

# The Welcome Back Curriculum

Linden Lodge

### **Relationships**

Re-establishing trust, social skills, peer to peer communication and coming out of their bubble

### **Empathy**

Having understanding of where we have been and the effect lock down has had on both learners and staff

### **Recognition**

Appreciating where our learners have come from and how these experiences will impact their return to school

### **Trauma**

Recognising the significant challenges Covid 19 has brought and creating a supportive needs based environment which is personalised for each learner

## The Recovery Curriculum is about...

### **Safety**

Creating a safe, supportive and meaningful environments which develop the learners SEMH, cognition and communication skills alongside the home

### **Engagement**

Addressing withdrawal and rediscovering a love of learning by utilising the professional expertise of the school and teaching in an exciting and enquiry based way

### **Opportunity**

Continue to develop the relationship with home and to better understanding our learners SEMH, Sensory Diets and well being

## Curriculum Overview at Linden Lodge

Our curriculum is personalised to meet the needs of each pupil and to address the individual strengths and aspirations. We structure the curriculum according to 5 main pathways which enable us to create cohesive frameworks for learning to take place. The + refers to the addition of an extended specialist curriculum which is designed to meet the additional needs of visually and sensory impaired learners. This is integrated into the core curriculum, at times embedded and at times provided as a discrete learning opportunity. We provide access to a curriculum which promotes communication and engagement, develops skills and knowledge and importantly provides pupils with the support to achieve as much independence as possible. We offer accessibility through: qualified specialist teachers of VI/MSI, adapted environment for VI/MSI, resources including equipment for the visually impaired to access learning, specialist teaching approaches including braille.

**Early Years Foundation Stage + (2 – 5 years)** Pupils follow the EYFS curriculum through the Early Years. This is a developmental curriculum, which plays a diagnostic role in establishing which of the three Curricula the child begins at the end of Early Years. The three key areas on the core EYFS curriculum are: Communication and Language, Physical Development and Personal, Social and Emotional Development.

**Pre-formal Pathway +** (For pupils with Profound and Multiple Difficulties. Pupils are based in The Harris Centre)

- My Communication
- My Cognition
- My Body
- Me and My Community
- My Care and Independence

**Semi-formal Pathway +** (For pupils with Severe Learning Difficulties)

- My Communication
- My Thinking
- My Body
- Myself
- My Creativity
- Me and My Community
- How My World Works

**The Formal Pathway +** (For pupils with Mild to Moderate Learning Difficulties and SEMH)

- English
- Maths
- Science
- Humanities
- Modern Foreign Languages
- Creative Arts
- Physical Education

**The MSI Curriculum for Deafblind pupils (2-19 years).**

Pupils are based in **The Alba Centre** for deafblind. This pathway covers all abilities and the curriculum is based on the Victoria School curriculum bridging PMLD, SLD and beyond.

### Post 16 Pathway +

#### Pre Formal Curriculum

For pupils with Profound and Multiple Difficulties

#### Semi-Formal Curriculum

For pupils with Severe Learning Difficulties

#### Formal Curriculum

For pupils with Moderate Learning Difficulties

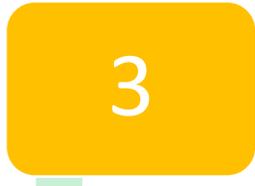
# What we must consider when assessing and evaluating

- Loss: of seeing friends and family; of routines; of goals/milestones, such as exams; of rituals such as end of year activities or exams; of school life; of normal life and activities.
- Friendships: lack of socialisation; loss of self-worth gained from peer groups; missing friends; difficulties maintaining friendships remotely; loss of social rewards and social identity.
- Anxiety, fear and confusion: fear about future uncertainty; fear of future school closures; confusion about new rules; anxiety about illness and hygiene.
- Disrupted sleep patterns: causing loss of concentration and affecting mood.
- Family experiences: abuse; conflict; stress; financial issues; coping with mental health issues of adults; increased caring responsibilities.
- School: worries about missing learning and falling behind; loss of routines; academic worries due to school closures or exam cancellations; lack of access to trusted adults.
- Bereavement and illness: coping with the illness or death of family, friends and loved ones.

1. **School Culture** that enables voices of all stakeholders to be heard.



2. **Curriculum** that focuses on Communication, Cognition and Independence through PLG's, Well Being Passports and Sensory Diets.



3. **Learning Environments** - Adapted expectations for creating a positive climate for learning with safety measures at the centre.



4. **Curriculum** that focuses on SEMH, PSHE to support engagement, connectivity, self-awareness, identifying barriers to learning and gradual introduction to curriculum subjects/areas.



5. **Safe space for reconnection** - risk assessment cycles in place, staggered start, reduced movement through adapted timetable.

