

Manor School



Curriculum Brochure

Welcome

I am delighted and proud to welcome you to our Curriculum Handbook. Our fantastic pupils and dedicated staff teams make Manor School a very special place; our motto is “Love, Learn, Laugh” and this permeates all that we do.

Our pupils face barriers to their learning but with the right support, they’re all able to thrive! Whatever your role; be it parent, carer or professional, I hope that you find the content of our Curriculum Handbook informative, useful and uplifting.

Please remember to check the pocket at the back of this booklet as it may contain further documentation that has been personalised for you.

Yours Sincerely,

Steve Thompson, Headteacher



At Manor School we:

Believe that every pupil should access a stimulating curriculum that meets them at their ‘point of learning’ and takes into account their personal interests and unique profile of strengths and needs

Work in collaboration with parents, carers and a range of other professionals to ensure that each child is supported to make the most of their unique potential; and prepared for adulthood and life beyond Manor School

Adhere to the SEND Code of Practice, offering a broad and balanced curriculum, maintaining high expectations through appropriate assessment, ambitious target setting, and the removal of barriers to learning

Ensure that each pupil is enriched by their time at school; we equip them with the skills and knowledge required to keep themselves safe, healthy and happy

Have constructed a curriculum that is designed to give all pupils the knowledge, skills and cultural capital they need to succeed.



Resilient
Independent
Skilled
Expressive

We want our curriculum to:

Focus on the core skills of Communication, PSHE, Literacy and Numeracy

Equip pupils with the skills and knowledge required to keep them safe and healthy

Develop pupils' pre-requisite skills for learning in all areas

Allow pupils to develop skills they need to actively contribute to their community, and safely access a range of environments/ settings

Be aspirational for all pupils by offering the opportunity to work towards gaining subject-specific knowledge and skills in a range of areas

Explore and develop pupils' skills and interests across a diverse subject base

Ensure each pupil is enriched by their time at school and challenged to fulfil their unique potential

Support pupils to develop resilience, confidence and strong self-advocacy skills

Support pupils to become as independent as possible

Actively promote pupils' Spiritual, Moral, Social and Cultural (SMSC) development and promote British Values.



Resilient

Independent

RISE

Skilled

Expressive

Curriculum Areas

Literacy

We want every pupil to be able to communicate as effectively as possible, either by using their vocal communication skills or various methods of Augmentative and Alternative Communication (AAC).

We want all pupils to develop their attention and listening skills, as this, in turn, helps pupils to develop their social skills, follow instructions, extend their vocabulary knowledge, build a better understanding and ultimately leads to better relationships with family and friends.

We want every pupil to experience a range of texts and to be familiar with a range of songs and rhymes. We want them to develop some early literacy skills that might include wanting to look at books, following narratives, recognising print, learning vocabulary and/or identifying letters and sounds. We expect many of our pupils to be able to read and to develop their all-important comprehension skills.

We want them to read fluently and widely and to be able to express preferences and opinions about

the texts that they read.

We expect many of our pupils to develop a love of reading through access to a wide range of text types, genres and authors, and to develop their cultural capital through access to a wide range of diverse texts.

We recognise the importance of nurturing a culture where pupils take pride in their mark making/writing/typing. Therefore, we want every pupil to have regular opportunities to engage in these activities during learning and play within the classroom, as well as opportunities to show off work/finished products of which they are proud and receive positive feedback.

We expect some of our pupils to be able to write/type clearly and accurately and adapt their language and style for a range of contexts. We expect them to pay attention to grammar, punctuation, structure, spelling, handwriting and presentation.

Phonics

At Manor School, we follow the government-validated Little Wandle Letters and Sounds Revised systematic synthetic phonics programme. We want to ensure that every pupil is given a consistent experience of phonics embedded in a language-rich learning environment. For pupils working on the foundations of phonics, this includes daily time spent sharing high-quality stories and poems, learning a range of nursery and action rhymes, activities that develop focused listening and attention, and exposure to high-quality language. Once these skills are in place, we are able to start our pupils on an aspirational phonics programme. The programme aims to support pupils to build on their growing knowledge of the alphabetic code in order to use phonics to aid them with reading and spelling, as they move through the school.



Maths

Maths is a key life skill for our pupils and it underpins our vision to ensure our pupils become as independent as possible. Our motto 'Love, Learn, Laugh' is essential to our maths lessons. We teach maths in a fun, hands-on and visual way. Every pupil is exposed to a breadth of highly engaging learning opportunities tailored to meet their needs and current developmental level so that they can excel and reach their highest potential.

