



SFX curriculum summary and department overview

Date: academic year 2023-2024

Intent:

The SFX curriculum and delivery of teaching and learning develops students individually through a thematic and immersive multi-sensory differentiated approach designed for students with PMLD and SLD. This includes focused work allowing students to meet individual education plan and subject based targets in an environment that allows each student to learn, make progress and reach their full potential at their own pace. All learning opportunities provide challenge and are also taught at the pace our students learn:

- To match their specific and individual needs.
- To engage, delight and intrigue them.

We understand that multisensory learners need a different set of conditions to learn, that maintaining skills gained is as important as developing new skills. Learning targets are taken from the four areas of the SEND curriculum and form the basis for the students IEP targets:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Physical and sensory development.

Implementation:

Delivery of teaching and learning within the SFX department is through mixed aged classes, but at a similar developmental stage.

Students will be operating cognitively between P2-P8 and have individual objectives derived from EHCP plans and early learning goals running alongside a themed approach that is centred upon structured play-based opportunities, continuous provision and immersive multi-sensory sessions.

Learning opportunities are differentiated to individual learner's needs. A variety of different activities are used to engage our learners, through all their senses e.g:

- Touch {*kinaesthetic*}
- Sight
- Smell
- Taste
- Movement {*vestibular* – our awareness of movement and balance}

Using a variety of environments:

- the hydrotherapy pool,
- the sensory room which uses different lighting, visual and auditory effects to create a really focussed experience.
- sensory drama, another immersive audio/visual experience but with more opportunities to include movement in a larger space
- outdoor school environments
- adapting our classroom space with changes in lights, sounds, activity opportunities and decoration to create an atmosphere to match the theme focus.

Work is differentiated to meet the ability ranges with appropriate staffing ratios to ensure that the students can enjoy individual teaching time as well as group and independent exploration opportunities.

The staff team have very specialist experience and continue to follow appropriate professional development opportunities to support the delivery model. The students learning targets are taken from discrete areas of SEND but staff understand how these four areas are woven together in anyone learning experience. The timetables for each group do not follow subject names but have planned activities through which a variety of opportunities are created with different stimuli.

Assessment is formative and continuous, staff share their observations during and after each activity, and next steps for engagement and learning are planned. Some students will also access enhanced personalised timetables to meet specific additional needs if appropriate.

Within the department there are also opportunities to work closely and collaboratively with the wider school community during breaktimes, lunch times, whole school events and specific personal interventions.

Impact:

By providing the same structured activities each week students are able to develop their skills, meet or exceed their individual education plan and subject targets in order to develop them academically, socially, emotionally, their communication and behavioural needs.

By providing a termly theme the students are provided with a variety of opportunities and experiences to awaken their senses, to engage with, and develop and communicate preferences.

Students will engage in fun, creative and imaginative ways that allows them to develop as a 'whole person'

The SFX department staff are committed to preparing our students for their next steps including individual life skills preparing them for adulthood.

Curriculum mapping

The curriculum is planned using a thematic approach shown in the table below, including suggested focus for learning opportunities. The themes themselves do not represent the planned learning but are used as a vehicle to offer the students a range of interesting opportunities so that learning can take place. Experiences and activities are planned around a theme using a flexible and playful approach. However, the students' responses are acknowledged and used to develop the activities in ways that may not be foreseen. Seasonal festivals acknowledging our student's cultural capital will be celebrated, and self help and independence skills will be worked on throughout the year.

KS3/KS4/FE	Year A (2022/23)	Year B (2023/24)	Year C (2024/25)
Autumn 1 and 2	<p>All about me and my body</p> <ul style="list-style-type: none"> Physical Activities and how I can build my independence Mental Health and Well-Being Healthy Eating and Healthy Lifestyle MY family, my preferences 	<p>Healthy Heroes/Superhero's</p> <ul style="list-style-type: none"> How I change the world around me. I am my own hero: Self Identity My heroes; my family my friends Healthy Eating and Healthy Lifestyle 	<p>Earth and Space</p> <ul style="list-style-type: none"> Travel into different environments, Light and dark: Night and Day Aliens and me: differences and similarities Pushes and pulls
Spring 1 and 2	<p>Under the sea/beside the seaside</p> <ul style="list-style-type: none"> Exploring different environments: Living things/ plants and growth Travel and packing; what do I need? Experience how air, water and sun change our environment 	<p>Wonderful Weather</p> <ul style="list-style-type: none"> Experience how Air water and sun can change our environment Temperature hot/cold and changes the right clothes for the right weather 	<p>People who help us</p> <ul style="list-style-type: none"> Significant people in my life: home and school, Experiencing the actions of different jobs and roles. What do I wear to work?
Summer 1 and 2	<p>Traditional Tales</p> <ul style="list-style-type: none"> Opportunities will include taking account of the cultural capital of our students: 	<p>Me and my world</p> <ul style="list-style-type: none"> Where do I live? My culture My community Festivals 	<p>Amazing Animals and the jungle</p> <ul style="list-style-type: none"> Plants and growth, Textures colours patterns The sights and sounds and experiences of living things

	<ul style="list-style-type: none">• Story Characters, sequencing, retelling• Self identity :emotions of the story journey		
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