**Support Avenue Long Term Plan 2024-2025**

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| **Whole School Cycle 3 Support Avenue** | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| **Moving On Unit Focus** | | **Traveler** | | | **Explorer** | | | |
| **Whole School Topic Focus** | | **Pirates** | **Climate Change** | **People Who Help Us** | **Earth, Space and Beyond** | **Asia** | | **Sporting Events** |
| **My Communication** |  | **KS4-5:**  **Fiction: Blackbeard’s Treasure**  **Fiction:**  The Edge Chronicles: The last of the sky pirates | **KS4-5:**  **Narrative:** Buddies Rainforest Rescue  **Non-Fiction:** No one is too small to make a difference Greta Thunberg | **KS4-5:**  **Non-Fiction:** Life Savers: Spend a day with 12 real life emergency service heroes  **Poetry:** Stand up, Stand out! (NF) | **KS4-5:**  **Fiction:** Jupiter the Gassy Giant  **Non-Fiction:** Armstrong:The adventurous journey of a mouse on the moon | | **KS4-5:**  **Fiction:** Cinnamon  **Film:** Kung Fu Panda | **KS4-5:**  **Fiction:** On your marks, get set, Gold!    **Narrative:** The dog that saved the World (cup) |
| Each term our classes will have a Literacy/text focus that develops our students’ access to Literacy, Understanding of the World and creates cross curricular links between their sessions. These stories link directly to the topic and are sequenced to ensure students develop their understanding each time they access the topic throughout their Stanton Vale journey | | | | | | |
| All students will access shared reading once a day. | | | | | | |
| Communication skills | Communication methods in Support Pathway include TASSELS, Objects of Reference and Eye Gaze from E Trans Frame to Electronic Eye Gaze methods | | | | | | |
| **Literacy –** **Moving On** **Unit** | Literacy is covered through books and film. Pupils experience a variety of fiction, non-fiction and text type to develop their awareness, engagement and experience of literacy and text. This is through Sensory and Massage Stories; Leisure and Recreation and Trips and Visits. | | | | | | |
|  | **Creating an Interest:**  Fiction | **Literacy for Information:**  Biography, Factual Recount | **Literacy for the Future**  Experience jobs and skills linked to work and text.  **Creating an Interest**  Poetry | **Literacy for Information**  Factual Literature | **Creating an Interest** Film and Sensory Story | | **Literacy for Information**  Biography |
| Sensory Story | This partners concise text with strong sensory stimuli to convey a narrative. They are motivating and engaging for all pupils and have individual learning intentions integrated within the story.  These stories are repetitive allowing the pupils opportunities to predict, expect or associate a stimulus or activity with an event. All stories are personalized with known motivators to ensure the highest level of engagement. | | | | | | |
| Massage story | Story Massage is a fun and interactive way of enjoying positive touch through storytelling and simple massage strokes. Benefits will vary depending on the child, situation and where they are. Benefits may include:   * Individual attention * Build on sensory awareness * Relaxation of the body * Increased self-awareness   Experience dedicated ‘calming time’ | | | | | | |
| Communication through Touch and Music | CTTM is a method of sensory communication through touch and music. These half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal.  In CTTM sessions the music is composed to align with the textures of the objects used. Each CTTM session needs 1 adult to 2 children, using the sensory languages of music and touch to communicate | | | | | | |
|  | Maths Teaching | In Support Avenue pupils access Maths through cross curricular teaching strategies. This includes counting, cause and effect, early shape and colour awareness and measure. The units below show explicitly where Maths teaching can be found with Maths accreditation as an outcome of this. | | | | | | |
|  | Moving On Maths Award | **Maths in Everyday Life**  Linked to Sensory Art, Shape and Colour | | **Maths in Everyday Life**  Linked to food exploration, meal preparation including shopping for ingredients. | | **Maths for Everyday Life**  Measure and Volume Weighing and Cooking | | |
| **My Thinking** | Moving On Award -  Traveler: Creative  Explorer: Healthy Soups | Traveler:  2D Representation | Traveler:  Artefacts in the Community  Making for Enterprise |  | Traveler: Traditional Music | Explorer: Healthy Soups | |  |
| Sensory Art | Sensory Art activities help to improve children’s sensory processing skills in an enjoyable and messy manner! They will experience a great variety of sights, scents and textures to manipulate. It will also provide many opportunities for developing skills in the area of fine motor skills, bilateral coordination and praxis. Art sessions will be theme based and enable teachers to produce displays in the classroom and around the school. | | | | | | |
| Sensory Exploration/Play | This creates opportunities to experience a range of sensory items using pupils preferred methods. Exploration, investigation and problem solving are encouraged throughout the session at the individuals personalized level. | | | | | | |
| Sound Bath | Sound baths are a wonderful way to have a group experience with sound therapy. Soundbath sessions in school will:   * Increase self-awareness and self-esteem * Improve self-regulation * Better focus and concentration * Enhance health * Decrease stress & anxiety * Increase sense of calm * Improve sleep * Skillful responses to difficult emotions | | | | | | |
| **My Engagement** | **Leisure and Recreation – Moving On** | Using the Community for Leisure  Physiotherapy and Sensory Environments  MOVE Rebound | | | Swimming  Hydrotherapy | | | |
|  | Students access a wide variety of leisure and recreation activities as listed below. This develops their awareness of leisure in the community, technology and leisure and exposure to sport and stretch exercises that support development of daily living skills. This is essential for our students and is a core part of their daily routines. | | | | | | |
