



## **Durham Trinity School and Sports College**

# **TEACHING & LEARNING**

This policy has been developed to overarch other school policies and guidelines, along with the aims and values of the school it provides a philosophical framework to support them.

### Durham Trinity School and Sports College:

Durham Trinity is an all age special school and sports college catering for pupils from 2-19 years with Profound and Multiple Complex Needs, Severe Learning Difficulties, Moderate Learning Difficulties and Autism.

We offer a high quality individualised provision for children who have difficulties in all the main curriculum areas. This includes providing:

- A high level of resources and skilled staff
- Personalised teaching and environments
- An approach which is both calm and caring but with easily defined boundaries
- An environment where all pupils achievements and successes are recognised

Durham Trinity School and Sports College has a specialist provision for children with Autism and Sensory Needs, providing an appropriate, individualised curriculum and learning environment to enable all pupils to reach their full potential.

The Post 16 provision focuses on further developing life skills, language and communication, along with functional literacy and numeracy with a preparation for adulthood focus, preparing all pupils for life after Trinity.

The school is well equipped with specialist rooms to support the delivery of the curriculum whilst meeting their sensory, emotional and wellbeing needs:

Create and Make workshop, main hall, small sports hall, fitness suite, multi-use games area, sports field, outdoor play areas, library, Thrive room, soft play room, food technology rooms, horticulture area and sensory room.

### Rationale:

We believe that effective learning and teaching must be based around the stage of development and levels of experience that the children have already acquired.

Learning should be a rewarding and enjoyable experience for everyone; it should be fun, child centred and tailored to meet the specific individual needs of every child. We acknowledge that children learn in many different ways and have a wide range of strengths and difficulties. We recognise the need to develop strategies that allow children to learn in ways that best suit them individually.

Teaching should equip the children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We believe that appropriate learning experiences and relevant teaching will help children to develop individual skills so they can connect to society, and be a citizen in their own right, in their own community.

We closely monitor each child to assess learning styles and developmental stages and take these into account when planning learning and teaching activities.

In order to learn we believe that children need to:-

- Feel secure and valued, are supported and enjoy a trusting positive relationship with peers and adults.
- Be central to the learning process, where their lead and interests are followed wherever possible in an atmosphere where every child matters.
- Have a positive and enjoyable experience, where they are actively engaged, with achievements encouraged and celebrated.
- Have the activities in which they engage, made appropriate to their own level of learning (eg multi-sensory), have opportunities for collaborative and independent learning and choice making activities.
- Have opportunities to learn outside the classroom.

#### Teaching and Learning at Durham Trinity School and Sports College:

The school aims state that when pupils leave Durham Trinity they will have:

- Accessed an inclusive, relevant pupil centred education with a strong focus on wellbeing and achievement.
- Fulfilled their potential and where age appropriate, will have gained relevant external accreditation.
- The ability and desire to further build on their knowledge and skills (academic, social and emotional).
- A sense of personal pride in themselves, their school and their community.
- Gained positive and life enhancing memories.
- Developed independent skills appropriate to their needs to be able access the community, and be a citizen in their own right.

This statement transfers into the following:

Aims for Pupils at Durham Trinity:

To develop their life skills, knowledge, experiences and emotional regulation to take an active part in society as independently as possible.

Aims for Teaching and Learning at Durham Trinity:

To provide educational experiences which are **effective** for children with learning difficulties to allow them to **reach their potential and develop their own interests**.

To provide a **personalised approach** to learning as a recognition that we all have different needs, interests and abilities

To promote a **positive attitude to learning** so that children enjoy coming into school and acquire a solid basis for **lifelong learning**; we do this by providing learning situations and tasks which are **fun, stimulating, informative, planned and relevant**.

To provide the best in **teaching** (including staff skill set) **and resources** (including learning environment) to enable pupils to ask questions and take risks.

To provide a curriculum which promotes **physically and mentally healthy lifestyles** to enable children to be healthy individuals by being **active, communicating their needs and feelings** and **taking responsibility** for their own health.

To promote **independence and thinking skills** to enable children to develop their **cognitive ability** and impact on their **emotional development**.

To **provide a curriculum**, which goes beyond the classroom and **prepares the pupil for life, the world of work and leisure experiences**.

We do this at Durham Trinity by:

**PUPILS**

All pupils have one or more special need linked to the following areas: cognition and learning, communication and interaction, physical and sensory, and social, emotional and mental health.

All pupils have an Education Health Care Plan; their outcomes are embedded in the planning and delivery of the curriculum, to provide the appropriate level of challenge and support to ensure they reach their full potential.

