



## St Mary and St Paul's C of E Primary School

### Stepping Stones Hub SEN unit



### Curriculum Intent, Implementation, and Impact Statement

As a school St Mary & St Paul's is committed to providing an environment where children are offered every opportunity to maximise their potential, grow in confidence and above all to be happy and safe.

To achieve this we:

- Provide a wide range of personalised learning experiences which are exciting, challenging, and accessible for all.
- Prepare children for a meaningful future by promoting independence, resilience, and lifelong learning.
- Promote tolerance and respect for individual differences, abilities, needs and beliefs.
- Create a safe, caring environment in which everyone is healthy, happy, and ready to learn.
- Foster positive working relationships with parents, multi-agency professionals and the local community.
- Maintain a culture of vigilance and commitment to keeping all children, staff and visitors safe.

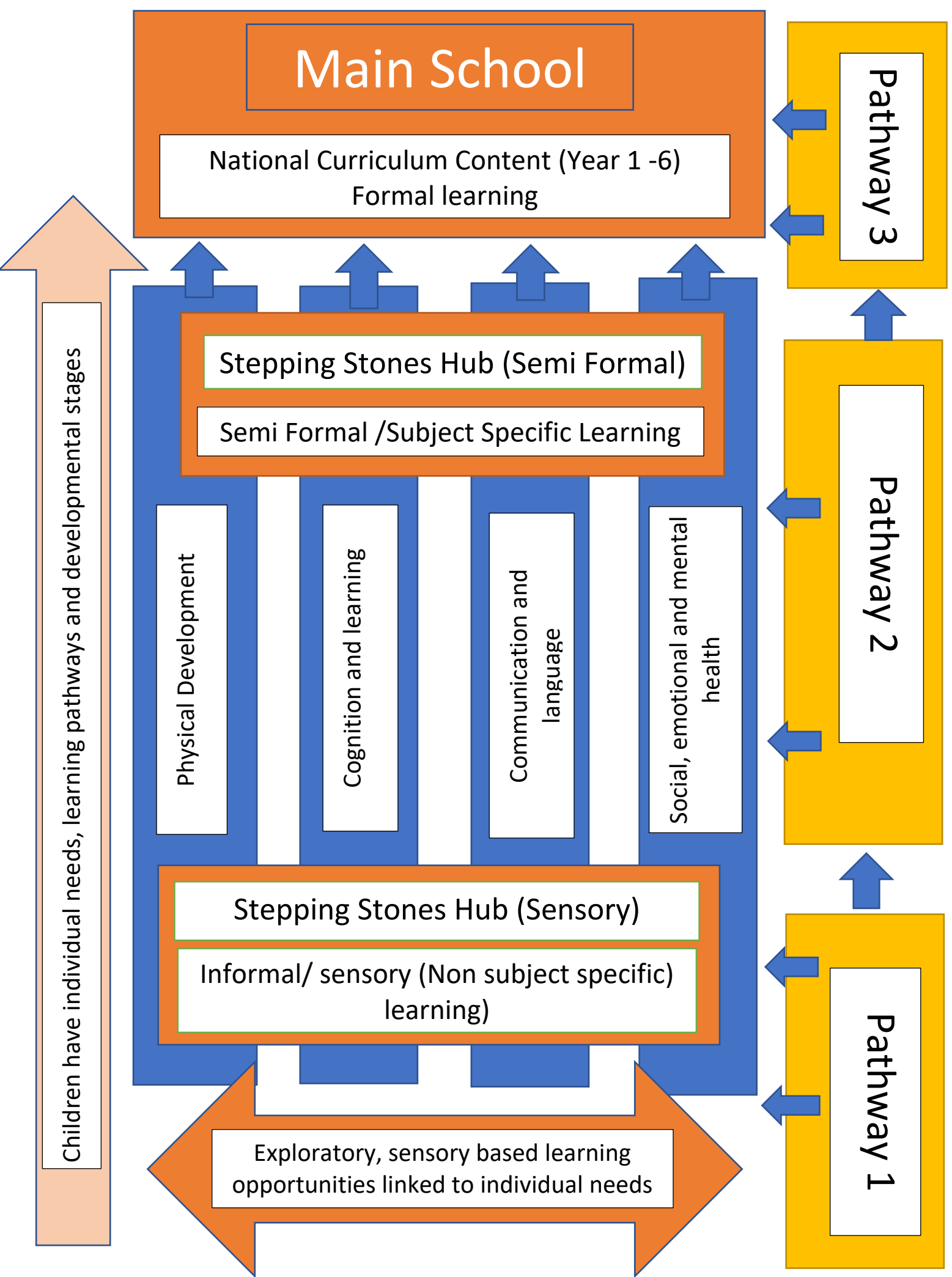
To support our most complex SEND children we have developed '**The Stepping Stones Hub**' which is split across two rooms. Room 1 focuses on children who are predominantly Foundation Stage and Key Stage 1 with lots of sensory/ASC needs. While room 2 focuses on children with a range of needs related to MLD, SLCN and SEMH.

