



# Welburn Hall School

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Kirkbymoorside, North Yorkshire, YO62 7HQ Headteacher: Marianne Best



**Curriculum Information Booklet**

## School Vision

Welburn Hall School will become recognised locally and nationally as an excellent school with ambitions for life-long independence for all students.

Welburn Hall School recognises the importance of a broad and balanced curriculum always working towards the pupil's individual goals, as stipulated on their EHCP, and their individual school targets. We have developed our curriculum following the Rochford report, to meet the individual needs of our pupils. The aim of the curriculum at Welburn Hall School is to provide the best learning opportunities for our pupils to enable them to:

**RESPECT** each other, their communities and the world around them through fairness, trust, compassion and caring.



### Vision:

Our whole school vision is that Welburn Hall School will become recognised locally and nationally as an excellent school with ambitions for life long independence for all students.



### Values:

The 3 values that rest at the heart of everything that we do

**RESPECT / EXCELLENCE / PERSEVERANCE**



### 2021 - 2022 Priorities:

We aim to consolidate the Grade 2 in Ofsted for Education, achieve a Grade 1 in Ofsted for residential, continue to develop specialisms including NAS accreditation and provide Alternative Provision for schools/facilities.

**PERSEVERE** with their work, behaviour goals and independence with a can-do attitude, optimism, and courage.

**BE EXCELLENT** in everything they strive to achieve.

## Curriculum

Our curriculum is both skills and content based, encouraging active engagement in learning. The whole curriculum, from informal to formal, focuses on developing the key skills of Communication, Cognition, Independence, Physical Development and Social / Emotional Wellbeing, all transferrable skills that equip our pupils for life beyond school.

## Rationale

The rationale underpinning our curriculum is in response to the Rochford Review and in consideration of the wealth of research underpinning effective pedagogy for pupils with SEND, utilising the engagement model.

An acknowledgement that if pupils start and finish their academic careers at levels below or at best very near to the beginning points of the National Curriculum then hierarchical subject specific learning is not effective for pupils who are on the SLD spectrum.

## Informal Curriculum Pathway

The learners following this pathway are pupils who have profound and multiple learning difficulties and complex needs, usually working within WHS A- D (P1-P4 of the P Scales) across Key stage 2 - 5.

Each of our learners are unique, requiring staff to take a holistic approach centred around the physical needs, strengths and interests of the individual whilst acknowledging how they best learn.

The difficulties this group of learners encounter with regards to communication, cognition, physical health and well-being along with personal care demands a distinct timetable which allows a rich and diverse range of opportunities to enable needs to be met.

This has prompted us to take the stance that we move to a curriculum relevant to the individual learner's needs and one in which the learner can succeed.

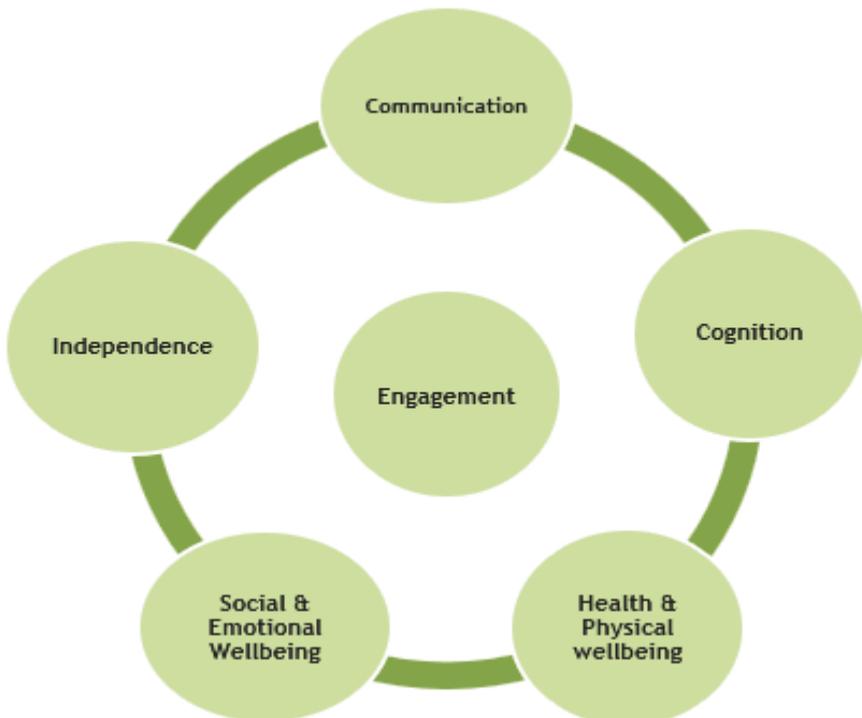
The purpose being to plan next steps in learning based on the learners

