



## **The Brook Special Primary School**

### **Teaching and Learning and Curriculum Policy**

**‘Our vision for The Brook Special Primary School (the Brook) is a simple one: In a state of the art building, fostering an innovative, far sighted, inclusive approach, pupils will be learning together in an aspirational environment, where their very differing educational needs will be fully met.’**

Approved by Governors Spring Term 2022

Reviewed Annually

Next Review Spring Term 2023

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## School Context



The Brook School, alongside the Willow Primary School, form the Broadwaters Inclusive learning community (BILC). We share the building and a vision in which every single child who is part of our community is given the opportunity to learn, live and belong together in an aspirational learning environment, where every child's needs are met.

Haringey is an area rich in cultural diversity, and the Brook community faces all the benefits and challenges of inner city life from the range of different experiences, cultures, religions, customs and languages which pupils, parents/carers and staff bring to the school. Although our children come from across the Local Authority, we are very much a part of the Broadwaters Inclusive Learning Community (BILC).

Our aim is to provide quality education by seeking to positively and honestly address the individual learning needs of all the school's pupils including the most profound of learning difficulties and complex needs.

At The Brook, we do not follow one approach to teaching and learning. We upskill our teachers to have a **'tool kit'** approach which means that they must know and understand different pedagogical methodologies and be able to apply them effectively to promote personalised learning. Methods our practitioners use include: TEACCH; Intensive interaction; Attention Autism techniques; TACPAC, therapeutic approaches (such as Occupational Therapy sensory techniques; sensory circuits; smile and verve therapy) and alternative and augmentative communication. All of this is underpinned by the National Autistic Society's 'SPELL' Framework.

Through successful teaching and learning, our school aims to develop our pupils holistically so that they can become lifelong learners, can achieve the highest level of independence and are equipped to live the lives they choose for themselves. We are aspirational for all of our pupils and offer them a variety of age, and developmentally, appropriate activities which provide stretch and challenge, enjoyment, (experiences) and challenge them to become the best that they can be.

## Planning and Delivery

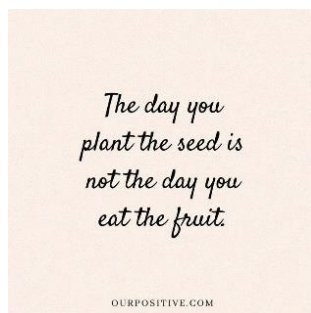
Planning and delivery of teaching and learning is carried out by our teaching staff and supported by our highly trained Special Needs Assistants.

Brook Teachers differentiate and personalise learning for their pupils and ensure that their sessions always include continuous provision, purposeful learning, ongoing assessment and, where appropriate, therapeutic input. The use of appropriate learning objectives and success criteria ('I can' statements taken from The

Brook bespoke assessment framework) ensures that new learning builds on previous knowledge, understanding and skills. All learning activities are resourced appropriately to provide appropriate communication channels and promote sustained engagement.

### **All teachers at The Brook**

- Are fully prepared for each teaching session
- Plan engaging, meaningful, motivational and challenging tasks that are age appropriate as well as developmentally appropriate, and are those outlined in our spiral curriculum.
- Develop children's key skills and knowledge which can be transferable into later life
- Utilise resources in ways that encourage pupils to become more independent learners
- Evaluate the impact of their teaching at regular intervals
- Share examples of best practice
- Maintain purposeful and informative planning, record keeping and assessment documents in line with the school's robust assessment, recording and reporting systems.



## The quality of teaching and learning at The Brook Special Primary School

Learning in its widest sense, is the school's purpose and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

### Teachers endeavour to

- Enable all pupils to access all aspects of the curriculum in line with their needs and abilities
- Enable pupils to make the minimum of good progress
- Prepare and plan activities that enable pupils to develop knowledge and skills
- Be experts in their curriculum area and share best practice
- Challenge all pupils and provide them with opportunities to work within the school's spiral curriculum effectively so that all their needs are met
- Continuously use formative and summative assessment to improve their offer for individual pupils
- Differentiate teaching to meet the complex needs of our pupils through tasks, method of presentation, level of visual support and resourcing, level of prompting and by outcome

### Classroom management and organisation

At The Brook we operate a range of teaching and learning styles that we call our 'Teacher Toolkit' and this is supported by how our classrooms and teaching spaces are organised to facilitate learning and develop independence.

Some of the ways in which teachers deliver sessions is by:

- Whole class sessions
- Small group work
- One to one teaching
- Collaborative learning
- Independent learning
- Interventions in specific focussed curriculum areas
- Outdoor provision
- Continuous, purposeful provision
- Community based learning

Each classroom is equipped with a range of resources that enable effective teaching and learning. All classrooms have an interactive whiteboard and teachers make the best possible use of it when appropriate. Pupils are taught to use appropriate resources correctly, safely, carefully and respectfully. Resources are always chosen to reflect the cultural and linguistic diversity of our society and to ensure that all pupils have equality of access.



