

Adventure Flow



Meridian
Trust



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all



Our Voyage

We view our educational journey as being like a river voyage. It isn't linear and may have some unexpected meanders. We are all on a voyage to the same destination, however we are all in our own boat and we may not all navigate the river in the same way. At different times we may need more crew members or buoys to help us reach our destination.

Our curriculum voyage begins with our school vision and values and is then planned based on our knowledge and understanding of our learners. We have an ambitious curriculum, which is broadly based on the national curriculum but also ensure that they very specific and complex needs of our cohort are met and they get what they need to reach their destination safely.

Our curriculum has four separate flows, which have been designed based on our understanding of our learners. Pupils are allocated to flows based on their Social, Emotional and Mental Health needs. They access curriculum subjects and a range of other learning according to their needs and being in a particular flow does not place a restriction on their ability to success academically. Pupils can move across flows as required.

The structures and the delivery of the curriculum will differ significantly across flows, because decisions about how we implement our curriculum are informed by the needs of our learners.



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Our Pillars

At NeneGate School, we are dedicated to offering a nurturing school environment, enabling all our learners to feel safe and thrive. We celebrate each individual's qualities by keeping the child at the centre of all we do, offering a flexible curriculum and holding equally high aspirations and expectations for all our pupils. We challenge our pupils to reach their full potential and to develop hopes and dreams for their future, in order that they can move on to the next stage of their education as engaged, ambitious and resilient young people, who can make a positive difference to society and live life to the full.



This Charter sets out our expectations for how we learn and work together within The NeneGate School Community.

The NeneGate School is part of the Meridian Trust family and is built upon the Meridian Trust Foundation Values. Our School Values of being engaged, being ambitious and being resilient, provide the pillars that our community is built around, and help us work towards achieving the vision we have for our students.

ACHIEVEMENT FOR ALL



VALUE OUR PEOPLE



A HIGH-QUALITY LEARNING ENVIRONMENT



PURSUIT OF EXCELLENCE



EXTENDING THE BOUNDARIES OF LEARNING



The Adventure flow provides a highly personalised curriculum ensuring learners develop core academic skills, life skills and independence for their next steps. Pupils are taught to experiment, challenge and extend their knowledge.

This flow lives out our ethos through our pillars:

Be engaged: Adventure learners will have access to Core subjects that are delivered by subject specialists and pupils will manage transition to specialist teaching spaces with the support of key adults. There will be an increased focus on more formal approaches to learning with scaffolding and adaptations. The Adventure flow does not expect that learners will always make connections themselves but are encouraged to do more so to extend their thinking to build new knowledge.

Be ambitious: This flow is structured to support learners with an increased focus on academic approaches to learning within core curriculum time to engage in an ambitious curriculum focusing on core subjects and developing functional life skills. Pupils in Key Stage 4 will access a range of academic and vocational qualifications; some may access an off-site vocational qualification. It is expected that many of these pupils will access qualifications with terminal examinations.

Be resilient: Adventure learners have developed strategies to enable them to regulate their emotions but need adult support to use these and, on occasion, co-regulation. They will actively seek adult support to regulate themselves and are more aware of their triggers. Success will be celebrated at every opportunity.

Everyone's curriculum will centre on what we know about them, what they want and need, and the knowledge, visions and priorities of parents, carers and other professionals.

We think about future outcomes and put Personalised Learning Goals (PLGs) and strategies in place to begin the journey of equipping them with skills that will lead to a future where they can be happy, communicate as well as they can and be as independent as possible.

There are eight aspects to our curriculum. All parts are needed to engage our learners in being a well-rounded individuals.



Curriculum Flows

The 'My Voyage' curriculum has four distinct flows. We can imagine those as four flows in the same river. While they may diverge and take different routes, they will still lead our learners to the same end destination. Learners aren't limited to the flow they are in, they are able to travel into other flows as appropriate.

