Barndale House School

What I learn today, prepares me for tomorrow.

Curriculum, Assessment

&

Pupil Progress

Policy

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	September 2023	September 2024	Mark Phillips, Headteacher Sarah Dickson, Deputy Headteacher All staff

Contents:

Additional Policies to be read in conjunction with this policy:

- English Policy
- Calculation Policy
- SRE Policy
- Gateway Curriculum (pupils on residential offer)

Rationale

This policy identifies how, we at Barndale, approach our curriculum to provide a quality education and provision to the pupils who attend the school. As all pupils attending will also have an EHCP it was also explain how the long and short term targets dovetail into our curriculum to ensure our pupils have positive future outcomes and independence into adulthood.

About us

Barndale is a specialist provision for pupils aged 3-19yrs old. The main cohort of students we cater for are those with 'communication & interaction' and 'cognition & learning' as their main area of need. We feel it is important we deliver our learning through a 'primary model' whereby all learning happens in home groups with familiar staff, routines and expectations. This has the additional benefit that pupils feel safe in their environment, specialist resources are available to them and progression can be more carefully monitored.

The school is based across two sites; Howling Lane for our youngest and oldest pupils and Windsor Gardens for the cohorts in between. Facilities and resources are shared between the two sites and pupils still get the opportunity to interact with the larger school community.

Whilst still a relatively small school, we also have a residential provision so that our curriculum offer can be extended beyond the school day- our 24 hour step curriculum programme. This allows us to ensure we are offering a bespoke and personalised approach to every child's learning and special educational needs. The residential provision has also supported parents and families through the increase of time in which pupils attend our school.

The breakdown of pupils who attend Barndale

Over the last few years the cohort of pupils attending Barndale has grown and changed. The school predominantly meets the needs of pupils with specific learning difficulties (SLD), autism spectrum condition (ASC) and those which relate to communication and learning. We do have young people with more complex difficulties and where possible they will be taught alongside their peers.

Intention- What we will offer....and why

The outcomes for adults with any form of disability are significantly less than those who don't. This injustice has formed our rationale of our curriculum offer and the importance of trying to make a difference for the children that attend Barndale.

Six per cent of adults with learning disabilities are in paid employment (March 2019)

The employment rates for adults with disabilities are dismal. In 2018, only 51 per cent of people with disabilities were in paid employment, compared with 81 per cent of the general population.

*(*https://feweek.co.uk/2019/03/12/education-that-gets-out-of-classrooms-and-into-the-community/*)*

...children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability (Rose 2011; Fink et al. 2015 Chatzitheochari et al. 2016).

https://www.mencap.org.uk/learning-disability-explained/research-and-statistics/children-research-and-statistics

Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; PHE 2015).

..an estimated 1,200 people with a learning disability are dying avoidably each year due to a lack of good quality and timely healthcare. Furthermore, people with a learning disability still have a life expectancy that is 29.3 years lower than the general population for women, and 22.8 years lower for men.

https://www.mencap.org.uk/sites/default/files/2019-11/Mencap%20Annual%20Report%202019.pdf

Considering the evidence for outcomes for adults with SEND we have carefully reviewed our curriculum to ensure what we deliver supports pupils beyond the school day. As a school we developed the motto 'What I learn today, prepares me for tomorrow'. This is to capture that learning has a purpose and that everything we do will support our young people into adulthood.

