

Sladewood Academy
Curriculum booklet
2025-2026



SLADEWOOD
ACADEMY

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ACADEMY

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OUR VISION

To offer an inclusive and therapeutic community that commits to ensure pupils within our care are:

- *safe*
- *happy*
- *curious, and*
- *purposeful learners.*

Every pupil must be provided with opportunities to progress academically, socially and emotionally to achieve the best they can.

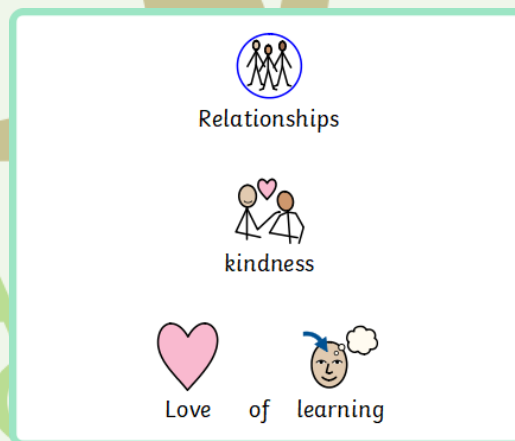


“Together we will Thrive”

Where we will create a community of play, laughter, acceptance, curiosity, empathy and a love for learning where strong relationships are at the centre of what we do.”

OUR VALUES

We champion our values by embedding them in the life of our school, and making them the focus of our assemblies, displays, and peer discussions. Our key values are:



On leaving the school, we will ensure children have been exposed to a broad and balanced education so they have the knowledge, social skills and confidence to *Thrive* in the next chapter of their journey.

We value everyone having a voice within our community, this is why around our school you will see a total communication environment enabling all to feel valued and able to voice their views, needs and wants.

OUR ETHOS

At Sladewood our vision and values are upheld by our ethos. Our commitment to these six areas below allow our students to thrive:

Total Communication - We ensure that communication is part of everything we offer, allowing everyone to have a voice within the school community. Whether this be through voice, sign, picture or symbol, low or high tech AAC. Total communication.



Trauma Informed, relational school – provision of therapeutic practices to support the physical and emotional development of pupils that have been subjected to, or harmed by trauma. Restorative practices to build, maintain and repair relationships and resolve conflict in a relational manner.



Specialist interventions – delivered by highly skilled professionals to support and challenge the development of all children, removing barriers to learning to allow full access to the curriculum.



Curriculum – a specialist curriculum, with stages, designed to support the individual needs of the pupils and provide them with the knowledge and skills needed for growing independence and confidence to thrive in their next steps of education.



Teaching and Learning – high quality teaching delivered by dedicated practitioners to ignite young minds via an inspiring and relevant curriculum.



Community – to achieve high aspirations for our children, we recognise the essential need for strong partnerships with families, carers and all professionals and we will strive to ensure these.



OVERVIEW OF THE CURRICULUM

Intent/ What:

At Sladewood we ensure a knowledge-rich learning curriculum that has breadth, depth and relevance to meet the need and interests of all pupils. The curriculum is planned sequentially and managed to ensure that all pupils gain knowledge and skills to ensure they are well prepared for the next stage in their education. Learning is woven into every part of our day, happening continuously across all areas and activities. Our children will develop a love of learning that inspires them to engage with all topics and subjects which in turn will support them to become curious lifelong learners.

Implementation/ How:

Our aim is for all pupils to have fun whilst learning key skills and knowledge that will equip them for life. Developing independence is a core focus at our school, and we are committed to supporting every student, regardless of the severity of their disability or needs, we will aim to support our pupils to become more independent in all areas of their lives.

Sladewood School provides high quality teaching. Teachers carefully assess each pupil's abilities. Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas. Teachers also plan the next individual pupil's steps in all curriculum areas. Teaching is informed by the planned and sequenced knowledge and skills in all areas of teaching and learning. Alongside this, teachers identify the strategies that each pupil needs to access the curriculum and engages to achieve and make progress.

The core subjects at our school are English, Maths and Personal, Social and Emotional Development (PSHE) and the rest of our week is made up of Foundation subjects that meet the wider academic and emotional needs of our pupils. The academic curriculum is supported by a wealth of extra-curricular opportunities that will further add to the development of the whole child.

When judging the outcomes of the pupils' achievements we take the following into account:

- the age and starting point of the pupils
- the extent of their special educational needs
- the national expectations
- the individual targets/outcomes for the pupils
- the preparation needed for the pupil to be successful in the next stage of their education.

Throughout the school; life skills, practical skills, functional skills and personal skills form an integral part of the curriculum. Active learning and physical activities play a high profile in the curriculum. Alongside this, health and well-being of all pupils is paramount and, in this context, healthy lifestyles and mental health is actively promoted across all curriculum areas through targeted activities and interventions such as THRIVE, Sensory circuits and Restorative Practice.

Through drop down curriculum days, pupils gain a greater understanding of the world around them with a specific focus on celebrations, other countries/cultures and foods. Pupils are also made aware of the local community through trips and links with members of the public, local businesses and other relevant parties.

Environmental/Outdoor education is taught through forest school sessions, weekly outdoor learning lessons and through assemblies that cover topics such as recycling and horticulture.

Parents and carers are informed of the curriculum units being covered in termly medium-term plans and newsletter items. All stakeholders have access to the long-term plan for each subject via the website. This shows the content, skills and progression mapped out for each subject.

Impact/ Why:

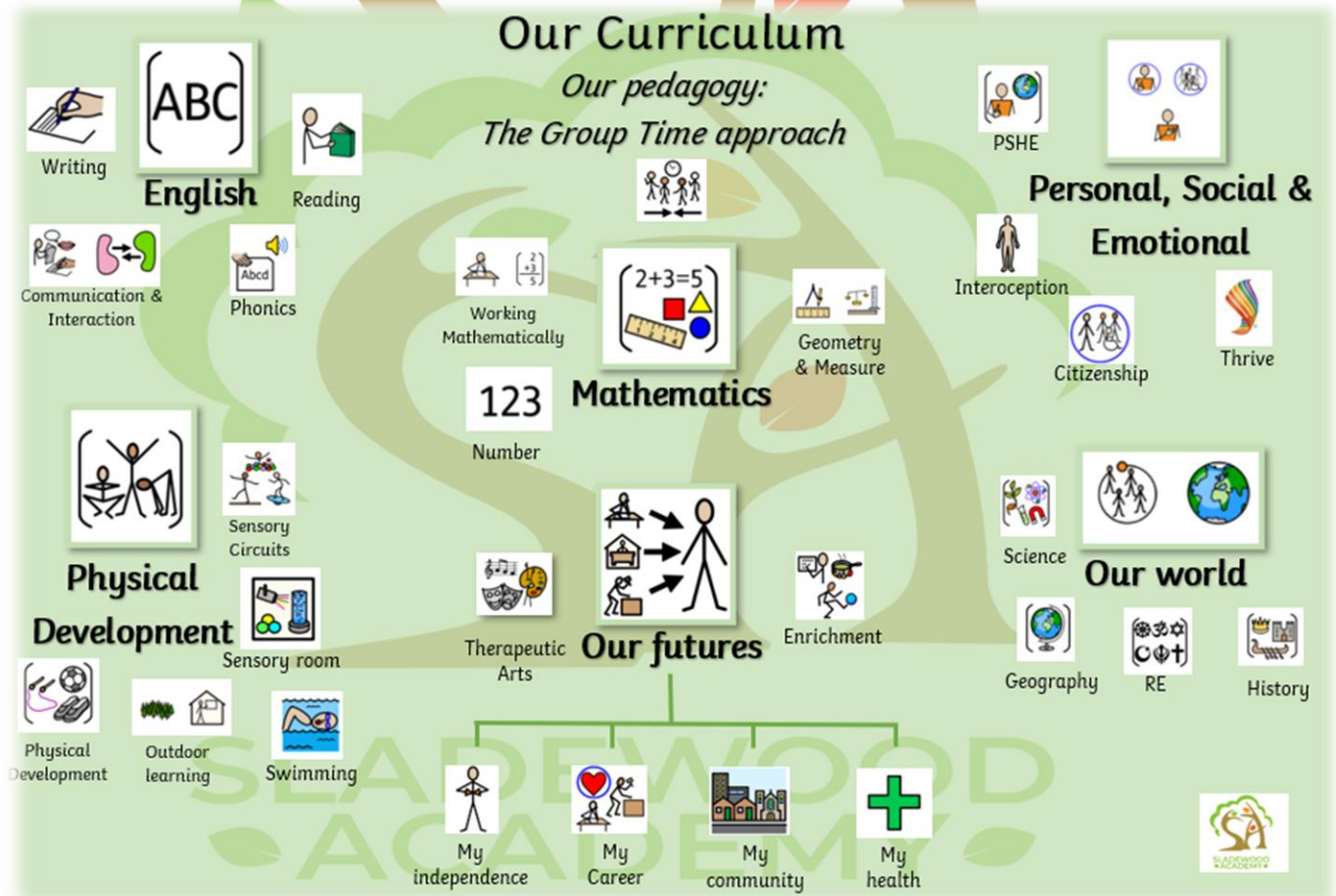
The aspiration for all pupils that attend Sladewood is that they achieve their potential in all aspects of their development. The outcome of the curriculum ensures that pupils are prepared for their next steps in education and beyond. Sladewood school works with Secondary education providers to ensure the curriculum prepares them for their next steps in education. Each year the curriculum is monitored, reviewed and evaluated to ensure it suits the needs of the pupils.

