
*"If a child can't learn the way
we teach, maybe we should teach
the way they learn."*

Ignacio Estrada

West Lodge Primary School



Welcome to Kaleidoscope Curriculum Evening



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Inclusion

- We are not going to rush this.
- Please let us know if behaviour changes at home.
- The most important thing is to have students who are happy and want to come to school.

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SEND Inclusion Team

- **Members of staff whose role is to support children and their families**
- **with SEND (Special Education Needs/ Disabilities) needs and concerns.**
- Hilary Haines: SENDco
- Michelle Richmond: KS1 Inclusion Leader
- Samantha Zara: KS2 Inclusion Leader
- Caroline Kinsella: Pastoral and Safeguarding Lead
- Liezl Stander: SEND Outreach and Training Lead
- Maria Duggan: Kaleidoscope Lead

West Lodge Primary School



Kaleidoscope Teaching Team

Ms Stander

Mrs Duggan

West Lodge Primary School



Kaleidoscope Team



Miss Jordan

Mr Wade

Mrs Chandarana

Mrs Nanda

Mrs Joueid

Mrs Khaneja

Mrs Duggan

Ms Pupaza

Ms Maxwell

Mrs Pratheepan

Ms Sufaj

Mrs Shenjatari

Mrs Dabral

Ms Stander

Mrs Jeevan

Kaleidoscope Curriculum

- Knowing and understanding the children is at the heart of what we do and the importance of making and sustaining positive relationships between staff and pupils is paramount.

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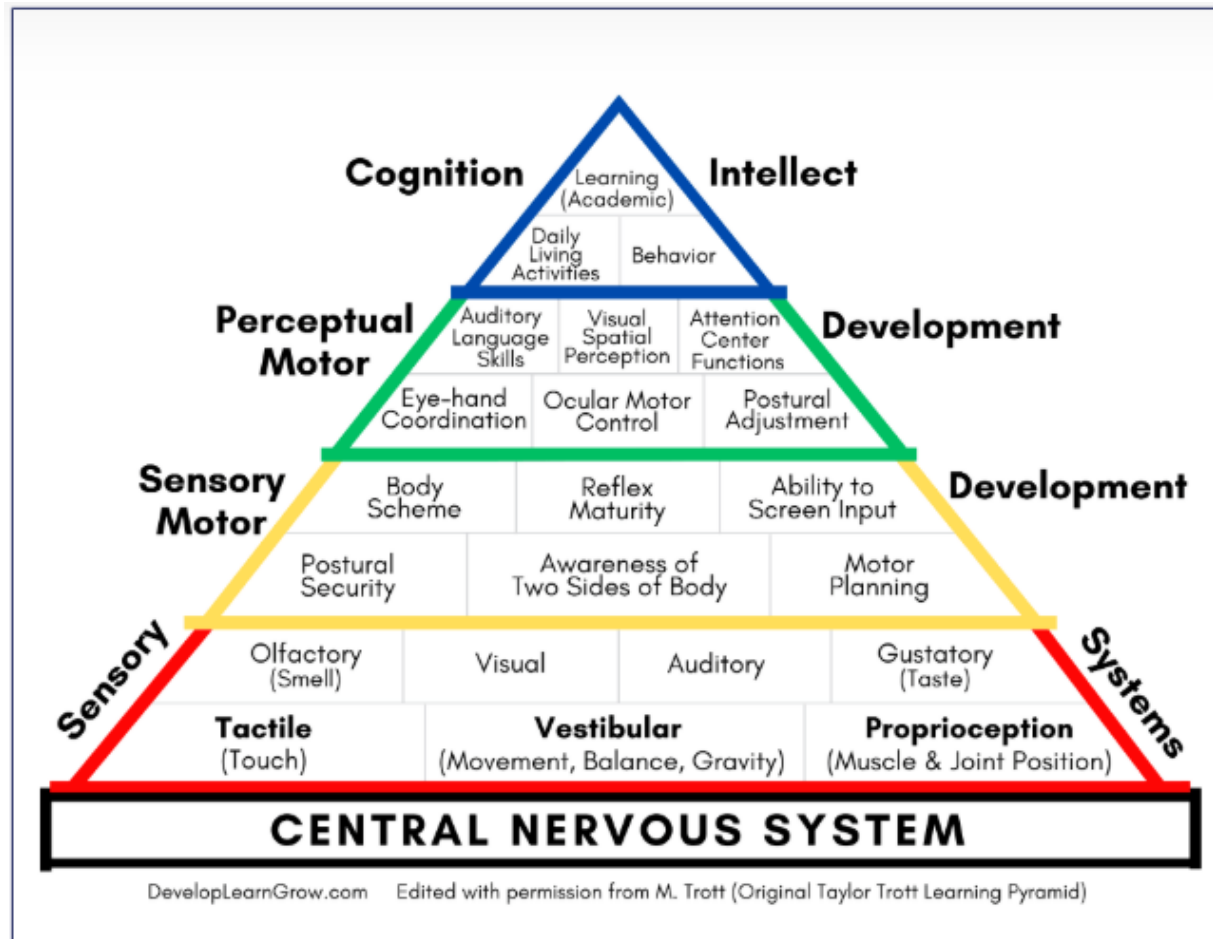


- Our curriculum is focussed on stages (where the child is at developmentally, cognitively and emotionally) rather than chronological age.
- We believe that every step must be part of a functional and meaningful path for each individual learner, not part of a pre-programmed or linear route.

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The Pyramid of Learning



The Pyramid of Learning is based on the idea that sensory processing is essential for learning. When sensory processing is not working well, it can impact a child's ability to attend, focus, and learn. The model suggests that providing children with opportunities to engage their senses in a variety of ways can help to improve their sensory processing and their ability to learn. It was developed by occupational therapist Kathleen Taylor and special educator Maryann Trott in 1991. The pyramid is divided into five levels, each representing a different set of skills.

	Pre Formal	Semi- Formal Explore	Semi- Formal Challenge	Formal
Expressive communication	Less than 20 function words, symbols or signs. Limited Functional communication. Primary communication is through behaviour.	Communication mostly focused on needs and wants. Can usually make wants and needs known to familiar adults in simple sentences Communication board	Can express /<u>talk about</u> how they are feeling. Are able to share thoughts on a range of topics. Can consistently make wants and needs known to familiar and unfamiliar adults.	Can join in with reciprocal conversations. Can clearly express ideas and can explain their thoughts.
Attention	No joint attention Only fleeting concentration on adult led activity.	Aware of others socially Can share attention in an adult led small group most of the time. Requires extra time to process stimuli.	Ability to solve some <u>pr</u>blems independently. Sustained <u>joint-attention</u> most of the time in a mainstream classroom environment. Can work on adult directed tasks with a level of independence.	High level of independence Can access most aspects of the mainstream curriculum with supports put in place.