Maths targets are designed to teach pupils important functional skills and academic skills that correspond to their EHCP outcomes, the National Curriculum and to prepare our pupils for adulthood. Our maths teaching aims to support our pupils to become fluent in the fundamentals of mathematics, to reason mathematically and to solve problems by developing their understanding of concepts, their ability to recall and apply mathematical knowledge, as well as to make generalisations. Alongside this, pupils are exposed to lessons on Financial Education so that they have opportunities not only to develop numerical confidence with money but also the skills needed to be successful in their finances and make exchanges in the community.



PSHE and RSE

PSHE plays an integral part in our school life. It is across the curriculum both in PSHE lessons and throughout every school day. There are 3 main aspects to PSHE delivery: Relationships, Health & Wellbeing, and Living in the Wider World. We set realistic but challenging targets for our pupils and support and guide them in developing PSHE skills. The experiences we offer our pupils help them to build their understanding of who they are and what they can achieve, and so begin a journey of personal development.

RSE is taught across the curriculum through the curriculum themes and daily activities. It is differentiated and personalised according to individual maturation, levels of understanding and communication skills as well as social and emotional need. Our RSE curriculum aims to equip pupils with information, skills and positive values to have safe, fulfilling relationships. RSE for pupils with SEND is part of life-long learning, it begins at Reception and continues throughout formal education and beyond. We start with core concepts such as public and private, using correct terms for the private parts of the body, and an understanding of rights, relating to our bodies, rules relating to touch, positive friendships, respect and consent. As they grow older pupils are taught to recognise and understand changes in their bodies relating to puberty.

Science

At Manor School we recognise the importance of science in every aspect of our pupils' daily lives. We want to instil knowledge and understanding of our world through the teaching of science in our school. It will help the pupils develop their natural curiosity for engaging in learning about the physical environment and living organisms. Our science curriculum aims to develop pupils' skills in enquiry-based learning and scientific explanation.

PE

PE is essential to our curriculum offer as a way to promote pupils being healthy and active, understanding their own bodies and how they move in a space. PESSPA (Physical Education, School Sport and Physical Activity) supports wellbeing and mental health and helps pupils to develop hobbies for life. Many skills learnt during PE are transferable to home and the wider community. Dressing skills promote independence, whilst the ability to play and compete alongside peers helps establish friendships and relationships through shared enjoyment of activities.



Humanities

At Manor School pupils learn about changes in their own lives and the way of life of their family or others around them. They learn about the way of life of people in the more distant past that lived in the local area or elsewhere in Britain.

Beyond the school gates, History and Geography are used to help our pupils explore the local area. The local parks, the buildings, the shops, the library, the cinema, all offer pupils a lived experience of the Humanities subjects. In order to develop an integrated understanding of History, pupils have opportunities to visit historic sites, learning about the past in order to understand the present.

We believe that direct experience is more powerful and memorable for pupils. The pupils develop their historical imagination by listening to narratives of storytellers from our school community. Multicultural understanding is promoted at our school by providing pupils with the opportunity to explore the history of Britain and the wider world.

Our Geography curriculum offers opportunities for pupils to develop a factual base of information about the world and the local community, to learn about the importance of maps and atlases, to develop understanding of places, and to gain a wider experience of the world around us. The pupils use geographical enquiry and skills when developing aspects of their geographical knowledge and understanding.

During their time at Manor School pupils will have the opportunity to discover that Geography is enjoyable by exploring, observing, investigating and having fun. The pupils will look at the world around them throughout the seasons, experiencing a variety of different weather. We provide opportunities to go on journeys in the local environment and explore all aspects of Geography in a multisensory way.

Our curriculum themes involve the development of geographical understanding, knowledge and skills about locations and places, and physical and human aspects of the world. We involve pupils in differentiated practical projects about the environment, caring about their surroundings and looking at similarities and differences in the world around us.



Computing

We value computing as an integral aspect of our pupils' present and future education and it is therefore an essential part of our broad and balanced curriculum. Our computing curriculum offers our pupils engaging and fun opportunities to develop the skills required to equip them for an ever changing digital world.

Children learn these skills at every opportunity, including during cross curricular sessions in conjunction with other subjects. The computing curriculum is broken down into 3 strands: Digital Literacy, Computer Science and Information Technology. Pupils progress in each of these areas as they move up through the school.

