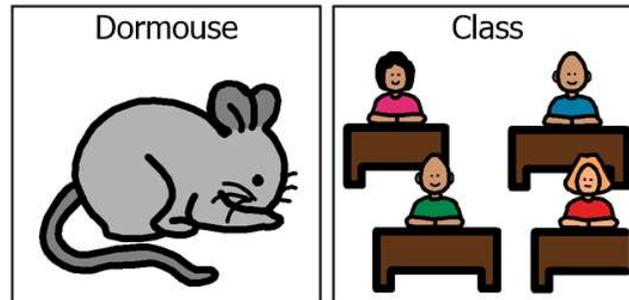




Welcome to Dormouse Class 2023-2024





Staff team / Introductions



Mr Gaskell
Class Teacher



Mrs Bhalla
Teaching Assistant

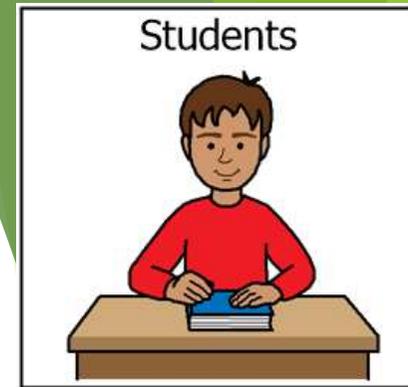


Mrs Fitzpatrick
Teaching Assistant



Dormouse Class is an ASD discrete provisions class.
We work across Key Stage 3 and 4 (years 7-11).

We have 6 students in our class this year!





Key information about Dormouse Class

- ▶ We work on a topic based curriculum including the SCERTS programme.
- ▶ This programme works on developing social communication and emotional regulation alongside the transactional supports that are provided by staff.
- ▶ SCERTS links in with all life skills, which is a huge part of Dormouse Class and this is built into all aspects of the school day.
- ▶ Key stage 4 pupils will also work towards ASDAN accreditation.
- ▶ All lessons in Dormouse Class involve practical and sensory aspects, including ranges of technologies to facilitate engagement and concentration.
- ▶ Our activities and lessons take place both inside and outside and all pupils will develop independent work skills in their own workstations.

Information

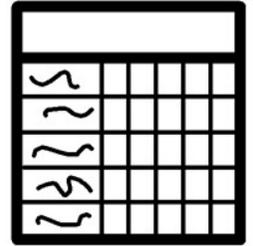




Our weekly timetable

	Reg	Lesson 1	Lesson 2	Break	Lesson 3	Dinner	Lesson 4	Lesson 5	Lesson 6	
Monday Su M T W Th F S	Greetings 	English / Handwriting 	Music / English 	Playtime 	Maths 	Dinner 	SCERTS / Topic 		Home 	
Tuesday Su M T W Th F S	Greetings 	Topic - English 		Playtime 	Maths 	Dinner 	Topic - Science 		Home 	
Wednesday Su M T W Th F S	Greetings 	Maths 	Music 	Playtime 	English 	Dinner 	SCERTS - Shopping / PE (Rotated) 		Home 	
Thursday Su M T W Th F S	Greetings 	SCERTS / Topic 	English / Phonics 	Playtime 	English / Phonics 	Dinner 	SCERTS - Food Technology / DT 		Home 	
Friday Su M T W Th F S	Greetings 	Assembly 	Maths 	Playtime 	SCERTS / Topic 	Dinner 	SCERTS / Topic 	PE (Wolves) 	Home 	