Whilst we do follow the National Curriculum it is difficult for us to complete the breadth and depth required. As such we do our very best to ensure all of our young people have a curriculum that is fit for purpose and allows them to have sufficient skills and knowledge that is embedded, connected and transferrable. Our curriculum offer will be highly focussed on the fundamental and functional aspects that will prepare all of our young people for adulthood.
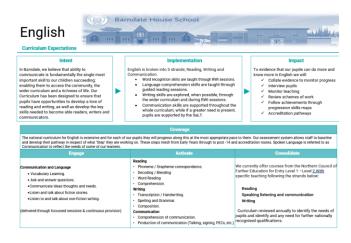
Barndale Curriculum Offer

Core Curriculum Values

Ready to Learn	Meeting Needs	Building Ambition	Developing Interests

Skills Builder

Speaking	Listening	Creativity	Teamwork	Leadership	Aiming High	Problem Solving	Staying Positive

EHCP Targets

Input from Professionals- Occupation Health, Speech and Language Therapy, Hearing/Visual Impairment Service, Physiotherapy, School Nursing, Paediatricians, CYPS	Provision maps- completed for every child Pupil on a page plan- guidance for every team

Curriculum Pathways

	Engagement	Activate	Consolidate	Accomplish
Coverage	This initial pathway uses the EYFS areas of learning to establish the fundamental areas of learning. Communication is at the heart of the curriculum and the young people will explore their environment and participate in adult led sessions to build their language, experiences and skills around thematic topics.	This pathway will be focussed on the breadth of the National Curriculum. Pupils will learn 'subjects' through topic based approaches, developing depth of learning in the core areas of; English, Maths, Science, Computing, PSHE & PE. The arts and humanities will also be taught as part of *Activate* and students will be joining up learning experiences.	This is our post 14 curriculum to support the transition into adulthood. This pathway will be built around the key areas of; English, Maths, Digital Skills, PSD, Employability, Preparing Food, Self-Care, Independence and Travel. All areas of the curriculum will be accredited to ensure that the transition to further education/employment can be continued.	This pathway is to support our learners continue their journey on their foundations for learning. It supports them accessing learning that is appropriate to their needs, interests and stage of development. **See Appendix 4.**
Expected Outcomes	✓ Communicate choices and needs ✓ Develop independence exploring the environment ✓ Develop confidence in physical/personal development ✓ Engage with others through play and learning ✓ Understand initial concepts of language, words, numbers and the world around them	✓ Pupils will have developed a depth of learning in the wider subject areas of the curriculum, at a level appropriate to their developmental stage. ✓ Pupils will show greater independence in meeting their own learning, educational and health/wellbeing needs ✓ Pupils will have developed the skills to be part of a wider community- engaging positively and respectfully with others ✓ Pupils will have developed an understanding of adulthood in preparation for making choices	Pupils will leave Barndale with the confidence and ability to move onto their own bespoke pathways. Accreditations 22/23 ✓ NCFE English- Functional Skills Entry 1-3 ✓ NCFE Maths- Functional Skills Entry 1-3 ✓ NCFE ICT- Functional Skills Entry 1-3 ✓ ASDAN- PSD ✓ ASDAN- Life skills Challenges ✓ Duke of Edinburgh	Pupils on this pathways will continue onto the Accomplish P4A pathway which takes their learning into practical situations to support them in preparing for adulthood. The students will get to experience adulthood with the support of an adult and accredited curriculum.

Preparation for Adulthood Outcomes

	Engagement	Activate & Accomplish	Consolidate
Life/Employment Skills	* Following instructions * Adapting to environments * Playing with others * Real world play * Real world visits * Numeracy * Language Development	* Talk about careers * Meeting role models * Building ambitions and interest * Real world experiences and visits	* Careers advisory sessions * Person centred planning * Work experience/tasters * Qualifications * Enterprise projects * Building vocational profiles * Transition work
Independent Living	* Feeding & Drinking * Toileting * Real world play * Getting dressed * Making choices	* Personal hygiene * Telling the time * Managing money (shopping) * Cooking * Staying away from home * Travel training * Safety & signs in the community	* Making decisions * Managing incomes and expenditures * Supervised access to the local area * Life skills and planning for the future * Managing time * Safety in the home * Understand types of living arrangements
Friends, relationships & Community	* Making friends * Social interaction * Visits and day trips	* Developing reciprocal friendships * Learning to be safe on and offline * Knowing the local area * Walking short distances alone * Understand bullying * Managing change * Making decisions on using free time	* Belonging to different groups * Having safe relationships * Managing social media and technology * Staying safe * Understand risks- drugs and alcohol * Understanding the criminal justice system * Knowing where to go for help
Health & Wellbeing	* Diet and food variety * Developmental checks * Immunisations	* Diet and obesity choices and checks * Physical exercise * Medical visits (optician, dentist, CYPS) * Understanding puberty and relationships	* Relationship and sex education * Managing their own health/medical need * Staying physically active and healthy * Managing own wellbeing * Healthy choices- sleep, drugs & alcohol