Every pupil in the school has Individual Learning Intentions; these are directly linked to their EHCP and this ensures their personalised learning is focused and tracked throughout their school life.

Some pupils have individual Behaviour Plans where specific strategies are detailed to support the pupil to access the curriculum and school life.

## **ENVIRONMENT**

We provide a wide range of high quality learning environments and experiences to enhance the learning of children including therapy areas, outside areas, specialist teaching rooms and visits to the community.

- Areas/classrooms are well organised and managed so all resources are easily accessible, easily kept clean and tidy.
- Ensure good quality appropriate resources are available.
- Displays are of a high quality and regularly changed, to reflect the curriculum themes of each Pathway/Provision and as a resource for pupils to refer to.

## **CURRICULUM, PLANNING AND ASSESSMENT**

The curriculum and overall whole school provision sits within the umbrella areas of:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional and Mental Health
- Sensory & Physical
- Preparation for Life

The curriculum, therefore, seeks to support the recommendations of SEND Code of Practice as well as ensure that Education, Health and Care plan outcomes remain an integral part of everyday practice.

The curriculum is broad and balanced offering high quality learning appropriate to the diverse needs of the children.

We are currently implementing a 3 tiered approach to our curriculum as set out below, although we are aware that a combination of approaches is required at times to meet more multifaceted needs.

### **Pre-Formal Curriculum**

A highly individualised approach, providing a suitable learning environment to meet the profound, medical and complex needs of pupils. We aim to promote relative independence, developing communication strategies and choice making, to ensure pupils are able to enjoy happy and healthy lives. Staff are extensively trained to meet the medical, physical, communication and sensory needs of learners and activities are designed to build upon this foundation, in an appropriate, cross-curricular and highly sensory manner.

## **Semi-Formal Curriculum**

A holistic approach that makes links between key areas of curricular learning, in a creative and preparation for life context. An emphasis on independence, problem solving and communication skills are encompassed in every classroom and beyond, with regular access to the community. There is a commitment to cross-curricular and contextualised learning where pupils are engaged and enthused in real life situations, within a flexible framework which is responsive to their personalised needs. The concepts of over learning and repetition are key in our semi-formal approach, to support the memory difficulties synonymous with pupils who have severe learning difficulties. To support the Social and Emotional needs of pupils, semi-formal groups are taught as individual classes, allowing consistency of teacher and support staff.

## **Specialist Autism Curriculum**

A highly individualised approach, providing a structured and predictable, low stimulus learning environment to meet the complex and diverse needs of pupils. There is a commitment to promoting relative independence, engagement, emotional regulation and communication strategies to ensure pupils are able to enjoy happy and healthy lives. Staff are highly trained in autism specific approaches such as TEACCH and Attention Autism. Bespoke sensory strategies and person centred approaches are utilised whilst established routines and positive approaches are central to work and learning.

## **Assessment for Learning and Pupil Progress**

We ensure accurate assessment informs future planning. AfL (Assessment for Learning) is an integral ongoing activity within all aspects of learning within each session.

Pupil's work and experiences are recorded on Evidence for Learning with individual work books or files being used in addition to this for some pupils. Durham Trinity's Marking and Feedback policy is followed in book/folders and reflects the use of Evidence for Learning as a tool for Assessment too.

Learning progress is tracked through MAPP for Personalised Learning Intentions, which draw focus from the pupils EHCP Outcomes, Steps to Success, and, where appropriate, Functional English, Maths and Computing Learning Intentions.

In EYFS, reference is made to the Early Learning Goals and Early Years Framework, where appropriate. For pupils accessing non-subject specific learning, their engagement is also reflected upon using the Engagement Model. An Engagement Profile is completed to support this too. Some pupils in Specialist Autism provision will have reference made to SCERTS (Social Communication, Emotional Regulation and Transactional Support) when collating Learning Intentions.