All achievements and progress are celebrated. Our pupils leave Sladewood with the confidence to take their next steps independently, having gained the necessary life skills to support this, at the appropriate level for their need.

The curriculum is inclusive and therapeutic which ensures that all individuals feel safe, happy, curious and purposeful within their learning. All pupils will have opportunities to progress academically as well as socially & emotionally to reach their full potential.

Everyone at Sladewood will ensure we will work towards our vision of **“Together we will Thrive”**. **Where we create a school community of play, laughter, acceptance, curiosity, empathy and a love for learning.**

On leaving the Sladewood community pupils will have been exposed to a broad and balanced education where they have the knowledge, skills and confidence to thrive in their next steps of education.



OUR PROVISION

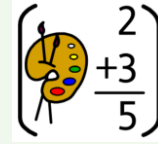
At Sladewood academy we have three provisions for our students:



Learning to Learn



Bridging



Subject specific

At Sladewood academy, we pride ourselves on being a nurturing special school with an outstanding provision. We are dedicated to creating an inclusive and supportive environment for all students. Our approach ensures every child receives the attention and resources they need to thrive. Our universal offer underpins every aspect of our school life. For example, we maintain high staffing ratios and strive for small class sizes to allow students to receive the attention and individualised learning that they need.

Throughout their learning at Sladewood Academy, we prioritise creating meaningful experiences that build each pupil's knowledge, skills, and understanding, enabling them to become increasingly independent in their daily lives. We explicitly teach foundational learning skills within our 'Learning to Learn' provision, providing a strong base that seamlessly leads into subject-specific learning. For all our pupils, we place a strong emphasis on life skills development, ensuring that opportunities are carefully matched to each child's individual level and needs. At Sladewood, our children experience a broad and balanced curriculum that nurtures curiosity, independence, and a lifelong love of learning, empowering them to grow and thrive both now and in the future.

At Sladewood, we create opportunities for students to build their interests, take on responsibilities and make choices, building their confidence. Another thread throughout our school is our approach to Total Communication. All pupils are supported to engage in social communication opportunities with peers, family and other key people in their lives. Students engage with the local community through activities and outings, ensuring they can participate fully and confidently.

We offer activities that enhance body awareness and coordination, such as Interoception and physical development, Thrive, swimming, specific fine/gross motor lessons, forest school sessions and learning outdoors. These activities promote physical fitness, motor skills, confidence, and social interaction, supporting overall well-being. However, by grouping pupils into pathways, we tailor our approach to meet the individual needs of each child. This allows us to plan effectively, ensuring that our curriculum, environment, and resources are perfectly suited to support their growth. Our dedicated staff receive high quality training to provide the best care and education possible.

Currently, we estimate the following percentage of pupils will fall into the following pathways:

Sladewood academy			
	Learning to Learn	Bridging	Subject specific
EYFS	42%	43%	15%
Years 1 & 2	50%	40%	10%
Years 3 & 4	38%	37%	25%
Years 5 & 6	20%	20%	60%

Learning to learn Pathway

Pupils: (characteristics of the pathways learners)



Communication: Students often exhibit pre-verbal communication skills.

Sensory requirements: They have significant sensory needs which may have an impact on their ability to engage.

Cognition and learning: Working on foundational learning skills not yet ready for subject specific learning – developing attainment and interaction skills

Social interactions: May not independently seek, or have opportunities for, social interactions. Require substantial support to develop social/interaction skills.

Managing transitions: Limited ability to transition, high level of support needed

Independence and health needs: Likely to have intimate care needs and lack an awareness of safety, requiring careful attention.

Provision:

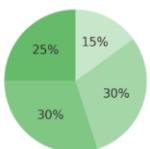
The Learning to Learn Pathway at Sladewood Academy provides a supportive, nurturing environment for pupils who need to develop foundational skills in readiness, communication, and life skills before moving on to subject-specific learning. We recognise that our pupils are at different stages, and the pathway ensures every child receives individualised support to develop the essential skills for future learning and independence. Lessons use subject areas as a vehicle for Learning to Learn targets, focusing on engagement, attention, communication, social interaction, sensory and physical development. Core skills like maintaining attention, turn-taking, making choices, and following adult direction are embedded within enjoyable and meaningful contexts.

Classrooms are low-stimulus and carefully structured, with clear zones for sensory regulation, focused learning taught using our bespoke Group Time approach, play, and life skills, alongside safe outdoor learning. Spaces are designed to accommodate intimate care needs and sensory exploration. We operate within a Total Communication environment, using Makaton, signing, symbols, AAC, and objects of reference, ensuring all pupils can express needs, make choices, and engage meaningfully. Social communication is developed through structured opportunities with peers, adults, and the community.

Pupils develop independence, emotional regulation, and daily living skills through consistent routines, supported toileting, dressing, cutlery use, and sensory regulation activities, helping them build confidence and autonomy. Sensory exploration and physical development are prioritised through sensory circuits, Interoception activities, outdoor learning, and targeted fine and gross motor work, encouraging pupils to explore safely and with curiosity.

We maintain high staffing ratios, ensuring pupils receive consistent, individualised support from skilled staff using trauma-informed and sensory-responsive approaches. Ongoing CPD ensures our team can provide the highest quality care and education for every child at Sladewood.

Curriculum:



■ Cognition and Learning
■ Communication and Interaction
■ Personal, Social, Emotional & Mental Health
■ Sensory and Physical Development

Aspirational aim:

Pupils will have developed effective communication and engagement strategies and skills. They will be able to communicate their needs, feelings and make appropriate choices to engage and interact socially with peers with adult support. Pupils will be engaged and present within the community with a high level of support.

Bridging

Pupils: (characteristics of the pathways learners)



Communication: Pupils are developing early communication skills; they are able to show a preferred method of communication. They still need some support to communicate within adult directed tasks but are mostly able to communicate their needs and wants using their preferred method.

Sensory requirements: The Pupils may have sensory processing needs but are developing strategies to regulate with adult support, enabling increased engagement in learning activities.

Cognition and learning: Pupils have made progress with their foundational learning skills and are beginning to access aspects of subject-specific learning with high levels of adult support and adapted approaches.

Social interactions: Pupils may engage in social interactions with encouragement, requiring support to initiate, maintain, and respond within social situations.

Managing transitions: Pupils may find changes challenging but are developing the ability to transition between activities and environments with structured support.

Independence and health needs: Pupils may still require personal care support but are developing independence in daily routines and an emerging awareness of personal safety.

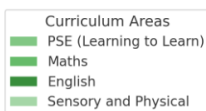
Provision:

The Bridging Pathway at Sladewood Academy offers a structured, nurturing environment for pupils transitioning from foundational Learning to Learn skills towards subject-specific learning. Pupils in this pathway are assessed to determine which subject areas they are ready to access, allowing them to build subject knowledge and skills within a highly adapted and supportive framework. While not all pupils may access the full breadth of the curriculum immediately, they engage in meaningful subject learning in areas they are ready for, alongside continued work on Learning to Learn targets such as communication, engagement, attention, and independence.

Classrooms are structured with clear visual supports and routines, creating zones for focused learning taught through our bespoke Group Time approach, sensory regulation, independent and collaborative work, and safe exploration. Outdoor learning opportunities are integrated to enhance learning and well-being. We operate within a Total Communication environment, using Makaton, signing, symbols, AAC, and objects of reference, supporting pupils to express themselves and participate meaningfully across learning activities. Structured opportunities support the development of social skills with peers, familiar adults, and the community.

Pupils develop daily living skills and independence, practising dressing, toileting, and managing personal needs, while developing resilience and confidence within structured routines. Sensory exploration and physical development remain integral, supporting pupils' readiness for learning. High staffing ratios ensure individualised support, delivered by staff skilled in communication-focused, sensory-responsive, and trauma-informed approaches. Ongoing professional development ensures staff can deliver high-quality education and care, enabling each pupil to achieve their potential.

Curriculum:



The Bridging Pathway offers a flexible and individualised curriculum blending subject-specific learning with continued development of Learning to Learn skills. Weighting key for example curriculum can be seen in the previous box.

Aspirational Aim:

Pupils within the Bridging Pathway will develop effective communication and engagement skills, enabling them to express needs, feelings, and preferences confidently with some independence. They will engage in learning and interact socially with peers and adults, be able to apply their subject knowledge within their daily lives and participate safely and confidently in school and within the wider community with support.

