of the students learning.

The delivery style will vary as the pupils go through the different areas of the school

# Section three: EYFS





## Section three: EYFS

Beacon Hill has an assessment nursery offering part time, full time and split placement places for children from the age of 2 ½. Stay and play sessions are initially offered, where parents are invited to join their child for their first few sessions whilst we get to know them.

New children are offered 2-3 sessions. These can be morning/afternoon sessions or a combination of both. The number of sessions will vary depending on individual need and will increase as they become more settled and confident.

The early years curriculum is immersive, play based and individualised for each child. Learning is fun and messy!

The roots of our curriculum through which each individual child grows are shown in the diagram on the next page.

Each child then has their own curriculum map with varied content and targets set against our five colour coded areas of learning:-

Physical - On the Move

Me - Inside and out

Creative and sensory

My Voice - communication and Interaction

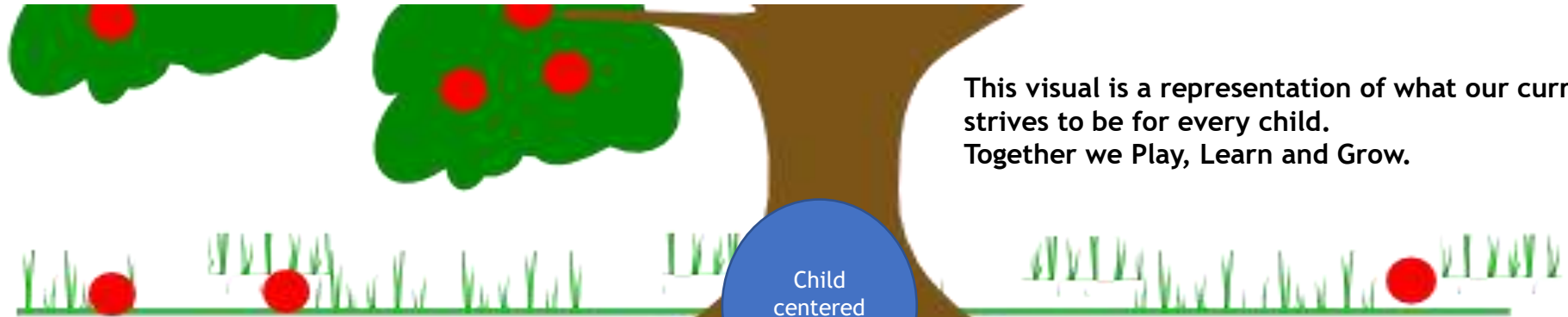
My World

The content of these areas provides pupils with a holistic curriculum and allows us to focus on what is most important for each pupil. We provide meaningful experiences through topic-based activities, the topics are linked to the children's interests. Our learning takes place in a range of environments both inside and outside the classroom.

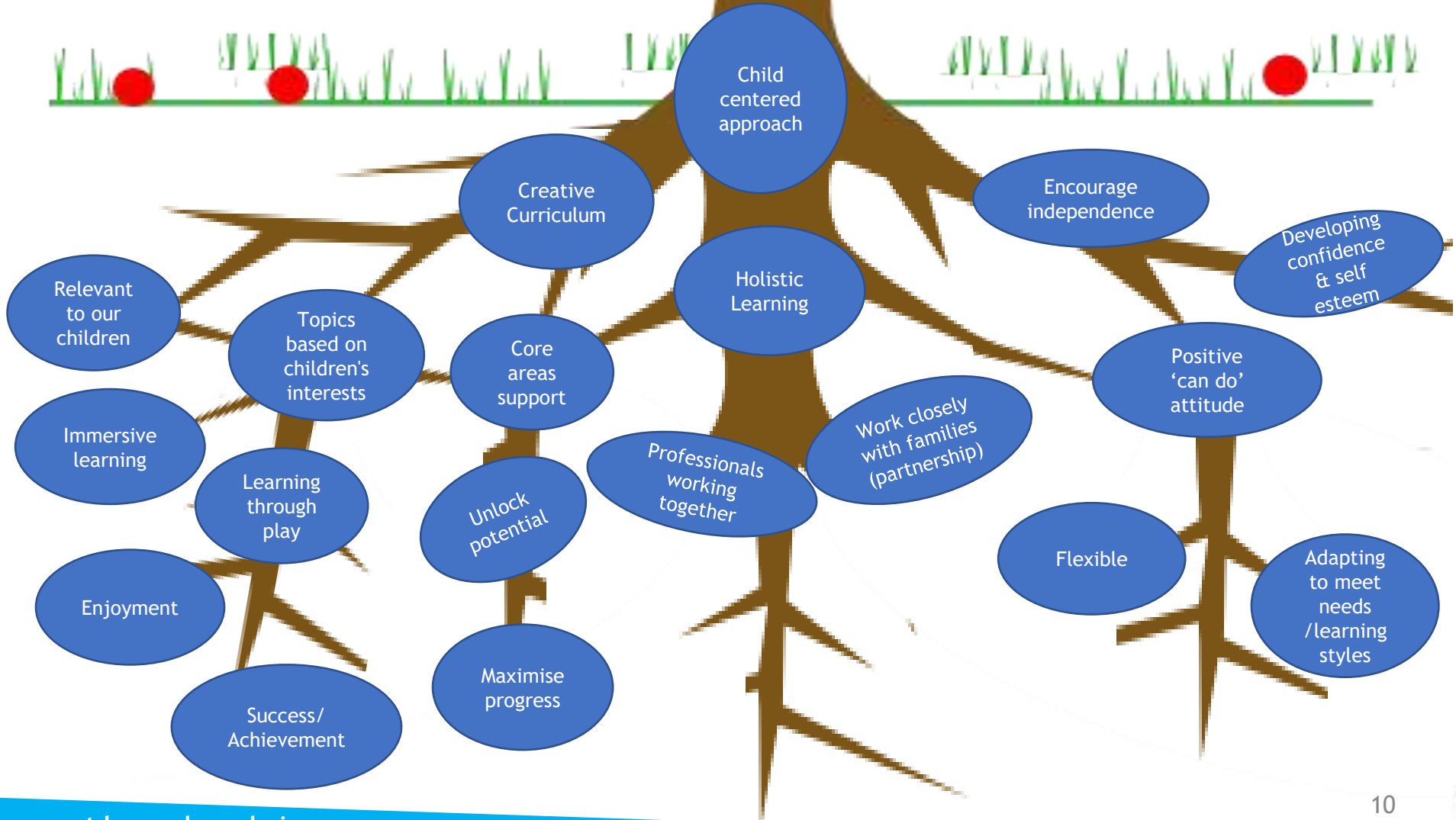
We work closely with multi-disciplinary teams to ensure an integrated approach embedding all therapy programmes into the child's day. We work towards personalised targets that are important to the child and their families. We develop confidence and encourage independence.

Weekly focused activity plans show how the content is linked into the curriculum areas and which skills each pupil is working on.

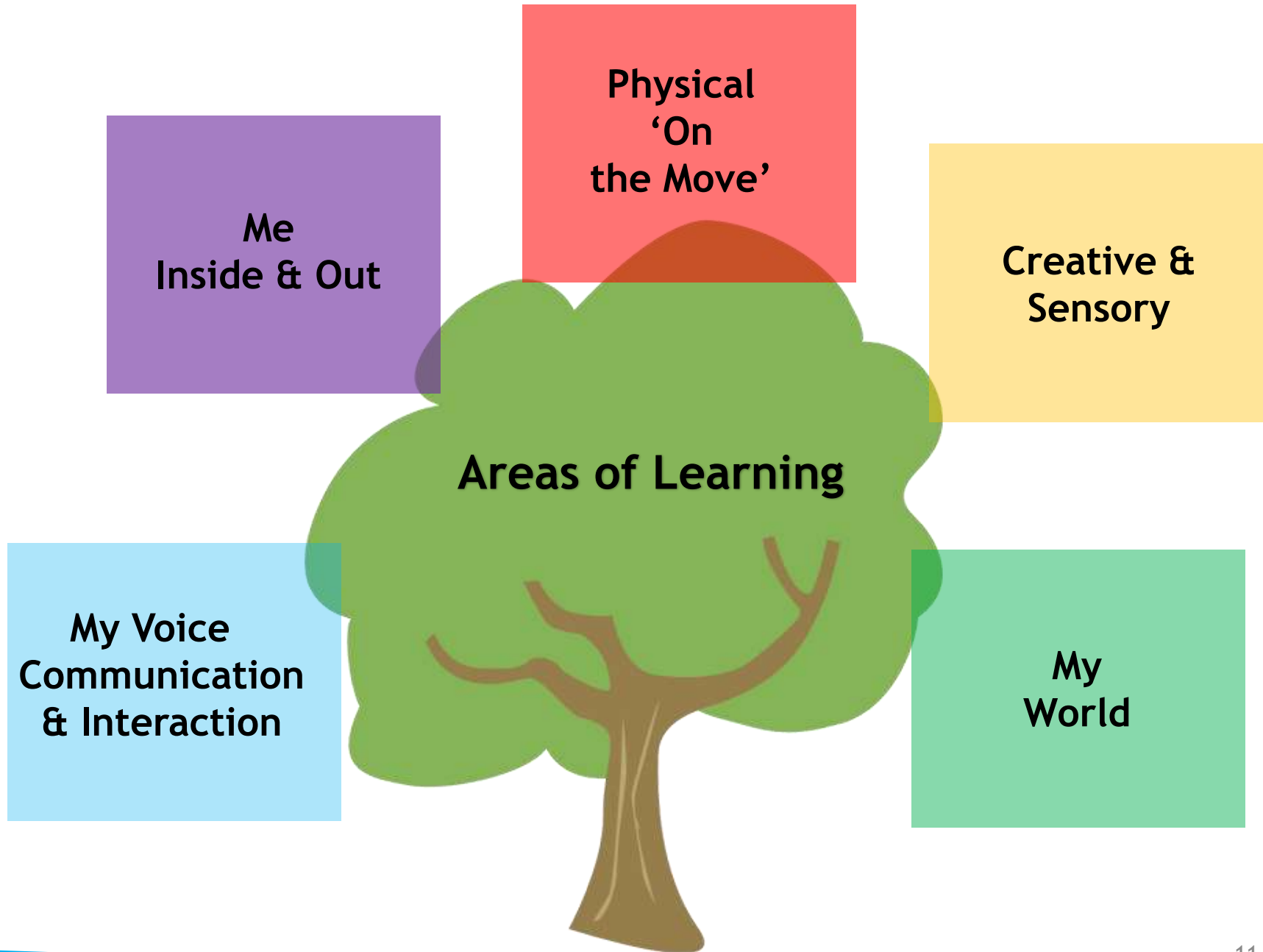
## Section three: EYFS Curriculum roots



This visual is a representation of what our curriculum strives to be for every child.  
Together we Play, Learn and Grow.



Section three: EYFS curriculum areas of learning



## Section three: EYFS curriculum areas

### Physical, on the move

What does physical look like? What are we learning?

- Sensory motor functions
- Using senses: Offactory (smells)
- Visual -eyes)
- Tactile (touch/exploration)
- Auditory (sounds)
- Visual tracking/hand eye co-ordination
- Holding my head up
- Tracking -eyes/head/locating
- Moving head and body in response
- Moving to get a repeated response
- Isolating body parts - moving them
- Laying on tummy/propping
- Rolling
- Reach, touch and hold objects
- Bringing to and exploring things in my mouth
- Sit with support in different contexts (varying levels of support)
- Sit independently
- Using tools
- Using hands whilst maintaining sitting position
- Kneeling, High kneeling, accessing activities in this position.
- Side sitting accessing toys/activities
- Four-point kneeling - varying levels of support
- Sit to stand from the floor/equipment
- Walking in high kneeling
- Back pushing/ bridging
- Standing at equipment - accessing toys/activities
- Side stepping - holding onto a bar/equipment
- Use of parallel bars- with varied support
- Standing - turning moving direction
- Negotiating obstacles Walking/self propelled chair
- Stepping up and down
- Stairs - varying support.
- Balancing /climbing
- Fine motor
- Grasp and release
- Banging two objects together in the midline
- Holding a toy in one hand / transfer hands /two hands
- Using a range of different tools.
- Isolating fingers
- Sweeping with one/two hands /different directions /open palm and to find a toy/object

## Section three: EYFS curriculum learning areas

The children arrive in Early Years with different levels of social experiences and skills. Most children start at just 2 ½ years old but present with a much lower developmental age, and in the area of social and emotional development this can be more profound. Some of our children have never been away from parents or even experienced social situations with other children. When they come into Nursery, they have to build trusting relationships with unfamiliar adults in a completely new environment..

As a starting point they have to go through those early stages of developing an awareness of themselves before they can begin to develop relationships with their others.

Me, inside & out

What does 'Me inside and out' look like? What are we learning?

