

Curriculum Statement

Supporting Vulnerable Learners

Hooked on Thinking

Working With and For Local Families



Intent – The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is social and emotional health. The EEF states ‘*all pupils have a right to effective teaching and full participation within the school community*’. This information has been taken from the 2014 Children and family Act and the 2010 Equality Act. At Hindhayes the leadership team believes that it is our job to prepare all our pupils to flourish and feel that they truly are included within society. Over the last seven years’ strong leadership has proactively sought to embed an inclusive culture. Working towards providing a rigorous curriculum that is supported by a compassionate ethos and trauma informed research we are aware of the impact of trauma on our young children and know that trauma leaves us with varying levels of psychological and physiological development implications. Staff have been provided with a wealth of training opportunities both internally and externally to help them better understand the challenging behaviours that this area of need can present us with when we are teaching the young children in our classrooms. This training has enabled staff to better empathise with children who are not learning ready and also enabled us to work hard to provide a nurturing and caring environment that promotes patience and redirection through connection. Whole school training ensures that messages are clear for all staff. Teachers and teaching assistants must be aware of how best to work with all pupils so that children are presented with consistency. At Hindhayes this proactive, positive and supportive approach to behaviour benefits all our pupils. There is a clear correlation between those children who have another barrier to their learning also suffering with low levels of wellbeing e.g. feeling unhappy about the difficulties that they face when trying to complete their school or homework tasks. Effective teaching and learning requires positive relationships and interactions between pupils and teachers. Attachment theories and the wellbeing of our pupils is at the heart of the community that we have built over the last few years. We know that relationships are key and that our pupils require compassionate teaching that shows kindness to our children.

Implementation: EEF: Priority 1: Create a positive and supportive environment for all pupils without exception.

Developing emotionally literate and socially resilient pupils at Hindhayes: Assessments used: Boxall, Leuven scale of engagement, social and emotional checklists

Emotional wellbeing is at the heart of the ethos of our school curriculum. The children and staff are encouraged to use their up to date and increasing knowledge of recent research when working with individual children to adapt their planning and classroom approaches. Bespoke provision for individuals is organised through a flexible methodology enabling all pupils no matter what their emotional position to be successful. These approaches include:

- Time, Flexible timetables, TEACH tray system, time limited tasks e.g. 30 minutes
- Safe places e.g. class tents, tee pees, work stations
- Visual aids such as visual timetables, now and next boards, communication in print
- Social stories, comic strips
- Sensory resources e.g. fiddle cushions, chewellery, fidget cushions, wedges, body socks
- Additional adults for 1:1 support for identified pupils with e.g. EHCP/high needs funding
- Small group support e.g. Time to Talk to develop social skills
- Learning mentor, ELSA and PFSA support in our Time in/Time out tree house to further develop emotional literacy
- Forest School to support all areas of the curriculum but also the personal, social and emotional skills linked to building self-esteem and self-confidence
- Mindfulness, Thai Chi, yoga and meditation
- Circle times aimed at e.g. starving the anxiety gremlin
- Risky play policy/scrap store to support increased levels of resilience
- Keeping in mind e.g. I was thinking about you at the weekend, through the holidays, when I was.....
- Emotional coaching e.g. I was wondering if....., emotional barometers
- Solution circles e.g. to share good practice amongst
- Relationships, a warm smile and a friendly greeting, caring and accepting interactions from all staff
- Listening to the voice of the child, acknowledging fear, loss, bereavement and dealing with it



Impact

Through the commitment of the staff to provide a trauma informed supportive curriculum the vast majority of the children at Hindhayes are calm and engaged.

Visitors comment on how polite the children are and parents feel that behaviour of the children is excellent.

Professionals such as Kate Lee, the head Educational Psychologist for Somerset has commented on how well the staff know the children who require Educational Health Care Plans.

Somerset advisory staff have used our in house documentation as examples of high quality practice.

Hindhayes SLT and PFSA work closely with class teachers and school staff.

