The Parkside School
learn grow thrive

# Teaching and Learning Policy

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| **Approved by:** | Mrs C Ellis – Gage<br>Head Teacher | **Date:** March 2025 |
| **Signed:** |  | |
| **Next review due:**<br>**by:** | March 2026<br>Fiona Webster-Lee | |

## Curriculum Intent

'The curriculum is geared towards the ultimate goal that as adults Parkside children and young people (CYP) will have developed and achieved the skills and values that will enable them to have the greatest level of independence and most enjoyable & fulfilling lives possible.'

This policy outlines the approaches to teaching and learning at The Parkside School and what is in place to ensure all CYP experience high quality teaching and learning and a diverse, rich and personalised curriculum which will ensure that all CYP make progress and are well prepared for the next steps in their lives after Parkside.

## Teaching & Learning Ethos at Parkside

### 1. Needs Based Curriculum

All CYP have an EHC plan and therefore require a highly personalised approach that involves thorough planning and strong teamwork. The approaches used must match the needs of the CYP's in terms of learning, physical, emotional development and sensory and behavioural needs. For example, each Sensory/ASC classroom has a sensory room to meet these specific needs.

### 2. Every Moment is a Learning Moment

Learning can take place at all times of the day in formal settings such as lessons or more informal times such as breaks and lunchtimes.

### 3. Teaching & Learning Team

We acknowledge that all staff members contribute to teaching and learning and so need to be informed of the objectives and methods planned to achieve learning so that they can fully support.

### 4. Reflective Practice

Teachers, at Parkside, are skilled reflective practitioners who continually reflect, evaluate and develop their practice. They are creative, willing to try different pedagogical approaches and are happy to take risks which are fully supported by the leadership team. This is embedded in our Trust based observations model (TBOs) carried out half termly.

### 5. The Parkside Curriculum

The whole school follows a literacy rich, topic based approach where every class in the school plans their curriculum according to the whole school half termly topic. Teachers are encouraged to teach the curriculum in an integrated and cross-curricular way in order to create an engaging and meaningful curriculum for CYP.

**6. Integrated Therapeutic & Beyond the Classroom Curriculum**

The Parkside School is committed to ensuring the CYP are equipped for life in modern Britain. As well as our whole school curriculum, we also have our Beyond the Classroom Curriculum.

The intent of Teaching 'Beyond the Classroom' curriculum is to provide CYP with the skills and experiences to be as independent as possible, to engage in society with confidence and to reach their personal and career aspirations.

This is achieved through the following:

- Careers programme which provides a curriculum that establishes skills, work experience and a growing knowledge of the world of work
- A Therapeutic Curriculum that provides mental health support for our CYP people
- OPAL: a playtime curriculum that develops confident, happy, healthy children and young people who, due to their SEND, do not have the same play opportunities outside of school
- To develop independence skills in order to access opportunities of their interest whilst being less reliant on others for support, this will include independent travel training (TITAN)
- Development of Cultural Capital where we provide CYP with Spiritual, Moral, Social and Cultural experiences in order to support their engagement in society and create aspirations

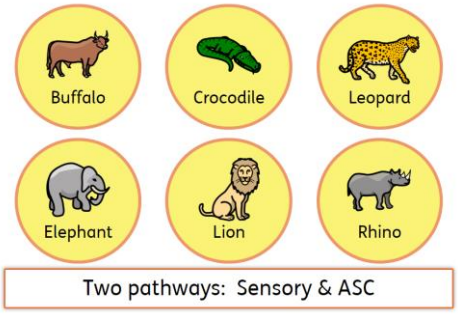
**Nurture Provision at Parkside**

We also have a nurture provision at Parkside for our learners with SEMH needs who require a more bespoke curriculum associated with their SEMH needs. CYP access the main curriculum through their home class and have therapeutic interventions around their needs in the nurture provision.

The nurturing approach offers a range of opportunities for CYP to engage with interventions and sessions giving them the social and emotional skills to feel success at school and with peers' to develop their resilience and vital social skills; build and develop their confidence and self-respect; to take pride in self-regulating and taking ownership and responsibility for their choices.

**7. Sensory & ASC Department Year 3 -Year 11**
**An overview:**
The Sensory and ASC department is composed of two pathways and there are 6 classes. The classes range from Yr 3 - yr 11 - this enables CYP accessing this department to have continuity throughout their time at Parkside. Class groups are smaller in size at approx 8-9 CYP with a higher staff ratio. There is a strong emphasis on promoting both communication and independence throughout - this is individual and bespoke to each CYPI.
Each classroom has a small sensory room and access to sensory Integration equipment.