Adventure Flow

- Pupils are able to access discrete subject learning.
- Core subjects are delivered by subject specialists and pupils will manage transition to specialist teaching spaces with the support of key adults.
- Foundation subjects are taught via topic at Key Stage 3 but are offered as individual subjects at Key Stage 4.
- These pupils will have some intervention slots each week which are primarily focused on closing gaps in core subject knowledge.
- There will be capacity within core curriculum time to allow flexibility for pre-teaching and over-learning of core subject content and additional interventions across all four areas of SEND outlined in the code of practice
- Pupils in Key Stage 4 will access a range of academic and vocational qualifications; some may access an off-site vocational qualification. It is expected that many of these pupils will access qualifications with terminal examinations.
- There will be an increased focus on academic approaches to learning, however significant scaffolding and adaptation will be required with a clear emphasis on opportunities to learn outside the classroom
- Pupils will access positive activities and enrichment, which will allow them to extend the boundaries of learning and also develop their confidence in adjusting to different social situations.

Adventure flow – Learner Characteristics

To plan our curriculum, we begin with our learners and a clear understanding of their needs

Self-regulation

- Adventure learners have developed strategies to enable them to regulate their emotions but need adult support to use these and, on occasion, co-regulation. They will actively seek adult support to regulate themselves and are more aware of their triggers.

Making Relationships

- Adventure learners have a wider circle of trusted adults and can clearly identify named lifelines. They have an increasing understanding of social cues. They can still struggle with maintaining positive relationships with peers and need adult support to navigate these. They can identify the need to repair friendships and will accept mediation.

Managing Transition

- Adventure learners still need a safe base however they are able to transition independently with adult supervision. They can cope more effectively with unfamiliar adults or learning activities if there is an attachment to something familiar.

Communication

- Adventure learners can communicate without use of visual prompts, although adult support is sometimes needed to scaffold discussion.
- They have a more developed emotional vocabulary and are able to verbally communicate their wishes and feelings. They can engage in reciprocal conversation but lack confidence with unfamiliar adults and may not be able to adjust their language and tone to different social contexts. They are able to choose language in order to gain something, even if this is inappropriate or offensive.

Attention

- Adventure learners can engage in adult – planned activities for most of the school day. Some activities will be led by an adult and others will involve learning independently for a short period of time, following an adult agenda. Adults will adjust provision depending on identified SEND needs.

Self-actualisation

- Adventure learners are beginning to understand their potential and, with scaffolding, can make plans and work towards achieving short term individual goals with adult support. They are developing a sense of identity but are not always comfortable with who they are and find it difficult to identify their personal strengths and weaknesses. They are developing a concept of intrinsic motivation but are still reliant on extrinsic rewards for affirmation.

Myself

The Adventure flow provides the support, structure and flexibility needed for learners to thrive in education and beyond.

The Adventure flow is centred around accessing core subjects and providing students with opportunities to build up their resilience and independence

We understand that our learners face many different challenges, our role is to remove these barriers. Support might look different for each pupil, even if they are on the same flow.

On the Adventure flow this support could include:

- Individualised, planned staff support focusing on PLGs
- Reduced need for visual support and coding
- Opportunities to work independently
- Emotional regulation strategies to enable them to self regulate
- Real life experiences
- Multi-sensory opportunities
- Developed understanding of social norms



My Wellbeing

Adventure learners have developed strategies to enable them to regulate their emotions but need less adult support to use these. They will actively seek adult support to regulate themselves and are more aware of their triggers. They are able to make and maintain positive relationships with peers and adults most of the time.

