



Jodrell Class Rationale 2026/2027

In the ethos of Park Lane School, we provide a variety of both child led and adult led sessions both in small and whole class groupings. The school's vision of 'Partnership, Learning and Success for All' is consistent with all Jodrell staff.

Due to the nature of the pupils' individual needs and learning strengths, we deliver sessions in different areas of the school, which provides learners with the best opportunities to access the curriculum and/or their personal learning goals. We use the soft-play room, sensory circuits, the sensory room, the hydropool, the outdoor environment, the community as well as the classroom to deliver our lessons. As staff, we are adaptable and continuously strive to provide our learners with a holistic and safe learning environment.

Jodrell class follows an adapted curriculum model using Park Lane's four values: Community, Individuality, Creativity and Challenge and the 'Lanes'. This broad and balanced curriculum provides opportunities for our learners to rehearse skills taught in early years and to consolidate their learning overtime to enable them to become consistent and functional. These skills prepare our students for transition and the next stage in their educational journey, and later, preparing them for adulthood.

Reading is threaded throughout the curriculum; every child is a reader. As with all classes, the pupils are baselined on reading pathways to suit their individual needs. Reading pathways include Sensology, Intensive Interaction, core word sessions, symbol recognition and/or discrete Phonics sessions through Twinkl Phonics. We also use a total communication approach.

The school day is very structured to help the pupils' understanding and transitioning, therefore decreasing any anxiety. In Jodrell, we have a larger visual timetable, which is referred to throughout the day. Staff carry symbols to reiterate the timetable and areas of learning and allow learners ample time to process this. Lessons are structured to specifically support pupils to know what is coming next.

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 an 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 indoors and outdoors. Pupils are offered sensory toys to hold during sessions if they are required.

Positive behaviour support plans are followed, and appropriate staffing is in place. When required/requested by pupils, they are directed to a timed break in our regulation station to help keep pupils calm and regulated.

The Jodrell Team