



‘My Voyage’



Whole School Curriculum Statement

See also; Communication & Reading Strategy; Spiritual, Moral, Social and Cultural Development statement; Intervention Strategies; Topic Webs (appropriate to specific classes) and Curriculum statements (appropriate to Pathways).

My Voyage:

The 'My Voyage' Curriculum has four flows. These flows consider the needs of learners and the ways in which they will make best progress. This means that the flows, whilst they may on occasion teach the same area of study, will have different approaches to learning. All flows have a planned curriculum approach and, whilst all are taught by highly skilled staff, not all are taught by subject specialists. Learners start from the safety of the mooring and challenge themselves through our learning flows. All flows consider the individuals, and their families hopes for the future. All have high expectations and none of them limit the learning journey of a young person. Just like roads, flows can cross, and learners can have some individual aspects of a curriculum which might be delivered in another flow/approach, for example, a learner who is musically talented will be encouraged to develop skills from their individual starting point and not be limited by the flow they are on.

Class groupings are flow based but also consider the key stage, the dynamics of individuals and the group. This gives everyone the best opportunity to make progress.



A group of cyclists are riding along a gravel path that winds through a dense, green forest. The path is made of light-colored gravel and is flanked by tall trees with thick foliage. In the foreground, a cyclist wearing a bright orange jacket and a large red backpack is leaning forward, pedaling. Behind them, another cyclist in a black jacket is also riding. Further down the path, two more cyclists are visible, one in an orange jacket and another in a grey jacket. The scene is bright and airy, with sunlight filtering through the leaves, creating a dappled light effect on the path and the cyclists' clothing.

Charting a Course

Our school name, NeneGate, derives from the river which runs through our city. We view our educational journey as a voyage along that river. Rivers rarely flow in straight lines; in the same way our own personal learning voyage may twist and bend to follow the contours of the landscape or challenges ahead.

Sometimes the current runs in our favour and we can move swiftly and make rapid progress; at other times the current runs against us and it can feel difficult to make any headway. Sometimes the waters are clear and calm and it is easy to work out where we are going; at other times the waters are a little murky and turbulent and we need help to navigate through them. Sometimes our voyage to success is clear; at other times we need to meander and overcome obstacles. We may need additional support to help us navigate the flow.

Everyone in our school is on their own river voyage. While each individual's chart may be a little different, the destination is the same: just as a river pours out into a sea of possibilities, so we want our pupils to be ready for the world ahead of them; to leave us for the next step of their voyage with the skills to successfully navigate life, in command of their own ship.

The Pillars of our School; 'Be Engaged, Be Ambitious, Be Resilient', underpin the expectation that we identify, develop and celebrate every individual's qualities, making sure that we plan from where the learner is.

A curriculum for the Future of the individual.

Our learners have varying and often unsettled social, cultural and spiritual backgrounds, including in their experience of education. This sits alongside their different, and often rapidly changing, social and academic needs.

Whilst it is important that we give all learners the opportunity to have a set of common experiences – with high aspirations for all, we must make sure that the needs of our learners are met by the adaptations we make to the opportunities provided. Our planned learning prepares young people well for their next steps in life, remembering that their voyage doesn't stop here.



A photograph of a waterfall cascading over mossy rocks, serving as the background for the slide.

‘My Voyage’

The ‘My Voyage’ curriculum has four distinct curriculum pathways. We can imagine those as four flows in the same river. While they may diverge and take different routes, they will still lead our pupils to the same end destination. Every one of our pupils has their own boat. These boats are made up of eight constituent parts: while the eight parts may be the same, how those individual parts are constructed may be different, depending on the needs of the individual. The eight parts are:

- Myself
- My Learning
- My Communication
- My Progress
- My Outcomes
- My Next Steps
- My Crew
- My Enrichment



A Purposeful Curriculum:

The 'My Voyage' Curriculum has four flows and ensures that purposeful experiences are prioritised, based on need and starting points as well as exposing learners to a range of opportunities and approaches.

We believe we must first identify what is most important for each young person to learn to enable the next step of their learning journey. It is key that we offer learners a curriculum which is rich in experiences, knowledge, understanding (including vocabulary) and skills. For our curriculum to work at its best we must:

- Know our learners well, including their families and wider networks.
- Start from what each learner knows, understands and can do.
- Allow our learners to excel at those things they do well.
- Give our learners opportunities to achieve in the wider sense through our extending the boundaries curriculum including first-hand learning and experiences (Pledges & 99 Things).
- Develop opportunities to allow all learners to reduce their dependency on the staff around them in readiness for when they leave us, including developing their capacity to self-regulate.
- Enable learners to be valued members of their local community and be well placed to access the wider community
- Celebrate success at every opportunity. To do this we must measure and value the progress our learners make including the small steps, as well as the bigger waymarkers.

The Delivery of the National Curriculum's Core and Foundation Subjects

Through our flows we ensure the delivery of Core subjects and other National Curriculum areas. The aspects related to wider learning are delivered through our Extending the Boundaries Curriculum (EBL).

Using an individualised approach, we ensure that we are constantly building on previous experiences, knowledge, understanding and/or skills. We do this by knowing and understanding where our learners want to go next. To know and understand where we want each learner to get to at the next transition or by the time they leave us, we **MUST** know what their hopes and aspirations are.

Through our use of assessment and Evidence for Learning (EfL), we monitor and evaluate steps of progress. We ensure that learning follows a coherent sequence; that is planned and that is retained and applied. We do not place a ceiling on the opportunity to gain from our curriculum at any level.



So What Does that Mean?

What we know about learning:

Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom. The process of learning is rarely the same. It can happen in a wide variety of ways and in different places but doesn't always come easily. Sometimes we need help to navigate barriers to learning so that progress can be made, which looks different for each individual.

The challenges to learning can look and feel different, in different places at different times. Learning is not linear and opportunities need to be planned and shaped to meet the needs of individuals, providing strong foundations to build upon in preparation for next steps. We refer to this shaping as our 'My Voyage' curriculum.



Our Vision

At NeneGate School we are dedicated to the creation of a positive, inclusive and nurturing environment, where students are prepared to move on to the next stage of their education or working life as successful, confident, resilient young people, who can make a positive difference to society. We celebrate success and enjoying learning alongside one another. We accept and value difference and work collaboratively to ensure all feel safe and thrive.

The curriculum is designed to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. We want our curriculum to engage pupils as active participants in their education.