## Support for learning

In order to support learners, teachers and support staff must:

- Ensure visual timetables and daily schedules are in use at all times and that individual timetables reflect the needs of each pupil
- Use augmented communication, including objects of reference, photos, symbols, signing and PODD
- Build opportunities for reinforcement and consolidation into schemes of work
- Make clear to all those working with the pupils the expectations for the lesson and the pupils' learning, by sharing individualised targets and assessment.
- Ensure that technical vocabulary associated with specific curriculum areas is taught appropriately
- Ensure effective and flexible deployment of Special Needs Assistants within the classroom to support the learning needs of individual pupils
- Undertake professional development, both in house and from external providers, throughout the year. Curriculum leads will attend training that will help them to become experts in their subject area
- Accept support from colleagues and the teaching and learning mentor
- Ensure that behaviour is managed positively using agreed and consistent approaches
- Ensure pupil voice is part of each lesson where appropriate
- Use assessment for learning to inform future planning

## Monitoring and Evaluation of the Quality of Teaching and Learning

The Brook has a robust cycle of monitoring and evaluation of progress. The school carries out formal and informal learning walks and lesson observations as its main tool to monitor the quality of teaching and learning. Verbal and written feedback is given to teams following formal observations and the next steps and areas for development discussed.

## The Role of the Parent/Carer

We believe that parents and carers have a huge part to play in the education of their children and have a responsibility to support their children and the school in implementing policy.

### Parents/Carers have a responsibility to

- Share their knowledge of their child's abilities and difficulties.
- Ensure their child has the best attendance possible.
- Attend meetings and participate in discussions concerning their child's progress and attainment.
- Have a realistic outlook about their child's abilities offering encouragement and praise.
- Inform staff about matters outside of school that are likely to affect their child's happiness, behaviour or performance at school.
- Support the behaviour management policy and procedures of the school.
- Support their child's reading programme.
- Promote a positive attitude to school and learning in general.

## Governors

The Governing body are kept up to date with developments in the curriculum through presentations at the sub-committee meetings for Teaching and Learning; through in-house training on aspects of the curriculum (such as Personal Social Health Education and Relationships and sex education); through attending staff training sessions (such as child development and recommendations and adaptations to SEND practice) and through face to face interaction with pupils in lessons.

### Leading Parent Partnership Award (LPPA)



Led by the Brook Special Primary School's Child and Family Liaison Officer, working for this award ensures that the school works in partnership with all parents and carers to increase parental participation in school life. This has a direct impact on improving pupil progress, punctuality, attendance and behaviour. The LPPA framework is embedded throughout the curriculum and leads to improved outcomes in all aspects of school life.

#### Below are a few examples of parental engagement and support

<b>S.H.A.R.E</b> <b>Safe, Honest, Aware, Reflect and Engage</b>	Every half term S.H.A.R.E provides opportunities for parents to come together to be supported with things that they are finding difficult.  A team of Brook staff led by the Child and Family Liaison ensure sessions are bespoke to parent's needs.
<b>Felix Project</b>	A food bank run out of the school weekly helping families in need with food and more.
<b>Personal Budgets</b>	First point of communication for parent priorities  Completion of personal budget forms and the application process to Haringey.  Support to parents that require it to complete the DLA form for their child. Including the gathering of additional evidence for the claim from other professionals including therapists.  Support with Motability and blue badge applications

## Our Curriculum

**Our bespoke curriculum is underpinned by the National Curriculum and has been created to meet the needs of, and provide stretch and challenge for, all of our learners. Our children need different approaches and pace of delivery to make their learning purposeful and we therefore have categorised our learners into four areas: 'Engagement; Sensory; Emerging and Functional'.**

**Our curriculum has been devised as a spiral because our children's strengths and difficulties mean that they do not learn in a linear fashion nor can they be pigeon-holed into one category – they may be a sensory learner in one curriculum area but an emerging or even a functional learner in another. Our bespoke curriculum ensures that they are given realistic challenges in all curriculum delivery and are able to make discernible progress.**

### Intent

At The Brook we provide a rich, relevant and creative curriculum for our pupils which has the National Curriculum as its cornerstone. Our bespoke spiral curriculum allows pupils to revisit a topic, theme or subject several times throughout their school career- this reinforces and solidifies the knowledge gained within the subject matter.

The complexity of the topic or theme increases with each re-visit, and knowledge is built on allowing for a logical progression from simplistic ideas to more complicated ideas. The curriculum provides appropriate stretch and challenge to the more able pupils across the school, with opportunities for pupils to take part in intervention groups within the SEND setting as well as with our mainstream partner, The Willow Primary School.



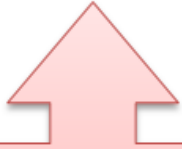
Exploration

Realisation

Anticipation

Persistence

Initiation



The 5 areas of Engagement are not hierarchical, so there is no expectation that pupils need to demonstrate progress in 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. "The engagement model" (Standards & Testing Agency, July 2020)

Engagement

E1-4

Sensory Learners

Standard 1 PW 1

Into

Standard 1 PW 2

**Functional Learners**

Standard 4, 5 and 6

And National Curriculum

Pupils at the Brook can spiral through the three curriculum tiers and standard Pathways as appropriate to their needs.

This allows learning to be revisited and reinforced as well as providing the pupils with an appropriate sensory diet which has a positive effect on Behaviour for learning.

**Sensory Learners/  
Emerging Learners**

Standard 1 PW 3

Into

Standard 2 PW 1 and 2

**Emerging Learners/ Functional learners**

Standard 2 PW 3

Into

Standard 3 PW 1, 2 and 3

The EYFS approach is fundamental for our learners to access The Brook Spiral Curriculum.

## Implementation

Through The Brook School spiral curriculum we are able to embrace the fact that our pupils do not learn in a linear way. Teachers plan lessons that allow our pupils to be taught through a variety of approaches throughout the day. We recognise that some of our pupils will need a great deal of on-going structured support and sensory input, whereas others will become increasingly more independent.