Children learn these skills at every opportunity, including during cross curricular sessions in conjunction with other subjects. The computing curriculum is broken down into 3 strands: Digital Literacy, Computer Science and Information Technology. Pupils progress in each of these areas as they move up through the school.

Music

Music is a vital part of the curriculum for our pupils. We often find that pupils respond to and access learning through music, for example as part of a welcome to class in the morning, or a song to support learning new vocabulary in maths, literacy or any of our themes, as it helps them to remember learning in a fun way. Pupils are also able to express themselves through exploring instruments and songs in specialist music lessons. Pupils can use sound to understand and express feelings and emotions which they would perhaps struggle to communicate otherwise. They explore different cultures and communities through songs and learn to perform in front of others. Some children join our school choir which performs at different events.

Art and Design

SMSC and RE

As a school we celebrate special events that reflect the diverse faith backgrounds of our pupils, families and staff. This is done through our Special Assemblies, our weekly Assemblies, stories, music, art and shared reflection at the end of our school day. We support pupils to reflect on and question their actions and words and how these impact on others. We seek to promote a caring and fair environment where each of our pupils are valued and enabled to thrive. We promote experiences for our pupils to enable them to be resilient, confident and to actively contribute to their home/school/ local communities. Communication is integral and at the foundation of our learning and teaching to support our pupils in self-advocacy. Manor School is rich in diversity and we celebrate and embrace this daily and in assemblies as well as in our special events with parents.

Manor School - Curriculum at a glance



EYFS

At Manor School, we recognize our obligation to follow the SEND Code of Practice and honour the Education, Health and Care Plan (EHCP) of every pupil. All pupils entering Manor School in Reception start in our EYFS provision. This follows the EYFS statutory framework.



Learning and development requirements comprise the seven areas of learning:

Prime areas

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

A particular focus on the three prime areas is key; the four specific areas are then used to strengthen and apply learning in the prime areas. Moreover, the four Outcome areas of each pupil’s EHCP are strongly interconnected with the EYFS Prime and Specific areas of learning; by viewing the EYFS areas of learning and development through the lens of each pupil’s EHCP we will be providing for the best possible outcomes.

The Seven Features of Effective Practice (Development Matters 2021) are embedded in our approach to quality-first teaching:

The best for every child

High-quality Care

The Curriculum: What we want Children to Learn

Pedagogy: Helping Children to Learn

Assessment: Checking what Children have learnt

Self-Regulation and Executive Function

Partnership with Parents

Development Matters informs planning where appropriate, but we aim to prioritise pupils’ needs according to their EHCPs. Development Matters statements support assessment through the EYFS Profile; this is used alongside our bespoke and robust developmental assessment system Small Steps (formerly known as BARICS), which incorporates relevant content from a range of sources, including Development Matters.

IMPLEMENTATION

At Manor School we aspire towards all our pupils working on subject-specific learning based on the National Curriculum subject areas. However, we group and prioritise these under different headings in order to best meet the needs of our pupils. At Manor School, we consider our three core subjects to be Literacy, Maths and PSHE. The prioritisation of learning and required hours per subject area look different based on which type of class provision a child needs. The delivery and approaches used within the classroom may also vary based on the needs of pupils.

Manor Timetables	Breakdown of content including National Curriculum Links
Literacy	Speaking and Listening (Expressive and Receptive Communication), Reading, Writing, and Phonics
Maths	Numeracy, Geometry and Measure, and Financial Education
PSHE and RSE	Personal, Social, Health and Economic Education RSE Relationships and Sex Education Life Skills
Knowledge and Understanding of the World (Humanities)	Science, History, Geography, Religious Education, Computing
Creative Arts	Art, Music, Design Technology
Physical Education	Physical Education, Swimming, Yoga
SMSC	Social, Moral, Spiritual and Cultural Development, Cultural Capital, Religious Education
Functional Skills and Preparation for Adulthood	Cross-curricular, Preparation for Adulthood, Education, Health and Care Plans, Communication
Engagement	The Engagement Model, Cross-curricular, Preparation for Adulthood, Education, Health and Care Plans, Communication
Enrichment	Cross-curricular, Preparation for Adulthood, Education, Health and Care Plans, Communication

Know More, Do More, Remember More

For pupils in Years 1-6 we implement our curriculum in three differentiated provisions:

Thyme - Lavender - Rosemary

Thyme Provision

Pupils who have a strong groundwork of pre-requisite skills for acquiring, demonstrating, retaining, and generalising learning, are able to access subject-specific learning strands in our Thyme Provision classes.