CURRICULUM PATHWAYS



Pre Formal	Semi Formal Explorer	Semi Formal Challenge	Formal
Learners follow a sensory based curriculum and have regular access to what they need for self-regulation. All learners work on individual communication skills building on expressive and receptive communication in all environments.	Learners follow a modified subject specific curriculum broken down in small steps and personalised in a way that is relevant to their needs whilst promoting engagement.	Learners follow an adapted version of the National Curriculum, working on a wide range of subjects in practical, engaging ways.	Learners "works towards" or at "the expected standard" for year group in line with the National Curriculum.

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Teaching and Learning Pre Formal

We provide learners with an opportunity to engage in, **experience, explore and respond to a range of activities** and resources in order to develop an understanding of the world around them and how things work.

We aim to inspire learners to develop their skills and knowledge through, **hands-on experiences** and exciting opportunities.

Learners will be exposed to the **creative arts** to help develop their confidence, communication, and social interaction. We will develop learners' ability to attend and focus for increasing periods to allow them to actively engage in the world around them.

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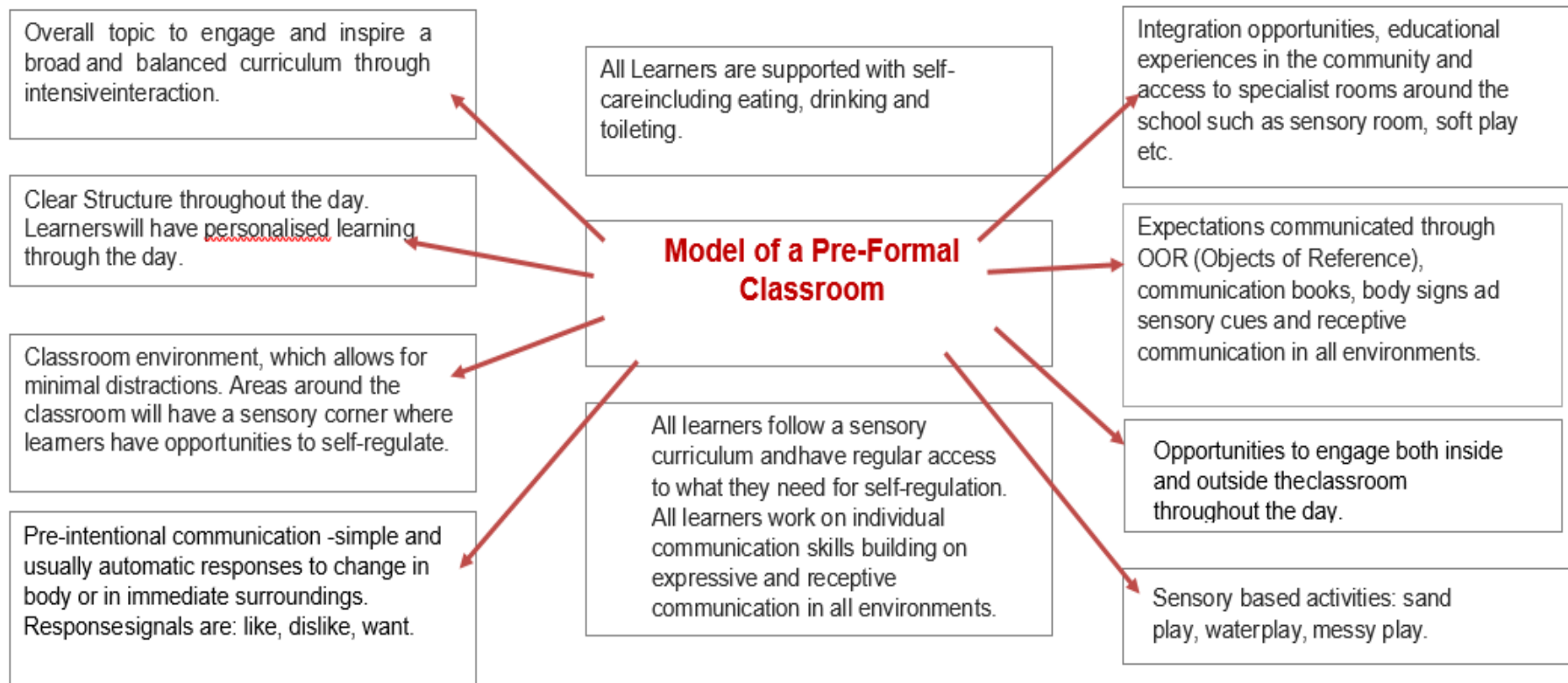
What does it look like in practice?



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Pre Formal Pathway



Assessment tools

PRE- FORMAL PATH



Evidence for learning allows all of us to quickly and easily gather photo and video evidence, linked to the individual's learning goals as well as any key skills frameworks. Observations are annotated and tagged to reflect their progress.

We aim to post three observations weekly per child.

Evidence for Learning is also an important communication tool by which we can celebrate the children's achievements with you, and you can also share moments of wonder from home with us.

We would strongly encourage you to regularly share observations from home, as these really help us build a whole picture of each learner.

