



# The Wildings

## Curriculum Policy

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### Terminology:

#### School

The term "school" is used throughout. The nature of school as defined by The Wildings is made clear in the published *Visions, Aims, Values and Standards Documentation* and website information. This will also be reflected consistently and coherently in The Wildings constitution as a Community Interest Company (CIC) as detailed in "*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 5: constitutional documents*".

#### Leadership and Governance

The terms "principal", "governance" and "governance lead" are used throughout. The nature of leadership and governance for a Community Interest Company is detailed within the "*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 9: corporate governance*".

#### Reporting

The term "reporting" is used throughout. It is made clear in the policies whether reporting is internal or external, compliance or quality assurance. Reporting obligations arising from being a CIC are detailed in "*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 8: statutory obligations*".

#### Colleague

The term colleague is used throughout. This refers to members of staff within the school. Given the prominence of Social, Emotional and Mental health within the needs of our young people, therapeutically trained are included within this group alongside teaching staff.

Date of last update: April 2024

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## Curriculum Intent:

At the Wildings we want our young people to see themselves as learners for life. We want them to recognise that they are always learning, and to develop a curiosity for what they do not yet know.

Given the context that brings young people to the Wildings this process of learning necessarily begins with learning about themselves in an environment that is relational and non judgmental.

We believe in the importance of supporting our young people to be ready to learn, and we believe our young people already have a wealth of knowledge. Building on their strengths, providing a safe environment, and working playfully, we support our young people to be ready to learn new knowledge, which they may previously have struggled to learn.

Our curriculum is designed to support young people to recover socially, emotionally and academically (notably linguistically and numerically) and in a way that is different to what they have experienced in previous settings.

Above all, our intention is that each young person successfully moves on from the Wildings with greater self regulation skills, increased self esteem, life skills to support their next phase of education and/or training, and formal

qualifications which reflect their growing ability to apply themselves to formal academic study.

## **Implementation**

This policy needs to be read in conjunction with the Teaching and Learning Policy which explains the progression of learning once a young person is at the Wildings. We see our young people moving through different phases of learning.

### **Therapeutic curriculum**

Given the SEMH needs of our young people, the early stages of settling into the Wildings focuses on creating a place of safety from which our young people can begin to recover and put down secure roots.

Each young person will have a personalised therapeutic pathway that runs alongside their academic pathway. This will target the primary SEMH needs identified in their EHCP. Some examples of therapy available to our young people include (although not limited to):

- Thrive
- CBT
- Solution Focused Coaching
- Trauma Informed Mentoring
- Emotional Literacy
- Mindfulness
- Social Stories

Thrive is used to provide a robust framework for emotional profiling and development. Karen is our Thrive practitioner and supports all colleagues to employ specific concepts and strategies within their teaching to support engagement and emotional development.

Mel leads our wellbeing and therapeutic curriculum offer. Mel support each young person to explore themselves, get to know and understand themselves and supports the development of communication skills around emotions and feelings for each young person, ensuring that they are listened to and feel valued and empowered.

We are developing a whole school approach to our roots and shoots curriculum using PACE concepts as a consistent thread. All interactions with young people will be based on the theories detailed in our specific definitions of being playful, accepting, curious and empathetic. These techniques will be especially evident in interactions when young people are in a state of recovery and accessing our Roots curriculum, but will be evident in all interactions.