The promotion of social, moral, spiritual and cultural development is delivered through all subjects via our school Pillars;

- Be Engaged
- Be Ambitious
- Be Resilient

The Pillars, detail is under development

Learner Characteristics:

***Discover learners** are not accessing discrete subject learning and working at pre key stage standards for some areas of the curriculum.*

***Explore learners** will have access to some discrete subject teaching with an emphasis on prompting communication, independence and problem-solving skills.*

***Adventure learners** will follow the thematic curriculum, with Primary following a Thematic approach and Secondary pupils offered discrete English, Maths, Science, DT, Music, PE and Swimming at Primary.*

***Pioneer learners** will follow the National Curriculum and discreet subject learning. Primary will follow a thematic model with much discretet leaeing, with subjects being taught in greater depth.*

Learner Characteristics

- Emerging appropriate communication of communication of needs and wants
- Emerging contextual and social awareness
- Engagement in familiar routines
- Beginning to develop joint attention

Learner characteristics

- Appropriate & Intended communication of needs and wants
- Greater contextual and social awareness
- Emerging problem-solving skills
- Developing levels of comprehension

Learner Characteristics

- Appropriate and positive engagement in reciprocal communication
- High levels of independence
- Socially aware and shows want to engage
- Developing understanding of abstract concepts
- Greater levels of comprehension and retention

Learner Characteristics

- Full engagement in appropriate conversations and voicing opinions, even when challenging
- Communicates for varying contexts
- Positive social awareness and ability to read social ques and hear opinions of others
- Able to comprehend more complex concepts, ability to access discreet learning toward GCSE or similar

The Thematic Curriculum

- Multi-sensory experiences to support learning and engage in thematic content
- Opportunities to appropriately express needs and desires
- Make connections to the world around them

Planning

- Continuous, holistic provision across sessions
- Most subjects taught thematically
- Five domains used to drive learning experiences
- Communication, Pupil Voice, Independence and PLGs woven through all learning opportunities
- Target setting linked to Personal Learning Goals (PLGs) unless able to access MBA Flight Paths.

Assessment

Progress measured against our Flight Paths, including pre key stage standards and PLGs Linked to EHCP outcomes.

The Thematic/Core Curriculum

- Sensory experiences to support learning and engage in thematic content
- Opportunities to appropriately express needs and desires
- Make connections to the world around them at a wider level, beyond the school and the direct local community.

Planning

- Core subjects taught discretely; non-core taught thematically.
- Additional discreet teaching of specialist subjects (ie DT)
- Targets set from subject specific & aspect Flight Paths
- PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Progress measured against our Flight Paths, including pre key stage standards, NC aspects and PLGs Linked to EHCP outcomes.

The Subject Specific Curriculum

- Further opportunities to appropriately express needs and desires of themselves and others
- Make connections to the world around them at a wider level, beyond the school and the direct local community.

Planning

- All subjects taught discretely
- Targets set from subject specific & aspect Flight Paths
- PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Pupils on this Pathway are measured against the National Curriculum through our flight paths and will have the opportunity to be assessed against formative assessments such as GCSE or BTecs.



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Extending the
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Our flows:

Discover

The Discover flow enables learners to interact and access the world around them through planned teaching, exploration and observation. This pathway lives out our ethos through our pillars:

Be Engaged: Discover learners will have high levels of support to engage with a learning environment. Models based on continuous provision will be used to provide structured and appropriate learning experiences within a nurturing and safe environment. Many of these activities will be self-lead, with learners choosing the activity and being supported by staff. Learners will begin to understand how to respect and look after their learning environment and each other.

Be ambitious: Our Discover flow is structured to support learners to acquire the foundation skills needed to access a more formal curriculum. Each learner will have a bespoke, ambitious programme that supports them to develop their understanding of the world and to be comfortable in it. This curriculum is ambitious in its design by ensuring that pupils have opportunities to have immersive and concrete learning experiences to fill developmental gaps.

Be resilient: Discover learners will have limited self-resilience and a low sense of self-worth. They are often unable to identify or regulate their emotions and will usually rely on staff to support and advise them when anxious and to co-regulate their behaviours and enable them to stay safe. Consistent adults are essential to support feelings of safety and to enable them to explore the world and feel comfortable taking controlled risks. Over time, effective strategies to support co-regulation and to rely on trusted adults will become embedded and enable these pupils to move to a semi-formal curriculum flow.



Our flows:

Explore



The Explore flow continues to support learners to have the desire to experiment and challenge their knowledge, building on what they already know, understand and can do. This pathway follows the expectations of the National Curriculum, which is adapted to enable our learners to engage with materials that will support them for life beyond NeneGate. This pathway lives out our ethos through our pillars:

Be Engaged: Explore learners will be supported to engage with education and explore the learning and wider environment. This might include learning outdoors, in specialist spaces or visiting other places. These learning opportunities might be self-lead, informal, giving learners the chance to choose the activity, or developed through a structured approach, where staff will decide on the learning activity and reasoning, and will support the learner through direction. This pathway expects learners to have the respect for their learning environment and the impact they have on it.

Be ambitious: This pathway does not expect that learners will always make connections between learning themselves, but plans support to ensure that they are successful (through staff intervention such as questioning) at relating new knowledge, skills and content to previously learned knowledge, skills and content.

Explore learners gain experience by being presented with structured problems to solve. These learning experiences will be designed with ambition, building on previous experiences. These may be formal or informal; developing thinking skills and offering feedback related to learning outcomes. Explore learners will experience new skills and topics that they will not have experienced before, they will have the opportunity to explore this new learning through hands on activities to gain conceptual understanding. These activities will be built into the sequence of lessons preventing misconceptions, thus making formal recording of tasks accessible and less daunting.

Be resilient: Explore learners typically have fleeting resilience and self-worth. At times they will rely on staff to support and advise when they are feeling anxious. Staff in turn will advise and/or direct the learners to remain safe. These interactions between staff and learners are small bespoke, learning opportunities, where over time, learners can create a toolbox to help them recognise their thoughts and feelings and as a result they can pick the appropriate response to calm and manage their own behaviour. Over time, when strategies are identified by staff and learners, the learner will begin to move from co-regulation to increasing their capacity to self-regulate with prompts and guidance . Success in learning will be celebrated at every opportunity.

Our flows:

Adventure



The Adventure flow continues to promote learning through exploration and by theme, but also develops additional subject specific skills. Pupils are taught to experiment, challenge and extend their knowledge. This pathway follows the expectations of the National Curriculum where possible and lives out our ethos through our pillars:

Be Engaged: Adventure learners will be taught to develop their understanding of the wider world through opportunities to experience different environments, different cultures and different ways of working. These learning opportunities will be increasingly formal but continue to give learners the chance to be selective in their approach or they can be supported further through a more structured approach. This pathway does not expect that learners will always make all connections themselves, but they are encouraged to do more so by staff who know how to engage and extend their thinking to build new knowledge, skills and content.

Be ambitious: Adventure learners gain experience by being presented with problems to solve, some of these problems will be presented through subject specific opportunities. These learning experiences will be designed to build on previous knowledge, understanding and experience be these formal or informal, developing thinking skills and offering feedback related to learning outcomes.

Be resilient: Adventure learners will understand and test their place within the world to develop their resilience and love of learning. They will be taught by the thoughtful challenge and intervention of staff to have the tools which enable them to find the answers they need, developing their ability to make connections through themed learning and increased subject specific learning. Learners will develop their capacity to accept and act on feedback and Success will be celebrated at every opportunity.