#### Key Principals of our Stepping Stones Provision

- Children's learning is understood developmentally.
- The classroom offers a safe and secure base.
- The importance of appropriate intervention for the development of self-esteem, life skills/ independence and the learning of basic skills.
- Language as a vital means of communication.
- All behaviour is communication.
- The importance of transitions in children's lives.

*Our Stepping Stones child friendly principles are:*

1. The Stepping Stones hub is a safe place.
2. A space where everyone feels welcomed, valued and listened to.
3. We always communicate how we are feeling both verbal and non-verbal.
4. We care and show appreciation of each other – we look after each other.
5. Always be honest and move forward from mistakes.
6. To believe and love ourselves.



# Main School

National Curriculum Content (Year 1 -6)  
Formal learning

Stepping Stones Hub (Semi Formal)

Semi Formal /Subject Specific Learning

Physical Development

Cognition and learning

Communication and language

Social, emotional and mental health

Stepping Stones Hub (Sensory)

Informal/ sensory (Non subject specific) learning







Exploratory, sensory based learning opportunities linked to individual needs

Pathway 3

Pathway 2

Pathway 1

Children have individual needs, learning pathways and developmental stages

<u>Pathway 1</u>		<u>Pathway 2</u>	<u>Pathway 3</u>
<u>Stepping Stoness Hub - Sensory</u>		<u>Stepping Stoness Hub – Semi Formal</u>	<u>MAINSTREAM – Year 1-6</u>
<u>Pre-Formal/ Informal (Sensory) Curriculum</u>		<u>Semi Formal Curriculum</u>	<u>Formal Curriculum</u>
Children who are working consistently within and overtime PIVATs P4 – P5	Children who are working consistently and over time within PIVATs P5 to the early reaches of the National Curriculum	Children who are working consistently and over time significantly below age related expectations. Learning difficulties faced affect all aspects of learning	Children who can work in the National Curriculum Objectives or with interventions to support development within their year group.
SEN Needs: <b>Complex SLD, SLD/ASC, MLD</b>	SEN Needs: <b>SLD, SLD/ASC</b>	SEN Needs: <b>GLD, ASC, SEMH/ASC, ADHD, SLCN, MLD, SpLD</b>	SEN Needs: SEN Support or None
<u>Areas of Learning</u>			National Curriculum Subject Learning
<p><b>My Sensory Play</b></p>  <p><b>My Communication</b></p>  <p><b>My Physical Well-being</b></p> 	<p><b>My Independence</b></p>  <p><b>My Outdoor School</b></p>  <p><b>My Creativity</b></p> 	<p>English</p> <p>Mathematics</p> <p>Phonics and early reading</p> <p>Geography</p> <p>History</p> <p>Art and design</p> <p>Design and Technology</p> <p>IT</p> <p>Music</p> <p>Physical Education</p> <p>Religious Education</p> <p>PSHE</p> <p><b>Speech, language and communication development, social, emotional, and mental health development, physical and independence, self-care/help.</b></p>	

## Curriculum Statement for Our 'Sensory' Stepping Stones Hub



All children attending our Stepping Stones Sensory base are from our local area. It is not a local authority resource. They have considerable development delays and complex learning needs. Each of them has an EHCP and most of these children could be placed in specialist provision elsewhere. However, we are keen to educate them in their home community - their school.