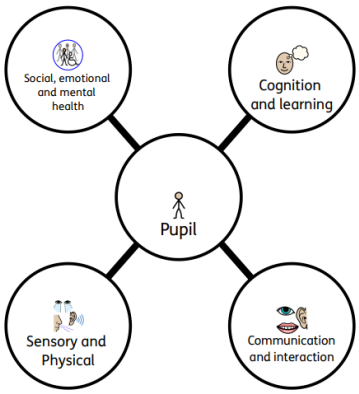
CYP are placed in accordance with their sensory and learning needs - this is decided prior to arrival to the school, this can be changeable throughout their time at Parkside where we ensure to find the best fit for our CYP. There are subtle differences between the two pathways.




**Sensory**: this consists of three classes, Buffalo, Crocodile and Leopard. There is a strong emphasis on structure and routine within these classes. The TEACCH approach is used and bespoke to each pupil. There are accessible visuals that are built in to support pupil's awareness of routine, transition and change. Each morning the class partakes in a morning routine to develop their understanding of the day ahead. CYP have a range of communication strategies such as PECS and coreboards and staff are trained to support this, to promote a total communication approach. Signalong is used to support learning and a multi-sensory approach is used through the topic based approach for curriculum & learning.

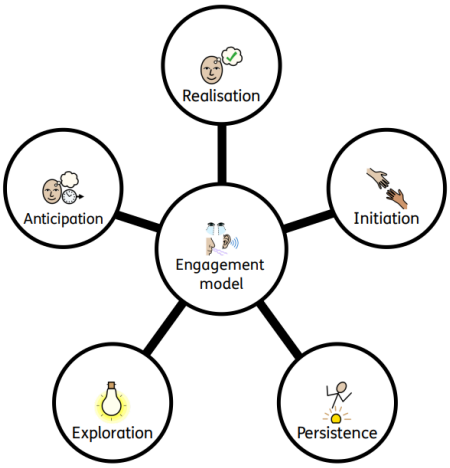
**ASC**: this consists of three classes, Elephant, Lion and Rhino. Elephant and Lion are both run in line with the TEACCH approach - CYP have work stations, schedules (where appropriate) and follow a highly structured, routine based day. Rhino has

elements of TEACCH with a Sensory approach - this class is currently more a combination of the two pathways. Both Lion and Elephant teachers are TEACCH trained and all staff receive in house training. CYP predominantly have an ASC diagnosis within this department. There is a high emphasis on developing life skills and preparing CYP for adult life. In the Sensory pathway Signalong is used to support learning and a multi-sensory approach is used where appropriate through the topic based approach to curriculum & learning.



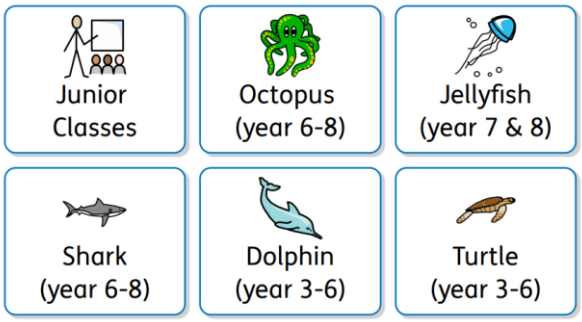

**Assessment & learning: Pre-formal/Semi-formal**

For CYP who are engaged in non subject specific study they access the Engagement model, a statutory assessment system for CYP learning from P1-P4. This consists of 5 areas and supports CYP in monitoring their progress and allows for a holistic approach to individual needs. This approach is considered across the department and all staff are trained in the Engagement model. CYP access Parkside steps and their overarching targets are taken from their EHCP outcomes. CYP's learning and sensory needs are carefully considered and supported through bespoke Sensory Integration approaches.




**8. Junior Department Year 3- Year 8 Complex MLD**

- The Junior Department at The Parkside School has five classes in total. The department crosses two key stages (Key Stage 2 and Key Stage 3).




- Shark, Dolphin and Turtle follow the Early Years/National Curriculum alongside more bespoke learning to meet their EHCP outcomes.
- Jellyfish and Octopus follow the National Curriculum alongside more bespoke learning to meet their EHCP outcomes.
- All five of the classes in the Junior Department follow a semi-formal pathway.

**Our semi-formal pathway emphasises the importance of:**

- The trajectory through the Junior Department helps prepare our CYP for more formal learning in our Senior Department.
- Turtle and Dolphin class complete their learning activities with 1:1 support or within a small group. These classes have continuous provision activities available that they can access independently as well as a sensory room, which the CYP can use as break out spaces for regulation or to meet sensory needs.
- Shark, Octopus and Jellyfish class complete their learning activities as a whole class group with individualised support. These classes have outside

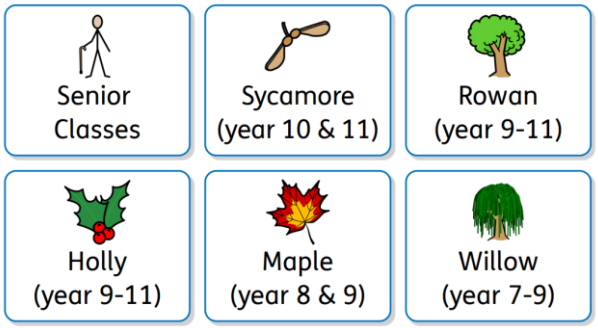
areas, which are used for regulation, to meet sensory needs and to develop interests.

