

- **Intent:** *your curriculum plan, including its design, structure and sequence*
- **Implementation:** *how you teach and assess your intended curriculum*
- **Impact:** *the outcomes for your pupils as a result of the education they've received*

Why do we teach it?

At the Helen Allison School, the Springboard Curriculum is offered to children who have significant learning, communication and emotional and sensory needs which impact significantly on their ability to learn.

The Springboard Curriculum is a play based, holistic curriculum which integrates therapies and education. Our aim is to work together to understand children's individual needs and to set meaningful targets that reflect their strengths and challenges. This approach to teaching and learning enables the provision of learning opportunities that promote the just-right challenge, encourages active participation and supports children to make progress.

At the Helen Allison School, we place a high value in delivering a play-based curriculum as we recognise that through play, children show increased engagement as well as enhanced problem solving, communication, decision making and creative skills. This is because a single playful activity can promote a range of skills including literacy, numeracy and social emotional skills such as turn-taking and healthy interactions. We also understand that engagement is the single best predictor of successful learning for children with learning disabilities.

INTENT - What we are teaching

The Springboard Curriculum is offered to children whose developmental level means that they require a non-subject based curriculum which support the development of the skills required to successfully access a more formal learning curriculum. As with the EYFS curriculum, it focuses learning across the four core areas of learning: Cognition, Communication, Physical and Sensory and Personal, Social and Emotional Development, with an understanding of each child's sensory needs being at its centre. Through multi-sensory activities we can support children to make connections and learn more about their world.

IMPLEMENTATION - How we teach it

Children follow a broad and balanced timetable which ensures that every opportunity throughout the day is a learning opportunity. The Springboard Curriculum recognises that learning within the core areas can occur in a range of activities throughout the day. Our timetable provides consistent routines which supports children to increase their understanding, develop their language, regulate their emotions and to become independent learners. A different topic is used each half term to inspire planning and motivate play.

Activities include: carousel play, Attention Autism, storytelling, sensory sensations; music and movement, food safari, outdoor learning sessions, daily living skills (cookery) and parachute games. Importantly, teachers actively respond to "in the moment" learning opportunities and children's special interests because this allows for increased engagement in activities. When they are developmentally ready, children will have the opportunity to engage in more formal learning sessions such as phonics. The Springboard Curriculum encourages therapeutic interventions to be embedded into children's daily routines and activities.

At the Helen Allison School, children's progress is monitored and assessed through the Springboard Framework which runs alongside the Springboard Curriculum. It is a continual, cyclical process which enables teachers and therapists to effectively make sense of children's progress over time and make

adaptation to teaching and learning to inform educational and therapeutic planning. It details Developmental Markers across the core learning areas. The assessment framework is relevant until it is considered that the pupil can follow the EYFS Curriculum in which subject specific learning may take place.

IMPACT - What is working

1. Our practice research shows that children are improving their ability to self-advocate.
2. When children join us at the Helen Allison School they are often at the early stages of play (cause and effect). This is a critical stage of development, because this type of play is crucial in supporting the development of language skills. Therefore, at the Helen Allison School, we focus on providing many, different, motivating and fun activities and experiences so our children are actively engaged in their learning and are working at “just the right level of challenge”.
3. Our practice research shows that children who are accessing the Springboard Curriculum have made progress in developing their play skills, and, over time, have naturally moved on from cause and effect to role play. This type of play supports children to connect ideas or events that they have experienced in their lives, and this leads to deep learning. It also supports social skills such as turn taking, cooperation and sharing.
4. The Springboard curriculum and assessment framework is based upon developmental trajectories which allow for therapists and teachers to share their knowledge and plan for meaningful and appropriate learning targets.
5. Practice research suggests that in any given session, and over time, children are naturally and spontaneously joining with the presented activities and that over time they are increasing the amount of time they can remain engaged; they are more emotionally and sensorially regulated and their language skills are developing.

Subject Leader Actions and Impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<p>Action: to develop links with Waverley School (Springboard authors).</p> <p>Impact: November 2023, Springboard author, visited HAS. Charlotte observed a carousel play in Corfe Class and then later met with therapists, SLT and Corfe class teacher. Charlotte gave positive feedback regarding the implementation of carousel play observed in Corfe Class.</p>	<p>PW to receive coaching and mentoring sessions with Springboard (6 sessions over 3 terms).</p> <p>To develop outdoor learning opportunities – purchase of loose parts equipment; balance bikes/scooters.</p> <p>To support new teaching staff to develop the knowledge and skills needed to improve their implementation of the Springboard Curriculum.</p>	<p>To develop role-play resources – e.g. dressing up; play kitchen.</p> <p>To visit another NAS school with SENCO.</p> <p>Proposal to be involved in developing a hybrid Springboard curriculum.</p>

<p>Action: to provide training for teachers and support staff on how play supports children's engagement and learning. (January 2024, 1-day, whole school training.)</p> <p>Impact – Feedback from staff indicated that staff and teachers who taught older and more able students would like further training on how to implement play or playful learning opportunities into their timetables.</p>	<p>-joint planning -team teaching -joint moderation</p> <p>To present to SLT on the positive outcomes demonstrated from Jo and Geri who are using elements of the Springboard Curriculum through the use of play and special interests.</p>	
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