

Lower School

Upper School

EYFS

KS1

KS2

KS3

KS4

Forest Pathway

Woodland Pathway

Orchard Pathway

Nurture Principals

Play-based Learning

Curriculum

Qualifications

Destinations

Entry 1, 2, 3

PP

PSD

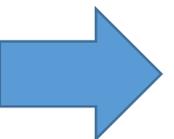
The Curriculum at Southgate

All the pupils at Southgate School have complex needs, and therefore whilst we ensure that we meet the statutory requirements of the National Curriculum we are also extremely flexible and responsive to the actual needs of each individual pupil.

Once pupils have successfully transitioned into our school we will work with parents/carers, and any other appropriate professionals, to develop Individual Learning Plans (ILPs). These ILPs are developmental steps towards the end of year outcomes from pupil's EHCPs.

The values which underpin each of the classrooms are Nurture Principles. This ensures that the classrooms become safe, welcoming environments conducive for learning and emotional stability. Play is also a crucial part of our curriculum. The Nurture based curriculum is also evidenced by the importance that each of the classes places on communication. Teachers and support staff are communication partners; as such they aim to develop sociability, the fundamentals of communication and reduce self-involved behaviours.

Play-based learning is also a key approach at Southgate. This is the planning of hands-on learning, often linked to topic, which supports learners to engage in a variety of focused play activities AND independent play based games/activities. Play provides opportunities for learners to experience learning in a meaningful and purposeful way, it is also a means by which learners can develop the skills and capabilities to be effective learners.



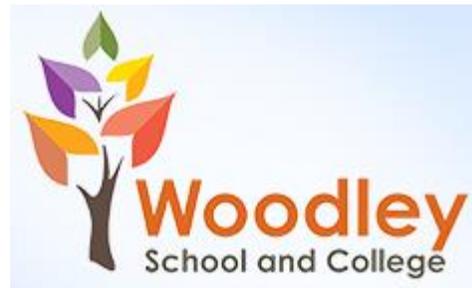


Destinations

Post-16 options will be discussed and investigated on an individual basis for each learner during KS4. Learner's will work with C&K careers to identify aspirations and options available to them.

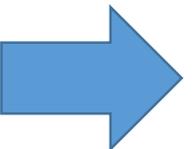
Kirklees Council publishes the 'local offer' on their website here, and this includes post 16 provision.

Please find links below to some of the Post-16 destinations for Southgate learners, however there are other opportunities available such as residential colleges, out of area provision, and perhaps non-education based provision. Please speak to individual teachers for further support and guidance.



The Nurture Values Embedded at Southgate

To support the often high levels of anxiety that our young people face, Southgate school adheres closely to the principles of Nurture. Nurture is an educational philosophy which centres around the need for healthy and secure attachment which in turn allows a young person to learn how to take risks, explore their world and forge their own independence. It is the cornerstone of our practice and informs every layer of our approach – including the classroom environment, curriculum planning as well as delivery.



There are 6 key principles of Nurture:

1. Children's learning is understood developmentally

We understand that all our learners are making developmental progress in their own unique way and we do not respond to a child's learning in terms of age related expectations and attainment levels. We often use Boxall Profiles (this allows us to make an assessment of children who have social, emotional and behavioural difficulties and provides us with an insight into the child's world — it makes us think about what lies behind the behaviour). We respond to our students 'as they are' and focus entirely on each individual's next steps both academically and socially.

2. The classroom offers a safe base

Classrooms at Southgate are highly personalised for each class, reflecting the needs of all the learners and how the curriculum will be delivered for that group. Each classroom is designed to offer both educational and domestic experiences which support learners in forging relationships with their peers and with staff. Through the use of different learning areas such as sofas, shared tables, desks and quiet zones we can help to reduce anxiety and create a wide variety of learning opportunities. Visual timetables and predictable routines are also key essentials in all our classrooms.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding with the adults constantly modelling how we engage in reciprocal activities, social situations as well as learning experiences. We know that all children respond to being valued and thought of as individuals; in practice this means noticing and praising every single achievement no matter how small. Personalised reward systems, merit books and the prize cupboard are just a few of the ways that we celebrate every child and raise their self-esteem.

