

Pioneer Flow



Meridian
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High Quality
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Environment



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Extending the
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Learning



Achievement
for all



Our Voyage

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

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

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

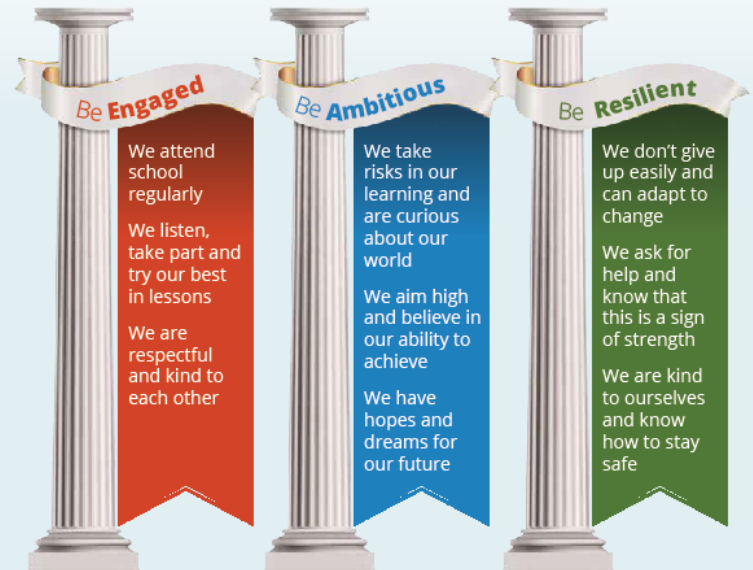
The structures and the delivery of the curriculum will differ significantly across flows, because decisions about how we implement our curriculum are informed by the needs of our learners.



Pioneer flow

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



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The Pioneer flow supports our learners to be as independent as possible. They access discrete subject learning by subject specialists as appropriate. They will have access to the full school curriculum with option subjects at KS4 selected to meet their personalised interests. They will have access to key adults, but they might not always be present.

This flow lives out our ethos through our pillars:

Be engaged: Pioneer learners will engage independently in a range of learning environments and with a range of staff members, underpinned by therapeutic thinking. They will follow subject specific curriculums with an aim of working towards nationally recognised qualifications. Learners demonstrate how to look after their learning environment and each other.

Be ambitious: Our Pioneer flow is structured to support learners engage in an ambitious curriculum taking into account personal interests and nationally recognised qualifications. They have a more developed understanding of their abilities and understand how to achieve their goals.

Be resilient: In our Pioneer flow learners are able to communicate with a range of adults in a range of settings effectively. Pioneer learners are able to self regulate on most occasions and use a range of strategies. Learners are able to frequently identify their own triggers.

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.



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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.

Pioneer Flow

- Pupils are able to access discrete subject learning.
- Core subjects will be delivered by subject specialists where appropriate 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 learning activities and enrichment, which will allow them to extend the boundaries of learning and also develop their confidence and leadership skills.

Pioneer flow – Learner Characteristics

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

Self-regulation

- 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

- 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

- 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

- 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

- 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

- 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.

Myself

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

The Pioneer flow is centred around individual needs, ensuring access to success specialist curriculum that provides access to a range of activities that prepare students for adulthood.

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 Pioneer flow learners can access the following aids and support, independently when appropriate:

- Support focusing on PLGs
- Visual supports or cues
- Emotional regulation strategies that can be accessed independently
- Flexible timetabling considering subject specialists and learner's interests
- Structured learning opportunities through specialist teaching, the next steps curriculum and opportunities inside and outside the classroom.
- Real life experiences
- Multi-sensory opportunities



My Wellbeing

Pioneer learners have more developed understanding of their own abilities. They can make plans and understand how to achieve them, with adult support and encouragement. They are developing a strong sense of identity.

Pioneer learners are able to self regulate on most occasions, using a range of strategies. Learners maintain friendships and have the skills to maintain them. They can navigate difficulties successfully. They will seek out adult support in a positive manner and can anticipate their triggers.

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 Pioneer flow, PSHE is explicitly and holistically taught, and pupils are expected to gain a formal qualification through this study.

