

Discover Flow



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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



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The Discover flow enables learners to interact and access the world around them through planned teaching, exploration and learning opportunities. The Discover Flow provides a highly personalised, thematic curriculum ensuring learners develop core academic skills, life skills and independence.

This flow lives out our ethos through our pillars:

Be engaged: Discover learners will have high levels of support to engage within a nurturing, safe learning environment underpinned by therapeutic thinking. Delivery will be based on structured independent learning opportunities and experiences. 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 engage in an ambitious curriculum focusing on engaging with core subjects and developing functional life skills through a thematic curriculum that supports them to develop their understanding of the world and to be comfortable in it. This curriculum is ambitious, ensuring that learners have opportunities to have immersive and concrete learning experiences.

Be resilient: Discover learners need co-regulation but do not always want it or recognise they need it, they are developing strategies to manage their feelings. Consistent adults are essential to support feelings of safety to enable them to 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 learners to thrive.



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.

Discover Flow

- Learners will access core subject teaching delivered by their class teacher, learning opportunities will also be focused on individual PLGs.
- Learners require a combination of explicit and discrete teaching.
- Learners require a nurture-based approach underpinned by therapeutic thinking.
- All learners will have daily interventions. These interventions span the four areas of SEND.
- Learners require structured learning opportunities focused on areas of interest.
- The delivery of the curriculum will be through short sessions with a focus on multi-sensory approaches and kinaesthetic experiences.
- Preparing for Adulthood (PfA) forms a core part of the curriculum delivered daily, including a focus on developing functional life skills.
- Foundation subjects will be delivered through a thematic PfA curriculum on a three year cycle.
- Pupil progress will be measured against core subjects and PLGs
- Learners will be taught primarily in their safe classroom base and will have a team of dedicated trusted adults to support them.
- The majority will access Entry Level qualifications in core subjects. All learners will leave with an appropriate qualification in English and Maths.
- Learners will access Positive Activities and Enrichment, which will allow them to extend the boundaries of learning and develop their social and communication skills.

Discover flow – Learner Characteristics

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

Self-regulation

- Discover learners need co-regulation but do not always want it or recognise they need it.
- They are beginning to develop strategies to manage their feelings

Making Relationships

- Discover learners usually find it difficult to trust adults and peers, based on previous adverse experiences.
- They display a tendency to self-sabotage when forming positive relationships.
- They need adult support to repair relationships.

Managing Transition

- Discover learners need clear and consistent routines, a safe space in a designated classroom and consistent adults.
- They may display a stress response during transitions and need additional preparation and adult support for micro-transitions.

Communication

- Discover learners find it difficult to communicate their needs.
- When dysregulated they can find it difficult to express themselves verbally and process language used by others.
- They need to use alternative forms of communication but over time will start to develop the tools they need to communicate.
- Discover learners need intensive support to listen and engage in reciprocal conversation.
- They may regularly use detrimental language or behaviours to communicate their feelings

Attention

- Discover learners can attend for prolonged periods of time if an activity is of their own choosing and is of interest.
- They find shared attention extremely difficult and seek to monopolise the attention of key adults.
- At times, they will engage in detrimental behaviours to gain the attention they need.

Self-actualisation

- Discover learners are preoccupied with ensuring their more basic needs are met, meaning their sense of identity and self-worth are under-developed.
- They are motivated by very short term, tangible goals.
- They need extrinsic rewards, which appeal to their interests, to remain motivated.
- They will define themselves by labelling their behaviours, or by their perceptions of how others view their behaviours.
- Their values and beliefs are defined by behaviours which they perceive to have been successful in achieving an aim.
- They find it very difficult to accept responsibility for their actions.

Myself

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

The Discover flow is centred around individual needs, ensuring a bespoke nurture-based approach to delivery.

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 Discover flow this support could include:

- Individualised, planned staff support focusing on PLGs
- Visual supports or cues
- Emotional regulation strategies
- Flexible timetabling
- Structured independent learning opportunities through workstations
- Real life experiences
- Multi-sensory opportunities



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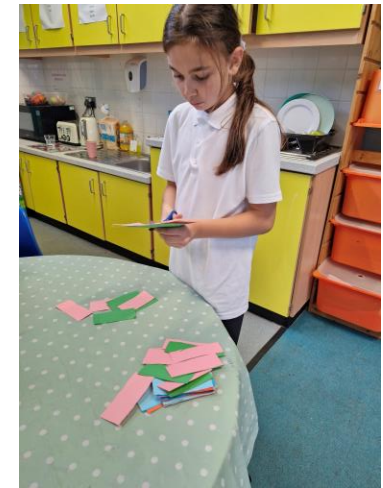


My Wellbeing

Discover flow learners are provided with regular opportunities to enhance their understanding of themselves, relationships with others and the world around them. Discover learners need co-regulation but do not always want it or recognise they need it. Discover learners are beginning to develop strategies to manage their feelings. Supporting them with the tools they need to manage their feelings and emotions is an essential part of their curriculum to enable them to be as independent as possible in the next stage of life.

