



Our Voyage

Curriculum Overview

Our Curriculum 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 enjoy 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.

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



Our NeneGate Values

NeneGate School enshrines the five core values of the Meridian Trust:



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning



The pursuit of
excellence

We are committed to the pursuit of excellence: The School will reflect and encourage a commitment to continuous improvement that will create positive and optimistic ‘can do’ attitudes among students and staff, supporting pupils to reduce their dependence on others and self regulate. The School will systematically benchmark its practices against the very best in other schools to energise organisation, fuel ambition and stimulate improvement.



Valuing People

We value people: We will be uncompromising in our commitment to know and value every Pupil and support them to achieve academically and in the widest sense. This commitment underpins all aspects of all we will do.



Achievement for
all

We are committed to achievement for all: We are committed to the individual achievement of every student and recognise the flexibility and rigor – in terms of the curriculum, support, resources and monitoring – required to make this happen. Students’ transition and progression will be carefully planned and monitored to ensure that they achieve to their potential. All of this will be underpinned by a simple but highly effective ‘**My Voyage**’ approach that provides the focus of teachers, students and parents.

Our NeneGate Values



A high quality
learning
environment

We will provide a high quality learning environment: We know how important it is to create the right environment for our pupils to learn. We are committed to maintaining and developing our built environment. The classroom environment will provide students with stimulating and varied learning opportunities that engage and motivate them. Outside the classroom, students will feel safe, happy and secure, and will be inspired and supported to learn in all environments. We value learning which happens outside of the Classroom



Extending the
boundaries of
learning

We will extend the boundaries of learning: We will explore the role of the school as a source of pride and a centre of expertise. This outward focus will provide new and exciting opportunities to extend experience, skills and confidence, reflected in unique local and national partnerships as well as our **'Pledges'**. For staff and the School as a whole, we will explore ways to share our knowledge, expertise and facilities with other academies, schools and groups within our community.

PLEDGES: Participation, Leadership, Excellence, Diversity, Giving, Environmental & Service.



Our Curriculum Aims

Diverse cultural experiences
World of Work
Enrichment
Pledges and 99 things
Spiritual and moral development
Community Engagement



Curiosity about our world
A range of academic and vocational subjects
Intrinsic motivation
Self-efficacy
Preparation for Adulthood

Four flows
Personalised
Flexible
Self-care
Staying healthy and safe
Social and emotional development

Embedding foundational knowledge
Success in small steps
Valuing literacy
Developing communication
Appropriate scaffolding and adaptation
Self - esteem

A sense of awe and wonder
Learning to learn
Stimulating school environment
Engaging resources
Concrete learning opportunities

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.

Learner Characteristics



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

	Discover	Explore	Adventure	Pioneer
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	Explore learners need co-regulation but do not always want it or consistently recognise they need it. They are continuing to develop strategies to manage their feelings and use them with prompts and adult modelling.	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.	Pioneer learners are able to self-regulate on most occasions and are able to use a range of strategies. They will seek out adult support in a positive manner if required and can anticipate their triggers
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.	Explore learners have a small circle of trusted adults and peers but these relationships are fragile and inconsistent and they still find it difficult to trust others. They are more likely to have trusted adults, struggling more with peer 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.	Pioneer learners can engage with unfamiliar adults and cope with new people. They can adjust to different social situations and are developing social confidence. They can maintain friendships and have the skills to repair them and navigate difficulties with their peers and adults successfully.
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.	Explore learners need consistent routines but are able to engage in micro-transitions more successfully. They need a safe base to return to and a feeling of belonging. They need adult support for transitions.	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 as long as there is an attachment to something familiar.	Pioneer learners are able to learn in different environments with different staff members. They need a familiar adult available if required, but can manage without these adults in the classroom. They can cope with unplanned changes in routine on most occasions.
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.	Explore learners are becoming more effective in communicating their needs. They are developing an improved capacity to communicate verbally when dysregulated. They may not adopt their communication strategies consistently. They are developing a range of vocabulary to describe their emotions and an understanding of reciprocal communication and social cues. They may use detrimental language or behaviours to communicate their feelings.	Adventure learners are able to 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.	Pioneer learners can communicate more effectively and with increasing confidence in a variety of social settings. They can engage in extended, reciprocal conversations and actively listen to others, even if the person or subject is not of particular interest to them. They are able to explain their feelings with an appropriate range of vocabulary. They choose to use inappropriate or offensive language less frequently.
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.	Explore learners can attend for prolonged periods of time if an activity is of their own choosing and of interest. They are developing the ability to shift their attention from their own activity to an adult – led activity, but their engagement in this can be very limited. They can maintain an independent task set by an adult with appropriate scaffolds.	Adventure learners can engage in adult – planned activities for the majority 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.	Pioneer learners engage in adult-planned activities for the majority of the school day. They are improving their ability to sustain their attention during independent tasks, requiring fewer prompts and scaffolds.
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.	Explore learners are developing a sense of identity but can find it difficult to understand the concept of developing their potential or improving themselves. They can be motivated by short to medium term goals, which have extrinsic rewards, but can be easily demoralised and lack the resilience to continue when they are faced with difficulties. They may catastrophise when experiencing a setback. They will often find it difficult to accept responsibility for their actions.	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.	Pioneer learners have a more developed understanding of their abilities. They can make plans and create medium to long term goals, understanding how to achieve them, with adult support and encouragement. They are becoming more comfortable with who they are and are developing a stronger sense of identity. They are moving towards being driven by intrinsic motivation rather than being reliant on extrinsic rewards, although they may still need these.

