



# Primary Phase Parent Handbook

## **Primary Curriculum Overview and Information**

### **Primary Phase Overview – Intent**

*‘We believe that every moment is a learning opportunity and that every moment matters. Penn Fields is a school that enables students to access and achieve not only qualification-based outcomes, but also the skills needed to prepare for adulthood. Our aim is for our students to leave Penn Fields School, being the best possible version of themselves equipped with the tools needed to be a positive member of society and to continue their learning for life.’*

The Primary Phase at Penn Fields has six classes from Year 1-6. We support students with a wide range of SEND, from moderate to complex needs and offer a broad curriculum comprising of sensory based learning, work-stations and a structured approach, focussed one-to-one tasks and small group work. This is designed to develop basic academic, personal, physical, communication and social skills. The curriculum encompasses the Engagement Model and National Curriculum and is adapted to meet the needs of our learners. The aim is to support each student to achieve and prepare them for their journey into the secondary department and adulthood.

As well as the curriculum, students have the opportunity to participate in a wide range of interventions to support their individual needs.

Teachers use an adapted SOLO approach, supporting the common teaching and learning approach across school.

As a trauma and attachment sensitive school, classrooms also provide quiet and work alone spaces, as well as supporting students individually.

## **Our Classes**

Classes typically have a range of students and planning, and delivery of lessons ensures tasks and activities are differentiated to support each individual child.

As students move through the classes, personal development and independence is a priority. Students have formal learning opportunities to develop these skills (Jigsaw, RE), but essentially daily 'Child Led Play' and instruction and modelling supports each student towards more independent learning and self-help skills.

Each class uses Makaton and a total communication approach where appropriate. Alongside this, visual timetables, prompts and schedules are part of daily provision to support a consistent approach and independence.

Each class has an outdoor area as part of their curriculum delivery and usually a teacher with two support staff.

### Garden Base

*Students in Garden Base follow a bespoke timetable with a high level of adult support and staffing. Each student completes structured work-station tasks, followed by multi-sensory table activities for Maths, English, Science and Themes. Students also complete specific targets for SALT, communication, physical and sensory integration. Students participate in highly-structured activities and staff respond to individual needs and adapt this as required.*

### Willow Class

*Willow Class comprises of Year 1 and 2 students and is the first class most students experience on entry to Penn Fields. This is where students begin to learn the structure and routines of school life to promote listening, participation and co-operative skills essential for learning.*

*Students in this group are typically working from 12 -36 months developmentally, therefore follow an Engagement Model provision of Exploration, Realisation, Anticipation, Persistence to Initiation. Students experience some short focussed songs and rhymes, followed by a range of work-stations tasks and continuous provision to develop readiness for learning, communication, social and motor skills. Essentially, they are learning through play.*

### Acorn Class

*Students in Acorn class are mainly Year 2 and begin to participate in whole group sessions at the start of the lesson, with teacher input using visual aids and the interactive whiteboard. They complete focussed learning tasks 1:1 with the teacher or TLSA, with some independent activities and exploration related to the topic being taught. They are now accessing the curriculum at their own level and complete a range of sensory, practical and workstation tasks. Students are encouraged to be more independent with self-help skills.*

*Students are still accessing the Engagement Model.*

### Ash Class

*Consisting of primarily Year 4, Ash Class are moving towards group work supported by an adult, with some identified students receiving 1:1 short focussed tasks or work-station activities. They follow the school's curriculum and RWI programme, again with a range of teaching and learning opportunities depending on their individual level. Students are expected to develop and use self-help skills throughout the day.*

### Elm Class

*Elm class are Year 5 students and nearly all work in differentiated groups, following the school's curriculum. Some students are beginning to work more independently using skills taught and complete a range of sensory, practical and work sheet activities. There is sometimes one or two students that require a bespoke approach, including work-station tasks. Elm class students can use self-help skills and apply these to their learning and general class responsibilities.*

### Oak Class

*Oak Class are Year 6 students and follow the school's curriculum and work in differentiated ability groups with adult guidance and support. Students are able to access tasks more independently using skills taught, as well as the expectation that they are able to use self-help skills and apply these to a range of social situations. As part of their personal development, Oak class are supported in their readiness for transition to Upper School*

## Implementation

Students follow a theme-based curriculum for all foundation subjects which is focussed on building key skills, knowledge and understanding. The themes follow a 2 year cycle with schemes of learning (SOL) for each topic.

Across the primary phase, there is a broad termly theme, with each class having a specific focus to ensure progress over time and revisiting and building on previous knowledge.

