



Exploration

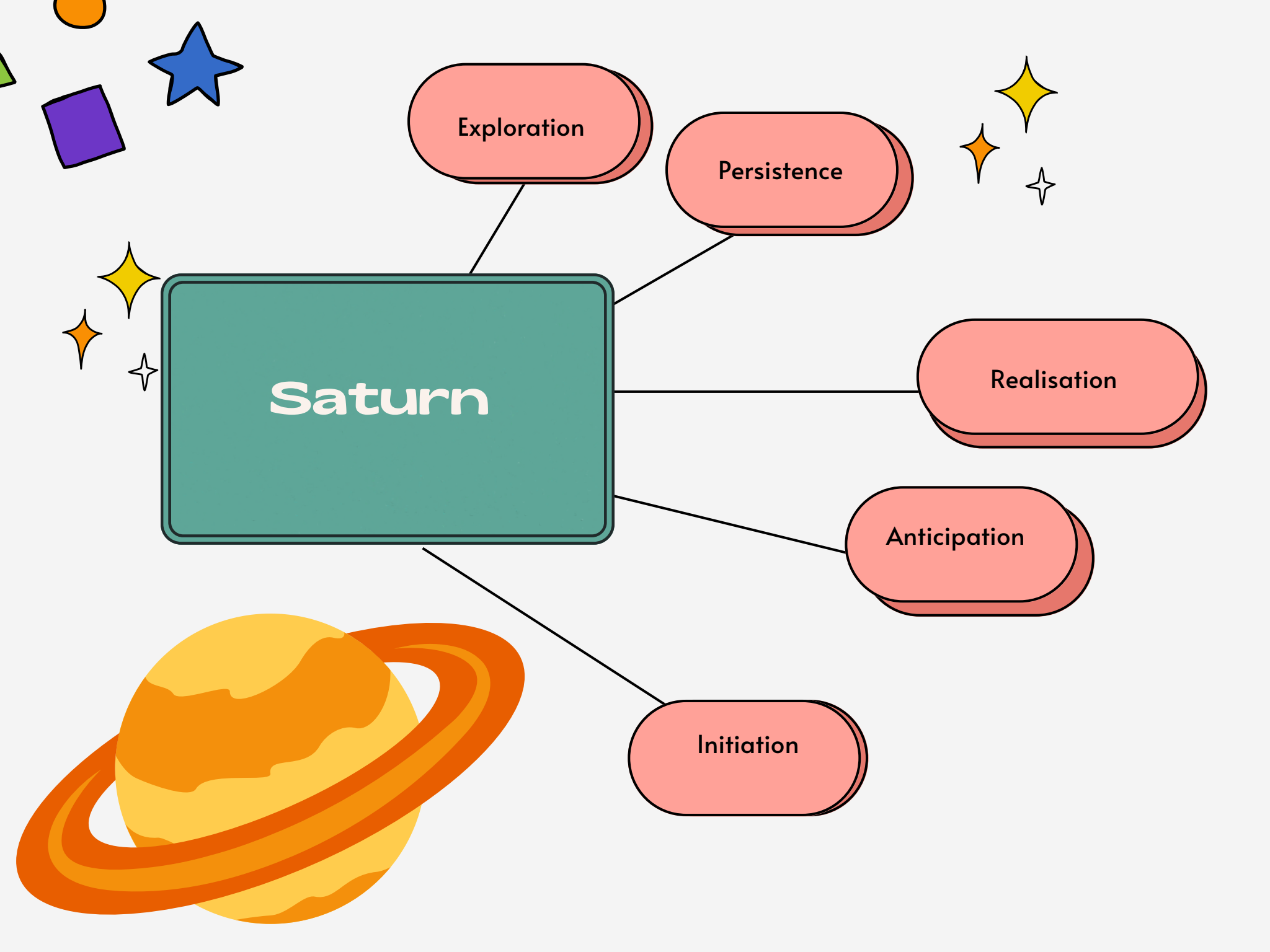
Persistence

Realisation

Anticipation

Initiation

Saturn



**The curriculum in Saturn is a process based, sensory, developmental curriculum.  
It is non-subject specific for assessment purposes and teaching and learning underpins the five aspects  
of The Engagement Model.**

The curriculum takes an holistic approach with a focus on enabling positive interactive relationships with others, proactively exploring the world around them and gaining environmental control skills. Students will follow a highly personalised curriculum which includes regular observational assessment and reflective pedagogy. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time. The role of the teacher/TA is to facilitate learning across all areas for the curriculum through high levels of support but at the same time, promote independent exploration as much as possible. There are frequent and regular opportunities for students to repeat, retrieve and generalise knowledge and skills across contexts. Individual priorities (as identified in EHCP outcomes) are embedded in daily learning. Saturn's learning environment is designed to provide continuous provision and sensory exploration activities throughout the day. Each terms learning is enhanced by topic activities from the Cornerstones Maestro curriculum. Areas of learning are well resourced and includes familiar multi sensory activities. Students experience mathematics through a multi-sensory approach. Learning opportunities are embedded across the school day as students compare quantities, find patterns, navigate in space, and grapple with real problems, such as balancing a tall block building or sharing a bowl of crackers fairly with an adult or peer. Multi-sensory stories/activities, songs and action rhymes support understanding of positional language and following instructions. When planning learning areas and daily activities, we recognise the importance of developing language and communication, acknowledging that language allows us to share ideas, thoughts, and feelings with others, it is the primary tool for expression and communication. Daily language and communication activities include:

- Play and social interaction
- Mimicking sounds to encourage vocalising and interaction, including copying and turn taking.
- Focus on non-verbal communication
- Building on students interests
- Use of social stories
- Lego therapy
- Use of Makaton
- Shared reading
- Non-verbal interactive reading-story props, puppets, turn taking etc
- Use of assisted communication to discuss the story
- Daily implementation of programs written by SALT, OT and Ed Psych therapists
- Daily reading and phonics sessions. Pre readers phonics sessions are typically cross curricular with music and sensory sessions in order to motivate and capture the attention of students.