Implementation- How the Curriculum will be delivered/structured

The table above models our curriculum offer and further to this each class and curriculum area has a more detailed breakdown- these are detailed/referenced in the appendices attached to this policy.

Subject Specific Overviews

For each curriculum area we produce several documents. The Subject Specific Overview demonstrates the curriculum content for our youngest through to our oldest pupils. This overview details the specific rationale for intent, implement and impact measures as well coverage at each key stage. We also have an additional one that covers our Post 14 group due to the diversity of the curriculum in preparation for adulthood.

Coverage and Progression Map

We have taken the Subject Specific Overviews and delved into these deeper to demonstrate the coverage of knowledge, skills and progression across the school. The coverage and progression maps are produced for each pathway. Each class then has a more detailed topic/theme plan for teachers to plan appropriately for their group.

Skills Builder

As a school we feel it is incredibly important we support all of our young people with core skills that will support their transition into adulthood. We have bought in to Skills Builder, as a reputable and effective programme, to support young people build, enhance and apply their core skills required to be an independent adult. These core skills below will be taught to all children through a half termly focus, with speaking and listening (communication) as a continuous thread throughout the year.

Communicating our Curriculum to pupils and parents/carers

One aspect that we are promoting is our communication with parents/carers and the pupils about the learning that they are doing. For every half term we will produce a topic overview which will be shared with parents/carers and be in the classroom for children to see. These are some examples:

Promoting home engagement with learning and reading

Each overview will be headed with a library of books, texts, media that will support the topic that is being delivered. This is to ensure that parents/carers can actively engage with learning and promote reading skills, develop pre-learning and support with building foundations for learning in school.

We publish these and all of our wider curriculum documents on the school website to ease access for parents/carer and young pupils. http://www.barndalehouse.northumberland.sch.uk/web/what_i_learn_today_prepares_me_for_tomorrow/573223

What will learning look like?

This will vary depending on the curriculum the child/young person is on, the way they learn best and the most effective way to get the high level of engagement and interaction needed to make progress. Each class will have an explanation outside or in the entrance of their room to explain what learning looks like for that class.

What you will see consistently across the school…

- ✓ Children happy and engaged in their learning
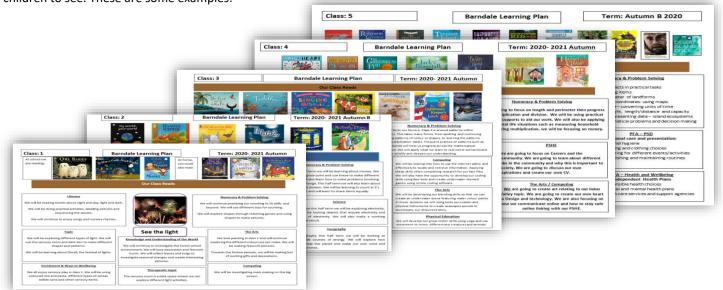- ✓ All adults engaged with pupils throughout their learning, sensory support or regulation activities
- ✓ Children encouraged to be independent in their work, using resources or digital technology
- ✓ Staff feeding back progress and offering support/challenge
- ✓ Purposeful learning environments across the whole site
- ✓ A key focus on communication
- ✓ A steady and consistent pace to learning with adults giving children time to communicate, respond and engage