The current themes are:

	Primary Phase & Nurture - Themes – Cycle 1		
	Autumn – Animals	Spring - People Who Help Us	Summer - Holidays
<b>Willow</b>	Pets	Role Play	By The Seaside (Sensory)
<b>Acorn</b>	Farm	Fire & Police	Summer Holidays – UK
<b>Ash</b>	Zoo	Hospitals	Travel Agents
<b>Elm</b>	African Animals	Stranger Danger	Wonderful Places (UK)
<b>Oak</b>	Rainforest	Careers & Jobs	Landmarks (World)
<b>Nurture</b>	Arctic Animals	I Want To Be...	Countries & Culture

	Primary Phase & Nurture - Themes – Cycle 2		
	Autumn – Water everywhere!	Spring - Food & Shopping	Summer –Transport & Journeys
<b>Willow</b>	Water Exploration	Food play & Exploration	Toys
<b>Acorn</b>	Fish	Food Naming & Sorting	Vehicles With Wheels
<b>Ash</b>	Ponds	Shops	Flying Machines
<b>Elm</b>	The Sea/Ocean	Shops (Old & New)	Vehicles (Old & New)
<b>Oak</b>	Rivers	Where Food Comes From	Journey Into Space
<b>Nurture</b>	Canals	Food and Cooking	Journey Stories

### **RWI & English**

Throughout the school, we follow the Read, Write, Inc phonics’ programme with learners as soon as they are ready. In the primary phase students are taught daily within their phonics’ groups by their class teacher and TLSA and they are assessed every term in order to monitor their progress. Some students will follow early readiness for phonics using Phase 1 environmental, instrumental and everyday sounds. Students also complete a range of English lessons through their themes to develop reading, writing, sequencing and comprehension skills. Again, this is taught through multi-sensory approaches, individual or small group tasks. Teachers read a variety of stories during the week to model and encourage the joy of reading, as well as students completing reading at home.

## **Maths**

The Primary phase follow the school's scheme of learning with daily maths lessons, with KS1 concentrating on number and shape, extending to other areas of mathematics in KS2. Students have opportunities to revisit and revise their key skills using a range of sensory and practical approaches, depending on their individual level of achievement. Progress is monitored termly to ensure students are on track to meet their individual targets. Students take part in yearly 'Maths Week' to encourage using and applying the skills taught.

Willow class follow an Engagement Model provision and completed early mathematical tasks for matching, colour and exploration.

## **Jigsaw**

The students follow the Jigsaw Primary PHSRE Programme, which covers all statutory requirements for PHSRE, as well as supporting British Values and SMSC. The programme continues in KS3, providing a consistent approach, revisiting and building on their early skills and understanding.

Classes have weekly sessions and follow the programme with some adjustments to support SEND, for example Widgit resources and multi-sensory approaches.

## RE

The Jigsaw RE programme has been implemented across the primary phase and meets statutory requirements, as well as supporting the Wolverhampton Agreed Syllabus. Students undertake weekly RE lessons using the programme and again adapted to meet the needs of individuals and groups.

Year Group/Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Willow &amp; Acorns (F1)</b>	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
<b>Ash (F2)</b>	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
<b>Elm (Y1)</b>	Theme: Creation Story Concept: God/Creation Key Question:	Theme: Christmas Concept: Incarnation Key Question:	Theme: Jesus as a friend Concept: Incarnation Key Question:	Theme: Easter - Palm Sunday Concept:	Theme: Shabbat Key Question: Is Shabbat important	Theme: Rosh Hashanah and Yom Kippur Key Question:
	Does God want Christians to look after the world? Religion: Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Was it always easy for Jesus to show friendship? Religion: Christianity	Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	to Jewish children? Religion: Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God						
<b>Oak (Y2)</b>	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone <u>all</u> of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism  Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism  Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism  Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

## Science

Science is taught weekly and follows a scheme of work and specific topics for each class. Students cover physics, chemistry and biology units of work, with enquiry supporting all aspects of practical tasks and activities. Students take part in lots of multi-sensory, investigations and practical tasks to encourage asking questions, recording ideas and participation.

Students participate in yearly 'Science Week' tasks to encourage developing key skills and enjoyment of science planned by the science lead and primary subject co-ordinator.