	Definition	What role does this have in creating the most effective life-learning "shifts" in personal development and learning? (Child)	What role does this have in creating the most effective life-learning community? (Values)	What role does this have in creating the most effective life-learning character, competence and qualification? (Curriculum)	How do we know what role this has in creating the most effective personal development, learning, community, character, competence and qualification? (Outcomes)
Playfulness	Playfulness is the adult communicating their delight in just being with the child.  This reduces the sense of threat from the child who has had a life of their social engagement system being hijacked by their stress response system.  This hijacking amounts to a complex trauma. Traumatized nervous systems can't distinguish between contexts and often mistake instruction for threat.  Playfulness speaks to the social engagement system, but an adult must have their own social engagement system operating - not their stress response system.	"I can practise positively engaging with people so that I don't have to discern everything and everyone as a potential or felt threat.  This is recovery, then development."	PACE is at the foundation of The Wildings' values of equality, self-awareness, connection and democracy.  Empathy promotes Equality. Acceptance and Curiosity promote Self-Awareness Playfulness, Acceptance, Curiosity and Equality promote Connection.		The sections of the Enhanced Case Study for each young person demonstrate the effectiveness of PACE as a "golden thread" through every aspect of school and community life at The Wildings.  PACE Observations also serve to generate coaching conversations about use of PACE, effectiveness and future adaptation.
Acceptance	Acceptance is the adult communicating their acceptance that the child is experiencing a different reality influenced and shaped by trauma. This is a different reality from the adult, who also holds the power and the agenda.  Validation of this experience is to give the child the opportunity to be deeply understood and heard in that moment. This in turn, raises the likelihood of the child making healthier choices.	"I can practise standing in uncomfortable feelings with an adult who helps me understand them so that I don't have to be overwhelmed by my feelings and can make healthier choices - even in the midst of discomfort.  This is recovery, then development."			
Curiosity	Curiosity is the adult communicating that the child, their feelings and why they feel as they do, are all genuinely important to them.  As well as building the child's confidence in the relationship, it builds confidence in staying in the uncomfortable place of "not knowing" and minimises jumping to conclusions.  Curiosity leads to self-awareness, and self-awareness leads to self-control.	"I can practise standing in "not knowing" with an adult who helps me "wonder aloud" so that I don't have to be misunderstood, the victim of assumptions or doubt the relationship with the adult.  I can also sustain a learning experience with open-ended questions that carry over.  This is recovery, then development."			
Empathy	Empathy is the adult communicating to the child a strong sense of being alongside them. Over time that "togetherness" soothes and reassures the child that they are not alone.  The adult is then effectively a secure base for the child, which alleviates fear and increases opportunities for learning.  There is the story of the child that we have on paper, and the story of the child that is revealed each day. Being alongside the child in each revelation leads to healing.	"I can practise standing alongside an adult throughout all the expressions of my trauma so that I can have an adult as a secure base from which to experience the world.  I know I am not alone.  This is recovery, then development."			

## Phases of Learning

SEMH	Recovery	Developing	Establishing	Enhancing
SEMH	Being, Doing, Thinking		Power and Identity; Skills and Structure	Separation and Sexuality
SEMH	ROOTS	SHOOTS	FRUITS	
Academic	ENTRY LEVEL		Functional Skills	GCSEs

In addition to the SEMH provision above, each young person has weekly wellbeing sessions, and mentoring sessions with their staff champion. These focus again on our core values at the Wildings which underpin our day to day provision.

Alongside the therapeutic curriculum, our academic curriculum is designed to provide a broad range of opportunities in addition to a core skills curriculum in Reading, Maths and English. PSHE is also considered as a core subject at the Wildings.

All colleagues maximise opportunities to support cross curricular learning, which for our young people, is hugely beneficial as many of them have large gaps in their learning experiences and need multiple opportunities to

consolidate their understanding. That being said, we do still have a discreet timetable for each young person, with explicit subject areas covered.

### Academic Curriculum

	KS2	Year 7/8/9	Year 10,11	Year 10/11/12
Reading	Read Write Inc as required; Accelerated Reader Scheme		Functional Skills English	GCSE English
Maths	KS2 NC	English Pathway	Functional Skills	GCSEs
English	KS2 NC	Maths Pathway	Functional Skills	GCSEs
Science	Curious City		AQA Science	
History	Curious City		OCR History	
Geography	Curious City		OCR Geography	
PE	KS 2 NC		OCR PE	
Forest School			Btec Level 1 Landskills	
Computing	Curious City			
RE				
PSHE				
Creative Arts	Food tech/design tech/ art.			
MFL	Delivered through termly Culture Days			

In addition to 4 sessions of Reading, Maths and English, all young people receive each broader curriculum subject weekly on their timetable.

Whilst preparing for formal qualifications in year 10 and 11, we also use AQA Unit awards throughout our young people's journey at the Wildings. These provide a formal record of achievement alongside other progress records.

**Curious Cities** provides a framework for science, history and geography enquiry. This resource enquiry based approach supports our development of our young people's curiosity. We want young people to recognise that within themselves they have inner mathematicians and linguists, historians and geographers, scientists and chefs to name a few.

