



Newfield School Scheme of Work for Independence (PHSE) and Community Development Pre-Formal Curriculum

<p>Intent What outcome do we want the pupils to achieve by the end of this curriculum</p>	<p>Implementation Key Strategies and Provision/Resources</p>
<p>By the end of this curriculum stage pupils will be able to;</p>	<p>What opportunities and provision will we provide in order to achieve this?</p>
<p>Self care and Independence;</p> <p>Pupils will be able to use some pre-intentional communication (crying, pulling at nappy, reaching for cups) in order to have their needs met.</p> <p>Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping spoons, holding a cup)</p> <p>Pupils will develop their own body awareness and how to use a variety of familiar resources to</p>	<ul style="list-style-type: none"> • Specialist equipment for feeding and dressing (wide handled spoons, adapted cups, high sided plates etc) • Body awareness programmes- dance massage and tac pac to support understanding body parts and movement of these and body awareness programmes for independence and self care- tooth brushing, hand washing. • Staff to support ‘just the right’ level of prompting to support understanding and skills but reduce where possible. • MOVE sessions- developing body awareness and gross motor/fine motor control leading to skills needed for developing self care skills. • Swimming pool- opportunities to participate in dressing (removal of shoes and socks, clothes)- staff encouraging independence where possible, use of prompts (Hand over hand)

<p>fulfil their needs; washing hands, tooth brushing, sitting on the toilet where possible.</p>	<ul style="list-style-type: none"> • Snack and dinner times- opportunities for pupils to make choices and be active in the feeding process with the development of HOH prompts being reduced and specialist equipment. • Edible messy play including different scents and tastes available in class based play to encourage interest in food and use of hands/feeding equipment in play. <p>Community/Specialist provision Occupational Therapy access to specialist equipment Trips to local shops and cafes</p>
<p>Relationships with Others;</p> <p>Pupils will use intentional communication (eye contact, AAC, gestures and vocalisations) in order to initiate and interact with familiar adults.</p> <p>Pupils will show responses to familiar peers in their vicinity and in shared games/interactions</p> <p>Pupils will show contentment and calm when with familiar adults, peers.</p> <p>Pupils will show responses to being in shared social opportunities with different pupils/staff in school.</p>	<ul style="list-style-type: none"> • Use of consistent staff who understand children’s responses and communication methods. • Calm well structured environment. • Engagement profiles for individual children- to ensure children are engaged with their most preferred activities. • Turn taking games/singing/music activities shared with peers and staff • Studio room; intensive interaction • Outside play; intensive interaction, opportunities to interact with children and staff outside of their class. • Swimming and MOVE- consistent and familiar staff to work with children to build relationships during 1:1 activities. • Fun and engaging curriculum built upon children’s interest and needs. <p>Community/Specialist provision Community trips Wow theme events Whole school events</p>
<p>Feelings, Behaviours & Morals</p>	<ul style="list-style-type: none"> • Skilled staff to respond to needs in sensitive ways- hugs, massage, repositioning to build up trust that we can respond. • Liaison with parents in supporting their pupils- likes/dislikes.

<p>Pupils can be comforted by familiar adults and are beginning to self-soothe with support (sensory diet)</p> <p>Pupils will become more confident in exploring new places, people and activities with the support of a familiar person.</p> <p>Pupils will build relationships with special adults/peers in groups and use individual ways to express this.</p>	<ul style="list-style-type: none"> • Communication passports with key strategies to support and understand individuals. • Object of reference/sensory cues to support understanding of routines • Behaviour plans- PSP's • Intensive interaction to support formation of positive and trusting relationships with staff. • Sensory rooms/SI/Studio- zones of regulation and support individual needs • Sensory circuits. • MOVE to support positive movement and gross motor skills in having more control of their bodies leading to more movement and independence. <p>Community Parent/child workshops Opportunities for parents to come into school activities WOW and whole school events to be with other children from school.</p>
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