

# Educational Philosophies

## Example 4 For SEN Child

We believe that a holistic approach to education, which concerns the whole of the child's development, to be appropriate. Due to XXX's learning difficulties, the pace of learning will be appropriate to her, going at her speed with encouragement and guidance where it is deemed necessary.

Due to XXX's special educational needs, we actively follow the advice and coping strategies given to us by occupational therapy, speech and language therapy and XXX (for her dyspraxia and asperger's syndrome). We ensure that all her clinic appointments are met and that lines of communication between ourselves, School Health, XXX (the caseworker at XXX) and the Local Authority are kept open and used as and when necessary.

XXX will be actively involved in the process of developing ideas for topics. For example, she will be involved when we use brainstorming for ideas for topics. We feel that if she is directly involved in the decision on what aspects to study of any given topic, she will be more eager to learn. This goes along with our belief that it is important to instil a love of learning, a desire to discover the world about her and to develop her self confidence and self belief.

### **Special Needs Statement.**

XXX is currently statemented at level 4 SEN, with 10 hours one-to-one. She is now receiving more than 10 hours one-to-one!!!

### **Occupational Therapy**

At my request, Occupational therapy assessed XXX at home. XXX will be assessed in clinic, and a home programme will be drawn up. As usual, the advice given was brilliant, helpful and constructive. It is my objective to keep all channels of communication open and use them if needed!! Advice given ranged from length of hand hugger pencils to sitting position and elevation of workspace when XXX is writing. I also requested a programme similar to the Fizzy programme used in school. That is being arranged and will be ready when we next visit the clinic for an assessment.

### **Speech and Language Therapy**

I contacted speech and language therapy because they are still on XXX's statement, although this particular case file is closed. Due to the diagnosis of Asperger's Syndrome, speech and language therapy were contacted again, since this could change how XXX's case is assessed. However, after an interesting conversation with speech and language, XXX's case is being referred to a therapist who has had dealings with Asperger's Syndrome and in 6 months, XXX will be reassessed.

XXX House. XXX was referred to XXX House by Dr. XXX. We are still waiting for the appointment.

Dr. XXX. Dr. XXX is XXX's paediatrician and deals with her respiratory condition as well as her general health. He can be contacted at the XXX Hospital, XXX Road, XXX.

Mr. XXX. Mr. XXX is XXX's ophthalmologist. XXX has a refraction test once a year and sees the eye clinic between 3-4 times a year. He is based at XXX Hospital, XXX Road, XXX.

I understand from speech and language that XXX's statement is going to be re-written. This could change this document. At the moment, however, I am working with the guidelines given by the therapists as mentioned above.

### **Educational Programme**

It is important to understand that no indication of time is given for any of the following. This is because of XXX's limited attention span. To give a time limit would give a false impression of the educational programme, and I feel this would be wrong. To ensure all aspects of any given subject are covered, themes are used (i.e. space) which encompass maths, literacy, history, geography, science and physical education.

## **Literacy**

The literacy content of the educational programme will follow the guidelines stated in the National Curriculum (Key stages 1 and 2). It is not possible to state in advance what the lessons will include but XXX will be having five periods of literacy a week.

## **Maths**

XXX has a fear of numbers and how they work. Due to her lack of abstract language skills, the numbers written on a page appear to her as a set of lines that mean nothing in particular. It is important that XXX understands the basics so I have taken her maths back to reception year level. I feel that progress can be made in a positive and encouraging manner, making numbers fun to work with. XXX will have five periods of maths a week.

## **Science**

XXX has a natural inclination to-wards science. She is curious about how things work, why they work and what they do. It helps that I am a science nut myself! This subject will be covered in the form of themes ranging from space to growing a runner bean. During these topic sessions, literacy skills will be used with meaning (Writing a story about an alien from Jupiter and his adventures) and maths skills can be introduced painlessly (measuring how much a bean has grown for example). Due to XXX's enthusiasm for themed topic work, these sessions can go on from a couple of hours to months at a time.

## **Geography**

XXX is learning about geography in a fun way. She is conducting a nature trail of our local park, taking photographs and drawing maps of where we have been. She is exploring how the land is used around us (we live next to farmland) and how it affects her. The nature trail also covers plant biology - by the use of photographic evidence, observation and watercolour pictures, XXX is seeing how the seasons work, what happens in each season and how the changes affect plant and animal life. This is a year long project.

## **History**

XXX has an understanding of the past and present. This is another area of study that she has a natural aptitude for. After the space project is completed, we will be looking at how the ancient Romans lived (our area is rich in roman archaeology), what they cooked, ate, wore etc. It is anticipated that this project will take us into the summer.