Learners in the Discover flow have continuous emotional and social support along with enhanced access to the PfA curriculum, including the My Wellbeing curriculum.

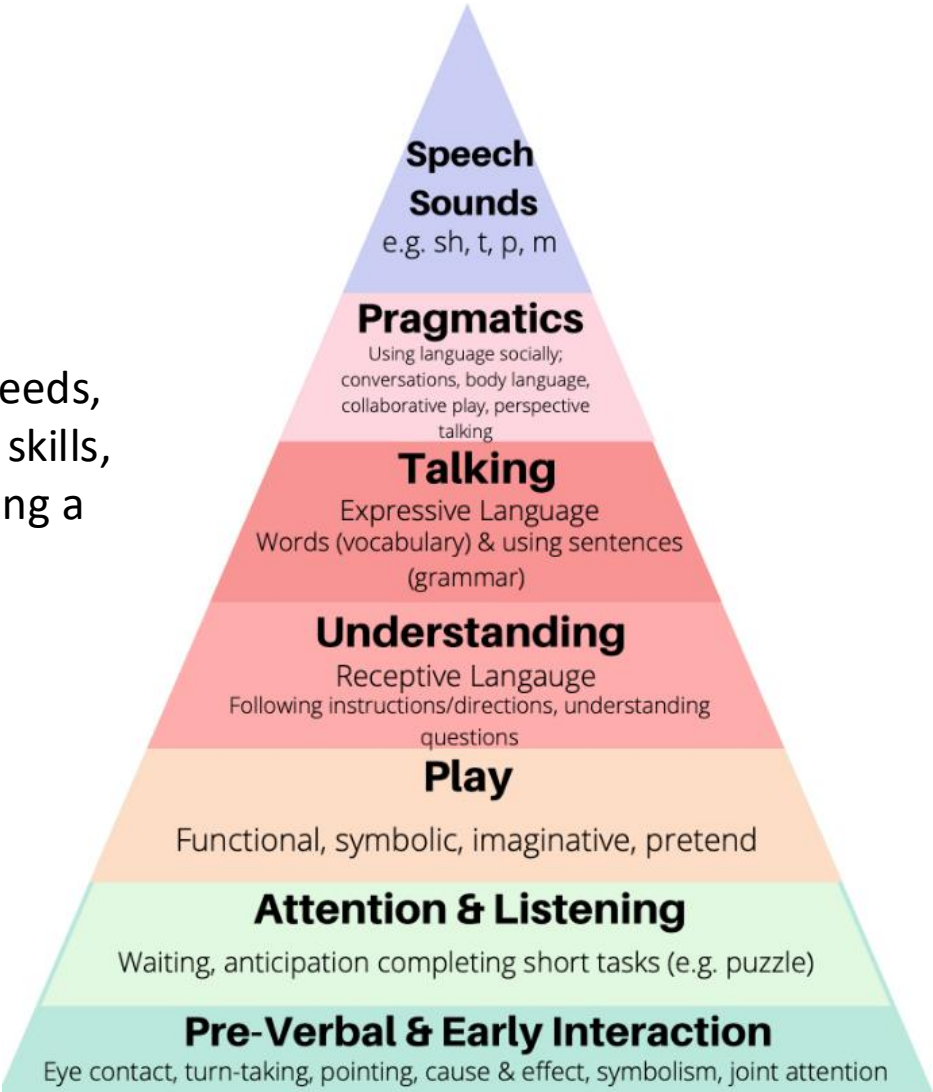
My Wellbeing lessons are supplemented by using resources from Jigsaw and the PSHE association, NSPCC and other sources for themed days. There is also a focus on Communication, Emotional literacy, managing feelings, improving self-esteem and how to improve relationships and Dental hygiene. For the Discover flow, PSHE is 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.