### Emotions

- Showing they are happy/sad/uncomfortable through different means
- Showing other emotions through a variety of means
- Respond with pleasure to people, experiences, activities
- Shows/responds that a pleasurable experience has stopped.
- Shows likes and dislikes
- Persist at an activity if they cannot do it
- Keep trying

### Relationships adults/peers

- Seek attention and respond to attention
- Responds to company of others
- Awareness of others
- Can be comforted by others
- Building relationships with new people in a new environment
- Play with other people (different from main carer)
- Playing alongside others
- Share an activity with another peer
- Joining with others play
- Play in a group
- Initiate play with adults/peers
- Taking turns - support/independent
- Negotiate in play

### Confidence

- Being with new people/separating from carer
- Play with new toys/join in with different activities
- Play with new people
- Explore independently
- Go to different places in school/community with adult
- Carry out a job/task independently
- Go to different places independently
- Ask for help
- Body awareness: body parts (looking at and exploring)
- Awareness of both sides (left/right)
- Awareness of whole self in relation to different environment
- Gender - boy/Girl
- Self-care tasks- washing, brushing hair/teeth,
- Dressing/undressing skills
- Toileting
- Feeding skills
- Self-feeding skills

## Section three: EYFS curriculum areas

### Communication and Language 'My Voice'

What does 'Communication' look like? What are we learning?

#### Receptive

- Attends to human voice
- Attends to human face
- Accepts physical contact
- Responds to pleasurable stimulus from another person
- Shows awareness that a pleasurable experience has stopped
- Enjoyment of action songs/games/stories with a repetitive element
- Anticipation of actions within familiar repetitive games
- Distinguishes between movements and pauses of an activity
- Responds to familiar movements of routine activities
- Recognises a few object cues used in familiar routines
- Responds to a few frequently and routinely used touch cues
- Responds to adults attempt to direct attention

#### Expressive

- Has different cries, vocalisations or movements for specific discomforts
- Smiles, vocalises or otherwise indicates recognition of a familiar person/object
- Indicates enjoyment of an interactive sequence
- Indicates the wish to end an activity
- Indicate the wish to continue an activity
- Has behaviours which gain and maintain and adults' attention
- Performs actions during pauses in ongoing interactions with an adult
- Engages in repetitive turn-taking activity with an adult
- Attends when an adult makes a sound from the child's repertoire
- Imitates when an adult makes a sound
- Naming and exploring different body parts

#### My Voice

- Show an awareness
- Watching/experiencing an adult point to things
- Begin to understand cues linked to words and actions (range of AAC)
- Respond to/recognise object/touch cues used in familiar routines
- Begin to understand words (that are important to me) linked to actions
- Recognise symbols in familiar contexts
- Focus/shift attention
  
- Listen to stories/act out stories?
- Selecting familiar objects by name
- Follow simple instructions
- Understand use of objects
- Sounds/symbols in play?
- Use sign/symbols - 2 together
  
- Look/point at things that I want
- Take an adult to what I want
- Notice my voice has a consequence? Purposeful messages without words to convey meanings (intentional)
- Indicates a wish to continue an activity
- AAC - indicate more/stop/finish
  
- Choice making
- Intensive interaction
- Peer interactions

## Section three: EYFS curriculum areas

### My World

What does 'My World' look like? What are we learning?

- Who am I - What's my name, how old am I? What do I look like?
- What things do I like/Dislike?
- My family- who s in my family , photos of family and special people.
- School community - who helps me, who plays with me
- Friends
- Local community - local area, local people, habilitation, road safety, maps
- Real life events , things that happen in their lives and in the wider world.
- Personnel celebrations , birthdays,
- Different languages and cultures
- Repeat greetings at the start and end of sessions - becoming familiar with routines
- Pets
- Share things from home - show and tell, favorite toy , books and stories
- Likes and dislikes
- Role play /jobs/ acting out different jobs , washing dolls , care bags
- People who help us
- Places and environments
- Visiting local places such as shops , park , library ,
- Routines/school/brushing teeth
- Games individually and with peers , turn taking
- Making relationships - with peers and adults
- Exploring natural materials - use of windmills, bubbles, streamers,
- Exploring space and surroundings - investigating toys and materials.
- Small world play - acting out stories or experiences
- Number recognition - see what does 'maths look like' document
- How old am I? How many candles on your birthday cake?
- Numbers in the environment - door number, bus numbers etc..
- Counting actions and things they are doing - i.e., going up steps, jumping
- Looking for shapes and patterns/changing shapes and patterns

## Section three: EYFS curriculum areas

### Creative

What does 'Creativity' look like? What are we learning?

#### Sensory

- Visual (lights)
- Awareness of light (bright/dull)
- Responds to lights/changes in light
- Track lights (midline/left to right/right to left)
- Use vision to seek out objects
- Use vision to locate objects
- Focus on objects in centre of visual field
- Shift visual attention between two objects
- Focus on human face
- Visually begin to explore surroundings
- Reacts to visual stimulus
- Tracks a moving object
- Visually search for an object when taken out of visual field
- Looks for object when out of view and sound cue is used.
- Visually explore objects when brought close to face

#### Sound (other than talking/voice)

- Show response to a sound
- Aware that a sound changes
- Track sounds
- Responds differently to different sounds
- Creates sounds using parts of the body
- Creates sounds using instruments/toys etc..
- Responds to familiar sound (song/rhyme/piece of music)

#### Tactile

- Recognise object cues used in familiar creative activities
- Tolerates different textures
- Tolerate different textures on different body parts
- Explores different textures independently
- Reacts to tactile stimulation by general body movements.
- Moves hands, feet or body over textured surfaces.
- Explore using different parts of the hand
- Mark making in different materials
- Movement (dance)
- Indicates enjoyment on an interactive sequence
- Engages in repetitive turn taking
- Moves in response to sounds/music
- Moves in different ways to different music
- Moving at different speeds
- Move body parts to activate sounds



## Section three: EYFS individual map

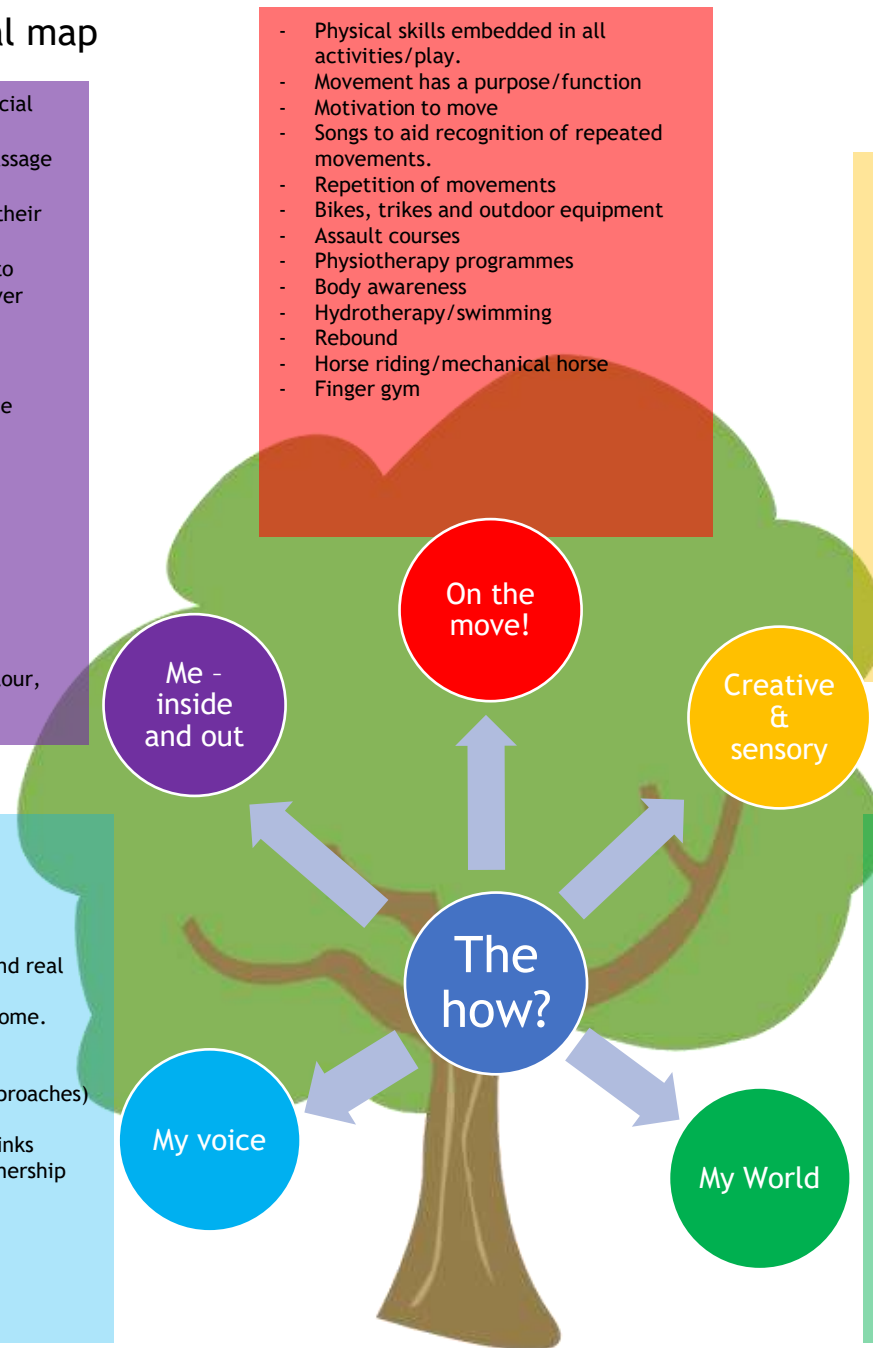
- Mirrors - awareness of self and facial expressions.
- Body awareness activities like massage
- Care Bags - self care skills
- Children are actively involved in their own care tasks
- Children are given opportunities to make choices and have control over what's happening.
- Developing independence
- Building confidence
- Habilitation including safety in the community
- Relationships
- Transitions
- Self help skills
- Mainstream links
- Differences with each other and families
- i.e.. cultures, same sex families, Traveller families
- Exploring differences like skin colour, hair colour,

- Physical skills embedded in all activities/play.
- Movement has a purpose/function
- Motivation to move
- Songs to aid recognition of repeated movements.
- Repetition of movements
- Bikes, trikes and outdoor equipment
- Assault courses
- Physiotherapy programmes
- Body awareness
- Hydrotherapy/swimming
- Rebound
- Horse riding/mechanical horse
- Finger gym

- Sensory stories
- Art through messy play, exploration of malleable materials
- Mark making in materials
- Dance/ movement to music
- Different types of music
- Music sessions and therapy sessions
- Exploring instruments and objects to make sounds in play
- Reflexology (individual)
- Massage stories

- Play
- Intensive interaction
- Songs and rhymes
- Signing and using symbols
- ICT
- Stories with props, puppets and real life objects.
- Sharing books at school and home.
- Massage stories
- Mark making activities
- AAC (total communication approaches)
- Lis 'n tell
- Community and mainstream links
- Speech programmes and partnership with community therapist
- Naming body parts

- Link to cognition and learning in EHCPs
- Problem solving through play
- Forest schools
- Cooking and food exploration
- Celebrating different cultures through festivals, music and exploration.
- Maths (see what maths looks like at BH)
- Ourselves and families
- Our environment - exploring the community on trips, habilitation and visits to local places
- ICT - using equipment including switches, toys and equipment as part of everyday activities.
- Maths - making number relevant



## Section three: EYFS

### Weekly Theme: Story/Song

#### Focused activities

Colour hunt - move to find different colours	Find colours in the environment	Choose colours using symbols	Explore colour materials	Favourite colour
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#### Play activities all week

#### Repeated activities

##### C.....

- Explore playdough independently
- Copy action

##### A.....

- Look out activity
- Copy action

##### B.....

- Respond to water exploration
- Look towards colour
- Experience colour names/smells
- Experience malleable materials

##### A.....

- Remain focus at water activity

##### F.....

- Using symbols to match colours

## Section three: EYFS

### Topic Cycle

	Autumn	Spring	Summer
19/20	Colour and light	Stories from around the world	Olympics
20/21	Celebrations	Favourite Characters	Travel/ Journeys
21/22	Opposites and Changes	Family and friends	Water
22/23	Transport	Holidays	Hobbies and Sports
23/24	Animals	Food/healthy eating	Weather and Seasons
24/25	Festivals	Treasure Island	Minibeasts

### **Physical - On the move**

Move like animals  
Holding animals (small world) when acting out stories or to make prints.  
Moving to music – animal themes  
Feeding animals – grasp and release  
Animals in different materials

### **Communication- my voice**

Animal sounds – listening and copying  
Animal names,  
Animal symbols – matching to objects and pictures.  
Animal themed stories e.g brown bear  
Animals songs – e.g 5 little ducks  
Repetitive phrases and showing anticipation  
Small world animals – acting out stories  
Introduction to new phonics activities

### **Creative and sensory**

Animal footprints  
Making marks with small world animals  
Animal markings – camouflage  
Animal textures/skins – fur, scales  
Animals in different materials  
Muddy animals – cleaning with water  
Frozen animals

### **My world**

Where animals live – habitats  
What do they eat, how do they move  
Cold and hot places  
Safari – wild animals  
Farm – working animals (visit)  
Jungle animals  
Pets  
Sea creatures  
Visit to see animals/animal visit  
Play linked to numicon – exploring, printing, matching.

# **Animals**

### **Me - inside and out**

Pets at home  
Favourite animals – showing preference  
Looking after a pet  
Care of animals  
Body awareness activities:  
Looking in the mirror  
Face painting/dressing up – noticing differences in self and others  
RSE activities – new friends/building relationships with staff and peers.

