

A range of resources are available to support students operating at different levels

All of the students at Baskerville School have special educational needs and significant learning difficulties. However the range of abilities and learning needs in the school necessitates a differentiated curriculum to meet the wide range of needs. The curriculum is based on the National Curriculum but has four progression pathways to match the range of abilities with access to a range of accredited courses including GCSE at Key Stages 4 and 5.

Many students, from time to time, require additional or individualised learning resources. Many of the students have an additional diagnosis of ADHD and find concentration their major barrier to learning. Some of these students find weighted jackets or blankets helpful to focus and engage in learning, some require special cushions to help them sit still and position their bodies so they can concentrate on the lesson, while others require sloping work boards and pencil grips to ensure that their work is at an angle and their writing is readable. Occasionally students need to complete the majority of their work using IT.

The students with autism and profound developmental delay require specialist support to in order to learn. The Occupational Therapist (OT) has a treatment room with a range of equipment to help students develop the skills they need to function effectively and learn the skills they need to enhance their quality of life as adults. The Speech and Language Therapist (SALT), has a treatment room that is used mainly for assessment purposes. Both OT and SALT also work with the teachers and teaching assistant to plan and differentiate learning programmes, and with students in the classroom and lead whole group activities to improve students' communication, interaction and independent learning skills.

To aid communication some of the non-verbal students use electronic communication aids while others use Picture Exchange Communication System (PECS). To aid reading skills symbols are used. iPads are also helpful learning tools for students of all abilities. Many students find schedules helpful to understand the school routine or the order of actions in a learning task.

Nearly all the students receive Catch Up money in Year 7 because their literacy and numeracy skills are below the levels expected for their age. This year most of the Catch Up money was spent on iPads that have programmes to practise language, reading, spelling, writing and number skills. The remainder of the money was spent in resources for individual students.

Because there are a wide range of abilities and learning needs in the school, students are grouped in classes according to their language and learning needs. The curriculum is planned to create four learning pathways that takes account of the wide range of cognitive ability and special educational needs of the students. However there remains a wide variation in individual abilities in a class so work is planned with the needs and learning

styles of every student in mind to enable all students to achieve and make progress. This is done by using a small steps approach and frequent opportunities to practise a new skill in different settings. One of our most valuable learning resources is the teaching assistant who constantly checks students' understanding and breaks tasks down into even smaller steps if necessary.

IT is used extensively to support students' learning. All classes have an interactive white board that helps students engage and make lessons more interactive. There are banks of desk top computers in the learning resource room and the IT room that are used extensively for classes and for individual study. Lap top computers and iPads are used in lessons to aid independent access to the curriculum, to research for information and for personalised learning where students are following a catch up programme such as My Maths. Occasionally some students are given access to a computer at the end of the day as a reward.