Marking, Feedback and evidence gathering

For pupils to make the best progress they need instant, quality feedback on their learning so they are able to make changes and have work sufficiently differentiated or made more challenging. In Barndale we use a simple highlighter system as not to make language/reading a barrier to progress being made. See key below:

Dan was excellent at riding his red BMX. = **Green** means great work/objective achieved

dan was eggslent at riding his red BMX? = **Pink** **WE** (teacher-pupil) need to think/reflect and make changes

Pupils will be aware of what they are learning through the use of objective/enquiry question headers attached to their work or in books. An example is below:

Monday 14th December 2021 Subject — Literacy	Monday 14th December 2021 Subject — Science
LO— I can match letter symbols	Q— Is all metal magnetic?

Impact- **How do we know the children are making progress? How do we know our curriculum is working?**

How do we monitor the curriculum?

Monitoring learning is equally as important as the planning and delivery. At Barndale we see this as a cycle of curriculum developments and improvements and this involves more than just our class based staff. We have Curriculum Champions rather than Subject Leaders within our school- this is to ensure the role is as much about advocating and promoting than just scrutinizing. We have developed an annual curriculum action plan and monitoring plan that details how the SLT, Curriculum Champions and Governors can ascertain the effectiveness of the curriculum. This is then validated independently by our School Improvement Partner (SIP).

Curriculum Monitoring

RAG rate	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Champions (CC) Learning Evidence	Curriculum Review Book Sweep	Pupil Progress Learning Walk	Book Sweep Resource Audit	Pupil Progress moderation Learning Walk	Curriculum Review Book Sweep	Pupil Progress moderation Learning Walk
SLT Monitoring Learning Walks Observations	Curriculum review/audit/adaptations Generalised learning walks * pupil engagement, resourcing, use of adults		Team Coaching Observations	Focused Learning walk- Reading across the curriculum	Team Coaching Observations	Focused Learning walk- Evidence of progress over time
Governor Monitoring Please ensure each visit is no longer than 30mins. Each visit needs written up on proforma.	Task/s: Assign Curriculum Areas	Task/s: Meet link teacher/CC	Task/s: To review evidence of learning with CC	Task/s: Subject Learning Walk with CC	Task/s: To gain views of pupils and staff	Task/s: Pupil Progress Review with CC
	Visit Purpose: Governor Training	Visit Purpose: Develop Subject understanding Review curriculum across the school	Visit Purpose: To look at evidence of learning. * Books * Photos	Visit Purpose: Look at learning across a range of classrooms	Visit Purpose: To understand learning from staff and pupils point of view	Visit Purpose: To understand how the school makes judgements about pupil progress

Key monitoring areas and evidence gathered

Monitoring Planning & Curriculum Design

- Whole school overview- A3 sheet sharing topic/theme coverage over a 3 year cycle
- Curriculum coverage- breakdown of EYFS/national curriculum/P4A outcomes by topic and curriculum subject
- Accessibility- curriculum lead meeting reviewing pupils needs and curriculum routes
- Topic Overviews- A4 topic/theme overview for each ½ term for communication with parents/carers

Monitoring Delivery of Learning

- Teaching- learning walks, peer observations, colleague coaching sessions, formal lesson showcase (video)
- Resourcing- resource audits, digital resources, curriculum topic boxes, abstract/concrete
- Subject knowledge- planning reviews, vocabulary banks, key concepts, pre/post learning
- Differentiation and challenge- bespoke learning plans and timetables, pre learning and stretch activities
- Use of additional adults/therapists- intervention, CPD, reactive and proactive deployment, impact studies

Monitoring Pupil Progress

- Bsquared- tracking (incremental) towards mastery in each curriculum route (Engage, Activate & Consolidate)
- Evisense- photographic evidence library, linked direct to Bsquared, communicated to parents/carers
- Evidence of learning- books, marking & feedback, photo journal, learning/subject trackers

Monitoring Outcomes of Pupils

- Attainment- projections and target setting
- EHCP- provision maps and annual reviews
- Accreditations/Qualifications- quality and quantity
- Further education/Transition/Careers- log of progression beyond Barndale.

