



Linden Lodge School

Provider of specialist education since 1903

Title:	Waking Day Curriculum Policy		
Type:	POLICY		
Review Cycle Frequency:	1 year		
Lead Staff:	Head of Residential		
Support:	Co-Headteacher – Residential and Health Services		
VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Summer 2023 – Policy Update	Head of Residential	Summer Term 2023
LINKED INTERNAL DOCUMENTS:			
LINKED EXTERNAL DOCUMENTS:			

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachers@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

Introduction

Linden Lodge School provides education to children and young people who have very complex and diverse sensory and learning needs. All of our learners develop skills, knowledge and understanding within a variety of learning environments and through a range of learning activities that form the curriculum. Highly effective teaching and learning enables all learners to progress from their starting points towards the achievement of our 5 key areas of learning:

- Mental Health and Wellbeing
- Communication
- Cognition and Learning
- Sensory and Physical Development
- Independence and Preparation for adulthood

In line with the SEND 0-25 Code of Practice and learners' individual Education, Health and Care Plans we aim to support our young peoples' development through a blended approach of education, health/therapy and care.

Linden Lodge provides a Waking Day curriculum which prepares all learners well for adulthood. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different backgrounds, faiths and beliefs are promoted throughout the provision.

We actively seek to promote equality and diversity and all learners engage in a range of teaching and learning activities that encourage the learner's spiritual, moral, social and cultural development and where appropriate, learners are supported to explore personal, social and ethical issues within safe and supportive environments.

We have 15 residential places at Linden Lodge School. Pupils attend as either a day or residential learner. Residential placements are based on weekly boarding Monday to Friday, 39 weeks a year. Residential pupils reside in Richley House, a purpose built residential building on the Linden Lodge campus. Residential pupils reside on one of three floors depending on their needs and abilities.

Policy

Staff at Linden Lodge School plan and deliver a 'Waking Day Curriculum' for residential learners that maximises opportunities for the development and embedding of skills and knowledge over and above the school timetabled day.

Through the Waking Day curriculum pupils are encouraged and enabled to develop the skills acquired during the school day with widened opportunities to rehearse and embed these.

Pupils at Linden Lodge School benefit from the opportunities that the residential school provides to generalise their skills and knowledge outside the day curriculum. Their development is further enhanced through access to specialist staff and therapists who provide sessions to embed and extend skills. The residential provision enables pupils to learn more effectively and to translate the knowledge and skills acquired in the classroom to home and social settings.

Our curriculum is underpinned by the following principles

- Recognising and respecting that the residential house is the pupil's Home
- Providing a safe and supportive learning environment
- Partnership with parents and carers to share knowledge and expertise
- Listening to the views of residential pupils and acting upon them to develop the curriculum Recognising individual needs and talents
- Providing opportunities to develop independence skills through differentiated pathways
- Setting individual goals which prioritise communication, mental health and social development
- Having high expectations of pupils
- Providing a range of structured activities in a variety of environments
- Providing a range of unstructured activities
- Encouraging incidental learning and language acquisition
- Providing extended time to practice and enhance skill learning

Celebrating achievement

Learning Outcomes

Pupils are encouraged to access activities and opportunities through which they can extend and generalise their skills. In addition the waking day curriculum provides the opportunity for incidental learning and for pupils to be able to manage and safely explore unstructured time and activities.

All progress is tracked and recorded with the emphasis on celebrating individual achievement and progress.

Wellbeing

The residential provision provides a safe and caring environment in which pupils are encouraged to actively participate and engage. Residential pupils benefit from staff who understand their individual needs and use flexible personalised approaches to help pupil make transitions, develop choices and to feel safe and relaxed wherever possible.

Pupils have individual interests and talents and staff create opportunities to enable pupils to develop these and build on them but also to share with others.

The approach of the school in linking education, health and care enables pupils to benefit from integrated approaches so that their needs are understood across the provision.