Not only do we know from our experience of working with pupils with severe learning difficulties but through increasing amounts of research in this field which makes it very clear that our children and young people learn very differently from neuro-typical conventionally developing learners.

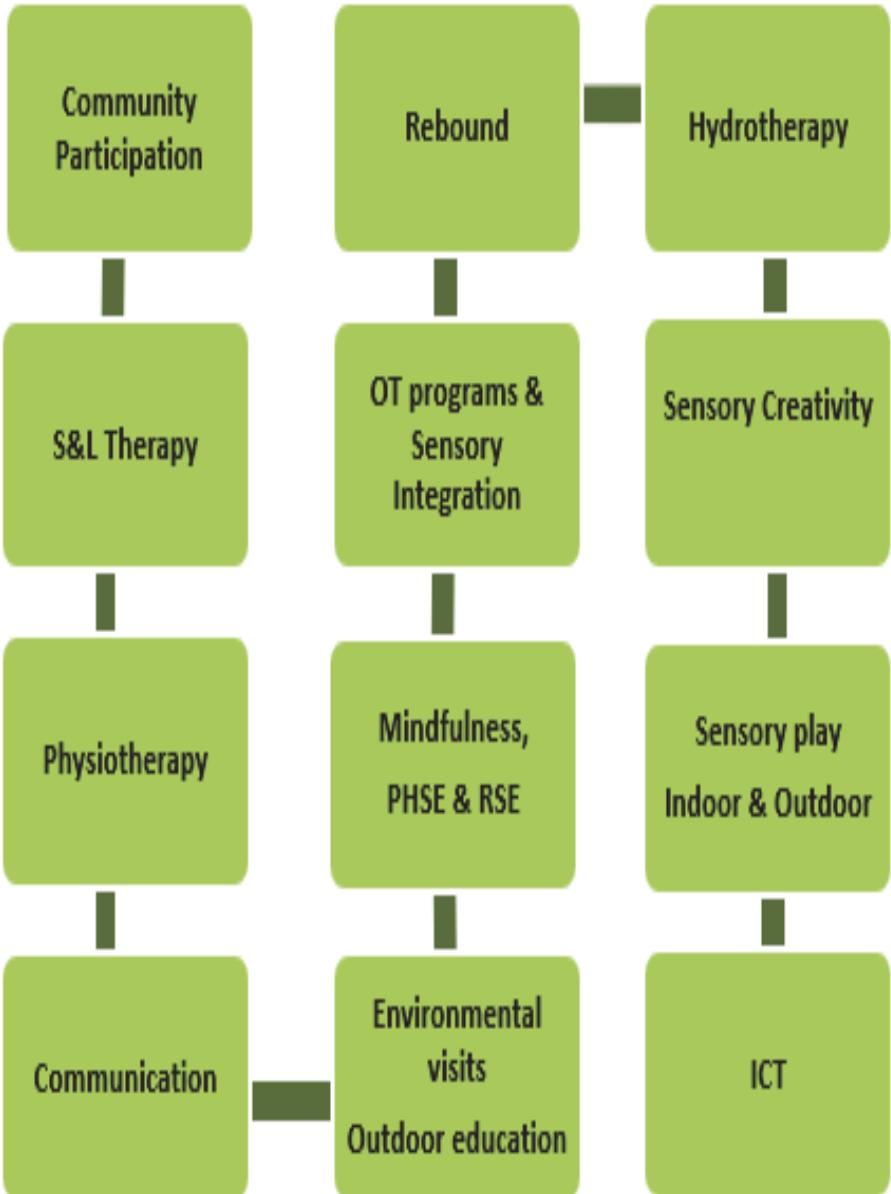
The work of Professor Barry Carpenter highlights the advances in neuroscience and the implications these have on individual learning styles.