Feedback from Pupils

- Interviews- understand their experiences
- Questionnaires- reflecting on learning challenges and successes
- School council items- areas of school and curriculum improvements

Assessment

As a school we use Bsquared as our main assessment (academic) platform. This carefully links to our curriculum offer but also supports the tracking of progress similarly, irrespective of the pathway being followed. We also like Bsquared as our pupil progress transfers as the young people progress onto new pathways.

We recognise that our pupils also make progress in their holistic development. To capture this we use our 'Ready to Learn' holistic tool to see how our young people are developing the skills to be confident, independent and effective learners. We track their progress in:

- Self control
- Social Skills
- Self Awareness
- Skills for Learning
- Approach to Learning

Pupil Progress

It is incredibly difficult for us to measure progress as a set value. As such we have a range of ways to ensure we know if our pupils are making progress. Whilst, for students in mainstream education, there are end of key stage measures we feel these are neither appropriate or obtainable for many of our students. Instead we look at their age, cognitive development, academic progress and holistic development. We pull this together on a whole school spreadsheet and use the professional judgement of our staff, and the evidence they have, to measure progress, set realistic targets and relate these to the EHCP for each child.

Statutory Testing

Our pupils are able to sit statutory testing if it is attainable and appropriate for their needs. Where this wouldn't be the case the school would disapply the young person and ensure their parents/carers were also in agreement.

Continuous Development and Curriculum Review

As a school we fell our curriculum should never be static. The needs, ambitions and interest of our pupils change frequently and as such our curriculum should be adaptive, responsive and appropriate for all of our pupils to make progress. Below is an example of our annual curriculum action/development plan. This ensure each area of the school and subject is continually reviewed and adapted to ensure it is fit for purpose.

Aim: To identify how we plan to develop our curriculum over the academic year (RAG Rated)

Focus	Who	What needs developed	How will we do it	When	Cost	What will be the outcome
EYFS	Alice Reilly	* Adult/s subject knowledge * Specialist provision networking/sharing of good practice	* Team planning time *EYFS consultant visits * Visits to all-through special schools in area * Setup SS EYFS network to share good practice	Autumn 2022 Spring 23	EYFS SLA Travel/ Cover	✓ All adults know pupils targets ✓ Language rich environment ✓ Fit for purpose curriculum
Post 14	Lucy Embleton & Sarah Dickson	* Curriculum Design * Accreditation * Teaching bespoke groups/needs * Pupil destinations/pathways	* SLT curriculum developments * NCFE registration * ASDAN training * D of E Centre * Bespoke plans for groups * TAs leading groups * Careers programme. * Provision Visits *PCP (RU)	Autumn 2022 Spring 1 2023	Centre Cost Travel costs	✓ Young people are engaged in purposeful curriculum ✓ Accreditation offer bespoke to pupil needs ✓ Bespoke careers/pathways plan
Planning	Curriculum Champions & All teachers	* Review coverage- long term plans * Detail skills and knowledge on MTP * Teams to develop short term 'weekly overviews'	* SLT review long term coverage- knowledge & skills * SLT and CC detail knowledge and skills on MTP * Teachers to produce weekly overview for TAs	Autumn 2022 Spring 2023	None	✓ Curriculum is purposeful- knowledge and skills for all ✓ All staff are aware of the curriculum journey for pupils
Teaching & Pupil Progress	SLT & Curriculum Champions	* Develop staff subject knowledge * Context for learning (P4A) * Enquiry based questions * Foundation subject assessment (B²) * Skills Builder Passports	* CC lead CPD discussions * Partnership links (DCHS) * All staff use context posters/lesson introductions * Topic Overviews with EBQs and used in books * SLT to review foundation subject tracking/progress * Skills Builder Passports for every child (print)	Ongoing Autumn 22 Spring 23 Spring 23	B² £600	✓ All staff have a clear understanding of pupil progress and how we evidence this ✓ Pupil progress is transparent for pupils and parents/carers
Resourcing	Curriculum Champions	* Subject specific physical resource review * Subject specific digital resource review	* Complete audit and organise resources in specific location/topic boxes * Order missing resources * CC share resources/materials and key links for staff	Spring 23 Ongoing	£2000	✓ Curriculum has adequate resourcing to support delivery ✓ Staff know where/how to access specific resources
Monitoring	SLT, GOVs & Curriculum Champions	* Curriculum Champions (CC) schedule for subject monitoring * Governors to begin active monitoring alongside CC	* SLT to produce whole school monitoring (on a page) * CCs to RAG rate once completed for their areas * GOVs to directly link with CCs *GOVs to feedback findings at resources (curriculum) meetings	Autumn 22 Ongoing	None	✓ Curriculum monitoring is clear, systematic and effective ✓ Monitoring is triangulated to ensure clear judgements
Leadership	SLT	* Review and develop new curriculum policy * Review and adapt all curriculum documentation to align	* Review and update previous policy * Detail documents that develop/compliment the policy * SLT to streamline all curriculum documents to reflect approaches, resources and skill/knowledge progress	Autumn 22	None	✓ School leaders communicate curriculum intent clearly to all ✓ Staff have sufficient guidance, resources and support to plan

