



"Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved."

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### **The Instinctual Brain**

The primitive part of the brain that is concerned with our **<u>physical systems</u>**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

### The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze.

### **The Thinking Brain**

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.





Every child admitted to Springwell has been on a unique educational journey. We are committed to returning our students to mainstream school, moving them onto specialist provision, or positively transitioning them to post 16 education, employment or training. Students are therefore with us for varying amounts of time: some individuals will have a very short time on our roll, while other will remain with us until the end of Y11.

Because of this, our curriculum offer needs to be flexible, personalised, and designed to allow students to progress to the next stage on their educational journey. It is developmental not chronological: it is based on where a child is in their development, not which year group they are in. For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.

We use the idea of building blocks to create our curriculum offer.

## Early Years Building Blocks

Specific areas of learning

Enabling students to engage and enjoy a broad and balanced curriculum

Communication and language

Ensuring students make progress and build confidence in spoken language and listening skills

#### **Physical development**

Opportunities to develop coordination, control and movement Personal, social and emotional development

Developing students' social, emotional and mental health

## **Primary and KS3 Building Blocks**

#### The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

**Personal Development** 

Developing pupils' social, emotional and mental health

Literacy

Ensuring pupils make progress in spoken language, reading and writing





## **KS4 Building Blocks**

**Options curriculum** 

Providing pupils with a choice of practical and engaging options

**The Core Curriculum** 

Enabling students to engage and enjoy a broad and balanced curriculum

**Personal Development** 

Developing pupils' social, emotional and mental health

Literacy

Ensuring pupils make progress in spoken language, reading and writing





## **Curriculum intent**

Our over-arching aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

### Our EYFS curriculum is designed to:

- Engage all pupils in learning at their own pace
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupils' social, emotional and mental health
- Focus on offering a systematic phonics provision to support pupils' progress with reading and writing
- Support all pupils to make health and safe choices
- Support all pupils to move into, and be successful in, their next phase of education
- To deliver a broad and balanced provision in line with the EYFS framework

### Our Primary curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupils' social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support all pupils to move into, and be successful in, their next phase of education
- To deliver a broad and balanced programme of study to reflect the national curriculum content

### Our KS3 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make health and safe choices
- Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners
- For children to experience successes in subjects such as Humanities, Art and Music depending on the needs and interests of the class
- Support all pupils to move into, and be successful in, their next phase of education





#### Our KS4 curriculum is designed to:

- Engage pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that all pupils leave with at least one qualification, no matter when they join us
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate

At Springwell Lincolnshire we believe that working from nurture principles gives our students the best chance of making progress in their learning, both academically and in terms of their social, emotional and behavioural development. The nurture principles that underpin our pedagogy and all curriculum learning are:

1. Children's learning is understood developmentally

2. The classroom offers a safe base

3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transition in children's lives





### Implementation

In any one classroom in Springwell Lincolnshire we will have children from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed-age classes of children, many of whom are not working at age-related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet such a wide range of needs.

#### Building an individualised curriculum for each student:

Each student who enters Springwell Lincolnshire will be assessed and placed on a personalised pathway (see appendix).

We use a range of assessment tools to measure our students' social and emotional progress and development, including the Boxall Profile and Doyle's assessment for reintegration readiness.

## **Curriculum Overview**

EYFS	Prim	ary
<ul> <li>Core – Prime areas of learning:</li> <li>Communication and language</li> <li>Physical development</li> <li>Personal, social and emotional development</li> </ul> Specific areas of learning: <ul> <li>Literacy</li> <li>Maths</li> <li>Understanding the world</li> <li>Expressive arts &amp; design</li> <li>Enrichment</li> </ul>	Core subjects: <ul> <li>Reading</li> <li>Literacy &amp; English</li> <li>Numeracy &amp; Maths</li> <li>Science</li> <li>PSHE</li> </ul> <li>Personal development: <ul> <li>Topic</li> <li>IT</li> <li>Physical activity</li> <li>Enrichment</li> </ul></li>	
КSЗ	KS	4
Core subjects: • Literacy & English • Maths & Numeracy • Science • PSHE Personal development: • Topic • Food tech • Physical activity • IT • Enrichment	Core subjects: • Literacy & English • Numeracy & Maths • Science • PSHE Personal development: • IT • Physical activity • Work experience • Careers • Enrichment	Option subjects (subject to change due to staff expertise in individual schools): • Cooking • Childcare • Sports/Health & Nutrition • Creative Craft/Art





### Impact

The primary measure of the impact of our curriculum will be student attainment. Our assessment policy lays out the detail of how we assess students.