Subject specific

Pupils: (characteristics of the pathways learners)



Communication: Pupils are developing functional communication skills, using their preferred methods (verbal, signing, AAC, symbols) to communicate needs, wants, and ideas across different contexts. They may still require support in unfamiliar situations but can engage effectively within adult-directed and independent tasks.

Sensory requirements: Pupils may have sensory processing needs but are developing self-regulation strategies with support, allowing them to engage successfully in classroom and wider school activities.

Cognition and learning: Pupils are accessing a full, subject-specific curriculum, building knowledge and skills across subject areas while developing their ability to apply learning to real-life contexts.

Social interactions: Pupils engage in social interactions with peers and adults, requiring occasional support to navigate social situations and build positive relationships.

Managing transitions: Pupils can transition between activities and environments with increasing independence, using visual supports and routines to manage changes confidently.

Independence and health needs: Pupils may continue to require some personal care support but are developing greater independence within daily routines and an awareness of personal safety.

Provision:

The Subject-Specific Pathway provides a bespoke structured, nurturing environment where pupils with SEN can access all areas of the curriculum while continuing to develop personal, social, and independence skills. Pupils engage in a broad, balanced curriculum, including:

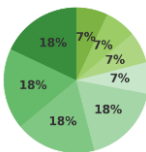
Core subjects: Maths, English, Phonics, PSHE

Foundation subjects: Our World, Therapeutic Arts, Our Futures, Physical Development

Learning is structured using our bespoke Group Time approach to ensure subject knowledge and skills are explicitly taught, assessed, and embedded, with opportunities to apply learning to real-life situations to develop functional and meaningful understanding. Personal development remains central, delivered through structured PSHE, Our Futures, Thrive, and Interoception sessions, supporting emotional regulation, social skills, and independence.

Classrooms are structured with clear routines and visual supports, creating environments that promote focus, calm, and independence. Zones for focused learning, collaborative work, and sensory regulation are used to meet individual needs, with outdoor learning integrated to enhance well-being and engagement. A Total Communication environment ensures pupils can express themselves confidently and engage fully with the curriculum. Staff use Makaton, signing, symbols, AAC, and objects of reference to scaffold communication across all learning opportunities. High staffing ratios allow for individualised support, ensuring pupils are appropriately challenged within their learning while developing their independence and resilience. Staff are skilled in communication-focused, sensory-responsive, and trauma-informed approaches, with ongoing professional development ensuring high-quality care and education.

Curriculum:



English (18%)	Our World (7%)
Maths (18%)	Our Futures (7%)
Phonics (18%)	Therapeutic Arts (7%)
PSHE (18%)	Physical Development (7%)

Aspirational Aim:

Pupils within the Subject-Specific Pathway will develop the knowledge, skills, and confidence to access and progress within a broad curriculum. They will be able to communicate effectively, engage in learning, interact socially, and apply subject knowledge within real-life contexts. Pupils will participate safely and confidently within school and the wider community while continuing to build independence.

OUR PEDAGOGICAL APPROACH

Group Time - Whole school pedagogical approach to teaching & learning

What is group time?

Group Time is our whole school approach that structures our lessons (teaching input and learning carousels) and will support our children to make progress across all areas of the curriculum. We will be using "Group Time" to develop a love of learning. We want our children to be excited by the learning process and to attend learning without high scaffolding from adults. Group Time has elements of the Attention Autism practices, the curiosity programme, intensive interactions, TEACCH, functional language development, the use of communication aid and gestalt language development throughout the stages within this pedagogical approach.

Group Time intent:

- Allows our children's strengths to shine- visual processing
- Develop their ability to attend
- Develop communication/interaction/language skills
- Develop subject knowledge
- Develop independent learning skills
-



Our children will then be able to use the skills they have learnt within our group sessions to support them moving forward in their education within daily life skills in the wider community. We will have supported all our students to become curious individuals who will be able to thrive due to their love of learning

Why do we use Group Time?

Autism is usually linked to difficulties with social communication and interaction, and restrictive or repetitive behaviours and attention which can impact on a young person's ability to access their learning and the social aspects of school (National Autistic Society, 2003; British Psychological Society, 2016). Therefore, it is important to find ways of supporting young people on the autistic spectrum, which are evidence-based, positive, and feasible for schools to implement. Through research and training we have now combined elements of Attention Autism, TEACCH, Gestalt language processing strategies, the use of communication aids and functional language development strategies to create our schools Group Time pedagogical framework.

Attention Autism has informed the structure of our group sessions - Attention Autism (AA) is an approach developed by Gina Davies (specialist speech and language therapist), which provides a framework and set of strategies that can be used by school staff to build the communication, interaction and attentional skills of autistic learners (Watson, Davies & Winterton, 2017). The key principle of AA is that children are offered an 'irresistible invitation to learn' by using highly motivating and engaging activities, which are worth paying attention to and communicating about (Davies, 2017). The activity style and structure of Attention Autism will greatly support our learners at school as it allows the child to opt in spontaneously, rather than being pressured to communicate and learn.

The elements that we will be taking from the TEACCH strategy will be their use of visuals, the elements which help reduce ridged thinking and the ways in which they develop independent learning skills which can be taken forward into later life. The theory behind TEACCH's visual aids is to use visual structure to direct attention to important and relevant information and to use visual supports to enhance meaning and understanding of more abstract concepts.

Visual processing is a strength of our autistic learners and by supporting them through visuals we are lessening executive functioning difficulties (Wong, C2015). TEACCH also outlines the how ridged structures can be non-beneficial for our autistic learners as this does not prepare them for the wider world so we will be building in these strategies and theories into our group time sessions. Moreover, within the TEACCH method they emphasise the importance of supporting our learners to become more independent (AFIRM Team. 2015). From this we will be minimising prompting, developing our children's ability to read the room and building in independent learning activities within group time.

Due to the complex communication needs of our students we have also considered the ways in which we want to introduce and develop language within our Group Time sessions. We will be using a combination of strategies that support gestalt language processing and the development of functional language. All staff will receive a high level of training to support them to feel confident in using our communication tools and strategies effectively.

What does it look like?

The pedagogical approach is broken down into 6 stages – 0. **Explore** 1. **Engage**, 2. **Extend**, 3. **Enter**, 4. **Execute** and 5. **Embed**.

Stage 0 develops children’s shared attention and communication skills 1-1 with an adult and prepares them for group learning- this stage includes elements of intensive interaction and the curiosity programme. Stages 1-4 are all part of the whole class input and our classes build up the number of stages they do over time (we monitor which stage each group should be on using the Group Time assessment tool). Every lesson has a stage 5 as this is how we structure the rest of our lesson after the whole-group input. Please see the structure of Group Time section for more information about each stage.

Additionally, we know that as adults we must lead by example so making sure that everyone is well trained and are confident in our approach is key- every class has our Group Time crib sheets up on the wall, staff receive regular training, weekly briefings, coaching visits, feedback from learning walks and have a weekly drop-in session that anyone can attend. Our Group Time motto is:

‘if you are in the room you are part of the learning, part of the team and part of the process’

Break down of 6 stages (all classes will build up to using stages 1-4 but each lesson will have stage 5):

<p>Stage 0- Explore -learning to explore communication and meaningful interactions</p>	
<p>Stage 1- Engage – Hook into learning that highlights the topic of the lesson</p>	
<p>Stage 2- Extend -Knowledge and Skill development- Lead adult explicitly modelling the skills/knowledge and language that they children will be developing with the lesson</p>	
<p>Stage 3- Enter- Children then have a go using the Skills/knowledge in a group activity- development of turn taking skills and recall and application of skills/knowledge</p>	
<p>Stage 4-Execute- Independent differentiated learning tasks where children use skills/knowledge show in stages 2 and 3- adults to use thinking out loud to support children’s problem-solving skills</p>	
<p>Stage 5- Embed - Learning carousel activities linked with sequential learning – this will provide variation in practice of the skills that we have learnt in our whole class input.</p>	



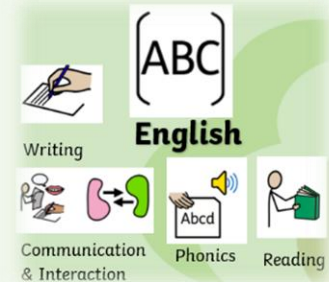
CORE SUBJECTS

English

We recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language and communication in order to learn, and to play a full and active part as individuals within society. We therefore view the acquisition and development of language and communication skills as an essential part of the school curriculum. Consequently, English is given a high priority in the school.

Communication, Language & Interaction

In terms of Communication, Language and Interaction, our intention is to help children to: listen, understand and respond appropriately to others; express their ideas and learn to use the vocabulary and grammar of standard English. Their thoughts and experiences are valued by the teacher and they learn to take turns and to listen to others making use of 'Talk partners' and adults plan activities to support the development of children's social skills.



