



Poppies

Dormouse Class, Saxon Wood Special School (Autumn 2 2022)




Target Setting

All children in Dormouse Class are set three core targets as part of their Personal Development Plan. This is reviewed termly during the October, February and May half terms so as to account for any skills lapsing during the longer holidays.

Targets set include a Communication, Personal/Independence and Physical target. These generally link to the child's EHCP though occasionally one may be tweaked to account for a developing priority.

When a child is ready, an additional Literacy and Mathematics target will be set.



Name:	Class:	Year Group:	Date:	Term:
	Dormouse	2	November 22	Autumn

All about me	

Overall Vision Objectives for academic year Autumn 2022 – Summer 2023		
		Independence towards vision
By End of Key Stage 1	•	
Working towards by end of 22/23	1)	1) 2) 3) 4) 5) Achieved

Annual Objectives	Date set	Targets I can....	How will progress be facilitated within the classroom/ curriculum? Strategies and resources. Frequency? Will it be 1:1 support or group support?	What provision is needed to enable progress?	Functional outcome (What does it look like in real life? Where can the evidence be found?)	Independence towards objectives		
						A	Sp	Sum
Life Skills								
Communication								

Created by: _____ Approval Signature: _____

Agreed activities to be completed in the home: _____

Parents Approval Signature: _____

Key
Progress E - Engaged WT - Working Towards A - Achieved

Curriculum and Objectives

Dormouse Class curriculum is centred around your child's three core targets, with learning objectives for each lesson complementing at least one.

Learning objectives, centred around life skills to be developed, are set flexibly, broken down into small steps towards an end of term goal. Rather than setting an objective prior to a session, through these flexible goals a teacher is able to consider what was achieved in the previous session alongside how a pupil is healthwise that day. They are then able to select an appropriately challenging objective to meet a child where they are at that day. Depending on their state of health children are expected to move up and down the small steps, gradually moving towards the overall objective.

Progress is recorded using Evidence for Learning, as you will have seen in the Learning Logs sent home in July.

Eg:

Extension objective: _____

End of term ideal objective: _____

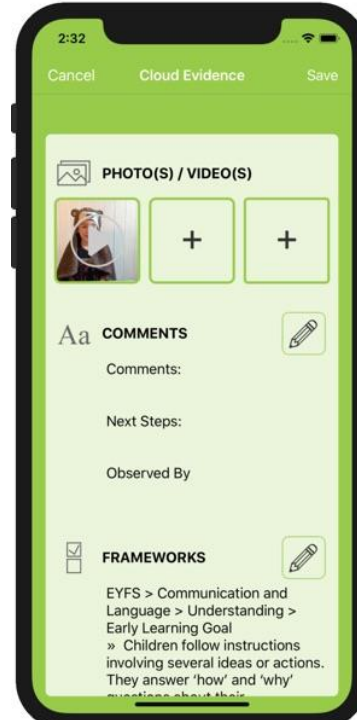
Small step 5: _____

Small step 4: _____

Small step 3: _____

Small step 2: _____

Small step 1: _____



Areas of Learning

In Dormouse Class children cover the following subject areas:

- Literacy
- Maths
- Phonics
- Expressive Art and Design
- Knowledge and Understanding of the World
- Physiotherapy
- Motor skills

While objectives are set for each lesson, as mentioned on the previous slide there is a considerable degree of overlap between them based around the skills each individual child is aiming to develop.

Over the next few slides you will see an overview of what we are learning in each of the areas of learning and the life skills they could relate to.



Communication

- ▶ Communication runs intrinsically throughout every area of learning and play in Dormouse Class. Children are provided with the appropriate communication systems to enable them to both understand and make themselves understood.
- ▶ This includes but is not limited to use of:

Objects of reference

Etran frames

Switches

Makaton

Auditory cues

Hand on body signing

Symbols

Eyegaze devices

Aided language boards

Auditory listing

Personal identifiers



- ▶ These are used as appropriate to enable children to transition with minimum fuss, give pupils control over their days, encourage them to make choices, to give opinions and comment on their day.
- ▶ This term a particular emphasis is being placed on making choices between core vocabulary, especially “More”, “Stop” and “Something Different”. This enables children to develop understanding of practical, choice based vocabulary that they can use across a range of contexts to indicate what they want to happen.