We will further evaluate the impact of our curriculum in the following ways:

## EYFS

Aim	Impact measure	
<ul> <li>Engage all pupils in learning at their own pace</li> </ul>	<ul><li>Observations of learning</li><li>Student voice</li><li>Attendance</li></ul>	
<ul> <li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li> </ul>	<ul> <li>Analysis of student progress data</li> <li>Qualitative data on student progress (eg, student work)</li> </ul>	
<ul> <li>Focus on developing pupils' social, emotional and mental health</li> </ul>	<ul><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>	
<ul> <li>Focus on offering a systematic phonics provision to support pupils' progress with reading and writing</li> </ul>	<ul><li> Phonics data</li><li> Reading &amp; writing assessment</li></ul>	
<ul> <li>Support all pupils to make healthy and safe choices</li> </ul>	<ul> <li>QA of PSHE curriculum</li> <li>Observations in learning in PSHE</li> <li>Student voice</li> <li>Behaviour data</li> </ul>	
<ul> <li>Support all pupils to move into, and be successful in, their next phase of education</li> </ul>	<ul> <li>Students successfully transition to their next phase of education</li> </ul>	
• To deliver a broad and balanced provision in line with the EYFS framework	<ul> <li>Students receive a tailored curriculum</li> <li>Evidenced in pupil progress data</li> </ul>	





## Primary

Aim	Impact measure
Engage all pupils in learning	<ul><li> Observations of learning</li><li> Student voice</li><li> Attendance</li></ul>
<ul> <li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li> </ul>	<ul> <li>Analysis of student progress data</li> <li>Qualitative data on student progress (eg, student work)</li> </ul>
<ul> <li>Focus on developing pupils' social, emotional and mental health</li> </ul>	<ul><li>Boxall &amp; Doyle data</li><li>Student voice</li><li>Behaviour data</li></ul>
<ul> <li>Focus on depth before breadth: having a strong curriculum focus on the facilitatin subjects of English and Mathematics</li> </ul>	<ul><li> Phonics data</li><li> Reading &amp; writing assessment</li></ul>
<ul> <li>Support all pupils to make healthy and safe choices</li> </ul>	<ul> <li>QA of PSHE curriculum</li> <li>Observations in learning in PSHE</li> <li>Student voice</li> <li>Behaviour data</li> </ul>
<ul> <li>Support all pupils to move into, and be successful in, their next phase of education</li> </ul>	<ul> <li>Students successfully transition to their next phase of education</li> </ul>
<ul> <li>To deliver a broad and balanced programme of study to reflect the national curriculum content</li> </ul>	<ul> <li>Students receive a tailored curriculum</li> <li>Evidenced in pupil progress data</li> </ul>





## KS3

Aim	Impact measure	
Engage all pupils in learning	<ul> <li>Observations of learning</li> <li>Student voice</li> <li>Attendance</li> </ul>	
<ul> <li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li> </ul>	<ul> <li>Analysis of student progress data</li> <li>Qualitative data on student progress (eg, student work)</li> </ul>	
<ul> <li>Focus on developing pupil's social, emotional and mental health</li> </ul>	<ul> <li>Boxall &amp; Doyle data</li> <li>Student voice</li> <li>Behaviour data</li> </ul>	
<ul> <li>Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics</li> </ul>	<ul> <li>English and Maths teacher assessment</li> </ul>	
<ul> <li>Support all pupils to make health and safe choices</li> </ul>	<ul> <li>QA of PSHE curriculum</li> <li>Observations in learning in PSHE</li> <li>Student voice</li> <li>Behaviour data</li> </ul>	
• Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners	<ul> <li>Students receive a tailored curriculum</li> <li>Evidenced in pupil progress data</li> </ul>	
• For children to experience successes in subjects such as Humanities, Art and Music depending on the needs and interests of the class	<ul> <li>Observations of learning</li> <li>Student voice</li> <li>Attendance</li> <li>Boxall/Doyles data</li> </ul>	
<ul> <li>Support all pupils to move into, and be successful in, their next phase of education</li> </ul>	• Students successfully transition to their next phase of education	





