

## C-P-O PLAN

CLASS: Sharks HUB: Primary DATE: September 2021

| COHORT   | PROVISION   | OUTCOMES  |
|--|---|---|
| <p>Most of our pupils are working at below age related level and have had little experience in a school setting. All pupils in the class receive the National Curriculum, often including the EYFS.</p> <p>How do we do this?<br/>We deliver a curriculum in a way that is bespoke to each child's individual learning needs with a strong emphasis on recognising and celebrating small steps of significant progress. We ensure that the curriculum is made accessible to all pupils through basic skills based, creative and interactive learning which includes the use of play and ICT. We provide therapeutic/academic interventions to prepare and advance their progress.</p> <p>As a result our pupils gain self-esteem, confidence and a readiness to learn.</p> <p>On arrival most pupils in Sharks class present as the following:</p> <ul style="list-style-type: none"> <li>• Requiring nurture</li> <li>• Part time/ non attenders</li> <li>• Low academic levels (P levels)</li> <li>• Requiring support to perform basic human skills, (eg toileting and cleanliness)</li> <li>• Speech difficulties</li> <li>• Un diagnosed needs</li> <li>• Low levels of emotional literacy</li> <li>• Attachment issues/separation anxiety</li> </ul> | <p>Personalised target/token boards – learning/behaviour</p> <ul style="list-style-type: none"> <li>• Personalised sensory resources</li> <li>• Life skills</li> <li>• Social skills (eg welcome)</li> <li>• Makaton</li> <li>• Write Dance</li> <li>• Write from the Start</li> <li>• Healthy Mind Time activities every day</li> <li>• Sensory Circuits</li> <li>• Brain Breaks music and movement</li> <li>• Learning breaks</li> <li>• Child initiated play</li> <li>• OT programmes</li> <li>• SALT programmes</li> <li>• Building Learning Power</li> <li>• Show and Tell</li> <li>• Behaviour system</li> <li>• Rewards and sanctions</li> <li>• Class Charts</li> <li>• Safe bases and class maps</li> <li>• Learning/Social interventions</li> <li>• Integration plans</li> <li>• Signing in systems/routines</li> <li>• Responsibilities (helper/leader)</li> <li>• Self-assessment</li> <li>• Scaffold learning</li> <li>• Self-regulation of behaviour</li> <li>• Individualized Social stories</li> <li>• Zones of Regulation support materials and everyday use of language</li> <li>•</li> </ul> | <p>Self esteem</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Life skills</li> <li>• Social interaction</li> <li>• Fully integrated on full-time timetable</li> </ul> <p>To make a smooth transition into the new class:<br/>Ensure successful strategies/token boards/reward charts are shared with new class staff to ensure smooth and successful transition along with toolkits for Zones of Regulation.<br/>Personal items from Zones transferred to new class to ensure new environment is a safe place for them<br/>Ensure new staff observe children in their current setting so that the successful strategies are continued into new class.</p> |

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