Our school aims and values are unequivocal and are the reason why we educate these children at St Mary & St Paul's. We are a very inclusive school. We celebrate and welcome differences. We believe that every child deserves the best possible education. We try very hard to ensure that we cater for all children's needs however challenging this might be to do.

We have equipped ourselves well to meet the needs of these children. We have compiled a developmental curriculum for our Stepping Stones sensory children by drawing on the Equals Informal Curriculum (P4-P5) and Semi-Formal Curriculum (P4-NC). Our decision to make a bespoke curriculum to match our children's needs has been informed by:

- Our partnership with Green Meadows School from the Wellspring Academy Trust in Bradford, as part of a local authority twinning project. The project was focused on the school's Sensory Stepping Stones Hub provision and provided CPD, guidance on assessment and curriculum and resources to develop the provision.
- Our close links with Bluebell Park SLD School in Knowsley.
- The support and guidance of an ex- senior HMI who had national operational responsibility for SEND at Ofsted.
- A recently retired and greatly experienced teacher of early years' children with severe and complex needs who has offered us advice.
- The headteacher's involvement with a joint self-evaluation project arranged by three SLD schools that are part of the Merseyside School's SLD network. This focused on early year's provision.

### Children's needs and characteristics

The children in our sensory hub have complex learning difficulties. They have conditions that co-exist and overlap, principally severe and complex learning difficulties, and autistic spectrum conditions.

They are typically defined as having the following characteristics:

- Consistently and over time working between P4 and at or below the end of KS1 expectations of the National Curriculum.
- Have difficulties with communication.
- Have difficulty with abstract concepts.
- Have difficulties with concentration and attention.
- Have difficulties with short and long-term memory, sequential memory and have limited working memory.
- Have poor general knowledge.
- Have difficulties with problem solving.

- Have difficulties with generalising understanding.
- Have problems with sensory processing and the acquisition of self-care skills.

### Curriculum Intentions

We have a curriculum for our sensory hub children that meets their early development needs. In each curriculum area we have created a sequenced ladder of objectives (Equals describe the objectives as learning intentions). This is an overview:

Curriculum area	Sub area	Two examples from the sequence of objectives
My Literacy - reading		<i>To repeat words or phrases from familiar stories.</i> <i>To continue a rhyming string.</i>
My Communication	Imperative communications	<i>To respond to a greeting from a familiar adult.</i> <i>To turn take with another person.</i>
My Communication	Listening attention and	<i>To listen to stories with increasing attention and recall.</i> <i>To understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</i>
My Maths	Number	<i>To recite some number names in sequence.</i> <i>To use some number names and number language spontaneously</i>
My Maths	Shape, space and measure	<i>To begin to categorise objects according to properties such as shape or size.</i> <i>To use positional language.</i>
My Independence		<i>To put on and take off various items of clothing.</i> <i>To open containers and replace lids.</i>
My Thinking and Problem Solving		<i>To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</i> <i>To know that information can be retrieved from computers.</i>
My Sensory Play		<i>To play a game that doesn't require cooperation within it, e.g. matching pictures, snap.</i> <i>To play small group games that require some co-operation, e.g. Hide and Seek, Pass the Parcel.</i>
My Creativity		<i>To line make using a variety of different media - paint, pen, chalk, pencil, pastels, crayons.</i> <i>To begin to know that lines can be joined to create shapes and objects.</i>

My Physical Well-Being		<i>To select, access and use a wheeled toy appropriately. To engage positively with water in a swimming pool.</i>
My Outdoor School		<i>To be open to advice on the selection of suitable clothing and footwear. To be confident in touching, smelling, listening and looking.</i>
PSHE (PSHE Association)		<i>To build an understanding and vocabulary for describing the main parts of their body. To observe and make comparisons between humans and other animals.</i>

### **Curriculum implementation**

The curriculum areas and associated hierarchies of objectives are used by staff to inform their planning. The objectives in the curriculum sequence are still quite broad statements. In planning these are broken down into shorter term achievable objectives. The planning is done weekly, and this shows what is to be covered and achieved in the range of activities for the children.