Learner Characteristics	Discover Emerging	Explore Developing	Adventure Securing	Pioneer Mastering
Self-regulation I can regulate my own emotions on most occasions I can use a range of strategies to manage my feelings I can ask for adult support in a positive way I know my triggers				
Making Relationships I can engage socially with unfamiliar adults I can adapt to different social situations I am demonstrating social confidence I can maintain friendships I can successfully manage difficulties with peers and adults				
Managing Transition I can adapt to learning in different environments with different adults I can manage without a trusted adult in the classroom I can cope with unplanned changes in routine on most occasions				
Communication I can communicate effectively in a range of social settings I can engage in extended, reciprocal conversations I can actively listen to others I can explain my feelings using a range of vocabulary I choose to use inappropriate or offensive language less frequently				
Attention I can engage in adult-planned activities for most of the school day I can sustain my attention during independent tasks				
Self-actualisation I understand my potential I can set medium and long term goals and make plans to achieve these with adult support I have an increasingly well-developed sense of identity and am comfortable with this I am driven by intrinsic motivation and am not reliant on external rewards, although I may need these				

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.



Myself

Our curriculum flows provide the support, structure and flexibility needed for learners to thrive in education and beyond.

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

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
Superpower

My
Dislikes

My
Strategies

My Family

My
Trusted
Adults

My
Aspirations

My
Medical
Needs

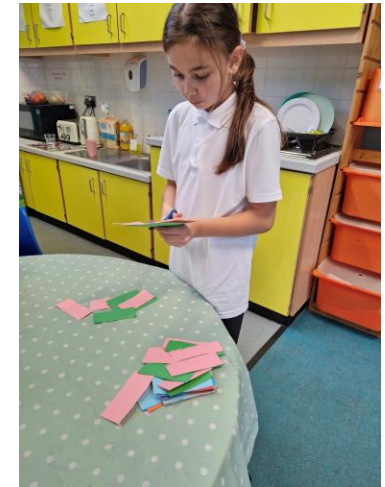


My Wellbeing

All learners are provided with regular opportunities to enhance their understanding of themselves, relationships with others and the world around them. An important aspect of learning at NeneGate is supporting pupils to develop their capacity to self-regulate and to manage their feelings and emotions to enable them to be as independent as possible in the next stage of life.

Learners across all flows have social and emotional support, according to their need. There is a focus on fostering independence as well as providing a learning environment where pupils can take risks, learn from their mistakes and be acknowledged progress in a holistic way.

There is a NeneGate My Wellbeing curriculum, which is supplemented by resources from Jigsaw and the PSHE association. The curriculum is dynamic and responsive to the needs of individual cohorts, with themed days providing opportunities for deep learning in key areas. There is also a focus on Communication, Emotional literacy, managing feelings, improving self-esteem, developing healthy relationships and personal hygiene. The planned curriculum is available across all flows, with the delivery and emphasis will vary, depending on the needs of learners in each flow.