Our long term **curriculum mapping** can be seen in appendix 1. It is based on a 3 yearly cycle which is continually monitored and adjusted dependent on the evaluated success of a topic/programme of study (evaluated by staff and pupils). As well as planning around individual pupil's interests, we also have a termly whole school topic which is decided on by staff and pupils and based around national curriculum programmes of study. The whole school topic enables joint working between classes and a similar theme for pupils to follow.

## Impact

Our spiral curriculum allows our pupils to develop knowledge which evolve to become embedded skills that can be effectively transferred to all other aspects of their lives. Sometimes our pupils are directly taught skills and this becomes knowledge. We positively address all our pupils' individual learning needs and challenge them to make expected, or better- than-expected, progress year on year. As well as planning around individual pupil's interests, we also have a termly whole school topic which is decided upon by staff and pupils and is based around national curriculum programmes of study (2015). The whole school topic enables joint working between classes as the overarching theme is familiar to each pupil.

## Every classroom has

- Continuous, purposeful provision, provided throughout the whole school (underpinned by EYFS principles)
- Outdoor learning linked to subject areas.
- Play as an integral part of learning and developing social and communication skills.
- Communication aids and visual timetable is an integral part of each classroom setup

## Planning and resourcing

Curriculum leads produce long and medium term planning for the four different type of learners following yearly mapping.

- The class teachers collaboratively plan weekly sessions.
- Good practice is shared and celebrated
- Resources are created that are purposeful and accessible
- They work closely with their paired class in The Willow on the inclusive learning opportunities

## Bespoke Groupings

The table below represents the complex needs of our pupils and why our spiral curriculum is crucial in meeting the academic and individual needs of our pupils. Classes use mixed approaches, therefore more than one teaching approach can be used by teaching staff throughout the curriculum.

**Class names**            **Types of teaching approaches used** (see spiral curriculum Venn diagram)

<b>Dragonfly</b>	<b>Sensory, Emerging</b>
<b>Lacewing</b>	<b>Sensory, Emerging, Functional</b>
<b>Bumblebee</b>	<b>Engagement, Sensory, Emerging</b>
<b>Ladybird</b>	<b>Engagement, Sensory</b>
<b>Cricket</b>	<b>Engagement, Sensory</b>
<b>Honeysuckle</b>	<b>Engagement, Sensory, Emerging</b>
<b>Nightingale</b>	<b>Engagement, Sensory, Engagement</b>
<b>Poppy</b>	<b>Engagement, Sensory, Emerging</b>
<b>Snowdrop</b>	<b>Engagement, Sensory</b>
<b>Daffodils</b>	<b>Sensory, Emerging</b>
<b>Swift</b>	<b>Sensory, Emerging</b>
<b>Sunflower</b>	<b>Sensory, Emerging</b>
<b>Kingfisher</b>	<b>Emerging</b>
<b>Daisy</b>	<b>Emerging, Functional</b>

Engagement	Sensory	Emerging	Functional
50%	85%	85%	14%

## Continuous Provision

Continuous provision enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. Resources are provided indoors and outdoors for children to interact with creatively. Activities provided are varied and geared towards learner's interest, although not exclusively, in order to expose them to new experiences. **Outdoor learning** forms part of and sessions that take place in each class's breakout area; our Forest; our pond; our sensory and horticulture areas and in the wider community.



## Functional

At the Brook, all pupils on Standard 4 or above will participate in the National Curriculum for all core subjects. Pupils working on the National Curriculum will also be offered Inclusion opportunities with the Willow Primary School if appropriate.

## **Early Years Foundation Stage- *The Early Years Foundation Stage at the Brook promotes the four principles of the framework.***

- A unique child. (Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.)
- Positive relationships. (Children learn to be strong and independent through positive relationships).
- Enabling environments (Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.)
- Learning and development. (Children learn in different ways)

### **Intent**

Our intent is to provide a rich, enabling, continuous provision for all EYFS learners which follows the statutory framework for the early years foundation stage. Therefore, our Early Years curriculum follows the prime and specific areas of learning all of which are interconnected. We ensure the characteristics of learning weave through all of these areas, enabling the children to experience and actively explore new things, acquire new skills, develop socially and emotionally and become better communicators.

As our children's development is like a spider's web with many strands rather than being linear, our early years' planning is ambitious, flexible and driven by the children's interests. Depth of learning is fundamental if our children are to be able to consolidate and generalise their knowledge and skills.

We create a well-planned, sequenced, indoor and outdoor learning environment and create time and space for them to learn through play, whilst adults sensitively guide and extend every child's learning.

### **Implementation**

The three prime areas of learning that underpin every aspect of our Early Years provision are: **Communication and language, Physical development and Personal, social and emotional development**

Four specific areas (highlighted below) help to both strengthen the prime areas and supports children to apply them: Literacy, Mathematics, Understanding the world and Expressive arts and design

### **Impact**

Children are powerful learners and all can make progress given the appropriate support within a high quality environment. The Brook Early Years pupil experience provides them with a solid foundation of learning. Our provision enables them to learn how to play and explore, learn through doing, develop their creativity, regulate their strong feelings and behaviour, focus their thinking and plan what to do next. All pupils make progress socially, emotionally and academically and learn skills which provide them with the tools to move through the Key stages until they are ready to transition to secondary school.

