

Integrated Teaching, Learning, EYFS & SEND Policy

Approved by: DGS Local Governing Committee **Date:** 29/09/2025

*To be ratified at Qual of Ed
Meeting in Nov 2025*

Last reviewed on: September 2025

Next review due by: 31/08/2026 - This policy is currently under review

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Ethos

Meeting the needs of every child through context, clarity, consistency and communication:

Our vision and aims are at the core of everything we do, they underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. **Individual differences are recognised and respected but are never seen as a barrier to achievement.** Dorothy Goodman School will endeavour to create a secure, caring and educationally challenging environment, in which pupils will feel happy, safe and eager to care, learn and succeed. (See Code of Conduct & Safeguarding Policy and Data Security Policy)

High aspirations by all staff for all pupils is essential and this is supported with the aspirations for the staff and their practice. Our model for Continuing Professional Development across the school is underpinned by the action research model with a focus on developing best practice by all staff. External training is provided for relevant areas. (See CPD policy)

National Guidance: The school policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (January 2015) The school monitor the updates via <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Values

Our aspirational culture and ethos informs all aspects of the school's work whilst advocating and supporting pupil wellbeing.

Our pupils are known as a whole person not a diagnosis. We work with our pupils and parents to promote the following values recognising that what they look like will be personalised to the children and young people within our school community:

- ★ Nurture
- ★ Respect
- ★ Independence

These help us to achieve our aims for our children and young people ensuring that they develop:

- ★ Confidence and courage - having self belief and being willing to try new things
- ★ Aspirations - having equal of opportunities with others
- ★ Independence - having choices, feeling valued and listened to



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- ★ Thoughtfulness - respecting others, accepting others and having friends
- ★ Curiosity - being motivated and enjoying being challenged
- ★ Enthusiasm for learning - to have choices resulting from high levels of achievement

Purpose of policy

To guide all practitioners within the school to understand methodology/curriculum planning & delivery and our responsibilities to be flexible to meet the varying SEND needs of all our pupils

Broad areas of need as outlined in the SEND Code of Practice (2015)

Dorothy Goodman is a Specialist School for pupils aged between 3 and 19 years with a wide range of learning disabilities. Dorothy Goodman School also has responsibility and accountability for provision at Cleveland House ASD provision based on the Hinckley Academy site. Pupils who attend this provision have a primary area of need of communication and interaction and do not have identified learning disabilities, they all have a diagnosis of Autism.

Primary Needs

All pupils at the school have their primary need in the areas of:

- Cognition & Learning and/or
- Communication & Interaction

Secondary needs

Many individual pupils also have additional needs which fall into one or more of the four broad areas described by the SEND code of practice:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health

Individual children or young people often have needs across all these areas and we recognise their needs may change over time.

As well as the statutory information including the SEN information report, published on the school website, **every pupil at the school has their own equality of access** to ensure their school offer is in place all day, every day and is clear to staff and parents. Equality of access underpins all curriculum opportunities that are offered to pupils and the school uses a range of strategies, technology and internal and external support to achieve this. ([Appendix A - Equality of Access](#) & Equality of Access good practice



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guide) The school interventions are included in the provision and support of individual pupils for work over determined periods of time.

Physical interaction

Hands on support with pupils happens for a number of reasons and includes physical support to access the curriculum for example: Intensive Interaction and actions within multi-sensory stories. Physical interaction is also used to support pupils' sensory needs and contingent touch with consent is used to support pupil's social and emotional needs. In all aspects of our work with pupils we maintain privacy, dignity and the right of the pupil to choose. We ensure that our actions towards pupils are age appropriate. We seek their consent in ways in which they can communicate so that we are always receptive to the 'voice' of our pupils.

Supporting Pupils at School With Medical Conditions

Pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. The school complies with its duties under the Equality Act 2010 for children with medical conditions and for those that are also disabled. Arrangements are in place to support pupils at school with medical conditions. These are detailed within the school's policy for meeting the medical needs of pupils. ([Supporting pupils with medical needs policy & Medication policy](#))

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Consistency

By adapting the curriculum and teaching methods as well as monitoring pupil progress through data analysis, pupil book study and lesson observations, our pupils have every opportunity to succeed both academically and socially. The class teacher is responsible for ensuring that every pupil's needs are met, taking into account their interests whilst striving for a broad curriculum delivered through age appropriate experiences relevant to their stage of development.