Pre-formal Master Timetable

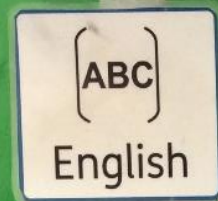
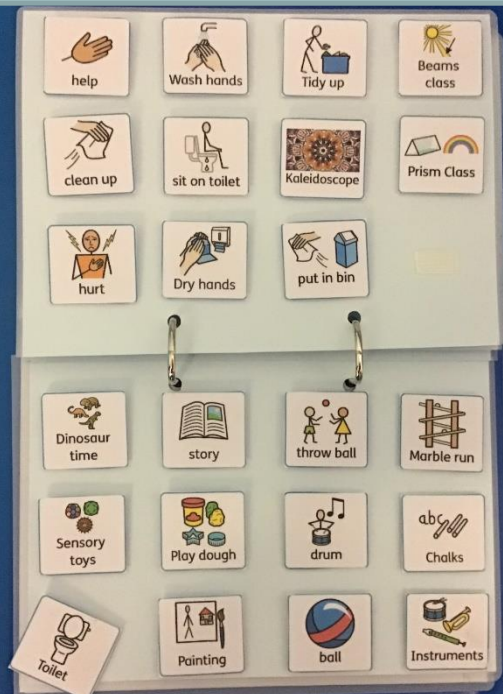
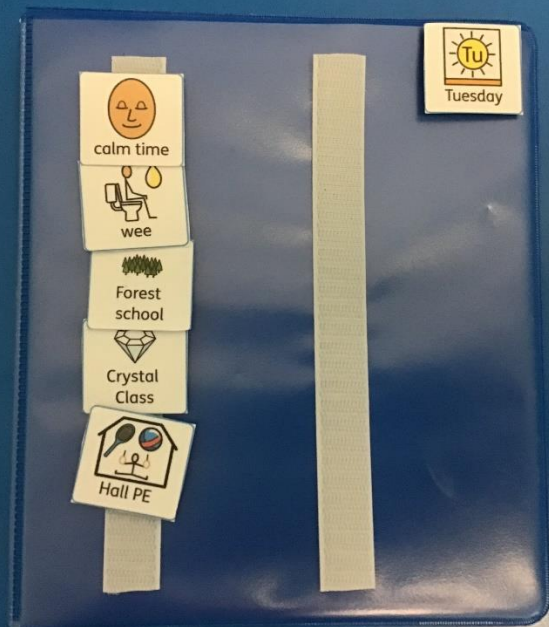
	8:40-9:00	9:00 – 10:00		10:00 10:30	10:30 11:00	11:00 – 12:00		12:00 – 1:00	1:00 – 1:30	1:30 – 2:00		2:00 – 3:15 AA/AS 3:30 Finish						
MON	OT SENSORY CIRCUIT	9:00-9:30 Good Morning ZOR	9:30 – 10:00 Maths - SFE Number -PFC	Sensory Trays/ SLCN Games Activities		SNACK AND PLAYTIME 11:00/11:30 to have playtime with their mainstream classes		11:00 – 11:30 Phonics RWI	Sensory Story Time		LUNCH AA/AS 12:00-12:30 Sensory Trays/Play based learning	Calm time Good Afternoon ZOR	1:30-2:00 Bucket time	1:1 SALT Activities Short term objectives From folder	1:1 – OT Activities Group Activities Busy Fingers FMS Activities	HT zones		
TUES		9:00-9:30 Good Morning ZOR	9:30 – 10:00 Maths - SFE Number -PFC	Sensory Trays/ SLCN Games Activities				11:00 – 11:30 Phonics RWI	Sensory Story Time			Calm time Good Afternoon ZOR	1:30-2:00 Bucket time	Life Skills Travel Training		Choosing/ play based learning story	HT zones	
WED		9:00-9:30 Good Morning ZOR	9:30 – 10:00 Maths - SFE Number -PFC	Sensory Trays/ SLCN Games Activities				11:00 – 11:30 Phonics RWI	Sensory Story Time			Calm time Good Afternoon ZOR	1:30-2:00 Bucket time	Life Skills Cooking		Choosing/ play based learning story	HT zones	
THURS		PPA Mindfulness PE Forest School						11:00 – 11:30 Phonics RWI	Sensory Story Time			Calm time Good Afternoon ZOR	1:30-2:00 Bucket time	1:1 SALT Activities Short term objectives From folder	1:1 – OT Activities Group Activities Busy Fingers FMS Activities	Choosing/ play based Learning	HT zones	HT zones
FRI		9:00-9:30 Good Morning ZOR	Our World Topic Learning	Sensory Trays/ SLCN Games Activities				11:00 – 11:30 Art	Sensory Story Time			Calm time Good Afternoon ZOR	1:15 – 1:30 Bucket time	Forest School	Changing Books / Libraries	Choosing/ play based learning story	HT zones	

Pre-formal Sensory Based Learning Timetable

	8:40 9:00	9:00 – 10:00			10:00 10:30	10:30-11:00	11:00 11:15	11:15 – 12:00		12:00 1:00	1:00 – 1:30		1:30 – 2:00	2:00 – 2:30	2:30 2:45	2:45 3:00	3:00 3:15	
MON	OT SENSORY CIRCUIT	9:00-9:30 Good Morning ZOR		9: 30 – 10:00 Number Alternate Indoor and Outdoor Learning	SNACKS AND PLAYTIME	Early Literacy Skills Activities Songs Rhymes and Story time	SOFT PLAY	11:15 – 11:30 Physical Phonics Adapted RWI	Sensory Story Time	LUNCH AND PLAYTIME	Good Afternoon Song	Bucket time	1:1 SALT Activities Short term objectives From folder	– OT Activities Short Term Objectives FSM GM	SNACKS	Getting Ready for HT Tidy Up	HT Songs Home Time	
TUES		9:00-9:30 Good Morning ZOR		9: 30 – 10:00 Number Alternate Indoor and Outdoor Learning		Early Literacy Skills Activities Songs Rhymes and Story time		11:15 – 11:30 Physical Phonics Adapted RWI	Sensory Story Time		Good Afternoon Song	Bucket time	Life Skills Travel Training			Getting Ready for HT Tidy Up	HT Songs Home Time	
WED		9:00-9:30 Good Morning ZOR		9: 30 – 10:00 Number Alternate Indoor and Outdoor Learning		Early Literacy Skills Activities Songs Rhymes and Story time		11:15 – 11:30 Physical Phonics Adapted RWI	Sensory Story Time		Good Afternoon Song	Bucket Time	Life Skills Cooking			Getting Ready for HT Tidy Up	HT Songs Home Time	
THURS		PPA: Mindfulness P.E Forest School				PPA		11:15 – 11:30 Physical Phonics Adapted RWI	Sensory Story Time		Good Afternoon Song	Bucket Time	1:1 SALT Activities Short term objectives From folder	– OT Activities Short Term Objectives FSM GM		Getting Ready for HT Tidy Up	HT Songs Home Time	
FRI		9:00-9:30 Good Morning ZOR		Art		Early Literacy Skills Activities Songs Rhymes and Story time		Our World Topic Learning			Good Afternoon Song	Bucket Time	1:30 -2:15 Forest School	Games time / Changing Books		Getting Ready for HT Tidy Up	HT Songs Home Time	