## Our Teaching Community



Our curriculum development is seen as the responsibility of all members of our school community; it reflects not only the needs of the children but also takes account of the view of families, Governors and the local community. Staff 'share and inspire' workshops are held as part of our Continuing Professional Development programme; these aim to collaboratively develop curricular ideas and to share specific skills, resources and expertise. These sessions ensure that the best practice is spread effectively throughout all phases within the school and make a significant contribution to the leadership's drive for continuous improvement.

As the curriculum framework has been devised by our school community to meet the needs of our present and future cohorts and came about through close collaboration, imaginative approaches, pedagogical imperatives and sharing of expertise, practitioners now share a passion, commitment and a sense of ownership towards our curricula approach.

All teachers have a whole school role as ‘Curriculum leaders’ and work within a curriculum team. These teachers lead the development of their curriculum areas and produce termly ‘schemes of work’ which class teachers use as a springboard to for delivering the curriculum subjects to their individual classes. The importance of this role is reflected in all teachers’ appraisal targets.

‘Learning Walks’ give curriculum leaders an overall perspective on the delivery and development of their subject area throughout the school; this is a two-way process since it ensures that the quality of education delivery is constantly monitored and the curriculum content is regularly interrogated. This ensures that our curriculum remains a live, evolving organism. Curriculum leaders also have financial responsibility for their curriculum area; are responsible for purchasing high quality and relevant resources for both key stages and lead on reviewing and updating their subject’s policies.

### Emotional well-being, Positive Behaviour Support, and access to the curriculum



In January 2019, The Brook School launched our new bespoke wellbeing mindset. It encompasses the core values of The Brook and outlines the key attitudes and approaches that are the most important in order to support the overall wellbeing of our pupils and their families.

**R**elationships **E**valuative **S**tructured **P**ositivity **E**ngagement **C**onsistency **T**eamwork

<p style="text-align: center;"><b>Relationships</b></p> <p>We work hard to build and maintain strong relationships with our pupils, parents and colleagues.</p>	<p style="text-align: center;"><b>Evaluative</b></p> <p>It is important to:</p> <ul style="list-style-type: none"> <li>- observe our pupils and listen to their “pupil voice” and</li> <li>- be self-reflective of our practice.</li> </ul>	<p style="text-align: center;"><b>Structured</b></p> <p>We embed structure where necessary:</p> <ul style="list-style-type: none"> <li>- Routines</li> <li>- Boundaries</li> <li>- Expectations</li> <li>- Steps to success</li> </ul>
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<b>Positivity</b>	<b>Engagement</b>	<b>Consistency</b>
Our pupils need to be in a positive environment, receive positive reinforcement and learn from positive role models.	We motivate, entice, encourage and inspire our pupils to succeed in a fun, engaging and creative school.	We share this common mindset and practise consistent approaches, which reinforce learning to ensure progress.
<b>Teamwork</b>		
We work together as a team, with our pupils and their families at the centre of our shared mindset.		

### Why have a R.E.S.P.E.C.T mindset?

There are three main reasons why the school has initiated this wellbeing mindset:

#### **One size does not fit all.**

We are a SEND school and our pupils range significantly in regards to their communication, social and cognition skills and it is therefore important to recognise that having the same procedure for behaviour support does not work for everyone. Having a fixed protocol for sanctions and rewards in relation to pupil behaviour does not support our individual learners and their needs in the best way. What we can offer however, is a consistent approach; a consistent attitude; a consistent mindset so that our pupils receive differentiated initiatives of behaviour support that meet their individual needs but all stem from the same way of thinking.

#### **Behaviour policies are long documents.**

Whilst it is essential to have a wellbeing/behaviour policy in school, they can often be so detailed and lengthy that they are not practical for day-to-day use. Therefore, having something more concise and user-friendly, which encompasses everything from the policy into one acronym, means we can effectively adopt this approach and embed it in everything we do.

#### **There is always room for improvement.**

The behaviour policy at the Brook has always been strong and the practice of its staff is excellent, however, we can always strive to be that little bit better and to ensure we are providing the best education and life experiences for our pupils. Our teaching staff (teachers and support staff) identified what important attitudes and approaches they valued and consequently wanted included as part of our shared mindset. These were categorised, defined and then streamlined into the R.E.S.P.E.C.T mindset that we have today.



The R.E.S.P.E.C.T mindset defines a clear and effective culture of differentiated support; it is a tool to ensure consistent best practice; it provides a way for us to be the best we can and a symbol of who we are.

### **Nurturing groups**

As part of the Brook's R.E.S.P.E.C.T mindset to support the overall wellbeing of our pupils and their families, we now offer a Nurture Group at the Brook. Supported by The Trailblazer's Team of professionals (an external service supporting wellbeing in Haringey schools), we aim to improve pupils' experiences in their relationships. Our core involves supporting pupils to regulate their emotions better and to improve their coping mechanisms for stressful and challenging experiences. As a natural extension, our work also supports and develops pupil communication, engagement with the curriculum, and self-esteem.

### **Recovery Curriculum**



The Brook's recovery curriculum arose from the need to help our pupils cope with the aftermath of COVID 19 restrictions and lockdowns. It concentrates specifically on personal, social and emotional issues whilst continuing with its core offer. Our Recovery curriculum has a far wider remit than its original concept as it is now used when children are at home for lengthy periods (recovering from a long illness or from trauma for example). Our curriculum was devised from Barry Carpenter's Recover Curriculum Framework (2020) which challenged us to "look carefully at our curriculum and adapt it so that it is responsive to the needs of all the Brook children. We need to think about their experiences and makes sense of it emotionally as well as cognitively."