Pupils are supported to develop their learning skills so that they can work 1:1, in small groups, independently and in whole class sessions.

A broad and balanced curriculum offer allows for opportunities to cover all curriculum areas across the week as well as having a range of exciting enrichment opportunities to develop access to the community, independence and help our pupils to prepare for adulthood.

Our curriculum is ambitious; skills ladders support aspirational aims for learning across the curriculum and ensure that learning is well sequenced and developmental. As pupils progress from Key Stage 1 to Key Stage 2 they are supported to take more ownership of their learning. Pupils are given positive feedback and praise to encourage a love of learning and the confidence to participate. As they progress this develops to include more formal feedback and marking.



Lavender Provision

Our Lavender Provision is designed to meet the needs of pupils who require more opportunities to develop their skills for learning.

These classes are heavily influenced by The Engagement Model and look to increase pupils' skills in the 5 lenses: Exploration, Realisation, Anticipation, Initiation and Persistence in order to prepare them for subject-specific learning.

As these skills develop, pupils are supported to access subject specific learning at an early level. Literacy, Maths and other areas of the curriculum are organised in a highly flexible manner that responds to pupils' needs. Sessions are delivered through highly-motivating activities that build on pupils' interests.

In every aspect of their day, classes promote opportunities to develop functional communication skills and functional skills for daily life; including self-care. The classes have a high staff:pupil ratio so that pupils can be supported to reduce their barriers to learning whilst being encouraged to be as independent as possible.



Rosemary Provision

Our Rosemary Provision utilises the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). This is a specialist provision for our pupils who need enhanced support with:

- developing resilience and regulating their emotions and behaviour
- increasing independence in learning and activities of daily living
- learning skills across all areas of the curriculum
- expressing themselves using a functional method of communication.

This is achieved by identifying pupils' interests and preferences and using these as a starting point to plan pupil-led, motivating, and functional learning opportunities.

Our Rosemary Provision classes benefit from:

- the highest staff:pupil ratio, allowing maximum opportunities for 1:1 and small group teaching
- enhanced support from our onsite Inclusion Practitioners/Behaviour Analysts
- additional input from our onsite Therapy team
- external behaviour analytic consultancy
- additional training for Rosemary Provision class teams

Alongside the school's bespoke and robust developmental assessment system Small Steps formerly previously known as BARICS and the pupil's EHCP, the Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) is used to inform planning next steps for developing new skills and reducing barriers to learning.



Thematic Planning at Manor School

Each half-term, year groups have a new planning theme to help support pupils’ progression and learning. Each theme is taught in a cross-curricular manner and builds on the subject knowledge of the themes that come before it.

36 themes build upon each other in seven Thematic Overview Areas. The seven Thematic Overview Areas we have created are aspirational and enable pupils to work towards the four Preparing for Adulthood (PfA) outcomes, these being:

- Employment
- Independent Living
- Friends, Relationships & Community
- Good Health

Communication is at the heart of learning at Manor School and Key Stage 1 themes are designed to support the development of key vocabulary, either vocally or through symbols and Makaton signs.

By the time that our pupils have worked through the 36 themes, they’re ready to move on to their secondary placement and work more explicitly on the four Preparing for Adulthood outcomes.



Famous People						
Relationships						
Helping Others	Habitats	Fantasy Worlds				
Houses and Homes	Growing	Extreme Weather	Changes			
Friends and Family	Mini Beasts	Space	Materials	Healthy Living	Adventure	
People who help us	Pets	Under the Sea	Seasons	Sports	Travel	Moving On
Myself	Plants	Light and Dark	Water	Healthy Eating	Holidays	Money
My School	Animals	Toys and Games	Clothes	Food and Drink	Transport	Shops
Relationships and People	Recognising and caring for living things	Awe and Wonder	Understanding the world for independent living	Being Healthy	Getting out and about in the community	Employment

Planning

Class teams meet weekly for planning.

Long-term planning

Long-term planning is standardised for every class in the school to ensure an ambitious development of skills and broad curriculum coverage.

