







Social, Moral, Spiritual and Cultural development

We provide opportunities throughout the year for the pupils to use their social skills in different contexts and to socialise with others. We provide opportunities for them to experience celebrations and events from both their own and other cultures, enabling them to develop their imagination and a sense of enjoyment and fascination when learning about themselves.

<p style="text-align: center;"><u>Visitors</u></p> <p>Following COVID, we are organising events and visitors to come and create unique experiences for the pupils to create opportunities for the young people: Kidenza, ASOS, Singing Hands</p>	<p style="text-align: center;"><u>Trips out</u></p> <p>We are now planning meaningful and purposeful outings for the Seymour pupils. Some examples of previous outings are: Brighton i360, K2 climbing wall, Drusilla's, Sea Life Centre 10 Pin Bowling, Jump In, Sheffield Park</p>	<p style="text-align: center;"><u>Cultural Celebrations</u></p> <p style="text-align: center;">Diwali Harvest Festival Bonfire night Remembrance Easter Egg Hunt And many more</p>
		

Communication and Personal Development

Communication is a priority area for all of the children. This may take many forms ranging from touch cues and objects of reference, to choice-making and symbol use, right up to communication using CCS books, PECs and VOCAs. All pupils work on developing their communication skills throughout the week, both when developing their relationships with peers and adults and in their learning. They receive input from a Speech and Language Therapist who also gives them a bespoke communication programme, which the Specialist Education Assistants are trained to deliver.

<p><u>Intensive interaction</u></p> <p>Times of focused interaction where the adult responds to the child's lead</p>	<p>Chailey Communication System (CCS)</p> <p>Using a bespoke categorised communication system, enabling pupils to express their thoughts and ideas</p>	<p><u>VOCA</u></p> <p>A 'high tech' communication system, often accessed by switches, touchscreen or eyegaze</p>
		

Developing relationships with peers

All pupils spend time developing relationships with their peers, and learning about themselves and others in a variety of different settings



Working with others

All pupils work with a team of skilled Specialist Education Assistant across the day developing their communication skills in a wide variety of learning environments







Patchwork Farm

All classes spend at least one learning session each week at the farm on-site or in school – handling animals, feeding and caring for them, listening and looking – developing their communication skills in a different context




Sensory development

Pupils have opportunities to focus on developing their sensory skills, and learning to use these for enjoyment and to enhance their communication and learning.

<p><u>Sensory Studio</u></p> <p>All pupils have a session each week, giving opportunities to develop their sensory awareness</p>	<p><u>Tac Pac, Story Massage, Sherborne & Sensology</u></p> <p>A set of Sensory stimuli programmes particularly valuable for students with MSI/PMLD</p>	<p><u>Dark room</u></p> <p>All pupils have access to a variety of dark room environments where they work on their visual awareness and tracking skills</p>	<p><u>Cookery</u></p> <p>Pupils have opportunities to use all their senses to explore the ingredients in a mixed social setting. This can be approached as a deconstructive session for our multi-sensory learners or following sequences, measurements and reading recipes for others</p>
			

Physical development.

Everyone has a personal physical and postural management programme. This is drawn up by the pupil's named physiotherapist and overseen during the weekly sessions the physio spends in the class. The Specialist Education Assistants are trained to deliver the programme throughout the week ensuring that the pupils have physical activities throughout their day. Postural management is built into their daily learning.

<p><u>Rebound Therapy</u> Pupils have opportunities to feel their bodies move in different ways and feel the effects of their own independent movements</p>	<p><u>Walking</u> Pupils have opportunities to develop their walking skills, and use these purposefully throughout their day</p>	<p><u>Standing</u> Most pupils have their own standers which they use daily, maintaining their joint ranges and enabling them to learn in a different position</p>
		

Biking

All pupils who are able to ride have a bike and ride it regularly developing their stamina and physical skills. They also have a great deal of fun!



Hoist walking

Pupils are able to use the hoists in the classroom for walking which gives them other opportunities to practise their walking skills and develop their stamina



Hydrotherapy

This includes differentiated and age-appropriate activities in the water, working with the Aquatics team and Physiotherapists



Box sitting

Box sitting supports pupils in developing their balance and core strength. They also have great fun sharing rhymes and songs which also support group work skills



Free Movement

Pupils have the opportunity to move independently and explore their environment in a specially equipped soft play area







Hippotherapy

Pupils have the opportunity to develop their balance and core strength whilst riding, and another setting in which to develop their communication skills



Access Technology

All pupils have opportunities to use technology to develop their understanding of cause and effect, access learning and gain greater control over their lives, or just for fun. Occupational Therapists work with the class to maximise the potential and develop of these skills.

<p><u>Powered mobility</u></p> <p>All pupils have access to powered driving platforms, initially to develop their understanding of cause and effect</p>	<p><u>Powered driving</u></p> <p>Some pupils can take these skills further and develop into independent drivers.</p>	<p><u>Switches</u></p> <p>Pupils may use one or two switches, and may operate them with their hands, heads or switches specially adapted to be used by another part of their body to give them access to learning.</p>	<p><u>Access technology (including Eye gaze)</u></p> <p>Children use a range of methods to access computers and other resources, including switches, cause and effect resources and eye gaze technology, depending on their individual needs.</p> <p>On-line safety is taught to pupils who can access the internet</p>
			

Understanding my world

Pupils for whom it is appropriate, have the opportunity to work on a literacy and numeracy skills, as well as finding out about their world.

Specific learning

Pupils work on developing their literacy and mathematical skills whilst applying them in real life settings. Activities are tailored to each child's specific learning need, with a focus on developing functional skills such as telling the time, advocating for their future and handling money. Online safety is taught to those pupils who can access the internet.



Exploring my world

Pupils learn about their world, which may involve aspects of cultural exploration, science, current affairs, history and geography, or sensory exploration (including proprioception and vestibular) according to the needs of the individual pupils.



Lunchtime Learning

Lunchtimes are learning times – this includes independence skills



Self-Help and Independence

All the young people are encouraged to be as independent as possible throughout the day

