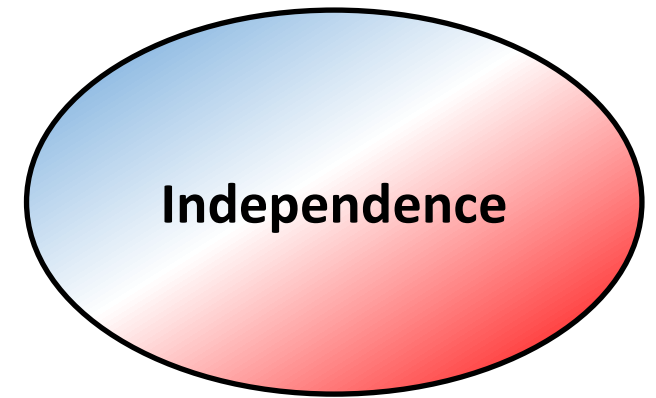
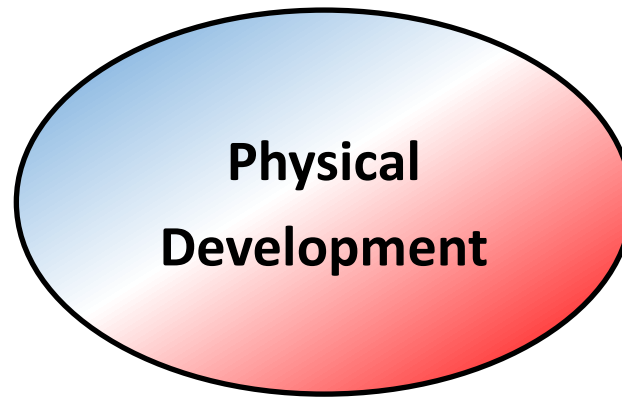
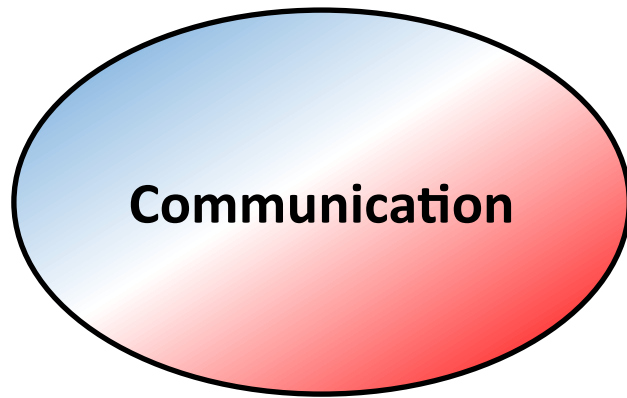




Intent, Implementation and Impact

INTENT	VISION	Oxlow Bridge will provide each student with Safe, Meaningful and Individualised Learning Experiences that enable them to communicate in a meaningful way, to be healthy and happy and to be as independent as possible				
	VALUES	Learning for Life	Aspiration and Achievement	Unity, Inclusivity and Equality		Guidance and Nurture
		Happiness and Joy	Teamwork and Collaboration	Empowerment, Growth and Independence		Respect and Resilience
	AREAS OF NEED	5 Areas of the EHC plan		5 LBBD SEND descriptors		7 EYFS Areas of learning
	5 AREAS OF ENGAGEMENT	Exploration	Realisation	Initiation	Persistence	Anticipation
IMPLEMENTATION	APPROACH	A programme of overarching topics and themes that are age appropriate and supportive of development towards personalised targets outlined in individual EHC plans.				
	5 AREAS OF LEARNING	Let’s Communicate	My Mind and Body	Feelings and Friendships	Let’s Learn	I Can Do It!!
	PRIORITY AREAS	Communication		Physical Development		Independence
	PARTNERSHIPS	Families	Health—including therapies		Social Care	Local SEN teams
		Partnership Learning Trust	Community		Portage	
	PROVISION	Life Skills and personal care routines	Consistent Routines		Multi-Sensory approaches to learning	Total Communication Approach
		SMSC	Highly trained staff		Individual Learning Plans	Nurture
IMPACT	EVIDENCE	Observational Reports	Photos		Videos	Tracking
	ASSESSMENT	Individual Personalised EHC Targets		5 Areas of Engagement		OB Development Matters
	MONITORING	Quality Assurance Processes	Regular Evaluation and Review		Assessments feed next steps	