*'If they learn differently we ought to be teaching them very differently and teach them very different things—this is not differentiation—this is different!'*

*[Imray and Hinchcliffe, 2014]*



## Welburn Provision



## Resources for Informal Learning



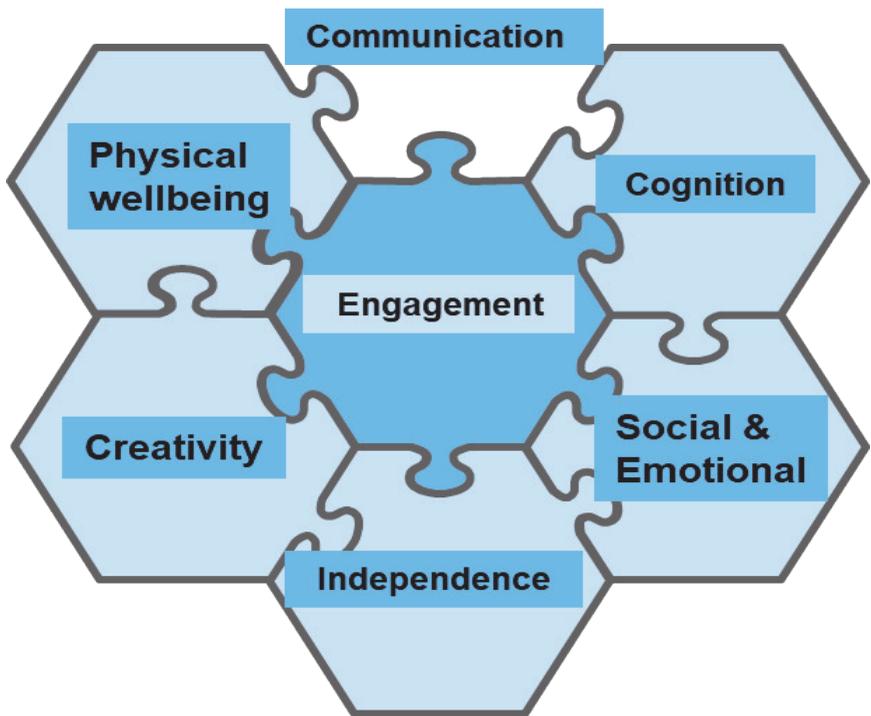
## Semi-Formal Curriculum Pathway

The semi-formal curriculum pathway has been developed for those pupils with complex learning needs who are generally working within WHS D to G (P4-Y1) from Year 2 to KS5, however as we have gathered momentum within this pathway we have felt the need to divide this further into two distinct strands:

Semi-formal Explore & Semi formal Challenge:

This reflects the diverse range of needs that many of our learners encounter and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs.

Semi-  
Formal



## Curriculum Challenge Learning Needs

## Formal Curriculum Learning



### Formal Curriculum Pathway

Our formal curriculum is accessed by our MLD students that are working within Welburn Hall Bands H to L (Year 2 to Year 6), regardless of their age.

They follow a curriculum that provides a blend of academic and life skill experiences, building strong foundations to secure positive future destinations when they leave school.

## Welburn Assessment

Assessment is fit for purpose and embraces peer and self-assessment, positive and constructive feedback and engages moderation, both internal and external. We use a wide range of assessment both qualitative and quantitative and the data is used to inform progress and areas for development. Both formal and informal assessment is captured and evidenced in Pupil Asset Tracker and may be recorded and celebrated as qualifications from nationally recognised awarding bodies such as:

Open Awards Functional Skills English, Maths and ICT entry level to level 1.

OCR Entry Level Science and Geography.

Open Awards diploma in Skills for Further Learning and Employment starting in key stage 4.

