



Woodfield School

Me and My Communication

Communication is part of everything that we do in school and is taught in both discrete lessons as well as in a cross curricular model. Many of our pupils struggle to understand the purpose of communication with others due to social communication disorders and even those pupils who wish to communicate with others may find this difficult due to physical limitations and access issues. We need to therefore work very hard to make individual access arrangements in order to progress in this area, as it is a cornerstone of accessing all other areas of the curriculum. We aim to make all aspects of communication enjoyable, and promote the pleasure that you can achieve through all aspects, including books, colouring social interaction etc.

Expressive Communication – Speaking/Signing/AAC

The ability to communicate is, at some level, vital to survive in harmony with other people. In order to express our wants and needs individuals have to form a system of communication if we are not to be totally reliant on others. We work hard, in liaison with the Speech & Language Therapist, to devise individual programmes which will use a variety of means to aid the pupil in their communication. We believe in a system of “total communication” where a pupil will be encouraged to use more than one means, and whatever they try will be acknowledged and built upon. This could include switches, objects, symbols, AAC to express themselves, and we would therefore see any or all of these forms of communication as attempting to ‘speak’ as they try to convey their message to others.

Listening and Attention

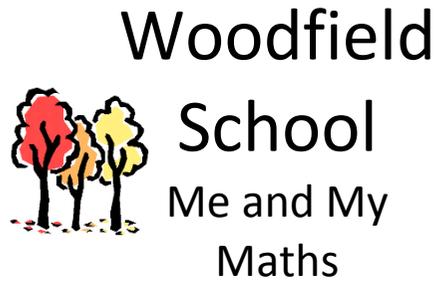
A child needs to learn early on in communication that it is a two way process, which requires not only the speaker but the listener. Through ‘Intensive Interaction’ and techniques of ‘Shared attention’ we help pupils to recognise the other person in the interaction so that they learn to copy and imitate which are essential skills for good communication. A child learns to make choices if motivated and can become an integrated member of the community if they learn to listen to and interact with others.

Reading

In order to function in society we need a degree of understanding that print and signs have meaning. This will help our pupils to recognise shops and social sight signs, such as which aisle in the supermarket they need, which bus stop to wait at and where to find the bathroom. Reading can take the form of photos/pictures/ symbols or words. Words, after all, are just the ultimate in symbolism. Reading for pleasure is also an aim where pupils can follow a pastime or hobby by looking at pictures and simple text, reading a newspaper or enjoying quiet time to relax during their own leisure. It will help them to access the internet and computer technology.

Writing/Recording

Pupils are encouraged to learn how to express opinions and thoughts and be able to share these with others. It helps them to record their experiences as well as their learning. For the future it enable those that can to create a signature, to fill in forms and send greetings cards etc. to become more independent in adult life.



The level of maths will be delivered to any individual pupil will be based on their development, as is what would be expected from them with a view to what they would be expected to do beyond Woodfield School. For some, lessons will often be 'pure maths' so that the skills and understanding needed around number, shape, space and measure and time will be looked at discretely, for others the maths will be delivered as part of a practical activity related to life skills. It is also important that time is spent improving understanding and exposing pupils to a wide range of experiences to further develop a deep and profound understanding. This, for pupils at Woodfield, means increasing independence in tasks as well helping pupils problem solve in real life situations.

Shopping

Through shopping, pupils will learn and make progress in maths both within school and the community. This key area provides opportunities to learn about money in context. It helps with understanding the use of coins and covering amounts of money. Aspects of maths, such as number, shape, space and measures can be covered in this area.

Time

Time is a key aspect of life to understand. At its basic level it will focus on the 'now' but this will be developed into next and then, through review, what has happened. Time is a vital component of structuring the day, so the use of schedules as well as linking in events to clocks will aid in the development of understanding of this important area. This will help students, where possible, plan their lives when making decisions.

Travelling/Accessing the Community

This important skill is about knowing where you are going, for what purpose and then going to where you next need to be. It also looks at what skills and knowledge is needed to go onto the next phase either within or after Woodfield School. This could involve college as well, for some, work.

Gardening

Gardening gives opportunities for pupils to use maths practically in making decisions about number, and shape, space and measures. Choosing the right tools, making decisions about planting and tending an area gives opportunities to learn maths in the outside world and provide an avenue towards employment for some of our pupils.