The planning is supplemented by an IEP for each child. The IEP importantly contains the EHCP outcomes for the child, so these are at the forefront of planning and delivery. The IEP targets are the priority objectives for that child for the half-term ahead. They are informed by the continual assessment of the child. They are used when working individually with a child and in groups. Importantly that they are known by all staff within the sensory Stepping Stones hub, so they are cognisant of these objectives in all their encounters with the children. The IEP objectives are SMART targets written as achievements to be made over a half-term period, no longer than that. The IEP format also houses targets provided by the speech and language therapist and any additional objectives agreed with the child's parents.

Staff draw on the rich material and wealth of suggestions in the Equals documentation and elsewhere to plan suitable activities for the children that will be aimed at the objectives in the agreed Stepping Stones Sensory curriculum and IEPs. EYFS continuous provision is provided but with more support, guidance, and direction for the children as their needs warrant.

Staff use augmented communications with the children, for example, the Picture Exchange Communication System (PECS) and Makaton. They also plan activities specifically in line with the children's learning difficulties, such as using an individual work station in a separate room, pictorial timetables, sensory circuits and reduced stimuli where necessary.

We do not underestimate the importance of our hidden curriculum. This is in part of how we help children generalise their skills and knowledge. It is where staff reinforce learning that takes place in lessons and where they model the attitudes, communications, knowledge and skills we want our children to develop. Staff's encounters with children on corridors and pop-ins to lessons, are good opportunities for this to occur. These contribute to the development

of children’s personal and social skills, attitudes and understanding such as self-discipline, good behaviour, humour, tolerance, empathy, cooperation, confidence, self-esteem, knowing right from wrong, and respect for others. Of course, this happens in all schools but within the Stepping Stones hub it is more deliberate because of our children’s needs. It is a part of the intended curriculum. The independence curriculum is in part delivered in real situations such as 'welcome', snack and lunchtimes.

**Curriculum assessment (impact)**

We have a corresponding assessment tool that enables us to incrementally record children’s development and achievement of the objectives. This covers the following areas and clearly indicates stages of development:

<b>Personal and Social Development</b>		
Making Relationships	Self Confidence and Self Awareness	Managing Feelings and Behaviour
<b>Communication and Language</b>		
Listening and Attention	Understanding	Speaking
<b>Physical Development</b>		
Moving and Handling	Health and Self Care	
<b>Literacy</b>		
Reading	Writing	
<b>Maths</b>		
Numbers	Shape, Space and Measure	
<b>Understanding the World</b>		
People and Communities	The World	Technology
<b>Expressive Arts and Design</b>		
Exploring and Using materials	Media and Being Imaginative	

We also use Google Docs to record photographic evidence of achievement that informs staff’s use of the development tracker.



## Curriculum Statement for Our 'Semi Formal' Stepping Stones Hub



All children attending our Stepping Stones Semi formal base are again from our local area. It is not a local authority resource. They have considerable learning delays and complex social, emotional and language needs. Each of them has an EHCP or are undergoing assessment and most of these children could be placed in specialist provision elsewhere. However, as with the children who attend our sensory Stepping Stones hub we are keen to educate them in their home community - their school.

Our school aims and values are unequivocal and are the reason why we educate these children at St Mary & St Paul's. We are a very inclusive school. We celebrate and welcome differences. We believe that every child deserves the best possible education. We try very hard to ensure that we cater for all children's needs however challenging this might be to do.