In-house awards and celebrations of achievement

Achievements and next steps are an integral part of teaching and learning, enabling young people to progress towards the aspirational goals they set in their annual reviews.

We endorse well-being, looking at each young person as an individual and capturing all holistic progress.

## Welburn Accreditation

We aim to find the right qualifications for each student to help them achieve their full potential.

By the end of year 11 and 14 we aspire for all our students to achieve either entry level or level 1 qualification. We offer accredited programmes, through:

Informal learners:

**Semi-formal learners:**

Open Awards Diploma in Skills for Further Learning and Employment

including vocational awards in:

- Animal care
- Horticulture
- Catering
- Travel Training
- Employability

Open Awards Functional skills entry level 1 English, Maths and ICT.

**Formal Learners:**

Functional skills Entry  
and ICT.



level 1 - level 1 in English, Maths

City and Guilds  
Entry Level 3.

Construction and Hospitality -

**Waking Hours students:**

Open Awards Diploma  
Level to Level 1.



in Independent Living Entry

## Overarching Principles

Every pupil is unique and is constantly learning and can be resilient, capable, confident and self-assured.

Pupils learn to be strong and independent through positive relationships

Pupils learn and develop well in enabling environments

Pupils develop and learn in different ways and at different rates.

### The areas of learning and development

There are seven areas of learning and development. All areas are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas are:

Communication and language

Physical development

Personal, social and emotional development

The four specific areas, through which the three prime areas are strengthened and applied are:

**Literacy**

**Mathematics**

**Understanding the world**

**Expressive arts and design**

## Therapies

### Hydrotherapy

Hydrotherapy is the therapeutic use of the pool to develop and promote motor skills, body awareness, balance, coordination and communication.

It is an integral part of our curriculum particularly for our students with complex needs, sensory processing difficulties and those with profound and multiple learning difficulties. Our school has a Hydrotherapy pool.

Additional lights and sounds can be used to provide our students with a relaxing or energetic sensory experience. Students are carefully monitored in the water with float supports and staff assistance. Those with complex needs have individual risk assessments specifically for the pool. Targets can be appropriately incorporated into the session - e.g. practicing sitting, standing and walking skills either within the pool or as part of dressing / undressing in an appropriate setting.

### Rebound Therapy

Rebound therapy is the therapeutic use of the trampoline to develop and promote motor skills, body awareness, balance, coordination and communication. In Rebound Therapy students enjoy using the trampoline. Symbols and signs are used to encourage pupils to communicate and request more or finish. The sessions are designed to encourage the student to continually develop whilst at the same time experiencing healthy

exercise and enjoyment. Students are carefully monitored on the trampoline and have trained staff assistance.

Targets can be appropriately incorporated into the session.

## Speech and Language Therapy

We strive to provide a communication friendly environment by using different approaches such as a visual timetables, pictorial boards and lots of visual and auditory cues placed around the building.

We work together with Speech and Language Therapists (SALT) to further communication for pupils as appropriate.

Our approaches include:

Social Communication Skills Groups

Picture Exchange Communication System (PECS)

Intensive Interaction

Makaton Signing

Body Signing

Communication books, boards and Talking Mats

Social Stories

Low and High Tech communication systems

## Physiotherapy

We work closely with physiotherapists to support pupils individual needs and provide individual programmes. Physiotherapy is included in every session where possible using specialist seating, walking frames, posture work, etc.

Regular, daily activities can help to improve concentration, learning skills and self-esteem.

education go hand-in-heart of the

to help maximise the

Therapy has to be

day to day learning

multidisciplinary

teachers, assistants and parents.



Physiotherapy and hand and it is at the educational approach potential of pupils. integrated into their and relies on a approach between class

## Music Therapy

We have a music therapist in school once a week to work with individual pupils on a one to one basis. We also have imuse which is accessed on a one to one basis weekly in school with a specially trained member of staff.

Music Therapy is a therapeutic treatment with the use of music as the non-verbal intervention. It is based on improvised music in which the children can express themselves, become aware of their feelings and



interact more easily.