Objects of Reference









Mark making- Hand over hand



Building and following instructions



Modelling the use of a visual schedule



Independent work



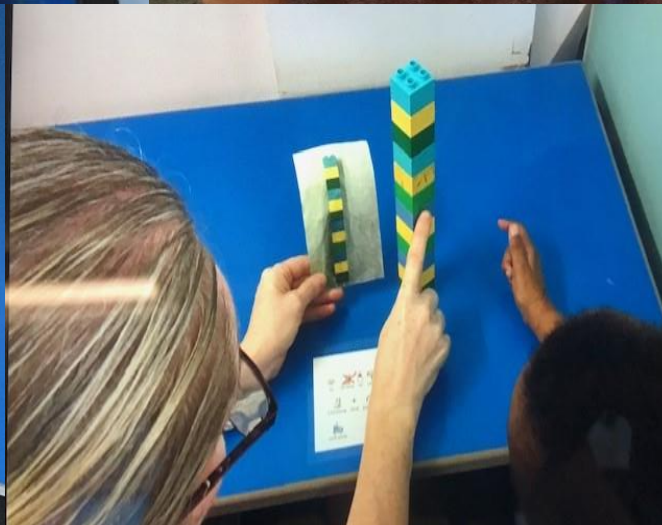
Outdoor Learning



Interventions

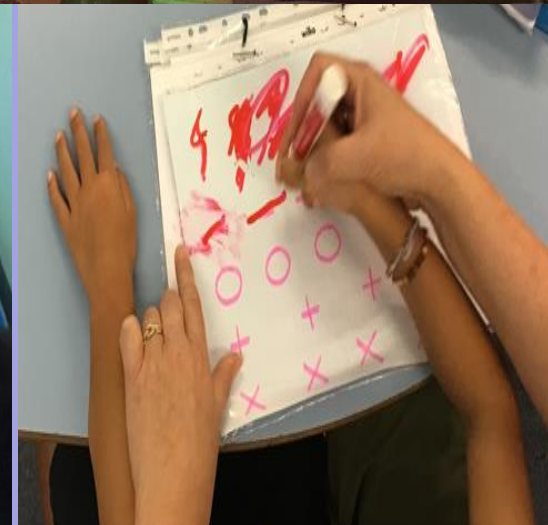


Sorting



Trays at workstation

Patterns



Writing

Teaching and Learning Semi Formal

English

- RWI Phonics taught to those children who still need it
- Planning and writing session weekly/colourful semantics
- Reading comprehension lessons
- Grammar and Spellings lessons

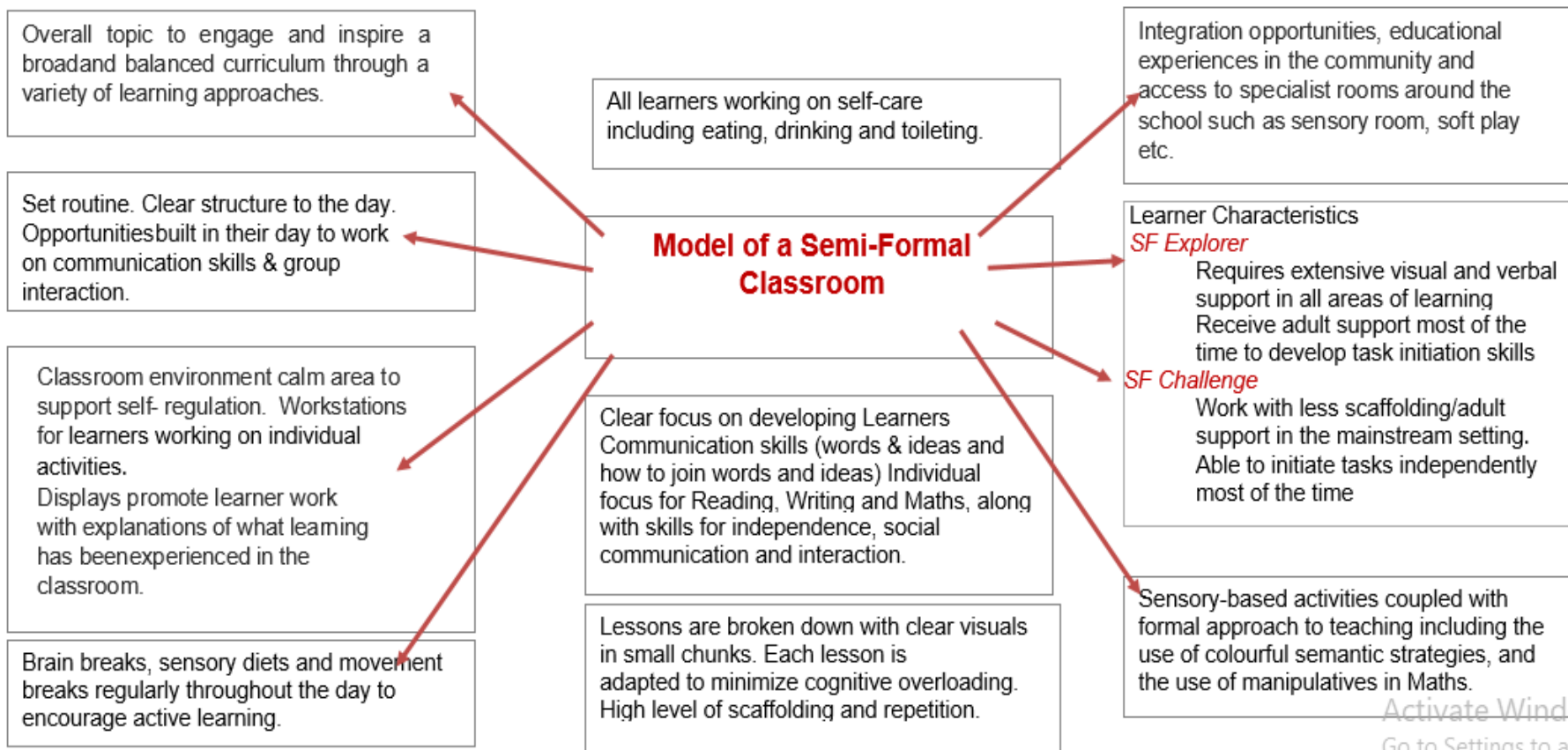
Maths

- Teaching Maths in Blocks — Block A: NPV – Block B: Operations Block C Fractions, Decimals, Ratio, Percentages – Block D: Position and Direction; Properties of Shape – Block E: Handling Data and Measures
- Developing reasoning and problem solving skills

Science

- Continue develop their scientific thinking through observation and investigation
- Aut: Materials
- Spr: Plants
- Summer: Animals including humans/Life Cycles