### **Physical - On the move**

Picking food/digging up food (role play)  
Food exploration – crunching, squishing, squeezing etc.  
Cutting skills - cooking  
Using tools – rolling/cutters

### **Communication- my voice**

Stories linked to food – e.g the hungry caterpillar  
Songs linked to food  
Names of food/symbols/objects  
Role play activities linked to food – café, shop, fruit stall.  
Play linked phonics activities

### **Creative and sensory**

Food play – exploring different types of food (dry, wet, hard, soft)  
Hot and cold food  
Food faces (re-create famous painting)  
Fruit/food printing  
Food smells – herbs/spices (reactions to smells)

# **Food – Healthy Eating**

### **My world**

Cooking – soup/biscuits/bread/pizza  
Science – changing materials i.e jelly, chocolate, custard.  
  
Visit food places – café, supermarkets, allotment, farm.  
Where does food come from? Planting, picking, farms.  
Foods from different countries  
Sorting activities  
Play linked to numicon – exploring, printing, matching.

### **Me - inside and out**

Favourite food  
Tasting – likes and dislikes  
Trying new foods  
Things I have at home (family meals)  
What do you have for breakfast?  
Healthy and unhealthy foods

### **Physical - On the move**

Actions linked to weather: Splashing in puddles, pouring water  
Catching rain, holding umbrellas.  
Marching in snow, digging snow

### **Communication- my voice**

Weather names/symbols  
Weather sounds- listening  
What's the weather like today?  
Hot and cold  
Stories linked to weather i.e. Kippers snowy day.  
Story props and small world.  
Songs linked to weather – raining its pouring  
Sensory story – weather theme  
Continuation of phonics activities

### **Creative and sensory**

Rain painting  
Coloured water/water sounds  
Sun pictures (sun paper)  
Coloured ice/snow  
Exploring materials that are dry and then wet  
Using instruments to make weather sounds – rain makers, drums etc  
Using real objects to make sounds  
Light/dark in the sensory room.

# **Weather and Seasons**

### **My world**

Types of weather  
Experiencing types of weather – fans, water sprays and lights.  
Experiencing hot and cold  
Looking at the clouds  
Dressing for different types of weather  
Looking/drawing round shadows  
Play linked to numicon – exploring, printing, matching.

### **Me - inside and out**

Dressing and undressing – looking in the mirror  
Sharing activities with peers  
Joining in with play  
Home links: going out each day to see what the weather is like and talking about what they see and feel.

# Section four: Primary



## Section four: Primary

Children usually move into the Primary team either in Reception or Year 1, depending on what is appropriate to their needs. Most of the learning is class based and the primary classes are roughly grouped into similar learning needs.

The primary children follow a topic based curriculum and each pupil has an individual learning adventure plan each term, broken down against the 5 primary curriculum learning areas which are:-

Communication and Interaction

Wellbeing and Independence (including RSE)

Physical

Creative and Sensory

Exploring and understanding the world

Content is planned for each pupils adventure using and expanding on the ideas in the topic plans, making sure that it is personalised and relevant to each individual student.



## Section four: Primary

### Curriculum adventure plan content

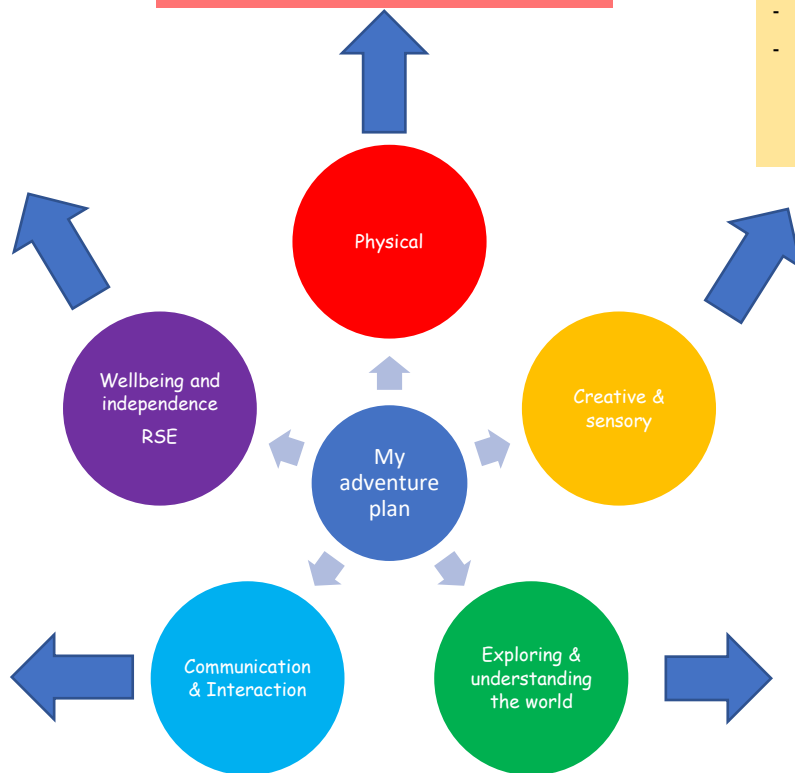
- RSE
- Body Awareness
- Public & Private Places
- Friendships
- Emotions
- Keeping Safe
- Habilitation including safety in the community
- Transitions
- Self help skills
- Mainstream links
- Residential trips
- British values
- Extra curricular clubs
- Animal therapy

- PE
- Physiotherapy programmes
- Body awareness
- Hydrotherapy/swimming
- Rebound
- Horse riding
- Movement therapy
- Brain gym
- Finger gym
- Yoga

- TACPAC
- Sensory stories
- Art
- Dance
- Music
- Animal therapy
- Sensology
- Music therapy
- Reflexology

- Play
- ICT
- Reading
- Mark making and writing
- Talking mats
- Lis 'n tell
- Mindmaps
- Wordmaps
- Community and mainstream links
- Intensive interaction
- AAC (total communication approaches)
- Speech therapy

- Link to cognition and learning in EHCPs
- Problem solving
- Forest school
- Cooking and food exploration
- RE including celebrations in different cultures
- Maths (see what maths looks like at BH)
- Ourselves and families
- Our environment
- Science through messy play
- History and geography through thematic approach



## Section four: Primary - example Adventure plan

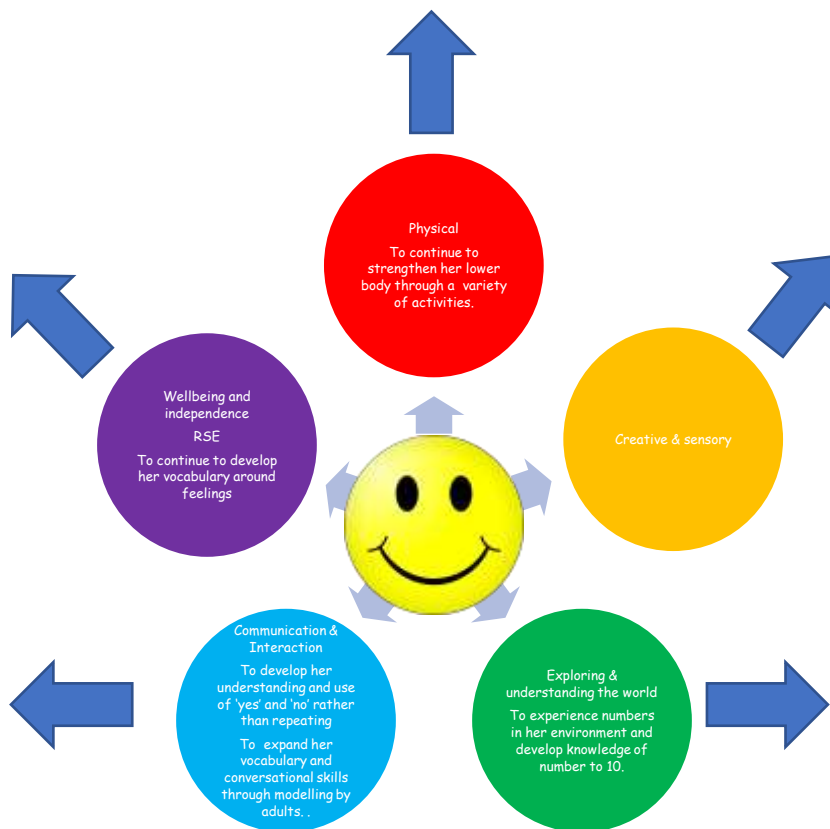
Year A, Autumn Term

Topic: Colour & Light

- The class will be reading "My Many Coloured Days.". From this, Student will experience a range of emotion vocabulary.
- Student will be given access to mirrors to practice different facial expressions linked to Student happy and sad feelings.
- Student will take part in body awareness sessions and naming her body parts.

- Student will access time on the mat to allow her child led physical play.
- She has daily exercises from her PT plan such as bench sitting, stretching and high kneeling. She will use her gaiters daily.
- Student will access weekly swimming sessions (please see separate plan for this)

- Student will have regular VI sessions in the dark studio.
- Student will use the light box regularly.
- Art activities and messy play linked to the theme such as mixing colours and play with coloured rice.
- Student will access weekly class music sessions.



- Student will be supported to complete sentences started by an adult.
- Adults will consistently support Student to use different words in everyday conversations. She will be given simple comprehensive questions to respond to.
- She will be encouraged to use appropriate language in routine activities such as snack time.

- Student will be given access to different counting activities linked to different colours. Her light box will be used to motivate her during these times.
- She will have regular habilitation sessions where she will be experiencing numbers in the environment
- Student will have access to matching activities involving objects of different colours.

## Section four: Primary topic cycle

### Six-year overview

	Autumn	Spring	Summer
Year A 2019/2020	Colour and light	Stories from around the world	Olympics
Year B 2020/2021	Celebrations	Favourite characters	UK
Year C 2021/2022	Opposites and changes	Our community	Water
Year D 2022/2023	Transport	Holidays	Sports and hobbies
Year E 2023/2024	Animals	Food (healthy eating)	Weather and Seasons
Year F 2024/2025	Festivals	Minibeasts and their habitats	Islands

# Section four: Primary

## Generic theme ideas

### Communication & Interaction

- TACPAC
- Call and response message
- Soundboards
- Large and small doll play
- Matching pictures
- Sensory story
- Non-fiction texts
- Sound stories
- Vocal and movement work
- Social stories
- Lis 'n tell
- Intensive interaction
- See and learn
- Attention autism
- See and learn
- Bagbooks
- Reading schemes
- Snack and lunch time
- Core boards
- Personal care
- Social stories
- IXL program
- Circle time
- Book bags
- Social stories
- Story sacks
- Tonie and Yoto story telling machines.
- Once upon a touch stories

### Physical

- Dance
- Mobility programmes
- Physio programmes
- Body awareness
- Reflexology
- Self-care
- Dressing up
- Rebound
- Ponies
- Horse riding
- Fine motor skills activities
- Gross motor skill activities
- Finger gym
- Swimming
- PE
- Use of physiotherapy equipment
- Soft play
- Yoga
- Dressing up
- Parachute games
- Swimming
- Hydro
- Swings
- Bikes and tricks
- Trampoline sessions
- Stetch and Soothe

### Wellbeing and Independence

- RSE
- Body Awareness
- Public & Private Places
- Emotions
- Keeping Safe
- Personal stories
- Environments
- Links to independence
- Habilitation in and out of school
- Looking good
- Circle time
- Assemblies
- Reflexology
- Self-help skills including personal care
- Independence at mealtimes (use of eating profiles)
- Understanding medical needs through stories.
- Therapies
- Mainstream links
- Teaching about positive relationships
- What do we mean by family.
- What are relationships.
- Respect and respectful relationships
- People who care for us
- Caring friendships
- Online relationships
- Zoom assemblies
- Music linked to emotions
- Symbols for feelings.

### Exploring & understanding the world

- Exploring new environments
- Independence skills in the community
- Maths sessions
- Forest schools
- Cooking
- Cause and effect activities
- Play
- Beach schools
- Matching and sorting activities
- Large and small play.
- Numeracy sessions linked to theme
- Cause and effect activities
- IXL programme
- Celebrating festivals throughout the year.
- Sensory tray
- Sensory tunnels
- Sensory bridges
- Sensory trails.. Linked to numbers or letters or topic, with objects, symbols or photos.
- Community events
- Community trips.