Across the school we have fundamentals in place that ensure all pupils can access learning.



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Fundamentals across Dorothy Goodman School				
Purposeful chunked stations	Total communication	Environment	Instruction / Direction	Adaptive teaching
3 - 4 Stations (Including opportunities for independence)	Whole class / total communication	Accessible	3 C's: - Concise - Clarity - Consistency	Open ended learning opportunities
Integrated multi-sensory learning	Curriculum/ communication boards	Organised space to promote independence	Routines & Structures	Responding to learners needs: - EOA - EIP - EHCP
Underpinned by clear purpose: WHY?	Staff modelling	Continuous Provision	Clear outcomes/ objectives for CYP & Staff	Formative & Summative Assessment

Curriculum

Staff at our school are committed to teaching children and young people with a wide range of learning needs. High expectations of what all our pupils can achieve, through good or better teaching of a well-structured curriculum, are essential. Key Stage responsibilities are set out at the beginning of the year to support the curriculum.

Pupils are in mixed ability tutor classes but receive some lessons within streamed groups. We recognise the diversity of our pupils and adapt their timetable accordingly to suit their needs. **The curriculum ensures there is depth and breadth for all streams across and between all 5 key stages.**

To **enable pupils to access a broad and balanced curriculum and make progress** they are given access to the national curriculum whether this is in its entirety, as an adapted version or through a totally individualised timetable. Statutory subjects including Physical Education (PE), Religious Education (RE), Relationships and Sex Education (RSE) and Computing are built into the timetable.

The curriculum is monitored, led and developed by Expert Practitioners and senior leaders with responsibility for curriculum. Based on areas of expertise and level of practice teachers then support the development of the curriculum.



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To support their understanding of society and British values all pupils are given a clear understanding of the democratic processes through the work of the school council and other group decision making arrangements. Throughout the national curriculum pupils experience key learning linked to life in Britain. Opportunities to experience a range of cultures are built into multi-sensory learning experiences that are reinforced and supported through discussion and debate.

Pupils are encouraged to develop a sense of pride in our school, and a sense of belonging to the school community. Pupils are reminded that they are part of a wider community, both national and international and all of us have equal value, share common interests, and should both respect and be respected by others.

Our curriculum is offered across seven sites and the key stage staff work collaboratively when planning lessons and educational trips. ([See Educational Visits and visitors policy](#)) There are three main sites – the secondary site for pupils aged 11-16 years and the primary site for pupils aged between 3 – 11 years. There is also a vocational sixth form centre with a focus on developing independent life skills and a Personalised Pathway Provision situated on Ashby Road for pupils aged 16 - 19 years. In addition there are four inclusive satellite bases located on the sites of mainstream schools: Ravenhurst Primary School EYFS / KS1/KS2)), Richmond Primary School (KS 2), The Hinckley School (KS 3/4/5) and Cleveland House (ASC specific base at Hinckley School). A small number of KS5 pupils access work based learning through internships within the locality.

In All Key Stages

Teachers will:

- Provide a challenging and stimulating environment, sensitive to the needs of the child.
- Ensure any lesson other than those when they are accessing mainstream are chunked into different activities ensuring new learning, practising and generalising previous learning are built in for each pupil.
- Ensure the curriculum offered provides a clear sequence of learning which is adapted in response to ongoing formative assessment of individuals
- Provide a relevant, thematic and creative curriculum with depth and breadth that will set in place firm foundations for future learning and development
- Provide a curriculum rich in social communication experiences across each school day
- Provide opportunities for children to learn through planned, purposeful activities in all areas of learning and development.
- Support every child to develop self-help and self-care skills at their appropriate level
- Explore appropriate communication systems to assist each child and reduce frustration
- Provide an appropriate balance between adult led and child led activities to promote independence and problem solving skills



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- Enable choice and decision-making, fostering independence and self-confidence
- Ensure that children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

Curriculum

The curriculum that is developed across the school focuses on the key principles of the Birth to 5 Matters non - statutory guidance with all pupils experiencing a key focus on:

- Enabling environments
- Positive relationships
- Every pupil being 'A unique child'

Across the school (unless pupils are accessing inclusion) pupils will access a thematic curriculum that systematically builds and develops learning at a skill or knowledge level depending on the priorities for the pupil. All pupils are involved in appropriate ways in decisions relating to their own learning and school development including the school council, one page profile development, and annual EHC plan review and EIP (where necessary).