Reporting & Validation

As a school we would want our judgements and achievements to be validated from external partners to ensure we receive sufficient challenge, praise and recognition. As such the following partners will have an active role in providing this:

- ✓ Parents/carers-through feedback, questionnaires, curriculum forums and EHCP reviews
- ✓ Governors-curriculum audits, meetings with curriculum leads, learning walks, evidence scrutiny
- ✓ School Improvement Partner (SIP)- curriculum and evidence scrutinies
- ✓ OFSTED- quality assurance of curriculum offer, pupil outcomes and quality of education

Appendix 1: The Engagement Curriculum

This curriculum is specifically designed for those students at the beginning of their learning journey. It is predominantly for our youngest pupils but it could also apply to older pupils who are not yet ready to transition onto our next pathway. Whilst the majority of this pathway will be drawn from the Early Steps framework it will also incorporate the engagement profile. Pupils could be working at different depths and stages within this pathway. These steps are as follows:

0-3 mnts	3-6 mnts	6-9 mnts	9-12 mnts	12-18 mnts	18-24 mnts	2-2½ yrs	2½-3yrs	3-4yrs	Rec	ELG	Exc ELG

Maths

Personal, Social and Emotional Development

Literacy

Communication and Language

Physical Development

Understanding the World

Expressive Arts and Design

Appendix 2: The Activate Curriculum

This curriculum is specifically designed to support those students who are able to access the national curriculum. It is aimed at developing core knowledge, skills and understanding in each national curriculum subject. For each subject strand there are specific areas of focus and these are differentiated from Progression Step 1 through to Progression Step 10. Furthermore incremental progress towards mastery of each assessment criteria is embedded in our assessment system.

Core Curriculum

English
- Reading- for pleasure & purpose
- Writing
- Communication- speaking and listening

Maths
- Number & Calculation
- Measurement & Geometry
- Statistics & Probability

PSHE
- Self-Awareness
- Self-Care, Support & Safety
- Managing Feelings
- Changing & Growing
- Healthy Lifestyles

Digital Skills
- Computing Systems & Networks
- Creating Media
- Programming A & B
- Data & Information

Foundation Curriculum

Science
- Biology- Animals inc. Humans, Living things & Habitats, Plants, Evolution & Inheritance
- Chemistry- Everyday material, Properties of Material. States of Matter. Rocks
- Physics- Seasonal changes, Light & Sound, Earth & Space, Forces & Magnets, Electricity