Cooking

Food preparation is a key part of life. It involves so many mathematical operations and is great socially. It allows for the development of shape, space and measure, number and time. Pupils will have to problem solve and gather equipment, think about routines for making a meal as well as the difficulties of clearing up and putting away. This can range from making a sandwich or a drink through to more complicated meals. It is a key part of developing independence.

Home Life

Home life involves the chores that are needed to be done to maintain a living space, their possessions, including clothes, as well as things to do to fill in time.



Woodfield School

Me and My Personal Development

This is a fundamental curriculum area for our pupils and their families. The progress pupils make in their personal development is key to improving life outcomes in independence, health and well-being. This area is at the heart of all we do in providing a curriculum for life. It covers 1000's of skills that can each be broken down and considered in a range of situations and to different levels. This curriculum has been broken down into four areas of learning and each of these contains key fields of learning with broad learning objectives. They cover everything from learning to recognise oneself, to noticing your nose is running and being able to wipe it through to skills for learning to live independently.

ME AND... MY DOMESTIC AND WORK SKILLS:

Work skills: Participating in tasks, completing tasks, working independently, choosing and using equipment for a purpose, problem solving, planning and sequencing skills, developing perseverance, taking orders, fulfilling orders, timekeeping skills.

Home and workplace management: Looking after clothes, cleaning and tidying, security, household /workplace organisation, dealing with accidents, caring for your possessions / personal environment.

Cooking: Exploring and identifying foods, storing foods, preparing foods, tool use, sequencing, choosing and making decisions, presenting foods.

Planning for personal, social or work events: Where, who to go / invite, what to take, what to organise / do, sequencing, making decisions, costs.

ME AND... MY COMMUNITY AND TRAVEL SKILLS:

Travelling: Where am I? Preparing for journeys, travelling safely, waiting skills, problem solving, keeping safe, strangers, people who can help us in the community.

Around the local area: being in a town, heritage and tourism, using transport, caring for your social environment.

Leisure: Going out, using different facilities, being in an audience, making choices, having fun.

Shopping: Financial skills: understanding money, spending money, my possessions, money management.

Away from home: planning ahead, travelling, coping with differences, staying safe.

ME AND... MY SOCIAL SKILLS AND INTERESTS:

Leisure: Socialising, having a hobby, relaxation, waiting skills, playing skills, taking turns, sharing, developing friendships, building safe relationships, how to play games including rules / fairness, social interaction skills, communicating with different audiences.

Citizenship: Who am I? Who are you? Helping others, families - types and members, groups I belong to, social etiquette / boundaries, working together / collaboratively, being tidy, looking after places, rules, responsibilities, jobs, rights, interacting with animals, looking after animals, developing my role in different groups, working as a team, leading others, respecting others, having an opinion, voting, making changes to organisations / groups, having an influence over others, understanding peer pressure, saying no, having an opinion, understanding advertising, understanding and supporting charity work, recognising the needs of others, disability awareness.

ME AND... MY HEALTH AND SAFETY:

Environmental safety: Chemicals and poisons, dangerous items and substances, water and flooding, gas and electricity, heat and fire.

Personal health and safety skills: Staying healthy, being healthy, using tissues, eating / feeding skills including extending range of foods and healthy choices, being active, having a healthy lifestyle, using the toilet / bathroom facilities, hygiene: staying clean; getting clean; personal care; menstrual management; my body and health, avoiding germs, healthy lifestyle, dressing skills, what to wear for the situation (appropriate clothing, sunscreen, protective items).

Accessing health services: Communication with services, your rights related to health services, understanding and awareness of health services, who they are and what they do, using facilities.

Crime and personal safety: Crime prevention, avoiding exploitation, preventing theft and attack, responding to emergencies, what is legal / illegal? Who are the police what do they do?

Problem solving: Trying different approaches can give a different outcomes; noticing, knowing and remembering actions have consequences; understanding rewards and consequences; making good choices.

Drugs education: Identification, what is / isn't edible, how much how many, medicines, creams /lotions, how to use legal substances, dealing with: situations/substances, smoking, vape, alcohol, medicines, solvents, illegal drugs.