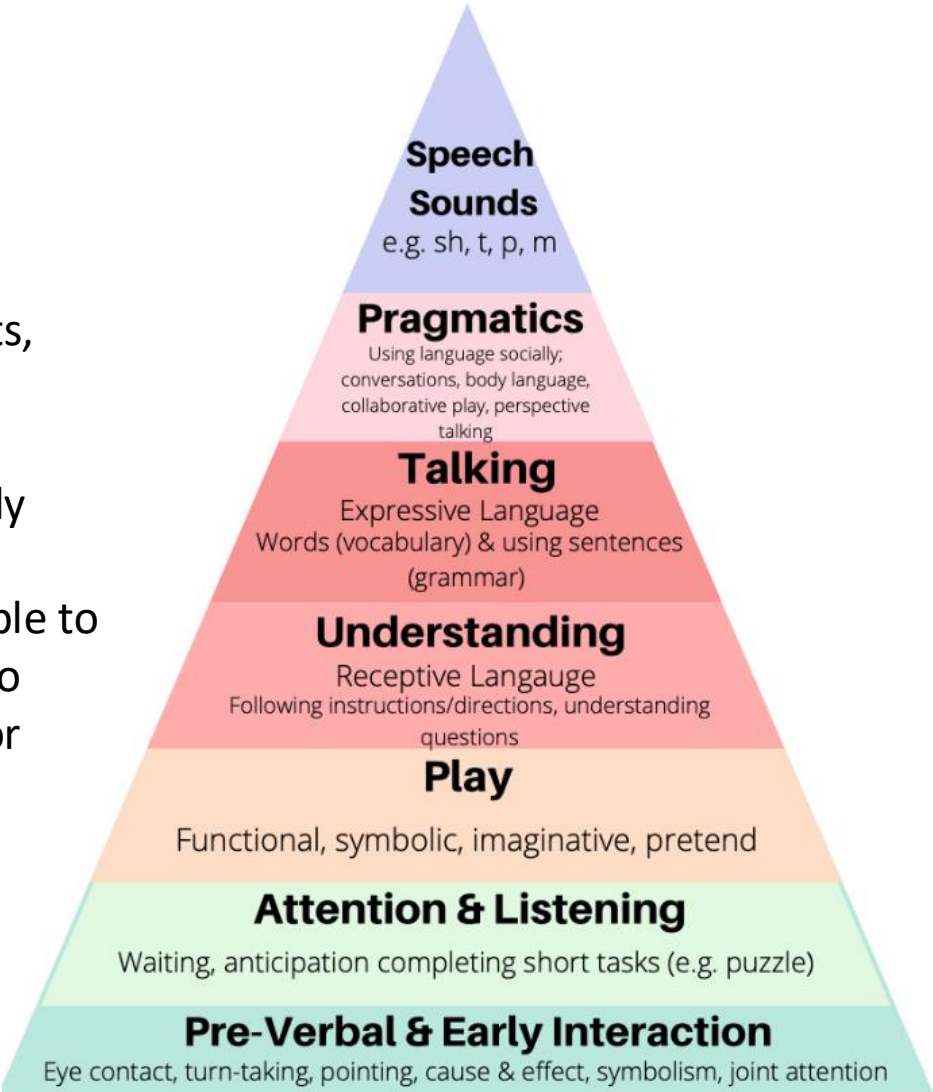
My Wellbeing lessons are supplemented by using resources from Jigsaw and the PSHE association, NSPCC and other sources for themed days. There is also a focus on Communication, Emotional literacy, managing feelings, improving self-esteem and how to improve relationships and Dental hygiene. For the Adventure flow, PSHE is explicitly taught as a discrete subject; learners develop their ability to build and manage relationships, develop their self-confidence and self-awareness and support them to manage their feelings and behaviour. They are also encouraged to reflect on wider cultural themes and to begin to understand their place in the world and their rights and responsibilities as a member of a community.