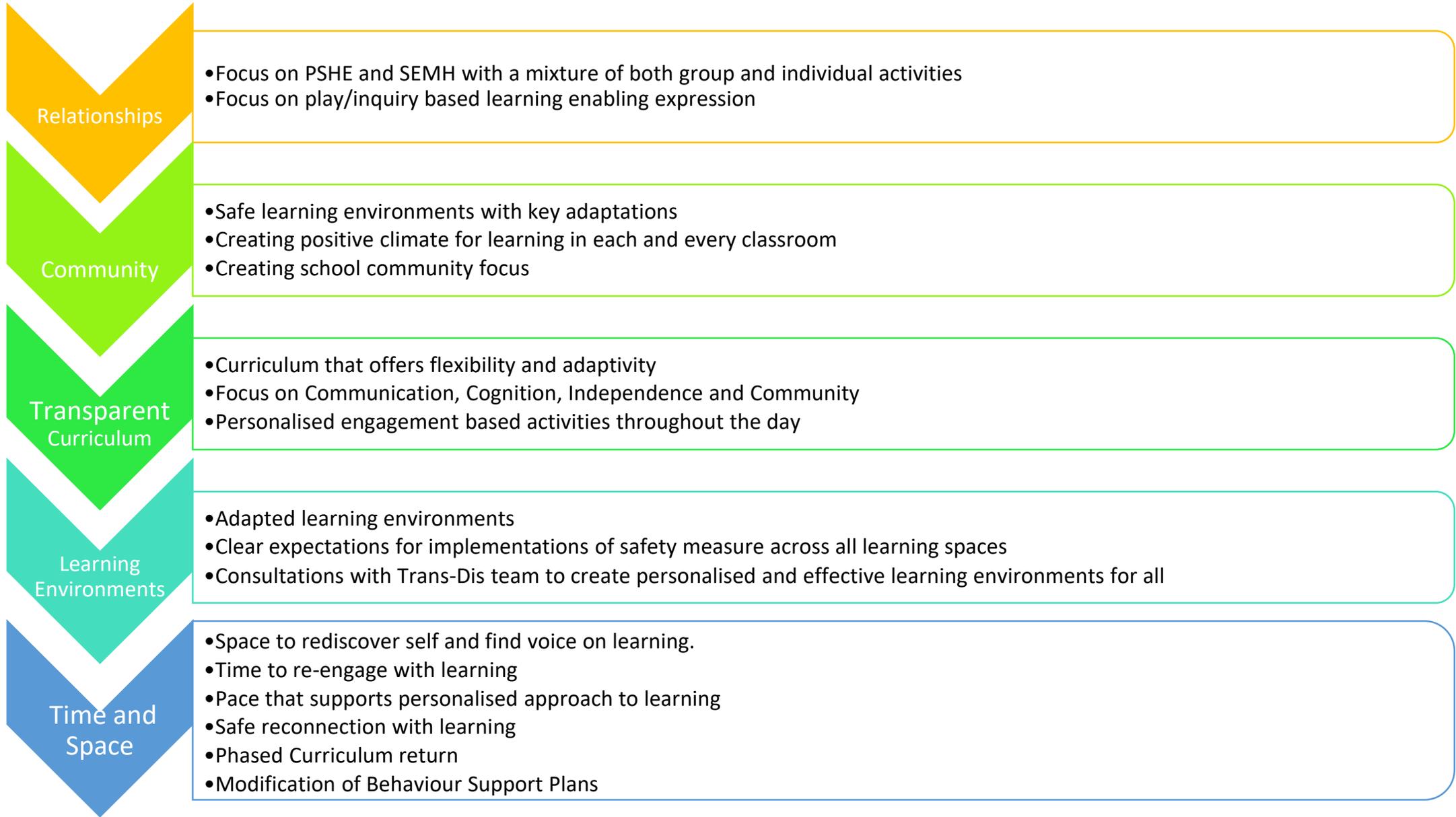


6. **Rising Strong** – support for all stakeholders around the social, emotional and mental health and well-being.

7. **Reparation** – developing greater resilience, enabling everyone to flourish and thrive.



# Five levels of Recovery Curriculum



## Phase 1

Returning to School;  
Reacting, improvising and Evaluating

- What does 'The New Me' need to be safe, engaged and positive?
- Constant communication and feedback with parents and guardians
- Identifying changes to communicative, emotional and SEMH skills
- Inquisitive and curious learning opportunities to establish learning environments and activities which increase engagement, supported by Multi-Disciplinary team. Sensory Diet discussed
- Heavy focused on Play Based Learning and Self-Expression
- Strategies agreed and put into place to support needs

## Phase 2

'The New You'  
Forging, Establishing and Building

- What do I need more or less of?
- Evaluation of strategies and teaching practice, how are they working at home? Communication with parents and guardians vital
- Creation of learning needs profile
- Progression and development of self expression through advancement of appropriate learning opportunities
- Expansion of timetable to include more varied learning opportunities

## Phase 3

How does the New Me aspire to become?

- What needs to be in place for me to be the best I can be?
- What aspirations do I have and how do they fit into my EHCP?
- Personal Learning Goals Established with clear strategies in place to achieve
- Continued communication with Multi-disciplinary team as well as parents
- Plan in place for continued progress for now and the future.

# Explanations of the Phases

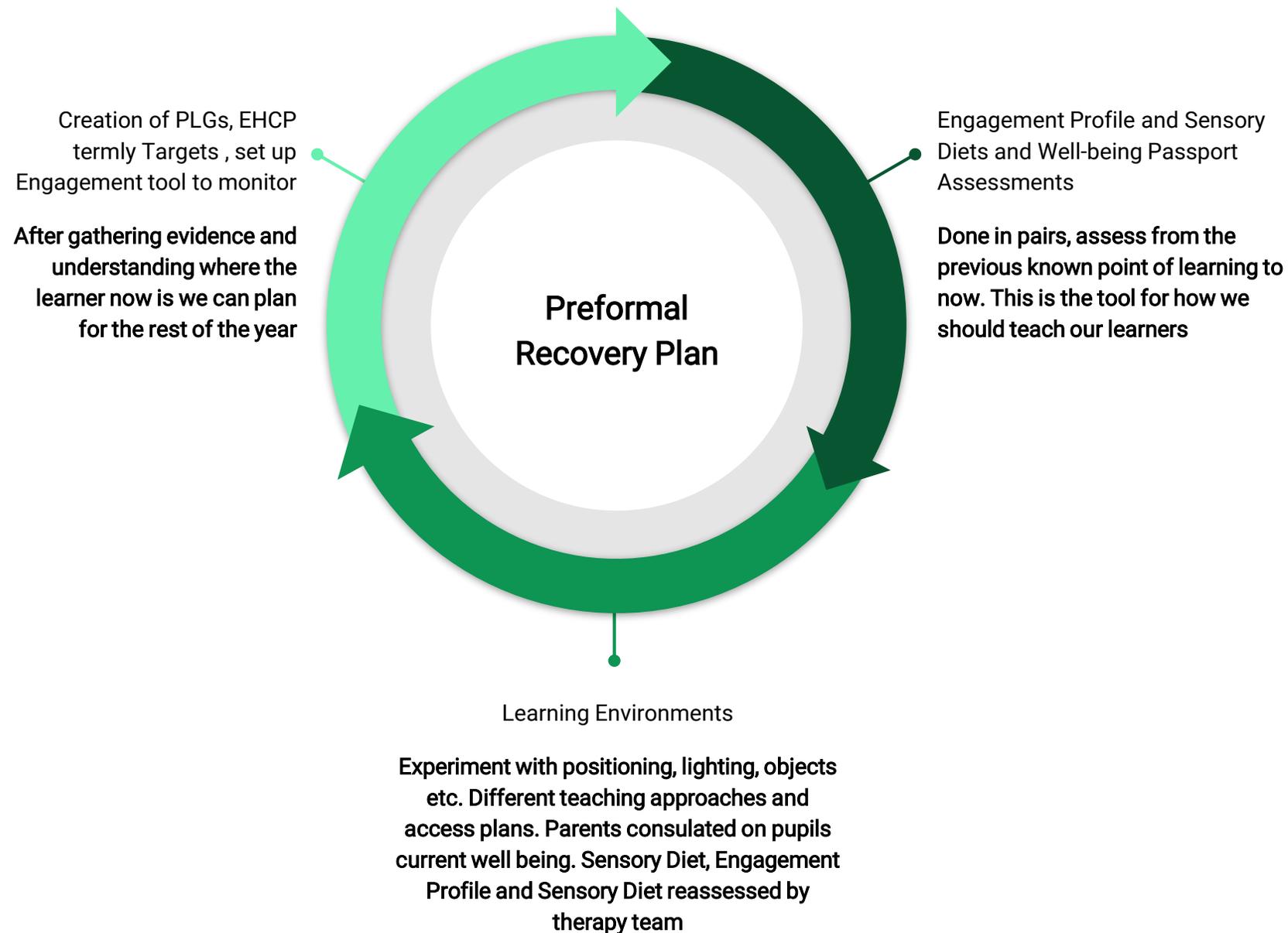
**Phase 1:** Focused on gathering as much information as possible about where the learner is now and what has happened. This will be achieved by teacher observations, communication with the home and multidisciplinary team meetings. We must acknowledge and support the significant changes we have all been through and working together to plan for the future. **Key outcome: developing Well Being Passport, sensory diet discussed to ensure we know how to support the learner best**