## **INTERVENTIONS**

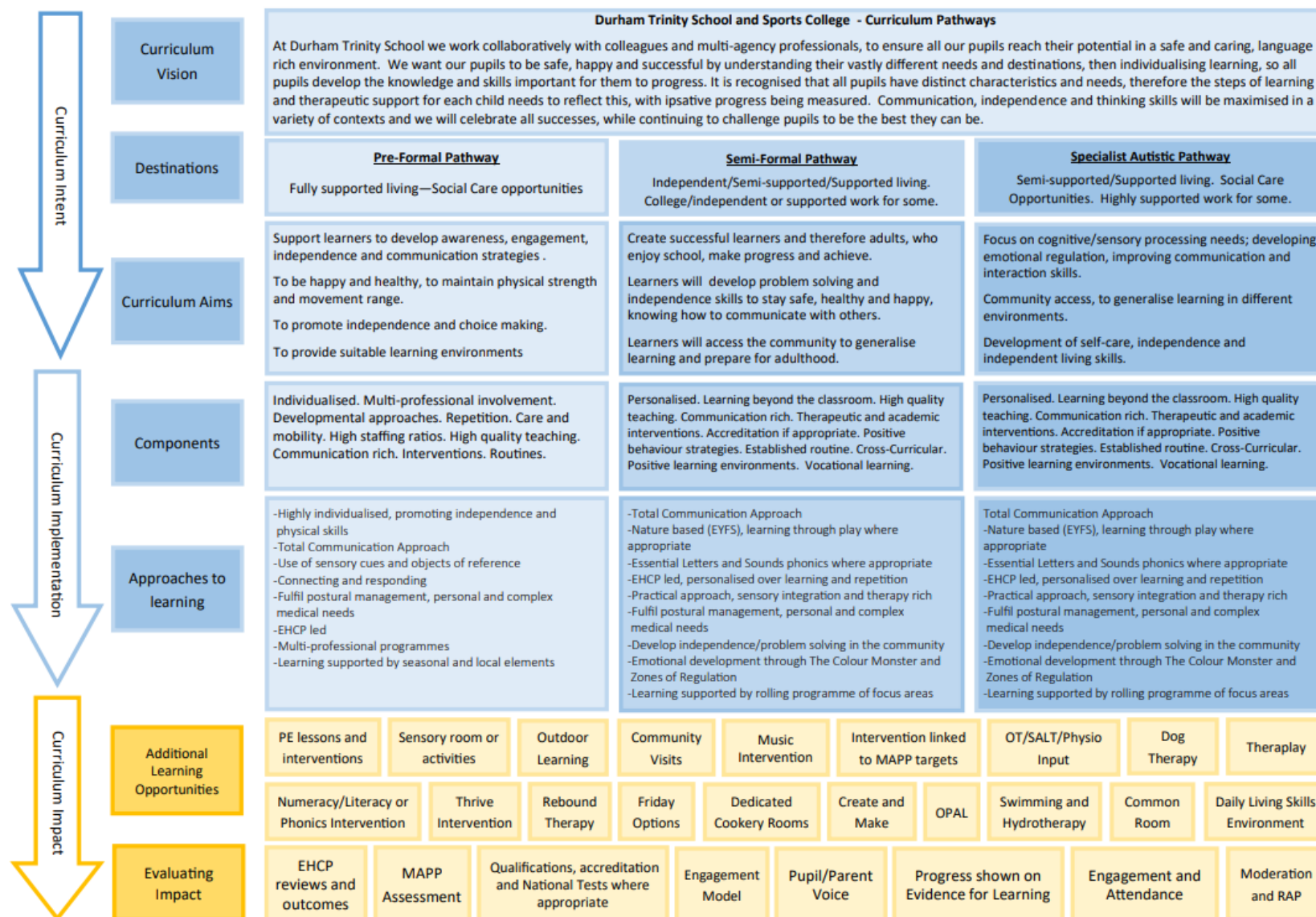
An intervention system is in place for academic, communication, functional skills, therapeutic support and emotional wellbeing development and this is facilitated by middle and senior leaders.

Where required, interventions are put in place to support pupils to achieve in areas which they are finding more complex or to support them to achieve their individual learning intentions. Interventions may include: additional supportive resources, additional activities (e.g. Thrive/Counselling/Dog Therapy/Lego therapy/Self Help), referrals to other professionals and additional support from an Intervention HLTA or ETA within a small group or 1:1 activities.