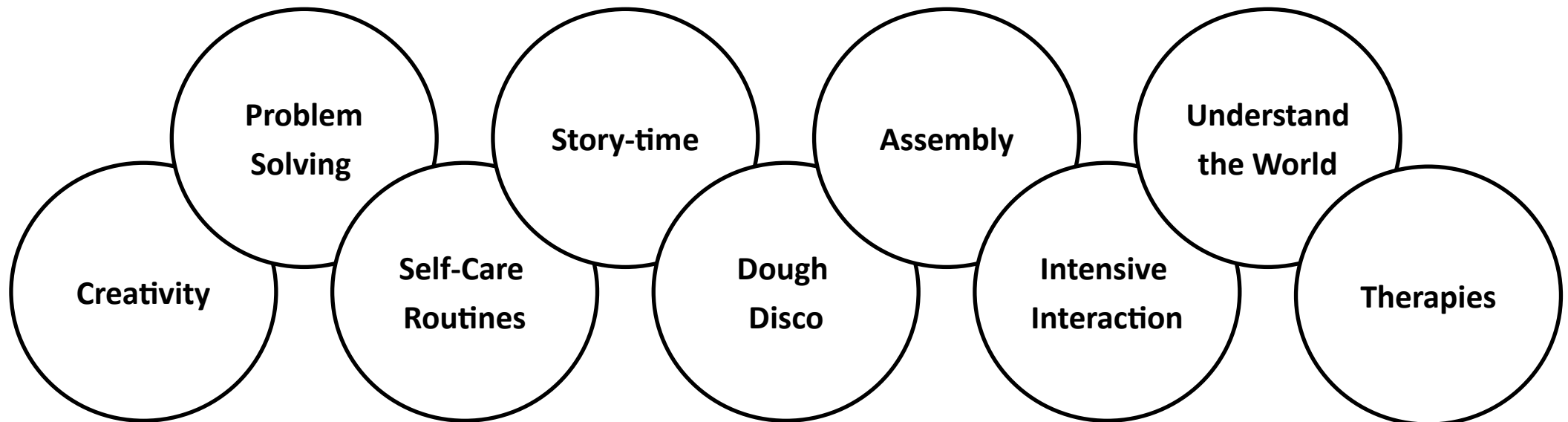


Communication, Physical Development and Independence are at the heart of everything we do.

These are not sessions that are taught separately but are embedded and intertwined within a variety of sessions (some examples of which are outlined below).

Within each session, there are opportunities for students to develop their communication, physical development and independence skills.

Every moment is a learning opportunity!



School Vision

All students will have a...

Safe **M**eaningful **I**ndividualised **L**earning **E**xperience

Safe

Appropriate safeguarding measures are put into place to ensure students are kept away from harm. This also refers to collaborative working between other professionals to ensure that any necessary interventions are put into place to ensure that students are healthy and comfortable.

Meaningful

Students will participate in activities and work towards targets that are meaningful to their own circumstances. All activities will support students in developing the skills and understanding that they will need to use later in life.

Individualised

The student will be at the centre of each decision that is made. Although they may participate in group sessions, the area of development for that individual will be different to their peer and prioritised based on their individual needs, development and circumstances.

Learning

Students will learn, develop, grow and thrive at Oxlow Bridge. Every activity and experience will be an opportunity to learn communication skills, physical development and independence.

Experience

Much of the learning that will take place at Oxlow Bridge will be experiential. Students will access a rich and varied curriculum full of new and exciting experiences that will widen their understanding of the local and wider community

“Smile”

Oxlow Bridge will be a happy environment where students and staff will smile and have fun.
“Having fun is not a diversion from a successful life; It is the pathway to it” *Martha Beck*

School Vision

Oxlow Bridge will provide each student with Safe, Meaningful and Individualised Learning Experiences that enable them to communicate in a meaningful way, to be healthy and happy and to be as independent as possible

Curriculum Intent

Communication

Students will leave school with the skills to communicate with others in a way that is meaningful to them, whilst ensuring they are heard and understood.

Physical Development

Students will leave school with a greater understanding of themselves and how to keep healthy and happy as they go into adulthood.

Independence

Students will leave school with the self-help, understanding and life-skills required to live as independently as possible.

Communication

Communication is the ability to receive, process and share information.

At Oxlow Bridge, this can take many forms depending on individual pupil needs.

Pupils may demonstrate expressive communication (sharing information) by speech, vocalisations, gestures, Makaton Signing, or by using switches, Augmentative Alternative Communication aids or picture exchange communication. This is not an exhaustive list but are the main forms of expressive communication used by our cohort.