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My Learning

Photo to be added

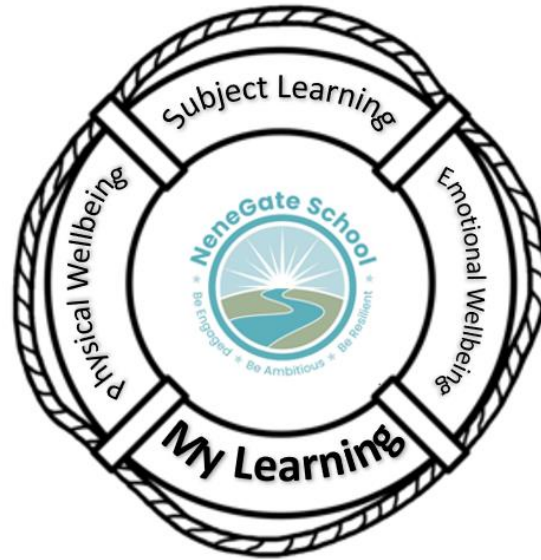
Photo to be added

Literacy	Oracy
It is crucial for children to develop a life-long love of Reading, fundamental in order to develop engagement with learning. This is achieved in the Adventure flow through delivery through specialist teachers following the national curriculum and interventions as appropriate. The teaching of reading begins as soon as our pupils walk through the door at NeneGate through our phonics programme, Little Wandle, Faster reader, Sparks Reader and Code Read. Little Wandle draws on the latest research into how pupils learn best; how to ensure learning stays in pupil's long term memory and how best to enable children to apply their learning to become competent readers moving them on	The development of learners spoken language underpins all areas of learning and development, interactions form the foundations for language and cognitive development Exposure to high quality conversations with staff and peers throughout the day in a language rich environment is crucial. By commenting on what learners are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build learner's language effectively. Reading frequently to learners and engaging them actively in stories, non fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give learners the opportunity to thrive. Through conversation, story telling and role play, where learners share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, learners become comfortable using a rich range of vocabulary and language structures. Exposure to different reasons for language are promoted termly through rhymes, poems and songs, developing language, talking with learners about the world around them and conversations about fiction and non fiction books and stories shared with them.
Science	Maths
In the Adventure flow, Science will be delivered by specialist teachers following the national curriculum or exam specification. Students have access to and use specialist teaching space. Science will be practical based, the cause and effect nature of science promotes an engaging sensory experience, sparking learners curiosity and intrinsic motivations. Learners will have the opportunity to investigate and explore the properties of materials when combined or exposed to environmental changes, using scientific enquiry to enable for understanding of the real world and problem solving in adulthood. Rich learning opportunities will be provided for learners to explore their own ideas and develop conceptual understanding. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.	Maths forms a key part of our curriculum, with learners developing key life skills in problem solving, number and time taught through Maths lessons which enable and provoke mathematical enquiry. Learners on the Adventure flow are exposed to numerical concepts and develop early numeracy skills through practical approaches to learning enhancing the development of independent life skills. Mathematic units on this flow are designed using National Curriculum expectations and adapted to foster, engagement, making meaningful and purposeful connections for our learners. Each unit has a progression grid that supports teachers to extend and challenge, building numerical knowledge and skills that will enhance learners critical thinking, spatial awareness, problem solving and number sense helping learners to apply numerical concepts in everyday life. Students are working towards appropriate qualifications.

My Learning

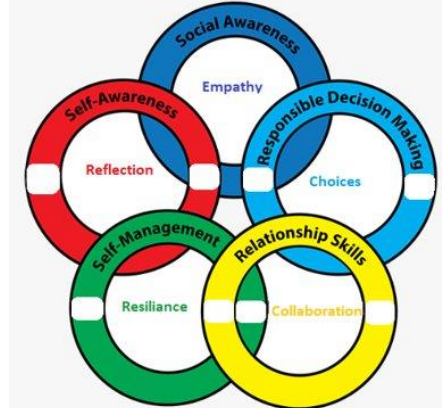
Subject Learning: On the Adventure Flow learners will study subjects in a combined, thematic approach, where an umbrella topic filters through all subjects. The thematic curriculum selects the most important parts of the National Curriculum for the pupils and ensures that these aspects are learned in 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,

Physical Well Being: Our PSHE curriculum is intertwined in everyday experiences and through specific learning tasks focused on enhancing the learner's knowledge around Personal, Social, Health and Wellbeing. PE all Adventure learners will access PE taught by a subject specific PE teacher. Secondary, Btec. FD tech at primary this is taught in a one hour a week sessions and is linked to the thematic curriculum. This also encourages thinking about nutrition and the health body healthy mind.



Emotional Literacy: On the Adventure Flow learners can experience ELSA and Thrive approaches too. These sessions will be interwoven in 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 reflective facilitation, to learn from the experiences taking place. Adventure Learners will 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.

