

S.O.U.L

Students Of Unique Learning

BElieve in
YOUrself

Responding

Encounter

Curiosity

Experience

Discovery

Participate

Anticipation

Acquire

Persistence

Consolidate

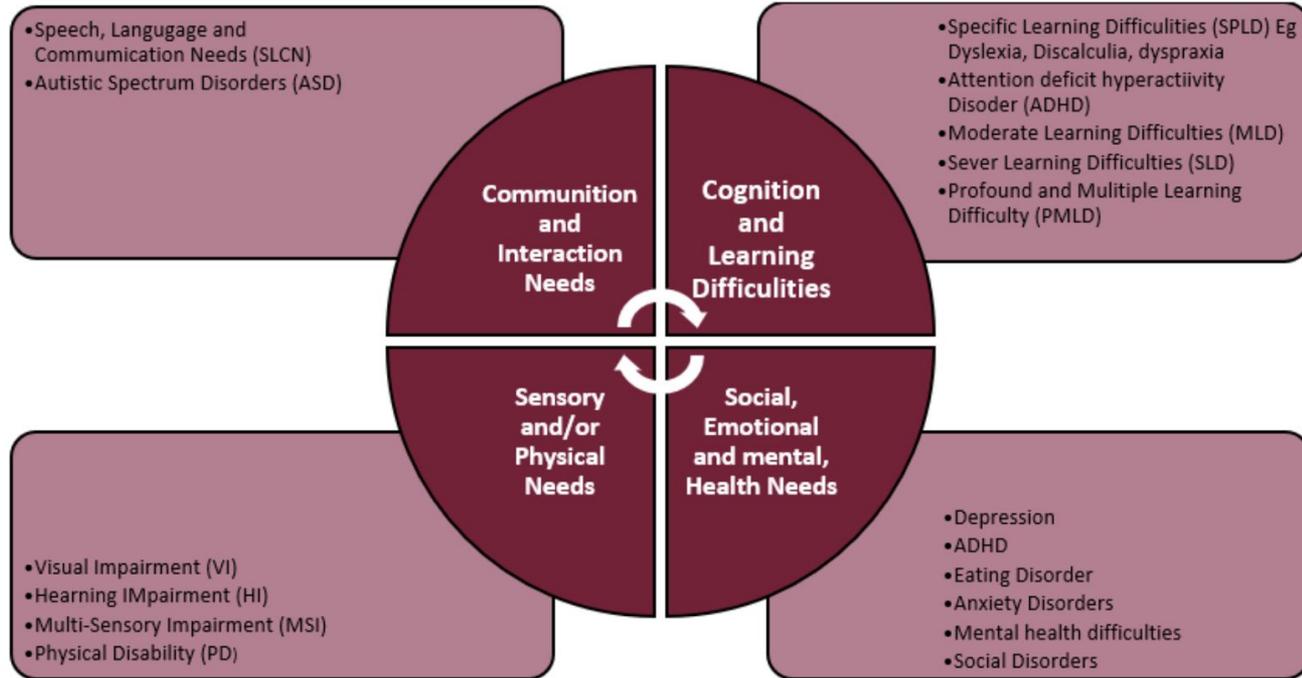
initiation and Investigation

Generalise

Maintain

The S.O.U.L Suite

The S.O.U.L suite aims to deliver an adapted curriculum that reflects, supports and understands each students individual learning journey placing a great emphasis on the four areas of SEND:



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The S.O.U.L vision

Students will grow to.....

engage in teaching which is meaningful and purposeful

develop engagement and attention skills

acquire functional communication skills

develop social and emotional regulation skills

develop independence

realise and release their full potential

develop positive relationships with adults and peers

express opinions

become a valued member of the community



engage in a therapeutic and nurturing environment

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The S.O.U.L intent

Our aspirations for all our students within The S.O.U.L suite are:

- To self regulate, engage and participate in activities consistently, safely and calmly
- To access an adapted curriculum and timetable that equip students with skills to engage, communicate, and learn appropriately and functionally within a community
- To foster a positive attitude towards school and learning by building on self esteem and confidence
- To build positive relationships and trust with familiar adults and peers

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Our aim is to ensure that students accessing the S.O.U.L curriculum progress as independent, confident and successful young people. With this as our goal, we provide:

- an engaging and stimulating classroom environment
- learning opportunities which motivate the students using their special interests
- cross-curricula integration which provides students with a broad and balanced education meeting the learning needs of all of students
- individualised learning approaches
- flexibility of daily routines and schedules
- opportunities for students to apply their knowledge, skills and understanding in a range of contexts
- develop social and emotional skills in a safe and supportive environment