Pupils may demonstrate receptive communication (receiving information) by understanding and responding appropriately to verbal instructions, objects of reference, environmental cues (e.g. getting excited when entering the door to the hydro-pool).

Development and progress in communication can be measured by consistency and confidence in their own communication methods. Development and progress may not be seen by mastering more and more skills but by transferring existing skills into a variety of different areas.

Communication

Pupils will learn to communicate with others to ensure they are able to advocate their wants and needs.

They will develop persistence and resilience when they are not understood by developing different methods of communication that suit their individual needs.



Physical Development

Physical Development is the understanding and management of the human body to lead a rich, safe and comfortable life.

At Oxlow Bridge, Physical Development includes, but is not limited to fine and gross motor skills.

Gross motor skills may include walking, climbing, running, jumping, balance.

Fine motor skills may include mark-making, picking up items, controlling movements to reach towards, find or tap desired items.

Physical development will also develop the control and co-ordination of body movements in order to achieve a desired result.

Physical Development includes stretching and strengthening muscles. This is often under the advice of physio and occupational therapists.

Physical development also includes the management of health and medical needs under the advice of health professionals.

Balance

Strength

Comfort

Flexibility

Health

Security

Safety

Co-ordination

Physical Development

Pupils will develop strength and flexibility within their muscles to support a healthier and more comfortable life. They will develop gross motor skills including standing, balance, walking and climbing to promote independence.

They will develop fine motor skills which will in turn support their ability to explore and embrace the world around them.

Physiotherapy

Hydrotherapy

Positional Seating

Walking Frames

Rebound Therapy

Standing Frames

Sensory Room

Dough Disco

Occupational Therapy

Independence

Independence is recognising and looking after your own wants and needs.

As with everything else, at Oxlow Bridge, levels of independence will vary from pupil to pupil depending on individual needs.

At Oxlow Bridge, self care activities are a huge learning opportunity for the development of independence.

Pupils can develop independence by supporting adults when dressing/undressing for swimming (hydro) or may be able to complete these processes for themselves.

Pupils can develop independence at snack and lunchtime by learning to advocate which foods and flavours they like, as well as, learning to feed themselves or even prepare snacks and meals.

Pupils can develop independence by communicating when they require support for toileting, or participate in and complete a toilet training programme.

Independence may be recognising when help is required and requesting this from others.

How are our priority areas delivered during Story-time?

The children participate in a sensory story based around the topic e.g. animals or space

Communication

Requesting 'more' or 'less' of a sensory stimuli.

Making a choice between 2 activities by eye-pointing, using Makaton signs or picture exchange.

Joining in with parts of the story by vocalising or using a switch.

Requesting help

Physical Development

Gross motor skills

Pupils may participate in the session whilst in a standing frame, positional seating or over a wedge.

Fine motor skills

exploring different textures and moving body parts through sensory stimuli

Tracking stimulating items with eyes/head

Independence

Requesting help using preferred methods of communication

Accepting support from adults

Advocating wants or needs when personal care needs are not met

Exploring different tastes and textures

5 Areas of Learning

	Let's Communicate	My Mind and Body	Feelings and Friendships	Let's Learn	I Can Do It!
Education, Health Care Plan	Communication and Interaction	Physical, Medical and Sensory	Social and Emotional	Cognition and Learning	Independence, Life Skills and Community Involvement
Early Years Foundation Stage 7 Areas of Learning	Communication and Language	Physical Development	Personal, Social and Emotional Development	Understanding of the World	Personal, Social and Emotional Development
				Literacy	
				Mathematics	
				Expressive Art and Design	
LBBD-Early Years-SEND Descriptors	Communication and Interaction	Sensory and/or Physical	Personal, Social and Emotional	Play, Cognition and Learning	Sensory and/or Physical

5 Areas of Learning—Implementation

Some examples of activities that the teachers may provide to implement the 5 areas of learning at Oxlow Bridge.
You can see that some activities will cover a range of areas.

Let's Communicate	My Mind and Body	Feelings and Friendships	Let's Learn	I Can Do It!
Morning Routines	Transitions	Morning Routines	Storytime/Sensory Stories	Transitions
Intensive Interaction	Self-Care Routines	Intensive Interaction	Problem Solving	Self-Care Routines
Tac-Pac	Snack/Lunchtimes	Tac-Pac	Understanding the World	Snack/Lunchtimes
Assembly	Dough Disco	Assembly	Creativity	Physiotherapy
Storytime/Sensory Stories	Physiotherapy	Storytime/Sensory Stories	Cookery	Rebound therapy
Attention Bucket	Rebound therapy	Attention Bucket	Music sessions	Hydrotherapy
Music Therapy	Hydrotherapy	Music Therapy		Sensory room sessions
	Sensory room sessions			

Further information or explanations of these activities can be found later in this document

Learning opportunities at Oxlow Bridge.