Emotions and feelings: Recognising emotions / feelings in yourself (self-awareness) and others (empathy), developing appropriate / acceptable responses to things, how feelings change, emotional changes during puberty, positive attitudes, trying to be flexible, mental health, likes and dislikes, self-image, self-knowledge, self-esteem, valuing self, recognising achievements and progress (AfL), celebrating success, trying to improve / refine a skill, developing goals and aspirations, working toward goals (AfL), dealing with loss, ill health, separation or bereavement.

Relationships and Sex Education: Awareness of myself and others similarities and differences, body parts, boy / girl / male / female / man / women, how body's change, changes and development, growth, life stages including ageing, pregnancy and birth, the reality of childcare, puberty, menstruation, masturbation / wet dreams, private and public (my body and places), showing love, showing care, types of relationships: friends; families; staff; acquaintances and strangers; boyfriends and girlfriends; husbands and wives; sexual relationships; understanding and developing sexuality, sexual orientation, developing relationships, sexuality and sexual orientation, sexual behaviours, sexually transmitted diseases, safe sex and contraception. People who can help us, developing safe and healthy relationships, recognising and avoiding abusive relationships, safe behaviours, consent, saying no, getting help.

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Me and My Physical Development

PHYSICAL DEVELOPMENT

Physical development is key to developing independence and opening a pupil's world up to them. For many of our pupils it is the single greatest area that impacts on quality of life. Active experiential learning is the medium that has the greatest benefit on long term memory, assimilation of skills and personal development. Our pupils learn by doing and reflecting on their experiences. Movement allows pupils to connect with concepts in action and learn through trial and error. Memory and movement are linked with the body being a tool for learning. We need to support the development of balance, muscle tone, stamina, suppleness, posture and control, body and sensory awareness, awareness of your own physical state and the refinement and grading of movements (level of force). Physical development is the refinement of control over the body particularly muscles and physical co-ordination. Some of our pupils have regressive conditions or changes in their health and physical well-being, which mean their skills change as they grow, physical skills can become harder and have to be re-learnt or adapted.

ME AND... MY PHYSICAL EDUCATION

The physical education programme provides pupils with the opportunities for pleasurable and beneficial activity, the acquisition of knowledge, skills and understanding needed to use and care for the body effectively, appreciation of their own performance and that of others and the development of social independence and self-confidence.

The aim is to give all pupils confidence and success through a broad range of physical activities within the school and the wider community, which are appropriate to the needs of each individual pupil.

Physical Education involves the continuous process of planning, performing, and evaluating, and it is important that pupils are encouraged to experience and develop their potential. Physical Education enables the pupils to cope with their environment and promotes the development of motor skills, coordination, strength, and stamina and body awareness. It also offers opportunities for integration with their peer groups in the community, as well as scope for achievement and success and learning how to cope with failure. Physical Education forms a vital and integral part of the school curriculum.

ME AND... MY BIG AND SMALL MOVEMENTS

All pupils overtime learn to develop and refine their gross and fine motor skills. The skills pupils need to develop and practice and amount of time that should be dedicated to this is based on each pupils individual needs. There are likely to periods of high concentration to develop and extend skills followed by periods of regular practice. For many pupils with physical disabilities this area of their curriculum will take up large parts of everyday. Being able to independently move gives an individual greater autonomy over their lives which increases self-esteem and self-worth. The value of developing these skills can not be over stated. Other pupils will be learning to refine their use of an increasing range of tools and learning how to manipulate items to perform different tasks. Practice of skills should aim to be fun and or functional. We use the MOVE mantra of 'To move how to do what?' Ideally these learning outcomes are an element of other activities, such as moving around the classroom, going to the toilet, packing a bag, playtime or going to a park. We have split this strand of physical development into two areas:

MOVING MY BODY covers learning outcomes that are purely about physical skills and learning to move your own body.

MAKING THINGS HAPPEN covers learning outcomes that are about interacting with other things and making things happen.

ME AND... MY SENSORY DEVELOPMENT

Many pupils need high levels of support to learn to develop the use of their sensory systems. This can include learning to; cope with and overcome hyper and hypo sensitivities across all senses, self-manage their sensory needs, gain sensory equilibrium to be at the perfect level of arousal and alertness for learning, use visual skills and appropriate compensatory skills, use listening skills and appropriate compensatory skills, tolerate and use aids, recognise and cope with smells, eat a wider range of tastes and textures to gain a healthy balanced diet. Every pupil can learn to develop and fine tune there use of their sense. No matter what your stage of development you can refine your visual search skills, listening skills and recognition skills. Although toilet training and recognition of one's own physical state (needing the toilet, hunger, thirst, noticing pain or discomfort, tiredness, being hot cold or out of breath) are taught in the personal development area of our curriculum they are closely linked to increasing sensory awareness and control.