Timetable





Yearly overview

Dormouse Class (KS3/4 ASD) - Curriculum / Topics - YEAR 2

Topic	Autumn		Spring		Summer	
	The Arctic		Space		Adventures	
Maths	Number and money	Number, Shape and measures	Number, money and measures	Numbers, shape and space	Number, data handling	Number and measures
English	The arctic Stories on a theme	The arctic Information Texts	Space Letters	Space Labelling and captions	Adventures Adventure stories	Adventures Postcards
Science <small>16 strands covered under each sub topic</small>	The arctic Floating and sinking <small>Scientific Enquiry/Physics</small>	The arctic Environments <small>Scientific Enquiry / Biology</small>	Space Planets <small>Scientific Enquiry/Physics</small>	Space Forces <small>Scientific Enquiry/Physics</small>	Adventures Describing materials <small>Scientific Enquiry/Chemistry</small>	Adventures Comparing plants <small>Scientific Enquiry/Biology</small>
	Science focus days - Chemical reactions <small>Scientific Enquiry/Chemistry</small>		Science focus day - What plants can grow in space? <small>Scientific Enquiry / Biology</small>		Science focus day/week - Seasonal changes <small>Scientific Enquiry/Physics</small>	
SCERTS	SCERTS fitted into all aspects of the school day, particularly throughout the subject topics below. All topics below link to the class main topic as well as linking with subject leaders long term plans and yearly progression (topic /focus wise). Homecare and self-care / life skills will all be incorporated within SCERTS and daily routines. PSHE taught through SCERTS					
History	The arctic How boats have changed		Space Historical events		Adventures Holidays through time	
Geography	The arctic Arctic people		Space Transport and Space maps		Adventures The world	
RE	The arctic What is important		Space What it means to be a good leader		Adventures Places of worship	
Art	The arctic Create a scene		Space 3D giants		Adventures Natural art	
DT	The arctic Free standing structures		Space Wheels and axis		Adventures Packaging and structures	
Food Tech	The arctic Hot and cold foods		Space Snacks		Adventures Foods around the world	
Computing	The arctic E-safety	The arctic Multimedia art	Space Multimedia sound and music	Space Programming and algorithms	Adventures Data counting	Adventures Multimedia: Photographs
MFL <small>Covered once a half term through language days/attention</small>	European languages day	Spanish Christmas (included in Christmas week / RE)	Numbers to 10	All about Spain	Colours - the Spanish flag	Spanish dancing, music and instruments
within (Exploration lessons linked to SCERTS)						
PSHE	SCERTS					
PE	Movement	Games	Circuits	Gymnastics	Key skills / Invasion games	Athletics
ASDAN	Units/modules fitted under each topic/theme.					

Year
20__

The Dormouse curriculum includes all statutory subjects at Key Stage 3 and 4. This includes English, Maths, Science, Computing, Physical Education. In addition to this pupils are supported in achieving ASDAN accreditation.

ASDAN supports are that develop personal, independent living and employability skills for young people with additional needs.



Termly overviews

Dormouse Class autumn topic overview (year 2)

2023 - Autumn topic theme - 'THE ARCTIC'



English

The Arctic - Stories on a theme
The Arctic - Information texts
Phonics / POPAT
Letters & Sounds / ELS
Reading books
Handwriting

(abc)

Maths

Number
Money
Shape and Measures

$$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array} \quad \begin{array}{r} 3 \\ -1 \\ \hline 2 \end{array}$$

149
528

Science

The Arctic - Floating and sinking
The Arctic - Environments
Science day - Chemical reactions

Topic / SCERTS / ASDAN (KS4)

History - The Arctic - How boats have changed
Geography - The Arctic - Arctic people
Art - The Arctic - Create a scene
RE - The Arctic - What is important?
Design Technology - The Arctic - Free standing structures
Food Technology - The Arctic - Hot and cold foods
Computing - The Arctic - Multi-media art / E-safety
MFL - European Languages day / Spanish Christmas
PE - Movement / Games
PSHE / RSE - Covered through SCERTS
Speech and Language therapy - Use of PECS & communication books
Occupational Therapy - Self and emotional regulation & Sensory awareness skills

Each term you will be sent an overview showing what topics are being taught in each subject for that term.



Approaches and supports used throughout school and in Dormouse Class

- ▶ SCERTS (*Social Communication, Emotional Regulation, Transactional Support*).
- ▶ TEACCH approach (*Treatment and Education of Autistic and Related Communication Handicapped Children*)
- ▶ SPELL approach (*Structure, Positive approaches and expectations, Empathy, Low Arousal, and Links*)
- ▶ PECs (*Picture Exchange Communication Systems*)
- ▶ AAC (*Augmentative and alternative communication*)
- ▶ Occupational therapy / Sensory





Main aims of SCERTS

1. Understanding what a child's behaviour is achieving for them and then teaching other skills to substitute for the less desirable ones.
2. Sets goals for everyone working with the child.