| Rebound | Rebound Therapy is the use of the Trampoline to provide controlled movement by trained staff in the techniques and benefits of trampolining. The aims to Rebound include:  It is fun and motivational   * Incorporates cross-curricular learning as a meaningful, fun and exciting challenge * Gives confidence in movement and improves physical fitness and skills * Improves motor skills, body awareness, balance and co-ordination * Promotes positive relationships and builds self-esteem, confidence and independence * Increases eye contact and vocalisations * Meets individual sensory needs | | | | | | |
| Physiotherapy | The main aims of Physiotherapy for Children in our support pathway are to:   * Increase core stability * Increase and maintain the range of movement * To learn early movement patterns, eg, crawling * To promote the use of standing and walking equipment * To allow students to access the MOVE program   All students will follow their own physiotherapy programs written by the child’s named physiotherapist. | | | | | | |
| Swimming and Hydrotherapy | Sessions will be differentiated according to the pupil’s own starting point. The benefits of swimming/hydrotherapy are:   * The warmth of the water * Buoyancy * Movement in the water * Creating turbulence around their limbs * Multi-sensory environment.   The pupils will also experience entry into and exits from the pool. | | | | | | |
| MOVE | A.4 Can maintain sitting balance on a chair for minimum of 30 seconds without prompts  B.9 Can bring head to an erect, midline position when head is turned to the left/right while sitting with upper trunk support  C.4 Can tolerate weight bearing for a minimum of 45 minutes per day in stander | | | | | | |
| Sensology | Sensology aims to wake up the 5 basic senses (see, hear, smell, taste and touch). Through this activity all of senses are stimulated.  We also use sensology to support your child’s awareness, engagement and enable them in time to show a preference to taste, textures, smells, movement etc. | | | | | | |
| Music –  **Moving On Links Traditional Music**  **Traveler**  **Appreication of Classical Music Explorer** | **All skills to work on a spiral of development which are revisited throughout the year during music lessons. Not all students will achieve all outcomes but opportunities must be presented.**  **Singing:** Explore vocal sounds. Adapt their mouth shape to add more definition to the sound. Developing intentional sounds using rhythm and pitch variation. Give a consistent response to familiar songs. Explore different vocal sounds for different types of songs.  **Composition:** Make simple choices when creating a musical sound. Explore different sounds to inform a more detailed choice. Select sound to play in a chosen order. Make a score for their composition (e.g. Using PECS cards)  **Performance:** Explore the sound of a musical instrument. Initiate sound using cause and effect. Control an instrument or sound maker. Perform within a musical structure. Follow a conductor.  **Listening and Responding:** Respond physically or emotionally to music from variety of styles, traditions and genres. Show an awareness of where the sound is coming from. Anticipate the sound which is about to happen. Express a preference of if they want to hear the music again.. | | | | | | |
| Reflexology | This promotes movement and positive touch as a way of providing opportunities for spatial awareness through the vestibular system. This also encourages an understanding of how their body parts are connected through the proprioceptive system. Stanton Vale Reflexology is designed to encourage calmness, reduce stress, anxiety and relieve tension. It will help improve mood, encourage engagement, social interaction and increase receptiveness at the pupils own personal level | | | | | | |
| Resonance Boards | These sessions will provide all pupils with a multi-sensory experience in a consistent, structured way that enables anticipation, communicating preferences and social skills such as taking turns, listening to others and using eye contact. | | | | | | |
| **My World** | PSHE | The support pathway embeds PSHE skills cross-curricular to ensure students receive tailored, relevant opportunities to develop PSHE skills throughout the day, these opportunities are noted directly on the timetable and have direct links to physio programs, eating skills, sensory support and emotional regulation.  The areas planned and targeted are:  Self-Awareness; Self-Care; Managing Feelings; Healthy Lifestyles; The World I Live In | | | | | | |
| **RE**  **Explorer and Traveler Unit Award** | Which Places are Special and Why? | Who is a Hindu? | Who is Jesus and why is he so inspiring to Christians? | What does it mean to belong to a faith community? | What do Christians Learn from the Creation Story? | | Who is Muslim?  Unit 2 |
| Forest School | Being in nature offers practical, sensory experiences that are suited to the preferred learning styles of many SEN children. Sessions allow children to learn at their own pace but follow a loose structure with opportunities for adult-introduced activities, free play, snacks and reflection, so learners know what to expect. | | | | | | |
| Starting Out:   * Explore * Experience * Our senses * Taste | | Creativity   * Build a natural den * Being creative using natural resources * Stories, plays and poems. * Making music | | | Seasonal awareness and Fire   * Approach and be comfortable of the experience. * Hot and cold * Fire stories | |
| Personal Care/skills | All children will have personal care routines that encourage them to develop self-help skills and encourage independence in feeding, drinking, toileting and dressing. | | | | | | |
| Sensory Outdoor Learning and Experiences | These sessions will give the pupils opportunities to access learning outside of the classroom. Although it may be timetabled, it is encouraged to capitalise on good weather conditions to explore and engage in the outside environment. These sessions could include tuft spot wet activities, bubbles, wind socks, sensory walks and proprioceptive activities | | | | | | |
|  | **Daily Living Skills**  **Traveler Award** |  | Traveler:  Using Household Tools and Appliances  Traveler: Preparing a Meal | Traveler:  Using Household Tools and Appliances  Traveler: Preparing a Meal | Traveler: Green House Propagation | Traveler:  Using Household Tools and Appliances  Traveler: Preparing a Meal | | Traveler: Green House Propagation- Gardening linked to Green House Propagation |