Our flows:

Pioneer



The Pioneer flow builds on and from the knowledge, skills and understanding previously experienced by the learner. This flow to success follows the expectations of the National Curriculum. This flow lives out our ethos through our three pillars:

Be Engaged: Pioneer learners will experience subject specific study, providing learners with opportunities to experience and be challenged by meaningful and engaging contexts. They will respect these contexts and be respectful of themselves and others, giving themselves the opportunity to take part as much as they can.

Be ambitious: Pioneer learners will be given informal and formal feedback, highlighting their learning targets and outcomes. They may study a range of accredited courses and will be expected to, with support, manage their learning and produce the work needed to be successful in examination courses. Pioneer learners will be inspired to undertake self-interest study where appropriate and will have a clear and ambitious post-16 pathway.

Be resilient: Pioneer learners will have high expectations of themselves, including in their own personal development such as resilience. They will rely on staff only when necessary, and staff in turn will encourage this independent approach to learning, discovery and consolidation. They will keep in mind their own safety and consider the safety of others in all that they do. Success will be celebrated at every opportunity.

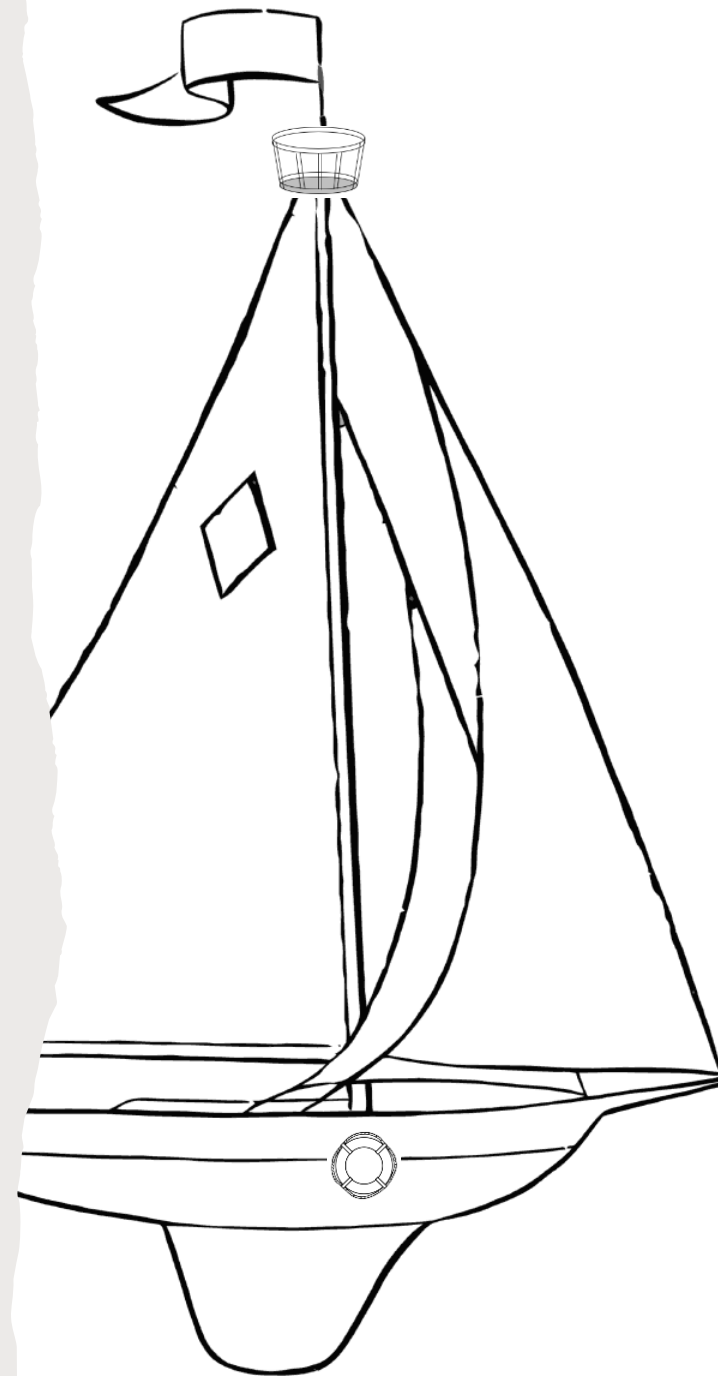
How it works

Our Flows can be thought of as the part of the River our boat is on. Each moves in the same direction and every flow is a safe place to learn, but they move at different speeds and may chart a different course.

The boat is made up of many parts. We must have all parts if we are to sail safely and be a well-rounded individual.

The support we receive along the way can be seen as the buoys which guide our path. Each Flow heads in the same direction but some have more guiding buoys than others. These guiding buoys make sure that learners have the support they need to continue their voyage. The support ensures that learners have what they need to engage them in learning and ensure progress is made, supporting them to reach their end destination, whatever that may be.

Nothing stops learners travelling onto different Flow and being supported by additional buoys. This prevents any learner being limited by the curriculum pathway they are on. We understand at NeneGate School that learners face many different challenges, just like the challenges boats face on the rough tidal rivers. Our role is to remove these barriers to enable our boats (learners) to navigate the waters safely to their next destination (life beyond NeneGate School).



The Ship

There are eight aspects to our curriculum. Just Like a Ship, it is made up of parts. All parts are needed to engage our pupils in being a well-rounded individuals. It enables up to progress along or across the Flows. Each Flow includes all eight Parts.

My Communication

Students will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success, just as the call from the crow's nest is key to a ship's safe passage. Learning will also support in the identification of likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. Being a positive and effective communicator is a life skill, without communication we are at risk of going off course.

Outcomes

Outcomes are the Mainsail of our Voyage. Our Students have targets taken directly from their EHCP outcomes which are woven into all aspects of their time at NeneGate School. There may also be other targets set depending on the individual needs of the learner. Each learner will aspire to a next step. Targets will be set to help each learner chart their path to these outcomes, ensuring that they are as ready for the next stage in their learning or life as they can possibly be.

Being Me!

It is important that all our students enjoy being themselves and value who they are and all that they can achieve. We identify their strengths and work from these. They, like the ship's wheel, then have control of their voyage.

My Progress (including Annual Reviews)

Like a rudder this guides our route or what we need to learn. We use our flight paths, to measure progress through a range of aspects of learning. It is important that we understand how far we have come and therefore we celebrate success at every opportunity. This is reviewed annually as part of the EHCP annual review meeting. This will be mapped against the outcomes on the learners EHCP and will be collated, monitored and analysed on Evidence for Learning (EFL).

Future (PFA & CEIAG)

We know that high quality careers education and guidance is critical, like a mast. It supports the achievement young people's aspirations. It helps to prepare them for the next step in their education or readiness for the workplace, as part of preparation for adulthood, by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. We support pupils to gain self-development and career management skills they need to achieve positive employment destinations, and help pupils to choose their pathways, improve their life opportunities and contribute to their community.