### Creative & Sensory

- Dressing up
- Hygiene
- Likes/dislikes
- Cooking
- Sensory passports
- Peer massage
- Messy play
- TACPAC
- Sensology workouts
- Soundbeam
- Art and craft activities
- Soundboard
- Trailblazers
- VI sessions
- Hi sessions
- Sensory diets
- Music sessions
- Music therapy
- Soundboard
- Dance Massage

## Section four: Primary

### Animals - theme ideas Year E Autumn Term 2023

#### Communication & Interaction

- TACPAC
- Once upon a touch/ story massage
- Soundboard
- Sensory stories linked to topic
- Non fiction texts
- Intensive interaction
- Communication group/ Bucket time
- Personalised Communication aids e.g. core boards, symbols, OOR
- Phonics/reading
- Cause and effect
- Use of Total Communication

#### Topic Focused

- Match animal sounds and pictures/listening games
- Match baby animals to parents (pictures and names/initial sounds)
- Small world play linked to animals
- Sequencing/anticipating next part of stories/songs

#### Stories

- Dear Zoo
- Brown bear, Brown Bear
- Farm 123

#### Songs

- 5 little ducks
- 5 speckled frogs
- Down in the Jungle

#### Physical

- Dance
- Physio therapy programmes
- Body awareness
- Dressing up/role play
- Rebound Therapy
- Physibods
- Stretch and soothe
- Access the outside area.
- Dough Disco
- Swimming

#### Topic Focused

- Dance/walk/move like animals
- Touching/reaching/feeling animals
- Walking animals, e.g - taking a dog for a walk
- Obstacle course linked to animal theme
- Animal hunt in school & local community
- Animal playdoh
- Animal footprints

#### Wellbeing and Independence

- RSE/Drama Circle
- Persona dolls linked to body awareness and relationships.
- Peer/people who are important to us relationships.
- Looking good/ personal care
- Mindfulness sessions
- Social stories
- Personal stories
- Promote independence
- Habilitation in and out of school
- Circle time
- Assemblies
- Understanding medical needs through stories.
- Mainstream links
- All About Me.
- Exploring & understanding feelings

#### Topic Focused

- Care for animals and pets - how do we look after different animals
- Stuffed animals/teddies - which is your favourite (bring in from home)
- Bring your pet to school day
- My pets - sharing photographs/videos of your pets with your friends

#### Exploring & understanding the world

- Small world play
- Large doll play
- Independent skills in the community.
- Personalised Maths and Science activities
- Seasonal activities
- Use of technology e.g HelpKidzLearn, switch adapted toys.
- Cooking

#### Topic Focused

- School trips - Visit a zoo/mobile petting zoo/Sealife centre/Farm
- Animals and their young
- Animal masks & role play
- Life cycles of animals
- Animal homes/habitats
- What do animals eat?
- Explore animals that live in different countries.

#### Creative & Sensory

- Music and music therapy
- Messy/sensory play
- Dark room session
- Soundboard
- Creative link projects with mainstream schools/artists.

#### Topic Focused

- Animals prints and patterns
- Animal collage using different materials
- Animal junk modelling
- Paper plate artwork.
- Animal masks
- Carnival of animals
- Animal sounds
- Sensory bins/trays exploring, a range of materials linked to animals

## Section four: Primary

### Food/Healthy Eating - theme ideas Year E Spring Term 2024

#### Communication & Interaction

- TACPAC
- Call and response massage
- Soundboards
- Large and small doll play
- Matching pictures
- Sensory story
- Non fiction texts
- Sound stories
- Vocal and movement work
- Social stories
- Lis 'n tell
- Intensive interaction
- Attention autism
- See and learn
- Bagbooks
- Green eggs and ham
- I do/don't like
- Hungry caterpillar
- Teddy bears' picnic
- Shopping lists
- My tubey (for tube fed children)
- Oliver's veg
- Eating the rainbow/alphabet

#### Physical

- Dancing
- Mobility programmes
- Body awareness
- Reflexology
- Self care using fine motor skills
- Dressing up
- Rebound
- Ponies
- Horse riding
- Fine motor skills activities
- Gross motor skill activities
- Finger gym
- Swimming
- PE
- Use of physiotherapy equipment
- Keeping healthy

#### Wellbeing and Independence

- Personal stories
- Environments
- Links to independence
- Habilitation in and out of school
- Looking good
- Circle time
- Assemblies
- Reflexology
- Self help skills including personal care
- Understanding medical needs through stories.
- Therapies
- Mainstream links
- Local shops
- Grow your own
- Shopping
- Healthy not healthy
- Stories for tube fed children
- Cooking skills
- Body awareness
- Body labelling
- Eating with friends
- Social gatherings

#### Exploring & understanding the world

- Exploring new environments
- Independence skills in the community
- Numeracy sessions
- Forest schools
- Cooking
- Cause and effect activities
- Play
- Farm to fork (Tesco)
- Potato heads (real potatoes)
- Pizza
- Visiting allotment
- Shopping corner - role play
- Food for animals (bird feeders)
- Invite chef in (MasterChef)

#### Creative & Sensory

- Dressing up
- Hygiene
- Likes/dislikes
- Cooking
- Sensory passports
- Peer massage
- Messy play
- TACPAC
- Sensology workouts
- Soundbeam
- Art
- Soundboard
- Trailblazers
- Explanation of texture &
- TACPAC
- Fruit printing
- Sensory trays

## Section four: Primary

### Weather Seasons - theme ideas Year E Spring Term 2024

#### Communication & Interaction

- TACPAC
- Once upon a touch/ story massage
- Soundboard
- Sensory stories linked to topic
- Non fiction texts
- Intensive interaction
- Communication group/ Bucket time
- Personalised Communication aids e.g. core boards, symbols, OoR
- Phonics/reading
- Cause and effect
- Use of Total Communication

#### Topic Focused

- Listening game - weather themed
- Naming weather - labelling using pictures /symbols/words/signs
- Sequencing/anticipating what comes next in the story/song.

#### Stories

- We're going on a weather hunt - sensory story
- Meet the weather
- A stroll through the seasons

#### Songs

- How's the weather?
- I hear thunder
- Weather song for kids - the sun comes up!

#### Physical

- Dance
- Physio therapy programmes
- Body awareness
- Dressing up/role play
- Rebound Therapy
- Physibods
- Stretch and soothe
- Access the outside area.
- Dough Disco
- Swimming

#### Topic Focused

- Dressing up for different weathers
- Seasonal sensory activities linked to physical movement
- Weather hunt - indoors and outdoors
- Walking in the rain/splashing in puddles
- Fly a kite
- Weather parachute games
- Outdoor play in different weathers
- Weather dance massage

#### Wellbeing and Independence

- RSE/Drama Circle
- Persona dolls linked to body awareness and relationships.
- Peer/people who are important to us relationships.
- Looking good/ personal care
- Mindfulness sessions
- Social stories
- Personal stories
- Promote independence
- Habilitation inside the school and out in the community
- Circle time
- Assemblies
- Understanding medical needs through stories.
- Mainstream links
- All About Me
- Exploring & understanding feelings.

#### Topic Focused

- Which weather do you like? - Preference for hot/cold
- Sun safety
- Weather sounds - what do you like?
- Changing seasons - how does it make us feel?

#### Exploring & understanding the world

- Small world play
- Large doll play
- Independent skills in the community.
- Personalised Maths and Science activities
- Seasonal activities
- Use of technology e.g HelpKidzLearn, switch adapted toys.
- Cooking

#### Topic Focused

- BBC bitesize - Let's go out series
- Weather boxes
- Daily weather forecast - investigating changes in the weather
- Exploring extreme weathers
- Rainbow treasure hunt
- Science/weather experiments

#### Creative & Sensory

- Music and music therapy
- Messy/sensory play
- Multisensory activities
- Dark room session
- Soundboard
- Creative link projects with mainstream schools/artists.

#### Topic Focused

- Weather sensory bottles/sensory umbrellas
- Exploring weather/seasons through senses
- Weather paintings
- Recording the weather/crafts
- Musical instruments linked to weather e.g - rainmakers/ocean drums
- Listening to music - weather themed songs/sounds
- Windy/rain cloud art

# Section five: Secondary





## Section five: Secondary

When they complete year 6 in primary, pupils move into the Secondary team in the school.

Pupils are grouped into base groups but there are lots more opportunities for students to choose activities that they are more interested in and to learn in mixed groups across the Key Stages.

They become familiar with a wider range of staff and peers and there is a greater emphasis on learning beyond the classroom. All pupils complete the Asdan New Horizons course at the end of KS3 and pupils begin to link into Post 16 for up to 2 days a week when they reach year 10.

Some pupils may move on full time to Post 16 either in or during year 11. In year 10 pupils begin a personalised accreditation route and aim to complete an award sized qualification at the end of year 11, this is currently delivered using the Asdan Personal Progress qualification.

Each Secondary pupil has a personalised adventure plan which is based on the Secondary team 4 areas of learning:-

**Communication and Interaction**

**Physical and Sensory**

**Personal Development**

**Exploring and understanding the world**

Secondary pupils continue to follow a topic-based curriculum, but this is on a three-year cycle, with those in year 10 and 11 revisiting previous topics but accessing them at a different level with new content.

# Section five: Secondary Adventure Map Example

Wellbeing-Independence-British Values-Creative



Wellbeing-Independence-British Values-Creative

British Values-Creative

C&I

Target:  
Increase awareness of different voices and how they are used

Physical/Sensory

Progress skill in the gym, habilitation, rebound

Wellbeing Independence



Secondary Adventure Map

Student



Wellbeing-Independence

Personal Development

Participate in a range of social stories to help social situations

Exploring & Understanding Our World

Confidently and consistently use procedures to cross road independently

British Values Creative

Wellbeing-Independence-British Values-Creative



Wellbeing-Independence-British Values-Creative



## Section five: Secondary

### Secondary Adventures Curriculum - 3 Year topic themes

Please refer to schemes of work to show individual subject coverage:

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1 2021 - 2022	Festivals and celebration	World of work	Out and about
Year 2 2022-2023	Past and present	Countries and continents	Leisure and healthy lifestyles
Year 3 2023- 2024	My world and me	Food	Nature and the environment

## Section five: Secondary

### Year 3 Autumn, Secondary Topic: My World & Me

<p><u>Communication and Interaction</u></p> <p>Expressing likes/dislikes/opinions/choices Family/home/community/hobbies/interests/pets What my family like to do and I like to do Sharing communication skills (AAC, II, signing, symbols, PODD books, Core communication board, student gestures/sounds) Personal diaries/scrapbook/ sequence events Sensory stories Story massage Mirror work Tree - pictures of family members Pictures of self Correct use of mobile phones/computers/ipads/email/ social networking ASDAN - New Horizons Communication stories/drama Total communication approaches-aids, signing Tac Pac Social stories- to include wellbeing and emotions Recreation and interaction-outside environment (relationships) Soundboard</p>	<p><u>Physical and Sensory</u></p> <p>Music therapy Sensory light/dark studio Soundboards and soundbeams Dancing/music around the world-link to Brian Food and cooking Habilitation (being safe) Hydrotherapy/swimming Rebound/trampolining Physiotherapy Yoga Reflexology Gym-links to promoting mental wellbeing through physical activity Specific PE sessions</p>
<p><u>Exploring and understanding the world</u></p> <p>Maps/bus routes/family home/familiar landmarks - Google maps (Local geography) Environmental Issues - Local recycling areas Food choices (Farm to Fork) Visits to local places Visual programmes Puzzles and games Independent exploration Discovery sessions Music - cultures, compose own mood music, Music therapy Money Allotments (Dan Perry) Outdoor education Jack Petchey and assembly celebrations Links to post 16/transitions Friday links with TLS (as appropriate) Children in Need-links to ASDAN Mainstream links/Trailblazers</p>	<p><u>Personal Development</u></p> <p>Personal stories Concerts/theatre/cinema Safety in community/mobility Relationships - my class and peers Emotional literacy Looking good club, hair styles Memory boxes, All about me box Favourite music/ different types of Table games, Lego therapy Visit to Pizza Express Developing personal story as appropriate (RSE) Social stories to include links to puberty for different genders, my body RSE links/workshops with parents Looking good Healthy eating-links to ASDAN Keeping Safe-Bonfire Night and Diwali</p>

## Section five: Secondary

### Year 3 Spring, Secondary Topic: Foods

<p><u>Communication and Interaction</u></p> <p>To choose food from menus Design your own menu Food poems Invitations to go to lunch or afternoon tea. Chinese New Year Food songs Shopping lists Help kids learn - healthy lunch box Easter story Communication stories/drama Total communication approaches-aids, signing Tac Pac Social stories- to include wellbeing and emotions Recreation and interaction-outside environment (relationships) Soundboard</p>	<p><u>Physical and Sensory</u></p> <p>Exercise and eating well Different leisure activities Park gym and local walks Swimming, playground games and activities Spectating or playing a sport/game Rebound therapy/Trampoline Massage and relaxation Dancing/music around the world Food and cooking Habilitation (being safe) Hydrotherapy/swimming Physiotherapy Yoga Reflexology Brian's dance Gym-links to promoting mental wellbeing through physical activity Specific PE sessions Sports day</p>
<p><u>Exploring and understanding the world</u></p> <p>Naming, labelling food. Growing food What is healthy and unhealthy. Making pizza at Pizza Express Role play shops Follow simple recipes-YouTube Create a being healthy board or my favourite food board Food chains and food ingredients Science experiments Money Allotments (Dan Perry) Outdoor education Jack Petchey and assembly celebrations Links to post 16/transitions Friday links with TLS (as appropriate) Music therapy Community/Mainstream links/Trailblazers</p>	<p><u>Personal Development</u></p> <p>Have a picnic all together Special food from different religions or from around the world Have a food themed day Fundraising for a charity or food bank ASDAN link Healthy eating dividing plate Developing personal story as appropriate (RSE) Social stories to include links to puberty for different genders, my body RSE links/workshops with parents Looking good/preparation for going out Healthy eating-links to ASDAN</p>

## Section five: Secondary

### Year 3 Summer, Secondary Topic: Nature and the Environment

<p><u>Communication and Interaction</u></p> <p>Communication stories/drama Total communication approaches-aids, signing Tac Pac Social stories- to include wellbeing and emotions Going outside Recreation and interaction-outside environment (relationships) Soundboard Cautious Caterpillar text (Twinkl) Gerry the germ-Pete Wells sensory story-whiteboard PMLD Camping story</p>	<p><u>Physical and Sensory</u></p> <p>Park gym and local walks-Nature reserve at Stanford Swimming, playground games and activities Spectating or playing a sport/game Rebound therapy/trampoline Massage and relaxation Dancing/music around the world Habilitation (being safe) Hydrotherapy/swimming Physiotherapy Yoga Reflexology Brian's dance Gym-links to promoting mental wellbeing through physical activity Specific PE sessions Sports day Land art</p>
<p><u>Exploring and understanding the world</u></p> <p>Money Allotments (Dan Perry) Outdoor education Jack Petchey and assembly celebrations Links to post 16/transitions Friday links with TLS (as appropriate) Music therapy Family Saturday Community links-fetes Mainstream links/Trailblazers Bug hotel exploration/Forest school/willow domes Lifecycles of animals I naturalist/Essex Wildlife Trust-Links to Davy Down</p>	<p><u>Personal Development</u></p> <p>Developing personal story as appropriate (RSE) Social stories to include links to puberty for different genders, my body RSE links/workshops with parents Looking good/preparation for going out Healthy eating-links to ASDAN Personal local community</p>

# Section six: Post 16



## Section six: Post 16

Beacon Hill Post 16 Unit is located on a separate site in Grays.