Science links closely with the National Curriculum and covers, in addition to 'Working Scientifically', key areas in Biology, Chemistry and Physics, and young people work towards a single or joint award from year 10 onwards.

**PSHE** is of paramount importance to our young people and alongside **RE** provide additional opportunities to develop our young people as reflective thinkers. Within this area of study young people also are supported to consider life after the Wildings and career or further education choices that are available to them.

**Creative Arts** encompasses art and design technology. For many of our young people they need multiple approaches to securing knowledge, and so opportunities within practical and arts based topics are maximised to support the securing and consolidating of key skills eg fractions in maths is supported by cooking activities.

**PE** sessions are provided on site and also at the local gym - The Wildings have 3 pathways dependent on age, and are informed by the age appropriate National Curriculum objectives. Weekly Enrichment activities also supplement the PE curriculum.

**Forest School** curriculum is structured in the following areas:

- Bushcraft skills
- Carpentry
- Green woodwork
- Survival
- Build and grow (gardening)
- The outdoor environment, flora and fauna

Young people have 2 sessions of Forest School per week, this can change dependant on the individual needs of our young people. Because of the importance of reading and writing, we have a whole school approach to reading and writing and promote this across all lessons.

**Computing** sessions happen in school, and for some young people through attendance at Tubers Academy, which specialises in teaching digital technology.

Our computing curriculum covers :basic computing skills, programming and coding, digital research and online safety and digital citizenship.

## **Timetabling**

A typical day will look like this:

Time	Session	Content
08:30 - 08:45	Colleague briefing	Update on outcomes from previous debrief, news from homes
08:45 - 09:15	Arrival	Young people arrival by taxi and transition into school
09:15 - 09:30	Breakfast	Communal breakfast in the kitchen. Connection time and community purpose
09:30 - 10:05	Session 1	Instruction session with colleagues
10:05 - 10:50	Session 2	Instruction session with colleagues
10:50 - 11:10	Break	Communal snack and reconnection centred around kitchen
11:10 - 11:50	Session 3	Instruction session with colleagues
11:50 - 12:20	Session 4	Instruction session with colleagues
12:20 - 12:30	Daily Reading Session	All colleagues and young people undertake daily reading activity
12:30 - 13:05	Lunch	Communal lunch with communication and social focus around the meal table
13:05 - 13:40	Session 5	Instruction session with colleagues
13:40 - 14:15	Session 6	Instruction session with colleagues
14:15 - 14:45	YP choosing time	Young people choose from a range of communal activities
14:45 - 15:00	Group reflection	Whole school reflection of the day
15:00 - 15:15	End of School	Transition to taxis to return home
15:15 - 16:00	Colleague Debrief	Colleagues debrief from the day, share relevant information and progress.

## **Partnerships**

At the Wildings, a young person's health and well-being is of pinnacle importance. With this in mind The Wildings promotes multi-agency working. The Wildings team have long standing links between educational settings, services, agencies and the community that help to improve the educational achievement, the health and the social choices of young people and their families. We maintain and develop these links in order to support each young person in the five every child matters outcomes:

- **Being Healthy:** So that they are physically, mentally, emotionally and sexually healthy, have healthy lifestyles and choose not to take illegal drugs

- **Staying safe:** from maltreatment, neglect, violence, sexual exploitation, accidental injury and death, bullying and discrimination, crime and anti-social behaviour in and out of school, have security and stability and are cared for.
- **Enjoying and Achieving:** so that they are ready for school, attend and enjoy school, achieve stretching national educational standards at primary and secondary school, achieve personal and social development and enjoy recreation.
- **Making a Positive Contribution:** so that they engage in decision-making, support their community and environment, engage in law-abiding and positive behaviour in and out of school, develop positive relationships, choose not to bully and discriminate, develop self-confidence, successfully deal with significant life changes and challenges and develop enterprising behaviour.
- **Achieving Economic Well-being:** so that they engage in further education, employment or training on leaving school, are ready for employment, live in decent homes and sustainable communities, have access to transport and material goods., live in households free from low income.

