

Reception and Key Stage 1 and Key Stage 2 Specialist Units

Description:

Children and young people (CYP) with learning difficulties often have conditions that co-exist. These conditions overlap and interlock to create a complex profile requiring a personalised learning pathway. This pathway will recognise a child's unique learning patterns and the specific strategies required to engage them in learning and enable their active participation in the classroom and in the wider community.

The above will underpin our definition of the cohort of children admitted to the Reception and Key Stage 1 and Key Stage 2 specialist units.

Definition of need

The children will present with a range of difficulties and a combination of needs which require a multi-disciplinary approach and intervention. They may:

- display significant delay in reaching developmental milestones
- be operating at levels significantly below that of their peers
- have a slower rate of learning in respect of their basic literacy and numeracy skills; language and communication skills; motor co-ordination and social, emotional and personal development
- have difficulty maintaining concentration, generalising and transferring knowledge across situations and processing information
- need support developing self-help, independence and organisational skills.

Description of provision

Examples of the strategies employed are likely to be:

- access to a highly personalised and differentiated curriculum focussing on functional literacy and numeracy and developing independence and self-help skills
- access to both individual and small group provision to ensure curriculum access and the teaching of discrete skills
- access to specialist resources and equipment
- access to a communication friendly environment with opportunity to use alternative methods, such as Makaton and PECS
- access to a range of agencies and external experts to facilitate the provision of all educational and non-educational provision specified in the EHCP
- regular reviews with the family, in addition to the annual review, ensuring parents are active participants in regularly reviewing progress, as well as planning and the implementation of transition packages
- a focus on transition planning to ensure assessment of need and progress identifies appropriate next steps and a pathway which will enable a child to thrive and succeed.