Effective communication is central to the delivery of our Discover flow curriculum. Discover learners often find it difficult to communicate their needs, particularly when dysregulated so it is essential we provide them with the skills, opportunities and tools to develop their effective communication skills using a range of strategies, including:

- Visual support
- Sensory support
- Movement breaks
- Alternative forms of communication
- Bespoke interventions (individual and group)
- Speech and Language interventions
- Processing time



My Learning

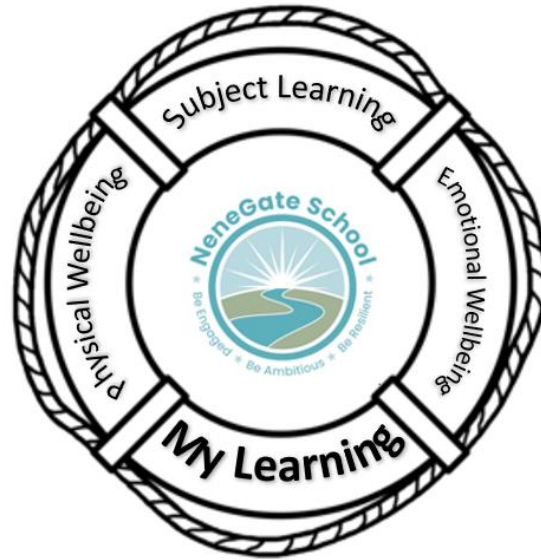


Literacy	Oracy
It is crucial for children to develop a life-long love of Reading, fundamental in order to develop engagement with learning. This is achieved in the Discover flow through an immersive Literacy Curriculum, built on high quality literature linked to the thematic curriculum that aims to support our learners personally experience and make real life connections to stories, that supports information processing and builds vocabulary ensuring meaningful reading opportunities for every learner. The teaching of reading begins as soon as our pupils walk through the door at NeneGate through our phonics programme, Little Wandle. 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.	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 Discover flow, Science will be interwoven through our thematic curriculum, as well as having identified slots in the timetable using experiments that foster scientific enquiry. 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 Discover 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 the Discover 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.

My Learning

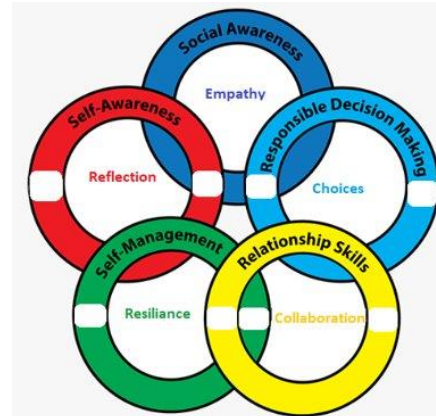
Subject Learning: On the Discover Flow, learners will focus on core subjects through explicit teaching, including structured independent learning opportunities. Foundation subjects will be delivered through the thematic PfA curriculum on a three year cycle, this includes a focus on developing life skills. Learning will build on their interests, providing a vehicle for meaningful, engaging, and fun learning. Discover learners curriculum is centred around individual needs and their Personalised Learning Goals (PLGs).

Physical Well Being: Discover learners will 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. The active learning curriculum, Practical Learning Experiences and Positive Learning Experience sessions support physical development and further support learners ability to assess risks in their environment . Learners also access PE lessons, Food Technology, Forest School, Enrichment, “Pledges” and “99 things to do before your 15%.”



Emotional Literacy: On the Discover Flow learners will have the opportunity to develop their understanding of how they are feeling. 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. Individual interventions, therapeutic thinking and the My Wellbeing curriculum are used to support this. Learners will focus on communicating their needs, wishes, feelings in an appropriate way in a range of environments. Effective communication is key to their success. Learners will also be supported to identify their likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving.

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. Learners 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, working towards the “Pledges” and “99 things to do before your 15%.”



My Learning

The Discover flow curriculum is designed around thematic PfA curriculum consisting of overarching half-termly themes.

This offers learners holistic and structured independent provision that enables learners to make meaningful connections with the world around them through real life experiences.

When planning the thematic curriculum, learners interests are considered to support them to engage with the content being taught, whilst enabling them to draw on past experiences and prior knowledge. Three cycles have been created to ensure knowledge is continued to be built on for all learners and give breadth to the topics.