In order to inform our provision in respect of these outcomes, The Wildings will ensure partnerships with a variety of professionals, including (but not limited to):

- referring local authorities
- Devon County Council Social Care
- Devon County Council LADO (Local Area Designated Officer)
- Police
- MASH (Multi-Agency Safeguarding Hub)
- Y-SMART (Drug and alcohol services for under 18's)
- YIT (Youth Intervention Team)
- YOT (Youth Offending Team)
- Rights for Children (Devon Early Help Service)
- Educational Psychology Service (Babcock)
- School Nurses
- Young Devon (counselling, runaways, homelessness, abuse)
- Balloons (Grief Counselling)
- Check Point (drug and alcohol counselling, runaways, homelessness, abuse)
- Domestic Abuse Service
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services)

The Wildings colleagues will also be able to signpost young people to alternative means of support should this be necessary. We will support



our young people to feel empowered if they have concerns around their peers in the community. Having this information will empower our young people to help others and this will include (but not limited to):

- Childline
- NSPCC
- Kooth
- Samaritans
- SENDIASS
- Devon Domestic Abuse Service
- Police

Given the importance of early reading, we have engaged with Read Write Inc. to ensure that a robust phonics provision is in place. To protect the dignity of our young people, our phonics provision is focussed on the Fresh Start program. This extends to further reading provision, where we are working with the Renaissance Accelerated Reader program to align appropriate challenge within materials with age-appropriate content.

The timetable is constructed to recognise how more integrated learning occurs earlier in the week and more discreet teaching towards the end of the week to recognise the cognitive load on young people and build in opportunities to reset each session on Friday.

Social activities at break times will be facilitated by colleagues and be used to develop a community feel to the school as well as addressing social targets for each young person.

Champion Time is a reflective period on a Monday afternoon when young people will review their learning through the previous week and complete a reflective diary, setting targets for themselves for the week ahead.

### **Curriculum Impact:**

The impact of our curriculum is under constant review. We frequently reflect on each young person's curriculum offer and periodically review The Wildings curriculum. Subsequent adaptations help to ensure that the curriculum appropriately meets the changing needs of our young people, supporting and challenging the young people to achieve their full potential, both academically and emotionally. Please see the Monitoring and Evaluation Policy and School Self Evaluation document for further detail.

The curriculum is frequently monitored by:

- analysing the outcomes of young people, including daily attendance monitoring
- sharing information via daily colleague meetings
- listening to feedback from parents, young people and significant professionals which supports the young person and their family
- facilitate parents/carers review meetings on a termly basis
- observing teaching and learning
- reflecting on learning walks
- conducting work scrutiny
- learning from case studies of young people
- re-assessing and quizzing young people for appropriate academic levelling
- re-assessing and questioning families, young people and significant professionals to complete after specific therapeutic programmes have been completed, such as solution focused coaching
- completing termly Thrive assessments and sharing with young people, families and significant professionals
- discussions with young people
- daily monitoring and observations by all colleagues, recorded on CPOMS

#### Therapeutic curriculum impact

The Wildings colleagues measure the impact of the therapeutic curriculum using:

- frequent self-assessment
- thrive assessments
- collaboration with families/parents/carers and other professionals
- attendance analysis – both to specific states of being and in general attendance to school
- incidents measured and analysed through CPOMS both a reduction in negative incidents and an increase in positive interaction
- working with other professionals to measure incidents within the community
- engagement in learning within sessions through CPOMS
- CPOMS reports on social interactions
- discussions with young people, their families, professionals and through observation to assess increases in confidence, self-esteem, motivation and generally happiness
- Wheel of Independence formal assessment three times a year.

When a young person engages with these programmes, pathways and interventions, that run as part of their broad and balanced and relevant

curriculum, we will see a young person grow holistically. Our intention is for young people to steepen their progress trajectory and achieve the following:

- academic ability, in line with their peers and their personal ability
- attendance to reach and maintain a minimum of 97.5% for each young person
- negative incidents to be considerably reduced
- growth of positive interactions
- zero negative incidents in the community
- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being
- maintain consistent positive relationships with others
- maintain positive and consistent engagement in academic states of being
- become a lifelong learner
- secure employment, or to move on to higher education studies

We will evaluate the effectiveness of our entire curriculum by measuring, recording and analysing the following:

- attitudes to learning
- attendance
- emotional growth
- academic growth
- how well young people develop schema

## Academic Assessment

### Initial baseline work

When a young person arrives at The Wildings, s/he will be baselined for all areas of the Wildings curriculum within 6 weeks. For English and Maths, this takes the form of teachers' assessment of the young person's work during those 6 weeks related to the subject specific curriculum. This will determine the pathway that they are entered in to. This pathway could be Entry level, Level 1 or Level 2 depending on the teacher assessment. The process takes into account historical referral

document information as well. For other subjects, the focus is on teachers' assessment of the YP's work during the first 6 weeks. This information will be electronically stored in the young person's assessment file.

### Annual Tests

Three times per year, all young people will be tested using the same group of tests used for baselining, related to their pathway. These will cover: spelling, reading, writing and numeracy. The tests will show progress along the young persons pathway.. The tests will show progress towards the pathway goal that a young person is travelling along. .

### The wider curriculum:

The wider curriculum has been designed taking into account the needs of the young people who attend The Wildings. Enquiry challenges offer opportunities to assess to what extent the young person 'knows more and remembers more' against the objectives experienced within an enquiry. Where learners have excelled or perhaps need to revisit objectives are noted on the enquiry planning and cross referenced with the curriculum coverage grid. The grid below shows an example (Historian) where the objectives are experienced again within the curriculum and so when the young person revisits the objectives, particular focus will need to be given in order to secure understanding.

KS2		Y3	Y4	Y5	Y6
<b>History</b>		Where does the darkness come from? How can we find out about people in the past? What is underneath our feet? Why did people travel in the past? How can you feel the force? How do plants die? What is the difference between surviving and being healthy? What is the difference between noise and sound? Why are more people becoming vegetarian? Why do we live here? What is creativity? What should you flush down the loo? Who has stood here before us? How can we switch off? Where does our water come from? What does the Earth look like from the Solar System?	How can you show what you believe in? Where is our twin? How can science help the homeless? Who is trading with whom? What makes a good performance, great? How are you helping to save our planet? What do forces actually do? How are lives saved? Who were the greater engineers? Linnaeus and Darwin - how are they connected? Where does our food really come from? How do we all live together? Why are shadows important? How big is your footprint?		
<b>Historical understanding</b>	continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms				
	regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance				
	construct informed responses that involve thoughtful selection and organisation of relevant historical information				
	understand how our knowledge of the past is constructed from a range of sources				
<b>Historical knowledge</b>	changes in Britain from the Stone Age to the Iron Age				
	the Roman Empire and its impact on Britain				
	Britain's settlement by Anglo-Saxons and Scots				
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
	a local history study				
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China				
Ancient Greece – a study of Greek life and achievements and their influence on the western world					
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300					

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

As the chart above demonstrates, the primary curriculum is covered within a variety of challenges and regularly revisited to embed learning and develop schema so that the young people can do more and can remember more. As a young person progresses through the curious city curriculum, colleagues will identify strengths with the young person and they will have access to different pathways once they have completed the curious city curriculum. These pathways will lead to qualifications in

Science, History and Geography. Initially these pathways will be working towards entry level qualifications in each subject area and for those that excel, this could progress on to level 2 qualifications. A young person may choose 1, 2 or all three pathways to progress on to once the curious curriculum is completed.

#### Formative assessments

Formative assessments take place in every lesson. Regular feedback to each young person will inform each young person of achievement and next steps. Progress and engagement will be recorded for each lesson and whether objectives have been met will be recorded and shared amongst colleagues.

#### Summative Assessments

Summative assessments take place at least twice during the academic year, but in some cases may happen 6 times a year – the timing of these will be specific to the individual young person and directly related to their start date with us and their progress along their pathway. .

Colleagues use this summative information to inform their assessment of each young person's progress. This assessment (points) is then recorded. As the trajectory evolves, colleagues will be well placed to consider the effectiveness of the curriculum offer for each young person and where changes need to be made.

#### Aspirational Targets

Colleagues base targets on an expectation that each young person will maintain at least a parallel trajectory with 'national' from their starting point at the Wildings. Once colleagues are confident that the young person is on such a trajectory, greater aspiration can then be built in. Here, greater challenge will be seen in the day-to-day teaching. If a young person attains well, accelerated progress will be made and they will be making up ground on his/her national counterparts.