Woodfield School

Me and My Creativity

Creativity

Creativity at Woodfield involves developing imagination and expression as well as the skills required to enable this to happen. This gives the pupils a chance to explore the world as well as the impact that their actions have upon it and their peers. It is also an opportunity to explore the ideas and works of other people – both their peers as well as well-known artists. These areas of learning often contribute to maximising thinking and deep learning, especially because, by their very nature, they are designed to get pupils to think in a symbolic and abstract manner. Through our creativity curriculum we aim to provide cognitive and physical development, strengthen problem-solving and critical-thinking skills and develop and nurture social skills that are critical inside and outside the classroom.

Imaginative Play/Drama

Pupils will attend and participate in listening to and retelling familiar tales, take part in anticipation and recall and develop creativity and imagination. In Key Stages 1 & 2 this may take the form of imaginative play. Role play forms a vital part of this and helps the pupils explore the world and develop fundamental skills which are of benefit to their social development as well as ability to learn and understand the changing world. As pupils progress into Key Stage 3 and 4 this focus shifts and it becomes more drama focussed. Earlier elements of learning are built upon and extended.

Music

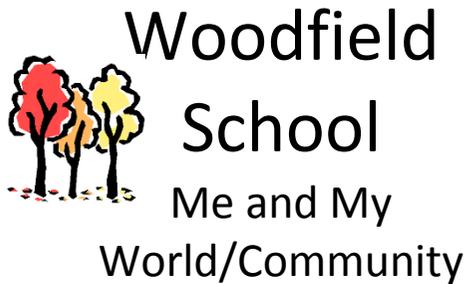
Pupils will be given opportunities to listen and respond to a range of sounds and music. They will learn that sounds can be made in different ways. They will experience being part of a music making group and join in with songs and rhymes whilst exploring sounds. They will play percussion instruments, and experience sounds and silence. They will join in songs, in their preferred means of communication. Music is an important aspect of being human and exploring this world – both contemporary and traditional is of importance to help them develop their own understanding of the social world as well as express their own emotions and begin to understand how other people might be feeling.

Designing and Making

Pupils will respond to a range of sensory experiences, explore and experience a range of common materials and tools. They will explore and observe how things work, explore the qualities of materials through play and experimentation and communicate likes and dislikes. This will also give pupils an opportunity to evaluate the impact of their work on others and investigate making changes as a result.

Art

Pupils will respond to their own work and the work of artists, craftspeople and designers, and express what they think and feel. They will tolerate a range of materials primarily through sight and/or touch. They will respond to a range of materials. They will be given opportunities to explore a range of materials, responding in different ways to art and craft. They may begin to express preferences and begin to use appropriate tools to make images and sculpture. They will respond to art, craft and design in their immediate environments



Me and My World / Community

The Me and My World curriculum area will start with the pupil and expand as their skills and confidence increase to include their immediate vicinity, their local area and eventually the wider world. This Curriculum is designed to support the pupils to understand and interact appropriately with the world around them. This curriculum area encompasses a wide range of skills such as knowing the way to the bathroom or local shop, exploring and experimenting with materials, travel training, celebrations and using technology safely. This curriculum will be delivered to pupils based on their individual levels of development and expectations will be differentiated as appropriate. In practice, much of this curriculum will be delivered holistically. As this curriculum integrates different subject areas, a key is included to identify the areas of learning found within Me and My World.

ME AND... MY LOCAL COMMUNITY

Pupils will engage in activities to support them with finding their way around the classroom, the school and their local area. They will visit different locations within the school and local amenities to observe changes and transitions in their own environment and to compare local environments.

Visiting local places including historical and religious places, as well as joining in with celebrations can support pupils in developing a sense of belonging. Contributing to own local community by taking part in activities such as gardening, using local businesses or work experience.

ME AND... MY WORLD

Pupils will experience travelling on different modes of transport such as bus, train, taxi and bike. Some will develop this skill into travel training where they will develop their independence skills at travelling to local amenities, school, home or work.

