



Engage Develop Aspire Futures

Communicate

A guide to the curriculum 2019-20



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Pastoral Care

There are three tutor groups . Both groups have pupils from year 7, 8 and 9. This means we can tailor approaches to teaching and learning to pupil's individual needs and learning styles.

The groups are supported by a core team including a tutor (one of the teaching team) who leads their pastoral care, a member of the therapy team and a teaching assistant. The teaching assistant will usually accompany the group throughout the school day.

Tutor groups start the day with their core team for registration which lasts 15 minutes. This gives time to read any messages in home school books and to find out how pupils are that day. Pupils also hand in any personal phones or mobile devices to their core team.

They meet again for registration, after lunch for 15 minutes, and at the end of the day for 10 minutes. This means pupils are able to talk to their core team about any worries or problems or successes they might have had after lunch or before they go home.



Forest Schools

All pupils will have the opportunity this year to experience learning through the Forest Schools approach.

Forest Schools gives pupils to explore how they learn rather than focussing on content. Pupils are able to develop independence, problem solving and managed risk taking through active outdoor learning.

Lessons are tailored to suit groups and individuals age groups, needs and interests.

Commando Joe's

Pupils in the Chimes department may also take part in Commando Joe's activities; an active learning programme which

- Develops greater resilience
- Encourages growth mindset
- Improves attitudes towards learning
- Increase in attendance
- Improved educational outcomes
- Metacognition and self regulation

Physical Activity

PE lessons provide students with physical confidence in a way that supports health and fitness.

In addition to PE lessons, pupils will access swimming in the schools own pool in rotation with other groups.

They will also access and use of the onsite gym,

A range of equipment is available at breaks and lunch times encouraging pupils to practice their skills and qualities such as team work and resilience.

Pupils have opportunities such as taking part in Sports Day the option to join the PGL residential trip in March 2020

Music and Performing Arts

Pupils study performing arts and are encouraged to take part in the Christmas Show and the Summer Showtime event held at the Old Library Theatre in Mansfield.

Pupils can also access music club.

Parents and carers are warmly encouraged to attend school shows and events to see their child in action.



Routine communication with home will be at least once per week either through the home school book OR email if preferred (this should be agreed with the team to avoid confusion) . However, some pupils may need more frequent home school contact at first.

Weekly comments by any member of staff who works with the pupil, e.g. a speech and language therapist, a teacher, a learning support assistant, or other colleagues may be included. Over a half term period parent/carers may receive comments about progress, certificates, an overview of the week, or future events and information.

Serious incidents during the school day will be reported to parents/carers by telephone on the same day and a message left if they are not available. The form tutor will manage this communication although they might not make the call themselves.

The core teams also coordinates information about educational and therapeutic progress which parents receive through mid year, end of term reports and for the annual Person Centered Reviews of your child's EHCP.

You have a chance to meet your child's core team and subject tutors on parents day in November .

For everyday worries, concerns and problems the core team are a good first point of contact as they work with your child every day. Tutors are happy to be contacted and appreciate your support and collaboration .

MS tutor group in the Chimes Department

Chimes is led by Miss Smith. Pupils are supported on a one to one basis by a team of teaching assistants.



Pupils in the Chimes department may find learning in a traditional classroom environment , alongside peers, difficult. Each child has their own room to work in but are able to access communal areas e.g. a gym, kitchen and library area.

Pupils follow highly individualised programmes based on a model of engagement, development and aspiration. Their programmes include core subjects such as numeracy, literacy and science delivered in the way that best suits them.

Individualised programmes may include experiential and /or offsite learning in response to pupils personal interests. Some pupils may access elements of the KS3 curriculum with other pupils from Chimes in the main school building e.g food technology.

If appropriate Chimes pupils may work along with their peers in the main school building.



Computing

Pupils are taught about Online Safety and Digital Literacy including how to spot dangerous /insecure websites; understand what information is safe to share and about using the internet and social media safely and responsibly.

Pupils also have the opportunity to learn about coding and programming; handling information and data; and computer hardware and networks. Pupils access these topics at an appropriate level for themselves.

Art

Pupils develop observation and drawing skills though thematic topics e.g. celebrations and unusual viewpoints. They explore the work of artists and designers from a variety of times and cultures.

Pupils are able to use a range of materials and equipment including digital technology. The teacher collaborates with the Occupational Therapy team to ensure all pupils can participate and build independence.

Pupils have the opportunity to share their work with others through entering nationally recognised competitions

Food Technology and Design Technology

Each class studies Food Technology and Design Technology throughout the year.

Both subjects take place in fully equipped specialist rooms.