Phonics & Reading

Our intention is to teach children to: read accurately, fluently and with both understanding and enjoyment; respond appropriately to the texts they read from a variety of genres; use reference materials with confidence for a range of purposes and take part and discuss books in guided and shared reading sessions.

Children are grouped according to their ability for daily phonic sessions. We have three types of phonics sessions that run within Sladewood depending of the children's abilities – early phonics, pre phonics and Read, Write Inc sessions (please see the sequence of learning on the next page for more details). Their progress is continuously monitored throughout the year – which allows us to regroup where needed, spot anomalies and give extra support where needed. Once children have learnt to read, they are encouraged to read to learn. Strategies such as Shared, Guided, Independent or Paired Reading provide the context in which the teacher can help children to become more reflective and critical readers and to develop their ability to talk about their reading.

Fine/Gross motor and handwriting development

At Sladewood we have worked with an occupational therapist to create our fine/gross motor and handwriting pathway. We recognise that children need a set of core fine and gross skills to be able to accurately write so we have built this into our curriculum.

We have incorporated development of core strength, tactile discrimination, visual discrimination, finger isolation, object manipulation, development of hand strength, bilateral integration, sequencing and mark making into the early stages of our learning pathway. Once the children have mastered these skills, they then move onto developing their accuracy further and move onto creating their pre writing shapes. Once they are able to form these shapes independent the children move onto their letter formation and letter placement and sequencing. By following this sequence of learning our children will become confident and fluent writers.

Writing Skills

Within this section of our curriculum, we develop the children's mechanics of writing – sentence construction, spelling, punctuation, capitalisation and use of abbreviations.

We use colourful semantics to develop our children's sentence construction skills pre teaching about each individual concept before using it in a sentence. Using colourful semantics to teach sentence construction is effective because it provides a visual and structured way to help students understand the components of a sentence and how they fit together. Alongside using Colourful semantics when the children are able to create a basic sentence they start learn about the use of punctuation, capital letters and the use of abbreviations.

Once the children are able to create sentences using colourful semantics, we move them onto using our RWI get writing tasks that allows them to create and edit texts.

Purpose for writing

To support the implementation of writing across the classes we will use talk for writing schemes to support our vision for purposeful writing. Within these sessions the children will be exposed to and learn about a range of fiction and non-fiction writing purposes. These texts will be differentiated to the abilities of the students.

Throughout these sessions the children will be exposed to a piece of writing, they will then learn about its purpose and features. After this they will use 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently).

In the course of their work, children will also be involved in drama and role-play activities. These elements of English will extend their ability to communicate and to understand different texts.

Sequential teaching of English

Communication, language and interaction

We develop our children’s skills and monitor their progress using this sequence:

Pre-intentional behaviour skills	Intentional behaviour skills	Communicating using unconventional gestures/ body language.	Communicating using conventional gestures/ body language.	Use of Concrete symbols (Pictures and objects of reference)	Use of abstract symbols (Speech, signs, printed words, AAC)	Combining 2 or 3 concrete or abstract symbols (Want juice, me go out)	The children then move onto progressing their – attention, vocabulary (understanding and use), narrative/sentence building, auditory recall and social skills
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Phonics

We develop our children’s skills and monitor their progress using this sequence:

<p>Pre-Phonics LEARNING BEHAVIOURS</p> <p>Attention Autism (group time) Mark making Messy play Vocabulary bag (use RWI picture cards to support) Fine/Gross motor skills Intensive Interaction/floor time Oral blending in day-to-day classroom activities where appropriate Singing songs and rhymes</p>	<p>Early Phonics SOUND AWARENESS</p> <p>Environmental sounds Instrumental sounds Body percussion Alliteration Voice sounds Rhythm and rhyme Oral blending and segmenting</p>	<p>Read write inc</p> <p>Speed sounds sessions Learning to blend Word time Ditty reading Story book sessions -reading Story book sessions – writing (Book progression from easiest to hardest: red, green, purple pink, orange yellow blue grey)</p>
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Reading comprehension

We develop our children’s skills and monitor their progress using this sequence:

<p>Lexical comprehension</p> <p>Understanding of vocabulary – developed with vocab bags, word aware sessions, story bags, matching words/symbols to images or objects, labelling and categorising activities.</p>	<p>Literal comprehension</p> <p>Developing the children’s ability to answer ‘who’, ‘what doing’, ‘what’, ‘where’ and ‘when’ questions first from images and then from text</p>	<p>Inference</p> <p>Developing the children’s ability to draw from what they have hear/read in the text to make predictions and answer what if, how and why questions.</p>	<p>Evaluative questions</p> <p>At the evaluative level, we’re asking the children about the meaning of the entire text, beyond what’s there and what we can infer. We want to know its message, and we want to connect it to our own experiences and opinions, and those of others.</p>
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Gross/fine motor and handwriting

We develop our children's skills and monitor their progress using this sequence:

<p>Fine and gross motor development</p> <p>We have worked with an Occupational therapist to ensure that our students fine and gross motor skills are well developed before moving on to the next stages. To do this we work on tummy time strength, visual discrimination, tactile discrimination, finger isolation, object manipulation, hand strength, bilateral integration, development of grip, mark making and sequencing.</p>	<p>Pre writing shapes</p> <p>The children then work on formation of pre writing shapes using a range of sensory and mark making activities as being able to independently form these then allows children to master the movements needed to form letters.</p>	<p>Letter formation</p> <p>Using our Read Write Inc letter formation ditties the children being to form letters within sensory experiences and using larger mark making tools and then as their movements become more refined, they move to using more traditional mark making tools. (For our students who need it we also offer typing skills development at this stage)</p>	<p>Letter placement and sequencing</p> <p>Once children have mastered their letter formation we then focus on their placement, sequencing, understanding of capital letters, use of spacing and placement of punctuation. (for our pupils who are using typing as their medium to write we teach them how to apply these skills using a keyboard)</p>
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Writing skills (sentence construction and SPAG)

We develop our children's skills and monitor their progress using this sequence:

<p>Colourful semantics sentence structuring</p> <p>Within this stage of learning the children learn about each individual concept withing a sentence before using it. We have worked with our speech and language therapist to ensure that our children are taught the concepts at the correct rate.</p> <p>The order of the concepts are 'who', 'what doing', 'with what', 'where', 'to whom', 'describe' and 'when'. The children begin by using colourful semantics symbol cards to create their sentence and the scaffolding for this is reduced as they become more confident.</p>	<p>Read Write Inc get writing style tasks</p> <p>When children reach this stage, they will be using their knowledge of sentence construction to write about familiar images or texts. Within this they complete tasks such as: Hold a sentence, proof read a sentence, build a sentence, extended pieces of writing.</p>
<p>SPAG skills development</p> <p>Children build their SPAG skills overtime relative to their ability – It is mapped out in our sequential pathway when different elements of SPAG should be taught and embedded into the children's writing practice.</p>	

Purpose for writing

Throughout the year we ensure that our students are exposed to a range of texts:

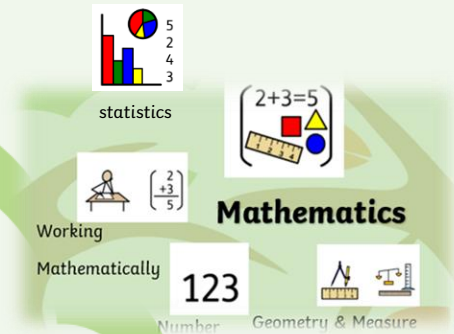
<p>EYFS and Hedgehogs</p> <p>Each term the class will have a book to theme their learning around. This will be a high-quality text that will develop the children's curiosity and extend their vocabulary. Using these texts, the children's recall, storytelling and sentence construction skills will be developed. At this stage we do not expect our learners to be learning about features of the text but we will add challenge for students who are more able.</p>					
<p>All other classes will cover these text types across the year relevant to their abilities:</p>					
<p>To entertain: Narrative (fairy tale, Adventure, Science fiction)</p>	<p>To entertain: Poetry</p>	<p>To inform: Lists Letters</p>	<p>To inform: Labels and signs/diagrams Fact files</p>	<p>To inform: Procedural (recipe, instructions, science experiment)</p>	<p>To inform and entertain: Recounts (letters, diary entries, postcards)</p>

Maths

We have adopted a mastery approach in delivering our maths curriculum, ensuring a deep and comprehensive understanding of each topic. Throughout the year, each class follows a carefully sequenced progression of topics, purposefully designed to cover the full breadth of the mathematical curriculum. This approach allows our students to build on their knowledge step by step, reinforcing key concepts as they go.

Our mathematical topics are grouped into four categories:

- **Number** (this includes: Number and place value, addition and subtraction, multiplication and division, fractions)
- **Geometry and measure** (this include: shape and pattern, position and direction, weight, size, length and height, capacity, temperature, time, money)
- **Working mathematically** (learning to learn skills, problem solving and reasoning)
- **Statistics**



We want to ensure that our student's knowledge and skills are transferable and relevant to their lives. In order to do this, we ensure that our students are taught using a wide variation of active, visual, fun and sensory activities to ensure that they can apply their knowledge and skills with fluency. Additionally, we use a topic-based approach to support our cross curricular links and ensure that our students see maths as a life skill that they need.