Semi Formal Pathway



Assessment tools



SEMI- FORMAL EXPLORER PATH

INSIGHT – Ladders

Period	Objective	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Band 1	I recognise familiar words in texts and can point to them	2	-	-	-	-	-
	I recognise initial letter sounds in unfamiliar words	2	-	-	-	-	-
	I understand simple sentences I read although I may need some prompting	2	-	-	-	-	-
	I am beginning to decode text with my knowledge of initial and final letter sounds, but am beginning to use my knowledge of sight vocabulary as well	2	-	-	-	-	-
	I can respond to a simple text by telling you what I like and dislike, often linked to own experience	2	-	-	-	-	-

Activate
Go to Sett

Assessment tools



SEMI- FORMAL CHALLENGE PATH INSIGHT –

☐ Reads CVC words like cat, dog, pig, pot, sat	≡		2
☐ Uses illustrations to confirm meaning	≡		2
☐ Hears simple rhymes	≡		1
☐ Reads simple, unknown text with attention to full stops, managing a greater variety of texts	≡		2
☐ Reads on sight simple, common high-frequency words	≡		2
☐ Begins to self-correct independently	≡		1

Semi-Formal Prisms Master Timetable

	8:40-9:00	9:00 – 10:00	10:00-10:45	10:45-11:00	11:00 – 11:15	11:15 – 12:30	12:30 – 1:30	1:30 – 2:30	2:30 – 3:20				
MON	TRAYS-1:1 READING/Sensory Circuit	Weekend News Writing	Shape Coding SALT	Good Morning	Snacks	PLAY IN KS2 PLAYGROUND AND AP	Maths	Reading	LUNCH	Calm Time Good Afternoon/ ZOR/Reading	SEL Emotion feeling Happy	Getting ready for home time Rewards	Home time
TUES		Maria					Liezl			Maria			
English		Shape Coding	GM	Snacks	Maths		HW	Calm Time Good Afternoon/ ZOR/Reading		Small in the city – craft activities	Game	GRHT/Rewards	
		Maria					Liezl			Maria			
WED		Humanities	Reading comprehension	GM	Snacks		English			Calm Time Good Afternoon/ ZOR/Reading	Life Skills Cooking	Game	GRHT Rewards
		Liezl					Maria			Maria			
THURS		PPA Mindfulness Forest School PE PPA TT			Maths	HW	Computing		GRHT Rewards				
FRI	Assembly 9:00-9:30	Maths	GM	Snack		Liezl		Wes					
		Liezl						Maria					