#### Moderation

Colleagues meet to discuss their judgements of each young person at least every half term. A range of information will inform these moderation meetings, including work scrutiny. Where possible, Wildings

colleagues will be joined by subject specialist colleagues from local mainstream schools to help ensure that moderated judgements are accurate. For English and Maths, examples of teachers' work we aim for assessments to be evaluated by an external moderator or governor at least once a year.

In each young person's file, there will be evidence of moderated work.

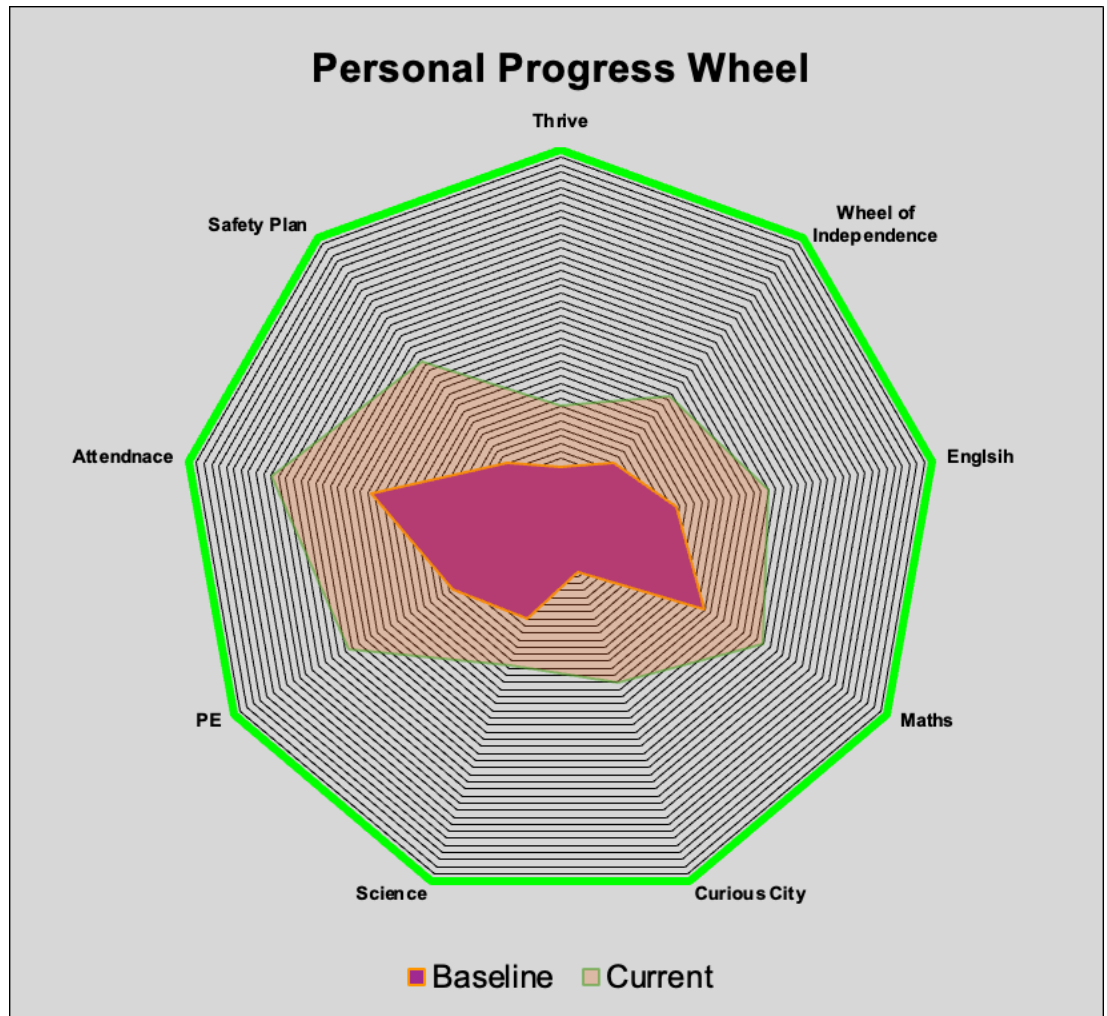
#### Young people's Progress Files

For each young person, there is a file of evidence kept to demonstrate progress in their academic work. For English and Maths there will be at least one piece of assessed work every half term. For some subjects, the evidence may take the form of a photograph or other means. This file is maintained for the duration of the young person's placement. This means that progress can be seen over time and will be helpful in informing teaching. Baseline information will be helpful in determining how well each young person is progressing through the curriculum.