Story Time / Sensory Stories	Problem Solving	Understanding the world	Creativity	Cookery
Stories linked to the termly topic that stimulate different senses and widen the experiences of the students	A session to develop pre-maths skills. This could include number songs, exploring shapes and capacity (water/sand play) or positional awareness e.g. building blocks / puzzles etc	This could include sensory journeys/ messy play/access to outside / community access	Creative sessions linked to the termly topic allowing individual expressions as well as Physical Development, Communication and independence.	This may initially take the form of messy play or may further develop to creating snacks and meals by following instructions and recipes developing life skills and independence.
Morning Routine	Transitions	Self-care routines	Snack/lunchtimes	Assembly
Consistent morning routines across the school including colour and smell of the day as well as the weather.	Physical development should not just be walking around the school—there should be a purpose—e.g. going to hydro/rebound/assembly/to give a message etc	Toileting, hand washing, changing for hydro etc are all vital learning opportunities to develop independence.	During these sessions student develop their ability to communicate preferences as well as learning to feed themselves or even prepare snack and meals.	An opportunity for all groups to come together to celebrate success. Also an opportunity for students to experience busy environments and sharing space with others.
Music sessions	Intensive Interaction	Dough disco	Attention bucket	TAC-PAC
This is an extension of the creativity sessions, giving the students opportunities for self expression and learning cause and effect.	Can be delivered as a separate activity but can also be found within other activities	This can be done in using the online videos or can simply be an opportunity for students to explore dough developing co-ordination and strength within fingers/hands/arms	A selection of exciting items hidden within a bucket. This encourages all of the areas of engagement, particularly anticipation.	This is mainly a session to develop communication skills. However, TACPAC is also an excellent tool for proprioceptive development and an understanding of your own body.
Physio Therapy	Rebound Therapy	Hydrotherapy	Music therapy	Sensory room sessions
Physio may be delivered by the class team following physio plans. This could be incorporated into other sessions. This may be sessions spent with the Physiotherapist.	A session with a trained member of staff developing core strength, balance and communication skills.	A session in the hydro pool with a trained member of staff building strength, flexibility and co-ordination as well as communication skills	A session with the music therapist to support self expression	A session in one of our sensory rooms to support student with Visual/Hearing Impairments as well as other areas of development.

Students will have regular access to these sessions. They may take place weekly, daily or multiple times within one day.

Bridges to Success

Every term, each Key Stage will follow a new Topic Focus.

Prior to the new topic, our teachers will work with their team to develop Bridges to Success (Personalised Learning Plans) for each individual student.

The Bridges to Success will support and guide the learning for the following term/topic.

Each child within the group will be discussed separately and the child will be at the very centre of each discussion.

The discussion will include assessments around progress (or steps towards progress) that has been seen, progress towards specific EHCP targets, any new priority areas for development that have emerged.

They will then note down the EHCP targets and any additional priority areas for that individual.

The team will then consider what activities would facilitate and support development in these areas whilst linking these activities to the topic.

An example can be seen on the next page.

Spongebob

Bridges to Success



Autumn Term-Fictional Characters

	Let's Communicate	My Mind and Body	Feelings and Friendships	Let's Learn	I Can Do It!
Targets	<p>Spongebob will anticipate at least four routine activities when shown the relevant object of reference and/or Makaton sign.</p> <p>Spongebob will demonstrate his ability to indicate "more", "stop", "go" and "finished" using vocalisations, gestures, Makaton signs, single words and/or pointing to symbols on core boards.</p>	<p>To begin to recognise when he has soiled himself and/or needs the toilet.</p> <p>To use cutlery</p> <p>To ask for help when he needs it.</p>	<p>Spongebob will tolerate messy play with dry and pliable textures with adults and peers 80% of the time during the adult-led activity.</p>	<p>Spongebob will demonstrate joint attention and social interaction during Intensive Interaction sessions and in an 'Attention Bucket' small group.</p>	<p><i>*To use his walking frame to transition around the classroom and school</i></p>
Key Activities	Tac-Pac			X	
	Sensory Stories—Gruffalo / Room on the Broom / Smeds and Smoos			X	
	Lunch / snack			X	X
	Sensory Trays—Gruffalo / Witch / aliens / mermaids / pirates / unicorns (change weekly)			X	
	Attention Bucket Sessions linked to Gruffalo / Witch / aliens / mermaids / pirates / unicorns (change weekly)			X	
	Dough Disco / Playdough—"Dough disco-Pirates walk the plank" (Youtube)— Bing Videos			X	
	Rebound Therapy, Hydro therapy and time outside			X	X
	Self care routines			X	X
	Art / creativity creating Gruffalo masks, underwater scene (mermaid), potions etc			X	

* - new scruffy target written based on individual circumstances and may not be found on the EHC plan

Target Setting

At Oxlow Bridge, we use a '**Scruffy**' approach.