In Food Technology pupils learn about a balanced diet, safety and food hygiene. They are encouraged to weigh and measure and use kitchen tools with increasing independence.

In Design Technology pupils learn to handle resistant materials such as wood and plastics, as well as textiles. They learn about the design process and to use a range of tools safely e.g. hand tools, sewing machines etc. with increasing independence.

The teachers and the occupational therapy team collaborate to make the food technology environment accessible to all students, and to equip them with skills for life as well as for continuing education and employment.

A parental contribution towards the cost of materials in these subjects make it possible for pupils to take their work home.



Our Curriculum

Pupils follow a broad, balanced and deep curriculum which includes the National Curriculum subjects. Pupils learn why subjects are important in everyday life and how they are relevant to future employment opportunities. Most pupils study the following ...

- English
- Maths
- Science
- PSHE
- Art
- Design Technology
- Food Technology
- Performing Arts
- History
- Computing
- PE
- Forest Schools
- Titan Travel Training

The curriculum is adapted to meet the needs of each group and individual students.

Occasionally some students will need a very highly individualised programme with a staged approach to accessing the full range of subjects.

KS3 have 20 minutes of literacy four days per week with their core team. Numeracy is delivered in maths lessons. Pupils in the Chimes department have Numeracy and Literacy built into their individual programmes.

Literacy

Where appropriate pupils follow the Read Write Inc. Programme.; a systematic phonics approach to reading and writing. This is led by a Speech Therapist.

Where necessary pupils follow programmes included individualised approaches to spelling, and reading for pleasure.

Many pupils can access Touch Type Read Spell. This is a multi-sensory touch typing programme which, as well as increasing independence in word processing, is based on a phonic intervention for dyslexic pupils.

Pupils in the Chimes department follow individual programmes. Which may initially focus on engagement.

Additionally, some pupils may receive other interventions including Reciprocal Reading (to support comprehension), Precision Teaching (a whole word recognition approach,) and Shape Coding (a visual method of understanding grammar).

Numeracy

Numeracy focuses on building fluency in basic skills e.g. addition, multiplication, number bonds and division. The skills are linked to activities which show pupils how they are important for everyday life.

Being numerate is crucial to living independently and future employment.

Some will also use Numicon a concrete-pictorial-abstract approach to understanding maths concepts.

Science

Lessons include the content of the National Curriculum at an appropriate level for the class or individual. Physics, chemistry and biology strands are included, for instance, the solar system, atoms and elements, and reproduction.

Facilities include a science lab and pupils access a range of practical and theoretical activities.

Pupils are encouraged to investigate and understand the world around them through Science.

English

Schemes of work reflect the National Curriculum ;teachers and therapists work closely together to adapt and differentiate topics themed around texts to meet the Speech Language and Communication needs of pupils.

Pupils explore writing and shared reading activities based around a range of fiction and non-fiction texts including myths and legends, two plays by Shakespeare, poetry and short stories. Texts may be changed from year to year, or for individual pupils, so that learning remains engaging and relevant.

Spoken Language is an important element of the curriculum for pupils at Dawn House School. Pupils are encouraged to consider how they can adapt their language (including Standard English) and the skill of presentation for different audiences .

Pupils are supported to learn, understand and use academic and functional vocabulary, as well as grammar. So, they are able to access Key Stage 4 qualifications at an appropriate level and develop independence and seek employment later in life.

Maths

Schemes of work are based on Kangaroo Maths , a programme which reflects the National Curriculum.

The same concrete-pictorial-abstract approach as in numeracy lessons is used.

Pupils have the opportunity to learn through practical activity so that they make links between mathematical skills and the understanding they need for independence and employment in later life.

Pupils are supported to master key concepts thoroughly so that they have a sound foundation for future learning before they move on at their own pace.

Teachers and therapists work together to help pupils learn, understand and use maths vocabulary and apply it in contexts including measurement, shape and time,

Pupils also use My Maths , an interactive online resource which encourages engagement and helps pupils consolidate learning.

PSHE

Covers a range of topic areas so that pupils can be prepared for the opportunities, responsibilities and experiences in modern Britain.

Pupils will ,for example look at , keeping healthy ,keeping safe, human rights and diversity , discrimination and so on.

Pupils will look at topics around money such as online scams.

Pupils will also be introduced to the world of work and careers.

All pupils in KS3 will take part in TITAN . This is a Nottinghamshire County Councils independent travel training programme.

History

Pupils have two lessons per week.

Pupils are encouraged develop their understanding of the world and other people, and to make links between their own experiences and those of others in the past and other places.