Pupils begin their links with Post 16 beginning in Year 10. This transition is individual and personalised to each student. Some students will have a longer transition and only do one day at Post 16 for Year 10 and Year 11 and other students will move up full time by Year 11.

The focus of Post 16 is to build functional skills, develop independence, prepare for adulthood and be a part of their community. The student's curriculum allows them to explore and try activities and community options that are sustainable beyond school. All students have a personalised timetable to allow them to do activities that they enjoy and which keep them healthy, this means that much of the learning at Post 16 is delivered in small groups or on an individual basis. Although the focus on transition takes place across all the years at Post 16, the final year focuses on students beginning to spend time and transition to their chosen Post 19 option. By the end of the final year of school, students are spending the majority of their time at their new Post 19 provision.

Most of the students transition into a social care Post 19 provision, so once a week, students take part in Friday Links, which are run by a local social enterprise group.

The Post 16 unit works closely with families, social care and health professionals to ensure that when the students leave school, they have a meaningful life.

Families are supported to prepare for adulthood, including understanding how services change and the implications of the mental capacity act.

The curriculum is divided into 4 areas:-

Physical and movement

Relationships and the community

Independence and transition

Wellbeing and sensory

Communication underpins all areas.



## Section six: Post 16

### Post 16 Curriculum Offer 2023/2024 - Range of provision and activities:-

Curriculum is based on functional life skills to build meaningful lives. The activities are used to facilitate opportunities for students to achieve their EHCP targets in a variety of environments, activities and situations with known and unknown peers and adults. Curriculum is planned yearly to reflect the needs of the current cohort and curriculum themes change half termly to reflect the different significant parts of the year for the students.

<b>RELATIONSHIP &amp; COMMUNITY</b>		<b>PHYSICAL &amp; MOVEMENT</b>	
Travel Training	Habilitation	Hydrotherapy	Community Swimming
Meal Preparation	Sensory Cooking	Rebound Therapy	Trampoline Park
RSE	Drama Circle	Physiotherapy Programs	Yoga
Community Access	Local Offers	Equipment Access	Dance
Allotment	Gardening / Maintenance	Feeding & Eating	Personal Care Skills
Peer Interaction		Fine Motor Skills	Horse Riding
		Alt. Movement	Grangewaters - outdoor education
<b>INDEPENDENCE &amp; TRANSITION</b>		<b>WELLBEING &amp; SENSORY</b>	
Friday Links	Transition	Sensory Stories	Sensory Story Massage
Enterprise	Special Projects	Senseology	Massage
Trailblazer	Celebration	Creative	TAC PAC
Social Stories	Music Therapy	Soundboard	Positive Looking
Work Experience	Volunteering	Darkroom Sessions	Positive Eye
		Messy Play	ACE
		Looking Good	Dog therapy
		Music therapy	

## Curriculum Theme- Autumn (September to October Half Term)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Visiting local allotment</p> <p>Accessing Nature Reserves</p> <p>Travel Training near school</p> <p>Meal preparation / sensory cooking using autumn foods and spices</p> <p>Exploring different clothing for changing weather</p> <p>Creating herb garden/caring for garden</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy</p> <p>Rebound Therapy</p> <p>Physiotherapy Programs</p> <p>Equipment Access</p> <p>Feeding &amp; Eating</p> <p>Fine Motor Skills</p> <p>Alt. Movement</p> <p>Accessible Bikes</p> <p>Community Swimming</p> <p>Trampoline Park</p> <p>Yoga</p> <p>Dance</p> <p>Personal Care Skills</p> <p>Horse Riding</p> <p>Grangewaters</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links begin</p> <p>Celebrations such as Harvest, Halloween</p> <p>RSE to include meeting new pupils and staff</p> <p>Assembly</p> <p>RSE - self awareness / my body</p> <p>Begin Towards Independence ASDAN</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Autumn Sensory stories</p> <p>Using autumn foliage in creative</p> <p>Autumn Senseology</p> <p>Forest schools</p> <p>Nature walks/listening walks</p> <p>Massage - orange, cinnamon, ginger scents</p> <p>Creative arts and crafts using autumn theme</p>

## Curriculum Theme - Celebrations & Holidays (October Half Term to Winter Break)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Visiting Garden Centres/Christmas tree farm</p> <p>Decorating the unit</p> <p>Travel Training near school</p> <p>Visiting different places of representation, celebration and holidays</p> <p>Meal prep / sensory cooking soups/holiday meals</p> <p>Celebration with family/cultural traditional</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy</p> <p>Rebound Therapy</p> <p>Physiotherapy Programs</p> <p>Equipment Access</p> <p>Feeding &amp; Eating</p> <p>Fine Motor Skills</p> <p>Alt. Movement</p> <p>Accessible Bikes</p> <p>Community Swimming</p> <p>Trampoline Park</p> <p>Yoga</p> <p>Dance</p> <p>Personal Care Skills</p> <p>Horse Riding</p> <p>Grangewaters outdoor ed</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links</p> <p>Celebrations such as Guy Fawkes, Remembrance Day, Diwali, Hannukah, Christmas</p> <p>Enterprise Project</p> <p>Special trips - ice skating, winter wonderland</p> <p>RSE - self awareness / my body</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Holiday Based sensory stories</p> <p>Creative sessions focusing on different holidays and celebrations such as creating fireworks for Guy Fawkes</p> <p>Messy play with decorations (linked to holidays)</p> <p>Exploring different music linked to different holidays</p>

## Curriculum Theme - Winter (January to Feb. Half Term)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Visiting different indoor activities</p> <p>Meal Prep and sensory cooking focus on baking</p> <p>Visiting Ikea, Home Sense</p> <p>Exploring indoor hobbies</p> <p>Winter walks</p> <p>Travel training/ habilitation - indoor navigation, moving around shops, stairs, escalators, lifts</p> <p>Cat café visit</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy</p> <p>Rebound Therapy</p> <p>Physiotherapy Programs</p> <p>Equipment Access</p> <p>Feeding &amp; Eating</p> <p>Fine Motor Skills</p> <p>Alt. Movement</p> <p>Accessible Bikes</p> <p>Community Swimming</p> <p>Trampoline Park</p> <p>Yoga</p> <p>Dance</p> <p>Personal Care Skills</p> <p>Horse Riding</p> <p>Grangewaters outdoor ed</p> <p>Indoor sport games</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links</p> <p>Celebrations such as Chinese New Year, Valentines day</p> <p>Friday Links presentation event</p> <p>RSE - relationships / well being</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Focus on different textures, patterns, materials</p> <p>Exploring different indoor hobbies such as crafts, baking, reading, etc.</p> <p>Massage, reflexology, yoga</p> <p>Making cards for friends, families</p> <p>Exploring different types of music</p> <p>Snow, ice, water exploration</p>

## Curriculum Theme - Water (Feb Half Term to Easter Holiday)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Travel Training and Habilitation in all weathers</p> <p>Preparing for rain / stormy weather</p> <p>Visiting rivers and other water-based areas</p> <p>Preparing the garden/gardening</p> <p>Visiting garden centres</p> <p>Travel training/Habilitation to include water safety</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy</p> <p>Rebound Therapy</p> <p>Physiotherapy Programs</p> <p>Equipment Access</p> <p>Feeding &amp; Eating</p> <p>Fine Motor Skills</p> <p>Alt. Movement</p> <p>Accessible Bikes</p> <p>Community Swimming</p> <p>Trampoline Park</p> <p>Yoga</p> <p>Dance</p> <p>Personal Care Skills</p> <p>Horse Riding</p> <p>Grangewaters outdoor ed</p> <p>Indoor sport games</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links</p> <p>Celebrations such as Easter , Ramadan, Eid</p> <p>RSE - relationships / well being</p> <p>Exploring yoga, meditation, zones of regulation</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Science experiments including water</p> <p>Messy play exploring different riverbeds like clay or sand</p> <p>Creative using water or paint to create</p> <p>Sensory stories - water /spring or change</p> <p>Dance</p> <p>Nature walks / listening walks</p>

## Curriculum Theme - Spring (Easter Holiday to June Half Term)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Visiting Garden Centres          Allotment          Community access to nature reserves          Spring enterprise project          Accessible biking          Travel training/habilitation - local community          Travelling by bus, train etc          Visiting new places          Sensory cooking - food and vegetables from allotment</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy          Rebound Therapy          Physiotherapy Programs          Equipment Access          Feeding &amp; Eating          Fine Motor Skills          Alt. Movement          Accessible Bikes</p> <p>Community Swimming          Trampoline Park          Yoga          Dance          Personal Care Skills          Horse Riding          Grangewaters outdoor ed</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links          Celebrations Easter          RSE - keeping safe          Transition</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Gardening and creating sensory garden          Focus on flowers, growing, changes in weather          Forest schools          Spring senseology          Messy play with wet items          Bug hotels, bird feeders, planters          Forest schools</p>

## Curriculum Theme - Summer (June half term to end of school year)

<p><b>RELATIONSHIP &amp; COMMUNITY</b></p> <p>Visiting seaside and beaches</p> <p>Water safety</p> <p>Travel training in the local community</p> <p>Sensory cooking - picnic foods</p> <p>Meeting new friends (transition)</p> <p>Planning for a day trip</p>	<p><b>PHYSICAL &amp; MOVEMENT</b></p> <p>Hydrotherapy</p> <p>Rebound Therapy</p> <p>Physiotherapy Programs</p> <p>Equipment Access</p> <p>Feeding &amp; Eating</p> <p>Fine Motor Skills</p> <p>Alt. Movement</p> <p>Accessible Bikes</p> <p>Community Swimming</p> <p>Trampoline Park</p> <p>Yoga</p> <p>Dance</p> <p>Personal Care Skills</p> <p>Horse Riding</p> <p>Grangewaters</p>
<p><b>INDEPENDENCE &amp; TRANSITION</b></p> <p>Friday Links</p> <p>Celebrations such as Leavers Assembly, Friday Link Presentation</p> <p>RSE - keeping safe</p> <p>Transition to new places</p>	<p><b>WELLBEING &amp; SENSORY</b></p> <p>Sensory stories about the sea side</p> <p>Using beach materials in creative sessions</p> <p>Sensory stories about beach</p> <p>Beach senseology session</p> <p>Messy play - water</p> <p>Beach schools / forest schools</p> <p>Caring for the garden</p>



# Section seven: Whole School Areas



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Artsmark  
Platinum Award  
Awarded by Arts  
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Leading Parent  
Partnership Award