In practice, this means that our teachers are able to follow the notion of

"If they don't learn how we teach, then we must teach how they learn."

'SMART' (Specific, Measurable, Achievable, Realistic and Time bound) targets, restrict learning goals and do not allow for adaptation as the needs and circumstances of individuals may change. It encourages teachers to 'teach the test' and not follow the child's lead and carefully consider what is actually important for the individual.

The notion of 'SCRUFFY' targets (Student-Led, Creative, Relevant, Unspecified, Fun for Youngsters) was originally introduced by Dr Penny Lacey

It enables our teachers to use detailed assessments about children, who they are and how they learn, to truly personalise the learning offer that they receive every day. Staff are able to adapt their approach in order to suit each child's developmental level and circumstances in order to individualise the ways they work with each learner.

Dependent on learner wellbeing, the activity, and many other factors, the team will adjust their approach and goals to ensure that learning continues throughout the day for all learners.

Planning Expectations

Learners at Oxlow Bridge require a lot of repetition in order for concepts and skills to be embedded and mastered.

Teachers will therefore plan activities that will be repeated several times during a term.

Teachers create a timetable that is presented on the wall in their classroom with the intended activities that will be completed on that day.

These activities are then planned in more depth with details on personalisation for individual students linked to their Bridges to Success.

The timetable and activities are working documents that may change or develop over the weeks based on student progress and assessments.

Settling in to school

For many students, when they first join Oxlow Bridge, their experiences of being outside the family home are limited. It can therefore be highly overwhelming for them. It can take students with PMLD or Severe Learning difficulties a lot longer to settle into a school than their mainstream peers.

Settling in to the school environment and gaining trust in their staff and peers is the first hurdle our students must overcome. They need to feel safe and comfortable in order to learn or even show what they are already able to do. It is therefore imperative, that this settling in process is right for each individual.

Transitions into school are set at the pace of each individual student. Parents may attend for a number of sessions and then gradually withdraw as the student demonstrates that they are starting to feel safe and comfortable within the school and classroom environment.

Staff complete daily diaries about the students when they enter the school. These are focussed around the Leuvan Scales for Wellbeing and Involvement. These are maintained until students are generally showing high levels of wellbeing and involvement. Only at this point, can we be confident that the students are settled, comfortable and feel safe in their new environment.

These diaries will then feed the student's individual baseline assessment.

Baseline Assessments

Most students join Oxlow Bridge with an EHC plan or have applied for an EHC plan and will undertake an EHC assessment during their first year at Oxlow Bridge.

The targets outlined on these documents are a good starting point for the staff teams to work on with the students.

However, once in a school environment, it is likely that priority areas may change and students may present differently and show new areas of strength and need.

Teachers therefore complete a baseline assessment on the students once they are generally demonstrating high levels of wellbeing and involvement.

This baseline assessment is based on the Early Years Foundation Stage Development Matters document which has been adapted for the students at Oxlow Bridge.

This baseline assessment will provide a clear understanding of what the students can do and what concepts and skills they need to learn next.

This will feed, inform and enhance the targets that are agreed on the EHC plan at the student's annual review.

Assessment and Recording

At Oxlow Bridge we use Earwig to record and measure progress.

Much of the evidence and record keeping will take the form of photos and videos. These will be uploaded on to Earwig along with a teacher observation that links to the student's individual targets.

Observations and records may demonstrate that a student is working towards a target, that they have met a target or that the target is embedded/mastered.

Teachers are expected to create at least 2 records per student per week.

Teaching assistants can also support these assessments by creating their own records on Earwig for the teacher to approve and upload or by simply making notes on a tracking sheet or post-it note for the teacher to record at a later date. The input from the teaching assistants is vital. In many cases, the teacher may not be present when a target is being worked on. Especially if this is taking place during a therapy session or during self-care routines.

Teaching assistants should be fully aware of the targets for each individual student within their group and know what skills the students should exhibit to demonstrate progress.