**Phase 2:** Reviewing and evaluating strategies, what we need more and less of. Communicate with home, what has the impact of school had and how can we support? **Key Outcomes: WPB, SD (Engagement Profile for preformal) communicated to home, effectiveness reviewed, SEMH central to all**

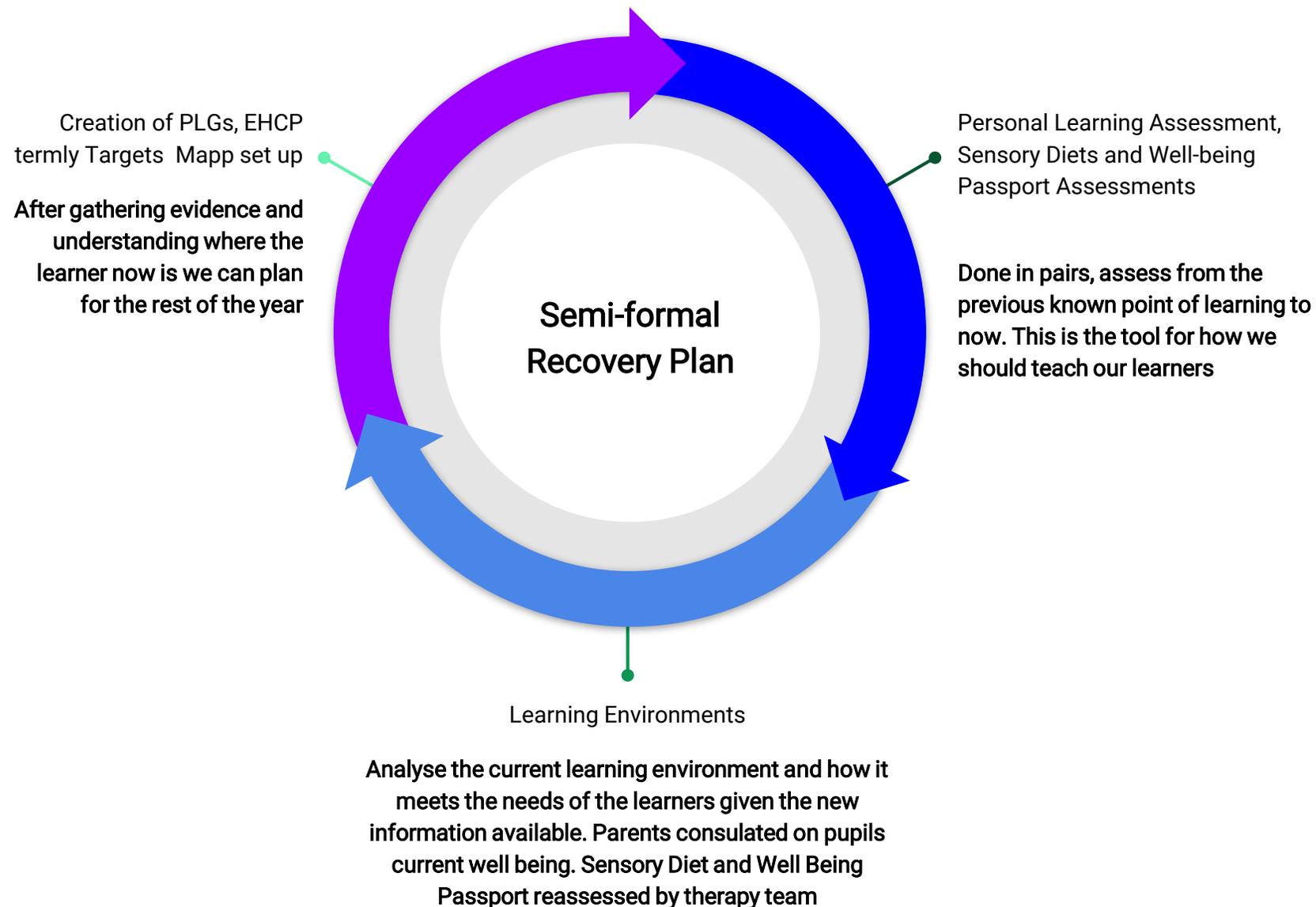
**Phase 3:** Focus on planning for the future, WBP is finalised, moderated and effectively supports the learner, SD is an efficient tool in creating effective personalised learning environments, PLGs are relevant and work alongside the EHCP to provide an engaging, exciting and meaningful curriculum offer. **Key Outcome: PLGs, which have been informed by WBP and SD (and in pre Form EM) are in place for the rest of the year**

		Preformal	Semi-Formal	Formal
Phase 1	Week 1	Play based learning Well Being Passport started Sensory Diet started Engagement Profile Started Parental communication	Enquiry based learning Well Being Passport started Sensory Diet started Parental communication	Review of Lockdown 1v1 Well Being Passport started Sensory Diet started Parental communication
	Week 2	Gathering evidence for Engagement Profile by working alongside Trans Dis team, repetition of old work comparison of now and then recorded on Mapp/Earwigg	Gathering initial assessment from known stories from previous work, new data recorded on Mapp/Earwigg. Strategies planned	Work covered in lock down generalised and stretched in the classroom, assimilation period All teachers involved with class to meet and share ideas and observations
Phase 2	Week 3	Strategies implemented from phase 1 Play based learning progressed Routines and structures in place Engagement Tool CPD	Strategies implemented from phase 1 Enquiry based learning progressed Routines and structures in place	Strategies implemented from phase 1 Focus on Mental Health - Supporting and Developing Resilience
	Week 4	Personal Learning Goals (PLGs) discuss Engagement profile (EP) reflected upon Engagement Tool (ET) Set up, Sensory Diet (SD) further discussed and WBP reviewed	PLGs discussed with Trans dis team Well Being Passport (WBP) Reviewed and edited, sensory diet further discussed	PLGs discussed with Trans dis team Well Being Passport (WBP) Reviewed and edited, sensory diet further discussed. Self evaluations repeated
	Week 5	Support for Engagement Model approach all week Touch base with home - show EP, WBP and SD	Strategies reviewed and evaluated Summative assessment of changes Touch base with home - show WBP and SD	Strategies reviewed and evaluated Summative assessment of changes Self Eval fed into WBP Touch base with home - show WBP and SD
Phase 3	Week 6	ET and EP reviewed PLGs in place for next term Well Being Passport merged into EHCP Moderation across pathway	Support all PLGs and Well Being Passport merged into EHCP Moderation across pathway	Support all PLGs and Well Being Passport merged into EHCP Moderation across pathway All teachers involved with class to meet and share ideas and observations
	Week 7	Clear goals and outcomes created for next half term on Mapp and PLGs SLT moderation	Clear goals and outcomes created for next half term on Mapp and PLGs SLT moderation	Clear goals, accreditations targeted and outcomes created for next half term on Mapp and PLGs SLT moderation

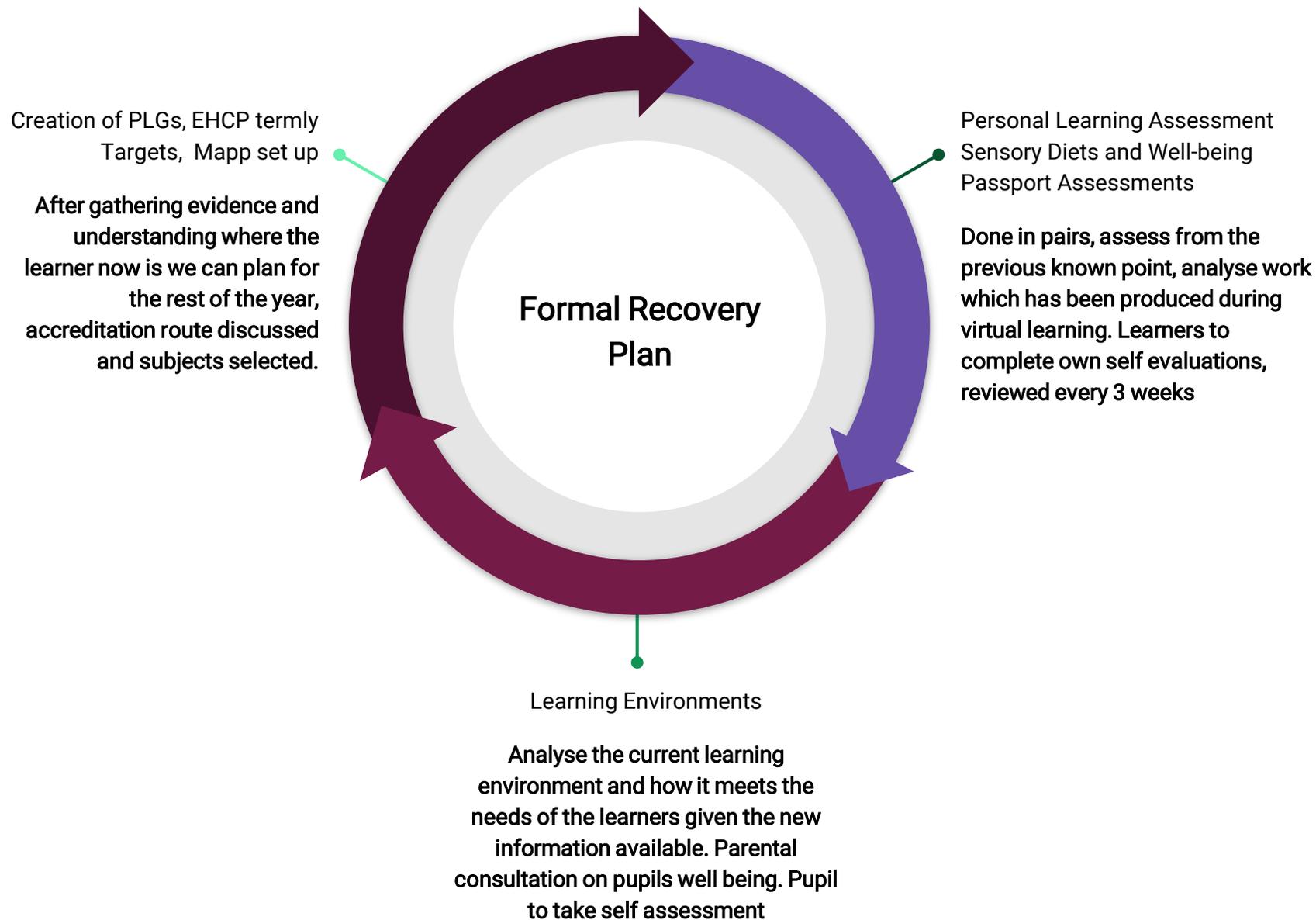
## Assessment and Monitoring of Progress



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# Things to think about

The New Me Assessment

What can we do to support?

What can we do to support?

How anxious am I at school? The bus? Transitioning?

How am I communicating? Is this the same as last year?

How can we help establish relationships?

How am I interacting with my friends?

Do I seem different to you?

How so?

Am withdrawing from activities or engaging in them? Which ones? Did I used to?

What does my negative / positive frame of mind look like?

What can we enable this?

What can we support and enable this?

# Part 2

Reintegration of the New Curriculum and the introduction of the 7 Learning and Teaching Characteristics.

Now we know where the learner  
is and how to support them we  
can focus on delivering a  
challenging, sequenced and  
highly specialised curriculum

# What do we mean by integrated approach?

Therapy goals and plans to work seamlessly within curriculum delivery and not outside of it. Alignment of classroom and therapy practice to create the best outcomes for our learners

## Phase 4

Integrated Curriculum;  
Clear plans and intentions

- CPD on 7 Learning Characteristics (7LCs) and 7 Teaching Characteristics (7TCs) including 7TCs Self Evaluation
- Pathway Intents clarified (7LCs) and pathway goals identified
- Continued use of the Well Being Passport to inform PLGs and EP
- PLGs used to ensure meaningful learning is taking place in every lesson
- EHCP being accurately used to promote access to the most challenging content possible
- Sequential thematic approach used to contextualise and engage learners in new and exciting ways

## Phase 5

Developing and Collaborating;  
New culture

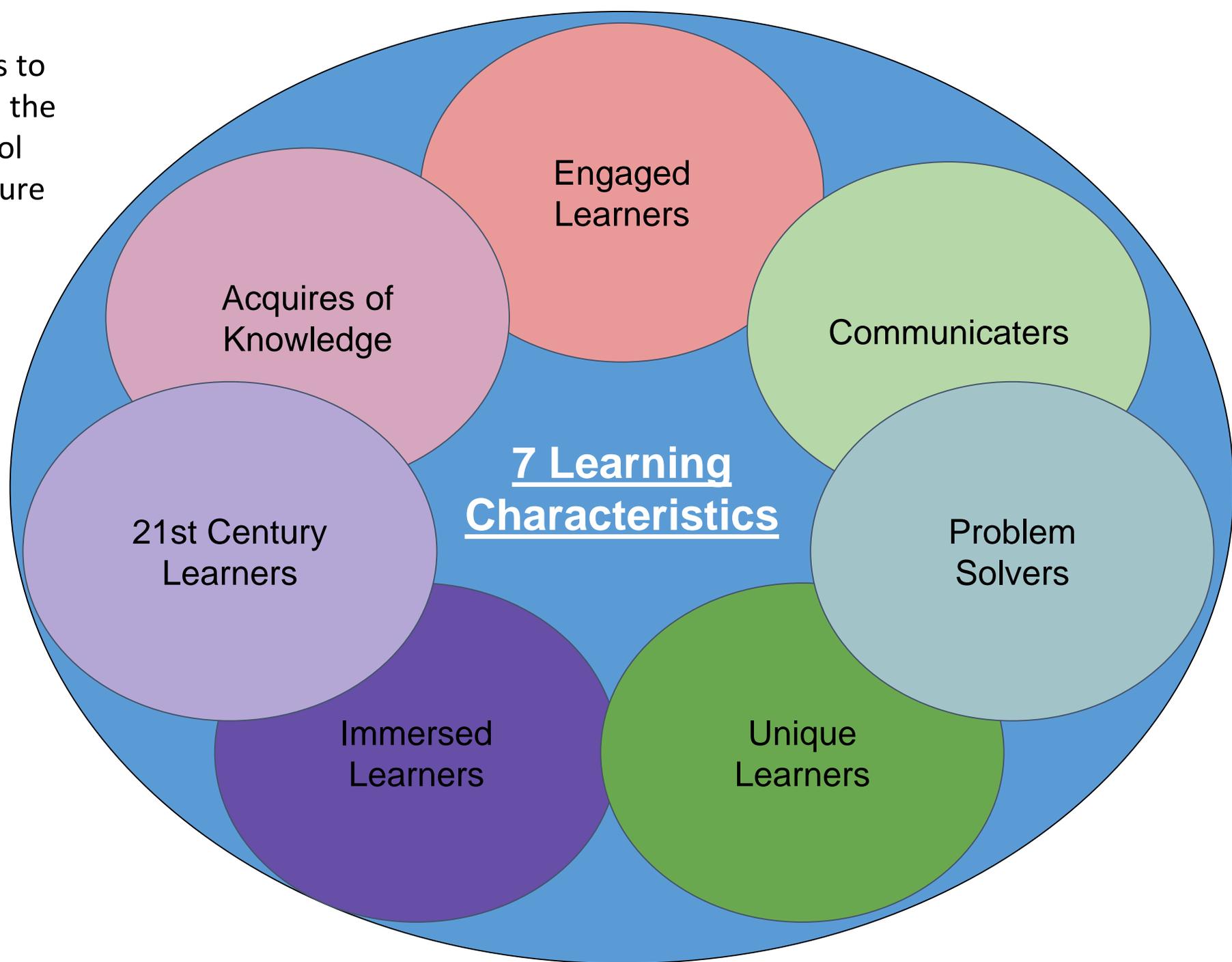
- Examine the way we are teaching and the impact this has had on the learner
- Thematic approach continued and evolved with collaboration of other professionals
- Introduction to evaluation tool of PLGs
- Meetings with entire therapy team around the learner to ensure best practice
- Teachers to retake '7TCs Self Evaluation'
- Pathways create their own definitions of 7LCs and 7 TCs

## Phase 6

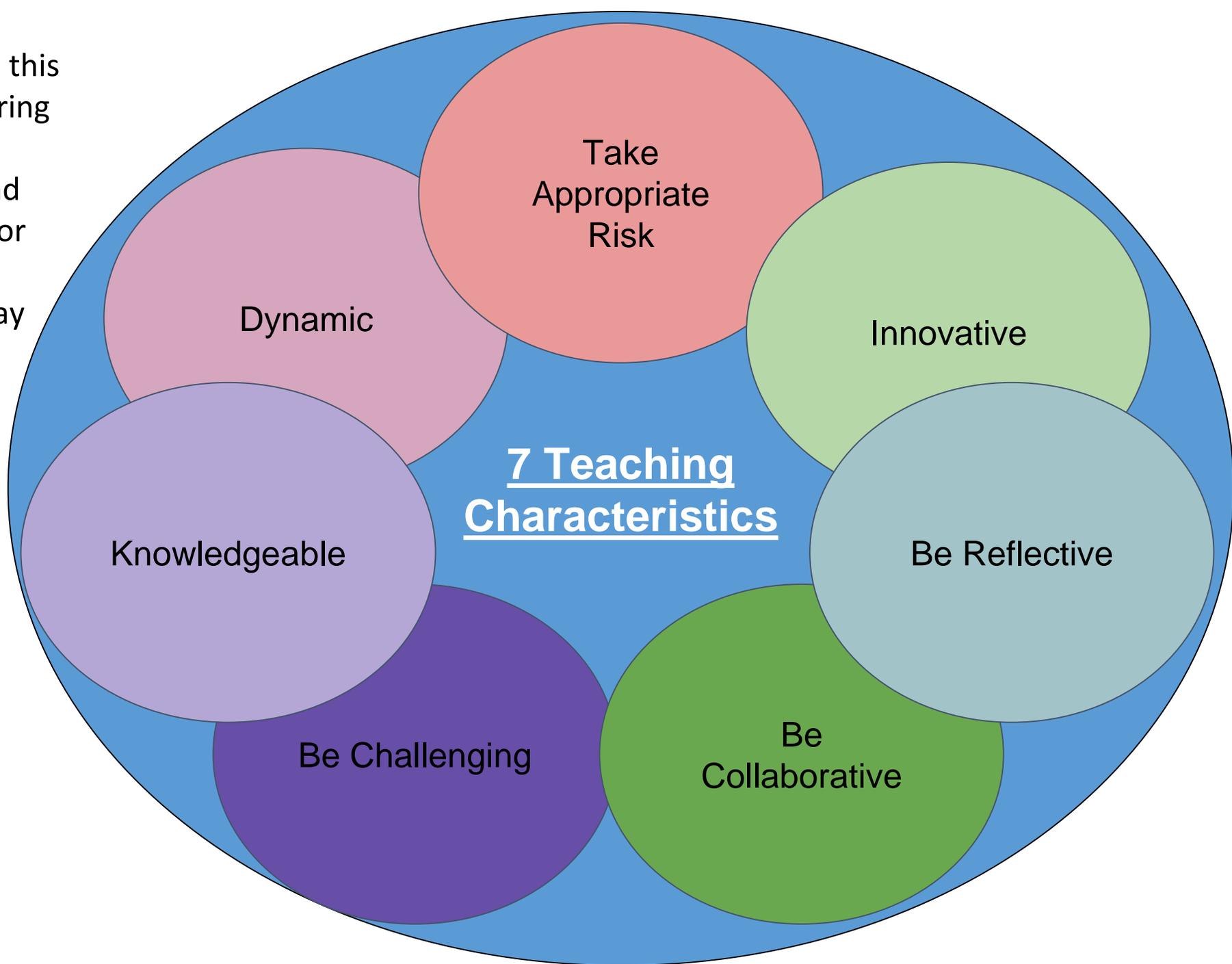
Evolution and Revolution;  
The New Us

- How has the thematic approach worked in supporting the 7LCs?
- How has the 7TCs changed practice and learner attainment?
- How have the assessment systems improved learner outcomes?
- Have we achieved PLGs? How have they worked?
- Are we more effective with this integrated approach with therapy?
- Teachers to retake '7TCs Self Evaluation'

For our learners to be successful in the outside of school we need to ensure they are ...

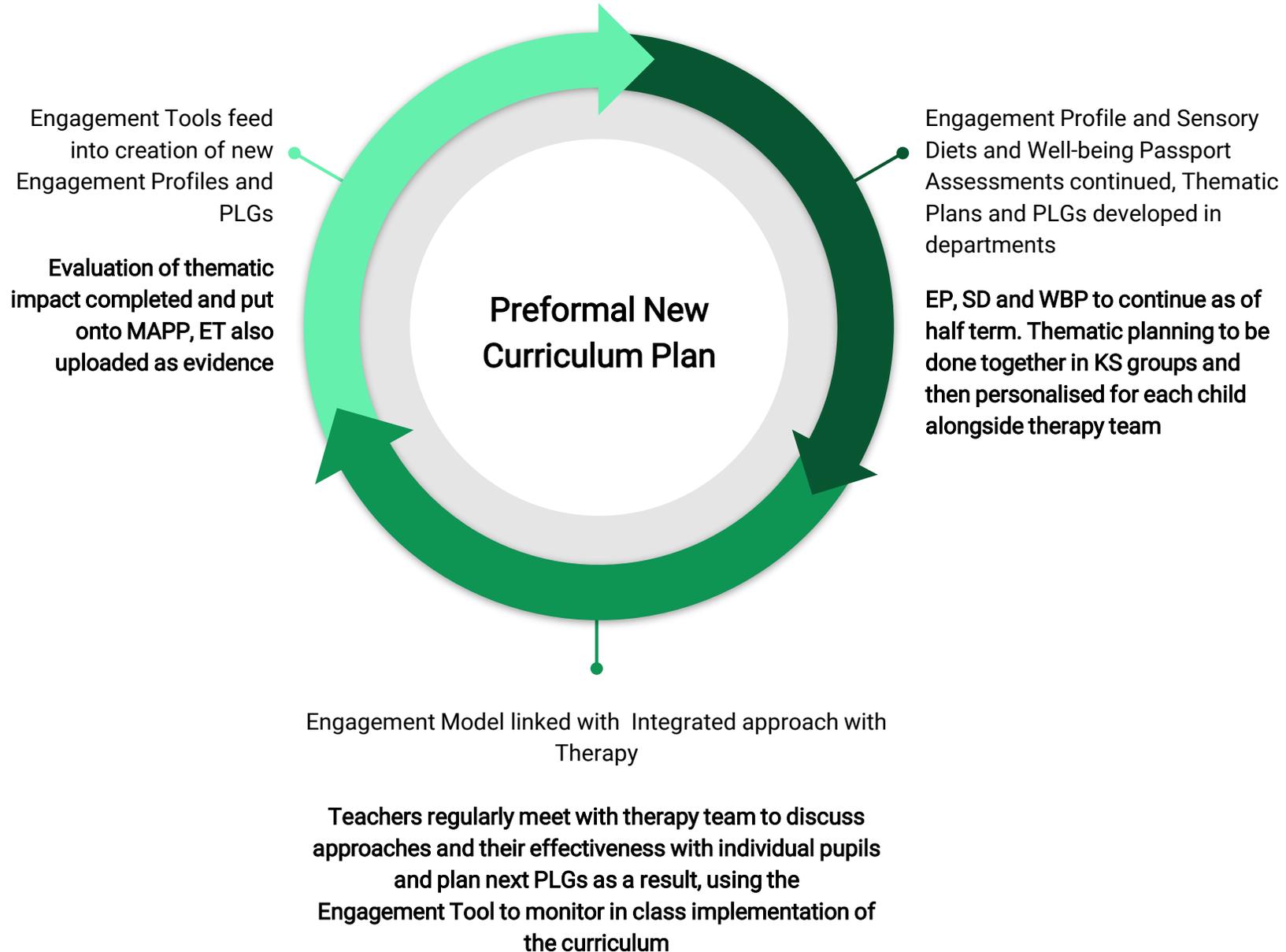


We will achieve this vision by delivering these 7LCs in personalised and bespoke ways for each learner by teaching in a way which is ...

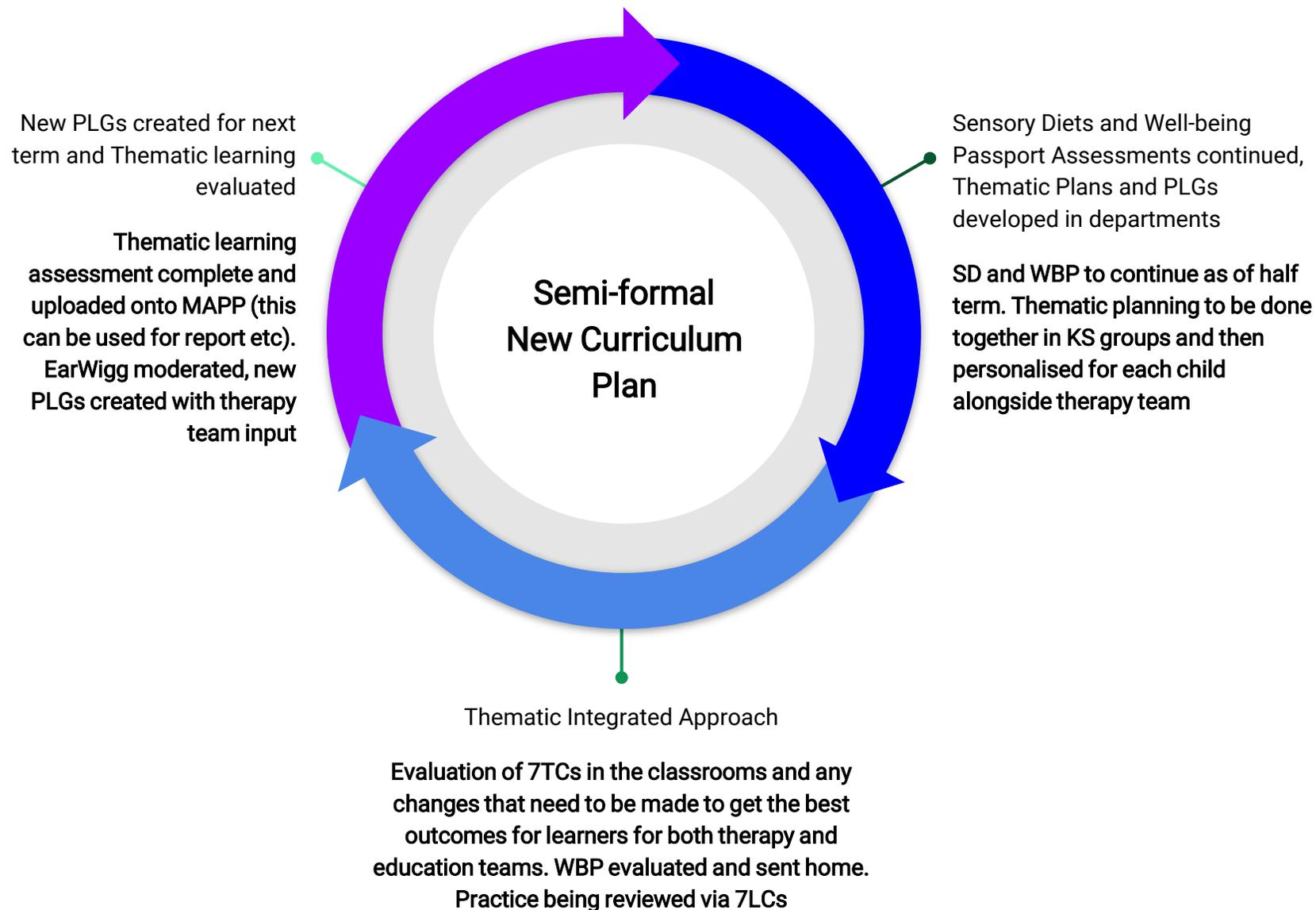


		Preformal	Semi-Formal	Formal
Phase 4	Week 1	Thematic planning in key stages and departments EP, WBP, PLGs, EHCP and SD discussed with multi-dis team and trialed in class Over W1 and 2 teachers take 7TC Self Evaluation Pathway Goals Agreed	Thematic planning in key stages and departments WBP, PLGs, EHCP and SD discussed with multi-dis team and trialed in class Over W1 and 2 teachers take 7TC Self Evaluation	Accreditations started Full timetable implemented WBP, PLGs, EHCP and SD discussed with multi-dis team and trialed Over W1 and 2 teachers take 7TC Self Evaluation
	Week 2	Theme delivered in all 5 subject areas Department meet to share good practice in 7TCS ET used in class, best practice shared across the department Theme Plans shared amongst Key stages, discussion about which children may need dual access	Theme delivered in all 7 subject areas EarWigg in use to monitor progress, best practice shared across the department Department meet to share good practice in 7TCS Theme Plans shared amongst Key stages, discussion about which children may need dual access	EarWigg in use to monitor progress, best practice shared across the department Department meet to share good practice in 7TCS Subject teachers meet with form tutors to discuss
Phase 5	Week 3	Effectiveness and delivery of EP, WBP, PLGs, EHCP and SD discussed with Multi-Dis team and reflected upon Classroom environments and audited by all stakeholders and moderated across the departments	Effectiveness and delivery of WBP, PLGs, EHCP and SD discussed with Multi-Dis team and reflected upon Classroom environments and audited by all stakeholders and moderated across the departments	Effectiveness and delivery of WBP, PLGs, EHCP and SD discussed with Multi-Dis team and reflected upon Classroom environments and audited by all stakeholders and moderated across the departments
	Week 4	Departments work together to develop personalised 7LCs for each pathway Teachers to retake 7TC Self Evaluation	Departments work together to develop personalised 7LCs for each pathway Teachers to retake 7TC Self Evaluation	Departments work together to develop personalised 7LCs for each pathway Teachers to retake 7TC Self Evaluation
	Week 5	Pathway goals reviewed by sharing best practice Learning Walks by SLT to see 7 LCs and TC in action	Pathway goals reviewed by sharing best practice Learning Walks by SLT to see 7 LCs and TC in action	Pathway goals reviewed by sharing best practice Learning Walks by SLT to see 7 LCs and TC in action
Phase 6	Week 6	Engagement Model best practice shared across the department Thematic Assessment best practice shared across the department	Ear Wigg best practice shared across the department Thematic Assessment best practice shared across the department	Ear Wigg best practice shared across the department Thematic Assessment best practice shared across the department
	Week 7	Moderation of PLGs by peers and therapy Different pathways swap practice and review each others pathway goals	Moderation of PLGs by peers and therapy Different pathways swap practice and review each others pathway goals	Moderation of PLGs by peers and therapy Different pathways swap practice and review each others pathway goals

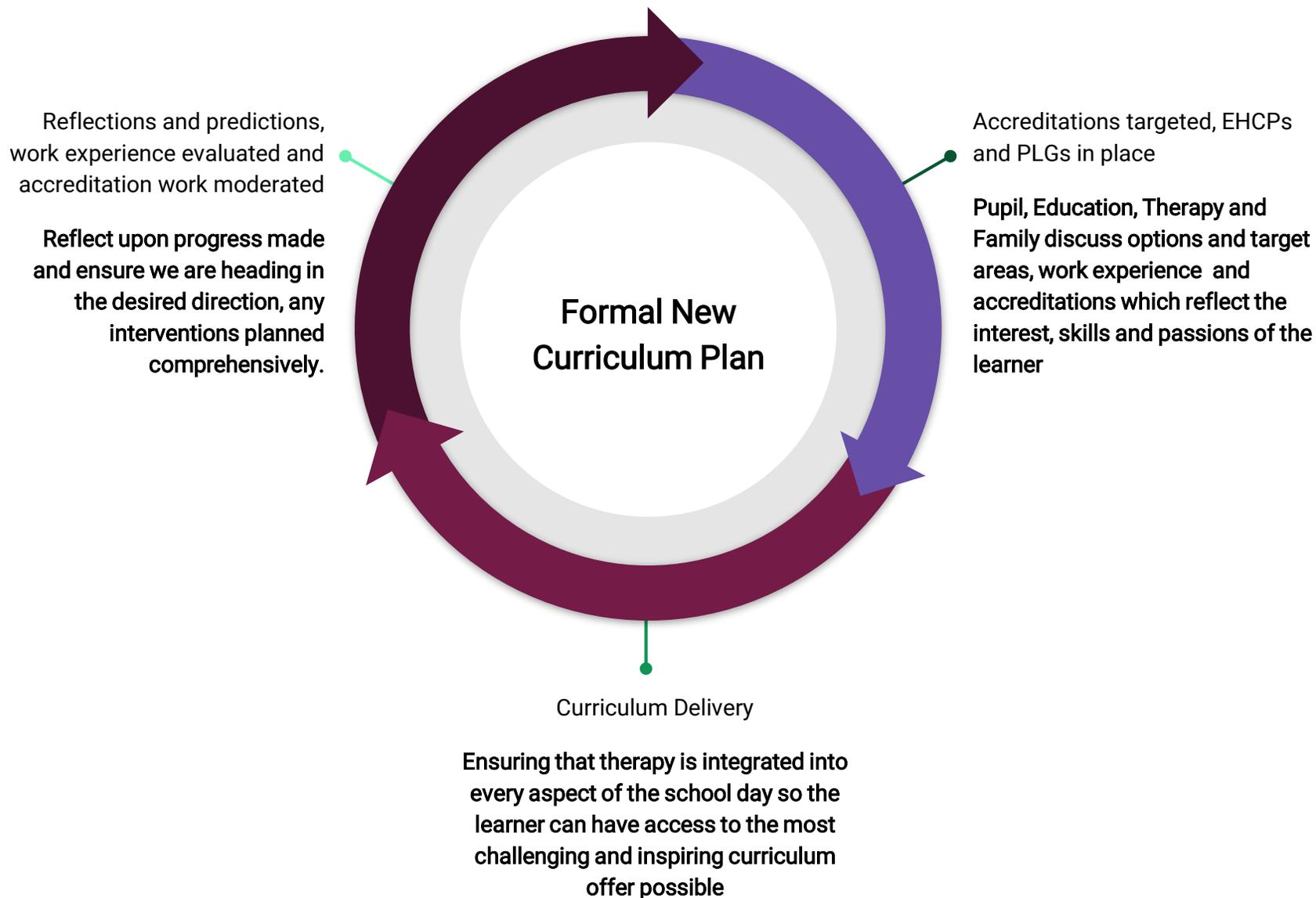
## Assessment and Monitoring of Progress



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# The Provision

What's in place? What's the plan? How are we going to deliver? What do we expect to see in the classroom?

## **My Communication**

*What learning opportunities do I need to provide?*

AAC during stories so I can initiate interactions with adults and resources

## **My Cognition**

*What learning opportunities do I need to provide?*

Access to a cause and effect environment during lessons so I can initiate actions, even if they are involuntary and get an instant reaction

## **Curriculum Theme** **SPACE**

### **My Body**

*What learning opportunities do I need to provide?*

I am learning about my body in space so an environment where both my fine and motor movements illicit a reaction will be very important in giving feedback to my senses.

## **Me and My Community**

*What learning opportunities do I need to provide?*

A mixture of paired and group work so I can expand my communication skills within my peer group

## **My Care and Independence**

*What learning opportunities do I need to provide?*

Object references are crucial to my understanding of my physical care, develop my relationship with this with opportunities with these, gloves, mats etc

# The Impact

Did it work? What's happened? How has the learner changed? What do we expect to see in the evidence?

# What I have learnt this term: Space

## My Cognition

(This Means That...)

The story song means the classroom is changing

The switch means something is about to happen! But I'm not quite sure what yet

When the lights go off I get excited because I know something is going to happen (take off!)

The big count down is very exciting and when I hear it I know something is going to happen!

## Me and My Community

(Me and ...)

The story song means the classroom is changing

I am working well of my friends reactions, like when Sophie goes under the blanket I know my turn is soon as I get excited and shout!

When the Teacher is preparing the aliens, I'm trying to take as much information from the environment as possible by watching and anticipating change

## My Body

(If I do this...)

When I grip the space blanket it crinkles - I like this noise

When I touch the switch something always happens

When I'm offered a choice of objects when I reach out a grab them they turn on

When I hit the bigmac the chair will shake! I do it again and again!

## My Communication

(To get that I need too...)

When I vocalise loudly my turn with the switch happens quicker

When I reach out and choose the fairy lights they turn on!

To get the space gunge I need to put my hand in the tray

To make the chair shake I need to reach out and hit my big mac

## My Care and Independence

(I did this ...)

I get really annoyed when my TA gives me gloves as I know that I'll be missing out on story so I protest and stay

When I reach out and hit the big mac I make the chair shake

When I am offered choices I am able to make my own decisions because I have experienced this options and know what I want

# The Evidence

Prove it? Can we replicate it? Can we generalise it in a different setting? How reliable is the data?

01

## Pre-Formal Pathway

- Engagement Model (EP and ET)
- Mapp (EHCPs)
- Gas Goals and Therapy Notes
- EarWig uploads
- PLGs achieved through effective implementation of EHCPs
- Well Being Passports

02

## Semi-Formal Pathway

- EarWig
- Mapp (EHCPs)
- PLGs achieved through effective implementation of EHCPs
- Gas Goals and Therapy Notes
- Well Being Passports

03

## Formal Pathway

- Moderation across subjects
- Self Evaluations of Well Being
- Well Being Passports
- PLGs achieved through effective implementation of EHCPs
- Accreditation Status Updates