The Positive Behaviour approach is consistent across school and residential provision with an emphasis on helping pupils to develop self-regulation and to receive positive feedback on their increasing resilience. Opportunities are also extended to enable pupils to take part in physical activities, make healthy food choices and to develop an understanding of physical and mental wellbeing.

Therapists work across the school and residential setting.

Communication

All residential pupils are provided with extended opportunities to develop their communication skills and have a personal communication goal. There are a wide range of opportunities for pupils to develop their social communication skills in both structured and unstructured activities. Through a residential meetings pupils have the opportunity to express their feelings and views and to influence the services which they receive.

Development of Independence Skills

The extended day curriculum provides pupils with the opportunity to further develop skills and experience in preparation for adulthood. These include:

- Personal care routines
- Tasks that keep oneself healthy and safe
- Laundry
- Cooking
- Cleaning
- Tidying
- Budgeting
- Travel training
- Shopping
- Leisure and recreation activities and events
- Ability to plan personal leisure time
- Development of Employment Skills

Pupils have extended opportunities to develop skills as part of the school Careers programme. These include:

- Development of social interaction skills
- Teamwork
- Contributing to decision making
- Organisation
- Planning time
- Preparing meals
- Helping others

Staff

The Staff team use a coordinated approach to ensure that each pupils' needs and abilities are understood and individual goals are set to enable pupils to achieve and celebrate success. The team is led by the Head of Residential and a senior management team.

The Co-Headteacher – Health Services and Residential works across both school and residential provision. In addition the school nurses, therapy team and specialists work across both settings to enable pupils to achieve a coordinated approach.

Assessment

- Multidisciplinary staff team members undertake regular assessments (therapy, education, psychology, Positive Behaviour, care and health) and provide required interventions
- Staff are knowledgeable about each individual learner's needs and create and update care plans, positive behaviour plans and risk assessments
- The level of skills that learners possess is assessed using recognised assessment frameworks (e.g. Pathways to Independence) which provides baseline information relating to their independence, ability to care for themselves and the ability to take part in all aspects of daily living within the residential setting.

Planning and monitoring

Each pupil has their individual learning goals which are coordinated across school and residential provision

Each pupil has an individual care plan which outlines individual progress
School staff and residential staff meet regularly to share knowledge and to provide opportunities to enable pupils to extend and generalise their skills.

Pupils' learning outcomes are assessed on a termly basis and discussed by both school and residential teams.

The therapy team assess pupils in both school and residential provisions and provide coordinated advice.

Residential staff provide an annual school report and attend and contribute to pupils' Annual Reviews and MDT meetings.

Benefits to learners

The Waking Day Curriculum benefits residential pupils by helping them to;

- Keep safe
- Improve their independence skills
- Engage in a wider range of recreational enrichment activities
- Access opportunities for learning outside normal school/college hours.
- Widen their awareness, knowledge and appreciation of different environments
- Generalise and transfer knowledge and skills
- Develop a sense of autonomy and individual responsibility
- Communicate, interact and express their wishes and preferences
- Develop social skills in a supportive environment
- Develop family and peer relationships
- Maintain dignity and self-esteem as individuals
- Develop confidence and enjoyment of living in a group setting
- Increase their skills in social communication
- Become valued members of the community
- Fulfil their potential and be recognised and valued for individual

strengths and abilities

- Lead an independent life as far as they are able in preparation for adulthood.

Monitoring

The Head and Deputy Childcare Manager provide termly reports on the Waking Day Curriculum to the Residential Board

The Link governor makes a termly visit to discuss the waking day curriculum and pupil progress

Pupil outcomes are analysed on a termly basis and reported to the residential Board

The Waking Day Curriculum is reported on by the Independent Visitor

The Residential provision receives an annual OFSTED inspection

Training

Staff receive training in recording pupils' individual progress and achievements.

Regular opportunities are made to ensure that residential and school staff actively collaborate and share information to support pupils' individual progress journeys.