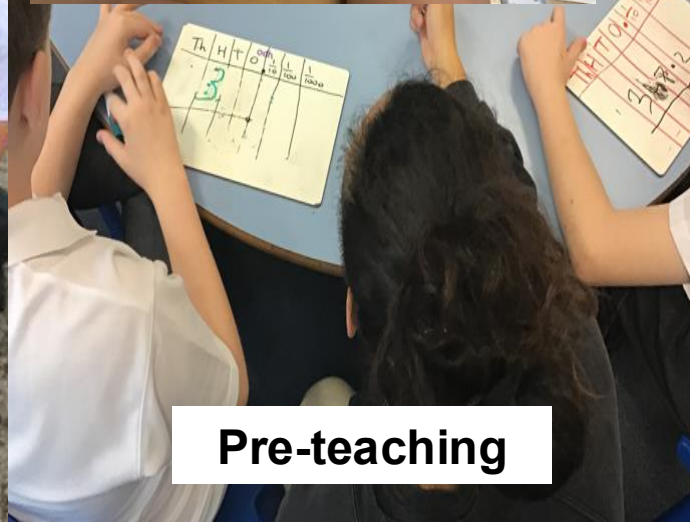
Topic Discussions



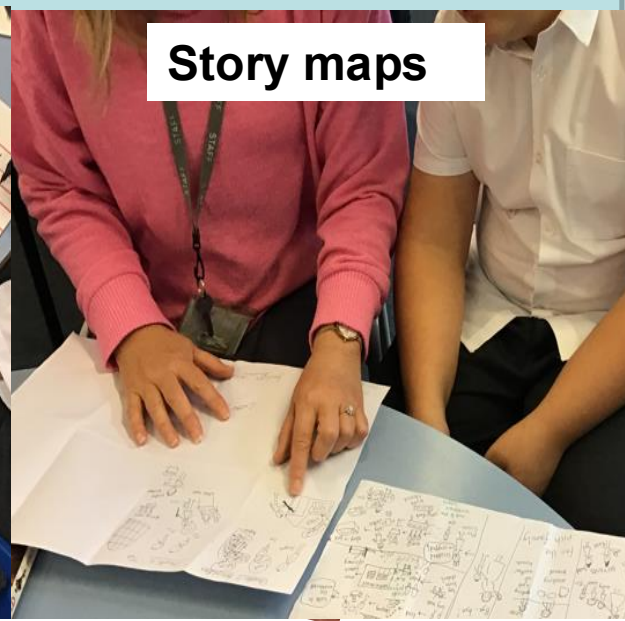
Small group teaching



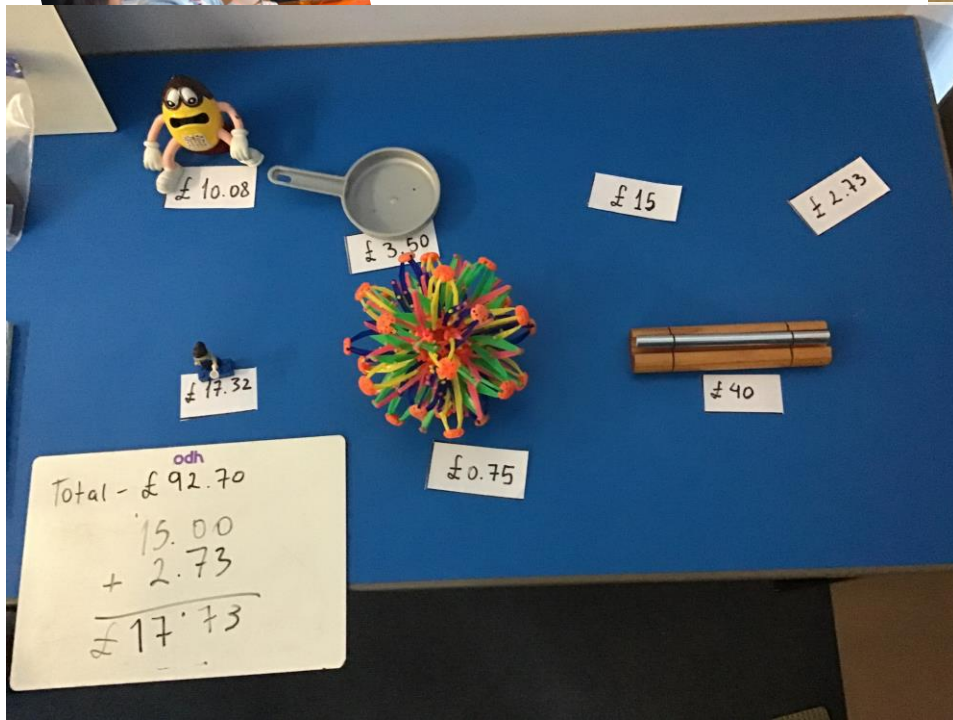
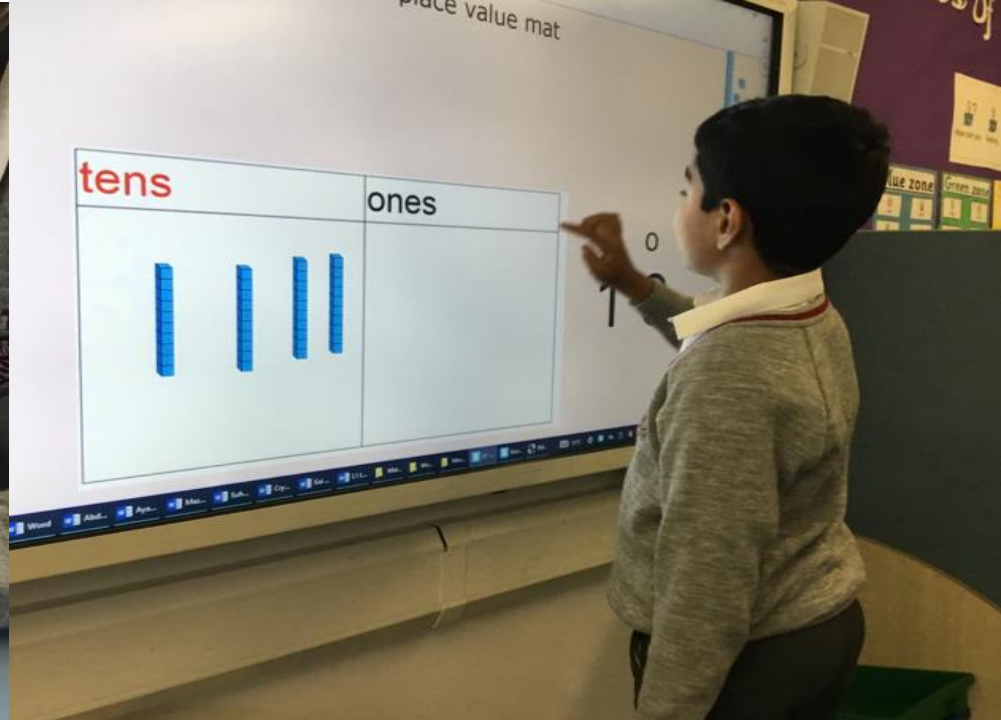
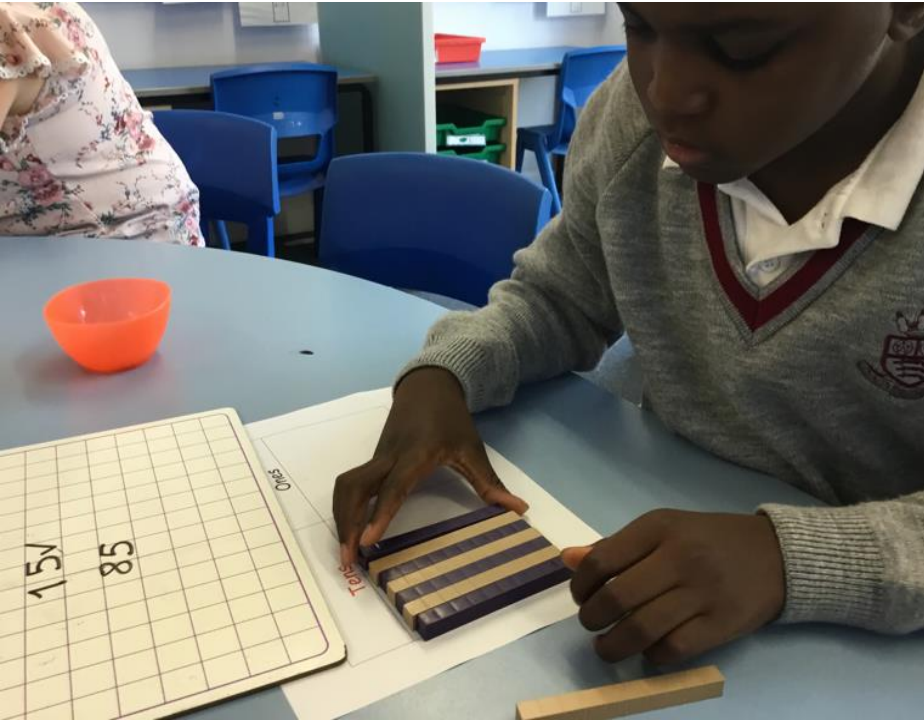
Science experiments



Pre-teaching



Story maps



Kaleidoscope Curriculum Map 2025-2026

Communication and Interaction

ng, attention and understanding

ners will follow their individualised Speech and Language Therapy plans
have regular access to communication tools to prepare themselves for
own learning. All learners work on individual communication skills and
g functional communication.

learners are extending their communicative skills to be able to use them
ge of contexts, with a range of audiences and for a range of purposes.
pment of peer and social interactions are key.

mn 1 and Autumn 2 we will be focussing in particular on developing lis-
skills, following instructions, embedding school routines and expecta-

Autumn Term



Sensory Motor and Physical—including Indepe

Gross Motor: In P.E. lessons , we will be following the school PE curricul
adaptations where necessary.

Fine Motor: Further developing fine motor skills, following individualise
mendations e.g. finger isolation, scissor skills and pencil grip through bak
using a palm drill, threading and dough disco.

Sensory Circuits– structured times to move around and gain the sensory
ed ready for learning.

Cooking / fun with food sessions – Cooking is a time to learn early life sk
simple kitchen utensils. We will be experiencing a wider range of tastes a
During these sessions, children will have the opportunity to look, smell, tr
potentially taste new foods, with little pressure to actually 'eat' them.

Managing self: Learning to dress and undress independently, managing
including toileting and managing transitions across the setting.

Sensory Integration: This term children will use a n w programme calle
TACPAC is a sensory communication programme that combines touch an
designed to support sensory alignment in all our learners.