My Enrichment

This is like the Spinnaker – it is the extra, that additions which make us develop faster and into a more rounded individual. This includes our commitment to extending the boundaries of learning, for example through our 99 things.

Crew

It is important to us that our students have empathy and understanding for those around them, can work as part of a team and are engaged in their community. This includes their school, but also the communities in which they live. Our pupils come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

My Learning

This is defined into 4 areas of study; Physical Emotional, Social and My Thinking. Each aspect includes different parts of curriculum study. We need all aspects to be successful and to have the tools we need to be well prepared for adult life.



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Being Me!

It is important that all our students enjoy being themselves and value who they are and all that they can achieve. We identify their strengths and work from these. They, like the ships wheel, then have control of their voyage. To help them do this we must know our pupils well. We start by being well informed.

My Likes:

My Family/Carers:

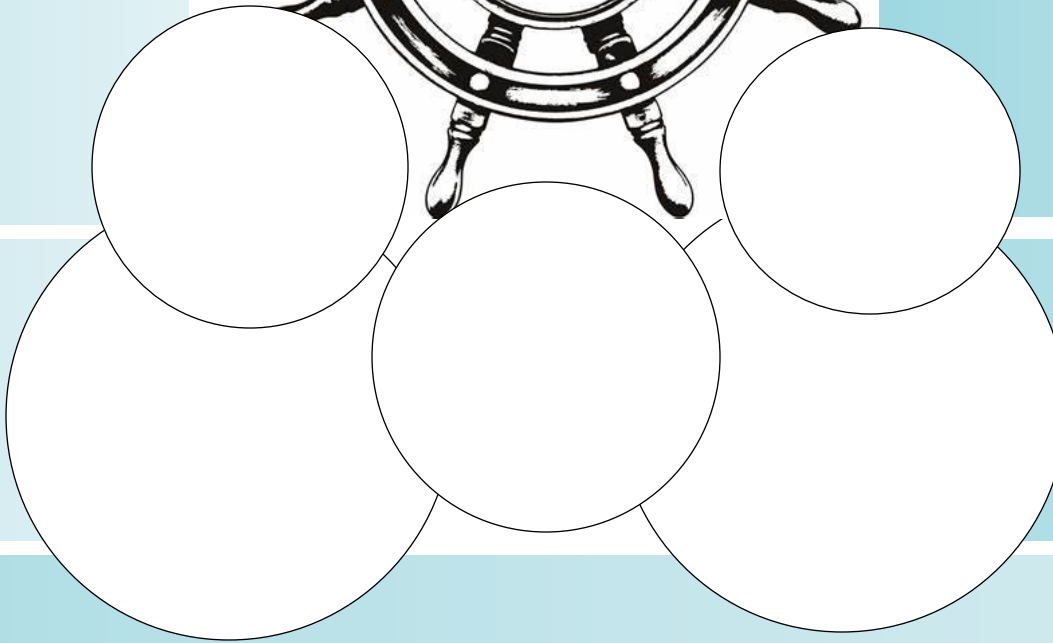
My Dislikes:

My Superpower:

My Medical Needs:

My Aspirations:

My Trusted Adults:



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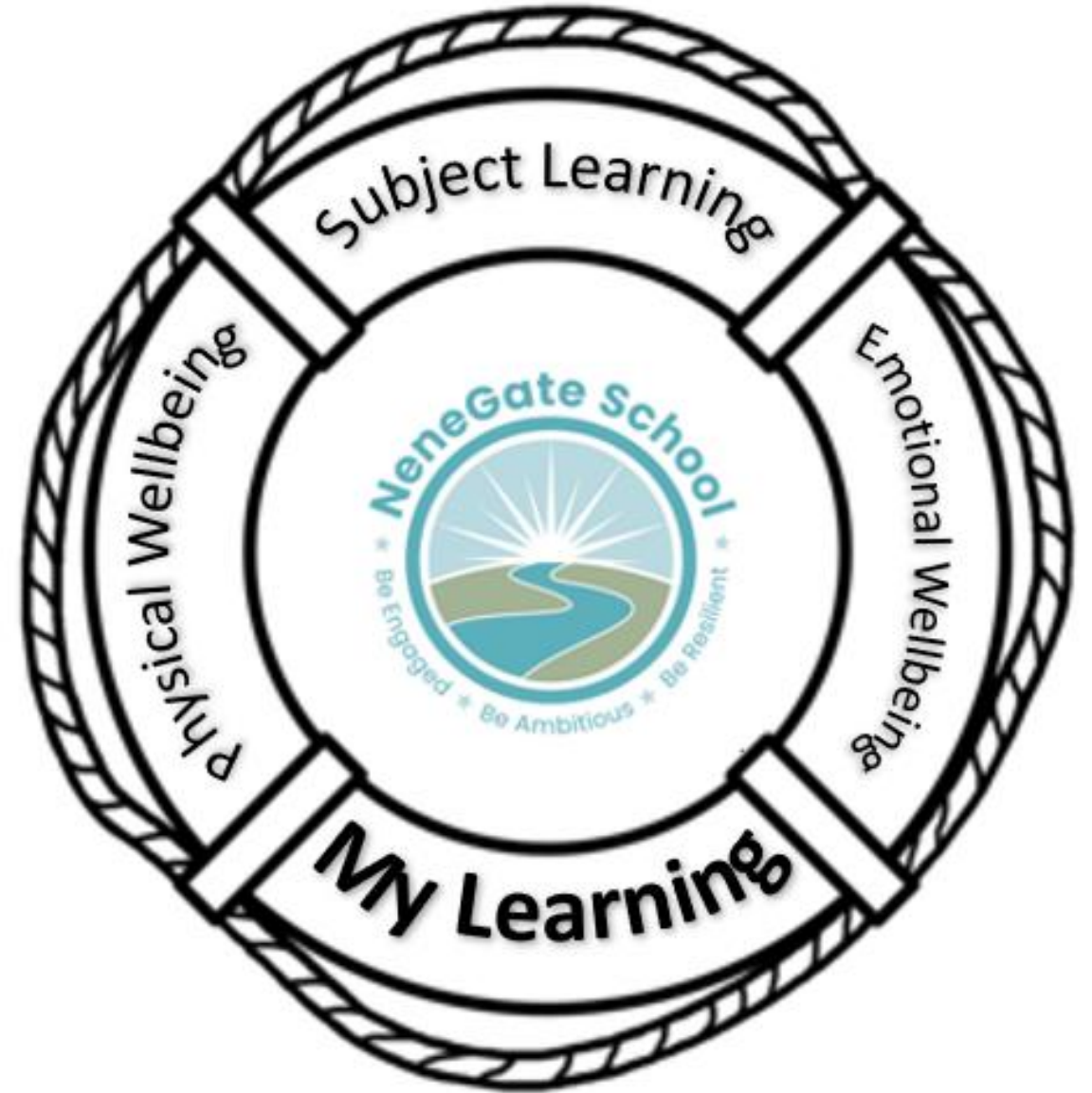
Achievement
for all

My Learning: A Planned Approach

We believe that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The My Learning aspect of our curriculum is designed and implemented so that it builds on prior knowledge and prepares pupils for the next stage in their education. Lessons are engaging, inspiring and suitably scaffolded so that pupils are able to achieve, or go beyond, their potential – we truly believe in having no ceiling to achievement.

