



Granelli's 2025-2026

Granelli class provides a nurturing, structured, and inclusive environment for children with a range of additional needs. We recognise that each pupil is unique, with individual strengths, challenges, and aspirations. The class ethos is centred around high expectations, celebrating achievements, and ensuring that every learner is equipped with the foundations for lifelong learning and independence. We provide a variety of both child led and adult led sessions both in small and whole class groupings.

The curriculum is highly personalised and adapted to meet the developmental stage, communication profile, sensory needs, and learning style of each child. Personal Learning Goals (PLGs) and EHCP outcomes are embedded into daily learning to ensure progress is meaningful and relevant. Furthermore, we teach an adapted curriculum for the core subjects Maths and English and have embedded the foundation subjects Art, Geography, PE in our four values Community, Individuality, Creativity and Challenge. We use the sensory room, soft play and outdoor areas as well as the classroom. As staff, we are adaptable and continuously strive to provide our learners with a holistic and safe learning environment.

Reading is threaded throughout the curriculum, with every child classed as a reader. As with all classes, the pupils are baselined on reading pathways to suit their individual needs. Reading pathways include Attention Autism, Intensive Interaction and Core word sessions.

Preparing for Adulthood (PfA) underpins our curriculum as a golden thread, ensuring that every learning experience builds towards long-term independence, inclusion, and quality of life. From the earliest stages, pupils are supported to develop the skills they will need to flourish in adulthood for example managing their own personal hygiene such as washing hands and tidying up to leading a healthy and/or active lifestyle.

To support learning and behaviours the school day is structured to help pupils understanding and transitioning therefore decreasing any anxiety. A larger visual timetable, which is referred to throughout the day giving time for students to process. Staff carry symbols to reiterate the timetable and areas of learning and allow learners ample time to process this. There is emphasis on helping develop the pupil's social and communication skills. This is achieved by using a personalised communicative approach. Traffic lights are used throughout the day accompanied by objects of reference, photographs and symbols (depending on individual pupil's level of understanding)

Personal care and mealtimes are also areas where the pupils will require additional support in developing these key skills. Pupils are encouraged to eat independently and sit together at the table. There are opportunities for daily free play outdoors. Pupils are offered twiddle toys to hold during sessions.

Positive behaviour support plans are followed and 1:1 staffing is in place. When required/requested by pupils, pupils are directed to a timed break to help keep pupils calm.

Our class aims to provide every pupil with a safe, engaging, and aspirational learning journey. By weaving **Preparing for Adulthood** through every aspect of the personalised curriculum, we ensure that pupils not only make progress academically but also develop the essential life skills, confidence, and resilience they need to thrive in the future

Granelli Team