Social Literacy: Adventure learners will experience daily structured social activities (Tea & Toast, 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 Learning

Intervention Lessons are timetabled for pupils. During these lessons they engage in an individual carousel of interventions which: build on and embed their foundational knowledge or close identified gaps in knowledge; address areas of need identified in their EHCP; work towards achieving a PLG; focus on developing an aspect of their social and emotional development. These interventions may be carried out individually, with a member of staff, as part of a group or as a class.

For pupils on the Adventure pathway there will also be a range of academic interventions focused on closing gaps in their academic knowledge and ensuring that they are as prepared as they can be to sit GCSEs and gain a range of qualifications.



My Next Steps

Preparing for Adulthood is a core aspect of the Discover flow curriculum. This focuses on enabling learners to develop the skills, knowledge, and behaviours to enjoy the best possible outcomes. Providing them with the cultural capital to be fully active members of society with particular emphasis on:

- Developing literacy, numeracy and problem-solving skills
- Building practical life skills for daily living
- Encouraging positive social interactions and confidence
- Supporting emotional regulation, resilience and self care

This curriculum is designed to support learners needs by providing structured lessons that build independence, resilience, and life skills. High quality teaching and learning will support learners to be effectively prepared for the next stages in life.

Preparing our learners for an effective future will be intertwined across all learning opportunities that are personalised for each learner that is responsive to the needs of the learners, linked to their personalised learning goals.

Preparing for Adulthood

Good health and wellbeing	Friendships, Relationships & Community	Independent Living (Life Skills)	Employment (Careers)
My Wellbeing (taken from the curriculum document)		My Life Skills	My Next Steps (taken from the curriculum document)
The PSHE curriculum will be delivered discretely using Jigsaw as the main resource. My Wellbeing lessons will be supplemented by using resources from the PSHE association, NSPCC and other sources for themed days. There is a focus on Communication, Emotional literacy, managing feelings, improving self-esteem and how to improve relationships. In our KS2 setting all learners have access to a proportion of independent learning, a continuous provision style of learning that is underpinned by the principles of learning through play. The amount of time spent in this state of learning is dependent on the learner's flow; the explore flow is a mix of continuous provision and formal learning whilst the discover flow focus' mainly on continuous provision with adult led inputs and adult guided small group sessions. Throughout continuous provision elements of PSHE are explicitly and holistically taught, modelled and scaffolded; learners develop their ability to build and manage relationships, develop their self-confidence and self-awareness and support them to manage their feelings and behaviour.		This curriculum is designed to support learners needs in developing essential independent living skills. The programme is structured progressively to meet learners at their developmental level and build their confidence and competence in everyday life tasks. By focusing on practical, real-world skills, this curriculum equips learners with the ability to manage personal care, household responsibilities, budgeting, cooking, and navigating the wider community. These skills help prepare learners for independent adulthood, fostering self-sufficiency and resilience.	At NeneGate School, we aim to equip our learners with the knowledge, skills, and attributes needed to reach their full potential in both learning and future work. Our careers program supports our three pillars and encourages all learners to consider their future aspirations. Through close collaboration with post-16 providers, we help them make informed decisions about their post-16 options and the flows available to them. Our careers program is embedded across Key Stages 2, 3, and 4 to ensure comprehensive coverage of all Gatsby Benchmarks. This is delivered through tutor time sessions (<i>Key Stage 2: When I Grow Up; Key Stages 3 and 4: World of Work</i>), as well as through drop-down days and work experience placements for Year 10 learners. We use Compass+ to track our progress against the Benchmarks, while learners track their own progress through their <i>Extending the Boundaries of Learning Passport</i>. NeneGate School also benefits from support through an Enterprise Coordinator from Growth Works and Form the Future, who deliver the ASK (Apprenticeship Support and Knowledge) program, further expanding learners' understanding of post-16 options. We maintain close relationships with local FE providers to ensure that learners are well-prepared for the next steps in their education. As an SEMH special school, NeneGate's careers offer is tailored to meet our learners' specific needs, while promoting inclusivity, equity, and aspiration for all. Our goal is to empower every student to envision and pursue a fulfilling career flow.