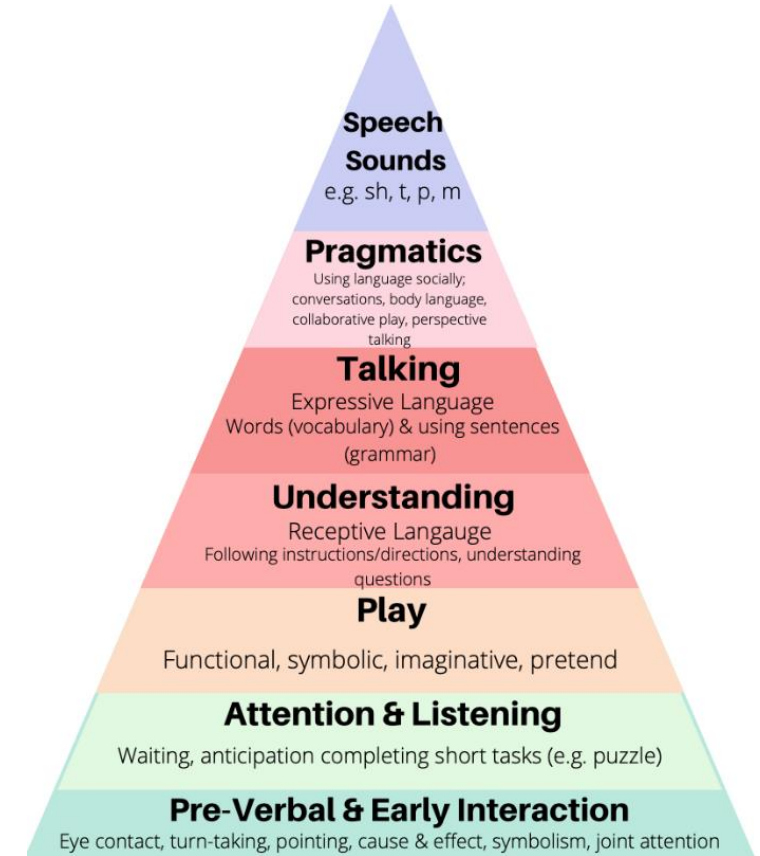


Communication and language (including pupil voice) is integral to the ability to access the learning offer on our curriculum and will be a 'Golden Thread' that connects planned curriculum content to learning activities and retention. This includes speaking & listening skills and reading, as well as the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

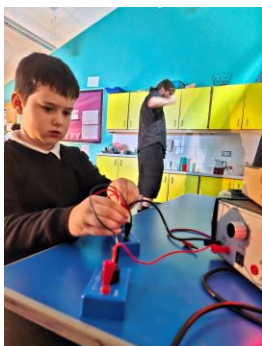
Learners will have access to opportunities to build communication skills through appropriate support in lessons from the environment, planned adult interactions, Speech and Language tasks and interventions. This will serve to reinforce social communication strategies previously learned.

Speech and Language (SAL): When appropriate learners will have access to external Speech and Language Therapists (SALT). Others self manage daily, structured social activities (Class interventions, social time, meal times, Enrichment, Pledges, Off site trips, Outdoor Learning, Team building, Sport). As pupils' skills increase they will be expected to use appropriate social communication to effectively take part, but also to support peers on all Flows. This increased independence will support resilience and increase future opportunities.

Therapeutic Thinking: All staff are trained in Therapeutic Thinking and use the language which supports this. This is reflected in our NeneGate Expects. It helps us to use language which reinforces expectations and helpful behaviours and also explains the detrimental behaviours of individuals. Following this approach staff, have reflective conversations regularly through the day to support with 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



My Learning

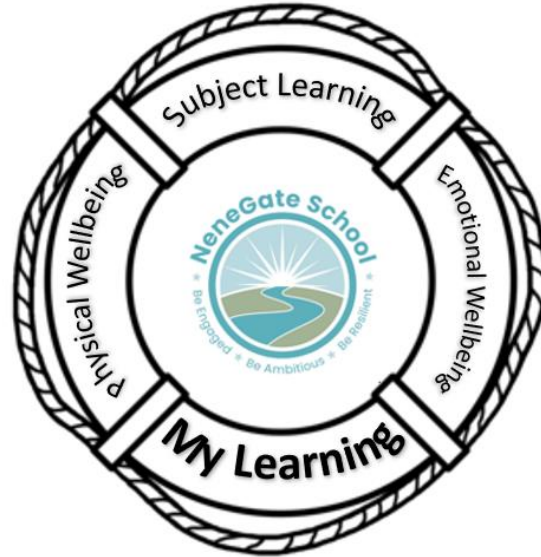


Literacy	Oracy
It is crucial for children to develop a life-long love of Reading, and to have the functional literacy skills to develop their engagement with learning. There is whole school approach to literacy built on high quality literature and a rigorous taught English curriculum. We aim to support our learners' personal experience and make real life connections to learning, 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 the long term memory and how best to enable learners to apply their learning to become competent readers. We continue to assess progress and introduce interventions such as Sparx Reader, Powerful Words and Faster Read across all flows, to support the development of fluency, comprehension and inference.	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 a 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
There is a whole school Science curriculum, which is broadly based on the national curriculum. This is delivered across all flows, with adjustments to the nature of delivery. There is an enhanced focus on practical based learning, with an emphasis on sparking learners' curiosity and intrinsic motivations. There are also regular opportunities to revisit topics, embed foundational knowledge and close any gaps in learning. 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. The Mathematics curriculum is based on 'White Rose' and is adapted to foster engagement, close gaps in knowledge, develop a deeper understanding of mathematical concepts and to ensure that our learners can make meaningful and purposeful connections. 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: There is a planned curriculum for all subjects taught in school, details of which can be found in the individual subject overviews. The content is the same across all flows, however the style of delivery will vary across flows. Humanities subjects may be taught discretely, or they may be incorporated into the Topic curriculum for learners on the Explore and Discover pathways.

