Edison Class

Cognition and Learning Specialist Resource Base at Pearl Hyde Primary School

Vision and Intent

At Pearl Hyde Primary school, we believe that every child deserves to feel valued, respected and successful. We are committed to creating a school community where all children belong, are welcomed and can participate fully in school life regardless of their individual needs, abilities or starting points.

Our Specialist Resource Base is an integral part of our mainstream primary school and reflects our commitment to ensuring that every pupil receives an ambitious, meaningful and inclusive education. We recognise that children learn in different ways and at different rates. Through a personalised approach, high expectations and skilled support, we aim to remove barriers to learning and enable every child to achieve their full potential.

We celebrate each child's unique strengths, interests and achievements and strive to develop confident, independent learners who are prepared for the next stage of their education and future life. Our provision promotes communication, wellbeing, positive relationships and a strong sense of belonging, ensuring that pupils are supported to thrive both academically and personally.

The Specialist Resource Base provides specialist provision for up to ten children with Education, Health and Care Plans (EHCPs) whose primary area of need is Cognition and Learning. Through carefully tailored support, specialist teaching and strong partnerships with families and professionals, we seek to ensure that every child experiences success and makes meaningful progress from their individual starting points.

Staffing

The Specialist Resource Base is staffed by a dedicated team of professionals who work closely together to ensure that every child receives high-quality support and provision.

The base is staffed by a qualified teacher and three skilled support staff, providing a staffing ratio of four adults for up to ten pupils. This staffing structure enables staff to develop strong relationships with pupils, deliver targeted interventions, provide personalised support and respond effectively to individual learning and wellbeing needs.

Staff work collaboratively with parents, carers and external agencies to ensure that provision remains responsive, ambitious and focused on achieving the best possible outcomes for every child.

Aims

The Specialist Resource Base aims to:

- Provide a safe, nurturing and inclusive environment where pupils feel secure, valued and ready to learn.
- Deliver a highly personalised curriculum that builds upon individual strengths and interests.
- Promote communication, independence, confidence and emotional wellbeing.
- Enable pupils to achieve ambitious outcomes appropriate to their learning journey.
- Develop the skills pupils need to participate successfully in school and wider community life.
- Support pupils to access mainstream experiences and opportunities where appropriate.
- Foster positive relationships and a sense of belonging within the wider school community.
- Work collaboratively with families and external professionals to secure the best possible outcomes for each pupil.
- Prepare pupils for future learning and increased independence.

Curriculum

Our curriculum is designed to provide every pupil with meaningful learning opportunities that build knowledge, skills, independence and confidence. We recognise that pupils within the Specialist Resource Base have a wide range of strengths, interests and learning needs and therefore follow highly personalised learning pathways.

Learning begins with understanding each child as an individual. When a pupil joins the Specialist Resource Base, staff complete a range of baseline assessments alongside discussions with parents and carers, previous settings and external professionals. These assessments help us identify strengths, barriers to learning, areas for development and effective strategies to support progress.

The baseline should be completed within two weeks of a child starting within Edison class. It should be recorded on Tapestry and then onto the whole school assessment system DC pro.

Using this information, personalised curriculum targets are developed for each pupil. These targets are regularly reviewed and updated to ensure teaching remains responsive, relevant and ambitious.

Our curriculum combines:

- The Cherry Garden SEND Curriculum
- The National Curriculum

The balance of these approaches is determined by the needs of the individual child rather than their age or year group. This enables pupils to engage with learning that is appropriately challenging while developing the skills needed for lifelong learning, independence and successful participation in society.

Whilst learning is carefully personalised, we are committed to ensuring that pupils remain connected to the wider life of the school. Wherever possible, pupils access learning linked to the themes, topics and experiences being explored across the mainstream school curriculum. By creating these meaningful links, we ensure that the Specialist Resource Base is fully embedded within our whole-school ethos and that pupils feel part of the wider school community.

The Cherry Garden Curriculum

The Cherry Garden Curriculum provides a developmental framework which enables us to celebrate and assess progress across a range of important learning areas.

The curriculum is organised into five key branches:

These branches support a holistic approach to development and ensure that progress is recognised and valued across all aspects of learning.