Losses	Consequences	
Loss of Routine	Bereavement	<i>The Brook Special School's Recovery Curriculum has also been written taking into consideration the 5 headings from Education and Health care plans. By doing this we can ensure that we are taking a holistic yet structured approach that focusses on the individual child. This will enable learners to re build knowledge and skills and continue to make progress.</i>
Loss of Structure	Attachment	
Loss of Friendship	Anxiety	
Loss of Opportunity	Trauma	
Loss of Freedom	Behaviour	

### The work of the Multi-Disciplinary Team (MDT)



The Multi-Disciplinary Team's aim at the Brook is to enable pupils to maximise their access to all areas of the curriculum. This is achieved by our therapists providing a level of skills and understanding within the classroom which raises staff's awareness of a range of strategies available to use, depending upon the needs of the individual pupil. SaLT, Occupational therapy, physiotherapy, communication through play, Lego therapy, music therapy and rebound therapy are all available (funding permitting) to support pupils to engage in learning more productively.

Across all levels of need (such as physical, sensory, language and communication) support is provided in 2 stages:

**1. The Universal Offer to all pupils in all classes.**

The support is planned using our baseline assessment data which identifies the individual needs of pupils; identifies the way in which those needs can be met and highlights the training needs of staff to deliver that support. The training, delivered by therapists who are part of the class team, can be whole school, by class or by the specific key stage.

**2. Individualised Targeted Support for classes or individuals in class.**

**This can be offered within a two-step approach:**

*Step 1*

The level of need and intervention required is drawn from the class baseline meetings, from class teacher and key stage leaders' feedback and from data output from The Brook Assessment Framework. This may be delivered through direct therapeutic in-class support, through upskilling staff in targeted CPD sessions and through cascading expertise through modelling bespoke programmes.

*Step 2*

When all of the above has been implemented but concerns remain, in-class support from a range of members of the MDT may be required to coordinate programmes that will support a more focussed approach for an individual pupil.

The Universal and targeted offer establishes a focussed and transparent structure of support from the MDT therapists and maximises pupils' access to the curriculum.

## **Class groups and Inclusion**

At the Brook we have the privilege of learning together with a mainstream school. Every class at The Brook is paired with a Willow Primary School class and inclusive events are timetabled throughout the year providing opportunities for the classes to work together.

All Inclusive work is carried out as part of the curriculum – in particular within Global and International work. Throughout the year, there are a number of curriculum events and assemblies which are also inclusive and feature: Carols by Candlelight, Christmas Lunch, The BILC Creative Arts Festival, Anti bullying week, Black History Month and Sports day.

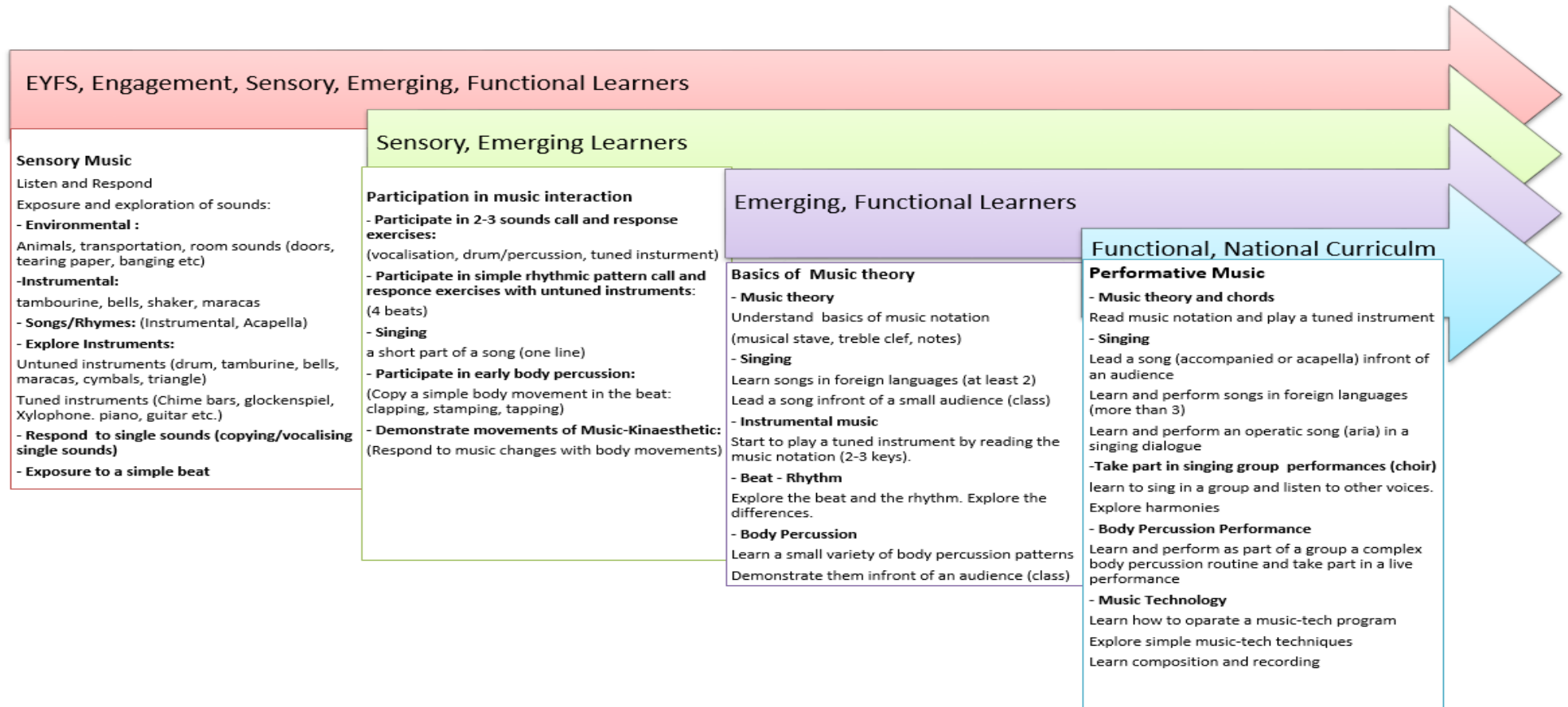
If a Brook pupil is identified as being able to attend inclusion in The Willow mainstream setting, SLTs in both schools facilitate this. The numbers of pupils who are able to benefit from this inclusion are very small as their developmental level is, in most cases, significantly delayed that their academic ability would often require them to be in a mainstream class that is many years below their chronological age. This impacts negatively onto our pupils' self-esteem. Pupils are supported in the mainstream classroom by a highly trained member of the Brook staff and important information about the pupil is shared with the teacher in The Willow.