KS4

Aim	Impact measure
Engage pupils in learning	<ul> <li>Observations of learning</li> <li>Student voice</li> <li>Attendance</li> </ul>
<ul> <li>Enable all pupils to make progress from their individual starting points, and to have successes in learning</li> </ul>	<ul> <li>Analysis of student progress data</li> <li>Qualitative data on student progress (eg, student work)</li> </ul>
<ul> <li>Focus on developing pupil's social, emotional and mental health</li> </ul>	<ul> <li>Boxall &amp; Doyle data</li> <li>Student voice</li> <li>Behaviour data</li> </ul>
<ul> <li>Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics</li> </ul>	<ul> <li>English and Maths teacher assessment</li> </ul>
<ul> <li>Support all pupils to make healthy and safe choices</li> </ul>	<ul> <li>QA of PSHE curriculum</li> <li>Observations in learning in PSHE</li> <li>Student voice</li> <li>Behaviour data</li> </ul>
<ul> <li>Support pupils to make positive decisions about their future and next steps</li> </ul>	<ul> <li>Complete Gatsby benchmarks</li> <li>Successful transitions to next phase of education/employment/training</li> </ul>
• Ensure that all pupils leave with at least one qualification, no matter when they join us	Analysis of results
<ul> <li>Ensure that the majority of our pupils achieve a qualification in English and Mathematics</li> </ul>	Analysis of results
• Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate	• QA of curriculum offer





Description

Average or above average attendance Settled domestic circumstances Little impact of trauma on learning No anti-social behaviour out of school Making expected academic progress Few behavioural incidents

Can form positive relationships Child can work positively in a group There are no significant gaps in learning Enough resilience for academic challenge

There are limited additional learning needs, or needs that are not having an impact on learning

### Appendix

Staff should use the following diagram to make a professional judgement about which pathway is the best fit for a student. A student does not need to tick all the descriptors to fall into a particular pathway.

#### Description

Long term low attendance Significant challenging domestic circumstances Trauma having severe impact on learning Out of school anti social behaviour Historic low prior attainment Aggressive and violent behaviour Difficult impalying accities gelaticachias Difficulty in making positive relationships Difficulty working in a group Significant gaps in learning Lack of resilience The child has a specific learning difficulty which is having a significant impact on learning

### Pathway 1

Priorities Increase attendance Develop relationships with key adults Develop simple learning behaviours

What is effective progress? Making progress in one key area attendance, SEMH, academic

Expected endpoint KS1-3 Transition to school placement that best meets needs either through: 1) Reintegration to their school (placement students) 2) Transition to a mainstream school

3) Transition to a specialist setting KS4 Minimum of two appropriate qualifications that supports progression to post 16

> Progression Pathway 2 or 3 Specialist SEND provision Supported post 16 destination

#### Description

Low attendance Some evidence of challenging domestic issues Trauma having an impact on learning Limited/historic out of school Some evidence of academic progress Behavioural incidents are disruptive not violent Daritive or leitoarchics are stortisen to devaden Positive relationships are starting to develop Child is starting to work in a group Areas of weakness are preventing progress Some resilience – can cope with some mistakes The child has some additional learning needs which are having some impact on learning

## Pathway 2

#### Priorities

Increase attendance Improve engagement and participation in lessons Develop wider relationships Consistent engagement in literacy/numeracy

> What is effective progress? Making progress in two key area attendance, SEMH, academic

#### **Expected endpoint**

KS1-3 Transition to school placement that best meets needs either through: 1) Reintegration to their school (placement students) 2) Transition to a mainstream school 3) Transition to a specialist setting KS4 English & Maths level 1 or 2 Some additional GCSEs and/or equivalents

#### Progression Pathway 3 Supported Post 16 destination

Pathway 3

Priorities Consistently high attendance Consistently positive engagement in lessons Appropriate positive social interactions Academic progress in literacy and numeracy

What is effective progress? Making progress in all three key areas: attendance, SEMH, academic

#### **Expected endpoint**

KS1-3 Transition to school placement that best meets needs either through: 1) Reintegration to their school (placement students) 2) Transition to a mainstream school 3) Transition to a specialist setting KS4 English & Maths level 2 5+ accredited outcomes, at level 2

#### Progression Reintegration to mainstream (KS1-3) Supported Post 16 destination

SLT with responsibility for policy Sarah Jorgensen September 2020 Date written To be reviewed Annually