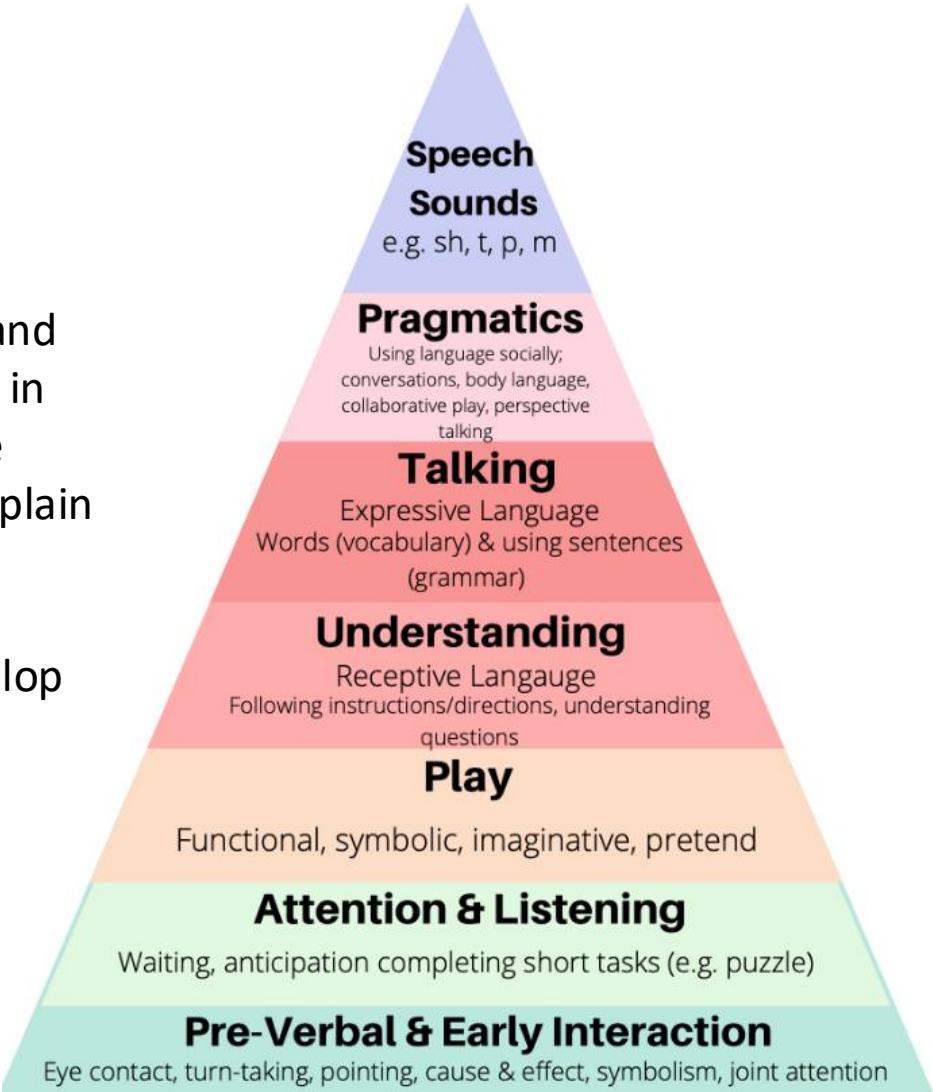




Pioneer learners can communicate more effectively than the other flows and with increasing confidence in a variety of social settings. They can engage in extended reciprocal conversations and actively listen to others, even if the person or subject is not of particular interest to them. They are able to explain their feelings with an appropriate range of vocabulary.

Pioneer learners may still access the following tools and strategies to develop their effective communication skills :

- Visual support
- Sensory support
- Movement breaks
- Speech and Language interventions as appropriate
- 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 Pioneer flow through delivery through specialist teachers following the national curriculum and interventions as appropriate. The teaching of reading begins as soon as our pupils walk through the door at NeneGate through our phonics programme, Little Wandle. They progress from Little Wandle to Code Read when appropriate.	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 as is exposing learners to subject specific language. 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 Pioneer flow, Science will be delivered by specialist teachers following the national curriculum or exam specification. Students have access to and use specialist teaching space. Science will be practical based, the cause and effect nature of science promotes an engaging sensory experience, sparking learners curiosity and intrinsic motivations. Learners will have the opportunity to investigate and explore the properties of materials when combined or exposed to environmental changes, using scientific enquiry to enable for understanding of the real world and problem solving in adulthood. Rich learning opportunities will be provided for learners to explore their own ideas and develop conceptual understanding. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.	Maths forms a key part of our curriculum, with learners developing key life skills in problem solving, number and time taught through Maths lessons which enable and provoke mathematical enquiry. Learners on the Pioneer 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. Students are working towards appropriate qualifications.