***Please also see the policy for gifted and talented pupils for more detailed information.***

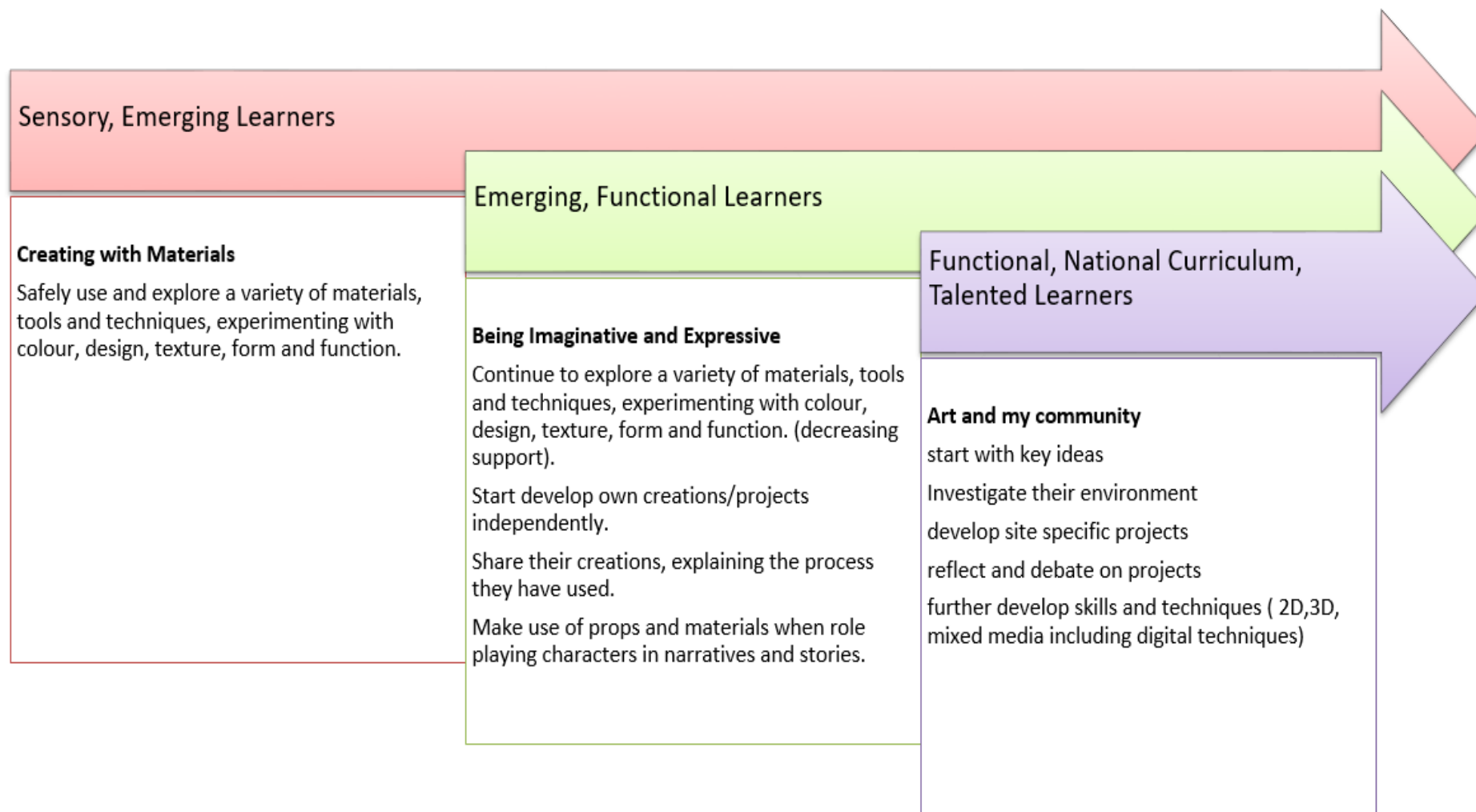
## Expressive Arts and Design

Our pupils encounter severe learning difficulties in most subjects. We have identified, however, that certain learners tend to make rapid progress in Expressive Arts and Design. To capitalise upon this we have devised learning channels which take the form of differentiated sessions and workshops where talented pupils can be stretched and challenged to reach their full potential. The charts below outline this approach.