Medium-term planning

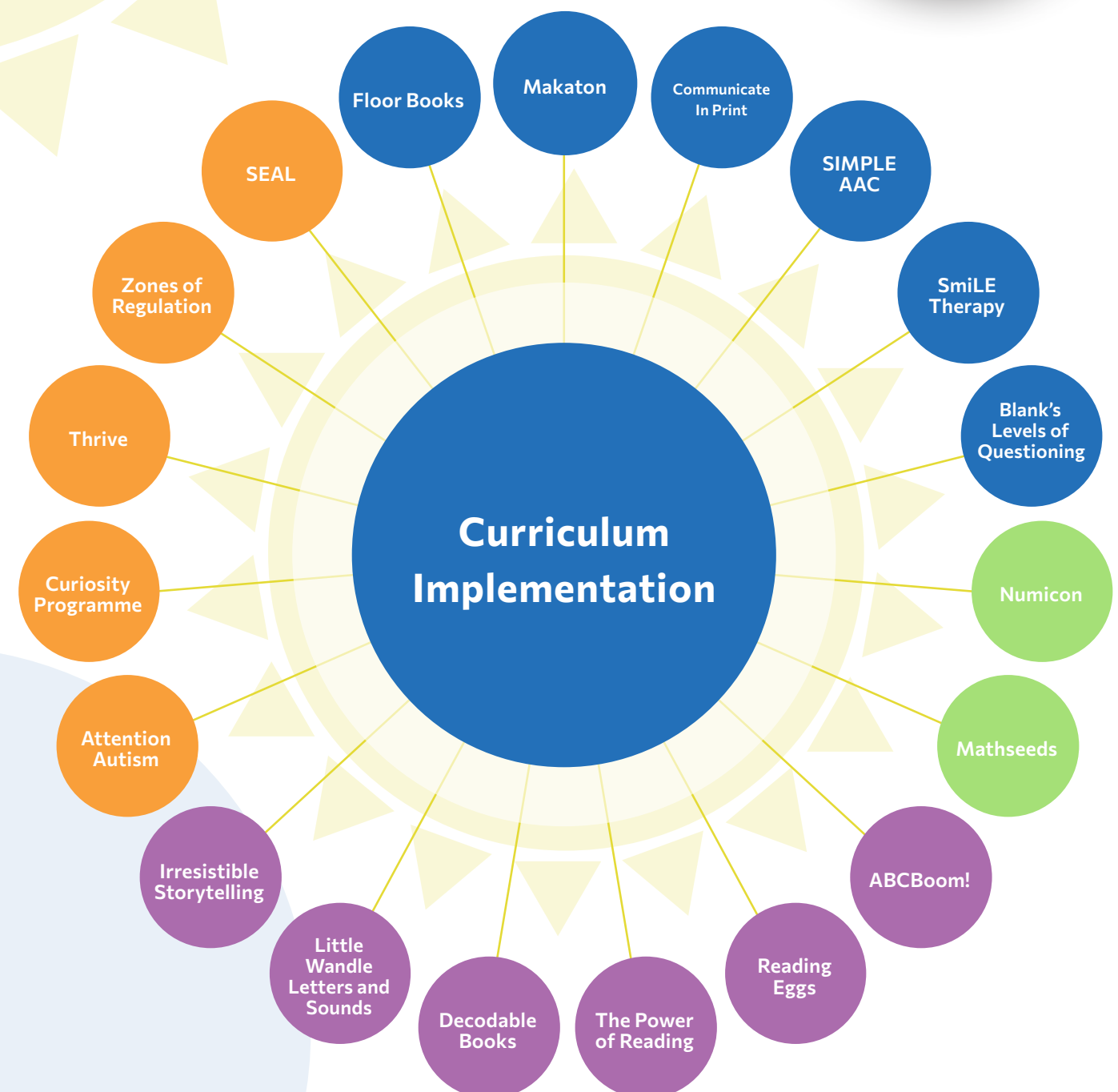
Class teams then complete medium-term plans for each half term. Medium-term plans combine the theme areas, subject skills ladders and the specific needs of the class. Staff are encouraged to reflect on the rationale behind what they include in their medium-term plans by asking themselves: "Why this?; Why now?; What next?"

Why this?
Why now?
What next?

A broad and balanced curriculum

We use a range of strategies, approaches and interventions to ensure we implement our curriculum in a consistent manner. Each of these is embedded into the culture of the school; some of these may also be delivered as specific interventions for individual pupils or small groups.