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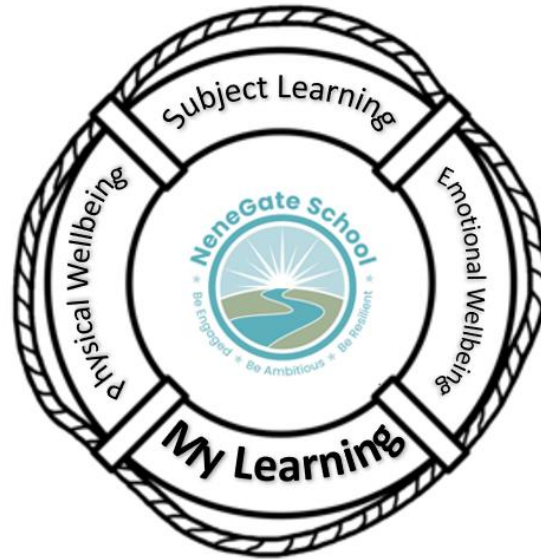


My Learning

Subject Learning: Pioneer Learners are able to access discrete subject learning. Core subjects are delivered by subject specialists. They are also able to access subject specialist in option subjects at KS4.

Pupils will receive support in class but key adults will not always be present. Pioneer pupils will be able to access and cope with the pressures of terminal examinations and the associated workload. They will have access to the full school curriculum with the option subjects selected to meet their interests and needs. They will be encouraged to engage in some home learning.

Physical Well Being: Pioneer 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%.”



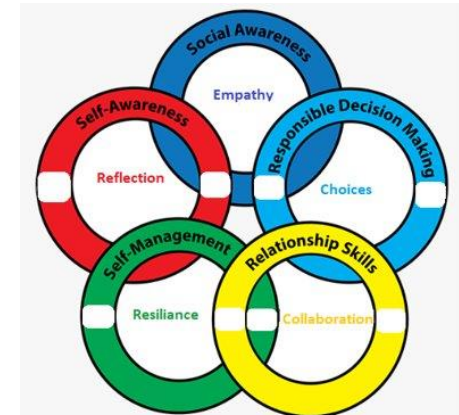
Emotional Literacy: Pioneer learners can engage with unfamiliar adults and cope with new people. They can adjust to different social situations and are developing social confidence.

Pioneer learners are able to self regulate on most occasions and use a range of strategies. They seek adult support when required and anticipate their triggers.

Pioneer learners can access ELSA sessions and other interventions to support with their emotional literacy.

Pioneers learners are beginning to acquire intrinsic motivation but they may still require external incentives at times.

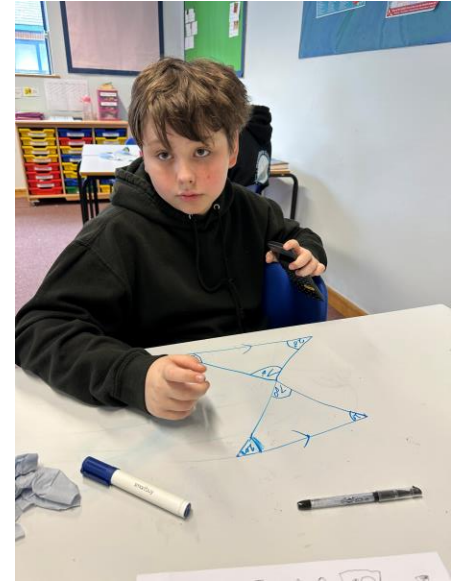
Social Literacy: On the Pioneer flow, developing social skills is crucial when preparing for adulthood. This will support the learner to make a positive contribution to society. Learners will have opportunities to engage in group sessions, including turn taking, sharing stimuli and experiences. There 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

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

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



My Next Steps

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

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

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

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

Preparing for Adulthood

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

My Progress

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

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

Assessment tools include:

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

Flight paths: Flight paths have been compiled using existing assessment frameworks and then further developed these into a single assessment flow document for each area of our My Voyage curriculum. These flight paths create the assessment progression for all aspects of our curriculum to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning.

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

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



My Crew

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

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

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

Community events: We hold a range of community events throughout the year which support wider community groups or charities. It is important to us that our learners gain an understanding of the needs of their wider community, and through this, have an empathy for the needs and difficulties faced by others.