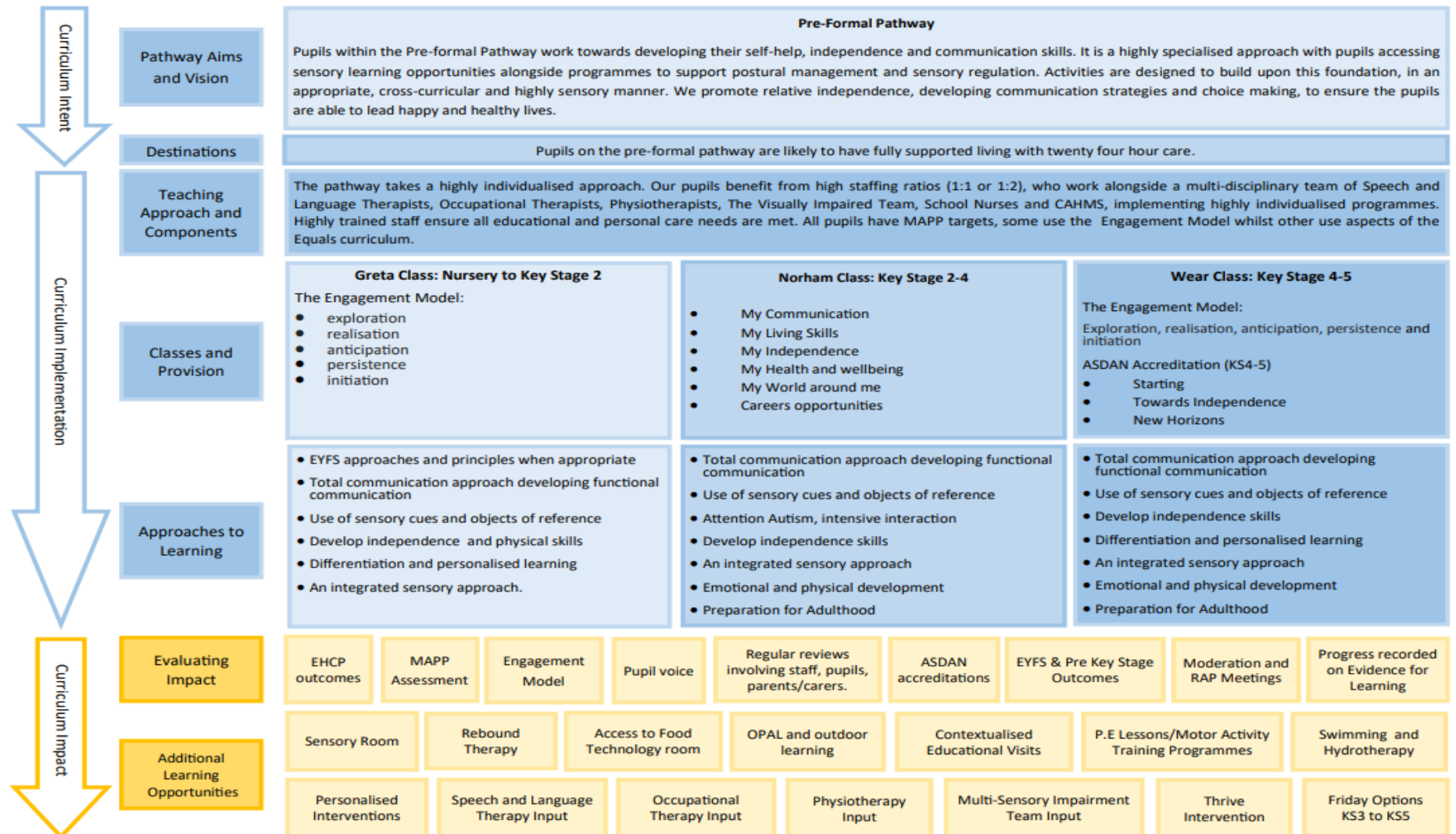
Intervention can take place in the designated area within school, in classrooms, group rooms and out in the community (e.g. Independent Travel).