Core subject areas in the Cherry Garden Branch Maps
Cherry Garden School states that the framework consists of **six areas of their curriculum**

- **Communication, Language and Literacy** (including a Bridging Map)
- **Mathematical Development** (including a Bridging Map)
- **Physical Development**
- **Personal, Social and Emotional Development (PSED)**
- **Expressive Arts and Design**
- **Understanding the World**

Teaching is practical, purposeful and engaging. Learning experiences are designed to promote communication, problem-solving, resilience, emotional regulation and independence. Staff carefully plan opportunities for pupils to apply and generalise skills across different contexts, helping them to become increasingly confident learners.

In addition to curriculum-based assessments, staff use a range of specialist assessment tools to gain a deeper understanding of pupils' individual needs. These include speech, language and communication assessments such as **WellComm**, which help identify strengths and areas requiring targeted support. Information gathered through these assessments informs individual planning, intervention programmes and communication targets, ensuring that pupils receive the support they need to develop effective communication skills.

Phonics and reading

At Pearl Hyde, we recognise that being able to read is a key life skill. We our determined that all of our children will be able to read as we know this strengthens their chance of success and employment. In Edison we use the RWInc phonics programme and phonics happened every day, Children also receive 1-1 tuition. Parents receive a face-to-face meeting to discuss what phonics looks like in school and how they can support their child at home. Where a child is pre-verbal we use the RWInc non-verbal assessment and teaching tools.

Assessment and Progress

Assessment is central to understanding each child's development and ensuring that learning provision remains responsive to need.

When pupils join the Specialist Resource Base, comprehensive baseline assessments are completed to establish starting points across all areas of development.

Assessment information is gathered through:

- Direct observation
- Structured assessment activities
- Information from specialist assessment tools, including WellComm and other communication-based assessments where appropriate
- Engagement with parents and carers
- Information from previous settings
- Professional reports and recommendations
- EHCP documentation and Individual learning plans

Each pupil has individual curriculum targets that reflect their identified needs and next steps. Progress towards these targets is reviewed regularly and informs future planning.

We recognise and celebrate progress in all its forms, including:

- Academic achievement
- Communication skills
- Social interaction
- Emotional regulation
- Independence
- Physical development
- Engagement in learning

This approach ensures that assessment captures the whole child and supports ambitious, personalised learning pathways that prepare pupils for future success.

Learning Environment

We believe that the learning environment plays a crucial role in supporting communication, engagement, independence and emotional wellbeing.

Our newly developed Specialist Resource Base classroom has been carefully designed to promote learning, communication and self-regulation. The environment provides clear structure, predictable routines and dedicated learning spaces which support pupils in developing independence and confidence.

Visual supports, accessible resources and communication-friendly approaches are embedded throughout the provision to ensure that all pupils can engage successfully with their learning.

Sensory Circuit Provision

Pupils have access to a dedicated sensory circuit area where they can participate in structured sensory activities designed to support regulation, coordination, concentration and readiness for learning.

Sensory Room

Our sensory room provides a calm, supportive environment where pupils can explore sensory experiences, regulate emotions and develop self-awareness. The space is used flexibly to meet individual sensory and emotional needs.

Outdoor Learning

The Specialist Resource Base benefits from a large outdoor learning environment, including a forest school area. Outdoor learning opportunities are an important part of our curriculum and support the development of:

- Communication and language
- Physical development

- Social interaction
- Problem-solving skills
- Independence
- Emotional wellbeing

We recognise that many pupils learn best through active, practical and sensory experiences and therefore make full use of both indoor and outdoor learning environments throughout the school day.

Behaviour and regulation

Our whole school behaviour policy is built upon respect, belonging and restorative practice which is built on forming positive relationships with children. Overall, children in Edison class are supported by the consistent implementation of this policy. In some cases children may have personalised learning plans which detail specific safety and behavioural needs and strategies. These plans are signed by parents and outline any need for positive handling.

Educational Visits and Community Learning

We believe that some of the most meaningful learning takes place beyond the classroom. Real-life experiences provide valuable opportunities for pupils to develop communication, independence, social understanding and confidence in a range of everyday situations.