Social Emotional and Mental Health

ing Feelings and behaviour : Self-regulation skills are taught through-
day every day, through supportive interactions, modelling and labelling
ns. For children following the Semi-Formal and Formal Curriculum path-
ve also use Zones of Regulation as a daily tool to teach identifying and
ng emotions.

g relationships:

ormal Curriculum:

high level of support, tolerate being with peers, playing alongside peers
gin to participate in adult led small group interactions.

ormal Explorer, Semi Formal Challenge and Formal Curriculum:

g to play cooperatively through group games, sharing and turn taking

Our Values for the Term

Be united

Be kind

Outdoor Learning

We will continue to develop our
children's outdoor learning experi-
ences by using the Kaleidoscope
outside space as well as the Na-
ture Trail, The Environmental Area
and the Round House.

Cognition and Learning

All learners will follow their individualised curriculum paths.

Children on the Pre-Formal Curriculum will work in line with their
nition and Learning targets.

For learners on the Semi Formal Explorer, Semi Formal Challenge
Curriculum please refer to their Year Group Curriculum Overview
the website.

English

unit, titled "This Is Our Life", we will explore the book "Small in the City" by Sid. This narrative, told from the perspective of a child, captures the essence of feeling small in a bustling urban environment. Students will engage in various activities to comprehend the sequenced sentences forming a concise narrative about these experiences. Later in the autumn term, they will produce a fact-file on an animal of their choice, enhancing their non-fiction writing skills. Additionally, by sharing weekend news every Monday, we will reinforce their writing composition skills in a structured format.

Grammar, Punctuation and Spelling:

We will continue to focus on developing reading comprehension skills through Guided Reading and 1:1 reading. We will focus on developing children's use of vocabulary,

Autumn Term



Maths

Maths:

This term in Maths we will continue to build upon components from previous blocks (Number, Operations, Fractions, Shape and Direction, Data Handling). However, some of our new learning this term will cover the following: To understand the place value of digits within a number. To name and describe the properties of 2-D shapes and 3-D shapes. To apply knowledge of all four number operations to calculate real life problems using a range of strategies. To understand what a fraction is and to understand a fraction is part of a whole. Lessons will be differentiated according to meet the learning needs of each individual pupil.

Science	PSHE	Religious Education	Art	History	Language
In Science, we will dive into the world of materials. Students will explore properties of materials. They'll investigate how different materials react under various conditions and how to use scientific vocabulary. We will conduct exciting experiments to test material strength and observe changes in states, from solid to liquid.	This term, we will be using the Jigsaw PSHE curriculum. We will focus on the unit 'Self-Awareness' (Me, who I am, my likes, dislikes, strengths and interests). Throughout the term the children will develop their understanding on what they're good at, kind and unkind behaviours, playing and working together.	Children will learn about different belief systems, name and describe some festivals and celebrations. We will explore the different festivals celebrated around the world. We will also look at different religious symbols.	This term the children will develop a range of individual ideas and drawing techniques, using a wide range of drawing tools.	Children will learn about the changes within living memory by exploring homes from the past. We'll look at what materials were used in different eras and how they reflect the way people lived. By comparing our current homes with those from previous generations.	The children in KS1 are processing their main lessons to learn French.

Activate Windows

Kaleidoscope Pre Formal Curriculum Map Autumn 2025-2026

Literacy	Art	Our Topics	Our World	Music	Maths
We are learning to develop our listening skills and appreciation of storytelling through our monthly sensory stories. By engaging with a variety of senses, children will enhance their understanding of key vocabulary, communicate preferences, follow instructions and identify sounds within their environment. Additionally, we will adapt the Read Write Inc. (RWI) Phonics scheme to support phonetic learning, where appropriate. This will be complemented with songs and rhymes to foster enjoyment and engagement.	We are learning to explore and experience a variety of media. Sketchbooks to draw in, collages, rubbings, different line textures and	This is my Life Core Texts This is me by George Webster My Family by Todd Parr Autumn and Winter Festivals	Children will respond to a range of sensory experiences, to develop their understanding of their school environment.	Children will explore a diverse range of instruments, enhancing their understanding and appreciation of music.	We are learning number names, from one to one hundred, understanding correspondence, grouping, identifying patterns and using a range of mathematical concepts through activities.

Books

Individual Basket Books

Children on the Semi-Formal and Formal Pathways will change their books weekly. Please read these books with your child as often as you can.

Library

Library books will be changed on a regular basis. The day for this will be confirmed later on in the term.

Guided Reading

Children will read daily to an adult, either in a group or individually.

Please ensure your child brings their banded reading book in everyday if they take it home from school.

If your child is on a banded book, they will have a colour band which matches their reading level. However, some children may have two different colour banded books: one which reflects their decoding skills and one for their comprehension skills.

For children who are at the earliest stages of their literacy development we offer a range of reading experiences to develop their appreciation of books including sensory stories and role play.

Kaleidoscope

Mrs Duggan	Ms Stander
Ms Pupaza	Mrs Jeevan
Mr Wade	Mrs Sheniatari
Mrs Maxwell	Mrs Chandaranga
Mrs Nanda	Ms Sufaj
Mrs Jaseid	Mrs Khaneja
Mrs Pratheepan	Mrs Dabral

Home Learning

In Kaleidoscope, we will be setting the children's homework online using Seesaw. Homework will be set on a Friday. Please ensure that homework is completed by Wednesday.

Topic Homework:

Each half term, the children will be assigned a project from their mainstream class related to one of their topics. They should work on this project throughout the term. They will then present their work in the last week of the term.

Maths and Literacy Homework:

Pupils in Kaleidoscope are also assigned login details for digital platforms used to consolidate activities relating to topics that have been covered by their mainstream class teacher. This homework is set and marked by the mainstream class teacher.

PE

On the days your child has a PE or Games lesson, they should come to school in their PE kit and will wear this all day.

Although this might not always be possible, we endeavor for all children to access PE with their mainstream classes.

Sensory Motor and Physical

This year we will be starting using a new programme called TACPAC. TACPAC is a sensory communication programme that combines touch and music designed to support sensory alignment in all our learners.

Creative Curriculum

Every Thursday morning, children will have the following activities:
Forest School with Miss Wilkinson,
Mindfulness Strengthening and Conditioning with Mrs Ahmed, PE with Mr Irwin.

Educational Visits

Whenever possible and safe to do so, children will join their mainstream classes on trips.

Link Books

Some pupils will have a link book which will be updated daily by a member of the Kaleidoscope team. Please remember that the link book is not a tool to communicate any academic progress. Its function is purely pastoral.

