



Bedelsford Summer School July 2021

Our Summer School was a great success with students engaging in variety of curriculum linked activities. To maximise learning opportunities students were divided into two learning groups each day called Jupiter and Pluto. All students worked on their Individual Learning Intentions as well as had opportunities to participate in activities within the school setting as well as within the local community. We have offered Summer School to students in Y6 (3 students), Y7(10 students), Y8 (12 students) and students from Y11 (2 students) that would benefit from additional support due to their shielding.

The scheme was divided into daily areas of focus such as Humanities on Friday with Treasure Island theme and Musical workshops, Art/MFL/Cooking on Tuesday, Science/Maths /DT on Wednesday and PE/Olympic on Thursday.

All students enjoyed the extended period of learning, where Individual Learning Intentions were followed up and progress records kept on our Evidence for Learning system with photos and videos to evidence. Students were divided into two learning groups and curriculum was delivered by Class Teachers supported by team of Teaching Assistants.

Our scheme cost £8170 including teachers and teaching Assistants, Nurses and learning resources to enable our children with very complex physical, medical and learning needs to attend.

Here are some highlights of activities and achievements from our Summer School.

Music/ English/ Humanities Day Focus

On music and English day students were supported to learn through the use of 4D PODD, live music and the story of Treasure Island by Robert Louis Stephenson. Students were exposed to an interactive environment where they could visit the waterfalls, mountains, jungle and caves of Treasure Island while searching for treasure in each place. Students were engaged throughout the session and enabled to use their communication aids or vocalisations to make choices, express themselves and show preference for sounds, objects and visuals used during the session. One pre formal student clearly enjoyed the clarinet music and asked for more when paused and used vocalisation and eye pointing to request while another semi formal student loved the sound and visual of the waterfall and was able to identify using the picture symbols and choose where they would like to go next on the island. All students were enabled to gain an experience or greater understanding of the sequence and events of the story including some of our formal students reading appropriate text to support their learning, choices and decision making during the session.

We used an Attention Activity (Bubble snake) where students were encouraged to use their communication to request “more” or say they wanted to “finish”.

We had a special PODD session in the Hall run by Julia James called “Treasure Island” where students really engaged and participate listening to the songs, playing musical instruments, finding the treasure.



We went to our local park (Fairfield Park) as part of the Humanities focus, where children were encouraged to walk if they could or use their wheelchair. Pupils were shown simple maps and encouraged to choose the directions as they walked or were moved around the park. We talked and used visuals to identify different features of the park such as trees, flowers, birds and entrances and exit gates.



Science/Maths /DT focus day

Students started their mini DT project of designing a photo frame for their parents. Students have discussed choices of colours and worked on the targets such as 'answering simple questions with an appropriate answer'. All learners were using symbols and other communication methods to select both the colours and the materials they wished to use for their frames and then with support designed and created their frames.



The Science portion of the day began by looking at volcanoes and videos of eruptions. All students were engaged using their senses when attending to the videos. Fun part was to find some natural resources to create a volcano when playing in Forest School area. Students were using baking soda, food colouring and vinegar to recreate the eruption of volcano. Students were able to answer simple questions such as 'what colour is the liquid?' using a combination of vocalizations and signs.

Later in the day students used variety of tissue paper to make the habitats, such as blue for under the sea and yellow for the desert.



At the end of the day all students were able to name most of the animals using their chosen method of communication and then placed them in the correct habitat.



Some of our students began their day with a river walk all the way to Canbury Gardens. It was an opportunity to see variety of animals in their habitats for example we have seen: swans and cygnets, ducks and some fish. In the afternoon, our science lesson consisted of choosing favourite colours and scents, mixed variety of ingredients together to make soap. We developed our 1:1 correspondence and worked on shapes and colours with both indoor and outdoor activities. It was such a fun and relaxed day with much learning with our friends and keyworkers.

Students had opportunities to spent time in the community, visiting the riverside, the park and shopping at the park. As part of D&T and independent living skills, students have had opportunities to explored fruits from the stalls and purchase ingredients to make a fruit salad. Students made smoothies using switch to activated blenders.

Olympics Day focus



On Olympics day, students spent the day engaging and taking part in P.E. activities with some cross- curricula work around the topic of the day which was The Olympics.

Leading activities included activity was to make their own 'medals' and flags by drawing circles on paper and using different coloured paints and brushes or sponges to make several gold, silver and bronze medals. Students draw a large rectangle and used red, white and blue paint to make their own representation of a British flag. Those activities were followed up by physical exercises appropriate to their ability in the Big Playground and PE Hall for games with gym balls.

The finale of the day was a trip to Fairfield Park to continue with some exercises and 'races' using part of the field as well as Outdoor Gym equipment with adult support and supervision. Everybody enjoyed al fresco Snack Time on the field once Olympic games have ended.

A small group of 4 students spent the day engaging and taking part in P.E. activities with some cross-curricula work around the topic of the day which was The Olympics. After the usual morning greeting

routine, they began by watching a short clip of some of the Olympic games, which was current at the time, on BBC iPlayer.

Their next activity was to make their own 'medals' and flags. They had support to draw circles on paper and were given three different coloured paints and brushes or sponges to make several gold, silver and bronze medals. The paint and brushes were available to use as chosen and the group then had adult support to draw a large rectangle and were shown the flag of Great Britain on the plasma screen for them to copy. Once again they used red, white and blue paint to make their own representation of a British flag. Some of the group went outside to the sensory garden leading from the classroom to do some physical exercises appropriate to their ability and some stayed in using a gym ball and mat to do some exercises to music.

Our visit to Fairfield Park continued with some exercises and 'races' using part of the field and some of the outside equipment with adult support and supervision.

When they returned to school, the 'medals' and 'flags' had dried and the students had help to thread and tie a ribbon through the 'medals' and attach a wooden stick to the 'flags'. Before going home there was a 'medal ceremony' with some appropriate music to accompany it and each student was given a medal for their achievements throughout the day, with the main focus being on physical activities. They all went home with some medals and the flag that they had made.

As part of physical development some students engaged in Physibods each day, moving their bodies actively and stretching out to music. Magic Carpet was a very popular resource for development of IT skills. It seems that students' favourite part of the day was spending lunch time break together out on the playground, interacting with their peers again and using our adapted swings and roundabout.