

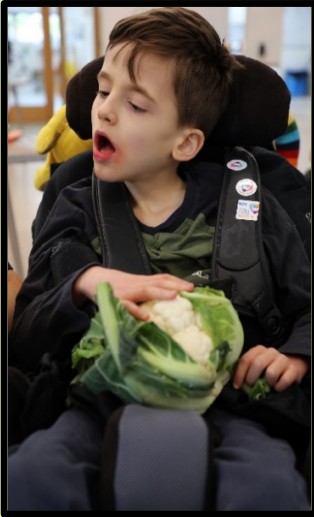


St Martin's Department Activities and Opportunities Overview 'Broad and Balanced' 2023-2024

Social, Moral, Spiritual and Cultural development.





We provide opportunities throughout the year for the pupils to develop their social skills in different contexts and to socialise with others. As they get older, they are introduced to an increasing variety of situations to help them develop their emotional resilience and social confidence. 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><u>Visitors</u> E.g., Singing Hands African Drumming Workshop Caribbean Music</p>	<p><u>Trips out</u> E.g., Brighton Sea life Centre Drusilla's 10 pin bowling</p>	<p><u>Cultural Celebrations</u> E.g., Diwali Harvest Festival Bonfire night Easter Egg Hunt</p>
		

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Communication and Personal Development

Communication is a priority area for all the children. This may take many forms ranging from touch cues and sensory cues, choice making and symbol use, right up to communication using CCS books 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 focussed interaction where the adult responds to the child's lead</p>	<p><u>Sensory Cues</u></p> <p>Sounds and textures which help pupils to know where they are and what they are doing</p>	<p><u>Chailey Communication System (CCS)</u></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>
			

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Developing relationships with peers

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



Working with others

All pupils work with a team of skilled teaching assistants 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 style="text-align: center;"><u>Sensory Studio</u></p> <p>All pupils have a session each week, giving opportunities to develop their sensory awareness</p>	<p style="text-align: center;"><u>Dark room</u></p> <p>All pupils have access to a dark room where they work on their visual skills</p>	<p style="text-align: center;"><u>Cookery</u></p> <p>Pupils have opportunities to use all their senses to explore the ingredients in a mixed social setting</p>
		

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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 teaching 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 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>Innowalk</u> Pupils are able to use our Innowalk machines. These develop both their physical and cardio strength.</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 that they use daily, maintaining their joint ranges and enabling them to learn in a different position</p>
			

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Biking

All pupils who are able have an adapted trike and ride this 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



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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



Play

Play supports pupils to develop dexterity, physical strength, imagination and a sense of fun! Many areas of learning are taught through play



Hippotherapy





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



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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. 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 specially adapted switches so they can use another part of their body to give them access to learning</p>	<p><u>Eye gaze</u></p> <p>Pupils are able to access computers using eye gaze technology. For some this develops their understanding of cause and effect, and others are able to develop play skills and some take this even further and use it for communication</p>
			

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Understanding my world

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

Subject specific learning

Pupils work on developing their literacy and mathematical skills whilst applying them in real life settings

Exploring my world

Pupils learn about their world, which may involve aspects of science, history and geography, according to the needs of the individual pupils



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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



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Immersive Space

Pupils can stimulate their imaginations and role play, or immerse themselves in the experience, as part of a topic



Music

Supporting pupils' emotional, cognitive and fostering musical development