As part of our curriculum, we aim to provide regular opportunities for pupils to access the local community using the school's minibus and through planned educational visits. These experiences enable pupils to apply the skills they have been developing in school within authentic and purposeful contexts.

Community-based learning opportunities are carefully planned to support individual curriculum targets and may include visits to:

- Local parks and outdoor spaces
- Shops and supermarkets

- Libraries
- Community facilities
- Places of interest linked to curriculum themes
- Local businesses and services

We recognise the importance of preparing pupils for their future lives and therefore incorporate practical life skills into our curriculum wherever appropriate.

Swimming

Swimming forms an important part of our curriculum and supports physical development, water safety awareness, confidence and independence.

Shopping and Community Visits

Regular visits to supermarkets and local shops allow pupils to develop a range of functional life skills, including:

- Communication and social interaction
- Making choices
- Following instructions
- Understanding safety within the community
- Developing independence
- Applying mathematical skills in real-life situations

Cooking and Food Preparation

Cooking is a key element of our curriculum and provides opportunities to develop:

- Independence skills

- Communication and language
- Mathematical understanding
- Fine motor skills
- Teamwork and cooperation
- Healthy lifestyle awareness

These experiences help pupils understand everyday routines and develop practical skills that will support them in their future education and adult lives.

Through a carefully planned programme of educational visits, community learning and practical experiences, we aim to broaden pupils' understanding of the world around them, increase their confidence in unfamiliar situations and prepare them successfully for their next stages of learning and life.

Inclusion within the Mainstream School

The Specialist Resource Base is an integral part of the wider school community. We are committed to ensuring that pupils feel a strong sense of belonging and are supported to participate in school life alongside their peers wherever appropriate.

Opportunities for inclusion are carefully planned according to individual needs and may include:

- Curriculum lessons
- Assemblies
- Playtimes and lunchtimes
- School visits
- Special events and celebrations
- Extra-curricular activities
- Whole-school projects

Our approach balances specialist provision with meaningful opportunities for pupils to develop friendships, confidence and social communication within the wider school environment.

Partnership with Parents and Carers

We recognise that strong partnerships with parents and carers are essential for all children and are particularly important for children with special educational needs and disabilities.

Parents and carers have a unique understanding of their child and play a vital role in supporting their development. We are committed to building positive relationships based on trust, communication and collaboration.

We work closely with families through:

- Daily and regular communication
- Parent consultation meetings
- Annual Reviews
- EHCP reviews
- Progress discussions
- Celebration of achievements and successes

Tapestry

We use the online learning journal **Tapestry** to record and share observations, achievements and learning experiences, particularly those that may take place beyond traditional written work.

Through Tapestry, parents and carers can:

- View photographs and observations of learning
- Celebrate achievements and milestones

- Gain a deeper understanding of their child's progress
- Share successes and learning from home
- Communicate with staff about their child's development

This provides a rich picture of each child's learning journey and strengthens the partnership between home and school. By sharing learning regularly, we can work together to secure the best possible outcomes for every pupil.

Working with Other Professionals

To ensure that pupils receive the most effective support, we work closely with a range of professionals who contribute to assessment, planning and provision.

These may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Advisory Teachers
- Health Professionals
- SEND Services
- Local Authority Teams

Their expertise helps us to understand pupils' needs and ensure that provision remains effective, responsive and focused on improving outcomes.

Conclusion

The Specialist Resource Base at **Pearl Hyde Primary School** provides a nurturing, ambitious and personalised provision for pupils with Cognition and Learning needs. Through a bespoke curriculum, specialist teaching, carefully designed learning environments, rich community experiences and strong partnerships with families, we aim to ensure that every pupil develops the knowledge, skills, confidence and independence needed to flourish both within school and beyond. As a fully inclusive school, we are committed to ensuring that every child feels a genuine sense of belonging and is supported to achieve their very best.

My communication target

To use a variety of simple questions correctly, who, what, when, where?

To be able to say how I am feeling and why starting with, happy, sad and angry.

Reading

Writing

Personal, Social and Emotional Development

Maths Target

Picture of child

My name is

Physical Development

Fine

Gross

EHCP target should be highlighted in Green

ILP target should be highlighted in Blue