#### Analysing Progress

The Wildings sets high standards. Progress in Reading, Writing, Spelling, Mathematics, Wheel of Independence, Thrive, attendance and communication will be captured. The initial baseline assessment forms a starting point for progress to be measured from. Therapeutic interventions form a key part of accelerating progress and removing barriers. Our expectations are ambitious and we aim for all young people to achieve level 2 qualifications. Most young people arrive at the school significantly behind their peers in all areas. We build further ambition by working with each young person in helping them close the attainment gap with their peers nationally.

An example of a progress graph:



## Roles and responsibilities

Roles within the school:

Mike is Principal

Steph oversees Maths and leads on curriculum

James oversees English and computing

Mel is SEMH lead and oversees this aspect of the provision, along with therapeutic mentoring provision.

Karen leads on the recovery phase, PSHEE lead and is our lead thrive practitioner, supporting with emotional development interventions.

Steve leads our curious city and PE curriculum

Tom leads our outdoor education provision and forest school. Naomi supports in Maths



Governance is responsible for:

- approving and monitoring this policy.
- liaising with the Principal and colleagues with regards to young people's growth.
- assisting the school with the creation and implementation of the curriculum.
- checking the curriculum is inclusive and accessible to all.

The Principal is responsible for:

- devising long and medium-term plans for the curriculum in collaboration with colleagues and other members of the school community.
- communicating the effectiveness of the agreed curriculum to Governance on a termly basis.
- ensuring the curriculum is inclusive and accessible to all.
- assisting colleagues with the planning and implementation of the curriculum, ensuring their workload is manageable.
- ensuring the curriculum is implemented throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- receiving and analysing reports on the growth of young people and reporting these results to Governance.
- together with colleagues, making any necessary adjustments to the curriculum where required.
- keeping up-to-date with any relevant statutory updates and taking action where required.
- creating and maintaining an up-to-date curriculum intent statement.

- ensuring the curriculum is designed, implemented and evaluated in accordance with this policy.
- Updating and ensuring that colleagues adhere to this policy.

Colleagues are responsible for

- implementing this policy throughout their practices.
- ensuring session plans are reflective of the school's curriculum.
- implementing the curriculum in creative ways, appealing to different learning types and keeping young people engaged in content.
- creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Principal.
- creating weekly plans in collaboration with colleagues and sharing these where required.
- collaborating with the Principal and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- working closely with the SENDCO and colleagues to ensure those in need receive additional support in lessons.
- ensuring more able young people are given additional, more challenging experiences to celebrate their talents.
- celebrating all young peoples' academic achievements.
- sharing growth of young people with SEND to the team and ensuring any difficulties identified are discussed and resolved.
- monitoring the growth of all young people and reporting on this to the team.
- working to close the attainment gap between more and less able young people.
- supporting and offering advice to colleagues on issues relating to the subject or curriculum area.

- monitoring young peoples' growth within the department and reporting on this to the community.

The SENDCO is responsible for:

- collaborating with colleagues to ensure the curriculum is accessible to all.
- ensuring teaching materials do not discriminate against anyone in line with the *Equality Act 2010*.
- carrying out SEND assessments where necessary and ensuring young people receive any additional help they need.
- liaising with external agencies where necessary to ensure young people who require additional support receive it.
- ensuring there are specialist resources and equipment available for young people in need so that everyone can have full access to the curriculum.

## 2. States of Being:

The school will have due regard to the national curriculum at all times throughout the school year.

The school will have PSHEE and SMSC running through all activities and interactions.

The school will have due regard for the young person's prior educational experiences.