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The implementation of S.O.U.L

Each student within The S.O.U.L Suite has an individual learning journey and we are here to support them with this through:

- An adapted curriculum
- An inclusive and engaging classroom environment
- Termly planning highlighting learning opportunities that focus on each of the five S.O.U.L strands
- Personal Learning Plans (PLP) deriving from joint outcomes including their EHCP, the areas of SEND and other personalised targets such as PEP's for CIC
- Multi-sensory and specialist teaching approaches to engage and motivate students to achieve their full potential
- Daily interventions which focus on developing the mind, body and soul of each student

The S.O.U.L Curriculum consists of five strands which link to the National Curriculum

My Communication
My Mind
My Environment
My Body and Soul
My Creativity

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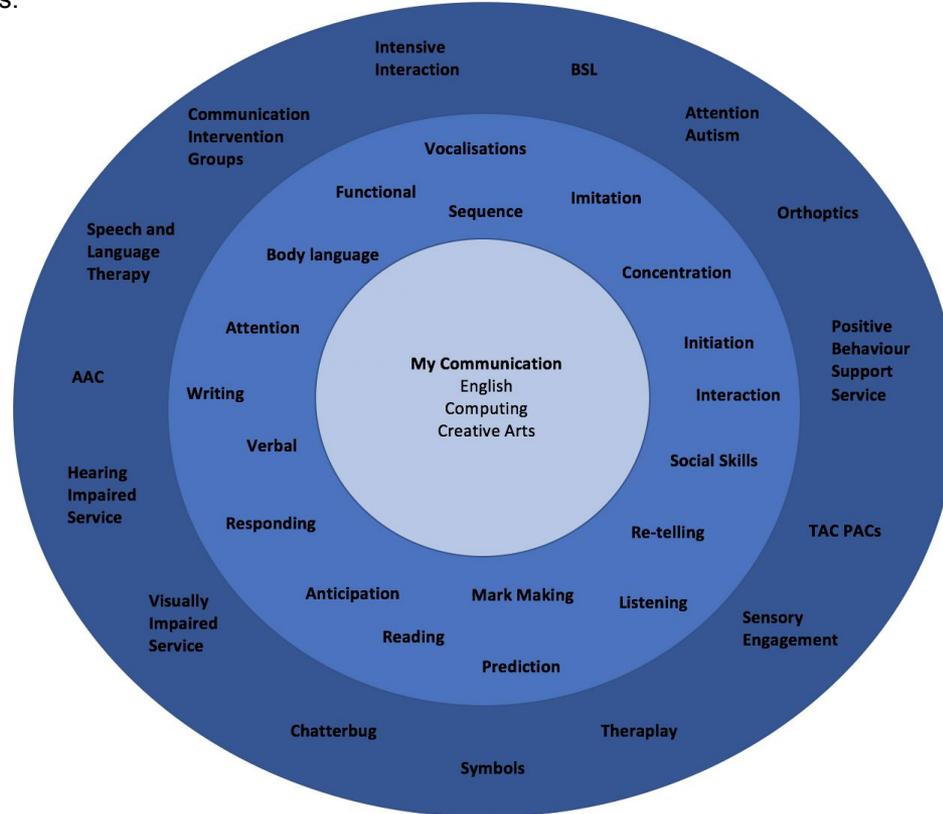
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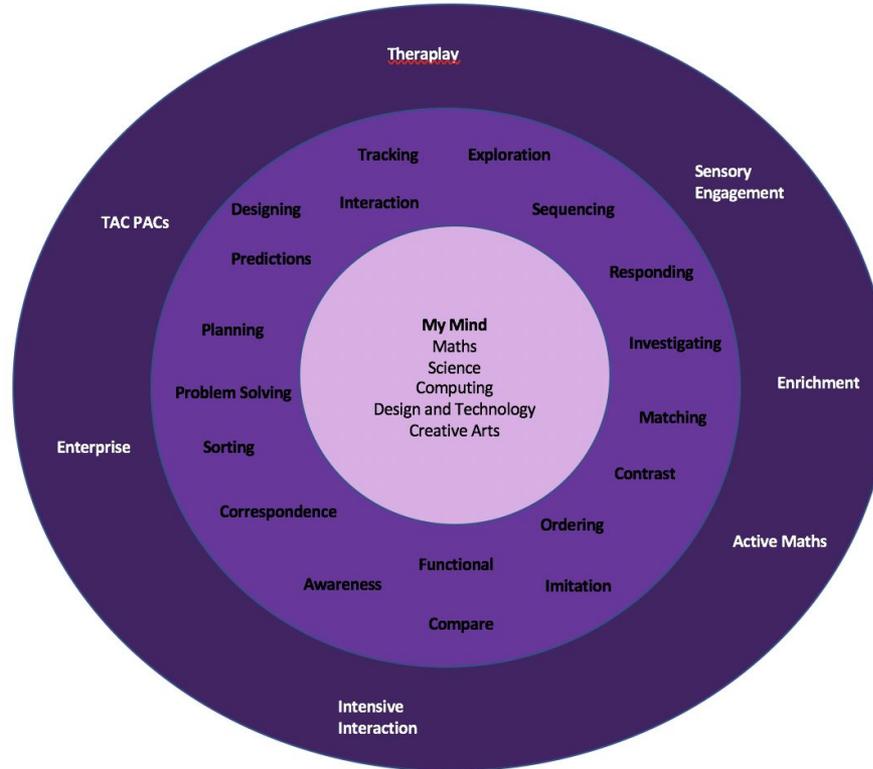
My Communication

