

Shenstone Lodge Recovery Curriculum Statement Oct 2020

INTENT

Upon our return in September 2020, we have prioritised the physical, mental and emotional wellbeing of the pupils, staff and families. We recognise that good health and wellbeing is fundamental to ensuring children can engage effectively in their learning. We remain committed to providing the best possible educational experience for all students, targeting next steps and promoting individualised achievements.

We feel that each student is entitled to experience a coherent and balanced curriculum in order that they have opportunities to develop knowledge, skills and attributes that will encourage them to adapt, think critically and flourish in today's and tomorrow's world.

IMPLEMENTATION

As a school we have tried to maintain as much normality as possible, the students have experienced plenty of change. Staff have maintained their high expectations of students and have relied on their positive relationships with students to provide a more systematic and sympathetic trauma informed approach to address students negative behaviours proactively.

We continue to provide the following :

- Quality education and pastoral support for students who experience Social, Emotional and Mental Health difficulties.
- Strong support systems for our students and their families.
- A developing blended learning package.
- Use of outdoor spaces as much as possible.
- Signposting of parents and carers to support outside of the school.
- Secure positive relationships between staff and students.
- Highly motivated, experienced and dedicated of the staff team.

What we need to do now :

- Reconnection with pupils and staff returning to school
- Prioritise the physical, mental and emotional wellbeing of pupils, staff and families.
- Ensuring regular contact for pupils to talk about their wellbeing individualized to suit their needs
- Teaching / Learning rooms need to be adequately resourced for learners and staff as set out by COVID-19 government guidelines
- Experienced staff making decisions to provide an adaptable and responsive curriculum best suited to the diverse needs of the individual learners and which reflects the uniqueness of their individual circumstances.
- A focus on core subjects delivered in innovative, practical manner that engages the love of learning of our students.
- Encourage use of our outside spaces.
- Maintain our pupil voice with 'change makers' and 'student council.'

- Develop our blended learning offer to allow students not in school to access a high quality of education remotely.
- Train staff to become more trauma informed in their daily practice
- Utilise 'Motional' to inform us of individualised intervention plans to enable us to track student's emotional progress.
- An after school provision that extends the school day and allows students to explore more social experiences.

IMPACT

- A student centered approach to learning.
- A sustainable community where everyone feels connected.
- A dynamic and effective student voice.
- A continuity of learning and individual progress.
- Students and staff who are safe, happy individuals able to be resilient and purposeful.
- Students feel comfortable talking and staff feel able to listen to difficulties and anxieties.
- Students able to explore the outside spaces for adventure, calm or sport.