States of being are used in place of traditional subjects in curious city. They are used to give a sense of purpose to young people using skills and knowledge. This enables us to focus on giving experiences, talking to role models and creating aspiration. We know that when we teach young people skills and knowledge in isolation, like punctuation in English, they rarely make links to other subjects. Young people in our context are often extremely disengaged from education and do not see the point. Making links across different states of being is important to help young people apply the knowledge they are gaining in different areas. It also creates a structure that is leading somewhere in everything

they do. This will highlight their strengths and work towards a longer-term aspiration beyond school. The school will ensure every young person has access to the following states of being:

- Author (consisting of Reader and Writer)
- Mathematician
- Scientist
- Historian
- Geographer
- Engineer
- Artist
- Musician
- Philosopher
- Linguist
- Athlete

Each young person will have frequent opportunities to develop:

- resilience
- wellbeing
- their understanding of cultural diversity
- links within the local and wider community

As young people recover effectively and grow cognitively, related to their recovery, they will have access to more specialised states of being. They will progress through our cognitive spheres identified as Recovery, Establishing, Developing, Enhancing and Extending:

Sphere	Recovery	Establishing	Developing	Enhancing	Extending	Specific
Thrive	Being	Doing	Thinking	Power and Identity	Skills and Structure	Interdependence
Structure	Connection	Enquiry			Investigation	Classic
Development signpost	Therapeutic Recovery moving to EYFS & Development Matters	EYFS & Development Matters moving to KS1 National Curriculum	Lower KS2 National Curriculum	Upper KS2 National Curriculum	KS3 National Curriculum	KS4 + NVQs

As young people engage with the specific spheres of cognitive development, they will be supported to consider and progress to study for national qualifications related to their chosen pathway. This may include Functional Skills, GCSE's, BTEC's and/or vocational Qualifications. This progression will be supported when they reach the relevant cognitive stage.

Homework will be provided when requested by a young person. Our ambition is that the young people will become so engaged in their learning journey that they decide to take their work home with them.

### 3. PSHEE

PSHE education (see PSHEE policy, RSE policy, Careers policy) develops character and resilience and equips young people with the knowledge and skills to help keep themselves and others healthy and safe. Through PSHE education, young people can explore "real life" personal, social and environmental issues that prepares them for their future. There is growing evidence that the skills and attributes acquired through effective PSHE education has a significant impact on young people's academic achievement, employability and future life chances. By providing a curriculum that has PSHEE at the core, alongside our therapeutic approaches we will help break down barriers to learning that our young people have previously faced, therefore enabling our young people to lead happy and fulfilling lives.

### 4. Equal opportunities

There are nine protected characteristics outlined within the *Equality Act 2010*:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any member of the community found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the colleagues have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **5. Engagement with families outside of school hours:**

At The Wildings, we recognise that young people would have been referred to us due to them not being able to succeed within a mainstream environment. It is our passion and dedication to each young person as an individual to help them recognise their own areas of growth, academically and emotionally that they are able to work on. We recognise that building connections with all concerned is an imperative part of this work in order for this to be successful. The ultimate aim would be to be able to bring the whole family unit together to undertake an activity of the young person's choosing. This would need

to be held when all members of the family unit are available, such as weekends, evenings or within the school holidays.

Part of this is important for a young person to have consistency and support both within an educational setting and to be able to transfer the skills that they learn to other parts of their own lives within the home and within the community.

We will undertake work with families, with the parents and carers, supporting them to form strong connections with The Wildings colleagues. This will ensure that their needs are being listened to and supported. With transparent communication from all parties, we will support the clear and respectful communication of thoughts and feelings from the young person to their family unit and vice versa.

One of our aims is to facilitate a family day out, in which the young person takes ownership of choosing the venue, assessing for suitability and viability, distance, cost and using the skills that they have learnt throughout their curriculum subjects to implement this. The Wildings would be able to fund and facilitate this excursion, and be able to support the re-building of the family dynamics through play and transparency, whilst simultaneously building the young person's confidence, and improving muscle memory for everyday tasks such as budgeting, time management.

## **6. Monitoring and review**

This policy is reviewed annually by the Principal and Governance

Any changes made to this policy will be communicated to all colleagues and relevant stakeholders.

The scheduled review date for this policy is 15th April 2025.