MBA

Discover – Thematic Cycle			
	Autumn	Spring	Summer
Cycle A	 All About Me	 Spring	 Our Natural World
Cycle B	 Festivals	 Let's Grow	 Animals
Cycle C	 Around the World	 Planet Earth	 Rainbows
Cycle D	 Superheroes	 Dinosaurs	 Seaside / At the beach
Cycle E	 Blast from the Past	 Transport and Travel	 The world around me

Discover						
LTP – Cycle A						
My Thinking	My Communication	My Body	My Wellbeing	My Future		
Autumn		Spring		Summer		
English	Sensory Stories – Linked to theme					
	"Kindness is my <u>Superpower</u> " Alice Ortega	"The Monkey Puzzle" Julia Donaldson	"The Very Hungry Caterpillar's First Spring" Eric Carle	"I See Spring" Charles <u>Chaplin</u>	"The Snail and the Whale" Julia Donaldson	"Sharing a Shelf" Julia Donaldson
	Phonics – Linked to Little Wandle (3 sessions – Multi-sensory approaches to phase 2 phonemes – <u>July</u> stories: Decoding, Punctuation, Comprehension)					
	<u>S, A, T, P, I, N</u>		M, D, G, O, C		K, CK, E, U, R, H	
Maths	Exploring Numbers					
	Counting	"1,2,3"	Numbers to 5	One More / One Less	Match and Sort	Sharing
	Shape, Space and Measures					
	Size (Big/Small), Mass (Heavy/Light) and Capacity (Full / empty)	Positional Language / Spatial Awareness (on/under, in/out, in front/behind)	Measurement – Time (first/next, fast/slow), Length (Long/Short, thick/thin)	Shopping (Money / Exchanging)	Shape	Exploring Patterns
Let's Investigate – Recap over previous lessons / areas of interest						
Science	Human Body		Living Things	Horticulture	Habitats	
Music	Following Charanga Online music platform, SEN units. Each unit will follow a repeated sequence of learning: 1. Greeting Song (class choice), 2. Coordination and movement, 3. Taking turns, 4. Solo time, 5. Goodbye					
	Unit 13: Instrument Skill	Unit 14: Right Sound – Right Time	Unit 15: Playing in a Group	Unit 16: Directing	Unit 17: Shake-Tap-Ring	Unit 18: Introducing Instruments
	LTP for current cohort: LTP will be amended to put Unit 1 in cycle A upon completion of <u>Showercycle</u> : New Music cycle to start: 2026/2027.					
ICT	ICT will be interwoven through all learning opportunities supporting learners to make connections between ICT and how it can be used within their everyday lives. Key ICT learning opportunities include: - Reading <u>interactive</u> books - Use of communication aids (linked to reading) e.g. Visuals, Core Vocabulary Board, Objects of Reference, - Cause and Effect toys – generation of new / preferred sounds e.g. operating a switch, Cash Registers, remote control toys e.g. <u>scooter</u> - Role play toys: Microwave ovens, hoovers, tins, old mobile phones, washing machines <u>e</u> - Push Button activities e.g. digital media – pushing button on camera / iPad to take a photo <u>e.g. musical keyboards</u> / torches - Adaptive / Interactive Technology e.g. Whiteboards, iPads, Laptops					
Physical Education (P.E.)	Core Strength and Co-ordination		Gross Motor Skills		Fine Motor Skills	
Swimming – See attached LTP for Swim England Award Levels						
Art	Sketch Books		Flowers		Nature Art	
World Studies	This is an area of the curriculum that is embedded through our thematic curriculum, enabling learners to make meaningful connections with the world around them. World studies is linked directly to the curriculum offer and indirectly through enrichment days / themed weeks.					
Learning for Life	Self-Awareness		Self-Care, Support and Safety		Managing Feelings	
DT	DT is an area that will be interwoven through all learning tasks, mainly through continuous provision, role play and sensory experiences. Key skills / activities include but not limited to: - Exploring materials, - Fine motor skills e.g. cutting, threading, operating one handed <u>tools</u> e.g. tweezers and containers, - Construction: lining up and stacking					
DT: Cooking	Edible Faces		Spring Fruits	Spring Vegetables		Habitat Foods
Extending the Boundaries	84. Perform a freestyle of a covey 85. Play an instrument 86. Have your work displayed 87. Make your own book	88. Make a clay chain 95. Make a grass trumpet Lead an activity in your class		92. Take a photo of nature 93. Make a tape 94. Share the flag 95. Catch a falling ball 96. Experience nature at night 97. Share kindness, <u>enable to be and hand work</u>		



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My Learning

Targeted Intervention opportunities form an important part of our curriculum.