IEP / SCERTS targets

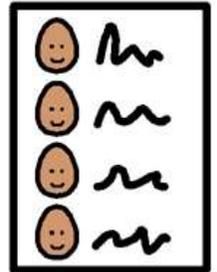


INDIVIDUAL EDUCATION PLAN

Individual Education Plan	Name	Class	Term
	[REDACTED]	Dormouse	Summer 2023

EHCP Area of Need	EHCP Outcome (taken from EHCP or AR6)	
Cognition & Learning	<ul style="list-style-type: none"> [REDACTED] will develop his knowledge of English and Maths skills including decoding text and symbolised understanding. He should increase his number skills so he is able to make progress in line with the educational model of assessment, linked to functional learning. [REDACTED] should continue to develop basic maths and English skills which are beneficial to his early adult development and life skills. [REDACTED] will improve his cognitive functions, including attention control, information processing, memory and independent learning so that he is able to focus on task for increasingly longer period of time on a daily basis. 	
IEP Targets:		End of term review:
Reading	<ul style="list-style-type: none"> [REDACTED] will share a book for five minutes. 	Achieved
Writing	<ul style="list-style-type: none"> [REDACTED] will copy from left to right, with prompts (letters or shapes). 	Ongoing - [REDACTED] is able to trace extremely well, from left to right. He should continue to develop his copying skills to achieve this target.
Number	<ul style="list-style-type: none"> [REDACTED] will make groups of two, with support. 	Achieved
Geometry & Measures	<ul style="list-style-type: none"> [REDACTED] will communicate about something he does during the day and night, through the use of symbols. 	Achieved
Statistics & Probability	<ul style="list-style-type: none"> [REDACTED] will sort familiar objects, regardless of colour. 	Achieved

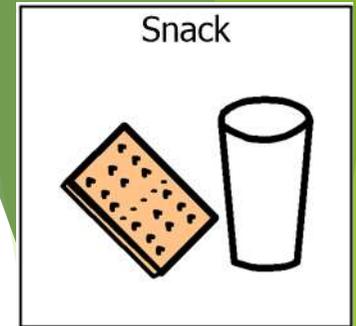
Targets





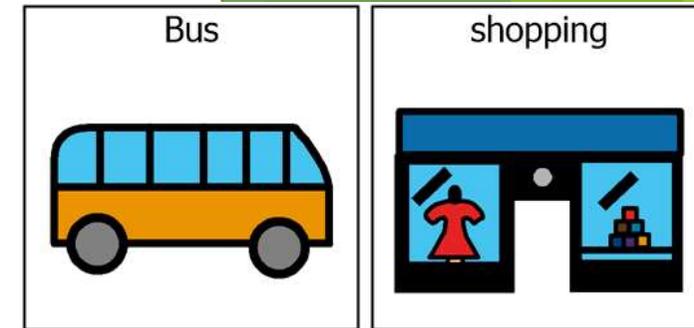
Snack

- Snack times are important times during the school day in Dormouse class!
- We use snack time as a lesson itself, working on SCERTS and SALT targets / communication methods as well as other curriculum areas such as maths (number, counting and uses of money).
- Our main snack lesson is just before morning break and we have short drink and snack just before the end of the day.
- If possible, we ask you contribute up to £1.50 a week for snack. This also covers some of our Food Technology ingredients and items during our café visit.
- If pupils prefer to bring their own snack, this is also absolutely fine!





Out of school visits

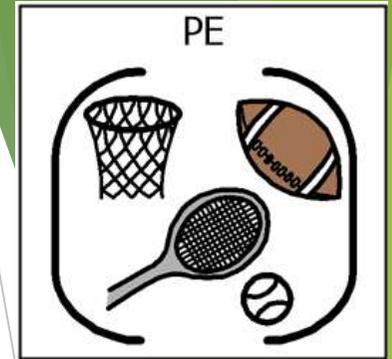


- ▶ We will be starting up our local weekly trips - library / shopping / café.
- ▶ These are great community lessons and contribute to LOTS of learning and different experiences. It supports social understanding, life skills, communication, self-regulation and emotional regulation, all contributing to both academic learning skills and our SCERTS curriculum.
- ▶ Termly trips.



PE

- ▶ PE will take place on Wednesdays and Fridays.
- ▶ Wednesday - PE with Mr Gaskell. PE kits required (please send these in and we will send them home to be washed).
- ▶ Friday - PE / Games with Wolves foundation - PE kits optional but usually not required.





Homework

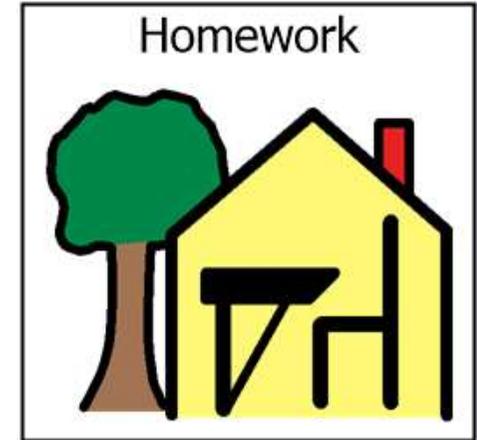


Summer term - homework

Pupil:



SCERTS target / activity objective	Additional target explanation / info	Possible activities / examples / contexts
I can engage in extended reciprocal interaction (JA1.4).	-Initiate and respond to bids for interaction with another person. -This should happen on approximately four consecutive exchanges.	-Bring / share a preferred resource (sensory toy, book, iPad game, etc). -Model activity initiation, practise turn taking on a number of occasions. -Model turn taking initiation. -To promote initiation, put the resource out of reach (drink out of reach, toothbrush high up etc).
I can respond to familiar people, body parts or name (SU6.3).	-Follows simple instructions, with at least two different person or object names by touching, showing or making a clear change in direction of eye gaze to identify correctly. -Instruction should be given with no gestural or situational cues.	-Use of clear, direct instructional language. This can be completed within a range of contexts. -"Where's dad / mum?" - points to or touches that person. -Sensory/ OT vestibular / proprioceptive warm up, using and touching different parts of the body. -"Where's your feet?" - points to / touches feet. -"Get your cup", with several choices available. -Use throughout everyday routines, for example, get your toothbrush, find your clothes and dress yourself.
I can make choices on coping strategies when offered by my partner (MR2.6).	-Directs nonverbal or vocal signals to make a choice when offered, at least twice. -Reaches towards object. -Looks towards an object.	-Model choosing a strategy which works best for them / or create options that could help, for example, choose a sensory item for a car journey (play dough, fiddle toy etc). -Before completing a task a choice of completing 10 jumps or bouncing on a ball to regulate vestibular and proprioceptive systems.
I can use a behavioural strategy to regulate arousal level and intensity of emotional response during transitions or in between activities (SR3.4)	-Use behavioural strategy to regulate arousal level and intensity of emotional response during transitions or in between activities. -When recovering from dysregulation or extreme dysregulation.	-Use symbols or images to provide a visual (can be a photograph or an image on a mobile phone) for an upcoming activity. -Use of countdown or sand timer to provide visual prompts before the end or start of an activity. -Wear a weighted backpack when moving between activities or when out of the house. -Have a dedicated space for 'calm time' before, during and after activities and model using this and encourage independent use of this. -Access to OT stations (eg, -jumping station, therapy ball station, weighted item station). -Access to sensory items for use in his hands before, during and after activities
Life skills activity / target - Teeth brushing: -Find the items you need for the task. -Prepare and carry out the task with as much independence as possible. -Tidy the items away and the area you have used.		
Complete home reading book up to three times a week.		
Complete activities set in homework book.		





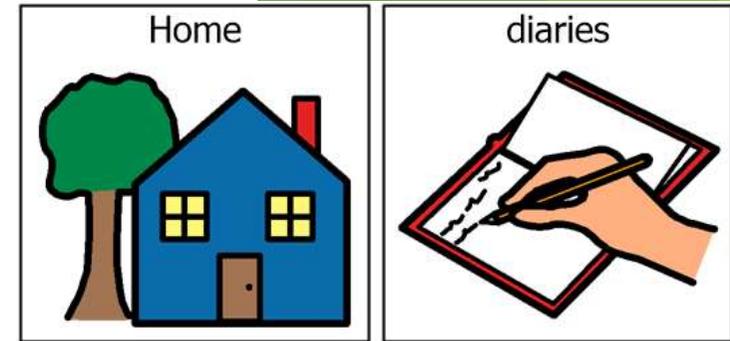
Evidence for learning (EFL)

- ▶ Keep up to date via EFL.
- ▶ Evidence sent home each week.
- ▶ Termly record of achievements.
- ▶ End of Year report.
- ▶ Homework.





Home school diaries

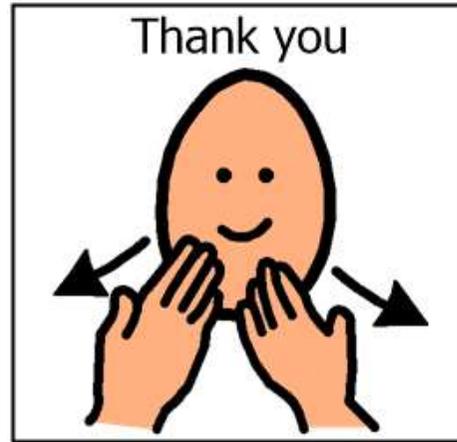


- ▶ All pupils in Dormouse Class will have a home school diary which will have information, daily, about what has taken place during in the day, which will enable conversations and communication at home about school.
- ▶ Please also use this book to let the team know what they have been up to at home during the evenings or weekends and of course if there are any messages or question, please don't hesitate to write these in.



Any questions?





Thank you for taking the time to join us! As always your support is much appreciated.



Dormouse classroom