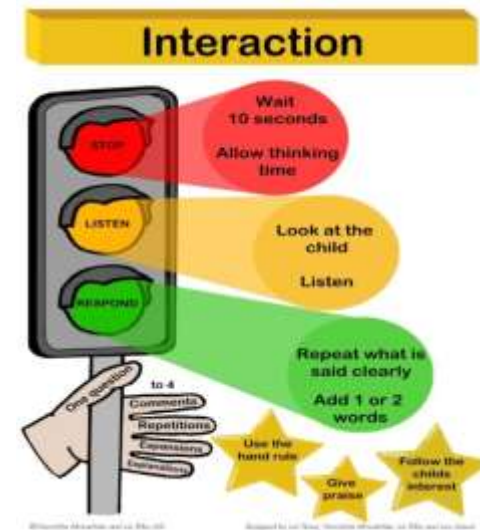
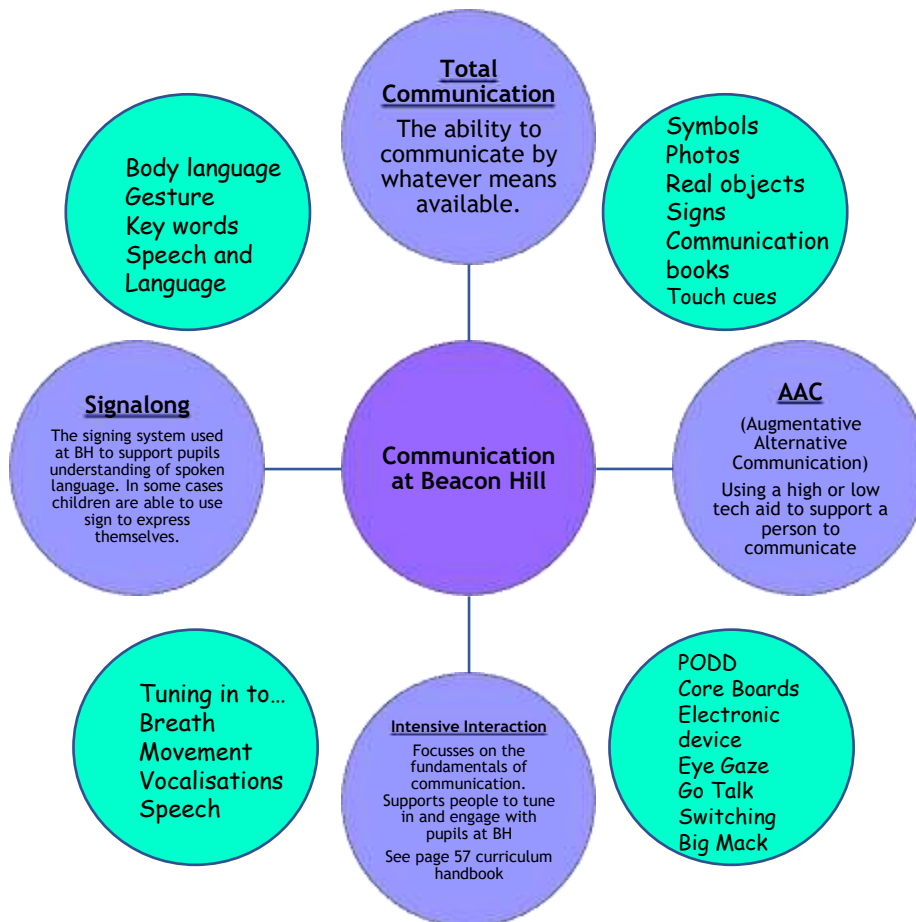
2018-2021





There are some generic areas and strategies that are included in the curriculum across the school and this next section of the handbook explains what these are and why and how we do them at Beacon Hill.

# Communication



## What does Reading mean and look like at Beacon Hill?

### Sensory learners

Students will begin to develop the skill of looking to touch. They will begin to explore and respond to the use of personal and meaningful objects or representation (OOR) to better understand the world around them and allow them to begin to make the connection between objects (OOR) and their familiar routines and transitions.

- Students are supported by staff to make the connection between objects or OOR and familiar personal activities or transitions
- Students begin to make choices from a small selection of objects with no repercussions (no wrong answer)
- Students make respond to visual landmarks on well known transitions
- Students use their functional vision to track items in different environments
- Students begin to make eye contact or respond to facial expressions
- Students take part in sensory stories or soundboard through passive listening
- Students may explore or investigate visual patterns
- Students make accept or respond to tactile cues or input

### Early Readers

Students make significant connections between a variety of visual representations such as photos, symbols, signing, core boards etc. both within and out of context. Students can show anticipation or preference as they are able to understand and process visual information. Students begin to use their reading in a functional way with support such as a visual timetable or story board.

- Students are able to gather information from a variety of visual representation such as pictures, symbols, core boards etc.
- Students react to environmental signs in their known routines and transitions
- Students are able to use their reading in a functional ways with support such as a visual timetable
- Students are able to recognize their own pictures and select their friends from their pictures
- Students may start to respond to facial expressions from known adults
- Students are able to read their environments and respond appropriately (problem solving)
- Students take part in call and response activities
- Students show anticipation for favorite parts of sensory stories

### Functional readers

Students at this stage are not only beginning to read information delivered in a variety of ways but are also able to use and act upon the information they have read. Students use their reading skills to help develop their independence and help them to access the community. Students at this stage begin to read for pleasure.

- Students are able to read and respond to words, phrases and signs that they encounter in the community such as a 'stop' sign or a 'walk' symbol at a cross walk
- They are able to read high frequency words or sight reading
- Students are able read and then retell the information to others
- Students are able to follow visual instructions such as to read a shopping list or a recipe
- Students begin to be able to use their reading for problem solving such as following Google Maps or reading a bus timetable



## What does phonics mean at Beacon Hill?

Most pupils at Beacon Hill will be working at either a Pre-Phonics or Early Phonic level. There are a few individual learners who may be beginning to access the pre-key stage curriculum and for these pupils the Academy has chosen to use the Twinkl bespoke phonics programme

### Pre-Phonics

First Skills for Learning  
Engagement Model Level

At this stage, students are in the pre-phonics stage of learning. They are exploring and responding to a variety of different sounds including music, environmental sounds, voices and creating their own sounds. They are beginning to respond to different sounds and show preference to a variety of sounds in their known and unknown environments. Students are developing their first skills of learning.

### Early Phonics

Working within Phase 1 / Aspect 1

Students can make a connection that certain sounds and signifiers mean something. They are developing an awareness of sounds around them and are beginning to discriminate between different sounds. They join in and show anticipation during activities which use sound such as circle time or sound board. They recognize and respond to sound landmarks on their journeys.

### Emerging readers

School Selected Systematic Synthetic Phonics

Some students working within pre-key stage curriculum

Students follow a bespoke phonics approach (Twinkl).

Students begin to use their phonic knowledge to develop their functional skills and increase their independence, especially in community-based situations.

## What does Pre-phonics look like?

- Emotional regulation (Ex. Sensory diet, self-regulation, proprioception)
- Able to transition from home setting to school setting
- Able to access classroom base
- Stills when aware of an object or person
- Enjoys the company of others
- Can be soothed by self-regulation techniques
- Can be soothed by adults
- Able to look, listen, focus and respond
- Able to look, hold, give and finish
- Looks to touch
- Supported through routine
- Explores and sometimes responds to tractile cues
- Students will discover sounds from the indoor and outdoor environment
- Students will move around the school and explore listening journeys
- Staff will respond to student's communication of liking or disliking a sound
- Students will turn towards a sound
- Students will explore and sometimes respond to objects that make noise
- Students will be aware when a person is communicating with them
- Students may use movement and gestures when they hear a familiar sound
- Students will explore OOR or real life objects or signifiers
- Students will be given the opportunity to show anticipation for favorite sounds, songs, signifiers
- Students will respond to music or sounds
- Students will begin to listen, focus and respond to different sounds, music and signifiers
- Students will listen to stories or songs with rhythmic patterns
- Students will begin to respond to landmarks on their listening journeys during routine transitions

## What does Early phonics look like?

- Develop an awareness of the sounds around them (ex. Phone ringing)
- Able to listen to attended sessions
- Listen and follow instructions with associated sounds / songs
- Develop awareness of sounds both inside and outside
- Being to be able to discriminate different sounds
- Develop an awareness of rhymes
- Join in sounds and songs by vocalizing
- Joining in songs with actions
- Compare and match sound makers
- Respond to adults modelling sounds and words and attempt to copy
- Students to respond to and anticipate during listening walks
- Students to listen and respond to their own sounds on a recording device
- Students to communicate their preferences of different sounds
- Students to take part in a range of action songs
- Pupils will listen and respond to simple instruction
- Students will use and explore props and real objects
- Students to respond to core boards, symbols, pictures, communication books alongside an adult verbalizing
- Pupils to interact with their peers
- Students to show anticipation or preference around sound landmarks
- Students to identify that certain sounds mean certain things (ex. The voice of a staff member)
- Students begin to respond to different sounds as the first cue (learning something before seeing something)

## What does Writing mean and look like at Beacon Hill?

### Sensory learners

Students are exploring the cause and effect of using their bodies, equipment, or tools to create marks or patterns. Students are working on an awareness of self.

- Students to explore mark making with their hands or other parts of their body into a variety of different textures, substances or materials
- Students to begin to develop their hold, grasp and drop skills with their hands
- Students begin to respond to their own mark making
- Students begin to show preference to certain textures while mark making
- Students to develop exploration with both hands

### Early Writers

At this stage, students are developing their ability and skills for writing and creating. Their focus is developing their fine motor skills through a variety of different activities such as self-feeding or dressing. Students focus on developing the skills and understanding to handle and use a variety of tools.

- Students make purposeful marks using a variety of different tools and materials
- Students may respond or admire their own creating
- Students develop their pincher grip
- Students begin to develop their fine motor skills across a variety of different areas - ex. Art, self feeding, sorting
- Students begin to take part in creating different patterns

### Functional writers

Students will take part in real life opportunities to use the skills or writing, recording and pattern making in functional ways. This includes input into a variety of devices including laptops or mobile phones. Students will develop the ability to input important personal information such as their names into forms.

- Students begin to be able to input their important personal details in real life situations such as filling in forms or recording their address
- Students begin to input information into a variety of devices such as laptops, iPads, phones etc.
- Students use their writing in a meaningful way such as signing their name or making a list



# What does Maths mean at Beacon Hill?

Most pupils at Beacon Hill will be working on either an early sensory experience level or will be beginning to explore the world around them. There are a few individual learners who may be beginning to access the pre-key stage curriculum.

## Sensory experience learners

First Skills for Learning  
Engagement Model Level

At this stage, students are beginning to develop their problem solving skills to make sense and gain information from the world around them.

## Exploratory learners

Students are beginning to use their problem solving skills to explore in familiar environments and well known situations. They are able to explore with less support from staff. They are likely to be working between engagement level and pre Key stage standards

## Emerging subject learners

A few students will be working within pre-key stage curriculum and will be working on functional numeracy

Students have developed skills for problem solving that they are able to apply in different situations with different problems both in familiar and new environments.

For this group of students, some more formal maths scheme materials may be accessed.

## What does Maths look like for sensory experience learners?

- Students begin to become aware of their daily routine and how that progresses throughout the day.
- Students accept or begin to anticipate when an activity is going to begin or finish.
- Students experience or begin to respond to musical signifiers.
- Student may begin to anticipate and show excitement for favorite parts of the day.
- Students experience activities with different directions or take part in activities that use directional language.
- Students are involved in transitions and movement such as from the bus to classroom or moving pieces of equipment.
- Students take part in celebrations throughout the year.
- Students use their voice or bodies to take part in 'stop' and 'go' activities.
- Students experience patterns in different context.
- Students hear numbers and counting in everyday activities.
- Students begin to explore cause and effect.
- Students may begin to understand object permanence.
- Students are able to change or switch attention from one person / object to another.
- Students are able to shift their attention between two objects.
- Students explore a variety of different colors and experience changing colors.
- Students explore different shapes and sizes through play and creative.
- Students begin to develop problem solving skills, such as looking towards an adult or vocalizing.

## What does Maths look like for exploratory learners?

- Students begin to understanding 'now' and 'next'.
- Students respond to and use a visual timetable.
- Students have an awareness of 'home' and 'school' / 'week' and 'weekend'.
- Students are aware of cause and effect and have purposeful actions and observe the 'effect' of their actions.
- Students begin to take part in simple sequencing.
- Students follow simple instructions.
- Students are aware of their daily timetable and show excitement and anticipation for favorite activities.
- Students start to become proactive in their daily timetable and take part in routines with less prompts.
- Students respond to directional language and instruction and begin to do this in a functional way such as during travel training.
- Students explore objects in complex ways such as stacking or manipulating objects.
- Students respond or use action words such as 'stop' and 'go'.
- Students begin to use numbers in play.
- Students respond to and begin to use 'more'.
- Students begin to respond to and use 'size' language such as small and big.
- Students hear and take part in number songs.
- Students show interest in numbers in the community.
- Students notice changes in objects - numbers, size, amount.
- Students take part in activities that explore different measurements such as meal preparation.
- Students begin to explore coins and money.
- Students are able to complete matching, puzzles or sorting activities.
- Students are able to problem solve in well known situations with support.

## What does Maths look like for emerging subject learners?

- Students are able to independently use their visual timetables.
- Students are aware of their routines / schedules and that different days have different activities, ex. Swimming on Mondays
- Students are aware of different days of the week and months of the year.
- Students are able to sequence different instructions or activities with less support.
- Students begin to start telling time both digital and analogue.
- Students show awareness and anticipation of celebrations throughout the year (ex. Their birthday)
- Students are able to recall important information about themselves such as their address or birthday.
- Students are able to respond to and use complex directional language.
- Students are able to count objects in real world activities.
- Students begin to add money together.
- Students begin to explore estimating and budgeting in real life situations.
- Students are able to apply their number and maths knowledge in the community such as reading a bus schedule.
- Students are able to subtract and add together.
- Students are able to use functional measurement tools in real life situations such as baking.
- Students begin to explore fractions through real life situations such as meal preparation.
- Students are able to identify different size objects as well as identify a variety of shapes.
- Students are able to follow complex instructions (written or verbal)
- Students are able to problem solve in a variety of different situations and with less support.

## Section seven: Whole School Area

### TACPAC

#### What it is

TACPAC is an integrated experience of touch, sound, pattern and relationship-a fluid process between you and your partner (TACPAC, 2007).

It stands for Tactile Approach to Communication.

We have the full selection of packs available in school.

#### How we do it

It combines touch and music in a sequence of activities that are repeated at least weekly with the same partner.

Each piece of music is designed to evoke a mood/emotion and to match the character of the physical/tactile sensation.

It is very important to keep to the beat of the music as it enables the pupil to recognise, anticipate, predict the pattern and sequence of touch.

Each session must have a start and a finish activity e.g.. a song.

Each Tacpac set can be linked to a theme/story.

#### Why we do it

To allow pupils to develop secure relationships with adults.

For pupils to experience different objects and textures.

It allows pupils to communicate with adults in a fun, relaxed way.

### Lis'n Tell Live Inclusive Story Telling

#### What it is

Lis'n Tell is enhanced storytelling which includes the 5 'R's, Rhythm and Role, Rhyme, Repetition and Ritual.

It has a range specialist techniques and core principles to enable and include the spontaneous intentional participation of children with speech language and communication needs (SLCN).

The strategies can weave specific educational/therapeutic aims into a story design.

Key components of Lis'n Tell are use of iconic gesture and rhythm, chanting and poetic elements built on evidence-based theories of word learning, memory, storytelling and literacy development.

#### How we do it

The storytelling develops through the use of Rhythm and Role, Rhyme Repetition and Ritual (intensified meaning through repetitive yet interesting and rhythmical activities linked to the story).

There are core principles of practice which include:

- Use of significant objects/words/events which engage the attention of the students
- Iconic gestures to help convey the meaning of the story

#### Why we do it

The SLCN of students are addressed by:

- Creating situations where they are referred to as experts, however 'low' or 'high' their skills
- Integrating staff and students in a creative collaboration
- Enhancing spontaneous communication
- Creating specific educational and therapeutic goals
- The students contribute through their communication, interaction, physical movement and presence
- The 5xR elements allow anticipation, recognition and joining in by the students

### Intensive interaction (II)

#### What it is

It is an approach designed to help people at early levels of development. It uses process-based learning where there is no desired outcome; the interaction is entirely led by the learner but facilitated by an adult.

It focuses on the fundamentals of communication.

Teaching sessions should be frequent, fun filled, playful and enjoyable both planned and naturally occurring.

See the Beacon Hill Intensive Interaction Handbook for more details.

#### How we do it

Responding to the learner by:

- Tuning in to the learner, joining in and mirroring including sounds and vocalisations
- Using exaggerated facial expressions, voice and body language
- It is necessary for the teacher to tune-in to the learner, constantly read and assess the learner for things that the teacher can respond to in order to create “communication moments”

#### Why we do it

The students are...

- Enjoying being with another person
- Developing the ability to attend to that person
- Learning to do sequences of activities with that other person
- Taking turns in exchanges of behaviour
- Sharing personal space
- Using and understanding eye contact meaningfully
- Using and understanding facial expressions
- Using and understanding physical contact
- Using and understanding NV communication
- Using vocalisations with meaning
- Learning to regulate and control arousal levels

## Section seven: Whole School Area

### Massage and peer massage

#### What it is

Massage at Beacon Hill Academy is performed on the hands or feet. There is a short training with an information sheet.

The Peer-to-Peer Massage programme is aimed specifically at children.

The format is simple, well-structured and has been developed as an inclusive whole school approach.

The clothed, peer massage routine encourages positive relationships through massage, which is given and received with the child's permission. The children perform the back, neck and shoulder massages on each other for 10-15 minutes, always asking for permission before the commencement of the massage.

#### How we do it

At Beacon Hill Academy massage is performed on the hands and/ or feet. The oil used is specially mixed with a grapeseed base and chamomile drops.

The massage is carried out while observing the pupil closely for the parts they are enjoying and anything they dislike.

Peer massage involves telling a story with each type of movement carried out by the peer on the child's back e.g.. a weather story with circle movements for the clouds and zig zags for lightening.

#### Why we do it

Massage relaxes, stimulates, comforts, soothes, shows caring and empathy, relieves stress, anxiety and depression, alleviates pain, reduces symptoms of minor illnesses and improves emotional and physical wellbeing (Maxwell-Hudson, 2001).

Other benefits include:

- Creating greater body awareness
- Fostering positive touch
- Calming
- Releasing tension
- Relaxing the mind, muscles and joints
- Releasing oxytocin, the feel good hormone
- Stimulating the sense of smell
- Helping students to focus for learning
- Providing a platform for communication
- Building relationships between touch giver and receiver
- Building self esteem and confidence



### Circle time

#### What it is

Circle time is planned at specific and routine times of the day, typically at the start of the morning and afternoon and at the end of the day.

It allows the pupils to orientate and greet those in the room.

It focuses people to where they are and what they will be doing. It is a time for social communication.

#### How we do it

We can involve:

- Accessible materials which reference the circle time themes so that verbal students can fully participate
- Opportunities for greater attention using visual aids
- Music and movement that will increase attention, learning language and structure around the Circle Time routine
- Consistent language that will help build vocabulary and promote functional language use
- Talking about and identifying feelings

#### Why we do it

- Social interaction
- Knowing where we are in space and time
- Turn taking
- Learning opportunities linked to areas such as days of the week
- Awareness of peers
- Who is here/not here
- To provide a predictable daily structured experience for students
- To increase students tolerance to sit in a group for an extended period

### Personal stories

#### What it is

We all tell stories about experiences in our daily lives.

Personal stories are a multi sensory approach to retelling an event from a pupil's life.

The story should be retold frequently and regularly to allow everyone to become familiar with it and have opportunities to anticipate elements of the story.

#### How we do it

Encourage parents and staff to think of a recent event in the pupil's life e.g.. a holiday, family event, birthday, trip.

Put together a multi sensory experience that retells the story through sight, sound, smell, taste, touch and movement.

#### Why we do it

- To develop recognition of story elements
- To get a sense of recognition of self, ownership and importance to the pupil
- To allow pupils to re-visit their experiences
- To develop anticipation, interactions and remembering sequences

### Forest school

#### What it is

Forest schools is an ethos driven rather than activity lead provision.

Forest Schools is committed to training children to be independent and resourceful learners who can respond appropriately, reciprocate experiences and appreciate that reflection is the key to learning how to learn.

#### How we do it

All activities should support pupil's holistic development.

This can include a range of activities including scavenger hunts, den building, sensory walks and outdoor cooking.

#### Why we do it

Studies show children are healthier, happier and learn better when provided with frequent access to the outdoor environment. Forest Schools aims to offer children these opportunities to develop skills whilst outdoors utilising the resources nature has to offer.

### Animal therapy

#### What it is

Animal therapy is a way to build communication and interaction between student and the animal. It can be sensory and tactile.

Students and animals can create a bond.

The therapy helps emotional awareness and empathy.

The therapy can support physical interventions.

Animal therapy can be different for each student and the session can be child led.

#### How we do it

Can take place in classroom setting, outside.

The therapy sessions are led by the student and the animal.

We incorporate therapy programmes into the sessions for example II, communication or physical activities.

Physical programmes - practicing physical skills in a fun way with the animals.

Mobility - taking the animal to different areas of the school (when possible).

Opportunity to groom and maintain the animal's health and welfare.

Opportunity to feed the animal.

Explore through child led play.

Working in pairs and interaction with others.

Allowing the activities to be different for every child.

To develop wellbeing through FUN!

#### Why we do it

Many of the benefits of animal therapy are likely due to the nature of the animals with which the pupils and therapist are interacting. Depending on the animal some are typically non-judgmental, have no preconceived expectations or motives, and are highly effective at mirroring attitudes and behaviours of the humans with whom they are working.

Other benefits include:

- Sensory stimulus
- Emotional awareness
- Assertiveness
- Empathy
- Stress tolerance
- Flexibility
- Impulse control
- Problem-solving skills
- Self-actualisation
- Independence
- Self-regard
- Social responsibility
- Interpersonal relationships
- Mobility and movement
- To create memories
- To build mindfulness
- To build anticipation of routine

### Soft play/movement room

#### What it is

Sensory soft play refers to activities that stimulate our senses, including our sense of balance (vestibular) and our awareness of our own body and our surroundings (proprioception).

Soft play areas can be set up in many environments, including in classrooms and sensory rooms. Some activities and environments can be more stimulating than others, and each child will have a different sensory threshold. A setting that may be perfectly fine for one may be either under stimulating or overstimulating for another. For children with sensory disorders, soft play areas can be tailored to their specific needs.

#### How we do it

A soft play environment involves a range of cushions, bolsters, tunnels and ball pits where pupils are encouraged to play and explore. Play is modelled and pupils are scaffolded to develop skills in their interactions with others and in physical areas.

#### Why we do it

By including soft play sessions into the curriculum children can develop a range of skills including;

- Social Skills—soft play helps children to develop their relationships with their friends by engaging in co-operative play and learning to solve problems.
- Physical Development—using the soft play area helps children to develop their co-ordination as well as their proprioceptive sensory skills (where their body is in space). It also helps them to develop their core muscles and flexibility.
- Communication—soft play helps children to develop their communication while they are playing and exploring with their friends. It also helps them to develop their communication with adults, including expressing likes and dislikes and making choices.
- Sensory Stimulation—during soft play children experiences lots of different textures and types of materials which helps them to develop their understanding of the world around them.
- It's Fun! - children learn best when they are taking part in activities which they find engaging and enjoyable.

### Rebound therapy

#### What it is

Rebound therapy describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs.

The principles of Rebound Therapy form the basis of all gymnastic movement and are therefore a logical and advisable starting point for trampoline coach training - even for those who have no intention of teaching people with disabilities.

#### How we do it

Sessions are personalised to individual need and often involve a ratio of 2 staff to one student allowing flexibility in what we can offer.

Pupils' targets are considered, and sessions often link to their physical development and use of communication skills.

Sessions are fun and we use a range of resources to support and motivate pupils.

There are songs which can be used linked to physical skills and will be selected based upon the pupil's need and preference.

#### Why we do it

Rebound therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.

Also:

- It is fun
- Gives confidence in movement
- Is usually achievable (good target/goal setting)
- Develops fitness
- Gives general confidence and a feeling of wellbeing

### Trailblazers

#### What it is

Thurrock Trailblazer is an innovative programme of high-quality arts and cultural activities, visits to heritage sites and specialist teacher training, that boosts creative learning in schools and accelerates pupils' development. In partnership with Thurrock Council, the Royal Opera House is working with local, regional and national arts organizations to deliver cultural education in Thurrock.

Beacon Hill Academy offers opportunities to mainstream early years, schools and colleges to participate in a joint arts project for at least 6 weeks.

Amanda is our cultural champion.

#### How we do it

Mainstream settings apply to the Trailblazer Project and are then teamed up with a class or group in Beacon Hill.

The two classes or groups then decide on the arts project they would like to share together and ask Amanda to arrange an artist to work with them.

#### Why we do it

The arts and the Trailblazer Projects allow our pupils and students to:

- Communicate and interact in different ways
- Interact and participate with new people
- Explore sensory experiences through the arts
- Perform
- Be valued for who they are and what they bring to the projects

### Bucket Time

#### What it is

Bucket time is an intervention which aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. The primary objective is that the sessions are fun and “offer an irresistible invitation to learn”!

#### How we do it

A bucket full of exciting toys are used to gain the children's attention.

By using facial expression, voice, body language and gesture the adult provides an irresistible invitation to learn and attend.

The toys in the bucket are only touched by the leading adult to build suspense and anticipation.

Providing appropriate language models throughout the session such as twist, spin, push, press, pop, wow, uhoh, ready, steady, go.

Supporting adults model appropriate behaviour e.g.. watching, sitting (no unnecessary conversation).

#### Why we do it

Bucket time aims to extend children's attention.

Bucket Time can build suspense, excitement and intrigue which supports engagement and attention to an adult led activity.

Some pupils at Beacon Hill need support and guidance to know that adults and toys are fun.

To support children to learn language that could be appropriate in a variety of settings.

#### **Aims of Bucket Time:**

- To engage attention
- To improve joint attention
- To develop shared enjoyment in group activities
- To increase attention in adult-led activities
- To encourage spontaneous interaction in a natural group setting
- To increase non-verbal and verbal communication through commenting
- To build a wealth and depth of vocabulary
- To have fun!



## Section seven: Whole School Area

### Soundbeam and Soundboard

#### What it is

Soundbeam is a 'touch free' device which uses sensor technology to translate body movement into music and sound. It gives children and adults the opportunity, regardless of their impairments or disability, to play music and sounds.

A Soundboard is a large wooden board with wooden rim which allows sound to resonate. Pupils can sit around the board in groups, sit or lay on the board.

We have had training and a resource pack to help plan sessions.

#### How we do it

The soundbeam has an invisible sensor beam which picks up small or large movements. We can adjust the sensor head towards the part of the pupil's body they are able to move independently, the range of the movement that will be detected and the sound that will play when activated.

Soundboards can be used with groups, pairs or 1:1. The session usually has a repeated structure to it. Introduction song, 3 or 4 short activities and a finish song. Staff will use the board to tap, bang, scrap their hands on the board alongside the activities.

The pupils are encouraged to lead by staff responding to their actions on the board.

#### Why we do it

##### **Soundbeam:**

- Is a fun activity
- Pupils are able to create an effect independently.
- They are able to learn to connect their movement to causing sound.
- It is successful with pupils with limited as well as more ability to move.
- Pupils can make choices and show preferences for certain sound effects.