### **The aims of Music Therapy include:**

- Increasing communication, interaction and self-expression
- Developing an awareness of self and others
- Providing emotional support
- Developing listening skills, sharing and taking turns
- Developing co-ordination and motor control
- Increasing self confidence

## Assessment

The curriculum is assessed on a daily/ongoing basis using ipads to photograph and link to achievements on pupil asset tracker and lesson record sheets.

-  I don't know how to do this
-  Working towards
-  Working at
-  Great Depth

Targets are



Welburn Hall School 2021-2022 Curriculum Provision Map

<u>UNIVERSAL PROVISION - ALL PUPILS</u>
<ul style="list-style-type: none"><li>• ENTRY PLAN + PROGRESSION PLAN TO EXIT</li><li>• ENG, MATH, SCI, ICT, Food Tech, R.E, CAREERS, PHSC, DRAMA, ART, SRE, HUMANITIES, PE</li><li>• FARM + ANIMAL PROVISION</li><li>• TOTAL COMMUNICATION</li><li>• NURTURE PRINCIPLES</li><li>• AUTISM AWARE</li><li>• BRITISH VALUES</li><li>• SWSC</li><li>• ALTERNATIVE PROVISION</li><li>• LIFE SKILLS</li><li>• RESIDENTIALS/EDUCATION VISITS</li><li>• OUTDOOR ED</li></ul>
<u>GROUP PROVISION</u>
<ul style="list-style-type: none"><li>• SENSORY CIRCUITS</li><li>• KS2-4 MUSIC THERAPY</li><li>• KS3-4 SCIENCE (BUT NON-SPECIALIST ISSUE)</li><li>• KS2-4 COLLAPSED CURRICULUM DAYS</li><li>• NEEDS BASED PROVISION FOR SENH - Nurture</li><li>• NEEDS BASED PROVISION FOR LDD</li><li>• NEEDS BASED PLANNING -Anxious/ ASD</li><li>• COLLEGE - WEX, ENTERPRISE, VOCATIONAL, TRAVEL TRAINING, RESIDENTIAL</li><li>• RESIDENTIAL VISITS</li></ul>
<u>INDIVIDUAL PROVISION</u>
<ul style="list-style-type: none"><li>• WELLBEING IN MIND TEAM</li><li>• NHS/THERAPY INPUT (SALT, PT, OT)</li><li>• EDUCATION PSYCHOLOGY ASSESSMENTS/PLANS</li><li>• MUSIC THERAPY</li><li>• SENSORY RESOURCES / LIGHT ROOM</li><li>• MUSE</li><li>• HYDROTHERAPY</li><li>• EQUINE THERAPY</li><li>• RIDING FOR DISABLED</li><li>• BIKEABILITY</li><li>• AGENCY INVOLVEMENT (CAMHS, LBS, DCS, SALT, EP, OT)</li><li>• 1 - 1 SUPPORT</li></ul>

assessed as one of the following:



## NURTURE GROUP INFORMATION:

The aim of a Nurture group is to help improve pupils' self-management behaviours, social skills, self-awareness and confidence and skills for learning. The focus is on developmental emphasis and the holistic curriculum according to individual outcomes from the Boxall profile. Therefore, within the groups at Welburn, teachers and staff are not using conventional teaching methods of whole group lessons rather a focus on regular 1:1 interaction to develop the above skills. We spend a large amount of time out in the community developing those fundamental social and life skills that will support our students in their ability to lead lives in which they are able to become respectful citizens that are well integrated to their community.

Within the classroom environment teaching staff and teaching assistants model positive relationships and emphasise the development of language and communication skills and a focus on social, emotional and challenging behaviour.

As well as developing curriculum-based skills, the young people are encouraged to celebrate their own progress with acquiring skills such as listening, sharing and turn-taking that will reduce or remove barriers to learning thus enabling success back into larger groups and more formal based classroom learning.

There are a range of structured activities that aim to help the young people to develop trust, communication skills and enable growth in their confidence and self-esteem. These activities

**There are 2 Nurture groups within Welburn, each with a slightly different focus.**

In Nurture 1 the students are less equipped to engage in formal curriculum-based tasks. Therefore, much of the learning takes place through playing games, speaking and listening activities, snack time and being out in the community. The students in Nurture 1 show an interest in their own emotions and feelings and are willing to engage in activities that explore these further.