PSHE - “more” and “stop”

- ▶ Safeguarding and RSE begin as soon as a pupil enters the school. In Dormouse Class we begin through teaching children “more” and “stop.”
- ▶ This term this is being reinforced during the class literacy sessions as doubles as recognition of one of our core vocabulary principles. Where appropriate pupils are extended with a third option of “something different.”
- ▶ Using Etran frames, contrast boards, switches, aided language boards and hand held symbols as appropriate, pupils are encouraged to request more, choose between more and stop or more, stop or something different to tell their grownup what they think of the activity being explored.
- ▶ Pupils are taken at their word, with their choice being reinforced through verbal labelling from their grownup. If a pupil expressed displeasure at their choice being followed through they will be offered the options again, reinforcing the meanings of more and stop.
- ▶ The ability to tell someone to “Stop” is a key skill for all children in keeping themselves safe and teaching them they have control over what is happening to their bodies.



Literacy - Responding purposefully and consistently to resources

- ▶ In Literacy this term we are practising giving our opinions on resources across a range of sessions each week.
- ▶ Some children are practising using one or both hands to explore resources, learning exploration methods to gain as much information about an object as possible.
- ▶ Other children are learning to use switches or symbols to request more, stop or something different with reference to what they are exploring. As well as the life skill described on the previous slide, this enables pupils to learn to recognise core symbols which can be generalised across a range of contexts as well as learning to give their opinion on their activities.



- ▶ Sessions include:

- Our focus genre this term is “Stories with Predictable and Patterned Language.” We are exploring a modified version of “Where the Poppies now grow” through twice weekly sensory story sessions.

- Pupils are also exploring an senses themed “What’s in the Box?” where they experience the texture of cheerleading pompoms, the taste of chocolate, the anticipation and sound of a party poppers and more. Pupils are then encouraged to use their preferred method to let adults know what they think of each resource.

- Ian Bean SENICT (<https://www.ianbean.co.uk>) sessions are a highlight for all pupils where they are encouraged to use switches, auditory listing or symbols to choose which musical video clip they would like. Pupils can then use their core vocabulary options of more, stop or something different to let the group know how they would like the session to proceed. This also provides a lovely turn taking experience for pupils as well as develops choice making skills. If you are interested you can set up your own Ian Bean account for free!



Pre-Braille - Big and Small



- ▶ Key pupils will take part in twice weekly pre-braille skills groups.
- ▶ Similarly to how children learn their eyes can be used to obtain information, pre braille skills teach children they can use their hands to obtain information about what is in front of them.
- ▶ Through the song “When Goldilocks went to the house of the bears” as well as familiar day to day resources pupils will practise using their hands to explore.
- ▶ Pupils will work from moving their hand to explore a passively encountered resource on to reach slightly to locate and explore and so on.
- ▶ Where appropriate the above objectives have been extended to encouraging pupils to use their hands and fingers to explore resources in more detail.
- ▶ Pupils will begin using their whole hand and through practise, hand massages, arm stretches and consistently presented resources they will work towards reaching and beginning to use their fingers.
- ▶ As far as possible this session makes use of resources made from natural materials, encouraging children to realise not everything is made of plastic and to provide some differentiation between items being explored.



Phonics - Instrumental Sounds (slide one of two)

- ▶ This term we are learning all about how sound has meaning through exploration of instrumental sounds.
- ▶ Pupils need to be taught the importance of sound before they can be taught the importance of letters. Before pupils are taught they can turn letter into sounds they need to realise that sound has meaning in more concrete, relevant ways.

The ability to *respond* to sound

The ability to *distinguish* sound

The ability to *label* sound

The ability to *recognise different parts* of sound



Phonics - instrumental sounds (slide two of two)

- ▶ Through daily phonics sessions including Interactive Music, Listening Games and Resonance Board pupils practise responding to being presented with different instruments to explore.
- ▶ They learn to respond to hearing instruments sounded out of sight/touch and practise using their hands or eyes to locate them
- ▶ Over time most pupils show preferences for particular instrumental sounds
- ▶ Where appropriate we then move on to finding a named instrument/instrument symbol from two using eyegaze or touch as appropriate.
- ▶ When pupils are confident finding and labelling named instruments they practise identifying which instrument they could hear played out of sight using symbols or instruments
- ▶ Everyone also enjoys playing different instruments on their own or as part of a group - eyegaze and switch controlled instruments also feature when chosen by key pupils
- ▶ All skills are explored through opportunities to explore instruments through play and familiar songs such as “I am the Music Man” and “We’re in a band” as well as the dearly loved “Maggie Moo” songs. If you’d like a taste you can listen to Moo Music’s “I play the guitar,” “Peekaboo it’s Maggie Moo” or “Is everybody here?” on youtube!
- ▶ Where appropriate pupils also join streams across the school to begin exploring Phase 2 Phonics and 1:1 reading sessions are also introduced.