	Primary Phase		
	Autumn	Spring	Summer
<b>Willow</b>	Seasonal Changes Autumn/Winter	The World around us	Seasonal Changes Spring/Summer
<b>Acorn</b>	Seasonal Changes Autumn/Winter	The World around us	Seasonal Changes Spring/Summer
<b>Ash</b>	Seasonal Changes/Plants	Animals <u>inc</u> Humans	Everyday materials
<b>Elm</b>	Living things and their habitats	Plants/Animals <u>inc</u> Humans	Uses of everyday materials
<b>Oak</b>	Plants/Animals <u>inc</u> humans	Changes of materials	Forces/Light

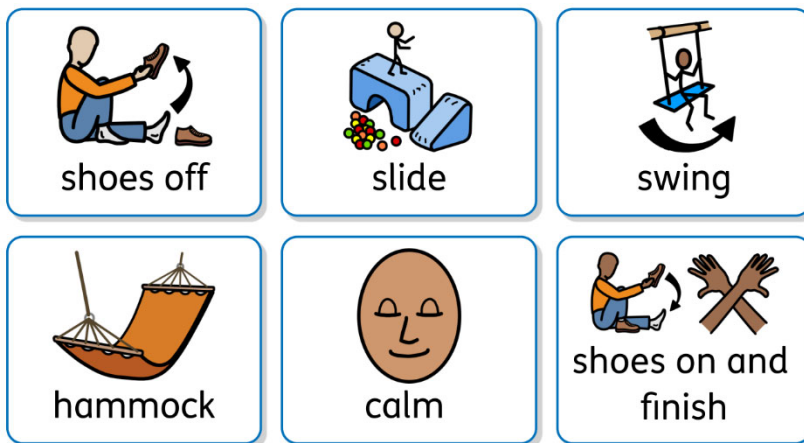
## Interventions

Students have the opportunity to participate in the following interventions, depending on their ability and individual needs:

### Sensory Gym

Designed to support students with sensory integration and regulation and a new space from September 2023.

Sensory Gym



### Sensory Snacks

Daily opportunities to support regulation through songs, sensory walks and short breaks as required.



### Sensory Room

We have a new sensory room from September 2023. This is used for each class, as well as when required to support individual students.

### Haptic Massage & Deep Pressure Massage

Available daily or when required for identified students.

### Swimming and Therapeutic Swim Sessions

Weekly swimming and some students have daily therapeutic swimming to support their sensory needs.

### Learning Outside The Classroom

As part of a whole school approach, learning outside the classroom is encouraged across the curriculum to develop physical, social and co-operation skills. Each class has their own outdoor area and access to the wider school grounds, and offsite visits.

### Fine Motor

Some students can access a weekly fine motor programme to develop their basic skills.

### Bucket Time

Designed to encourage natural and spontaneous communication through highly motivating activities.

### Tac Pac

A sensory communication resource using touch and music to develop communication skills.

### Intensive Interaction

To support early communication through mirroring actions and vocal sounds.

### Pre-Feeding Program

Available to identified students on entry.

### Professional Support

Interventions are also designed and supported through a range of outside services like OT, physiotherapy, Gem Centre, VI & HI, Inspire, Social Workers for LAC, Draw & Talk and CAMHS.

### Parental Engagement

Throughout the year parents and carers are invited into school for a range of workshops. These include SALT, curriculum-based tasks like phonics & reading, maths, science, PE and Jigsaw. Each term they can also attend free festivals for all the family to take part in a range of fun activities.

There is also support through pastoral communication and meetings timetabled throughout the year.

## **Speech and Language**

At Penn Fields School, there are currently 80+ pupils known to our Speech and Language team.

A programme is devised to work on their areas of need. This may be delivered 1-1 or in a small group. Each pupil is seen a minimum of once per week – sometimes twice by our Speech and Language Assistants. Each session lasts between 20-30 minutes and is fun and interactive. Some pupils will have a home/school communication book so the content of each session can be shared with parents/carers. Class teams have a copy of SaLT targets and all work carried out by SaLT assistants is recorded on OneNote.

A variety of specialist interventions take place here at Penn Fields School including Makaton, which is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression. Makaton is widely used across school and features on many of our pupils' SaLT programmes.

Other interventions include Lego therapy which is a social development programme for young people with speech, language and communication difficulties often associated with ASC.

Social Interventions such as Friendship Terrace or the Social Use of Language Programme for students needing support with social situations and understanding.

## **SOLAR**

We have now introduced a new recording, assessment and target setting tool across school called SOLAR. It is used by more than 500 special schools and offers the opportunity for moderation and comparison with other special schools across the country and locally.

Children will be baselined using SOLAR and then termly targets set for progress and monitored by senior leaders and relevant subject leads. Further information can be found on the assessment tab on our website.

## **School Website**

The school website has up to date information and weekly news from our Headteacher.

(Currently being updated)

## **Swimming**

Swimming takes place weekly for all primary phase students. You will be informed of the day your child's class takes part in swimming. Some children take part in therapeutic and sensory swim sessions.

## **Contacts**

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