



Rokeby Primary School

Resource Provision Curriculum

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Rokeby Primary School—Resource Provision Curriculum

Pupils attending Rokeby's Resource Provision (**RP**) will access a personalised curriculum to meet their individual needs and work towards achieving the Outcomes in their EHCPs. It is our aim that all pupils will be supported to spend a proportion of their time within their mainstream class. The amount of time spent in mainstream classes will vary depending on where pupils are on their own learning journey. Some pupils may initially spend most of their time in the Resource Provision, while others may access the RP for specific therapies or interventions.

A typical week in RP will include:

Attention Autism

Attention Autism is an intervention model designed by Gina Davies, a specialist speech and language therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.



TACPAC

TACPAC is a sensory and communication resource using touch and music. It helps pupils who may have a sensory processing disorder, by drawing together touch and music to create a structured half hour of sensory communication between two people.



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Sensology

These sessions aim to wake up the five basic senses (see, hear, touch, smell, taste) and also movement related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements). The senses are introduced and stimulated individually using contrasting smells, tastes, sights and sounds to enhance the senses and help children to express preferences.



Yoga

Our yoga sessions are taught by a qualified children's yoga practitioner using stories to bring the sessions to life. Yoga helps to develop strength, balance and confidence. The sessions always end with relaxation, designed to reduce stress and foster mental calmness.



Signing and Singing

These sessions are led by a practitioner who is trained to Level 3 in Makaton. Pupils are involved in choosing the songs they would like to learn and are taught the signs to accompany their signing. This encourages communication and group participation as well as being great fun!

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Sensory Circuits

These are sensory motor skills sessions which help to set children up for a school day. They enable children to reach the level of alertness needed to concentrate during lessons.

Social Communication Groups

We have a private Speech and Language Therapist and two specialist teachers who work with pupils on a 1:1 basis and in small groups to help develop skills such as turn taking, emotional literacy and anger management.

Life Skills

The aim of Life Skills sessions is to develop pupils' independence in daily life activities, such as brushing teeth, face washing, combing/brushing hair, toileting, eating and crossing the road safely. Life skills are taught through a combination of role play, games and practical activities.

Cookery

In these sessions, pupils are made aware of hygiene routines. They wash their hands before beginning food preparation, which leads on to such skills as cutting, peeling, mixing and rolling. We make sure we work with a range of different tastes and textures to help encourage pupils who may have a limited diet due to their sensory needs. Finally, at the end of each session, pupils help with tidying up by washing dishes and cleaning tables.