Across all topics we ensure that we focus on the development of children's mathematical language, knowledge, skills and fluency. We then deepen their understanding through problem solving and reasoning activities. Throughout our lessons you will see the 3 areas of mathematical knowledge being developed:

- **Declarative knowledge**- 'I know that...'- having knowledge of facts, formulae, concepts, principles and rules.
- **Procedural knowledge**- 'I know how...'- recall as a sequence of steps including methods, algorithms and procedures.
- **Conditional knowledge**- 'I know when...'- the ability to reason and solve problems and use combinations of declarative and procedural knowledge which can be transformed into strategies when children learn to match the problem types they can be used for.

In maths lessons we use symbols, signing, repetitive phrases, topic grids, and fact sentences to help embed the language and concepts being taught. This has a great impact on our children ability to retain information and explain their answers.


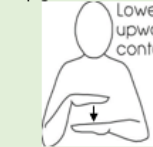
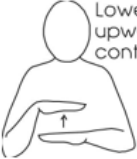


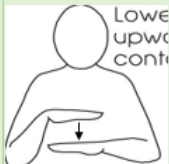
At Sladewood we are committed to ensuring that students are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills with growing confidence and knowledge in their lives. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason and problem solve. Our aim is to empower our students to become more curious about Mathematics and their ability within the subject to explore and problem solve.

Sequence of learning in maths

Long term planning sequence:

Classes	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<i>Mice</i> <i>Working mathematically skills covered each term to support readiness to learn</i>	Number Value	Number Value Time	Shape and pattern – follow pathway	size, length and height Directional and Positional Language	Number value & introduction to adding and subtracting	Number value & introduction to adding and subtracting Capacity
<i>Hedgehogs</i> <i>Working mathematically skills covered each term to support readiness to learn</i>	Number value and ordering	Number value Addition and subtraction	Shape and pattern – follow pathway	Measures: size and length Time	Measures: Weight Measures: Capacity	Money Addition and subtraction
<i>Squirrels</i>	Number value and ordering Addition and subtraction	Geometry: shape and pattern Measures: capacity	Addition and subtraction Position and direction	Measure: Time Introduction to fractions	multiplication and division Measure: Money	Measures: weight size and Length and height
<i>Rabbits</i>	Number value and Place value Addition and subtraction	Multiplication and division	Fractions Money	Measures: Size, Length and height shape and pattern	Position and direction Time	Measures: Weight Measures- Capacity
<i>Badgers</i>	Number value and Place value Addition and subtraction	Multiplication and division Fractions	shape and pattern Position and direction	Measure: Time Measure: Money	Statistics Measures: size, Length and height	Measures: Weight Measures- Capacity
<i>Owls</i>	Number value and Place value Number addition and subtraction	Multiplication and division Fractions	Geometry: shape and pattern Position and direction	Measures: Weight Measures: Capacity	Measure: Time Measure: Money	Statistics Measures: Size, Length and height

Here is an example from our capacity pathway planning documents to see how we progress our students learning:

Measurement: capacity and temperature				
WALT	Success criteria	Language	Activities	Misconceptions
Throughout each step of learning the children should be covering: What it is - what we are learning (knowledge and skills) e.g. This is full What it is also - this is the variation part of each learning step to ensure deeper understanding e.g., variation - showing different full containers - they are full we can't fit any more liquid in etc What it is not- this is the step where we ask the children to use the reasoning and problem-solving skills right from the start of the pathway e.g., adults in the room making misconceptions (e.g., showing 2 containers one full and one not and saying both are full) and the children having to correct them (this should be done within each lesson by LP's and teachers throughout every lesson)				
We are learning the concepts of full and empty	<ul style="list-style-type: none"> I can say and sign the words full and empty I can show or say that I understand that full means there is no more space for anymore liquid I can show or say that empty means there is no liquid in the container 	Full  Empty  capacity is how much a container can hold Volume is the amount it is holding	As a group: <ul style="list-style-type: none"> Practice saying a signing the new vocab with silly voice chants Adult modelling full and empty and then asking children to sign or say the answer of what they are showing As a group using smaller containers fill up a large container till it is full (can put a rubber duck or a boat in it to show it rising up and say it will be full when he reaches the top) 	
We are learning to show and recognise full and empty using objects	<ul style="list-style-type: none"> I can identify a full container I can identify and empty container I can show full and empty I can explain how I know they are either full or empty 	Full Sign: :  Empty Sign:  Capacity is how much a container can hold Volume is the amount it is holding	<ul style="list-style-type: none"> Practical tasks filling and emptying different containers (to make this more exciting and sensory the water could be coloured, glitter could be added) Another way full and empty can be seen is by having a large container that you fill as a group with a duck/boat- start with no water and race to get the duck/boat to the top which will mean the container is full Making sure the children are using the correct language - adults can model silly sentences when they explain full and empty incorrectly and the children have to correct them 	Misconception of full with the water is near the top- we need to emphasis that full means no more liquid can fit - we can show this by showing the container overflowing because we can't fit anymore
We are learning to show and recognise full and empty pictorially	<ul style="list-style-type: none"> I can recognise full and empty pictorially I can show full and empty pictorially I can explain how I know I have shown full and empty 	Full Sign: :  Empty Sign:  Capacity is how much a container can hold Volume is the amount it is holding	<ul style="list-style-type: none"> Sorting images activity - which are full? which are empty? Colouring in containers to show full and empty - this can be done on a large-scale using chalk outside or on paper taped to the wall with paint, crayons or chalk Using sliding measuring beaker cards for the children to show full and empty Children who are able to read adding labels/ writing labels or symbols for those who can't read- matching the words/symbols to the correct images 	

As you can see within our pathway planning documents that we monitor small incremental steps of progress and we provide our students with a great deal of variation within their learning to ensure that they are able to use their knowledge and skills is transferable and can be used with fluency.

Personal, Social and Emotional Development

Personal, Social and emotional Development is the umbrella name for the following subject areas; PSHE, Citizenship, Interoception, Thrive, RE and enrichment. Are goal with regards to personal social and emotional development is to build individuals who are able to play, laugh, accept, show curiosity, empathy and have a love for learning where relationships are at the heart of their education. Due to our proactive curriculum individuals show increased resilience and confidence and have healthy social, emotional well-being.

PSHE

Our PSHE education provides our pupils with the opportunity to develop the knowledge and skills required to live a happy, healthy and safe life, by enabling them to understand risk and make safe and informed decisions. Pupils learn about topics based within 6 strands – Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feelings and Emotions, The World I live In and Relationships. The main aim of the curriculum is to begin to develop the children's awareness of themselves and others and develop key skills that will enable the children to communicate and interact positively and safely with others and their surroundings. Some examples of topics covered are: hygiene, emotions, friendships, safety awareness and healthy bodies and healthy minds. Each year all topics are covered in each class so that the children revisit and build on key knowledge and skills each year. We ensure that they children's learning is embedded within their daily routines to guarantee the continuous practice of these key life skills.

Our PSHE curriculum and whole school ethos, provides our young people with the tools needed to live independently, build positive relationships, be a good citizen, maintain positive mental and physical health and take steps towards being ready for the world of work. We aim to nurture the appreciation of diversity, encourage self-love and understanding, develop emotional intelligence and literacy and educate our young people about all aspects of safety, including online safety. The PSHE curriculum is enhanced and supported through the coverage of Citizenship within our lessons, whole school ethos and assemblies.

THRIVE

Thrive is a whole school intervention which is used to support pupils' emotional health and well-being, child development, emotional regulation, supporting self-identity/ belief and forming relationships with one another. All children will be assessed on thrive and classes will build in a thrive session to develop the sense of Place within their classrooms. (Play, Love, Acceptance, curiosity and Empathy). Thrive focuses on 6 core strands and within a primary school setting we will be focusing on Being, Doing, Thinking, Power and Identity as well as skills and structure. We will be providing the children with the right foundations to build interdependence within their next stage of education. For those children who need more support socially and emotionally they will be identified for individualised Action plans and interventions for thrive.



Interoception

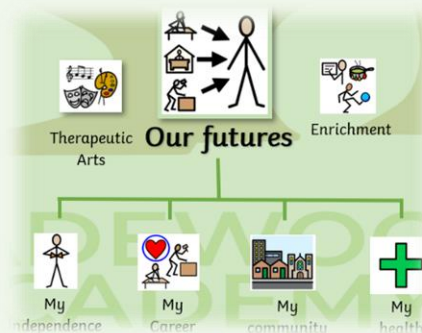
At our Sladewood, we use Interoception to help children develop a deeper understanding of their own bodies and emotions. By teaching students to recognize and respond to internal physical signals—such as hunger, tiredness, or anxiety—we support them in identifying their feelings and needs. This practice not only enhances self-awareness but also helps children build self-regulation skills, promoting emotional well-being and independence. Through Interoception, we create a safe space for children to connect with their bodies, improving their overall ability to manage their emotions and behaviours.