Humanities
- Geography- Place/Locational Knowledge, Geographical Features, Skills & Fieldwork
- History- Terminology, Cause & Consequence, Enquiry & Interpretation, Understanding Connection. British History, World History
- RE- Creation Stories, Ancient/Historical Religions, Significant Figures, Places of Worship, Pilgrimages, Big Questions

The Arts
- Art & Craft- Drawing, Colour, Printing, Textiles, Sculpture, Collage
- Design Technology- Cookery, Textiles, Design & Make
- Music- Drumming, Singing, Creating

PE
- Gymnastics
- Dance
- Games

Appendix 3: The Consolidation Curriculum

Core Curriculum

NCFE English	NCFE Maths	NCFE IT	ASDAN PSD & RSHE
Reading	Number	Using IT	Setting Goals
Writing	Calculation	Finding Information	Managing Relationships
Functional vocabulary -needs and environmental	Shape, Space & Measure	Developing & Presenting	Managing Money & Leisure
Communication- Speaking & listening	Handling Data	Communicating	Environment & Community Action
		Being Safe & Responsible	Healthy Eating & Living
			Being Safe

Specialist Curriculum

Careers	Independent Living	ASDAN Life skills Science	ASDAN Life skills
Pathways & Next Steps	Independence- Chores & Routines, Recreation, News & Affairs		Interests- cooking, workshop, gardening, gaming, home improvement
Enterprise	Preparing Food- Hygiene, Preparing Meals, Using Equipment	Physics- Materials, clothing and PPE, Energy & Safety	Vocation- hospitality, catering, construction, media, land based study
Experiences of Work	Self Care- Monitoring Health, Managing Clothes, Washing	Biology- My Body, Plants & Animals	
Work/Education Visits	Travel- Moving around, Planning a Journey, Undertaking a Journey	Chemistry- CSI Investigations, Chemicals & Drugs	Duke of Edinburgh
Employability Skills			
Preparing for Transition			

ACCOMPLISH PATHWAY

This is our first pathway to support those pupils who need to continue their foundations for learning

Communication	Sensory Stories	Maths	The Arts
Therapies	Knowledge & Understanding of the World	
TEACHH	Attention Autism	Personal Development

ACCOMPLISH PATHWAY ADULTHOOD

This is our final pathway to support those pupils who are preparing for adulthood and want to live a fulfilled life, to the best of their ability.

Communication	ASDAN English	Maths	The Arts
Therapies	The world of work- work experience	
ASDAN	Prep for Adulthood	Personal Development

Attention Autism

This is an intervention model designed by Gina Davies. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

TEACCH – Work stations

TEACCH is not a single method, and can be used alongside other approaches.

TEACCH usually aims to provide structure in order to support the learner to understand what they are learning and what is expected of them. It creates a predictable structure with visual support. This can reduce anxiety and encourage independence.

TEACCH is a very systematic system.

Sensory story

To allow students to be part of a group activity, to anticipate a story and be engaged in a story. To bring stories to life with the use of concrete objects, Children often respond to the intonation of the adult's voice, the visual aids, sounds, smells, tastes or the texture of the objects to support the words that are being used.

TACPAC

This is a sensory communication resource using touch and music. TACPAC helps our children with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or preverbal levels of communication.

Jabadao

This is an approach which gives opportunities for children to take part in free-flow, self-led, spontaneous movement to different music. Attention is given to specific early movement patterns and activities that appear to prompt neurological development. This will occur naturally in all children, given appropriate opportunities.

Communication

We use a variety of methods, most appropriate to the learner, to support their communication. This could be to promote engagement with adults or to support them in getting their needs met.

Intensive interaction

Working on improving communication by interacting on students level. Mirror there sounds, movements and eye contact. Sit at their level, let them lead the session. Turn take in making sounds, movements and touch.