### Music progression chart (Table 3)



**Visual Arts progression chart (Table 4)**



## Pupil Voice and School Council at the Brook School



Respecting and developing 'pupil voice' is at the heart of all that we do at the Brook, especially considering that many pupils have communication difficulties or have difficulties with social interaction. This means their voice is not always easily heard. It is important for the supporting adults at school to help our pupils find and use their voice or, at times, act as their advocate. Pupils are constantly encouraged and enabled to have a voice which is pertinent, enthusiastic, listened to, heard and acted upon.

Their thoughts, opinions and attitudes are considered in every area of the curriculum and where possible the pupils are given choices and offered opportunities to express themselves. Through art, music, drama, dance and discrete PSED sessions, the pupils can share their opinions and express their wishes in a personalised way.

Every class in the Brook elects a member to represent them at the Brook School Council. The council meets monthly and is led by a Phase leader. School-wide projects are agreed in consultation with all pupils and parents and Governors are regularly updated on the progress of the projects. The projects chosen resonate with specific areas of the curriculum (humanities / science / PSED for example) and complement the work done with Connecting Classrooms and our International Schools' collaboration.



# The Brook Special School Mapping 2021-2022

Autumn 1					Autumn 2				
Topic focus	All about Me And My Journey				Topic focus	Our World/The Environment			
Teaching approaches ♦	EYFS Engagement Sensory	Sensory Emerging	Emerging Functional	Functional	Teaching approaches ♦	EYFS Engagement Sensory	Sensory Emerging	Emerging Functional	Functional
C&L# /Literacy* Phonics	Attention Autism/Intensive interaction/Verve		Verve	smiLE therapy	C&L+/Literacy*	Attention Autism/Intensive interaction/Verve		Verve	smiLE therapy
	<b>Rhyme/Poetry</b>					<b>Non-Fiction</b>			
	Book focus: The Smartest Giant In Town		Book focus: The Smartest Giant in Town	Book focus: The Smartest Giant in Town		Book focus: 10 things I can do to help my World		Book focus: 10 things I can do to help my world	Book focus:: 10 things I can do to help my world
Maths*	Number/sharing and proximity	Number and turn taking	Number/ place value/ addition and subtraction/ sharing	Number/ place value/ addition and subtraction/ fractions	Maths*	Number/sharing and proximity	Number and turn taking	Number/ place value/ addition and subtraction/ sharing	Number/ place value/ addition and subtraction/ fractions
UW* Humanities	UW: All about me and my journey		Science: My Body and Senses		UW* Humanities	UW: All about me and my journey (Anti Bully week)		Science: Electricity	
			Geography: Me and My Community					History:Life in London	
Computing	<b>Digital Literacy</b>				Computing	<b>Digital Literacy</b>			
PD# PE	Rebound Therapy, Swimming, Movement Games		Swimming Movement Games		PD# PE	Rebound Therapy, Swimming, Movement Games		Swimming Movement Games	
PSED# PSHE RSE	<b>Managing Feelings</b>				PSED# PSHE RSE	<b>Managing Feelings</b>			
EAD* (Music/Drama/Visual Arts)	Anticipating	Contrast/pitch	Contrast/pitch	Pitch/Texture	EAD* (Music/Drama/Visual Arts)	Anticipating	Contrast/pitch	Contrast/pitch	Pitch/Texture
	<b>Arts and Design: Materials</b>					<b>Arts and Design: Materials</b>			
DT	Sensory Cooking		Food Technology/ Cooking			Sensory Cooking		Food Technology/ Cooking	
Global Learning	Black History Month				Global Learning	Me And My Family			



## Example of a scheme of work

Engagement	Sensory		Emerging		Functional	
<p><b>Exploration</b> Pupils can build on initial reactions to a new stimulus or activity; <i>for example, they display more than an involuntary or startled reaction to an activity.</i></p> <p><b>Realisation</b> Pupils begin to interact with a new stimulus or activity or discover a new aspect of a familiar stimulus or activity. They display behaviours that show they want more control of the stimulus or activity.</p> <p><b>Anticipation</b> Pupils show the following features: prediction, expectation or association between a stimulus and activity and an event. They are sometimes able to anticipate that a familiar activity is about to start or finish by interpreting cues or prompts.</p> <p><b>Persistence</b> Pupils can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. <i>Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity.</i></p> <p><b>Initiation</b> Pupils can investigate a stimulus or activity in different ways in order to bring about a desired outcome. They can be spontaneous and independent during a familiar activity without waiting for direction.</p> <p><i>For Engagement model activities please refer to the EYFS scheme of work and sensory tasks</i></p>	<p><b>I Know:</b> I know that my action/movement using mark making/printing tools on different media will create a line. (cause/effect) I know how to use mark making tools to engage with support/prompting. I know there is a wide variety of different mark making tools. I know I can explore different qualities of shapes. (curves, angles) I know how to use blocks and construction materials to build with and create simple structures and arrangements. I know there are different colours. I know my favourite colour. I know colour can change.</p>	<p><b>I Can:</b> I can focus on composition activities for limited periods of time. I can explore different types of movements producing a line. ( see pre-writing) I can make choices of preference when developing my Artwork I can make choices of preference when developing my Artwork I can make a choice of preference between two colours.</p>	<p><b>I Know:</b> I know that lines can be used to represent shapes and forms. I know how to use mark making tools to engage with mark making activities with limited prompting. I know that a line can be interrupted to create a new one. I know shapes can be combined to create compositions. I know that a repetition of shapes will create a pattern. I know how to sort and match common 2D and 3D shapes. I am starting to know properties of 2D and 3D shapes. I know colour can be mixed into a new colour. I know colour can be organised in patterns. I know colour can come in different forms. I know the name of primary colours.</p>	<p><b>I Can:</b> I can focus on mark making activities for extended periods of time. I can start to use attributes of the shapes I make by using informal descriptions such as wiggly, bendy, straight and pointy and move on to more formal language about curves, sides and corners. I can recognize similarities with shapes I know from my own environment such as a roof and then begin to use vocabulary such as triangle to describe their shapes. I can work in small and bigger with children and develop relationships on a common task with support. I can start to develop own compositions making choices of preference related to my Artwork.</p>	<p><b>I Know:</b> I know that different mark making objects will produce different types of lines. I know that line can be used to represent ideas. (figurative drawing) I know common 2D and 3D shapes. I know how to describe shapes from a collection of attributes e.g. round, straight edges I know how to develop personal work using line and shape. I know Art projects can be collaborative. I know the name of primary and secondary colours. I know 2 primary colours make secondary colours. I know colour can be used for composition.</p>	<p><b>I Can:</b> I can recognise and name common 2-D and 3-D shapes. I can create pictures using 2D and 3D shapes. I can create a repeating pattern using shapes. I can use attributes of the shapes I make by using informal descriptions such as wiggly, bendy, straight and pointy and move on to more formal language about curves, sides and corners. I can work in small and bigger groups with children and develop relationships on a common task. I can develop own compositions making choices of preference related to my Artwork.</p>