Our futures

Our 'Our Futures' curriculum is designed to prepare pupils for life beyond the classroom by developing the essential skills, confidence, and independence they need to thrive. Through twice-weekly dedicated lessons, pupils explore meaningful career-related opportunities, build practical computing and food technology knowledge, and engage with their communities to foster a sense of belonging and citizenship. Learning is purposeful and personalised, closely linked to pupils' EHCP outcomes, and taught through real-life contexts such as using public transport, visiting local shops, or contributing to school events. Pupils are encouraged to set personal goals, make informed decisions to support their health and wellbeing, and communicate their aspirations effectively. By embedding Our Futures across all areas of development, we ensure pupils are equipped with practical, transferable life skills that support independence, resilience, and preparation for adulthood.

Enrichment

Every Friday afternoon pupils complete the week with an Enrichment session. The numerous choices that pupils select from allows them to further develop their social skills with pupils across the school and to work on outcomes on their EHCP whilst having fun! These activities include: team games, arts and crafts, active games/sports, sensory experiences, yoga, music and many more.



FOUNDATION SUBJECTS

Understanding the world

"Understanding the World" encompasses a range of subjects, our world (which includes Geography, History, Science), and Religious education. The goal of these subjects is to deepen students' knowledge of the world around them and their role within it. Additionally, these areas emphasize the development of essential life skills and knowledge, empowering students to gain greater independence and successfully navigate the wider world.

Our world

'Our World' is a unique subject within SAND Trust schools, integrating science, geography, and history to create a well-rounded and accessible curriculum for our pupils. Throughout the academic year, students engage with five key learning strands, each designed to offer a rich, cross-curricular learning experience. Four of these strands combine elements of science and geography, while one focuses on history. The strands are as follows:

- **Me, You, and Where We Live**
- **The Senses**
- **Things That Go**
- **Understanding My World**
- **History**

Each of these strands contains different topics.

For example, in 'Understanding My World', topics include;

- Animals and Birds
- Plants, Flowers and Trees
- The Earth
- Space
- Weather and the Seasons

Across the six terms within the school year, pupils will access five topics taken from the science and geography strands and one term covering a history topic. The Our World curriculum has been adapted to ensure that it is relevant and correctly targeted towards the needs of our pupils. We ensure that teaching is strongly sequential and allows pupils to build upon their prior knowledge in order to enable deep, retainable and transferable learning. The classes may use a reading book as a starting point to develop the ideas within each topic. For example, 'We're Going on a Bear Hunt' could introduce themes such as materials, the senses, and maps. History topics are based around ideas such as castles, knights or myths and fairy tales or impactful historical events such as that great fire of London.

RE- Religious Education

Our RE days provide a comprehensive and enriching curriculum that covers all prescribed areas, while offering diverse opportunities to explore religions, their communities, and aspects of personal development and wellbeing. We aim to deliver a coherent and progressive learning experience, with ample opportunities for cross-curricular connections that enhance students' understanding and growth.

Throughout each unit, children will gain an understanding of a variety of religions and worldviews. They will be encouraged to identify, explore, and respond to a range of issues. SMSC (spiritual, moral, social, and cultural development), personal growth, and community cohesion are woven into every non-statutory strand, ensuring opportunities for students to cultivate positive attitudes and values. These elements also encourage them to reflect on and connect their learning in RE to their own experiences, creating a well-rounded, reflective approach to their development. Our intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.
- enable pupils to build their sense of identity and belonging;



Science



Our world



Geography



RE



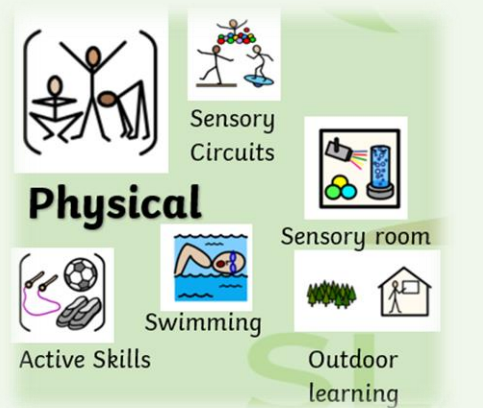
History

Physical Development

Physical development is the overarching name for the following subjects: Active Skills (PE), Swimming, Outdoor Learning, Sensory Circuits, the Sensory Room and the soft play room. The focus of this group of subjects is to promote physical health and well-being, offering students a variety of activities that may spark new interests and hobbies. By engaging in these physical activities, pupils have the opportunity to develop a positive and lasting relationship with exercise, enhancing both their physical and emotional well-being.

Physical development

We have collaborated with an occupational therapist to design a sequential curriculum for our physical development skills, taking a holistic approach that considers the needs of the whole child. Our goal is to ensure that students develop the fundamental skills necessary to enjoy and succeed in their active learning sessions. At Sladewood, we recognize the importance of strong gross motor skills, as they not only support healthy physical development and emotional well-being but also contribute to cognitive growth. Children with Autism or other special educational needs often face challenges with posture, coordination, and motor planning. This is why it was essential to integrate these considerations into our Active Skills curriculum.



Gross motor skills can be grouped into three categories all of which have been covered within our curriculum:

- Locomotor skills, which involve moving the body from one place to another, such as walking and running.
- Manipulative skills, which involve handling objects, such as a bat, ball, or jump rope.
- Stability skills, which are related to balance and weight transfer, such as standing on one foot or dodging obstacles.

We utilize a variety of resources, games, and sensory experiences to support our students' progress. To help them master their gross motor skills, we offer a range of activities tailored to their needs. For example, with younger students, we may focus on foundational skills such as passing, kicking, and catching, while older students build on these skills to engage in more complex games such as football or hockey. In addition, students have the opportunity to take part in gym sessions, dance, and movement lessons, while also developing both gross and fine motor skills during daily sensory circuits. These activities are designed to support their overall physical development and well-being. Sladewood collaborates with Move more, a sports organization, to provide a wide range of physical activities and offer valuable CPD opportunities for our staff, ensuring that we deliver the best possible Active education for our pupils.

Swimming

Throughout the year, all pupils have the chance to take swimming lessons and compete in external competitions when possible. Sladewood works with local leisure facilities to provide regular opportunities for our pupils to participate in swimming lessons with the support of All sorts. The aim is for each class to get a block of swimming lessons to promote a key life skill and water confidence.

Sensory Circuits/ Sensory room/ Soft play room

Sladewood is committed to working with Occupational therapists to ensure that we provide the right sensory/ movement breaks for the children to support with their physical development (Vestibular and prospective development) as well as supporting their regulation and shared attention to be able to access other areas of education. At Sladewood we timetable numerous opportunities for sensory/ movement breaks throughout the school day. We have seen the positive impact this has on our student's readiness to learn and continue to build on the movement experiences we provide within our setting.



Learning Outdoors

We are committed to providing as many learning opportunities as possible in the outside environment. It is important for our pupils to learn about the natural world and how we can care for it. Each class has a dedicated Forest School term during the year, typically comprising at least six whole-afternoon sessions that build towards an outdoor project and develop practical skills. In addition, each term we run a Learning Outdoors focus, where a selected subject is taught outside—rain or shine—so pupils experience learning in new and inspiring ways. We make the most of our fantastic outdoor spaces—including our forest school area, nature camp (used flexibly by classes as needed), and large playground—to bring learning outdoors whenever possible. Through horticultural activities, nature-based exploration and outdoor curriculum projects, our pupils broaden their understanding of the environment and develop confidence in the outdoors.



Therapeutic Arts Education

Therapeutic Arts is a subject where every pupil can have fun and succeed, allowing them to explore and develop their unique strengths and talents across a wide range of creative disciplines, including Music, Art, Product Design, Dance, and Drama. Through engaging projects, students will experience various activities that foster creativity and introduce them to the core elements of each art form.

By working on projects, students collaborate with their peers to develop essential skills such as communication, teamwork, leadership, and problem-solving. Alongside these, they will build confidence in appreciating, creating, and sharing their artwork with others—**connecting, creating, and communicating** in meaningful ways.

We aim to showcase their work through art exhibitions, Sladewood shows, and events that bring in parents and the local community to celebrate the students' achievements. Whenever possible, we also connect with external professionals to support our students' passion for the expressive arts, offering opportunities to perform in dance festivals, choirs, or class-based performances.

The Arts are an essential part of everyday life, influencing much of the leisure activities our students enjoy, such as film, music, gaming, and social media trends. We encourage students to explore both renowned artists and modern art forms that resonate with them. There's something for everyone in this subject, and we look forward to watching our pupils express themselves in ways that are enjoyable, meaningful, and fun.