Development of language and building knowledge are integral to curriculum planning. Meridian Subject leaders, who work across all schools, support staff to carefully construct a curriculum that promotes a deep understanding of a wide range of topics whilst also developing the NeneGate values, using their subject knowledge and the NeneGate staff understanding of learners' needs. Teachers plan learning that use all that we know about the young person and gives opportunity for pupils to embed and recall knowledge. This builds firm foundations for progression to the next level of their learning.

We adapt our curriculum with a focus on the development of literacy skills, which is a key focus across all classes and year groups within the school – learners cannot access the most engaging lessons if the literacy skills are not there to support. We have a whole school approach to the development of literacy and language acquisition, and this can be seen in all subjects, delivered all teachers and teaching assistants, but also in the site team and office staff interactions with our learners during the day.



Discover

My Subject Learning: On the Discover Flow, learners will not study subject specific content, but will follow a topic based curriculum, which aims to develop life skills, behaviour for learning and appropriate social interaction. Learning will build on their interests and will be thematic, providing a vehicle for meaningful, engaging, and structured learning. All aspects of the curriculum are considered through practical application of skills and new knowledge. Learners will be offered the opportunity to apply and embed their knowledge through approaches which are safe and fun.

My Social Literacy: On the Discover flow, developing social skills is crucial when preparing for adulthood. This will support the learner to make a positive contribution to society. Pupils will have opportunities to engage in group sessions, including turn taking, sharing stimuli and experiences. There will also be opportunities to practice social skills in the local and wider community through educational visits, end of term visits and working towards the "Pledges" and "99 things to do before your 15³/₄."



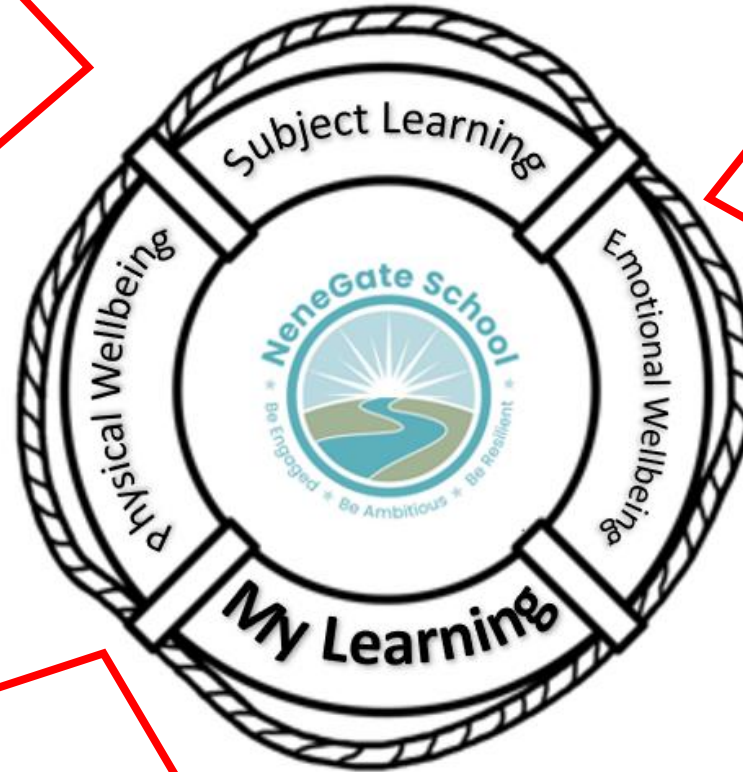
My Emotional Literacy: On the Discover Flow learners will have the opportunity to develop their understanding of how they are feeling. Visual and verbal support will enable learners to label emotions and apply alternative strategies that support self-regulation. Learners need support to understand how their decisions impact on the feelings of others and PSHE lessons are used to support this. Learners will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success. Learning will also support to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. ELSA and other therapeutic sessions are personalised to the needs of the learners that provide further opportunities to learn proactive strategies to manage their emotions. Learning will also support pupils to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving.

My Physical Well Being (including My Safety): Learners will be exposed to a variety of activities to identify their talents. Discover learners should expect to experience hands on, fun activities throughout the curriculum. Activities will be designed to cater for the learners sensory profile, predominantly active, explorational learning with intent to create awe and wonder towards learning. Behaviour for learning is a key focus for Discover Learners, which is built into planned Outdoor Learning activities. These support learners to assess risks in their environment and build their understanding of appropriate risk taking. Learners will access PE lessons, outdoor learning and opportunities to vary their sensory diet,

Explore

My Subject Learning: On the Explore Flow, learners will not study subject specific content, but will follow a topic-based curriculum which aims to develop life skills, behaviour for learning and appropriate social interaction. Learning will build on their interests and will be thematic, providing a vehicle for meaningful, engaging, and stimulating learning. All aspects of the curriculum are considered through practical application of skills and new knowledge. Learners will be offered the opportunity to apply and embed their knowledge through approaches which are safe and fun.

My Social Literacy: On the Explore Flow, developing social skills is crucial when preparing for adulthood. This will support the learner to make a positive contribution to society. Pupils will have opportunities to engage in group sessions, including turn taking, sharing stimuli and experiences. There will also be opportunities to practice social skills in the local and wider community through educational visits, end of term visits and working towards the "Pledges" and "99 things to do before your 15³/₄."