My Progress

Depending on the learner's priorities and ability, one of a number of 'frameworks' can be used to track progress. Any Framework used is decided on an individual basis and should support the learning in achieving meaningful attainment that contributes to real progress at home and in school.

Learners don't just stop learning when the school day ends therefore, the My Opportunities aspect of the curriculum incorporates learning which is achieved in their wider life experiences and can be shared with school through EfL. We know that 'work' looks different for learners and therefore we value 'work' in whatever form this is captured. Our curriculum expects learners to experience their learning both inside and outside of the classroom. We track their progress and share it with their families and professionals.

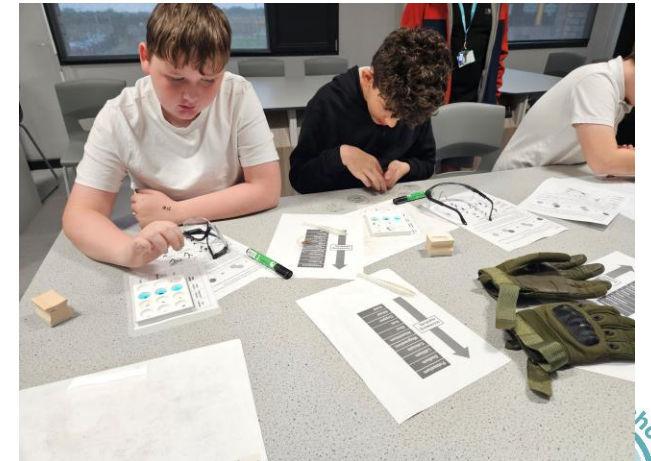
Assessment tools include:

PLGs: Personal Learning goals (PLGs) are short-term targets or steps that a learner needs to experience, achieve, practice and learn which are the small steps towards meeting their EHCP outcomes focusing on five core areas; My Communication, My Learning, My Wellbeing, Myself and My Next Steps. PLGs are reviewed on a half termly basis and progress is monitored through Evidence for Learning (EfL) and individual learners 'My Journeys'.

Flight paths: Flight paths have been compiled using existing assessment frameworks and then further developed these into a single assessment flow document for each area of our My Voyage curriculum. These flight paths create the assessment progression for all aspects of our curriculum 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.

EfL: Evidence of progress is collated on Evidence for Learning (EfL) and is shared with families through the EfL platform.

- Little Wandle
- NGRT Reading Assessments
- Asdan
- AQA Awards
- Motional
- Entry Level Functional Skills
- BTEC
- NCFE
- Code Read
- Pledges
- 99 Things



My Crew

NeneGate School is dedicated to creating a nurturing school environment where all learners can feel safe and thrive. We want to encourage our learners to be the best they can be, to experience success and have hopes and dreams for their future. We pride ourselves on the positive relationships our staff forge with our learners, and we have worked hard together to embed a therapeutic approach to behaviour and relationships.

It is important to us that our learners 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 learners 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 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 learners to identify their 'safe adults'. All adults in schools are safe but, for some individual learners, some staff have a natural containment. 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 learners gain an understanding of the needs of their wider community, and through this, have an empathy for the needs and difficulties faced by others.

We engage in frequent community visits and events, such as theatre trips and working alongside local food banks. These support learners and reinforce learning about where we live and who we live with.





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 learners, 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.