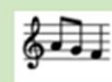
Product Design



Expressive Arts



Art



Music



Drama



SLADEWOOD
DE

INDIVIDUALISED LEARNING

Adaptive learning at Sladewood

At Sladewood we tailor the way in which we support our student’s communication, we differentiate within our teaching inputs, group learning activities and 1-1 work throughout the day.

We do this by:

- Training all our staff on our total communication approach (including the use of AAC)
- Differentiations within individual timetables to support our children’s readiness to learn
- Differentiation of activities based on the children’s interest to support engagement
- Differentiation of resources (supported by our occupational therapist)
- We use adaptive teaching within our classrooms throughout all of the day so that every student can access and participate in learning e.g., through adaptive modelling, questioning, and our scaffolding of support.

By ensuring that these practices happen across all of our classrooms we support our learners to become confident within their skill and knowledge- these adaptive approaches consider the needs and abilities of all our students which supports them to learn at a steady pace.

EHCP outcomes

At our school, it is essential for students to consistently work on their Education, Health and Care Plan (EHCP) targets, as these personalised goals are designed to support each student’s unique needs and aspirations.

Focusing on these targets ensures that students are developing key skills across academic, physical, sensory, social, and emotional areas, helping them make meaningful progress in their learning and daily life. We ensure that our children’s targets are SMART (Specific, Measurable, Achievable, Relevant, Time-bound)- this ensures a steady rate of progress for our pupils. At Sladewood we also make sure to link with external professionals and therapists when needed to support our setting of the SMART targets.

We set short term targets against our student’s long-term outcomes each term – these are displayed in class are continuously worked on throughout the school day by the class teams (example shown in image). We evidence the children progress on our assessment system Earwig and also mark the children’s progress against their targets termly.

Our teachers review the children’s EHCP’s annually gathering any changes to the children’s and parents’ aspirations and interests, noting progress made against outcomes, adding or making any changes in the 5 areas of ‘My educational needs’ and adapting the provision for the children’s outcomes. Our teachers work with our in-house therapists and external professionals when needed while reviewing the EHCP’s.

We believe that by continually working on their EHCP targets, students can build confidence, gain independence, and improve their ability to communicate, problem-solve, and engage with the world around them.

targets			
I can play with another child at lunch who is not in my class with adult support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a pincer grip on a chunky pencil with adult prompting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can attend to a turn taking game with a peer for 2 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can complete a learning task with focus for 1 minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explore a range of co regulation activities and say which i liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can follow visuals to follow all the steps of washing my hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THERAPUTIC SUPPORT AND INTERVENTIONS

Therapeutic support

Speech and Language

At Sladewood, we prioritize the development of our children's communication skills, embedding it into everything we do. By nurturing this growth, we help children build the confidence to advocate for themselves, express their needs and wants, and form strong connections with both peers and adults. We are fortunate enough to have a Speech and language therapy team that consist of:

- Highly Specialist Speech and Language Therapist (MSc, PgDip, BSc) and Makaton Tutor – 2 days per week
- Communication and interaction HLLP- 4 days a week
- NHS Specialist Speech and Language Therapist (individual pupils when requested)

Speech and Language Therapy Provision
Sladewood Academy has a specialist/targeted/universal approach to therapy. Much of the speech and language therapy input is by strategies used within lessons and throughout the day. Communication approaches are embedded across the school and planned into all aspects of the curriculum.



For more information on our Universal, targeted and specialist support please see our SALT provision overview document on our website: [SALT-Provision-Overview-Document.pdf](#)

It is also the SALT's responsibility to ensure we are following the 'Five Good Communication Standards' (RCSLT, 2013), which are:

1. There is good information that tells people how best to communicate with me
2. Staff help me to be involved in making decisions about my care & support
3. Staff are good at supporting me with my communication
4. I have lots of chances to communicate
5. Staff help me to understand & communicate about my health

The SALT works alongside other professionals across the school to ensure these standards are met.

Occupational Therapy

Occupational therapists (OT's) enable people to do the things they want and need to do and at Sladewood we recognise the impact they can have on our students lives. We are lucky enough to have our own highly skilled occupational therapist who helps our young people overcome challenges completing their occupations, so they can grow, develop, learn, have fun, socialise and play.

Occupational therapists help young people who have barriers to engaging in their occupations because of challenges with:

- Routines - Roles - Regulation - Environments - Identity - Self-esteem
- Sensory processing - Physical health -Mental health - Executive function
- Fine and gross motor skills -Life skills - Social skills ...and more

Much like our SALT provision our OT has a specialist, targeted and universal approach to therapy. Our universal approach can be seen across our classroom environments creating safe and purposeful spaces for our learners. The targeted approaches are found within group-based interventions that our OT supports, this can include providing equipment suitable to groups to support sensory regulation and our Interoception lessons. Finally, our OT also provides specialist support to individual students – she will first assess the student, create a detailed report on their needs and create a programme of support for the student.

What are "occupations"?

Occupations are all of the everyday activities we do that bring **meaning** and **purpose** to our lives. They could be **tasks** like brushing our teeth, **roles** like being a student, or being a friend, or **activities** like cooking a meal.

Royal College of Occupational Therapists, 2021

Interventions

Interventions play a big part of the curriculum at Sladewood. Interventions support our pupils in being able to regulate sensory, emotional and physical needs, develop shared attention and continue progress within academic studies. These interventions then support our children's ability to access our well differentiated curriculum.

Occupational therapy/ Speech and Language interventions

As previously mentioned, we are very fortunate to have a school Occupational therapist and Speech and language therapists- both of our skills therapists assess our students and create either group or individual interventions where needed. The therapy team deliver interventions and work with our staff teams to upskill them to deliver interventions within class.

Academic interventions

We hold regular pupil progress meetings and assess our students progress throughout the academic year. Through this monitoring and assessment, we are able to spot any gaps or stagnant areas of progress, we then use this information to provide additional support to these students. This may look like additional phonics practice sessions, additional targeted maths practice or additional fine motor development activities. These interventions are delivered by our class teams.

Social, emotional and well-being interventions

Drawing and talking - we have a trained practitioner who delivers drawing and talking sessions with our students where needed. They provide sessions over a number of weeks with the aims of supporting the children to process and talk about their emotions. This therapy can be very beneficial to those who struggle with emotional regulation or if they have experienced trauma.

Thrive- THRIVE focuses on child development, neuroscience, and mental health and well-being. Thrive is a systematic intervention for the early identification of emotional developmental need in children and young people, leading to a deeper understanding of that young person which can be applied across the whole setting. At Sladewood, we have 2 Thrive practitioners who can deliver 1-1 sessions with students and we also deliver whole class sessions as well. Our children are regularly assessed using the Thrive framework and this highlights to us who may need additional support. In addition, we deliver Family Thrive, which supports parents and carers to understand the Thrive approach and apply it at home. This helps to strengthen the home-school partnership and gives families practical strategies to support their child's emotional development beyond the classroom.

Intensive interaction- Our class teams are trained to deliver intensive interaction sessions. Our class teams plan times throughout the week where children have these 1-1 sessions and also apply the intensive interaction principles within play. Within this intervention we are developing the 'Fundamentals of Communication' skills such as:
 -Attention, connecting and focusing on another person. -Exchanges of behaviour and turn-taking activities.
 -Sharing personal space. -Using and understanding of eye contact. -Body language and gestures.
 -Meaningful vocalisations.

LEGO® Therapy-We also offer LEGO® Therapy as an intervention. At Sladewood, we have 2 trained practitioners who can deliver these sessions. LEGO® Therapy is a structured, group-based intervention that uses collaborative play with LEGO® bricks to support the development of social communication skills. This approach is particularly effective for children who may find social interaction challenging, as it provides a motivating and enjoyable context to practice essential social skills.

Sensory and Physical interventions (additional to occupational therapy interventions)

Food is fun- Food is fun is a small group intervention that has been adapted from the 'Fun with food' programme written by Arlene McCurtain. We have adapted stage 3 from this programme (fun before food - developing skills which may form the support structure for improvement in eating, drinking and swallowing skills) to create a food play-based experience which increases children's tolerance of different food textures, smells and tastes whilst supporting their communication goals. Alongside both high and low tech AAC, we are able to introduce new food types, and build tolerance of these, in a play-based way which supports the interests of our children.

Sensory room and soft play sessions - At Sladewood we are lucky enough to have a sensory room and soft play which are used for whole class, small group and 1-1 sessions. These spaces are fitted with resources to support our children's regulation. We aim for our children to be able to use these spaces effectively to support their readiness to learn, have shared social experiences and develop their regulation skills.

PROGRESS AND ASSESSMENT

What does assessment look like at Sladewood?

Whilst the pupils are learning and having fun, the teachers are continuously assessing their progress within lessons and, three times per year, teachers use our bespoke Sladewood Progress trackers on system Earwig.

How do we monitor our student's progress?