In Nurture 2 the student's interest are more focused on the Formal aspect of their learning and prefer to engage in independent tasks with minimal input or interactions from peers and staff. The students within this group are currently not accessing the social and emotional element of the Nurture group setting as this is their main barrier.

Our focus is on building confidence within adult led activities based around interests, and with Boxall targets in mind. We enjoy a structured learning routine, with small elements of challenge within in task. We work on confidence when attempting a task, and discreet, informal teaching communication. micromanaged than whole class



about appropriate We moved to a curriculum rather teaching.

## Maths

### Open Awards Functional Skills Maths

- Number
- Addition, Subtraction, Multiplication and Division
- Rounding
- Fractions and Decimals

## English

### Open Awards Functional Skills English

- Writing - Instructional writing
- SPAG- Capital letters, full stops, paragraphs, exclamation marks.
- Fantastic Mr Fox class reader

## Vocational

A choice out of 3 courses:

Animal Care (WHS)

Construction (York College)

Catering (WHS)

## Other Curriculum Areas

Work Experience

Communication / Talk About Sessions

## Autumn Term

## Formal KS5

Teacher: Miss E Marr

## Other Curriculum Areas

Me and My Community

Employability and Professional  
Development

## Enrichment

A choice out of 3 options:

Bikeability

Walking

Sports

## ICT

### Open Awards Functional Skills ICT

- Online communication and safety
- Cyberbullying
- Sending emails
- E-Safety

## Personal Development

Self-Awareness and Self-Care

- Personal strengths
- Managing pressure
- Accidents and risk
- Public and private

## Communication & Language

Good morning

Circle time turn taking, showing and telling others about my weekend

Makaton sign of the week / letter and sound of the week

Making, signing, writing simple sentences

My reading and writing non-fiction labels, lists, captions, instructions

Sharing stories- Traditional Tales

## Cognition

Listen and attend activities

My number work

Adding and subtracting

Number trough biscuit making

## Physical development

Sensory circuits

Cosmic kids Yoga

Balance and coordination

Playing simple games

## Other Curriculum Areas

### Outdoor learning

On the farm and class guinea pigs taking part in routine jobs

RDA

## Autumn Term Lower Informal

Teacher: Mrs S Owen

## Other Curriculum Areas

Annual Celebrations

Harvest Festival

Welburn Hall now and in the past

## Understanding the world

My school community

Seasons

Weather

## Expressive art and design

Fine motor skills: cutting, play dough, pegging

Sensory recipes

Houses Junk modelling

## PSHE

How am I feeling today?

Kind and unkind

Playing and working together

## Maths

- Place value
- Ordering numbers
- Read and write numbers in words and numerals
- Counting in multiples
- Rounding numbers
- Fractions

## English

**Reading:** To read for pleasure. To use comprehension strategies to select important information from a text. To listen to, read and comment on stories by familiar authors and poems on a theme.

**Writing:** To do work around a text - George's Marvellous Medicine by Roald Dahl. To write instructions. To read and produce poems on a theme.

**Speaking and listening:** To follow the main points of discussion. To become more confident in participating in class discussion and sharing reading with the class.

## Science

### Earth and Space

- Learn about the planets in our solar system
- Learn about the Earth's moon
- Understand how night and day occur

## Other Curriculum Areas

**RE** - Which places are special and why

**Outdoor Learning** - gardening and animal care in our onsite farm area

**Performing Arts** - getting to know each other through drama games and activities. Weekly sing and sign sessions.

# Autumn Term Lower Formal

## Other Curriculum Areas

**Humanities** - The history of Welburn Hall

**Me and My Community** - visits to Dalby Forest and other locations. Using money in practical real-life situations.

**Food Technology** - a range of biscuits

## Physical Development and Healthy Lifestyles

- Using the grounds for exercise and learning
- PE - using REAL PE, concentrating on balance, ball skills and social skills
- Food technology - where does our food come from?