##### **Soundboards:**

Develop pupils':

- Communication and interaction
- Anticipation
- Attention
- Movements
- Timing and sequencing

## Section seven: Whole School Area

### Sensory room sessions

#### What it is

1:1 sessions are offered to pupils with visual, hearing or multi sensory impairments who would benefit from individual time in a controlled environment.

The sessions aim to allow the child to use their senses of touch, smell, movement, taste, vision and hearing in optimum conditions.

The sensory room environment can be controlled to be dark, with different levels of light, UV lighting, with sound or quiet.

The equipment in the room can be controlled with switches suitable for each child or young person.

The equipment includes:

- Bubble tube
- Sound light screen
- Fiberoptic lights
- Projector

Which are motivating and fun to explore independently.

#### How we do it

Individual targets are set and reviewed each term taking class targets into consideration.

The skills we target are:

- Visual focusing and tracking
- Auditory focusing and tracking
- Independent switching and control of equipment
- Communication
- Positive Eye programme
- Sensology activities
- Body awareness

#### Why we do it

Children and young people benefit from a controlled environment to practice their skills in using their senses.

To maintain their visual and auditory skills.

They are able to give greater attention to these skills when free from other distractions in the classroom.

They have opportunities for greater independence in controlling equipment.

They have opportunities to communicate in optimum conditions.

They can develop sensory responses that can carry over to other environments.

They have an opportunity for their individual needs to be supported.

Sessions build a child's confidence to try a task they find difficult at first, to be persistent.

## Section seven: Whole School Area

### Sensology

#### What it is

The Sensology pack gives information on the sensory systems and how they are used to sense, perceive and help us to think.

It describes how to awaken the brain with a daily workout based on the senses - 'The Sensology Workout'.

The pack is accompanied by a DVD for digital access to a range of useful resources.

#### How we do it

Sensology activities can be used at the beginning of any activity to allow the pupil to be prepared before needing to use their movement, attention and other learning skills.

There are various activities for waking up different parts of the body. They include songs and stories to accompany each wake-up activity.

#### Why we do it

As preparation for activities.

As preparation for learning

Developing awareness, preferences and anticipation.

## Section seven: Whole School Area

### Habilitation

#### What it is

Habilitation involves one-to-one training for children and young people. Starting from their existing skills, it aims to develop their personal mobility, navigation and independent living skills. At whatever age the training is started, the overriding goal is to maximise the child or young person's independence.

This means that habilitation lessons can also help children and young people to take charge of their own personal care - washing, dressing, choosing appropriate clothes, organising their belongings and taking a full part in family life.

A comprehensive programme of habilitation, mobility and independence will include the need for the child to be as independent as possible. It will raise the awareness of improving communication skills, increase awareness of body language, age-appropriate social interaction and understanding of safer places and adults. Develop experiential shop and associated skills; public travel and basic and advanced road safety practices.

#### How we do it

As a school we take a holistic approach to learning. This means that we focus on preparing students to meet any challenges they may face in life and in their academic career. The most important theories behind holistic education are learning about oneself, developing healthy relationships and positive social behaviours, social and emotional development, resilience and the ability to view beauty. These are key features to remember when running a habilitation class. This is because we need to give our students all the tools, they need to manage every scenario they find themselves in.

As our students can become reliant on the school environment and the accommodations that we make to keep them relaxed. It is important that we open our students up to new environments and experiences as it is key to their personal development.

We encourage the pupils to develop their independence skills around the school which should then translate to their home life. This could be through taking part in cooking lessons and helping to clean up after, transferring independently in the minibus and other situations, choice making at EVERY opportunity and independently feeding (when safe to do so).

Habilitation training takes place in the home, education and public environments. This is always accompanied by risk assessments, auditing of environments and risk management strategies; in order to achieve effective social inclusion; independence and safety.

#### Why we do it

The overall aim of habilitation for Children and Young People is to provide programmes of individual training and support to enable them to experience the highest degree of independence, to develop confidence with their peers, and to become safe in the local community.

## Section seven:

### Messy Play

#### What it is

Messy play is the exploration of a range of textures and materials.

This sensory experience also helps our students to understand their senses by exploring how things feel, smell and taste. This type of play nurtures an awareness and understanding of the world that surrounds them in a fun and exciting way!

#### How we do it

- Topic based activities
- Themes linked to stories/songs
- Wet and dry materials
- Malleable materials
- Food play
- Pens/pencils/paints
- Independent exploration
- Using whole bodies/range of tools
- Adult modelling/mirroring
- Peer interactions/play

#### Why we do it

Messy play is extremely important for a child's development. And for the students at Beacon Hill this is across all ages. It provides children with an exciting tactile and sensory experience that inspires their curiosity and allows them to explore the world around them. It enhances their learning, language and creativity.

Messy play promotes the development of movement and coordination by using their whole bodies to explore a range of media and materials. It also encourages independent play with no boundaries, as well as developing concentration and encouraging social interactions with adults and peers.

## Section seven: Whole School Area

### Sex and Relationship Education

#### What it is

Sex and Relationship Education at Beacon Hill will be different for all of our pupils and depend on developmental as well as chronological age.

Some of the content will be hierarchical, and needs to begin with an awareness of self before developing into an awareness of others and relationships.

The majority of students do not have specific Sex Education classes but instead the curriculum is infused with activities which reflect the five different areas.

#### How we do it

Relationship and Sex Education at Beacon Hill is embedded into our personalised curriculum.

We have split the aims and skill of our RSE curriculum into 3 areas:

- Self awareness and My Body
- Relationships and Well being
- Keeping safe

All pupils will cover content across these areas, but the content will be personalised and evidenced through their individual curriculum map which is linked to their learning areas

For EYFS pupils this will be in the curriculum area : **Me, Inside and Out**

For Primary pupils this will be in the curriculum area: **Wellbeing and Independence**

For Secondary pupils this will be in the curriculum area : **Personal Development**

Post Post 16 there will be content in all of their curriculum areas but in particular in : **Relationships and the Community and Wellbeing and Sensory**

There will also be topic areas in Primary, Secondary and Post 16 which will provide a more concentrated focus on some of the RSE content.

Identified individuals have one to one sessions to address specific needs. Beacon Hill Academy staff have attended the Mencap My Body and Me Course, Sex Factor and other relevant courses in order to support teachers and families working with the specific cohort of students at Beacon Hill.

#### Why we do it

The students at Beacon Hill Academy are very vulnerable. The majority of the students have communication disabilities and therefore limited ways of expressing themselves. All aspects of a student's life involve adult care - from personal care needs, to feeding, to washing.

## Section seven: Whole School Area

### Aims and Skills of RSE at Beacon Hill (Diversity to underpin all 3 areas)

Self Awareness		Relationships		Keeping safe
My Body		Well being		
<p>Aim: to build a sense and understanding of 'self', to explore a variety of sensory inputs, to begin to show preferences, to notice 'others'</p> <p>Skills: to show acceptance/rejection of an object /activity</p>	<p>Aim: to have an understanding that the physical body is made up of different parts, to understanding good and bad touch, to show an understanding of public and private places, to show an understanding of private places and body parts</p> <p>Skills: giving consent, understanding good touch and bad touch, understanding public and private, understanding space</p> <p><b>Links to guidance:</b></p> <p><b>Physical health &amp; fitness</b>  <b>Healthy eating</b>  <b>Health &amp; Prevention</b>  <b>Changing adolescent body</b>  <b>Sexual Health</b></p>	<p>Aim: to show an awareness of belonging to different 'circles', to begin to understand different social groups have different rules, to explore what emotions we may feel when we have feelings for someone</p> <p>Skills: to identify which people fall into which category, to show an awareness of 'social rules', appropriate touch, awareness of dangerous in the community</p> <p><b>Links to guidance:</b></p> <p><b>Families &amp; people who care for me</b>  <b>Caring relationships</b>  <b>Respectful relationships (including friendships)</b>  <b>Intimate and sexual relationships</b></p>	<p>Aim: to build respectful and positive relationships with people around them, develop self-esteem and confidence.</p> <p>Skills: to develop interpersonal skills, to develop resilience and confidence both inside and outside of school</p> <p><b>Links to guidance:</b></p> <p><b>Mental well being</b></p>	<p>Aim: to have an awareness that there is danger, to have an awareness that not all adults are 'safe', to explore online dangers</p> <p>Skills: To identify when they need help, to know who to go to in the community if they need help, to identify dangerous situation, to know how to keep themselves safe.</p> <p><b>Links to guidance:</b></p> <p><b>Online relationships</b>  <b>Online media</b>  <b>Being safe</b>  <b>Internet safety and harms</b>  <b>Drugs, alcohol &amp; tobacco</b>  <b>Basic first aid</b></p>

## Section seven: Whole School Area

### Content of RSE at Beacon Hill

Self Awareness My Body		Relationships Wellbeing		Keeping Safe
<p>Self Awareness - Involving students in all aspects of personal care</p> <p>Self awareness through Rebound Therapy , Hydrotherapy TAC PAC , Massage Reflexology Physio programs , Yoga</p> <p>‘Looking Good Club’ Holistic use of mirrors Using mirrors during activities - rebound Swimming - hydro</p> <p>Class based Dinner times</p> <p>Mirrors in personal care - self image</p> <p>Topic base Story and songs</p> <p>Dialogue of labelling in commentary</p>	<p>Involvement of students in personal care using body terminology such as ‘lifting an arm while a jacket is being put on and explaining what is going to happen</p> <p>Personal care bags</p> <p>Body awareness through rebound therapy, hydrotherapy, TAC PAC, massage, reflexology, physio programmes, yoga</p> <p>Body changes and puberty</p> <p>Public and private Need to work closely with parents / carers regarding this home (parent involvement)</p> <p>Masturbation/ sensory seeking - home v school</p> <p>Labelling - Private parts same throughout school</p>	<p>‘Appropriate &amp; Inappropriate Touch’</p> <p>Sensory Stories, Social Stories, Intensive Interaction Yoga; Modelling</p> <p>Friendships &amp; Boundaries’ Role modelling with peers and adults Free play modelling</p> <p>Peer Intensive Interaction Staff Intensive Interaction</p> <p>Links with mainstream Trailblazer projects</p> <p>Small group sessions/one to one sessions</p> <p>Stories - different relationships and diversity</p>	<p>Friendships &amp; Boundaries’</p> <p>Role modelling with peers and adults Free play modelling</p> <p>Peer Intensive Interaction Staff Intensive Interaction</p> <p>Links with mainstream Trailblazer projects</p> <p>Small group sessions/one to one sessions</p> <p>Music Therapy</p> <p>Additional therapies</p>	<p>Choice making in personal care</p> <p>Safety in personal care routines (shutting and locking door)</p> <p>Habilitation</p> <p>Saying “no” in activities and being listened to</p> <p>Social stories</p> <p>Public and private</p> <p>Enforcing boundaries</p> <p>Visiting public places including accessible toilets</p> <p>Spoken Dialogue of safety</p> <p>The drama circle</p>



## Section seven: Whole School Areas

### What does SMSC mean at Beacon Hill

Spiritual	Moral	Social	Cultural
<p>Exploring beliefs - sensory celebrations linked to faiths</p> <p>Feelings and values - circle time, sharing, developing awareness of self and others. Listening skills</p> <p>Learning about oneself and others - tac pac, sensory massage, communication groups, body awareness</p> <p>Learning about the surrounding world - community access, linked learning with other classes and mainstream peers</p> <p>Using imagination and creativity - music, art, drama</p> <p>Developing curiosity in sensory exploration</p>	<p>Learning what is right and wrong - following instructions and rules in different contexts</p> <p>Learning safe routines</p> <p>Using now and next boards</p> <p>Guided play sessions</p> <p>Understanding consequence - use of individual communication and positive support plans</p> <p>Team games and shared activities. Making decisions</p> <p>Investigating moral and ethical issues - making choices, being involved in making decisions about things in their lives</p> <p>Helping each other</p> <p>Looking after and respecting school environment</p>	<p>Using social skills in the local community</p> <p>Meeting new people in different settings</p> <p>Links to mainstream schools</p> <p>Volunteering projects</p> <p>Social communication groups</p> <p>Teamwork</p> <p>Exploring the world of work adult transition links</p>	<p>Explore cultural influences - local links</p> <p>Trailblazers programme</p> <p>Taking part in cultural opportunities - community projects</p> <p>Respect and celebrate diversity - celebration assemblies</p> <p>Sporting links</p> <p>School council</p> <p>MFL week</p>

## Section seven: Whole School Areas

### What are British values at Beacon Hill

Democracy	Individual liberty	Mutual respect	Rules	Culture and diversity
School council	Making choices - personalised curriculum	Celebration assemblies	SCIP - positive behaviour support ethos embedded across school	MFL week including Activities to reflect pupils own cultures
Pupils leading guided tours	Focus on independence	Social stories sessions	Use of now and next boards	Assemblies and class celebrations
Pupil voice work from SLT team - proposed research	Lunchtime clubs	Jack Petchey awards	Focused play sessions	Linked topics
Pupil contributions to person centred reviews	Secondary options groups	Student of the week	Team games	Trailblazer projects
Choosing leader award	Transition links days	Asdan New Horizons prog KS3		Students representing each others voices