At the beginning of the year all new pupils are baseline assessed and all students have end of year targets set in our core subject areas and throughout the year teachers assess against these targets ensuring they are making outstanding progress in all areas. We use Earwig to monitor progress in our academic subjects, the children's personal outcome (EHCP targets) and Group time progress (engagement, listening, independence within learning and communication skills). Additionally, children are also assessed termly using our THRIVE approach that supports the progress of children's social and emotional development.

Throughout lessons teachers use verbal feedback, make observation notes and use our school marking policy to assess the children progress. We also use differentiated self-assessment for our pupils to develop their awareness of their progress and confidence in their abilities.

How do we use the assessment data?

We use the children's data to track their attainment. This data is then analysed in pupil progress meetings between teachers and our senior leadership team. These meetings allow us to monitor our cohorts progress, the appropriateness of our curriculum for our cohorts' abilities and needs and we use the data to place children on interventions when needed.

Our progress on short term EHCP targets is assessed each term and are changed to further progress towards the long-term outcomes on the Children's EHCP's.

How do we monitor and maintain our assessment?

Throughout the year we have the pupil progress meetings between teachers and senior leaderships in the school. These meetings allow us to track how the children are doing against their targets set at the start of year. In addition to this we conduct regular book looks where we moderate the learning in books against our data and assessment stages. In addition to this we work with our trust to conduct moderation across our schools.

Who do we share our students progress with?

We share the children's progress data with our parents during our parents' evenings, in EHCP annual reviews and in our end of year reports. We also share progress data with wider professionals as appropriate. Additionally, we share our whole school progress with governors during our LAB meetings and they analyse and challenge our results.

Moreover, our data is shared within our trusts who also support and challenge the school to ensure that we are allowing our children to thrive in all areas.

Please see the link to our assessment and feedback policy on our website for further information: [Policies & Procedures - Sladewood School](#)

EXTRA-CURRICULAR ACTIVITIES

Breakfast club- In the mornings, breakfast club is available for pupils so they can socialise and eat a healthy breakfast before the day begins. Our team ensure that the children are offered a range of choices and are offered a range of activities to do with their peers before school.

Enrichment activities- As a school we look for opportunities to provide children with a variety of different activities to enrich their interests and hobbies. These activities link to our 'personal development' aims for our children- we want to offer experiences that develop their independence, interests and links with the community. As a school we are working on gathering our pupil voice to enhance our enrichment activities.



We already have strong links with 'Move more' and have taken some of our pupils to multi school events and hope to continue this moving forward. Additionally, we offer each class swimming for a term and moving forward we hope to link with RDA (riding for the Disabled) and other therapeutic animal activities that can support our pupils to grow and develop.

Throughout the school year we will look for opportunities for trips and visits to support and enrich the curriculum we are offering the pupils. These trips will aim to contextualise the learning we do in school and will allow the children to apply their skills and knowledge within the community.

Outdoor play and learning (OPAL)-As a school we are working towards an OPAL award and all of our team are receiving training from OPAL and our OPAL lead practitioners in school. We believe that enriched, high quality play greatly benefits child wellbeing and is deeply connected to child's learning and achievement in the classroom. Opal's programme aims to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity and enjoyment through improved play.



OPAL (Outdoor Play and Learning Programme) is the result of 17 years testing and development in over 380 schools and is now used in Canada, France and New Zealand as well as across the UK. OPAL is based on the idea that as well as learning through good teaching, your children also learn when they play and on average 20% of their time in school is playtime. At Sladewood this figure can be higher dependant on the individual needs of the pupils. Play is not messing about. It is the process that evolution has come up with to enable children to learn all of the things that cannot be taught, while also feeling like it is fun. As an OPAL school we offer creative and open-ended ways to play outside with upcycled materials and natural loose parts, opportunities for children to take the responsibility for their play, outdoor play in all weather and seasons and risk benefit approach to supervision which allows children to experience managing risk in their play. Outdoor play times offer opportunities to observe different skills and learning and development goals that children may not have opportunities to demonstrate inside the classroom setting. We strive to provide consistently high quality, sustainable play opportunities for all children.

Homework-At Sladewood we ensure the pupils are working hard in every lesson and making excellent progress wherever they can. Whilst we value the additional learning at home, we do not expect numerous hours of homework to take place after a busy day at school. Each week pupils may be allocated reading practice to complete at home. If parents request additional practice work at home for other subjects our teachers work with parents to provide this.

Clubs and Events- Moving forward We will aim to provide after school clubs that pupils can take part in, such as Multi Skills, Arts and Crafts and Dance Workshop clubs throughout the year. Additionally, we recognise the importance of creating school community events such as Christmas crafts, fetes, sports days, cake sales and coffee mornings. This supports our pupils and families to create a network of support and offers a supportive environment where our pupils and families can have fun.



PARTNERSHIP WITH PARENTS AND STAKEHOLDERS

Parents

At Sladewood our relational approach extends to our parents and our stakeholders. We aim ensure that everyone feels part of our community, is kept updated with all the wonderful progress and experiences going on in school and when needed that they feel they can come to us for support.

Our parents are given regular updates via class dojo from the class teams on the children's learning. Using class dojo, we also send out any information on whole school events/trips, our classes medium term plans and information on any support networks or external activities that our children can access. Parents can also use this platform to connect with other parents in their child's class and ask the class team any questions.

In addition to this, we hold parents' evenings twice a year and our parents are invited into school for EHCP reviews. At these events we make sure to gather feedback from our parents on how they feel we are aiding their children's progress and how we can give further support.

Our family support team also run coffee mornings each term to support our parental network and we also invite external professionals from agencies such as LD CAHMS, speech and language, occupational therapy and DCT for our parents to seek advice from.

Furthermore, each term we run parent events where we invite our parents in for "craftanoons", sports events and fun days. On these days we see such joy across the school and it allows time for our parents to reflect on all the wonderful progress the children have made socially, emotionally and academically.

Local advisory board

Local Advisory Boards (LABs) are a key part of the governance structure within SAND Academies Trust and are integral to supporting the vision for the Trust in ensuring the individual identity of each school.

The Trust Board is the accountable body and has ultimate responsibility for the strategic functions of governance as follows:

- Ensuring there is clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

What does the LAB do?

The LAB supports the Trustees in fulfilling the strategic functions at a local level and within the powers delegated to them through the Scheme of Delegation. The LAB will consider how the school is performing today as well as thinking about the future and how the school can improve in order to offer the best possible education and outcomes for its students.

The role of the LAB is to:

Uphold SAND Academies Trust ethos, vision and aims and ensure these are embedded throughout the school and in all LAB discussions and decisions- Ensure that the school promotes equality, diversity and inclusion for all its pupils, staff and stakeholders -Behave in an honest and open way and follow the LAB Code of Conduct and the seven Nolan Principles of public life -Ensure the safety and wellbeing of pupils and staff at all times -Build and maintain good relationships with the school, the trust, the headteacher, staff, pupils and other stakeholder groups -Promote links with the school's community at every opportunity -Work with the central team to ensure the school is well supported, and promote positive relationships across the trust -Attend and support school events where possible -Ensure the school is clear and ambitious for the pupils and in line with the trust's strategic plan -Monitor targets for the school around pupil achievement, school improvement and curriculum development -Ensure that the school is best able to achieve its objectives over the long term -Hold the headteacher to account for the management of the school, delivery of pupil outcomes and for carrying out any LAB decisions.

Who make up the LAB?

Local Advisory Boards draw on different stakeholder groups for their membership. The different categories of LAB members are as follows:

Staff – elected by the staff at the school

Parent – elected by the parent/carer community at the school

Headteacher – is an ex-officio member by virtue of their role in the school

Community – representative of the local community or to bring a specific skillset

CONCLUSION AND CONTACT DETAILS

At Sladewood, our vision is simple: 'Together we will Thrive'. We are dedicated to helping every pupil achieve their potential, not just academically, but in all aspects of their development. Through a curriculum that is inclusive, therapeutic, and continuously reviewed, we ensure that each student is prepared for their next steps, both in education and in life. Our tailored teaching approach and sequential curriculum has been embedded - ensuring that students leave us with the skills, knowledge, and confidence needed to face the future independently and successfully.

We celebrate every achievement and step of progress, creating an environment where pupils feel safe, valued, and empowered. By providing opportunities for academic growth alongside emotional and social development, we equip our students with the life skills necessary for lifelong success. When our pupils leave the Sladewood community, they do so not only with academic knowledge, but with the self-assurance to thrive in whatever comes next. Through play, curiosity, acceptance, empathy, and a love for learning, we prepare every child to face their future with confidence. Together, we are shaping a generation that will thrive—now and in the future.

Contact details

For general enquires please contact our admin team: 01453 709300 admin@sladewood.sandmat.uk
For more specific enquires about the school, safeguarding and our curriculum:



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(DEPUTY DSL)**

Katy Hanna



**ASSISTANT
HEADTEACHER
(DSL-DESIGNATED
SAFEGUARDING
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Kathryn Baker



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**Sladewood
Together we Thrive!**