Key approaches include:



Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Language and Literacy	Focus on the letter 'a' and 'b' in words and sounds.	Focus on the letter 'c' and 'd' in words and sounds.	Focus on the letter 'e' and 'f' in words and sounds.	Focus on the letter 'g' and 'h' in words and sounds.	Focus on the letter 'i' and 'j' in words and sounds.	Focus on the letter 'k' and 'l' in words and sounds.
Mathematics	Counting and number recognition up to 10.	Counting and number recognition up to 20.	Counting and number recognition up to 100.	Counting and number recognition up to 1000.	Counting and number recognition up to 10000.	Counting and number recognition up to 100000.
Science	Understanding the life cycle of a plant.	Understanding the life cycle of an animal.	Understanding the life cycle of a human.	Understanding the life cycle of a planet.	Understanding the life cycle of a galaxy.	Understanding the life cycle of the universe.
History	Understanding the story of the world.	Understanding the story of the nation.	Understanding the story of the region.	Understanding the story of the country.	Understanding the story of the world.	Understanding the story of the universe.
Geography	Understanding the map of the world.	Understanding the map of the nation.	Understanding the map of the region.	Understanding the map of the country.	Understanding the map of the world.	Understanding the map of the universe.
Art and Design	Understanding the art of the world.	Understanding the art of the nation.	Understanding the art of the region.	Understanding the art of the country.	Understanding the art of the world.	Understanding the art of the universe.
Music	Understanding the music of the world.	Understanding the music of the nation.	Understanding the music of the region.	Understanding the music of the country.	Understanding the music of the world.	Understanding the music of the universe.
Physical Education	Understanding the physical education of the world.	Understanding the physical education of the nation.	Understanding the physical education of the region.	Understanding the physical education of the country.	Understanding the physical education of the world.	Understanding the physical education of the universe.
Personal, Social, and Health Education (PSHE)	Understanding the PSHE of the world.	Understanding the PSHE of the nation.	Understanding the PSHE of the region.	Understanding the PSHE of the country.	Understanding the PSHE of the world.	Understanding the PSHE of the universe.



Short-term planning

Short term planning follows a set number of hours for specific curriculum areas this is differentiated based on provision. Staff then develop their own short-term planning that takes into account pupils' Personal Intervention Plan (PIP) targets, EHCPs Outcomes and regular observation and assessment of the pupils.

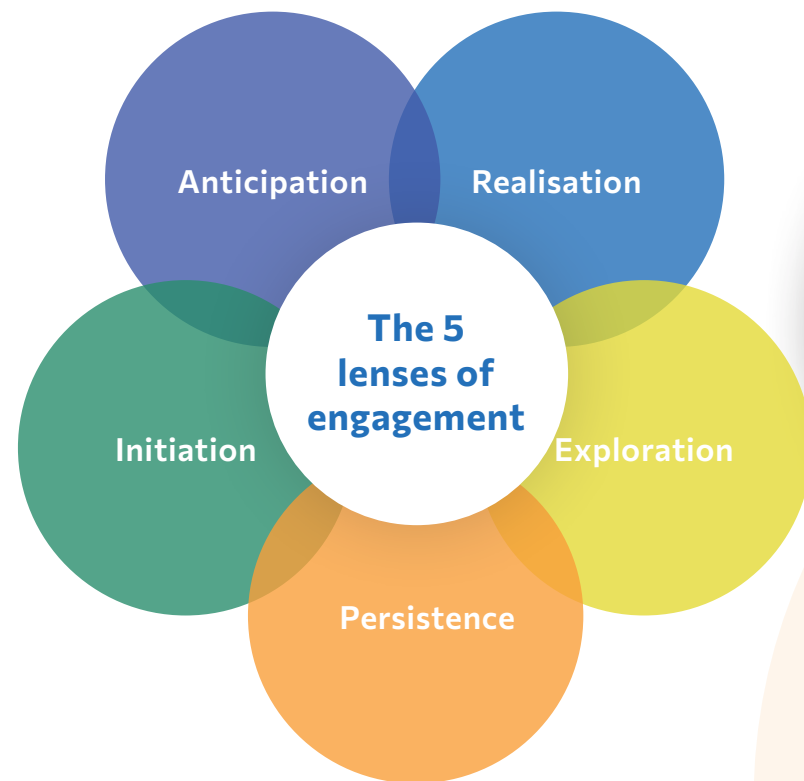
Year 1 - Class	Theme: Healthy Living
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand the importance of healthy living. Identify healthy foods and drinks. Understand the importance of exercise. Identify different types of exercise. 	<p>Activities:</p> <ul style="list-style-type: none"> Healthy Living Role-play. Healthy Living Story. Healthy Living Song. Healthy Living Game.
<p>Assessment:</p> <ul style="list-style-type: none"> Observation of role-play. Observation of story. Observation of song. Observation of game. 	<p>Resources:</p> <ul style="list-style-type: none"> Healthy Living Role-play script. Healthy Living Storybook. Healthy Living Songbook. Healthy Living Game cards.

