



INSPIRE BELIEVE ENHANCE ACHIEVE

PRIMARY

At Warmley Park School we believe in and value every individual and what they can aspire to. We strive to motivate pupils to reach their goals and beyond.

Warmley Park School Primary Department offers provision for pupils aged 5—11 years with complex learning needs.



SCHOOL SITE

The school building is on a secure site on a single level and is fully accessible with ceiling hoists in some classrooms and bathrooms.

The school has use of two halls, a large field and main outdoor playground. We also have a Hydro Therapy pool on site for pupil access.

There is a library, an art room, dance studio and a food technology room that Primary pupils can access.

OUTDOOR SPACE

Our school has various outdoor spaces for pupils and classes to access. All Primary classrooms have access to an outdoor space direct from the classroom.

We have different play areas around the school that have play equipment for pupils to explore. The site has a developing woodland area with bat house and viewing platform. Next to the Nursery it has a growing Orchard. The Food Technology room has direct access to a kitchen garden for pupils to tend and harvest for ingredients.



PRIMARY CURRICULUM



The Primary Curriculum aims to support pupils to become successful learners. We follow a guided curriculum which is adapted for each pupil and their EHCP outcomes.

Our curriculum design is built on our cornerstones;

Communication and Interaction
Independence and Personal Development

CURRICULUM OVERVIEW

Primary Curriculum Detail									
<p>Our Primary Curriculum aims to support learners to develop the skills needed to become successful learners, through teaching the fundamentals of communication, literacy, numeracy, creativity, physical development and social interaction.</p>									
Primary Aims	<p>Communication To establish a preferred means of communication.</p>	<p>Safeguarding Care standards, Keeping safe, Safety in the community.</p>	<p>Self Awareness Self awareness, Identity, Self-worth, Environment.</p>	<p>Social and Emotional Development Establishing positive relationships, well-being.</p>	<p>Physical Development Grossing skills, Motoric, Sensory regulation.</p>	<p>Readiness to Learn Positive attitude, Investigating/ Exploring, Questioning/Problem solving, Creativity.</p>	<p>Reading Clearing stories, Concepts around print, Language development, Love of reading.</p>	<p>Core Literacy and Numeracy Development Phonics, Word recognition, Mark-making/letter formation, Basic number (shape recognition, Counting, grouping, matching, sorting), Problem solving.</p>	
Components	<p>Communication</p>	<p>Lessons</p>	<p>Learning through the Classroom</p>	<p>Thematic Learning</p>	<p>Attitudes and Behaviour</p>	<p>Enrichment</p>	<p>Outlets</p>		
Approaches to Learning	<p>Activities: TFL, Visuals/objects, Objects of Reference/ Talking Mats, Communication symbols/ACC, Total Communication, Self-led interaction, Thematic.</p>	<p>Essentials: Table appropriate, Risk, Dynamic, Differentiated, Challenge/choice, Goal/achievable.</p>	<p>NECF focus outside the classroom, Thematic involvement/engagement, Learning experiences through role-play, Project/ School/Daying, Working in the local community.</p>	<p>Learning adapted to the needs of the learner, Inclusion, TFLC, NCFE/NECF, DETS, Observations/last steps.</p>	<p>High expectations, Unconditional positive regard, Safe models, Self-regulation, Adult support/strategies, Thematic Behavioural Plan, Communication Tables, Critical skills award schemes.</p>	<p>Happy/safe Total Communication, Independent, Adapted to the needs of the learner.</p>	<p>Support/Concise feedback, Building acceptance to change in routines, Establishing who matters.</p>		
Curriculum Areas	<p>A means to communicate, to have a voice.</p>	<p>Differentiation and Individualisation.</p>	<p>Building on learning beyond the classroom.</p>	<p>SMSC and British values.</p>	<p>Behaviour for learning.</p>	<p>Subjects/curriculum practice.</p>	<p>Security, Integration.</p>		
Curriculum Areas	<p>Literacy Developing early core elements by: Communication, Language, Phonics, Reading, Writing.</p>	<p>Numeracy Developing early core elements by: Number/Basic value, Shapes/Patterns, Counting/Calculating, Problem solving.</p>	<p>Science Developing early core elements by: Investigating, Questioning, Experimenting.</p>	<p>SMSC/ British values/PSHE Developing early core elements by: Culture/Identity, Relationships, Social and emotional awareness, Well-being.</p>	<p>Computing Developing core elements by: Using events, Key, making, coding, Supporting all areas of the curriculum.</p>	<p>Understanding of the World (History/Geography) Developing core elements by: Significant events, Domestic performance, Awareness of what has and all across, comparison (History/other schools), Events.</p>	<p>Art and Design/ Technology Developing core elements by: Making and using different materials/media, Learning/assessment, Managing/ Integrating using.</p>	<p>Music Developing core elements by: Listening and responding to music/sounds, Doing in with rhythm/ songs, Exploring instruments.</p>	<p>Physical Development Developing core elements by: Risk and social awareness, Improving awareness, range of movement, (Practice some sports), Individualised.</p>
Role of the adult	<p>Adults support learners through modelling initially, then supporting through scaffolding and visual/verbal prompts, to encouraging and giving opportunities for learners to foster independence.</p>								
Assessment	<p>Listen and watch learner, individuality and teacher engagement.</p>	<p>Oral reports, planning and recording.</p>	<p>Evidence gathered throughout the day.</p>	<p>SEN, IEPs, TFLC.</p>	<p>Records</p>	<p>Identifying learners, achievements and next steps.</p>	<p>Identifying interventions needed.</p>		
Impact	<p>Our Primary learners will have a preferred method for communication established, demonstrate a readiness for learning, self awareness and a level of independence to support their learning journey into the Secondary Curriculum.</p>								

ACCESSING THE CURRICULUM



Our Warmley Park Family and Community believe in building positive relationships and creating an environment where pupils feel safe.