We have equipped ourselves well to meet the needs of these children. We have compiled a developmental curriculum for our Stepping Stones 'Semi-Formal' children by drawing on aspects of the EYFS framework and early stages of the National Curriculum. Our decision to make a bespoke curriculum to match our children's needs has been informed by:

- Our partnership with Green Meadows School from the Wellspring Academy Trust in Bradford, as part of a local authority twinning project. The project was focused on the school's nurture provision and provided CPD, guidance on assessment and curriculum and resources to develop the provision.
- Our close links with Bluebell Park SLD School in Knowsley.
- The support and guidance of an ex- senior HMI who had national operational responsibility for SEND at Ofsted.
- A recently retired and greatly experienced teacher of early years' children with severe and complex needs who has offered us advice.
- The headteacher's involvement with a joint self-evaluation project arranged by three SLD schools that are part of the Merseyside School's SLD network. This focused on early year's provision.
- A commitment as a school to make sure our children feel happy, safe and confident and have access to a curriculum that meets their individual needs.

### Children's needs and characteristics

The children our Semi Formal Stepping Stones hub have a range of SEND difficulties. They have conditions that co-exist and overlap, principally Moderate Learning Difficulties (MLD), Autistic Spectrum Conditions (ASC), Social, Emotional and Mental Health Needs (SEMH) and Speech, Language and Communication Needs (SLCN).

They are typically defined as having the following characteristics:

- Consistently and over time working well below their age related expectations
- Have difficulties with communication.
- Have difficulty with abstract concepts.
- Have difficulties with concentration and attention.



- Have difficulties with short and long-term memory, sequential memory and have limited working memory.
- Have poor general knowledge.
- Have difficulties with problem solving.
- Have difficulties with generalising understanding.
- Have problems with sensory processing and the acquisition of self-care skills.
- Have difficulties with social interactions
- Have additional individual health needs

### **Curriculum Intentions**

We have a curriculum for our Stepping Stoness (Semi-Formal) Hub children that meets their development and individual needs. The curriculum is primarily based on the National Curriculum subjects with additional communication, personal, social and emotional development. A termly overview document provides a breakdown of the subjects and objectives covered each term.

The Semi Formal curriculum offer is a subject led curriculum with a topic/unit of work lasting for a two week block. For example, a two week block on Geography, followed by a two week block with a History focus etc. These learners access all National Curriculum subjects with careful differentiation and adaptation together with additional work around personal, social and emotional development as well as SLCN being key areas. Core subjects are delivered alongside communication, independence, arts and sensory input. A strong focus is placed on play based activities to strengthen and develop learning across all areas as well as the development of social skills and interactions.

### **Curriculum implementation**

The curriculum areas and objectives are used by staff to inform their planning. The objectives in the curriculum sequence are still quite broad statements. In planning these are broken down into shorter term achievable objectives. The planning is done weekly, and this shows what is to be covered and achieved in the range of activities for the children.

The planning is supplemented by an IEP for each child. The IEP importantly contains the EHCP outcomes for the child if applicable, so these are at the forefront of planning and delivery. The IEP targets are the priority objectives for that child for the half-term ahead. They are informed by the continual assessment of the child. They are used when working individually with a child and in groups. Importantly that they are known by all staff within the semi formal Stepping Stones hub, so they are cognisant of these objectives in all their encounters with the children. The IEP objectives are SMART targets written as achievements to be made over a half-term period, no longer than that. The IEP format also houses targets provided by the speech and language therapist and any additional objectives agreed with the child's parents.

Within the semi formal hub staff also plan activities specifically in line with the children's individual and developmental learning difficulties, such as using an individual work station in a separate room, pictorial timetables, sensory circuits and reduced stimuli where necessary.

We do not underestimate the importance of our hidden curriculum. This is in part of how we help children generalise their skills and knowledge. It is where staff reinforce learning that takes place in lessons and where they model the attitudes, communications, knowledge and skills we want our children to develop. Staff's encounters with children on corridors and pop-ins to lessons, are good opportunities for this to occur. These contribute to the development of children's personal and social skills, attitudes and understanding such as self-discipline, good behaviour, humour, tolerance, empathy, cooperation, confidence, self-esteem, knowing right from wrong, and respect for others. Of course, this happens in all schools but within the Stepping Stones hub it is more deliberate because of our children's needs. It is a part of the intended curriculum. The independence curriculum is in part delivered in real situations such as 'welcome', snack and lunchtimes.

### **Curriculum assessment (impact)**

We use the Lancashire PIVATs document as our main assessment tool that enables us to incrementally record children's development and achievement of the objectives particularly within the core subjects and around their social and emotional development. Within the other National Curriculum subjects we assess the children against the learning objectives being covered within each topic.

In addition as an ongoing record we also keep large 'Pink' floor books to highlight and celebrate the 'additional' opportunities the Stepping Stones hub provides our children above and beyond the National Curriculum.

### **Continuous Provision within our Stepping Stones Hub**

Across all our Stepping Stones Hub provision (both Sensory and Semi-Formal), we focus on the importance of continuous provision to help children build relationships with others, develop the importance of language and communication, social interactions and exploration of the world around them.

The children have time to play daily with a range of toys and activities to build social opportunities and to ensure they are learning the skills to work with others. Continuous provision areas can be shared between the 2 rooms or can be duplicated depending on the individual needs of the children.

Areas can include but are not restricted to:

- Reading/Sensory story
- Mark Making / creative area
- Visual Awareness
- Light/dark area
- Tactile exploration
- Water
- Sand
- Construction
- Sensory boards
- Role Play

An important feature of our Stepping Stones provision is that the pupils feel 'safe' and at home. There should be lots of photos of the children up and furniture should be 'homely' and familiar, such as sofas and bookcases. Part of this is to have daily snack, to promote communication and healthy eating habits together. Pupils have the responsibility of setting the table, preparing the snack and choosing where their peers sit, there is always a conversation started to help pupils.

### **Outdoor learning within Our Stepping Stones Hub**

The outdoor environment should be an extension of the classroom. Outdoor area should be planned for and resourced appropriately. Our Stepping Stones hub has a separate outdoor space for the children to use and as with our indoor continuous provision areas outdoors may include but are not limited to:

- Reading/sensory story
- Music
- Visual awareness
- Sand
- Water
- Physical Development – riding of bikes, building blocks etc.
- Mark Making

### **Learning through Play**

At St Mary & St Paul's we value the importance of play and how it helps our SEND children to meet their full potential. Play is a vital tool to support children to engage in an activity for enjoyment and promote learning. We ensure all children have access to play at all times. We facilitate play throughout the daily routine to actively engage all children, appropriate to their individual needs and abilities. We carefully plan a range of activities to reflect the children's growing abilities and support them to explore play with their peers and adults. As our children play, we see growth in their confidence, self-esteem, cooperation, communication, gross/fine motor skills and their social interaction. They see learning as fun and enjoyable.

### **The role of play related to learning**

By taking a closer look at children's play, we see that it does more than stimulate physical, social-emotional, and creative development. Play is also the primary means by which children experience the world through investigation to help shape their understanding about how the world works.

### **How we provide a play based curriculum**

Within Our Stepping Stones Hub we look at each child as an individual and carefully explore each child's unique interests and what motivates them. We develop play activities that they are excited to take part in and also meet their individual needs.

We do this by:

- setting up the play environment to suit the needs of the children;
- providing materials that the children want to explore;

- creating every opportunity to develop play;
- using teaching strategies that support each child;
- using a range of environments to facilitate play;
- allowing time for the children to actively explore as they play.

Throughout these planned play experiences we observe the interaction between children, their peers and adults and integrate communication targets and objectives.

### **Observing play**

We value play in all its forms and observations may be incidental (observed in passing such as on the playground) or planned (based on targets and objectives to support the development of play skills and communication). Through close observation we often get a different insight of the child in their most relaxed state. Observation is about watching the children's action, expression, gestures and behaviours and watching their preferred mode of communication, independence and confidence develop.