- In the Junior Department, independence is encouraged throughout the school day, we focus on encouraging and developing independence in the following areas:




**9. Senior Department Year 9 - Year 11 Complex MLD**

- The Senior department classes are organised into mixed age classes consisting of KS3 & KS4 students (Willow, Maple, Holly, Rowan and Sycamore class)

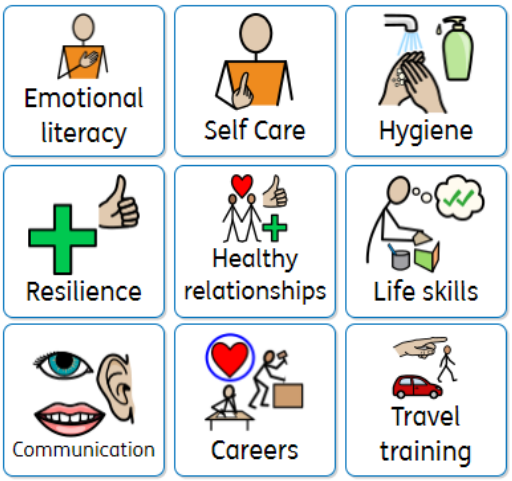



- Students follow a formal pathway that is highly individualised in order to support them to achieve both their short and long term EHCP targets. Lessons are taught based around a topic based curriculum as well as having more discreet lessons around Talk for Writing, Numeracy, and Phonics.

- Students also have an opportunity to choose an AQA course which they work towards on Monday afternoons. This year the options offer we offer for AQA courses are Media, performing arts, sports leaders, Café ad growers.

- Students in KS4work towards entry level city and guilds qualification in Maths an English.

- The Senior department's primary focus is to enable all of our learners to leave school with skills that will enable them to be as independent as possible in life. As well as following the National Curriculum, we also encourage further life skills, building on the independence learning completed in the Junior Department:




- There is also a heavy emphasis on transition (beginning in year 9) that allows students to experience elements of life beyond Parkside, including opportunities to discuss their future with a careers advisor, visits to FE establishments, and discussions with professionals about their work lives. Students also are able to access a variety of different trips and work experience placements to allow them to gain cultural capital and develop their ideas about their future lives.

**Pathways College**

We are a specialist two year sixth form provision (moving to two years September 24), with two primary aims; the first being to provide our students with the skills and knowledge, to enable them to be as independent as possible as they enter adulthood.

Secondly, we help our students successfully make the transition to a more formal college environment, for their main post-16 Further Education placement.

We tailor our curriculum offer to match each student's EHCP, delivering the best outcomes for each individual, so they have the best chance of leading a happy and fulfilling life.

Three core values underpin our curriculum:

1. Independence
2. Communication

3. Self-regulation

These support our students to achieve:
- EHCP Outcomes
- A further education placement
- Employment
- Living as independently as possible.

The curriculum is focused on the teaching of practical life-skills, such as cooking, home management, travel training and community independence. This is supported by the teaching of functional skills based Maths and English. Students are also given work experience opportunities, tailored towards their future career expectations.

**10. Pedagogy at Parkside**

All teaching and learning is underpinned by evidence based practice informed by the latest pedagogical research. At Parkside, as professionals, we aim to improve and develop our practice to meet the ever evolving needs of the CYP. Our pedagogical belief that all learning should support our learners to make sense of the world and to be able to navigate it safely to the best of their abilities. We believe that all our learners should be intrinsically motivated and are not limited by age or stage. As a professional body we actively encourage risk taking and innovation to develop new ways of working to enable this approach to learning. This is embedded in our Trust based observation model.

**11. Enabling Environments**

The Parkside School recognises that the physical environment impacts directly on the quality of teaching practice and learning for all CYP, therefore all learning environments must consider the following principles when being planned, organised and used.

The learning environment must enable CYP to;

- be as independent as possible
- support CYP in building skills needed for their self-regulation
- develop communication
- value, celebrate and reflect learning of all CYP

**12. CPD at Parkside**

At Parkside we have developed a responsive and flexible CPD curriculum for all staff. This curriculum is informed by the whole school SIDP; subject specific training; communication; behaviour curriculum CPD and any other statutory CPD requirements. This CPD curriculum is mapped out, where possible, in a progressive and sequential way to ensure high quality training.