My Communication focuses on the area of communication and interaction. Communicating with a young person who has SEND can be very different and requires specific methods and strategies. Students may have difficulties in one or more areas of speech, language and communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have difficulties with change to familiar routines or with their coordination and fine-motor functions.



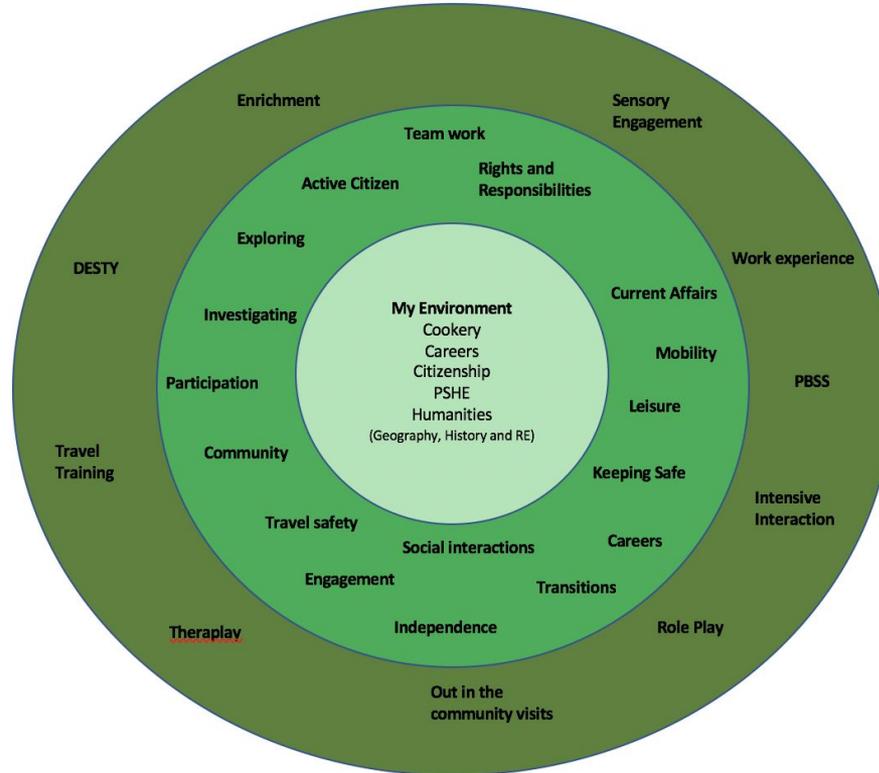
My Mind

My Mind focuses on developing skills within the area of cognition and learning which can impact students ability to learn and access the curriculum due to a spectrum of learning difficulties and disabilities. Students will develop skills through personalised teaching and learning opportunities and strategies such as the TEACCH approach, multi-sensory learning opportunities and providing specialist interventions such as Attention Autism, Theraplay and Sensory Engagement