PLEDGES						
Extending the Boundaries of Learning						
Participation	Leadership	Excellence	Diversity	Global	Environment	Service
Take part in a school event	Lead an activity in my class	Show Knowledge Creativity or hard work	Take part in a cultural event	Share with others	Put things I use away	Help someone in my class
Complete 10% 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
Create an article for the school newspaper	Be a class monitor and complete this to my teacher's satisfaction	Be an on-call member and complete this to my teacher's satisfaction	Actively participate in activities which support or challenge diversity	Complete an event	Help organise an activity which would improve the school environment	Be a tour guide for parents or visitors to the school
Complete '99 Things'	Make a positive contribution as a student representative and have a reference written up	Represent the school in a team or individual sports, 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 the school as part of a team which benefits a charity or community project	Complete cleaning duties in the dining hall for 1 week	Play a role in supporting an activity that provides a service to the Harbour community
Help to organise a concert, show or sporting event	Be a leader of a sports or academic event/team	Represent the school in a team or individual sports, cultural or academic competitions	Lead an award for the school community	Organise an event for the school community	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
Take on a lead role in a school event or sporting event	Be a member of the school's Student Council or an ambassador for the school in a community area	Act as an award from an organisation outside of school	Lead an event for the school community	Independently run a fund-raising event in school which benefits a charity or community project	Participate in an out of school environmental event	Be a member of a local charity group or be out of school charity event or project
Many of the PLEDGES have at their core the 'British Values' of: • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance						

99 THINGS TO DO BEFORE YOU'RE 15¾



1. Climb a tree

2. Roll down a hill

3. Storm a stone

4. Go out in the rain

5. Eat fruit/vegetables straight from a tree

6. Catch a fish with a net

7. Hunt for treasure on the beach

8. Play conkers

9. Feed an animal from your hand

10. Have a sit-down meal (out)

11. Open a bank account

12. Go on a long bike ride

13. Play in a competitive game of sport

14. Perform in front of a crowd

15. Play 3 different sports

16. Go on the guided busway

17. Check out crazy animals in a rock pool

18. Go to the beach

19. Try rock climbing

20. Cook on a campfire

21. Eat fish and chips by the sea

22. Read and orientate a map

23. Play in the snow

24. Set up a snail race

25. Play pooh sticks

26. Play in waves

27. Make a meal with sticks

28. Make a mud pie

29. Dam a stream

30. Light a fire without matches

31. Listen to classical music

32. Visit a museum

33. Watch a film at a cinema

34. Watch a live performance

35. Play an instrument

36. Read a newspaper

37. Watch the news

38. Visit a Cambridge college

39. Play beach games

40. Visit a foreign country

41. Go star gazing

42. Take a photo of nature

43. Hold a scary animal

44. Visit a farm

45. Explore in bare feet

46. Hunt for fossils and bones

47. Play a card game

48. Play a game of ruddy winks

49. Listen to live music

50. Know basic first aid

51. Have your work displayed

52. Wash up by hand

53. Sing around a campfire

54. Go tobogganing

55. Send a letter in a post-box

56. Put up a tent

57. Plant a tree

58. Wander through the woods

59. Camp out at night

60. Bury someone in the sand

61. Make a mud pie

62. Find some frogspawn

63. Catch a falling leaf

64. Track wild animals

65. Catch a crab/sea star

66. Experience nature at night

67. Identify 5 different trees

68. Identify 5 different birds

69. Collect shells

70. Lead an activity

71. Play a boardgame

72. Call an owl

73. Fly a kite

74. Canoeing

75. Cook a meal

76. Wash a car

77. Go bird watching

78. Go punting

79. Visit a zoo

80. Go geocaching

81. Visit an arcade

82. Build a raft

83. Bake a cake

84. Build a sandcastle

85. Climb a hill

86. Make origami

87. Build a den

88. Make a daily chain

89. Create some wall art

90. Paint with hands and feet

91. Make something from clay

92. Draw a sculpture

93. Build a rocket

94. Design and make something

95. Make a grass trumpet

96. Make a home for a wild animal

97. Make your own lunch

98. Make a cup of tea

99. Watch a show in a theatre

99 Things to do before you're 15¾
At NeneGate, 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. 99 things to do before 15 encourages this. Each learner will have these written bespoke to their needs, likes and strengths.