There are times when the provision we have on offer does not fully meet the needs of a pupil. We will work collaboratively with pupils and parents to identify how to ensure positive outcomes and this means that for a small number of pupils we put in place Personalised Pathway Provision that focuses on developing their resilience and building skills for success that lead to positive academic outcomes. This may include supported access to alternative provision.

EYFS

Through a multi-sensory approach the pupils follow the EYFS curriculum at their own pace, learning through play and practical activities to find their place within the school community and the world around them. Building relationships through nurture is a key focus of our education philosophy. The focus within EYFS is on creating enabling environments: it adopts a continuous provision element to learning to promote independence, and choice making as a priority for developing communication and social skills. A holistic approach to learning is promoted, celebrating the uniqueness of every child through effective collaboration of parents/carers, teachers, support staff and therapists to support pupils' development.

Key Stage 1

In Key Stage 1, a multi-sensory approach continues. Play and practical activities are still the main way in which pupils learn, but Numeracy and Literacy are taught discretely, with elements of a more formal structure where appropriate for pupils (those that are ready for subject specific learning). The focus within Key Stage 1 is on creating enabling environments and using continuous provision elements to consolidate independence, communication and social skills within the school community and the world around them. A holistic approach to learning is built upon, celebrating the uniqueness of every child through effective collaboration of parents/carers, teachers, support staff and therapists to support ongoing pupils' development.

Key Stages 2-4

The learning that takes place is linked to themes which combine key strands of the national curriculum. Through a range of structured learning activities alongside specialist support, pupils develop their independent learning skills with the opportunity to apply English and Maths skills in real life situations. We ensure they receive a broad and balanced experience carefully adjusted to meet their needs. The Key Stage 3 curriculum is based around providing nurture for pupils and building resilience in learning to prepare them for Key Stage 4, where they are supported to make decisions based on their own personal learning strengths and future aspirations.

Developing a strong sense of self, understanding how to express this and dealing with relationships is an integral part of learning for pupils as they mature. There are a range of courses on offer at Key Stage 4 that have a link to the world of work and roles that happen in the world around us. Key Stage 4 pupils access these each week as well as beginning to learn independent skills such as shopping and cooking. Pupils access a range of activities that support them in understanding the decisions that they will have to make in the future and the activities that they like and dislike. For pupils where the focus is exploring early key milestones, they will explore their role within the local community, further develop their skills in making choices and show preferences, and continue to develop their understanding of the world around them.

Key Stage 5

The Key Stage 5 Curriculum is offered in 3 bespoke branches that are linked to prior learning rooted in engagement within the community and the understanding of British values.

It is about supporting pupils to consolidate learning in a range of contexts both within and outside of school that lead to the right level of independence for each individual. All pupils develop self advocacy based around their stage of learning, utilising the right communication strategies to capture their voice to share with others and working alongside pupils and families to plan for life after school.

Within the curriculum there are a range of strands to ensure breadth as well as depth of learning:



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- Aspirations
- Healthy Living
- Community
- Living Independently
- Social Communication

Engaging with the community outside of school including employers and social care / wider service providers is a key way of providing the breadth of experiences for pupils in the 6th Form. Supported internships are delivered for pupils where this level of access to work is appropriate and these are bespoke to the pupil. Careers guidance is offered throughout the curriculum and through personalised input from an external, independent adviser. Our Moving On events held throughout the year allow pupils and families to engage and access independent information from a wide range of providers to support the decision-making for the future and as part of the annual review process. All pupils in Post 16 have a Path Plan created to support everyone involved in their future to understand the picture whilst recognising the small steps in place to support achieving this.

Vocational 6th Form have independent provision in place for cooking their lunches - this is linked to the branches of learning where some pupils practise these independence skills in a home style kitchen whilst others access the catering kitchen facilities.

Cleveland House

Cleveland House is a resource provision for students with a diagnosis of an Autism Spectrum Condition (ASC), with an EHCP, whose needs cannot be fully met in a mainstream environment. Cleveland House is a separate building that ensures young people have a safe space but can also access mainstream provision for 60%-80% of their time. The purpose of our provision is to ensure pupils fulfil their potential by being able to access a broad and balanced curriculum designed to meet their individual needs.