## ICT

- Using beebot and lightbot programs to practice programming skills
- Online safety

## Personal Development Education (PDE)

- Self-Awareness
- Self-Care, Support and Safety

## Maths

- † Place value
- The four operations (addition, subtraction, division, multiplication)
- Time - Digital
- Time tables challenge

## English

**Reading:** Exploring fiction and non-fiction texts

Developing an interest in reading.

**Writing:** To write a simple sentence independently. To write a recount on a recent event.

**SPaG:** Capital letters, full stops, finger spaces and verbs.

**Speaking and listening:** To become more confident in participating in class discussion.

To confidently share ideas.

To use appropriate language.

Respecting other people's views.

## Science

- Rocks and fossils
- Magnets and Forces
- Animals, including humans

## Other Curriculum Areas

Creative development - construction, art, crafts.

Forest Schools - paired work, habitat appreciation

Geography - Human Geography (settlements)

Geography - Natural World (volcanoes, climates, earthquakes, mountains)

## Autumn Term

## Nurture 2

## Rebecca Sealy

## Other Curriculum Areas

Me and My Community - Walks around the local area.

Zones of Regulation - Regulation support intervention

Lego Therapy - C&I intervention

Employment and Professional development - Coding and technology support

## Developing independence/Life skills

- Out and about in the community - using money and placing an order
- Food technology - making simple dishes
- Swimming
- Setting and following time allocations

## Personal and Social Development (PSD)

- Managing strong feelings
- Building positive relationships/friendships
- Building independence
- Building self-confidence

## Maths

- ✦ Number
- The four operations (addition, subtraction, division, multiplication)
- Time - Digital
- Place value

## English

**Reading:** Exploring fiction and non-fiction texts  
Developing an interest in reading.

**Writing:** To write a simple sentence independently. To write a recount on a recent event.  
**SPAG:** Capital letters, full stops, finger spaces.

**Speaking and listening:** To become more confident in participating in class discussion.  
To confidently share ideas.  
To use appropriate language.  
Respecting other people's views. Discussion - for and against.

## Science

- Materials
- Inventions from the past and new technology.

## Other Curriculum Areas

Creative development - construction, art, crafts.

Farm - animal care in our onsite farm area

Vocational Catering - VHS

## Autumn Term

## Nurture 1

Sarah Hodgson

## Other Curriculum Areas

Me and My Community - Walks around the local area.

Employment and Professional development

## Developing independence/Life skills

Out and about in the community - using money

Food technology - making simple dishes

Swimming

## Personal and Social Development (PSD)

- Managing strong feelings
- Building positive relationships/friendships
- Building independence
- Building self-confidence

## Maths

- Place Value - Th/H/T/1's
- Adding 1 more 1 less/10 more 10 less
- Rounding up to 10.
- Understanding the four operations
- Addition and Subtraction
- Real life situations - cash handling.

## English

Reading: To read and understand the main points of the text - Comprehension

Writing: To plan, draft and write stories by familiar authors - The Iron Man - By Ted Hughes

Speaking and listening: To follow the main points of discussion/ recall.

## PE

**REAL** PE Programme.

**Core fundamentals**

Co-ordination - Balance skills.

Core skills- Stomach exercises.

## Other Curriculum Areas

Science (To understand Earth and the Planets)

Social Communication

## Autumn Term 1

## Semi-formal

Teacher: Mr Western

## Other Curriculum Areas

Understanding the World

Me and My Community

## Food Tech

To understand basic recipes (biscuits, food hygiene).

Team Work-Weighing - Measure - time and following instructions

BW Spring 2

## ICT - Computer Science

- To Understand programming and de-coding (bee-bots, scratch jnr)
- Plan and design basic programs using i-pads and computers.
- Understand how algorithms are implemented on different devices.
- Looking at the use of technology in the form of digital maps.

## PSHE

- Self-awareness
- How to make friends and build relationships
- Qualities of good and bad relationships.
- What makes a good friend?

## Maths

Open Awards Personal Progress Maths

- Number
- Discovering Shape
- Position

## English

Open Awards Personal Progress English

- Class Read: The Woolly Bear Caterpillar.
- Understanding that words have meaning.
- Communication using marks, symbols, signs or words.

