

Middlewood Rationale

Middlewood class consists of 10 pupils, ranging from year 7 – 9, 1 teacher and 5 teaching assistants.

In Middlewood, we aim for all pupils' to access a broad and balanced curriculum, adapted to suit each individual need. This is ensured through the use of Park Lane's Values: Creativity, Challenge, Community and Individuality. Alongside the values, each child is also subjected to input through outside agencies such as physiotherapists, SALT's, OT's and music therapists. This may result in some children working outside of Middlewood's usual daily timetable so that their individual needs can be met.

In Middlewood, we aim to support the holistic development of each child whereby all pupils' will improve academically, socially and physically to create an environment conducive of learning thus equipping each child with life-long skills as they prepare for adulthood. The school day is very structured to help the pupils transition throughout the day. Each day starts with 'Good Morning' whereby the children greet each other and choose how they are feeling, over half the students in Middlewood use communication aids such as PECs, Proloquo and communication books as an aid, this promotes a social atmosphere and allows each student to practice their communication skills in real life circumstances. As a class, we use a large visual timetable to ensure all children are aware of the expectations and transitions for each day. Traffic lights will also be used throughout the day accompanied by objects of reference, photographs and symbols (depending on individual student's level of understanding).

Where possible, we aim to use the school's provisions to suit the needs of all pupils, examples include the Magic Carpet, Sensory Garden, Cookery & Art Room. In addition, regular Tac Pac, Music Therapy, Sing and Sign, Sensology and Attention Autism sessions are accessed by certain students where appropriate. Whole class expectations and behaviour is managed through the use of a 'stars' reward system, whereby learners aim to achieve the 'big 3' at the end of every lesson. Where applicable, some students also have a Positive Behaviour Support Plan to suit individual behavioural needs to ensure a positive environment, conducive of learning. Examples of behavioural support systems used in Middlewood include 'working towards' boards and regular timed sensory breaks built into each day.

6 students work within the Park Lane Subject Specific framework which is an assessment system to record and track progress for pupils engaged in subject based learning. It starts at the National Curriculum Pre-Key Stage Standards. 4 students are working below pre key stage and are considered Non-Subject Specific. Progress for these students are based upon Park Lane's Non-Subject Specific Assessment Framework. Progress within these frameworks is recorded on Evidence for Learning software (EFL) and may take the form of video, photographic evidence or teacher comments. Alongside Park Lane's framework, all students also follow the Park Lane reading pathway. Students are subjected to daily reading suitable for their level. Each child's reading pathway on the noticeboard in class. Parents are updated and encouraged to interact through our Class Dojo app.