Cleveland House meets the needs of twenty six pupils, aged 11-19.

Pupils have the opportunity to work 1-1 and in small groups in the resource provision; the pupils access a social communication and personal development curriculum which includes: social thinking, autism awareness, life skills and PSHE lessons and have the opportunity to complete some of their homework in a supportive environment. Cleveland House has excellent links with a range of therapists. We work closely with other professionals to ensure we meet the needs of the pupils.

We offer extensive curriculum opportunities for all of our pupils. Pupils will study core subjects within the mainstream school, other subject areas will be accessed based on their interests and aspirations. Pupils progress onto GCSEs and BTECs in Year 10 and 11 (Key Stage 4) and A Levels and BTECs in Year 12 and 13 (Key Stage 5). Cleveland House has high aspirations and combine these with exciting enrichment opportunities, such as work experience. It is our mission to ensure that each and every pupil is well



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prepared for their onward destination, be that university, further education at college, employment or an apprenticeship. We thrive on supporting our pupils' aspirations and constantly aim to inspire, challenge and support them.

Progress is monitored and measured using prior learning and cognitive assessment tests (which are in place within the mainstream school) to ensure pupils are making expected academic progress. Social communication progress is measured using the Autism Educational Trust (AET) targets (with evidence recorded on Earwig) and the priority outcomes on the pupils EHCP.

Assessment

Pupil progress is assessed through a range of strategies. This ensures that every pupil is able to have value and contribute to society both when in school and as they move on to their future lives. We strive for all pupils to make as much progress as possible to enhance their life chances. Evidencing progress happens daily in the classroom with teachers identifying key progress in learning throughout the year. See feedback [policy](#). Regular work scrutiny and learning walks provide moderation opportunities. Earwig is used to record assessment information and to identify key pieces of evidence that demonstrate pupil progress.

The main assessment tool is based upon the milestones within the curriculum which are recorded on Earwig (these closely align to pre-key stage standards and NC standards as well as links with later accreditation). The emphasis for this is on developing priority skills through the sequence of learning for each area of the curriculum and ensuring these are independently achieved in a range of contexts and revisited as needed throughout the journey through school. The school also adheres to statutory assessment including accredited learning for those students where this is relevant. ([Assessment policy](#))

Pupils at Cleveland House are assessed using curriculum benchmarks at Entry level, Level 1, Level 2 and Level 3 study. Alongside this the AET framework is used on Earwig to track progression in areas identified as priority areas for development for pupils.

All pupils across the school will be developing skills that support them to complete their priority outcomes as identified on their Education, Health and Care Plan. Progress towards annual review outcomes are tracked across the academic year and reviewed with parents during parents evening and at the annual review meeting. New targets will be set in line with identified priorities at the end of a Key Stage but this may happen earlier if targets are achieved or identified priorities change.

Communication

It is of **paramount importance that all people concerned with an individual pupil's education work closely and cooperatively. Only in this way can pupils receive their entitlement to a broad and balanced education.** We work closely with:

Parents

Parents' right to information and full involvement in the education of their children is fulfilled using daily learning logs on Earwig / daily diary and weekly communication mainly through the home/school diary or telephone contact; termly parents evening and the annual pupil centred review of the EHC plan which includes the academic report. Parents have the right to have their views respected and staff should be sensitive to the information shared.

(See [DGS School Information Report](#) under review)

Other Professionals

Multi-agency working is a vital part of offering the highest quality education possible. The school commissions regular input from an occupational therapist, educational psychologist, speech and language therapist, school nurse, music therapist, play therapist and art therapist. Staff also work alongside other professionals supporting pupils including NHS speech and language therapists, NHS physiotherapists & occupational therapists, NHS child and adolescent mental health services (CAMHS) and LA specialist teachers.

To ensure effective input, school staff ensure advice and input from other professionals is fully integrated into day to day practice. Liaison also occurs through the Annual Review process (and at times through other multi-professional meetings). All those involved are invited to either attend the Review meeting or submit written comments, and in this way a coherent plan can be discussed, agreed, circulated and put into effect.

The Local Governing Committee

This committee is supported by Trustees of the Open Thinking Partnership Multi Academy Trust. They are fully involved in, and have an oversight of the work of the school. The day-to-day running of the school is delegated to the Head Teacher, but the Trustees in consultation with the Local Governing Committee set the strategic direction, and are responsible for major policy decisions. The Local Governing Committee monitor the work of the school and offer challenge in respect of leadership, practice and innovation.