Other Useful Information

Every term we publish a SEND Newsletter with information about the local provision. We also have termly SEND Coffee Mornings for all parent at West Lodge. When it is their birthday, children can bring in a book to donate to the class library. Please don't send in treats for the ~~as~~ as we are a healthy school. If you would like to discuss something with us, please speak to us at the door or email our Kaleidoscope email address:

k@westlodge.harrow.sch.uk

External Agencies

Professionals from the Autism Advisory Team, Harrow Council Services (EP) and the NHS (OT, SALT) will be advising on interventions and strategies implemented by the school to support children and collaborate to monitor progress.

Homework

Every Friday the children will be bringing home their homework. Homework should be returned on the following Wednesday.

The Homework is designed to help children continue and develop learning and understanding of concepts taught within Kaleidoscope over each week.

Each child is unique, therefore, homework is not compulsory.

Remember! Keep homework time short and with low demand.

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Topic Homework :

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Pupils in Kaleidoscope are also assigned login details for digital platforms used to consolidate activities relating to topics that have been covered by their mainstream class teacher. This homework is set and marked by the mainstream class teacher.

Home Learning Platform at West Lodge



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Home learning platform



- <https://www.oxfordowl.co.uk/>
- If your child is continuing with RWI, the book that they read in class will be available on here so you can read it at home with them!
- The log in for oxford owl will be stuck into their reading records.
- www.ruthmiskin.com – a useful website

External Agencies

Professionals from the Autism Advisory Team, Harrow Council Services (EP) and the NHS (OT, SALT) will be advising on interventions and strategies implemented by the school to support children and collaborate to monitor progress.

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Interventions

We will be setting up a number of interventions in Kaleidoscope but will also be integrating some of these with the rest of the school such as Lego Therapy, Attention Autisms, Reading and Writing.

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TEACCH Approach

The primary aim of the TEACCH approach is to help prepare people with autism to live or work more effectively at home, at school and in the community.

TEACCH is an Autism specific approach which provides visual information, structure and predictability and capitalises on many children's strengths in visual skills and adherence to routine in order to develop skills and minimise difficulties (Schopler and Mesibov, 1995).

Key Principles

- Use of visual supports— pictorial or written
- Use of colours, highlights to clarify order sequence
- Reduced language – visual is your voice
- Tasks given in manageable chunks
- Consistent and clear organisation



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Attention Autism

Developing attention and listening skills is crucial for children with Autism. We use the Gina Davis Attention Autism approach and other sensory exploration activities to develop these skills in a fun and exciting way.

We use the Attention Autism approach to:

- ★ Always create an irresistible desire to communicate.
- ★ Capitalise on the visual learning style of children on the Autism spectrum.
- ★ Model appropriate attention skills.



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Lego Therapy

Designed to improve communication
students take on different roles in
making a model.



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Social Skills

Social skills are taught throughout the week during extended play sessions supported by Kaleidoscope staff.

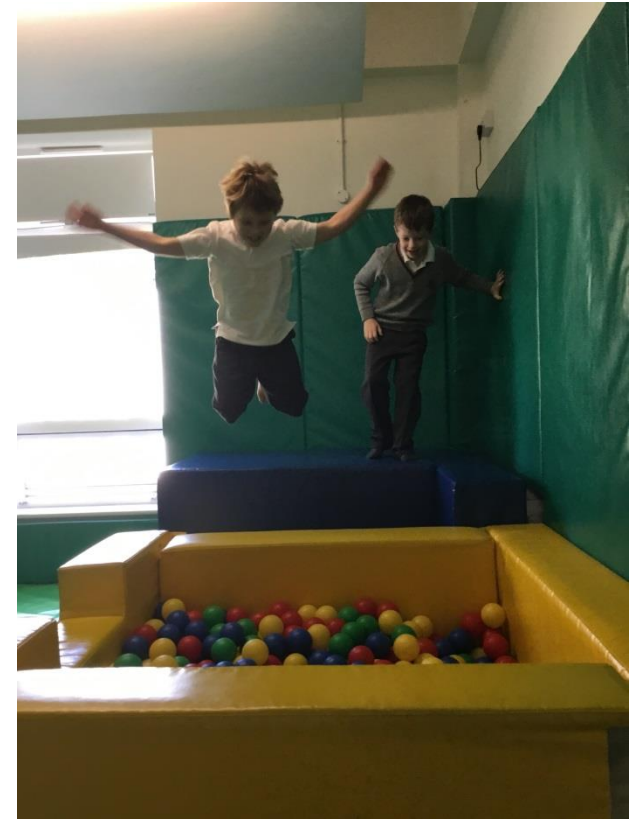


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Soft Play and Sensory Room

- These rooms are often used to provide a sensory break for the children.
- Time in one of these rooms results in the children returning to their learning with more focus and concentration.
- They provide opportunities for social play and interaction with peers, especially during wet play and lunch times.
- The soft play room can also be used as a reward.



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Life Skills

- Cooking
- Managing Self
- Travel Training
- Road safety



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Forest School

Once a week, the children have the opportunity to go to the environmental area to take part in a lesson taught by our Forest School teacher.

Some Forest School learning takes place in the classroom, exploring a range of natural and sensory objects.



West Lodge Primary School



Mindfulness, Stretching and Conditioning





This year we will be starting using a new programme called TACPAC. TACPAC is a sensory communication programme that combines touch and music designed to support sensory alignment in all our learners.



Educational Visits

- Educational visits are planned based on the needs of the children.
- Visits focus on life skills such as using public transport and travelling safely.
- We also attend inclusive sport events in Harrow.



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Autism Acceptance Day

Each year, the whole school comes together to celebrate Autism Acceptance Day. Children can come into school wearing blue clothes as part of the National Autistic Society's Autism Awareness Campaign.

Children across the school are taught lessons about what Autism is, how it affects different people and how to be a good friend to someone on the Autism Spectrum.

At West Lodge, we aim to be **Autism accepting** as well as Autism aware, accepting every child's personal qualities and skills.

We also run annual parent workshops, developing understanding of Autism.

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Communication

- **Link Books** - Some pupils will have a link book which will be updated daily by a member of the Kaleidoscope team. Please remember that the link book is not a tool to communicate any academic progress. Its function is purely pastoral.
- Daily communication will focus on pastoral concerns.
- Academic progress will be discussed through termly PPPs and parents meetings as well as at the annual review and end of year report.

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And finally...

Some of the comments written by our children about what it means for them to learn in Kaleidoscope.

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Aydaan.

Kaleidoscope

Kaleidoscope

Kaleidoscope

I like learning in
Kaleidoscope because
i am wonderful.

Thank you!



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