

All Together

Erasmus Cologne November 2021



*Growing Together To Inspire, Believe and Achieve for
Every Child, Every Day*

There for each other...

- We are a school community across two sites
- We were taken over by a new head teacher almost 3 years ago
- There's a big emphasis on working together, upskilling members of staff and wellbeing
- We have a Family Partnership Team who help to monitor and liaise between families and the school community
- We have Family Learning opportunities and offer a safe place for parents to network

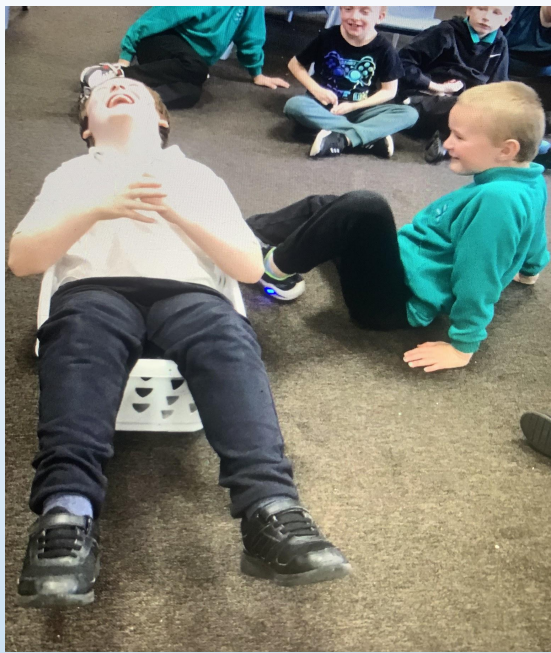


Our Core Purpose

Our core purpose is to support pupils to become effective learners. In doing so, we optimise their future life chances by unlocking their individual potential and maximising their progress and attainment.

Whatever the nature of their local community or their special educational needs and disabilities, pupils at The Dales are growing up in a multi-cultural and diverse society. We aim to promote pupil's personal development by supporting them to accept, respect and show tolerance and kindness towards others.

Our curriculum intent and implementation has been created to support every child to develop the Life Skills and Basic Skills they need to succeed and thrive both now and in their future.



iASEND

Life Skills, Basic Skills and Subject Specific Learning

Topic: Toys and Electricity - Life Skills Targets					
Communication (E)					
204 - I can indicate a personal need					
215 - I can express my opinion					
217 - I can retell an experience using descriptive language					
219 - I can talk about a character or incident					
215 - I can listen attentively to unfamiliar stories.					
Social Skills and Relationships (S)					
105 - I can express my basic needs and wants either verbally, or through signs/symbols					
126 - I show some awareness of danger					
130 - I can show some consideration of the needs/feelings of other people and other living things					
131 - I can actively participate in a small group activity with minimum support					
Behaviour for learning (S/E)					
110 - I can respond appropriately to 'why' and 'how' questions					
111 - I am able to respond to requests with four key word phrase by familiar adult, possibly with prompts					
206 - I am more aware of my own and others roles and contributions in familiar group tasks					
207 - I am beginning to make simple choices about my learning behaviour. (E.g. not shouting out or having pencil for writing).					
Independence (S/E)					
118 - I can communicate specific need and wants more consistently					
124 - I can show some awareness of danger in familiar settings and accepts help to stay safe in unfamiliar settings.					
206 - I can take account of one another's ideas about how to organise the activity					
208 - I am aware of the structure of familiar routines. (E.g. Pupil knows the order of dinner-time routines).					





Developing Confidence In Communication



- Sharing of information from internal and external professionals.
- Supportive network of Safeguarding, Mental Health, Family Support, Behaviour Support e.t.c
- SALT, CYPS and OTs all on site
- Total Communication Approach