Enrichment: All pupils engage in a programme of enrichment activities which enable them to complete Pledges and 99 things as well as extend their understanding of the worlds and expand their cultural capital. Enrichment activities are diverse and may include: learning languages; music; drama; cultural studies; forest school; sporting activities; enterprise; social activities



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The NeneGate Way

Meet and Greet	Ready to learn: ‘Do Now’ Activity
Pupils are met at the door by appropriately dressed staff at the start of the day. They are greeted with a smile, their name and welcoming words. Pupils may transition on their own through school or they may be accompanied by staff, depending on their pathway. At the end of break and lunchtime they line up outside their classrooms, ready to begin learning.	Pupils engage in a task as soon as they enter the lesson. This may be a retrieval activity linked to prior learning, or a class teacher may have put in place a transition activity linked to PLGs to support an effective transition between lessons. Teachers arriving at a class base to teach should have an activity ready to go that the pupils can engage in, while they set up the rest of the lesson.
Our Voyage	A Common Structure
It is important that pupils know the learning objective for each lesson and understand how this lessons fits into the broader curriculum. It is important for staff to recognise that every moment of school life can be used as a learning opportunity and to grasp these opportunities when they can. All our staff are valuable and it is important that planning is shared to enable everyone to support the pupils to best effect.	Staff across all pathways and subjects adopt a common structure. This includes an Explanation / I do phase, followed by ‘We do’ and ‘You do’ phases. It incorporates regular formative assessment opportunities to check understanding and make any necessary in-class adaptations. This structure allows for staff to adapt school plans to meet the needs of their group and to use strategies that suit their own style of delivery and the interests of pupils.
Scaffolding and Adaptation	A High Quality Learning Environment
Activities are scaffolded and adapted to meet the needs of pupils across all four areas of SEND. All pupils should be supported to access the curriculum fully. This starts with accurate knowledge of where a pupil is and what they need to enable them to know more and remember more. The deployment of Teaching Assistants is a critical aspect of this adaptation and there should be clear tasks for teaching assistants, so their work is focused on supporting engagement in learning, individual progress and increasing pupil independence.	All classrooms may look different so they can meet the needs of individual groups. However, there are standard expectations across all classes. Pupils should always have a visual timetable in the agreed school format. The learning environment should be well ordered and standard equipment needed for lessons should be available in every classroom. Displays should be relevant and include examples of pupils’ work. PLGs should be displayed in class bases and pupils and staff should have visual prompts to remind them of their PLGs throughout the day.
The power of words: developing a love of reading and expanding vocabulary	A common language
We use Little Wandle to teach phonics at Key Stage 2 and Code Read to support learners in Key Stage 3. There are a range of interventions to support pupils in fluency and comprehension, including Sparx Reader and Faster Read. We use the powerful words programme to support the development of Tiers 2 and 3 vocabulary and the teaching of academic vocabulary is explicitly planned for during lessons. We support pupils to develop their emotional and social vocabulary so they can express their wishes and feelings with clarity and confidence.	Staff adopt a therapeutic approach to developing respectful relationships. This includes the use of consistent scripts and emotion coaching techniques as well as a focus on what we DO want pupils to do and what is VALUED behaviour. We also use the language of our pillars: Be engaged, be ambitious, be resilient to discuss behaviours around the school and for and in learning. We use these pillars and the language of respectful relationships to celebrate successes and also during our staff briefings, when we reflect on pupil learning and behaviour and consider how best to support them
A Consistent Approach to Regulating Pupils	Supporting each other
All pupils identify strategies that they can use when they need to re-regulate. Tier 1 strategies are used independently in class and readily available to pupils. Tier 2 strategies require adult co-regulation inside or outside class and a higher level of support. Tier 3 strategies necessitate the pupils leaving the classroom and taking time to engage in an agreed strategy. All pupils have access to trusted adults and safe spaces to support them with extended periods of dysregulation. The acceptable number of Tier 3 strategies used each day will vary according to pupil pathway and individual need at any time.	Our therapeutic approach extends to staff and how we look after each other. We hold our colleagues in high regard and demonstrate professional respect at all times. We offer support when dealing with difficult situations and prompt colleagues to take time for themselves or step away from a situation when required. We challenge each other professionally and consider how best to support staff wellbeing throughout the year. We celebrate personal and professional successes and extend our inclusive and nurturing approach to all colleagues.