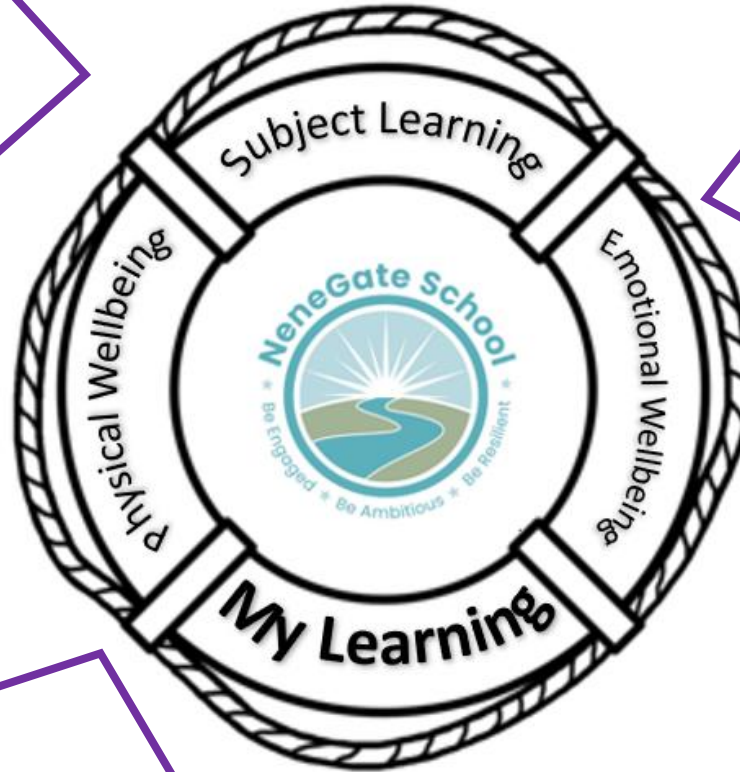
My Emotional Literacy: On the Explore Flow learners will have the opportunity to develop their understanding of how they are feeling and their responses. This will support them to seek out opportunities for co-regulation and begin to understand strategies to develop self-regulation skills. Visuals and verbal support will enable learners to label emotions and apply alternative strategies that support self-regulation. Learners need support to understand how their decisions impact on the feelings of others and PSHE lessons are used to facilitate this. Learners will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success. Learning will also support to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. ELSA sessions are personalised to the needs of the learners that provide further opportunities to learn proactive strategies to manage their emotions.

My Physical Well Being (including My Safety): Learners will be exposed to a variety of activities to identify their talents. Explore learners should expect to experience hands on, fun activities throughout the curriculum. Activities will be designed to cater for the learners sensory profile, predominantly active, explorational learning with intent to create awe and wonder towards learning. Behaviour for learning is a key focus for Explore Learners, which is built into planned Outdoor Learning activities. These support learners to assess risks in their environment and build their understanding of appropriate risk taking. Learners will access PE lessons which will include swimming and a varied sensory diet.

Adventure

My Subject Learning: On the Adventure Flow learners will study subjects in a combined, thematic approach, where an umbrella topic filters through all subjects. The thematic curriculum selects the most important parts of the National Curriculum for the pupils and ensures that these aspects are learned in more depth. As a result, pupils have a good understanding of subject content and allows them to have opportunity to select from a range of subjects at Key Stage 4. Adventure Learners have the resilience to adapt their learning styles which is needed as at times some subjects specific topics would need to be taught “stand alone” for a short time due to their nature. The Adventure Flow will offer opportunities for a more focused curriculum that fosters creativity and provides opportunities for deeper emotional development and thinking, in lessons such as Art, drama,

My Social Literacy: On the Adventure Flow learners will experience daily structured social activities (Breakfast, break time, EBL, Pledges, Off site trips, Outdoor Learning, Team building, sport) to practice and hone-in on these skills in a safe environment where trusted adults can help model appropriate social skills, and over time allow learners to practice these skills with increased independence. The Adventure learners will have reflective conversations regularly through the day to support with their behaviour choices so that when their journey at the Harbour School ends, they have the necessary social skills to cope and participate within the wider community



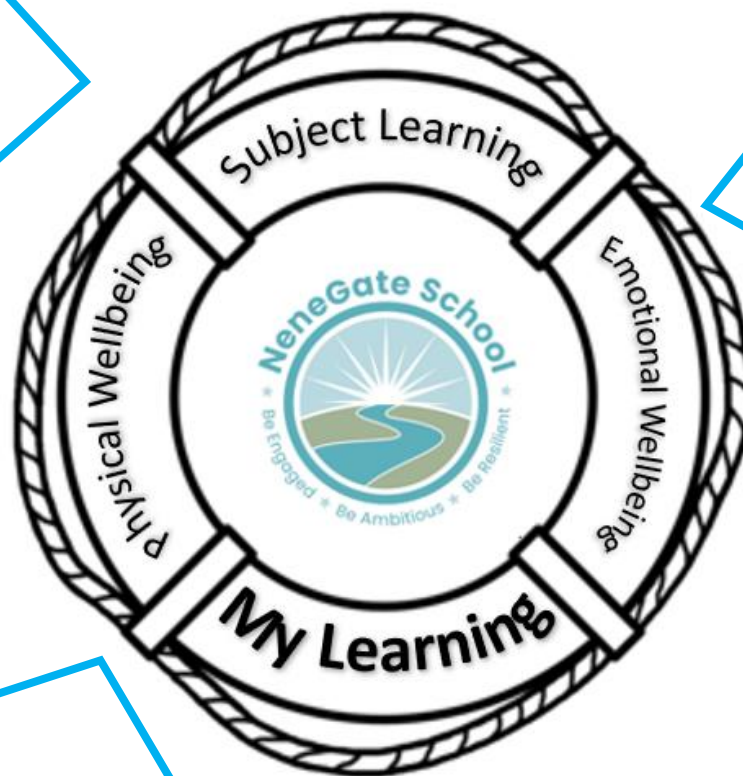
My Emotional Literacy: On the Adventure Flow learners will experience ELSA and other therapeutic approaches to Emotional literacy support. These sessions will be interwoven into everyday activities, particularly if events of the day have caused extreme emotional responses. Time to reflect on these emotional responses will be given priority in a variety of way, such as, 1:1, small group, whole class sessions, so that pupils may learn from their experiences. From these sessions, Adventure Learners would be capable of using the Emotional literacy skills/tools learned in real life scenarios, initially with adult support and reminders, but eventually with increased independence. Adventure Learners will experience offsite and residential trips throughout their time at NeneGate to build their emotional literacy by experiencing a wider range of pro-social activities. Learners will focus on identifying their own and begin to understand how others are feeling, consistently regulating their emotions (sometimes with support) and developing their capacity to understand how others are feeling and thinking.

My Physical Well Being (including My Safety): Our PSHE curriculum is intertwined in everyday experiences as well through specific learning tasks focused on enhancing the learners' knowledge around Personal, Social, Health and Wellbeing. PE all Adventure learners will access PE taught by a subject specific PE teacher. This also encourages thinking about nutrition and the links between a healthy body and healthy mind.

Pioneer

My Subject Learning: Pioneer learners follow the national curriculum and are expected to have the resilience and learning behaviours to access national assessments in these areas. Learners are taught a range of subjects discretely and have the opportunity to make choices about what they want to learn. Topics and content of the curriculum are centered around students' interests and what they want to progress onto in the future.