Physical Well Being: All learners will experience hands on, fun activities throughout the curriculum. Where necessary, activities will be designed to cater for a learner's sensory profile, with a focus on 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 15¾."



Emotional Literacy: Based on flow and individual starting points, learners will have the opportunity to develop their understanding of their emotions and how they can develop their capacity to self-regulate. Learners will gradually 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 and to a range of audiences. Effective communication is key to their success. Learners will also be supported to manage their raw responses and develop socially acceptable language and behaviour to express these.

Social Literacy: Developing social skills will support the learner to make a positive contribution to society. Learners will have opportunities to engage in class sessions focusing on key skills. As pupils become more independent there will also be opportunities to develop social skills in the wider community through educational visits, enrichment and working towards "Pledges" and "99 things to do before your 15¾." Learners will be exposed to a range of unfamiliar environments and social situations to support them to develop their cultural and social capital, self-efficacy and self-esteem.



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 PL; 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.

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.



Curriculum Structures within flows

Discover

- Pupils will access core subject teaching delivered by their class teacher, learning opportunities will be focused on individual PLGs.
- Pupils require a combination of explicit and discrete via a thematic approach.
- Pupils require a nurture based approach underpinned by therapeutic thinking.
- All pupils will have daily interventions focusing on their PLGs. These interventions span the four areas of SEND.
- Pupils require structured learning opportunities focused on areas of interest.
- The delivery of the curriculum will be through short lessons 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 the thematic PfA curriculum on a three year cycle.
- Pupil progress will be measured against core subjects and PLGs
- Pupils 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 pupils will leave with an appropriate qualification in English and Maths.
- Pupils will access Positive Activities and Enrichment, which will allow them to extend the boundaries of learning and develop their social and communication skills.

Explore

- Pupils are able to access some discrete subject learning with more intensive adult support.
- Core subjects are delivered by class teachers with direction and support from subject leads.
- Many foundation subjects are delivered via a half termly topic, which runs across a three year cycle.
- There is a heavy focus on interventions in order to close gaps in knowledge and support progress towards achieving PLGs. These interventions span the four areas of SEND.
- These pupils are based predominantly in their safe class base and have access to trusted adults in the classroom at all times.
- Where necessary pupils will have an individually adapted curriculum to support engagement in learning and to ensure that their SEMH needs are met.
- They will use specialist teaching spaces with support but the curriculum can also be adapted to take the learning to their safe base.
- The delivery of the planned curriculum will be adapted to include more opportunities for concrete learning and kinaesthetic experiences.
- In Key Stage 4 there will be a focus on a vocational curriculum and qualifications, although GCSEs are available to all. Some pupils may access external vocational provision.
- Pupils will access positive activities and enrichment, which will allow them to extend the boundaries of learning and also develop their social and communication skills.

Adventure

- 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.

Pioneer

- Pupils are able to access discrete subject learning.
- Core subjects will be delivered by subject specialists and they will also receive specialist teaching in option subjects at Key Stage 4.
- Pupils will receive support in class, but key adults may not always be present.
- These pupils will be able to access and cope with the pressures of terminal examinations and the associated workload
- These pupils will have access to the full school curriculum, with option subjects at Key Stage 4 selected to meet their individual interests and needs.
- These pupils will be encouraged to engage in some home learning
- 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 will access positive activities and enrichment, which will allow them to extend the boundaries of learning and also develop their confidence and leadership skills.

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.



My Opportunities

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 Learning Trust						
		PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	CHARITY	ENVIRONMENT	SERVICE
COMMUNITY	Take part in a school event	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 newsletter	Be a class monitor and complete this to my teacher's satisfaction	Be an active member of the school's sports or cultural team	Actively participate in activities which develop personal challenge diversity	Complete a sponsored event	Help organise a school activity which benefits 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 written-up opinion	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	
SCHOOL	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 competition	Lead an assembly on diversity to the school community	Organise a diversity to a 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	
	Take on a leadership role in a school or sporting event	Be a member of the school's Student Council or an ambassador for the school in a particular area	Act as an award from an organisation outside of school	Lead an award 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	Organise a local charity shop or be part of a school charity event or community project	
	Take on a leadership role in a school or sporting event	Be a member of the school's Student Council or an ambassador for the school in a particular area	Act as an award from an organisation outside of school	Lead an award 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	Organise a local charity shop or be part of a school charity event or community project	
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		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 hill
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.

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.

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.

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 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.

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.

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.

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.

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

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.