## **Religious Education**

XXX is currently going to her first communion classes and this is the basis for her religious education at the present time. When the classes have finished (June) XXX will be exploring other forms of religion.

## **Art and Design**

XXX will be exploring the primary colours and how they work. The medium she will be using will be watercolours. She will also make sculptures using Das air drying clay (this also fulfils the requirement from occupational therapy). By recording information by using pictures, collages, paintings, sculptures etc. XXX will be exploring colour and textures, how they work together and she will be asked if the result corroborates with what she was trying to achieve. XXX will also be using photographs to document her work (she will take the majority of the photos) and this will encourage evaluation skills (what makes a good photo, do I need a flash etc.). XXX will also explore pastels, charcoal, acrylic paints, watercolour paints, acrylic inks and clay.

## **Music**

XXX is a very musical child. She is learning how to play the recorder at the present time, and she has the opportunity to learn various musical instruments ranging from the penny whistle to a classical guitar to a piano accordion. She has a natural rhythm, and this is encouraged through dance, singing and playing keyboards (of which we have 4). We will be making simple instruments at home (shakers, drums etc.) and recording their use. XXX enjoys listening to various styles of music, ranging from Simply Red to classical (Mozart, Planet Suite by Holst) and shows her appreciation in many ways. This could be shown as composing her own dance routines to trying to sing along. Due to the nature of Asperger's Syndrome, XXX also plays certain pieces of music repetitively, almost to the point of distraction for her parents! However, her musical abilities and appreciation are to be encouraged rather than quashed.

## **Physical Education**

XXX will certainly not miss out here! She goes swimming twice a week at a local pool, which is child friendly and great fun. XXX attends a ballet and tap class, our local TADSAD group where she enjoys trampolining and ten-pin bowling. She also enjoys bike riding, riding her scooter and going for beach combing sessions. XXX also joins in with my yoga! We also visit XXX (a huge play area which encourages not only social interaction, but also climbing, sliding, using huge exercise balls and playing in ball pits). We also visit our local park and use the facilities there.

## **Technology**

XXX has an interest in how things work. As mentioned earlier (History) we will be exploring the ancient Romans and XXX will be exploring how the Romans used their technology (i.e. how waterwheels were used on dockside to lift heavy loads from ships). We will be exploring shapes and how they work in art and design. XXX will also be exploring technology in space (rockets, how astronauts live in space).

## **Methods of learning**

XXX will have access to the Internet, television, library, reference books, radio, dictionaries, extensive art and craft materials and computer access with word processing. We will have museum trips at least once a month, visit art galleries, farms, wildlife parks in fact anywhere where learning is mixed with fun and appropriate to XXX interest and subject matter being covered. XXX will also have continuous support, positive and constructive interest and plenty of praise and encouragement from me.

## **Personal and social skills**

XXX has contact with children within environments that she feels safe and happy to be in. XXX attends tap and ballet lessons, Brownies, youth club, TADSAD meetings, communion classes, attends a children's drama group (age range 5 - 16), mixes with children with the same problems as herself and plays with her friends. She also has friends to sleepover occasionally. She sees her cousins on a regular basis (XXX is the eldest!) and enjoys their company. XXX also mixes well with adults and spends quality time with her grandparents on a regular basis.

## **Timetable**

XXX needs structure to her day, whether it is for lessons or just playing. However, a strict timetable designating time limits is not suitable for XXX. Our timetable will be set weekly, with XXX knowing what we will be covering each day. For example, Monday - literacy, maths, topic work, beach combing. Tuesday - maths, literacy, Fizz and swimming. As long as XXX has a visual timetable to see, she can cope with her lesson time. Because of her lack of concentration, time limits are not set.

XXX will be taught on a one-to-one basis and will spend approximately 3 hours a day in education. These 3 hours will consist of formal education as well as physical education and will happen Monday to Sunday. I see XXX's education as a constant, evolving process and she will benefit if this process is not interrupted by days off. However, it is not nose to the grindstone all the way since education should be fun and flexible,

not boring and inflexible. I have invited XXX (XXX's caseworker from XXX House) to come and see how we are doing as often as she likes. I also extend this invitation to the Education Welfare Officer.

The education XXX will receive will be aimed at her abilities, proceed at her pace and be on a one-to-one basis. The National Curriculum will be used as a basis for the educational programme. XXX will be encouraged positively, with the emphasis on learning being fun and productive. Her educational programme will be progressive with support from Occupational Therapy and Speech and Language Therapy where appropriate. All lines of communication between ourselves, XXX (XXX House) and the Local Authority will be open and used where necessary.