Global learning projects will allow pupils to communicate with pupils from different schools nationally and globally and join in with group activities. Pupils will participate in and learn the reasons behind charitable events. Visiting schools in different areas and countries will allow pupils to compare at least 2 wider environments.

ME AND... MY SOCIAL AND MORAL

Pupils will be taught how to stay safe online as well as within the local and wider communities. Pupils will explore British values and learn about values and traditions from other cultures as well as being taught on how to stay safe from extremism and radicalisation. Pupils will be taught the importance of caring for living things and the environment as well as how to take care of their own belongings. Pupils will explore scenarios and learn what is safe/ unsafe, right/ wrong, what they like/ dislike.

ME AND... MY CELEBRATIONS AND BELIEFS

Pupils will record and celebrate their personal achievements as well as the achievements of others. They will explore and experience the beliefs and values of others and learn about respecting others' beliefs. Pupils will look at their own 'life journey', thinking about what they have already achieved and what they would like to achieve in their future. Religious festivals will be experienced and explored in a variety of ways. Pupils will explore a variety of sensory stimuli such as sounds, sights, scents and textures to explore beauty in our world to experience a sense of awe and wonder. Pupils will experience quiet, peaceful sections within their school day to support quiet reflection.

Technology in my World

Pupils will choose how to present information using a variety of different computer programs and apps. They will use technological equipment within our community e.g. lifts, pelican crossings, self-checkout, vending machines.

Using switches to control objects and modify their environment – switching equipment on/off, microwaves, toilets, cause and effect, using adapted equipment. Accessing TV's music players, online media. Playing games – turn taking, cause and effect games, iPad games, console games. Pupils will use social technology to communicate with peers locally and across the world.

Pupils will use technology to record an event, an achievement or a celebration.

ME AND... EXPLORING MY WORLD

Pupils will have an awareness of and interact within their own environment. They will learn about living things and who can take care of them/ how to take care of them.

Pupils will explore cause and effect, including each of the senses and will use a variety of tools to plan, predict and record these experiments, whilst observing the similarities, differences and changes that can occur. Similarities and differences between ourselves and other living things will be explored.



Woodfield School

Post 16 Curriculum

Post 16

The Post 16 Curriculum at Woodfield School is a Curriculum for Adulthood. The curriculum aims to provide opportunities for all our students to maximise their ability to participate in activities of adulthood as independently as they possibly can. We aim to prepare them for life beyond school.

Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Individual student timetables will provide opportunities for the students to develop skills which are a particular priority for the individual and will be weighted differently for different students. Some of the students' learning will be accredited through the AIM Award qualifications, Entry Level 1-3.

ME AND... MY FUNCTIONAL SKILLS

Functional Skills development underpin all the activities in Post 16. Aspects of these skills may at times be taught separately but for the most part will be incorporated into the other curriculum activities. Functional Skills are Communication, Literacy, Numeracy and Computing.

ME AND... MY FUTURE

Transition planning, including access to college and other post school provisions. Planning Live including making choices and decisions. Work related learning, careers education and employability skills, including work experience and the opportunity to participate in a Supported Internship in Year 14. Young Enterprise.

ME AND... MY RELATIONSHIPS

Personal development, including work on feelings and emotions, developing self-esteem and confidence.

Personal hygiene and self-help skills.

Sex and Relationships Education.

Making friends and getting on with others.

ME AND... MY COMMUNITY

Understanding, using and contributing to the local environment and community including shops, library, café, woods, parks etc Community walks and using public transport. Road and personal safety. British Values. Wider world – Global learning. Citizenship – including Charity work. Religious Education. Gardening and outdoor skills.

ME AND... MY SPORT AND LEISURE

Developing understanding of healthy living – diet and exercise.

Sport and fitness – including participation in PE lessons, swimming/hydro, physiotherapy and rebound therapy. Gross motor development, MOVE and mobility. Creativity including music, singing, choir, dance, art, drama and accessing community leisure facilities.

ME AND... MY INDEPENDENT LIFE

Home Management - planning, preparing and shopping in order to make simple drinks, snacks and meals. Budgeting.

Participation in household tasks – cleaning, washing and ironing, recycling.

Health and safety in the home. Understanding own health and safety. Development of personal hygiene skills. Travel training and road safety.