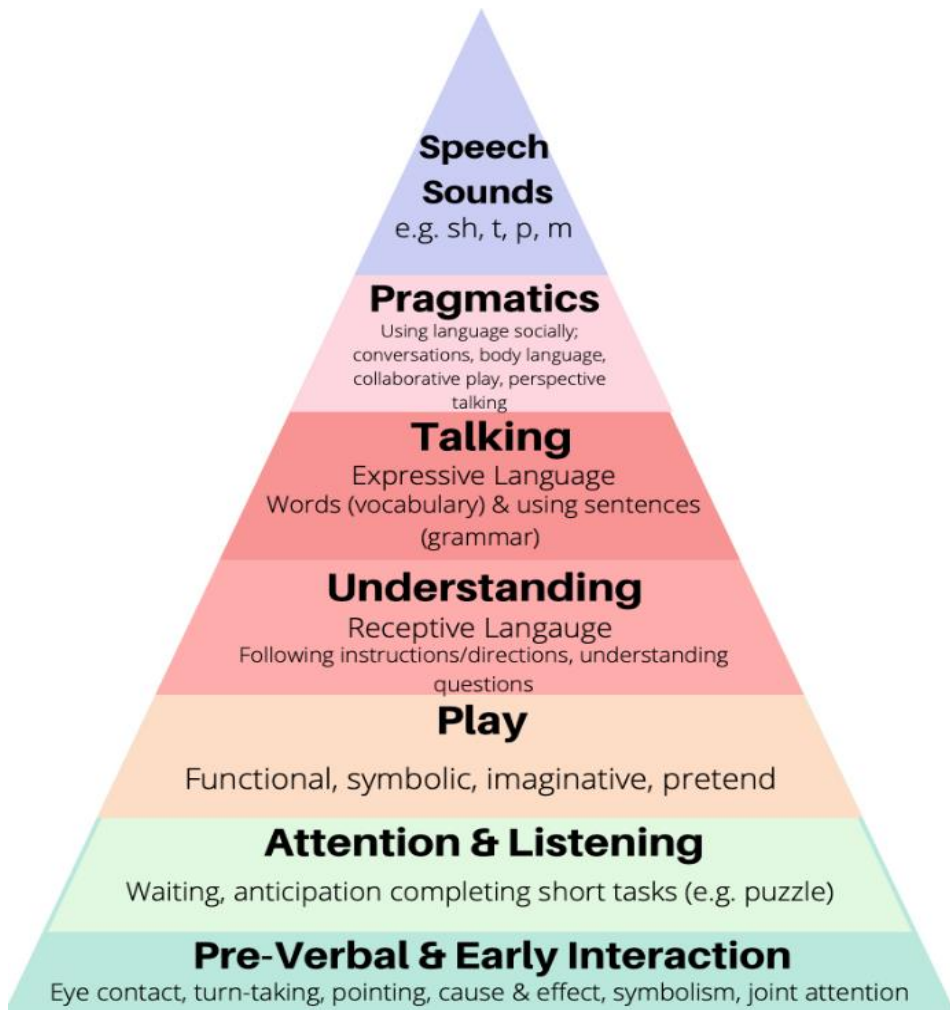
My Social Literacy : Pioneer learners will learn and refine social skills throughout the school day. Opportunities will be sought through their formal curriculum to improve social literacy skills especially in PSHE. Lunch and break times, EBL and Options will be where social skills will be the focus of learning. Learners will be able to work as a group; show kindness and sympathy; advocate fair play; show courtesy and politeness; be dependable for some of their peers, increase self-confidence, show co-operative skills and aspire to be a leader.



My Emotional Literacy: Pioneer learners understand that everyone has mental health. The Pioneer flow will concentrate on ensuring learners are emotionally ready for adult life. Learners on this flow will learn about feelings and responses in PSHE lessons and have behaviour focused sessions at the end of the day. All learners have a form tutor and support member of staff who they can discuss feelings with. Where required, learners are encouraged to explore these with our therapeutic team.. Learners build their resilience through formal curriculum challenge and improvement and are taught skills in My Wellbeing to manage the stresses of learning and cope with assessment. Topic focus weeks around mental health, anxiety and how to support these are timetabled throughout the year.

My Physical Well Being (including My Safety): Learning is centered on PSHE and pupils are taught to be independent in how to manage and support their health through their adolescence and onwards into adulthood. PE, Food technology (nutrition), residential trips, careers visits all contribute to this aspect of the curriculum. All learners will access PE taught by a subject specific PE teacher; this may lead to a recognised Qualification such as a BTec. Food technology at primary is taught in the food tech room and is linked to the thematic curriculum, at secondary level, this is a discrete subject. This also encourages thinking about nutrition and the links between a healthy body and healthy mind.

My Communication



Communication and language (including pupil voice) is integral to the ability to access the learning offer on our curriculum and will be a 'Golden Thread' that connects planned curriculum content to learning activities and retention. This includes speaking & listening skills and reading, as well as the social communication required to be a polite and effective communicator.

Learners will have access to opportunities to build communication skills through appropriate support in lessons from the environment, planned adult interactions, Speech and Language tasks and interventions. This will serve to reinforce social communication strategies previously learned.

Speech and Language (SAL): When appropriate learners will have access to external Speech and Language Therapists (SALT). Others self-manage daily, structured social activities (breakfast, break time, enrichment, Pledges, off site trips, Outdoor Learning, team building, sport). As pupils' skills develop, they will be expected to use appropriate social communication to not just take part effectively, but also to support peers on all Flows. This increased independence will support resilience and improve their opportunities for the future.

Therapeutic Thinking: All staff are trained in Therapeutic Thinking and use the language which supports this. This is reflected in our 'NeneGate Expects' commitments. It helps us to use language which explains the difficult or dangerous behaviour of individuals. Following this approach staff have reflective conversations regularly through the day to support learners with their behaviour choices so that when their Voyage at NeneGate School ends, they have the necessary social skills to cope and participate within the wider community



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for all



My Crew

It is important to us that our students have empathy and understanding for those around them, can work as part of a team and are engaged in their community. This includes their school, but also the communities in which they live. Our pupils come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

Crew Members: We also must consider the adults who form part of an individual's support network; in this role they become crew members. At Nenegate school we encourage students to identify their 'safe adults'. Obviously all adults in schools are safe but, for some individual students, some staff are a more natural anchor.. Their presence during a challenging moment will often calm the waters.

Community events: We hold a range of community events throughout the year ,which support wider community groups or charities. It is important to us that our young people gain an understanding of the needs of their wider community and develop an empathy for the needs of, and difficulties faced by, others. It is also essential for us that our pupils understand the diverse nature of 21st century British society and are able to understand, respect and celebrate difference.

We also engage in frequent community visits and events. These may serve to support young people in their learning such as theatre trips or may reinforce learning about where we live and who we live with. Students currently work alongside the food bank, supporting families locally and have also volunteered in local primary schools.





My Enrichment:

Enrichment is a key component of the work we do. It reinforces our values, extends the boundaries of learning and encourages greater resilience and independence.

We believe the values contribute to a strong learning environment that enhances achievement and develops pupils social and emotional skills. Not only are the values held in high regard, acknowledged and celebrated in the pupils, but they are modelled by staff throughout the school.

Our whole school approach helps develop well -rounded and resilient learners. It breaks down the pre-conceptions of 'fixed mindset' and allows personality and character to flourish in a safe and progressive way. It quickly liberates teachers and pupils from the stress of confrontational relationships, freeing up quality learning time where a positive attitude is most valued.

