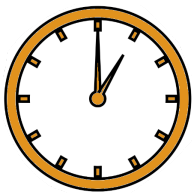
Pedagogical Approach at Danecourt School



Relationships

Effective, robust relationships are developed with each child and their families. We spend time getting to know and building relationships with each child and their families, we know every child and understand their learning profile. This begins from the transition stage.



Continuous Provision

Continuous provision ensures learning throughout the school day. A broad curriculum is in place whereby embedded EHCP targets drive learning; our targets purposely focus upon the acquisition of skills across our eight curriculum drivers. Prompt levels (most to least/physical to verbal) ensure maximum levels of independence are achieved. Curriculum planning and delivery is collaborative.



Environment

Enabling environments that are purposefully planned, facilitating learning. Environments are zoned with resources matched to the needs of the children.



Total Communication

A multi strategy approach provides every child with a voice. The communication used with each child is matched to their individual needs and is prioritised throughout the school.



Readiness to Learn

Children are helped to be 'ready to learn;' to regulate their sensory systems, their emotional responses and resultant behaviours using personalised sensory and emotional regulation strategies.



Holistic approach

Every child has carefully designed opportunities to achieve regardless of their individual barriers. There is no ceiling placed on a child's ability to learn or achieve. Curriculum planning is holistic and engages children using a multi sensory, experiential and functional approach to learning with different agencies working together to develop the whole child.



Groupings

The learning tracks (Engage, Explore and Enquire) are flexible, fluid tracks that allow planning and teaching styles to be matched to the needs of the children. They also provide the children with a relatable peer group, where they have a sense of belonging and are able to develop meaningful social interactions.