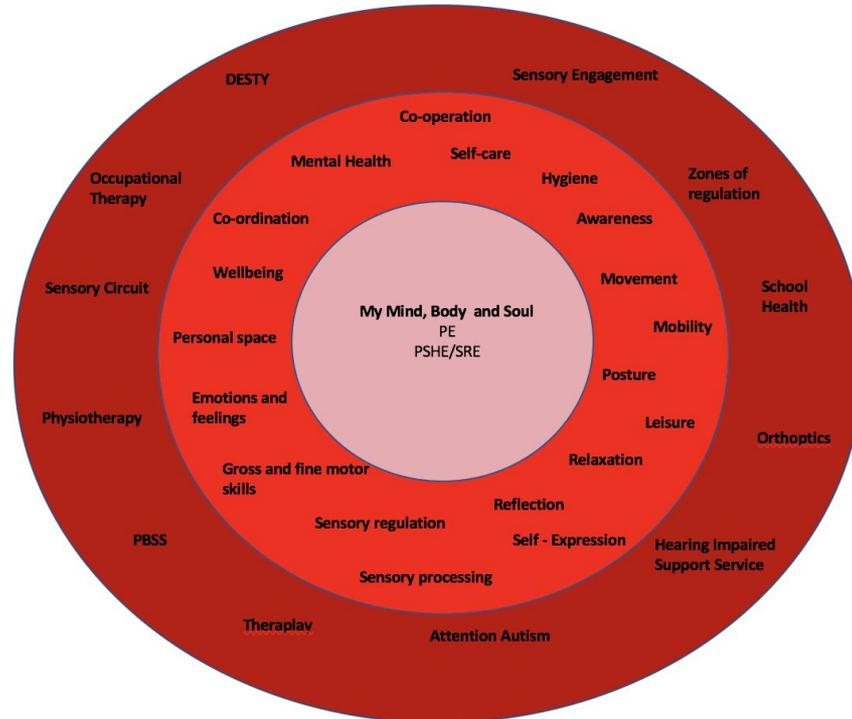
My Environment

Independence is a crucial skill for all students with SEND in order for them to thrive when they move on from Cavendish to their next adventure. My Environment ensures that students develop the skills required to be independent in school, the home and out in the community as well as being an active citizen. Students develop these skills both in and out of the school environment and through activities such as cooking, independent living and learning outside the classroom.



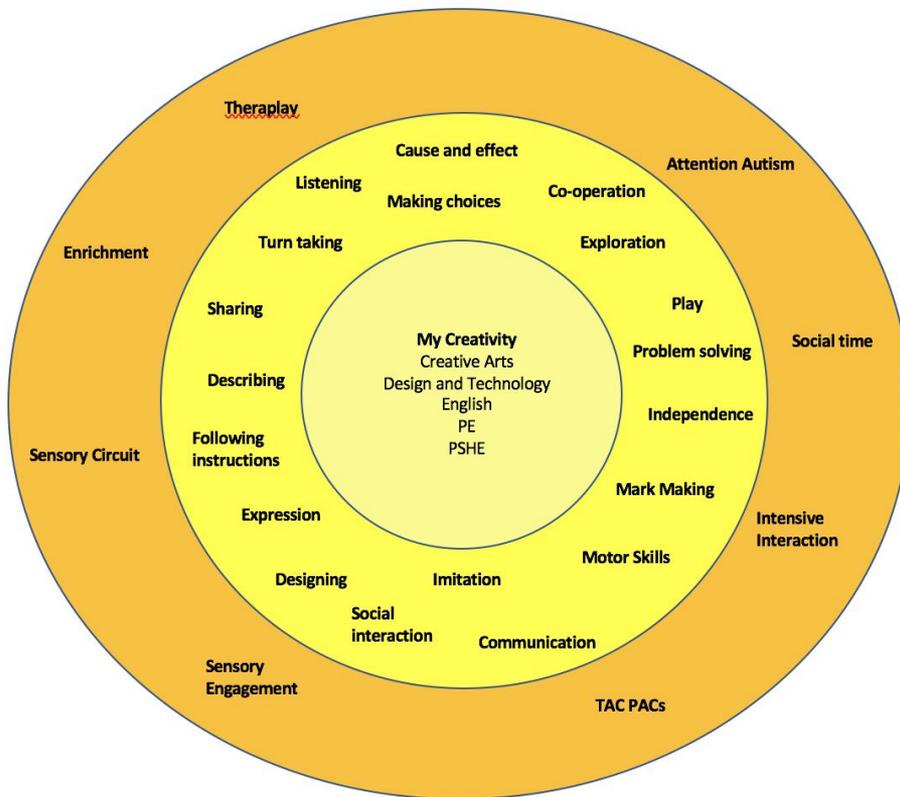
My Body and Soul

My Body and Soul encompasses aspects of the student's physical & emotional well-being and mental health. Students at Cavendish may have professional input from external agencies and also additional support within school in order to support them with this area of development. For the majority of our students, sensory regulation and stimulation is important in order to access the curriculum, therefore, regular sensory breaks are a vital part in the daily school life of our students. Some students use Zones of Regulation and access weekly DESTY sessions to support their emotional health as well as interventions such as regular movement and sensory breaks including sensory circuits



My Creativity

My Creativity is being able to use imagination or ideas to create something. Within the area of My Creativity, students will have the opportunity to experience a wide range of activities that will enable them to develop their skills in the areas of play, interaction, creating and making and using their senses. Through the area of My Creativity, students will have the opportunity to express themselves in a variety of ways.