Policy Links supporting the teaching and learning in the school - See Google Drive:

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| <ul style="list-style-type: none"> ☐ Staff Intranet ☐ Assessment Policy (TOPS) ☐ Marking Policy ☐ Working Positively with Pupils Policy(Behaviour policy) ☐ Code of Conduct & Safeguarding Policy ☐ Data Protection Policy ☐ Bursary Fund Policy | <ul style="list-style-type: none"> ☐ Display Policy ☐ Teacher Pay Policy ☐ Performance management ☐ AAC & Communication Policy ☐ Medication Policy |
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Procedures to support the policy below.



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Appendix A Equality of Access

All pupils at DGS will at all times have...	Some pupils at DGS will have...	A few pupils at DGS will have:...
Good lighting Clear organised environment clutter free Location markers – visual and sensory	Communication Individualised communication systems/aids Symbols, Picture Exchange Communication System Objects of reference Individual timetables Support from speech and language therapist	Communication Braille or moon BSL +communication worker Objects of reference (personalised)
Communication Total communication environment Signing Timetable & using symbol timetable	Rewards Individual rewards systems Motivators (now and then)	Assessments Cognitive assessments Literacy diagnostic assessments Exam access arrangements
Rewards Reward system - 10 box (age appropriate)	Interventions Music intervention Physiotherapy Hydrotherapy HI/MSI/VI specialist intervention HI / VI aids Sensory intervention (eg circuits, massage) Occupational therapy Literacy intervention Communication intervention Maths/cognitive intervention Pastoral intervention Health team intervention Lego therapy 1:1 support for personal targets Engagement and Intervention Plan	Interventions Access to eye-gaze technology Feeding programme (SALT) 1:1 support at all times OT Intervention EP intervention
Style of lesson / Interventions Phonics - at least 4 sessions a week (structured sequential and multi-sensory) Communication groups Chunked lessons New subject specific vocabulary to be taught Hands on kinaesthetic approach Multi-sensory teaching approaches Opportunities to record work in different ways (spider diagram, mind mapping, computer).		Curriculum Personalised timetable. Individualised MSI/HI or VI curriculum Art therapy Music therapy Play therapy Forest Schools
Resources Skilled support from well-trained staff Staff who are calm and able to motivate Key worker/ Mentor Basic phase package of IT software Computer access (at least 2 computers) Reading library for books of choice Working resources – available & labelled Visual aids to support independent learning - no adult help cards/ personal checklists etc. Camera for photographic evidence Medication cupboards, locked accessible Pastel shade background when using the IWB to avoid glare	Resources Hoists/ Specific equipment Moving and Handling plans. Technology curriculum access equipment eg laptop or ipad with specific apps Quiet areas for quality listening Wheelchair use Use of buff paper	Other outside agency support Educational Psychologist CAMHS
	Medication Regular medication	Resources Individualised communication aid Individual specific work areas Individualised mobility/standing equipment Personalised care equipment
		Medication Emergency medication constantly available and trained staff
Emotional Wellbeing	Emotional Wellbeing	Emotional Wellbeing



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Access to a reflection room/think space when space needed Physical exercise - at least twice a week Opportunity to use outdoor space Opportunities to choose free activities within school day PHSE and SRE curriculum Access to a range of strategies to express themselves in a meaningful positive manner	Access to an emotions chart and regular opportunities to discuss choices Weekly yoga/ tai chi or similar mindfulness sessions Emotional Literacy sessions Buddy system Brain gym 1-1 time with an adult they are familiar and secure with	Regular changes of position when unable to ask/do independently (time out of chair, opportunities to work standing etc) Daily physical or exercise session Regular massage sessions Take part in the school council Pets as Therapy (PAT) visits
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Normal way of working/Examination access arrangements-Please **HIGHLIGHT** all that apply

Laptop/Extra Time/Computer Reader/Reader/Scribe/Speech Recognition Software/Practical Assistant/Modified Papers/Bilingual Dictionary with 10% Extra Time/Enlarged Font Size/Braille/Coloured Paper/Colour Naming/Coloured Overlay/Magnifier/Prompter/Different Assessment Location/ Supervised Rest Breaks/Oral Language Modifier/Live Speaker (MFL Exam)