Targeted Interventions provide a tailored, multi-sensory approach, where learners engage in planned, personalised tasks designed to build autonomy and work towards their Personal Learning Goals (PLGs). This method supports learners by providing clear routines, visual supports, and achievable targets within a nurturing environment. It encourages self-regulation, confidence, and consistency, helping learners manage their emotions while developing essential skills for lifelong learning.

Adults provide carefully planned and resourced personalised opportunities for each individual learner; supporting learners throughout and providing additional adaptations where necessary.

Independent Learning offers the opportunity for child-selected and supported play. This is an integral part of a child's development and enables learners to take control of their own learning, use their creative skills and imaginations, foster a sense of achievement, form positive relationships and develop resilience.



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 learners 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 CMAT Cambridge Meridian Academy Trust							
Extending the Boundaries of Learning							
	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	ACHIEVEMENT	ENVIRONMENT	SERVICE
COMMUNICATOR	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
KNOWLEDGE	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
LEARNER	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Be an art, music or sports leader from school	Actively participate in activities which develop personal challenge diversity	Complete a sponsored event	Help organise a whole school event	Be a tour guide for parents or visitors to the school
SCOUT	Complete '99 Things'	Make a positive contribution as a student representative and have a written-up reference	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 cleaning duties in the dining hall for 1 week	Play a role in supporting an activity that provides a service in the Harbour community
ADVENTURER	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 sport, cultural or academic competitions	Lead an assembly on diversity to the school community	Organise a diversity day in school as a team 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
LEADER	Take on a lead role in a concert, show or sporting event	Be a member of the school's Student Council or an ambassador for the school in a particular area	Achieve an award from an organisation outside of school	Lead an event for the school 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	Be a member of a local charity group or be part of a 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							

99 THINGS TO DO BEFORE YOU'RE 15¾

1. Climb a tree	34. Watch a live performance	67. Identify 5 different trees
2. Roll down a hill	35. Play an instrument	68. Identify 5 different birds
3. Storm a stone	36. Read a newspaper	69. Collect shells
4. Go out in the rain	37. Watch the news	70. Lead an activity
5. Eat fruit/vegetables straight from a tree	38. Visit a Cambridge college	71. Play a boardgame
6. Catch a fish with a net	39. Play beach games	72. Call on owl
7. Hunt for treasure on the beach	40. Visit a foreign country	73. Fly a kite
8. Play conkers	41. Go star gazing	74. Canoeing
9. Feed an animal from your hand	42. Take a photo of nature	75. Cook a meal
10. Have a sit-down meal (out)	43. Hold a scary animal	76. Wash a car
11. Open a bank account	44. Visit a farm	77. Go bird watching
12. Go on a long bike ride	45. Explore in bare feet	78. Go punting
13. Play in a competitive game of sport	46. Hunt for fossils and bones	79. Visit a zoo
14. Perform in front of a crowd	47. Play a card game	80. Go geocaching
15. Play 3 different sports	48. Play a game of ruddy winks	81. Visit an arcade
16. Go on the guided busway	49. Listen to live music	82. Build a raft
17. Check out crazy animals in a rock pool	50. Know basic first aid	83. Bake a cake
18. Go to the beach	51. Have your work displayed	84. Build a sandcastle
19. Try rock climbing	52. Wash up by hand	85. Climb a tree
20. Cook on a campfire	53. Sing around a campfire	86. Make origami
21. Eat fish and chips by the sea	54. Go tobogganing	87. Build a den
22. Read and orientate a map	55. Send a letter in a post-box	88. Make a doll's chair
23. Play in the snow	56. Put up a tent	89. Create some wall art
24. Set up a snail race	57. Plant it, grow it, eat it	90. Paint with hands and feet
25. Play pooh sticks	58. Wander through the woods	91. Make something from clay
26. Play in waves	59. Camp out at night	92. Draw a sculpture
27. Make a meal with sticks	60. Bury someone in the sand	93. Build a rocket
28. Make a mud pie	61. Hunt for bugs	94. Design and make something
29. Dam a stream	62. Find some frogspawn	95. Make a grass trumpet
30. Light a fire without matches	63. Catch a falling leaf	96. Make a home for a wild animal
31. Listen to classical music	64. Track wild animals	97. Make your own lunch
32. Visit a museum	65. Catch a crab/sea star	98. Make a cup of tea
33. Watch a film at a cinema	66. Experience nature at night	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

The NeneGate Way	
Meet and Greet 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.	Ready to learn: ‘Do Now’ Activity 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 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.	A Common Structure 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 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.	A High Quality Learning Environment 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 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.	A common language 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 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.	Supporting each other 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.