



Unique approaches to curriculum delivery



The approaches we use to deliver our curriculum broadly fit into the following 5 areas, although curriculum delivery is also differentiated within these areas, to ensure children receive the best education to meet *their* potential. Pupils may require increased focus of one or more of the key approaches below and each individual student's needs will be reviewed regularly. Ongoing adjustments will be made as the children develop and needs change.



Sensory

A calming environment is created, based around the child's individual sensory needs or sensitivities they may have. Working with advice from Occupational Therapists, resources and equipment are sourced to accommodate individual needs. Lesson activities allow more / different handling of physical materials to demonstrate pictorial or conceptual ideas. Activities may involve more / different hands-on approaches, enhance sensory experiences through listening, tasting, touching, more visual learning etc. This approach may be suitable to support students with, for example, sensory processing disorder by:



Approved Assessor for
Disabled Students'
Allowance



Guild Member
Assessment Practising
Certificate holder



INPP
Practitioner



AMBDA Status

- Enhancing their learning through sensory activity
- Raising their tolerance levels to difference senses
- Promoting their well-being
- Encouraging them to explore new information
- Promoting a more holistic understanding



Nurture

We provide an increased nurturing environment, focusing on support, encouragement and gentle instruction. We deliver strategic and specific praise for small steps to support developing confidence and self-esteem coupled with counselling / mentoring. This approach may be suitable to support students struggling with, for example, mental health difficulties or reduced self-esteem to:

- Raise their belief that they are valuable, special, unique and that they belong
- Challenge negative self-talk and ideas
- Reduce their anxieties
- Teach self-regulation and how to feel calm
- Experience lower stress and have a mind that is engaged and ready to learn



Focus

Our focus approach is specially designed to build skills to sustain attention and equip all students with techniques and knowledge to better manage tasks as well as themselves. Class position, peer groups, stimuli, resources and exercises help children who may be struggling with, for example, ADHD to have greater:

- Attention and sustaining focus on tasks
- Self-control
- Self-regulation
- Anger management
- Resisting impulsivity
- Energy release, deep pressure, push pull activities and exercise



Communication and Language

The communication and language approach focuses on language, body language and conversation skills, comprehension and inference. Students who may be struggling with, for example, autism or speech and language difficulties etc. They are supported with speech and language therapy where appropriate, and other activities such as role-play and researched programmes e.g.:

- Self-regulation Programme of Awareness and Resilience in Kids (SPARK)
- Conversation strategies
- Early language and communication project 2017 for developing language skills through comprehension
- The Inference Training Programme for comprehension skills



Coordination

This group focuses on coordination, body control, tactile learning and using more physical resources. Working with advice from Occupational Therapists, pupils will develop skills to help them to focus on different tasks, to adapt to new information as well as organizing their work processes and themselves. Students will be taught through a variety of ways, such as:

- Tactile learning, lots of physical resources
- More physical equipment provided
- Big-picture work
- Large scale (and outside) learning using physical learning and kinaesthetic approaches

Many of our children benefit from a combined provision, using several of the approaches above therapeutically.

Our Therapy Offer

At Clarity, we support our academic curriculum through a rich selection of therapies and interventions including:

- SALT fortnightly with a qualified Speech and Language Therapist. Therapy is practiced several times a week with keyworkers and teaching staff in timetabled intervention sessions as well as being embedded into lessons and daily activities
- Well-being counselling / coaching with Sue O'Sullivan, once / twice weekly, individual / group sessions, SOS Holistics.
- Occupational Therapy, half termly reviews with OT Essex. Targeted exercises are practiced with keyworkers and teaching staff several times weekly in timetabled intervention sessions.
- Dyslexia tuition is delivered by our every own Dyslexia Specialist Teacher, through targeted intervention sessions.
- Swimming lessons are taught by Jo Doubleday at Riverside Ice and Leisure Centre weekly.
- Bushcraft is run by Essex Outdoors at Danbury Country Park weekly.
- Individual guitar lessons are supplied by Essex Music Services weekly.
- We also believe that giving the children plenty of opportunity for frequent, fun, educational trips is an essential part of their social emotional development, and as such are included as part of our all-inclusive offer.