We promote a whole school nurturing approach with the flexibility to support different levels of maturity and needs. Our multi-systemic therapeutic and nurturing offer includes:



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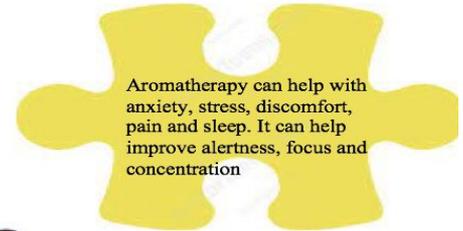
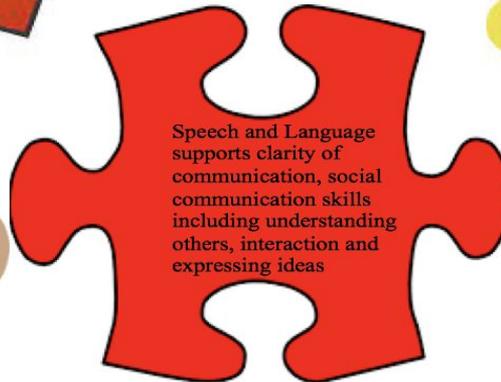
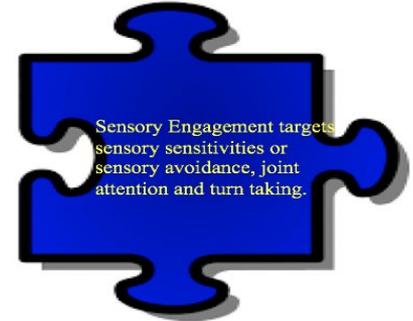
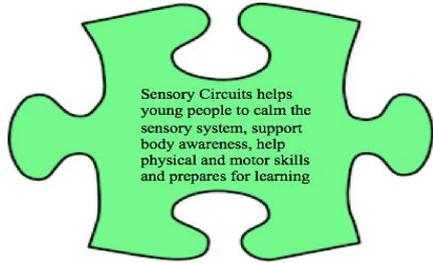
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Assessment

Assessment comes in different forms and is personalised to the learner and their starting point.



Connecting Steps is used to assess and monitor students progress. Students progress is captured on either Engagement Steps, if they are not yet engaged in subject specific learning or Progression Steps if they are engaging in subject specific learning.



Pupils Post- 16 work towards achieving a range of qualifications and accreditations that are tailored to their individual needs and desires for the future beyond Cavendish. These qualifications include ASDAN TI, ASDAN PP and Ascentis.

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The impact of S.O.U.L

For our students we strive for success in terms of them acquiring the skills and knowledge to achieve their full potential beyond Cavendish. The goal is for students to be ready for their next stage life whether that be in education, training, employment or as an active citizen within the local community.

My Communication	My Mind	My Environment	My Body and Soul	My Creativity
<ul style="list-style-type: none"> To express needs and wants through different forms using a sentence without adult prompting To communicate functionally, appropriately and consistently with a range of people using a method that is appropriate to the student To understand and follow directions from others safely and appropriately To initiate appropriate interactions with peers or adults To understand and use non-verbal and verbal communication skills 	<ul style="list-style-type: none"> To engage and participate with academic activities To enhance focus and attention skills for longer periods of time To be able to engage with inputs to specific lessons safely and appropriately To tolerate and follow boundaries safely To re-integrate into a small working group To be able to follow a medium to high demand timetable safely 	<ul style="list-style-type: none"> To eat at a group table with peers in the classroom and/or hall To eat a wider variety of foods To identify when the toilet is needed To undress in appropriate places To put belongings away To make a drink for themselves To follow simple instructions to make simple snacks for themselves To follow simple instructions to make food To be able to safely go offsite with a class To be able to transition safely to a range of places within school and the community 	<ul style="list-style-type: none"> To accept/tolerate support from adults To accept and follow boundaries safely To respond appropriate to demands and limitations placed on them To become aware of emotions and feelings To know/being to know ways to self-regulate To be able to use appropriate self-regulation tools To remain calm and safe for the majority of the day 	<ul style="list-style-type: none"> To independently explore resources and the environment safely To engage and participate with activities for long periods of times safely and calmly To engage with a peer or within a group activity safely and for longer periods of time To explore and engage with new textures, materials, tools and skills To use different mediums to express the mind, body and soul

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How we measure the impact of the S.O.U.L curriculum



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