## How do all staff at The Brook Special School know that our curriculum is having the desired impact?

Pupils	Support Staff	Teachers	Curriculum Leads	Senior Leadership
<ul style="list-style-type: none"> <li>• Can communicate with more confidence about what they have learned, using correct terminology.</li> <li>• Are enthused and engaged in a wide range of curriculum areas.</li> <li>• Can communicate their ideas about specific characteristics of subjects.</li> <li>• Can show adults examples of their learning and describe the 'why'? behind work they have produced.</li> <li>• Demonstrate good learning behaviours in all lessons.</li> <li>• Are able to make thoughtful links between subjects.</li> <li>• Can access, enjoy and make expected progress within the spiral curriculum - regardless of their starting points and level of needs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Are more knowledgeable about strategies/approaches to Teaching and Learning, behaviour and life skills.</li> <li>• Have higher levels of confidence in supporting the teacher delivering all areas of the curriculum.</li> <li>• Able to articulate the why? What? and when? Of the curriculum.</li> <li>• Are able to give feedback to the teacher and class team about what is working well.</li> <li>• Are acutely aware of the expectations within a lesson and the individual targets for their pupils</li> <li>• Able to use effective use of assessment to show pupil progress</li> <li>• Support and applying sound pedagogical practices.</li> <li>• Understand the importance of the sequence of learning</li> <li>• Seek support from their class teacher and colleagues when they are less confident.</li> </ul>	<ul style="list-style-type: none"> <li>• Are more knowledgeable.</li> <li>• Have higher levels of confidence in delivering all areas of the curriculum.</li> <li>• Can give senior leaders and subject leads feedback about what is working well.</li> <li>• Are acutely aware of how children are coping with the taught content.</li> <li>• Teach consistently well; applying sound pedagogical practices in all lessons.</li> <li>• Plan coherent learning journeys based on the unit overviews.</li> <li>• Seek support from subject leads when they are less confident.</li> <li>• Teaching and learning engages learners and helps pupils to question the world around them and strive to always be learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Are experts in their subject area leading to a higher level of confidence in supporting teachers</li> <li>• Can communicate the impact of the curriculum across the school to SLT through observation/learning walks.</li> <li>• Are able to show the impact of their curriculum area, planning and sequence on pupil progress across the school</li> <li>• Can identify areas for further development</li> <li>• Can present with confidence to stake holders:             <ul style="list-style-type: none"> <li>➢ Other professionals</li> <li>➢ Ofsted</li> <li>➢ Governors</li> <li>➢ Parents/Carers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the impact of the sequential approach to the curriculum with teaching and learning across the schools.</li> <li>• Can identify areas for development and make decisions to address them.</li> <li>• Can be confident that cations from Ofsted are being addressed and that standards are rising.</li> <li>• Can track pupil progress over time and present this to stake holders             <ul style="list-style-type: none"> <li>➢ Other professionals</li> <li>➢ Ofsted</li> <li>➢ Governors</li> <li>➢ Parents/Carers</li> </ul> </li> </ul>

<b>Visitors and Governors</b> <ul style="list-style-type: none"> <li>• Give us positive feedback about pupil engagement and behaviour in lessons. Understand the vision of the school and its curriculum intent, implementation and impact.</li> <li>• Comment on the high-quality work that they see.</li> <li>• Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development.</li> </ul>	<b>Parents and Carers</b> <ul style="list-style-type: none"> <li>• Give us positive feedback about their children's attitudes to school.</li> <li>• Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).</li> <li>• Share Tapestry uploads on their child journal, showing learning taking place at home and the transference of skills.</li> </ul>
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## Relation to other policies

This policy should be read in conjunction with:

- Individual subject curriculum policies
- Brook wellbeing and behaviour policy
- The Brook Assessment policy