The skills that are developed through our values-based curriculum, are key to equipping our pupils with the relationship skills, intelligences and attitudes to succeed at school and in their future.

Extending the Boundaries

Our values are an essential part of NeneGate School life. Our values-based approach is referred to as our 'Pillars' and these are embedded in all we do. These are supported by our Enrichment programme. These link to 99 things to do before 15 and 3/4 and The Pledges Curriculum that run across all Meridian schools. We believe the values contribute to a strong learning environment that enhances achievement and develops learners social, emotional and relationship skills. Not only are the values held in high regard, acknowledged and celebrated in the learners, but they are modelled by the staff throughout. This also gives learners the opportunity to discover hidden talents.

Pledges: At NeneGate School we have developed and invested in a broad set of Pledges that learners are expected to complete during the course of their time at the school. Pledges, like the curriculum, will be tailored to each learner's interests. Learners who have siblings who attend another Meridian Trust school will be able to share their pledges success in the same way with equal reward. PLEDGES is an awards system which offers learners a range of opportunities that enhance their learning and development. It is an expectation of every learner to complete their PLEDGES during their time at the academy. The PLEDGES system aims to encourage and support many important qualities in our young people, such as responsibility, leadership, and citizenship, all of which are crucial for ensuring learners are ready for the next stage in their education, training or employment and have brighter futures.



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PLEDGES

CMAT CHARTERED MATHEMATICS ASSOCIATION

Extending the Boundaries of Learning

PARTICIPATION

LEADERSHIP

EXCELLENCE

DIVERSITY

GIVING

ENVIRONMENT

SERVICE

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
C O P P E R	Take part in a school event	Lead an activity in my class	Show kindness, Courtesy or Hard work	Take part in a cultural event	Share with others	Put things I use away	Help someone in my class
B R O N Z E	Complete 50% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy	Help someone when they are finding something difficult
S I L V E R	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Receive an academic, sporting or cultural award from school	Actively participate in activities which explore/ promote/ challenge diversity	Complete a sponsored event	Help organise activities which would actively improve the school environment	Be a tour guide for parents or visitors to the school
G O L D	Complete '99 Things'	Make a positive contribution as a student, recipient and have a reference written up	Represent the school in a team or individual sport, cultural or academic competition	Produce a project about a culture new to you or country that you have not lived in	Organise with support, a fund-raising activity in school as part of a team which benefits a charity or community project	Complete clearing duties in the dining hall for 1 week	Play a role in supporting an activity that provides a service to the Harbours community
P L A T I N U M	Help to organise a concert, show or sporting event	Be a leader of a sporting, cultural or academic event/ team	Represent the school in 3+ team or individual sport, cultural or academic competitions	Lead an assembly on diversity to the school/ community	Organise donations to a food bank or local community project	Be part of an organisation of a group of students to implement a whole-school environmental initiative	Volunteer and help at a school event after school
D I A M O N D	Take on a lead role in a concert, show or sporting event	Be a member of the School Student Council and an ambassador for the school in a particular area	Achieve an award from an organisation outside of school	Lead an event for the 'Harbour' community on diversity	Independently run a fund-raising activity in school which benefits a charity or community project	Participate in an out of school community environmental event	Volunteer in a local charity shop or for an out of school charity event or community project

Many of the PLEDGES have at their core the 'British Values' of:

• Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

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• Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

99 THINGS TO DO BEFORE YOU'RE 15¾



99 Things to do before you're 15¾

At NeneGate School, we understand that learning does not just take place in the classroom. We want to challenge learners to try new things and experiences, to help them find what skills and interests they have. Each learner will have these written bespoke to their needs, likes and strengths.



Progress

At NeneGate School, assessment is based on our flight paths. Each area of the curriculum, including subjects, have a flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning. Evidence of progress is collated on Evidence for Learning (EfL) and is shared with families through the EfL platform. We know that 'work' looks different for some pupils and therefore we value 'work' in whatever form this is captured.

Our curriculum expects pupils to experience their learning both inside and outside of the classroom. Not only do we track their progress, but we also share their progress with their families and professionals. Pupils don't just stop learning when the school day ends therefore, our Enrichment curriculum (My Pledge & 99 Things to do before you're 15¾) incorporates learning which is achieved in their wider life experiences and can be shared with school through EfL.



Outcomes

Our pupils have targets taken directly from their EHCP outcomes which are woven into all aspects of their time at the NeneGate school. There may also be other targets set depending on the individual needs of the learner. Some outcomes that maybe achieved by our learners include; Entry Levels, GCSEs, BTEC etc.

Discover:

Outcomes on this pathway may build on what the learner already knows from any prior learning. There will be an initial focus on developing behaviours for learning and relationships so that a learner can engage with the adults around them and have opportunity to make progress and move between pathways. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Entry level qualifications

Explore:

Outcomes on this pathway may build on what the learner already knows from the 'Discover' pathway. There will be more focus on core knowledge and development in so that a learner will be given opportunity to make progress and move between pathways. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Entry level qualifications

Adventure:

Pupils on this pathway will be expected to complete examinations that test for academic ability. On this pathway, pupils targets will be set against a range of appropriate targets to give them every opportunity to succeed and build an independent future. Outcomes will be written with the individual pupil's progress in mind and may be taken from framework such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Exam board requirements (AQA, BTEC, GCSE where appropriate)

But will still have a mind to the additional input they need to ensure wider opportunities for success.

Pioneer:

On this pathway, outcomes will be set using a range of frameworks and from additional specialist input available. For example: Targets will be set that foster development against social communication and emotional regulation. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- Exam board requirements (AQA, BTEC, GCSE where appropriate).
- Additional Qualifications linked to Enrichment.
- Wider community and charity work.

The Buoys

The Buoys are the support inputs which guide our path. Whilst all Flows head in the same direction, some Flows have more guiding buoys than others.

The support ensure that learners have what they need to engage them in learning and ensure progress is made, supporting them to reach their end destination, whatever that may be.

We understand at NeneGate School that learners face many different challenges, just like the challenges boats face on the rough tidal rivers. Our role is to remove these barriers to enable our boats (learners) to navigate the waters safely to their next destination (life beyond NeneGate School).

Support might look different for each pupil, even if they are on the same Flow. Nothing stops learners travelling onto different Flows and being supported, or redirected, by additional buoys. This prevents any learner being limited by the curriculum pathway they are on.

This support could include:

- Visual Supports or cues
- Additional Reading interventions
- Elsa or Thrive
- Individualised, planned staff support
- Writing frames
- Planning formats (to support with Independent time management)





NeneGate Expects

‘NeneGate Expects’ explains what we deliver, how we behave and our expectations. It is like the water in our river, without which our boat cannot float or take part.

Staff are committed to this way of working and it ensures that no child has their opportunities limited by what we do or how we behave. Boats are easily steered onto a new course therefore pupils are able, with staff support, to plot a new course in their learning. This learning may happen in a different flow, all learning is valued.