

Form 3 Rationale 2023 - 2024

The Unique Learner: In Form 3 we are all unique. We are 9 pupils (6 boys and 3 girls) aged between 14-19 years with severe learning difficulties and some pupils have a diagnosis of Autism Spectrum Disorder (ASD).

Positive Relationships: In Form 3 consistency is very important and we have six familiar adults in class each day – one teacher and five teaching assistants who act as role models, make learning fun and engaging, support the students to communicate with each other and encourage independence. In addition, we have a SEN Support Worker who helps us at dinner time and with personal care.

Each pupil has a keyworker in class, who liaises with families and professionals and feeds back to the teacher.

We nurture our friendships in class, being kind, listening to, and respecting each other.

The input from parents/guardians is very important to us, we encourage good communication between home and school and ask that regular contact be made either through the class email address, home/school diary sheet or by telephone. We do like to know of any medical appointments, dentist, optician etc. We like to help to prepare for these by talking about it or watching a short film so that we can see what will be expected. We also like to know in advance of any overnight stays, we can then offer reassurance and understanding when pupils are experiencing a different routine. We are always happy to hear news from home.

Engaging Environments: In class we like to sit together around the whiteboard for group learning, daily greetings, reflection and to celebrate the achievements of students. When in class we all use group tables to complete our work and to support us with this we have:

- A daily whole class visual timetable, with individual “now” and “next” boards to help some students to understand and cope with transitions such as changes of activity.
- Daily routines such as group and meal times, to provide a range of opportunities for developing independent communication.
- A combination of objects, photographs and Widget symbols that we use alongside spoken and auditory cues to reinforce understanding and communication.
- Picture Exchange Communication Systems (PECS) and Aided Language Displays (ALDs) embedded throughout the classroom

Outside learning is also very important to us, if we are not in the classroom, you may find us in the playground following a learning trail or doing activities in the outside learning area. We have P.E in the gym where we practise skills connected to using our bodies. We use the library to choose individual reading books and the computer room each week to develop ICT skills. Forest school allows work experience through maintenance activities and, unless we have a sudden snow storm, we go out in all weathers wearing overalls and gloves.

Learning and Development: Our curriculum is designed to prepare students for adulthood through functional learning while taking into account individual learning styles and special interests. Within it we seek to ensure that the four areas of the EHC are delivered. Communication is key to everything we do and a variety of systems are used to support progression. We have a standardised symbol set to support each area of learning, symbols/PECS to support independent communication, we sign, gesture and use differing levels of communication aids. Each pupil has personal targets and Speech and Language Targets.

Some pupils in Form 3 engage in learning through experiences and play and are assessed using the Engagement Model, others have a subject specific curriculum with individual targets. All enjoy a breadth of learning under a termly theme.

Sensory and physical requirements are met as part of the curriculum and also on an individual basis. We provide many opportunities on a daily basis to refine and improve our gross and fine motor skills. Students take part in SMILE activities at the start of the day and this sometimes involves completing a mile walk or another physical and sensory activities which gets them moving and using their bodies. Physical activities are embedded throughout the day with Tuesday, Wednesday and Friday mornings being particularly focussed on this.

Emotional and social well-being is extremely important, adults in class actively encourage self-expression and self-advocacy. We hope to encourage the skills and vocabulary that enables pupils to indicate how they are feeling, to ask for the things they want or need, and also to use their pupil voice to say 'no' or 'finished' at times. We encourage pupils to think about the needs of others too.

We are hoping to have an enjoyable year, filled with motivating learning experiences, get to know each other, form good friendships, grow in independence and transfer our learning and new skills we learn when we are in the community.

September 2023