4. Language is a vital means of communication

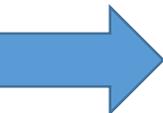
We understand that language is vital in order to be able to put our feelings into words. Many of our learners will 'act out' their feelings as they lack the vocabulary to explain how they feel. Daily breakfast, snack routines and group activities offer informal but highly structured opportunities for talking and sharing which provide children with a model for how they might communicate with the people in their world.

5. All behaviour is communication

This principle is the cornerstone of our approach and informs every adults' response to the behaviours of our young people. By understanding what a child is communicating through their behaviour all adults remain calm, quiet and supportive especially when dealing with challenging situations. We do not deal in sanctions or punitive measures, consistently focusing on every positive and consistently modelling how challenging behaviours can be reframed in a more constructive way.

6. The importance of transition in children's lives

We know that our young people can find every transition (from home to school, end of playtimes or moving between lessons) a source of huge anxiety which in turn can make learning very difficult. Personalised timetables and strategies such as the use of timers and visual aids, are designed to carefully manage each and every child's transitions throughout the day in order to enable them to reach their learning potential.



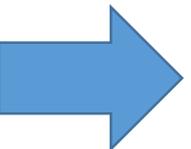
If you would like more information about Nurture you may find the following helpful:

- www.nurturegroups.org
- Bennathon, Marion (2011) How Nurture groups help children in schools
This article can be found on www.goodenoughcaring.com
- Geddes, Dr. Heather Attachment in the Classroom: The links between children's early experience, emotional well-being and performance in school: A Practical Guide for Schools
- Bomber, Louise (2007) Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools
- Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.



Play-based Learning at Southgate

- Play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners. Play provides a context for children to access the content of the curriculum. **It is often linked to the topic being explored and allows children to engage in a variety of focused play activities AND independent play based games/activities, for example, construction, role play, art/design and games.**
- Opportunities are given to children to build on previous experiences and make connections in their learning in an enjoyable way. The environment encourages children to develop positive dispositions and share ownership of their learning.
- As learners move through the school from Lower School to Upper School, there is a gradual shift from play based learning to more formal learning situations. This is done as the learners are ready to make this progression and they have secured their own independent learning skills.



Play is Important

It develops:

- The dispositions to learn
- Self-esteem
- Self-confidence
- Independence
- Positive attitudes to learning
- Feelings and relationships
- Personal skills and capabilities
- Creativity
- Self expression
- Imaginative thinking
- Co-ordination skills
- Communication skills
- Language development
- Curiosity
- Investigation
- Exploration
- Autonomy
- Motivation
- Perseverance

It encourages adults to:

- Make learning enjoyable
- Make learning relevant
- Build on previous knowledge/experiences
- Involve children in the planning process
- Be imaginative/creative
- Be active
- Observe and assess regularly to inform future plans
- Interact effectively
- Self-evaluate
- Consider the holistic development of children
- Monitor progress

It encourages children to:

- Enjoy learning
- Make informed and responsible decisions
- Make links in their learning
- Reflect on previous experiences
- Self-evaluate
- Manage their learning
- Take some responsibility for their learning
- Transfer learning to real-life situations



How does it work at Southgate School?

- Some lower school classrooms are set up with different learning areas such as role play, sand/water, painting, workshop, small world, writing area and ICT.
- Adults regularly share with children what **good learning** looks like and what they would expect to see in that class and for their level. This is shared and celebrated in different ways.
- Many of the **resources** are organised so the children can access them independently, all of the time. This allows them to make links and extend their own learning independently.
- Some areas may have a specific **focus** e.g. paint a repeating pattern, whereas others may be **open ended** e.g. we have been reading 'The Gruffalo' what could you write about? We encourage children to make their own decisions about their learning to see that learning is possible alone, in groups and with an adult.
- Play is not used as a reward for finishing off work or as a five minute filler between activities. Adults and children know that play is also **quality learning time**.