# T&L Policy

## Whole School Curriculum

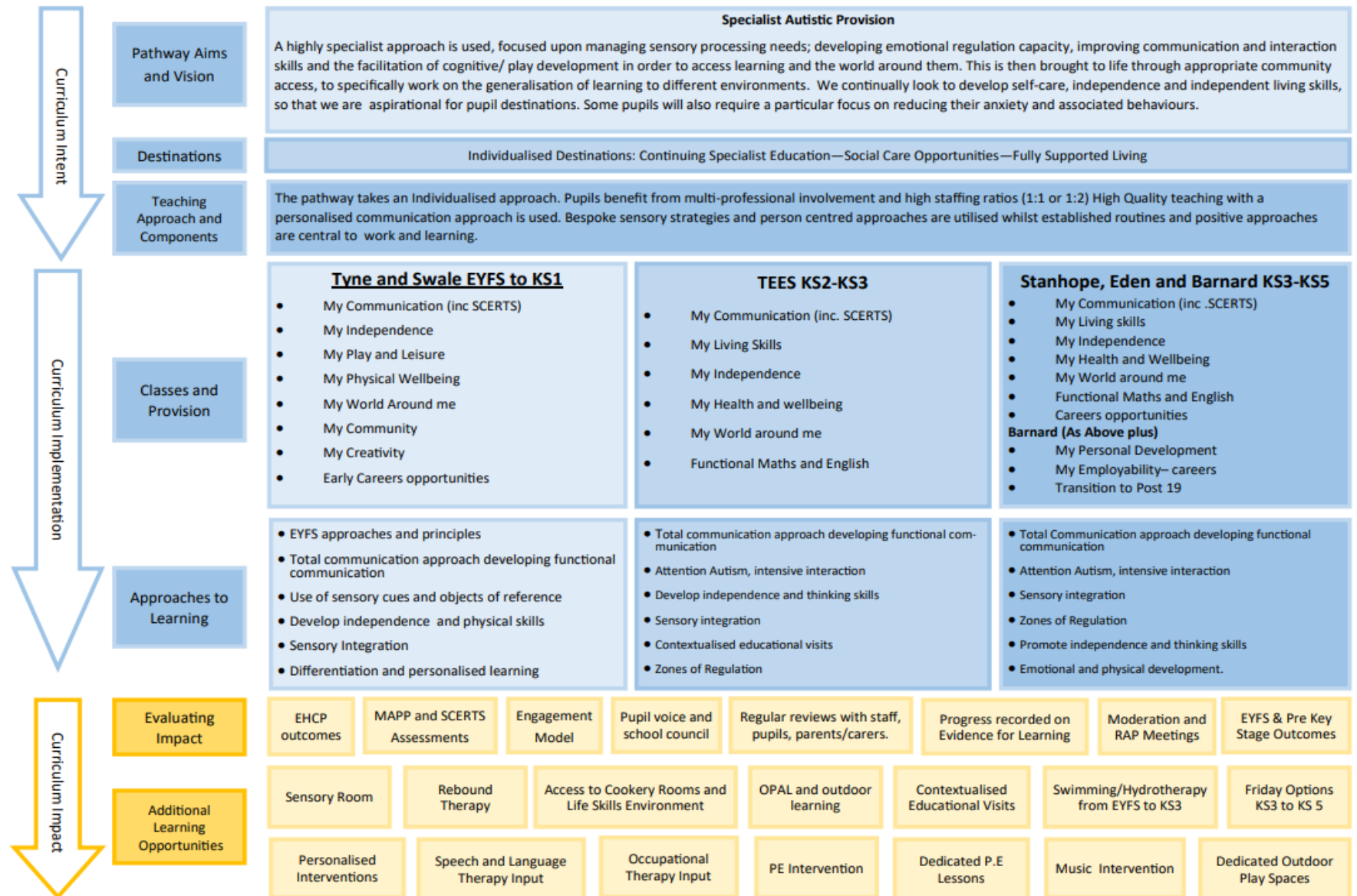


## Pre Formal Curriculum

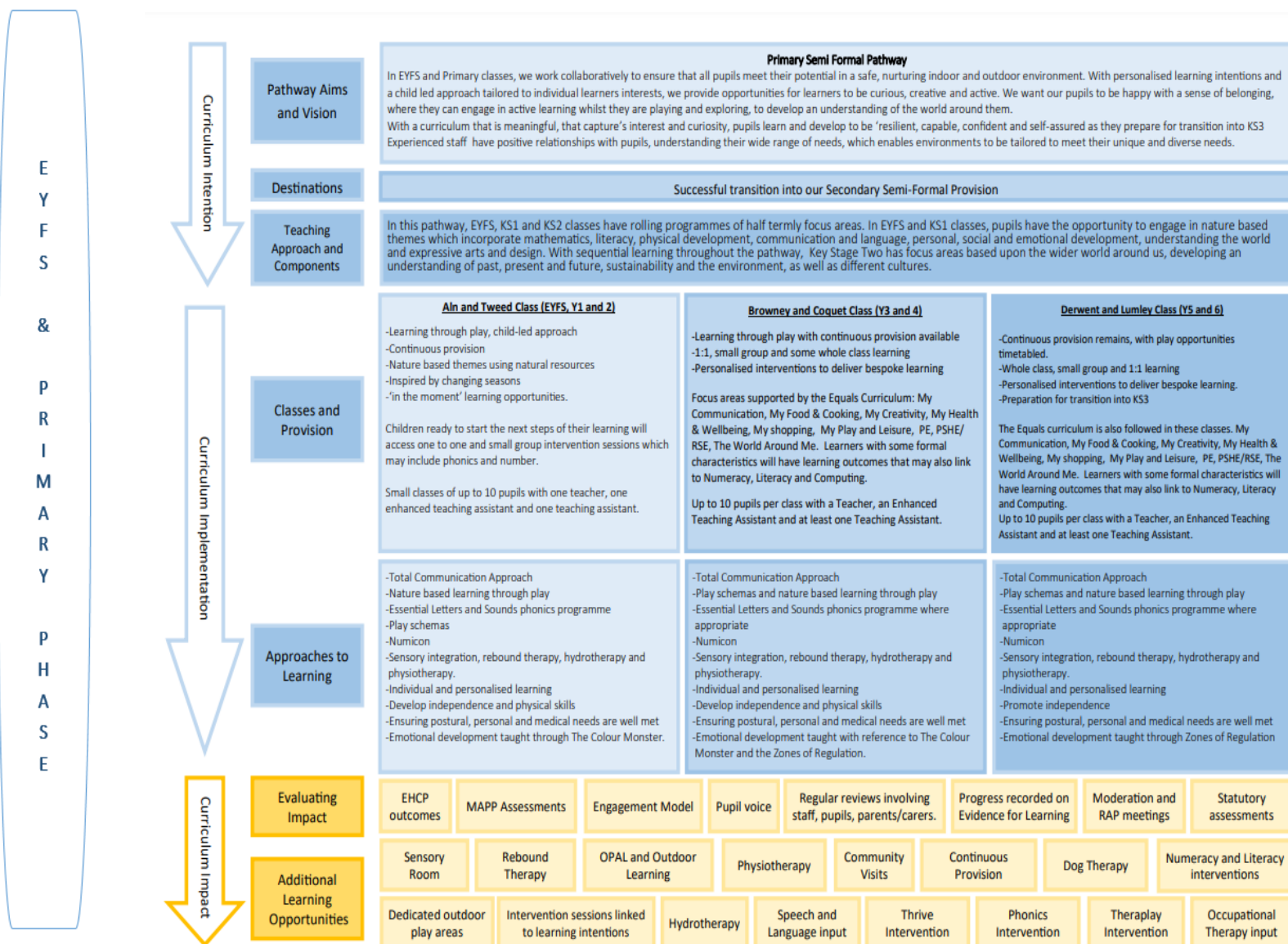




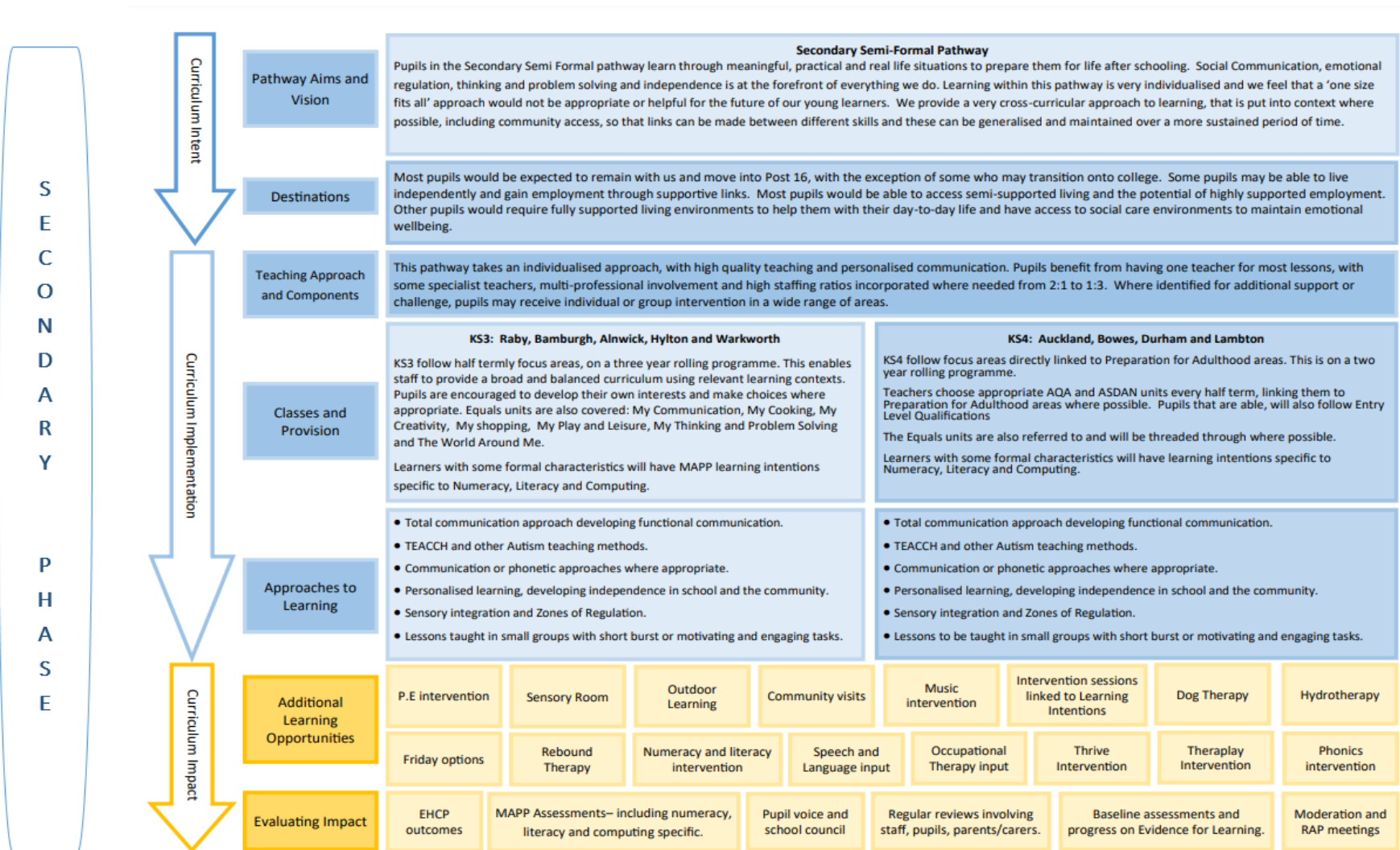
## Specialist Autism Curriculum



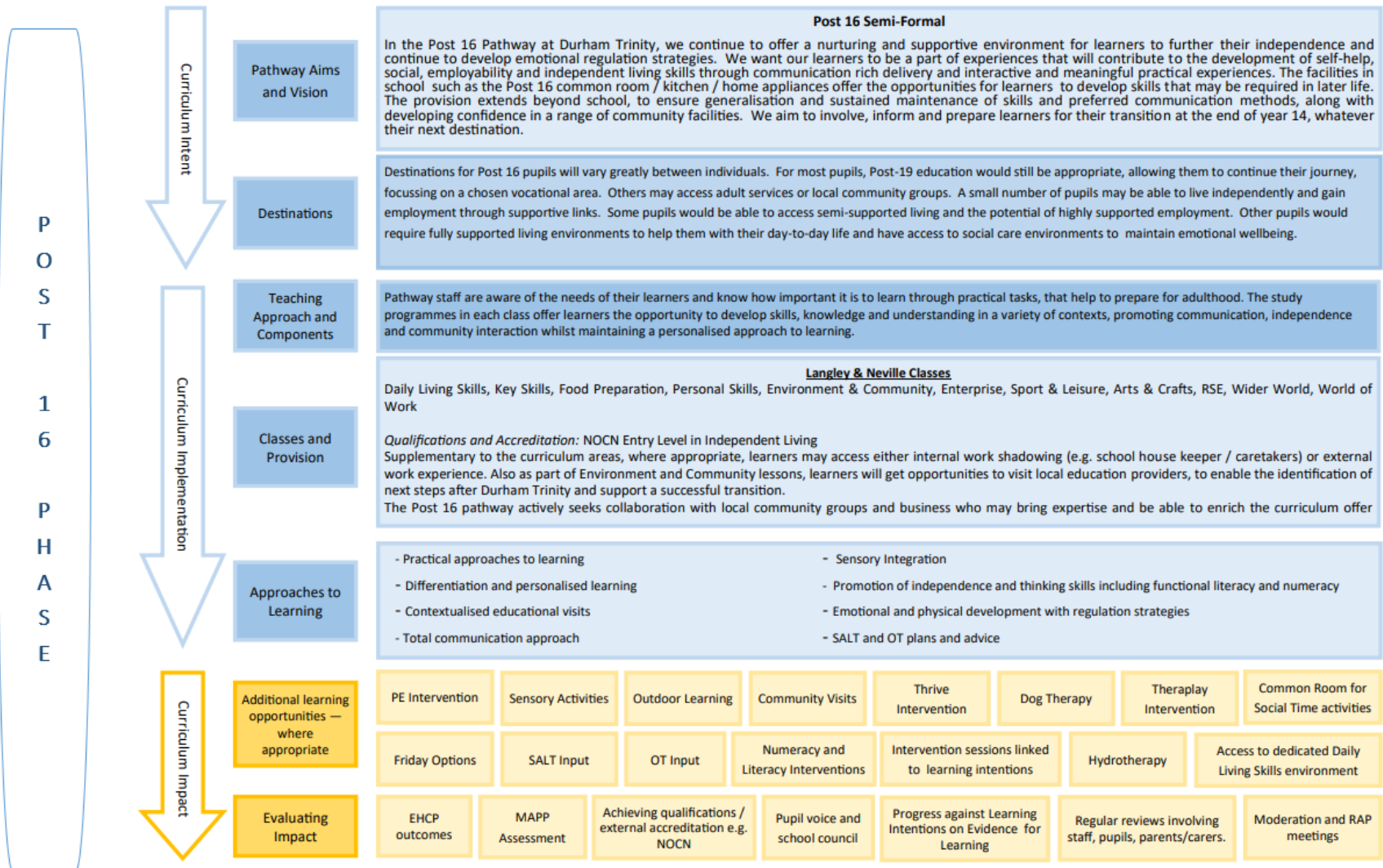
# Primary Semi Formal Curriculum



## Secondary Semi Formal Curriculum



## Post 16 Curriculum



## **CAREERS**

Careers Education, Information, Advice and Guidance (CEIAG) is a statutory requirement for pupils from Year 7 to Year 13 however at Durham Trinity School and Sports College pupils begin their CEIAG in Nursery or Reception. CEIAG is delivered throughout the curriculum and in discreet lessons, where appropriate. Pupils develop a wide range of employability skills such as Speaking and Listening, Problem Solving, Independence and Money Management. On an Annual basis, all pupils take part in an Enterprise project which results in each class selling a product or service at the Annual Christmas Fair. Classes often conduct mini-enterprise projects at other points during the school year too. Where possible, pupils have access to work experience through a variety of opportunities which can include work shadowing, internal work experience opportunities, employer taster days, workplace visits and, if appropriate, a period of external work experience.

## **STAFF**

The skills set of staff — where we ensure:-