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





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

		PLEDGES							CMAT
		Extending the Boundaries of Learning							
C	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GENES	ENVIRONMENT	SERVICE		
	Take part in a school event	Lead an activity in my class	Show Knowledge Creativity or hard work	Take part in a cultural event	Share with others	Put things I use away	Help someone in my class		
	Complete 10% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy	Help someone when they are finding something difficult		
	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Be an on-call member and complete this to my teacher's satisfaction	Actively participate in activities which support personal challenge diversity	Complete an organised event	Help organise an activity which would improve the school environment	Be a tour guide for parents or visitors to the school		
N	Complete '99 Things'	Make a positive contribution as a student representative and have a reference written up	Represent the school in a team or individual 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		
	Help to organise a concert, show or sporting event	Be a leader of a sports or cultural or academic event/team	Represent the school in a team or individual sport, cultural or academic competition	Lead an award from an organisation to a local community	Organise an event for the school or local community	Be part of an organisation of a group of students to implement a whole-school environmental initiative	Volunteer and help at a school event after school		
	Take on a lead role in a school 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 to a local community	Lead an event for the school or local community	Independently run a fund-raising event in school which benefits a charity or community project	Participate in an out of school environmental event	Be a tour guide for parents or visitors to the school		
	Take on a lead 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 to a local community	Lead an event for the school or local community	Independently run a fund-raising event in school which benefits a charity or community project	Participate in an out of school environmental event	Be a tour guide for parents or visitors to the school		
Many of the PLEDGES have at their core the 'British Values' of:									Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

99 THINGS TO DO BEFORE YOU'RE 15¾



1. Climb a tree

2. Roll down a hill

3. Steal a stone

4. Go out in the rain

5. Eat fruit/vegetables straight from a tree

6. Catch a fish with a net

7. Hunt for treasure on the beach

8. Play conkers

9. Feed an animal from your hand

10. Have a sit-down meal (out)

11. Open a bank account

12. Go on a long bike ride

13. Play in a competitive game of sport

14. Perform in front of a crowd

15. Play 3 different sports

16. Go on the guided busway

17. Check out crazy animals in a rock pool

18. Go to the beach

19. Try rock climbing

20. Cook on a campfire

21. Eat fish and chips by the sea

22. Read and orientate a map

23. Play in the snow

24. Set up a snail race

25. Play pool sticks

26. Play in waves

27. Make a meal with sticks

28. Make a mud pie

29. Dam a stream

30. Light a fire without matches

31. Listen to classical music

32. Visit a museum

33. Watch a film at a cinema

34. Watch a live performance

35. Play an instrument

36. Read a newspaper

37. Watch the news

38. Visit a Cambridge college

39. Play beach games

40. Visit a foreign country

41. Go star gazing

42. Take a photo of nature

43. Hold a scary animal

44. Visit a farm

45. Explore in bare feet

46. Hunt for fossils and bones

47. Play a card game

48. Play a game of ruddy winks

49. Listen to live music

50. Know basic first aid

51. Have your work displayed

52. Wash up by hand

53. Sing around a campfire

54. Go tobogganing

55. Send a letter in a post-box

56. Put up a tent

57. Plant it, grow it, eat it

58. Wander through the woods

59. Camp out at night

60. Bury someone in the sand

61. Hunt for bugs

62. Find some frogspawn

63. Catch a falling leaf

64. Track wild animals

65. Catch a crab/sea star

66. Experience nature at night

67. Identify 5 different trees

68. Identify 5 different birds

69. Collect shells

70. Lead an activity

71. Play a boardgame

72. Call on owl

73. Fly a kite

74. Canoeing

75. Cook a meal

76. Wash a car

77. Go bird watching

78. Go punting

79. Visit a zoo

80. Go geocaching

81. Visit an arcade

82. Build a raft

83. Bake a cake

84. Build a sandcastle

85. Climb a hill

86. Make origami

87. Build a den

88. Make a daily chain

89. Create some wall art

90. Paint with hands and feet

91. Make something from clay

92. Draw a sculpture

93. Build a rocket

94. Design and make something

95. Make a grass trumpet

96. Make a home for a wild animal

97. Make your own lunch

98. Make a cup of tea

99. Watch a show in a theatre
-

99 Things to do before you're 15¾
At NeneGate, we understand that learning does not just take place in the classroom. We want to challenge learners to try new things and experiences, to help them find what skills and interests they have. 99 things to do before 15 encourages this. Each learner will have these written bespoke to their needs, likes and strengths.



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



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The NeneGate Way

Meet and Greet 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.