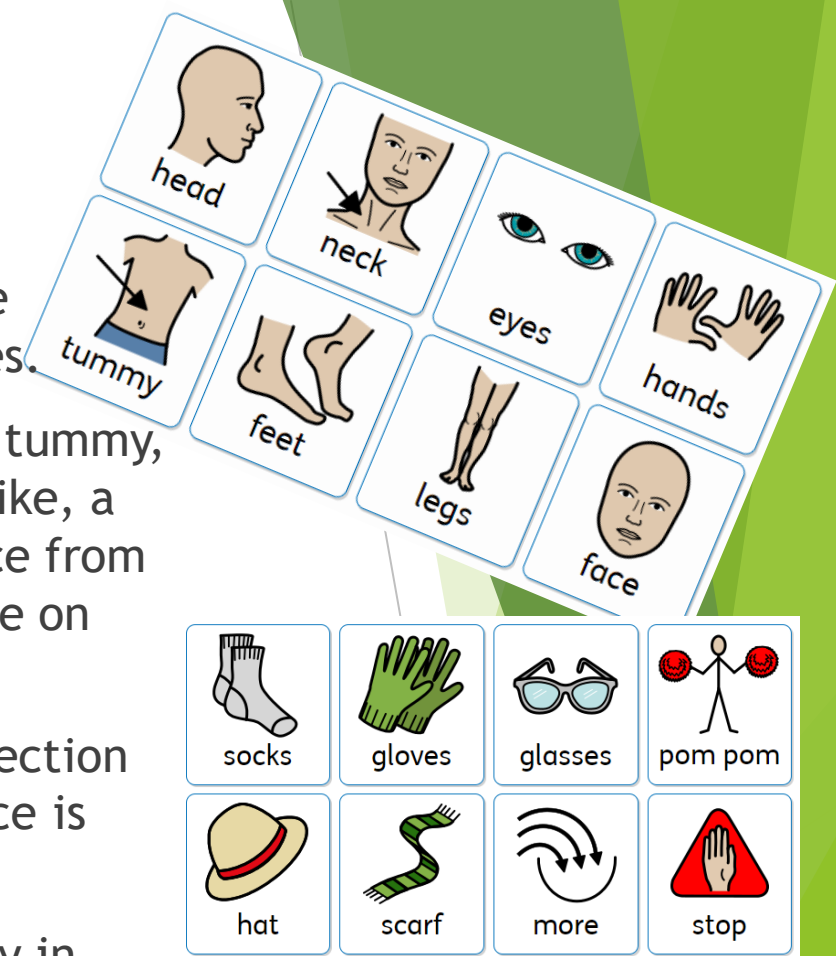
Physiotherapy

- ▶ Every pupil follows their own physiotherapy programme and works towards key targets set jointly between class staff and the physiotherapy team.
- ▶ Each child has a key member of staff who works with them on their therapy programme and attends orthotics and physiotherapy/occupational therapy reviews alongside them. This key person scheme allows pupils and staff to establish a trusting bond as well as allows the key adult to become familiar with a specific child's programme. This allows for early identification of any developing issues such as tightness or weakness as well as means feedback can be as specific and detailed as possible.
- ▶ All pupils use standing frames daily for approximately an hour
- ▶ All pupils with arm gaiters wear them daily for around 30 minutes
- ▶ Where appropriate pupils attend a twice weekly sit to stand group
- ▶ Where appropriate pupils have twice weekly opportunities to explore purposefully in their walkers
- ▶ Opportunities are offered approximately twice a week for purposeful exploration of the school using mobility aids such as walkers.
- ▶ Pupils make use of the sensory room and class sensory corner as well as the Acheeva bed to engage in their programmes as fully as possible.



Body Awareness

- ▶ A new session this term is exploring Body Awareness. Pupils experience locating and naming different key parts of their own and others' bodies.
- ▶ Activities include practising bathing a doll, washing their hands, face, tummy, head or feet as appropriate and, a favourite for children and adults alike, a dressing up game! Pupils are encouraged to choose a favourite resource from two then use symbols, tactile signing or auditory listing to select where on their body they would like to wear their choice!
- ▶ Through this session pupils are encouraged to recognise their own reflection and notice when and where on their body a chosen dressing up resource is placed.
- ▶ This activity is designed to increase pupils awareness of their own body in order to develop their proprioceptive skills and enable them to begin to label parts of their body. This skill could support children in letting adults know when something hurts and what or where this is.