A broad and balanced curriculum

Engagement and Enrichment

A lot of our work with pupils focuses on developing their ability to engage with learning opportunities. We do this by making learning at Manor School as fun and as practical as possible so that pupils want to join in with opportunities and over time learn to increase their ability to attend. A strong focus on communication skills is essential, as is the use of highly-engaging approaches/ strategies/resources such as Attention Autism, The Curiosity Programme, Irresistible stories, The Power of Reading, ABCBoom! and Numicon.

We are guided by the 5 lenses of The Engagement Model and use these to help us identify how to further support pupils' engagement.



Before pupils are able to access subject-specific learning it is essential that certain skills are in place. Self-regulation and Executive function are outlined in Development Matters as part of the Seven Characteristics of Effective Learning. Executive function includes the ability to hold information in mind, focus attention, think flexibly, and inhibit impulsive behaviour.

At Manor School, supporting these skills to develop is a priority for all our pupils at all stages but particularly for those working towards being able to access subject-specific learning. Multi-disciplinary collaboration between teachers, therapists and behaviour practitioners helps to ensure strong foundations are laid.

Engagement and Enrichment

As pupils progress through the school and gain skills for independence in their daily lives and for accessing learning, we endeavour to ensure that they are given opportunities beyond the day-to-day.

Pupils are offered opportunities such as:



As an Inner London Brent-based school we strive to ensure that our curriculum is always relevant to our pupils. We ensure our planning, resources, events and enrichment opportunities are diverse and representative of our community. We aim to provide all our pupils with the cultural capital and experiences needed to succeed in school, the local community and the wider world.

A broad and balanced curriculum

Engagement and Enrichment

Pupil Voice: At Manor School we value the voice of all our pupils, whatever their communication method may be. We want to empower our pupils to know that their voice matters both at school and out in the wider world.



Manor Ambassadors

Ambassador roles are identified for pupils who need opportunities to build their confidence in specific areas. They are encouraged to take responsibility for an area and are given mentoring to help them promote this. For example a pupil may be chosen as our Reading Ambassador to help rekindle their love of reading. Ambassadors also create their own priorities. These have included; Conflict resolution, Environmental issues, local community projects, developing hobbies skills and interests and supporting peers to be happy healthy and heard!

"My favourite thing about Manor School is the clubs like café."

Pupil comment:

"Manor School is a great school because there are lots of children that can learn different hard and challenging work."

Pupil comment:

Manor School Council

We have a long history of having a democratically-elected pupil School Council (reviewed yearly). Six to eight school councillors are elected by their peers to advocate on their behalf. They attend monthly meetings to amplify and advocate for pupil voice. Manor School Council representatives lead on initiatives, School Improvement Priorities and identified areas of individual interest as well as sharing the views of their peers.

"Manor School is a great school for children with different needs like Autism and Down's Syndrome because of the teachers. You should come on down and see it."

Pupil comment:

Multi-Agency Support Team: Therapy and Inclusion - curriculum support

Therapy input at Manor School is fully embedded across the curriculum. The Speech and Language Therapy (SaLT) and Occupational Therapy (OT) teams collaborate with class-based teaching staff, to ensure that all pupils access a learning environment which supports their participation in all learning, leisure and self-care tasks and provides opportunities to further develop their communication, independence and interests. This means that appropriate strategies which enable pupils to develop their skills and knowledge across the curriculum are incorporated in the classrooms at all times, including:

- functional and relevant visual support - embedded at a universal level and Augmentative and Alternative Communication (AAC) personalised to each pupil's needs, e.g. use of symbols and Makaton signing
- safe and effective use of a range of equipment - selected and graded to enable pupils to engage meaningfully in their school-based occupations, e.g. trampolines, peanut balls, spinners, tongs, putty, chewys, resistance bands, dining adaptations, etc.
- differentiated use of programmes, resources and activities - allowing opportunities for all pupils to participate in learning and generalising skills, e.g. ABCBoom!, Colourful Semantics, SmiLE Therapy, Zones of Regulation, Autism Level UP!, etc.