## Vocational

Animal Care (WHS)

Gardening (WHS)

Food Technology (WHS)

## Other Curriculum Areas

Communication / Social Stories

Sensory Sessions

## Autumn Term

## Upper Informal

Teacher: Mrs Foy

## Other Curriculum Areas

Me and My Community

Employability and Professional

Development

## Open Awards

Knowing your local area

Making choices

## Physical Development

Open Awards Diploma in Independent Living.

- How what we eat keeps us healthy
- Take part in activities that contribute to keeping us healthy

## Personal Development

Self-Awareness and Self-Care

- Me and my family
- Personal care and hygiene
- Feelings and emotions

J Foy 2021/22

## Maths

### Open Awards Functional Skills Maths

- Number
- Addition, Subtraction
- Telling the time

## English

### Open Awards Functional Skills English

- Writing - Instructional writing
- SPAG- Capital letters and full stops.

## Vocational

A choice out of 3 courses:

Animal Care (WHS)

Construction (York College)

Catering (WHS)

## Autumn Term

### Upper Semi-Formal 5

Teacher: Gemma Norton

## Enrichment

A choice out of 3 options:

Bikeability

Walking

Sports

## ICT

### Open Awards Functional Skills ICT

- Online communication and safety
- Coding
- Sending emails

## Other Curriculum Areas

- Me and My Community
- Employability and Professional Development
- Work Experience
- Communication

## Maths

- Place value
- Ordering numbers
- Read and write numbers in words and numerals
- Compare numbers
- More or less

## English

**Reading:** To read for pleasure. To use comprehension strategies to select important information from a text. To listen to, read and comment on stories by familiar authors and poems on a theme.

**Writing:** To do work around a text - Matilda by Roald Dahl. To write instructions. To read and produce poems on a theme.

**Speaking and listening:** To follow the main points of discussion. To become more confident in participating in class discussion and sharing reading with the class.

## Science

Working towards Entry Level Science

- Living things
- Cells
- Babies
- Control Systems in the body

## Other Curriculum Areas

**RE** - Which places are special and why

**Outdoor Learning** - gardening and animal care in our onsite farm area

**Performing Arts** - getting to know each other through drama games and activities. Weekly sing and sign sessions.

## Autumn Term

## Upper Semi Formal

Teacher: Mrs Caroline Barker

## Other Curriculum Areas

**Humanities** - The history of Welburn Hall

**Me and My Community** - visits to cafes Dalby Forest and other locations. Using money in practical real-life situations.

**Food Technology** - a range of biscuits

## Physical Development and

### Healthy Lifestyles

- Swimming once a week
- Using the grounds for exercise and learning
- PE - using REAL PE, concentrating on balance, ball skills and social skills

## ICT

- Using beebot and lightbot programs to practice programming skills
- Online safety

## Personal Development

### Education (PDE)

- Self-Awareness
- Self-Care, Support and Safety

## Maths

### Open Awards Functional Skills

#### Maths

- Place Value
- Four Operations

## English

### Open Awards Functional Skills

#### English

- Instructional Writing.
- SPAG - Capital letters, full stops, imperative verbs.
- Reading - Mr. Fantastic Fox

## Science

### Materials - Chemistry

- Clean air and water.
- Novel Materials.
- Heavy Metals.
- Are you over reacting?
- How fast? How Slow?
- CSI Plus.

## Other Curriculum Areas

Careers



Communication / Talk About Sessions

## Autumn Term

## Formal KS4

Teacher: Mr Lee Scott

## Other Curriculum Areas

Me and My Community



Employability

## Geography

Destructive World - How do plate tectonics shape our world?

- How can tectonic movement be hazardous?
- Why are some places more dangerous than others?
- Why do people live in hazardous places?

## ICT

### OCR Functional Skills ICT

- Interact with ICT for a given purpose.
- Follow recommended safe practices.

## Citizenship and SRE

### Self-awareness

- Skills for learning
- Prejudice and Discrimination
- Managing Pressure
- Getting on with others



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**A day and residential school for children and young people with special educational needs**

