

# Hangout Curriculum Policy



To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real-life, hands-on experiences.

To prepare children to **evolve** into the next stage of their schooling.

At Delph Side, we have an SEN unit (The Hangout) that is specifically for 8 children, with an Education, Health and Care Plan (EHCP) with a primary need of Speech, Language and Communication (SLCN). The funding for this is allocated by the SEND Sufficiency Strategy and recognises that these children are unable to have their needs met in a mainstream setting. The curriculum at Delph Side reflects this and acknowledges that these children require individual offers based on their needs, cognitive ability and social and emotional barriers.

## **Intent**

It is our intent to provide our children with a rounded curriculum, including enrichment experiences whilst ensuring we meet their wider needs. We acknowledge the curriculum entitlement outlined in the National Curriculum but are also acutely aware that, despite this these children are all very individual and require highly bespoke curriculums.

We intend the curriculum in The Hangout to be holistic in its approach, offering:

- Lessons in life skills
- Social skills
- Speech and Language interventions (Attention Autism Daily, Personalised SALT plans, Colourful Semantics)
- Access to a broad curriculum that is in line with their cognitive ability
- Specific teaching in line with their EHC outcomes
- Unique teaching, learning and personal development
- Sensory input (sensory diet, sensory circuits, sensory room visits, sensory breaks as required)
- Opportunities to develop social and emotional skills

## **Implementation**

The implementation of the curriculum in The Hangout is carefully coordinated to ensure that all areas are covered. Where appropriate, and children are cognitively able, they will access curriculum lessons in the mainstream classrooms. The child's and parent's views are carefully considered before placing them in a mainstream classroom as often there are social and emotional barriers which can result in heightened anxiety and school refusers.

Every national curriculum subject, with the exception of a Modern Foreign Language (MFL), is included in explicit lesson times at the level of each individual. Where appropriate, some children engage in MFL based activities, such as daily greetings in foreign languages.

Overlearning is essential for making knowledge stick, particularly for children with additional needs such as the children attending The Hangout. Therefore, we have carefully analysed Development Matters (EYFS) and the Key Stage 1 and Key Stage 2 National Curriculum Programmes of Study to create bespoke curriculum maps.

The Hangout Curriculum will be implemented by:

- Focusing on the 4 areas of need outlined in the SEN Code of Practice 2014:
  - Cognition and Learning
  - Communication and Interaction

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- Social, Emotional and Mental Health
- Physical, Sensory
- Themes influenced by children's interests
- Enrichment opportunities to enhance experiences and develop life skills
- Regulating sensory and emotional needs so all children are ready to learn
- Learning skills to enable self-regulation
- Allowing the children to develop their Independence and Self-Help skills
- Working closely with other professional agencies and therapists and implementing their advice (SALT, OT, Specialist Teacher, etc)
- Forest School sessions
- Visits in the community and wider community
- Daily Attention Autism sessions
- Daily fine motor activities e.g. dough disco
- TEACCH strategies where necessary
- Inclusive PE Plus sessions to develop fundamental skills
- Discrete curriculum lessons which encourage development of skills and knowledge leading to progression over time

## Impact

The children accessing The Hangout will have accessed the provision outlined in section F of their EHCP and make progress towards the Outcomes in section E. Children will leave the Delph Side Hangout feeling confident, proud and full of ambition for their next stage of learning, equipped with key life skills to thrive with independence in their future.

Their EHCP will be evaluated at the end of Key Stage 2 and updated to ensure their Key Stage 3 outcomes are secure before moving on to their next setting.

**This Policy has been devised in line with the SEND Code of Practice (2014) and the Rochford Review (2016)**

## Code of Practice 2014

### **Improving outcomes: high aspirations and expectations for children and young people with SEN**

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

### **Principles underpinning this Code of Practice**

- *the views, wishes and feelings of the child or young person, and the child's parents*
- *the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood*