



St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."
1 TIMOTHY 4:12

THE SUNRISE CURRICULUM

Strategies for supporting pupils with Special Educational Needs and Disabilities in Outdoor Learning.

Forest school is Nurture therapy- it helps soothe and calm children.

Teachers and LSA's can bring children to Forest school for sensory breaks. A dose of fresh air and being in nature helps to settle the children and give them soothing sensory stimulation.

We run a *Forest school Adventurers group* on a Monday afternoon 1.00 - 3.15 with Mrs Marples. Year groups are mixed to enable older children to help the younger ones. (Teacher's recommend children for this group who they think will benefit from some nurture therapy.)

Mrs Marples also takes a specific group of children to Forest school three times a week 11.00-11.45 Tuesday, Wednesday and Thursday. Extra children can be added to this group if they are in crisis.

All classes have a regular afternoon session at Forest school with Mrs Marples and their outdoor learning is linked to the topics that term. Reception attend 'Muddy Mondays' at Forest school every Monday with Miss Shelton.

All classes take part in Outdoor learning with their class teachers and this can happen anywhere outside in the school grounds (it doesn't have to take place in Forest school.)

	<i>Here's how we will help.</i>
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none"> • Reinforce instruction in what to do during a Forest school session / activity • Be explicit about the rules of Forest school • Give them time and space for grounding
<i>Anxiety</i>	<ul style="list-style-type: none"> • Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson (TA to support them.) • Start and end the Forest school session sat around the fire circle. • Where possible, the child will work in the same group / team for each session
<i>Autism Spectrum Disorder</i>	<ul style="list-style-type: none"> • Teacher / TA to discuss what the outdoor learning session will involve and what equipment will be used • Where possible, the child will work in the same group / team for each session • Provide opportunities to handle the equipment prior to lessons
<i>Dyscalculia</i>	<ul style="list-style-type: none"> • Allow opportunity to repeat an activity so the child is able to process, store it their long term memory and recall it

<h2>Dyslexia</h2>	<ul style="list-style-type: none"> • Ensure any written instructions are reinforced verbally or with visuals • Ensure the child understands the language you have used in instructions (eg: positional or special language) • Give instructions clearly and slowly. Repeat one to one if necessary • Check with the child that they have understood what the instruction is • Demonstrate movements / skills so that the child can see what they look like
<h2>Dyspraxia</h2>	<ul style="list-style-type: none"> • Allow the child more time to get changed into their waterproofs. • Reinforce instructions on what to do during a session / activity • Be explicit about the rules of Forest school.
<h2>Hearing Impairment</h2>	<ul style="list-style-type: none"> • Repeat instructions slowly to make sure the child has understood. • Use visual hand signal 'Show me five' to indicate we must stop what we are doing and wait for the next instruction.
<h2>Toileting Issues</h2>	<ul style="list-style-type: none"> • Discuss with the child how to get into the building from outside if they need to use the toilet during a lesson (TA to support.) • Walk them through how to get to the toilet from an outside space and time how long it takes
<h2>Cognition and Learning Challenges</h2>	<ul style="list-style-type: none"> • Provide a picture of the activity and show them to tools prior to the lesson so that the child has a better understanding when being told verbally • Demonstrate skills so that the child can see what they look like
<h2>Speech, Language + Communication Needs</h2>	<ul style="list-style-type: none"> • Ensure that the child knows what terms are being used within lessons as some may be unfamiliar • Provide a picture of the activity and show them to tools prior to the lesson so that the child has a better understanding when being told verbally • Demonstrate skills so that the child can see what they look like
<h2>Tourette Syndrome</h2>	<ul style="list-style-type: none"> • Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment

<i>Experienced Trauma</i>	<ul style="list-style-type: none">• The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour• Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error• Use simple, specific instructions that are clear to understand, and deliver these slowly
<i>Visual Impairment</i>	<ul style="list-style-type: none">• Child to spend time prior to forest school lessons in the space that is to be used to get a sense of the surroundings