- Staff are offered support and guidance on learning, through ongoing dialogue both with leaders and colleagues, in meetings and via CPD events.
- Staff share expertise, some staff developing specialist SEND knowledge and skills allowing resources to be distributed effectively.
- Staff skills are recognised, used and developed through CPD opportunities related to identified school improvement priorities and personal development. This can take the form of individual research, in-house opportunities eg observing peers, peer mentoring, professional dialogue, cascading of information from courses or conferences attended.
- That the quality of teaching and learning are regularly monitored and evaluated, through formal Performance Management procedures (lesson observations) and more informal means (learning walks).
- Staff are supported and encouraged to broaden their experience by working with other staff across different areas and teams in school as well as developing links and working in partnership with other schools.
- Staff are offered a number of development opportunities through expanding their responsibilities and taking on new roles in school.
- Work — life balance is protected for staff through monitoring the number and duration of meetings, careful timing of events over the year (calendar) and encouraging the use of ICT to reduce work load. The introduction of Evidence for Learning, MAPP and the Marking & Feedback policy have all contributed to reducing staff workload in the long term. The school have adopted the DCC Teachers Workload Charter and DCC Staff Wellbeing Policy.
- That the curriculum and policies are developed and contributed to by the staff and the approach to the curriculum is agreed to make teaching interesting and fulfilling.

## **PARENTS/CARERS**

We ensure:

- We work in partnership with parents/carers. Daily diaries are sent home to keep all informed and parents/carers are an integral part of the review process.
- Invite parents/carers to attend both formal and informal sessions where they can learn about their child's progress, school improvement and teaching and learning developments.
- Parents/Carers are always welcome in school. We have an open door policy and parents/carers can call in, email or phone if they have any issues they wish to discuss.
- Parents/Carers are partners in developing Education Health Care Plans for their children. They are encouraged to support their child's learning through collaborative target setting when reviewing the plan and intentions on an annual basis and through other opportunities to participate in regular information sharing.
- That parent/carer information and advice about their child is treated with respect and acted on appropriately.
- We regularly report on the progress and well-being of the children (including electronically via Evidence for Learning which is available to parents/carers).

## **MONITORING OF THE POLICY**

Our Governor Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented. We have governors linked to curriculum areas and provision pathways. The governors liaise with the leaders of these areas, and monitor the way the school teaches these subjects through governor monitoring visits to school.

- The Headteacher is responsible for the day to day organisation of teaching and learning.
- The Deputy Headteacher is responsible for the day to day organisation of the curriculum.
- Senior and middle leaders monitor the curriculum through classroom observation, work scrutiny and a number of quality assurance practices.
- Policies reflect and lead whole school practice.
- There is consistency across the curriculum pathways.
- Progress is monitored.
- Staff are aware of current curriculum developments within the school and implementing agreed procedures and policy.
- Pupils enjoy learning through observation and Assessment for Learning and through a motivating, meaningful preparation for life based curriculum.
- Governors are active partners in promoting teaching and learning in school and aware of policies and procedures.



- Parents/Carers are included in the teaching and learning process, through diaries, questionnaires, a range of information sharing meetings and the school information sharing apps.

### Policy Statement

This policy is approved by the Curriculum Standards Committee and will be reviewed at least annually and updated in line with guidance from DFE or the LA.