Each class has an assigned Speech and Language Therapist and Occupational Therapist, who provide flexible weekly input in response to the specific needs of the pupils, their families and the class team, within the parameters outlined in the current SaLT and OT Service Delivery Models. This includes support with target setting for any strands on pupils' Personalised Intervention Plans.

The Inclusion Team

The Inclusion Team at Manor School consists of Inclusion Practitioners/Behaviour Analysts, a Family Support Practitioner, a licenced Thrive Practitioner, a Medical and Welfare Co-ordinator and an Interventions Teaching Assistant. The team work collaboratively with teaching staff and the Therapy team to ensure pupils can access a safe, enjoyable, and effective learning environment. Support from the Inclusion Team may be in the form of:

- conducting Functional Assessment of behaviours that challenge, and development and review of Behaviour Support Plans
- recommendations regarding pro-active strategies that support pupils to maintain positive and safe behaviour
- training relating to the safe management of behaviours that challenge
- Thrive assessments and interventions that support pupils' emotional development and regulation skills
- consultation based on the principles of ABA/VB (Rosemary Provision)
- support, advice and training for parents and carers in the form of parent groups or bespoke home visits
- monitoring pupils who need adaptations or additional support due to medical conditions
- providing specialist 1:1 teaching interventions
- collaboration with outside agencies such as the School Nurse, Social Care and CAMHS

The Inclusion Team's approach is pupil-centred and holistic, aiming to reduce barriers to participation, engagement and learning and support our pupils to become resilient, independent, skilled, and expressive learners.

Progression and Skills Ladders

Progression at Manor School is supported through a variety of different skills ladders. Whilst many of these skills ladders are broken down into stages or levels, these levels are not explicitly linked to the age of a pupil. This allows for skills ladders to be both aspirational and personalised to each pupil’s needs and next steps. Skills ladders can also be used as a method of assessing progress. Skills ladders for key subjects at Manor School have a digital counterpart known as Small Steps to record progress and automatically generate progress data.

Bespoke and robust developmental assessment system Small Steps

- Early skills B1-4
- Speaking
- Listening
- Reading
- Writing
- Phonics
- Number
- Geometry and Measure
- PSHE
- Functional Skills
- Computing
- Science

Nationally recognised systems:

- Development Matters
- Music - Sounds of Intent
- Phonics - Little Wandle
- Reading - PM Readers
- Thrive assessments
- Swimming - Course Pro

Internal skills ladders designed to support planning and progress:

- Art
- PE
- Humanities – History & Geography
- Life Skills

Statutory assessment systems			
Early Years Baseline EYFSP	Engagement Model 5 Lenses	Pre-Key Stage standards	National Curriculum Phonics Screening

Additional assessment systems at Manor School		
B1-4	B5 +	National Curriculum
VB-MAPP / Essential for Living		

Personalised Learning

PIPs - Personalised Intervention Plan

Every pupil in the school has a PIP Map which outlines their personal targets for each half term. These are the identified next steps for pupils and help to break down the long-term EHCP Outcomes into smaller, more measurable goals. The PIP Maps ensure that the key targets for Receptive and Expressive Communication, Social Emotional and Mental Health, Functional Skills and either Cognition & Learning or Reading, Writing, Number, and Geometry & Measure, are shared with families and professionals. They also allow for progress to be tracked against targets, generating progress data. Evidence is collected using an app which allows staff to save videos and photographs of pupils working on their targets.



Interventions

Based on staff feedback and data monitoring, certain pupils are identified for additional support in the form of interventions. We offer blocks of intervention to some pupils, with intervention tutors and onsite therapists.

Other interventions may also be available to some pupils including bespoke interventions from our Inclusion Practitioners, 1:1 Thrive interventions with our qualified Thrive practitioners, nurture groups or enrichment interventions such as Ambassadors.



Monitoring and Support



Staff at Manor School are well supported to monitor impact and be responsive in their approach to teaching and learning. Staff teams meet together weekly to discuss next steps and plan for the class. Weekly CPD is delivered by in-house and external experts in different areas. This is supplemented by the opportunity to study for accredited qualifications such as Eklan, Makaton, Team Teach and Leadership qualifications. A high-quality CPD offer allows us to ensure positive impact for our pupils.

Subject Leads monitor the delivery of their subjects and use this to inform whole school training and individual support for specific classes.



- R**esilient
- I**ndependent
- S**killed
- E**xpressive



Manor School, c/o Manor School, Chamberlayne Road,
Kensal Rise, London, NW10 3NT

T: 0208 968 3160

E: enquiries@manor.brent.sch.uk