Motor skills

- ▶ Through motor skills sessions pupils practise refining their fine motor skills in a range of motivating contexts. Pupils who do not use their hands experience exploring core concepts such as up, down, in and out.
- ▶ Weekly sessions include:
 - Parachute with a sensory parachute
 - Exploratory play sessions working through the texture hierarchy (starting with loose, dry mediums and working towards wetter, stickier ones,)
 - “Happy Hands” sessions working with inset puzzles, money boxes, colouring pens, playdough and more. Pupils work through increasingly challenging resource packs at a pace led by them.
- ▶ Through these sessions pupils learn to locate increasingly small resources, access, explore and finally manipulate them. Pupils move from scooping with their whole hand to tapping then grasping before beginning to use their wrist and fingers to manipulate and control resources in more complex ways.



Mathematics - to realise sets consist of individual items

- ▶ This concept is explored through number songs and exploratory play. Children are encouraged to use their hands and eyes as appropriate to explore small collections of up to five objects.
- ▶ Children are encouraged to explore the meaning of number - the “oneness of one”, “twoness of two” etc through exploring relevant objects or symbols such as animals.
- ▶ This also encourages children to recognise sets of objects consist of multiple individual items, a skill which is transferrable to a range of contexts for example communication. Children learn to seek a single symbol from a small collection of them in order to communicate their point and others learn to use their hands, and eventually fingers, to separate and explore sets of objects to gain maximum sensory feedback.



Knowledge and Understanding of the World - Human Features

- ▶ As Dormouse pupils settle into a new school year we are focussing on re familiarising them with their school environment, especially as we are now in a new classroom!
- ▶ Pupils take part in a range of sessions to encourage them to explore and engage with their environment:
 - Local area walks (*not timetabled - these take place when staffing allows*)
 - Exploratory sessions in walkers allow pupils to explore and discover as well as to develop independence (and physical!) skills
 - Cause and effect sessions encourage pupils to realise *they* can impact their surroundings. This is practised through use of switch controlled toys and music programmes, cause and effect toys such as space blankets and targeted eye gaze games such as those featured on Look2Learn
- All pupils have weekly opportunities to visit and explore the sensory room as part of their Physio sessions as well as daily use of our class sensory corner



Art and Design - 3D art and textures

- ▶ Art is a favourite topic for all of Dormouse Class! We began the term using the familiar, smooth texture of paint to design birthday balloons for our display.
- ▶ As the term progresses pupils will move towards using various 3D - both big and small - to create artwork. This could include everything from rice to wash cloths!
- ▶ Pupils will also explore the textures of different collage materials, hearing them discussed and will be encouraged to identify their preferences using more and stop.
- ▶ Key skills explored will centre around use of hands and eyes to locate, hold/dwell and manipulate. Pupils will be encouraged to generalise skills practised in Literacy and Maths such as to make choices between preferred resources, use more and stop and explore a small collection of items to select the one they would like to use.



Enrichment!

- ▶ Drop Everything And Read (DEAR) is a special 15 minutes of the day usually experienced before lunch which are treasured by staff and pupils alike. The sensory lights are activated and the main lights turned off so the entire class team can share a story together. As well as class favourites such as “Owl Babies” and “Giraffes Can’t Dance,” pupils experience excerpts from a wider range of genres such as “Goodnight Stories for Rebel Girls” or a chapter of Enid Blyton’s “The Wishing Chair” or “Faraway Tree.”
- ▶ Library sessions. Weekly library sessions have proved a popular afternoon. Split into two groups children have the opportunity to explore a focus resources table (this term centred around Judaism) as well as share a story in the magical “Enchanted Forest” zone.
- ▶ Assemblies. Each week the whole school comes together for three assemblies. A celebration assembly where pupils celebrate peers’ and their own achievements that week, a singing assembly where focus songs are sung, signed and danced to as well as a topic based assembly. For example we have been lucky enough to have a visiting vicar carry out an assembly for the children. Pupils used Makaton to label foods explored, joined in with singing known songs and practised using their listening and attention skills to focus and engage throughout the story.

