
Linwood School

Belong. Believe. Achieve.

Nexus Curriculum Handbook



A curriculum to meet the diverse learning needs of our student, to ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

“Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support. “

Our Linwood Nexus Curriculum is responsive to the needs of our children and young people, ensuring that each individual has access to a relevant and meaningful offer that supports students to:

- build trusting relationships
- build and develop skills in socially interaction with adults and peers
- follow and respond to structure and routine
- engage in learning (promoting exploration, persistence, initiation, curiosity, investigation, connection)
- build motivation by starting with the young person's interests
- develop self- regulation and mental wellbeing
- build confidence, self-esteem and to know their place as a valued member of the community in which they live and learn

Our Curriculum Vision

We take into consideration the diverse learning needs of students. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each student's learning is the very best it can be so that the progress made, whatever that is, is the very best that the student could have made.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

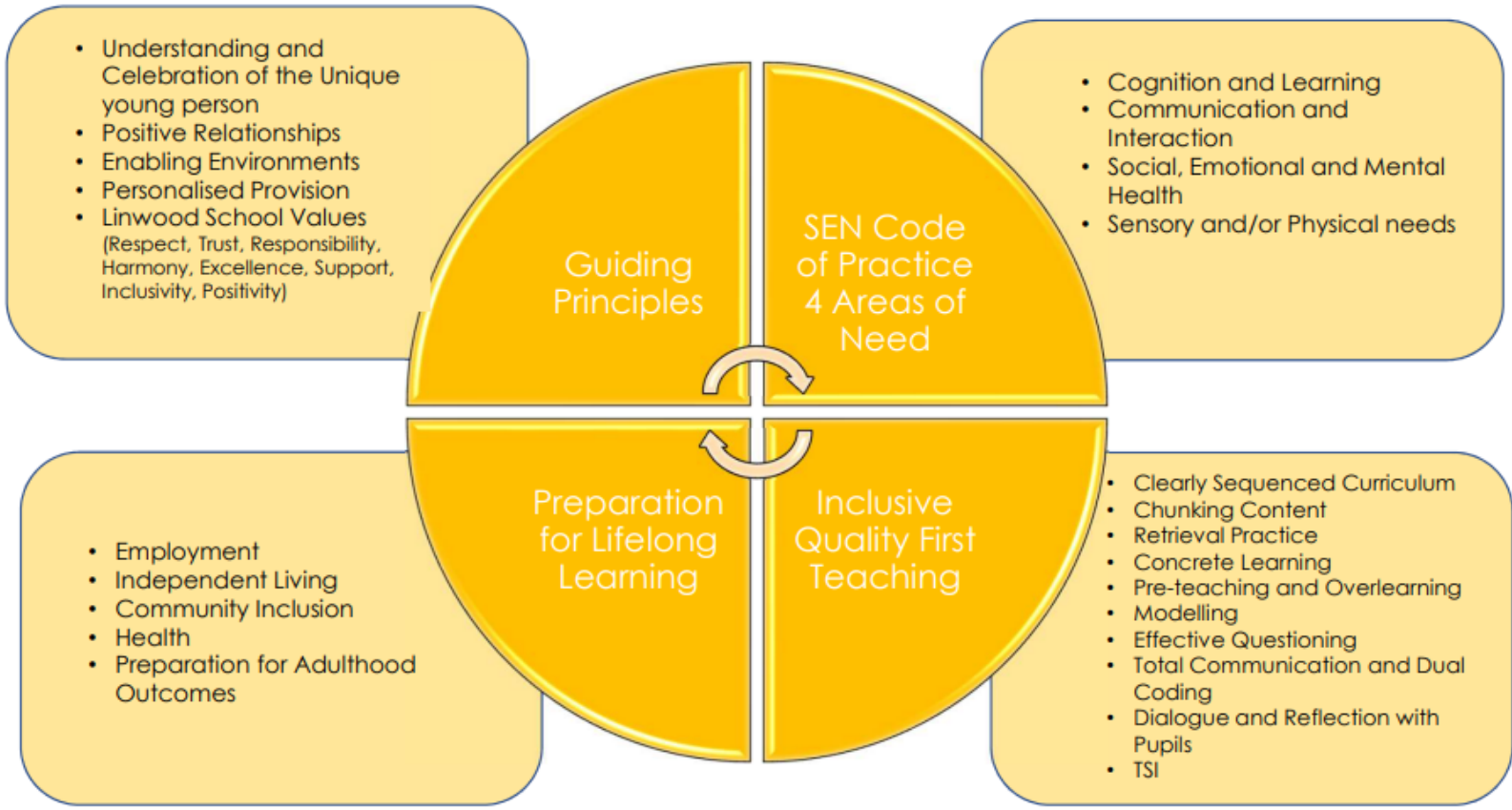
In order to meet our vision, we:

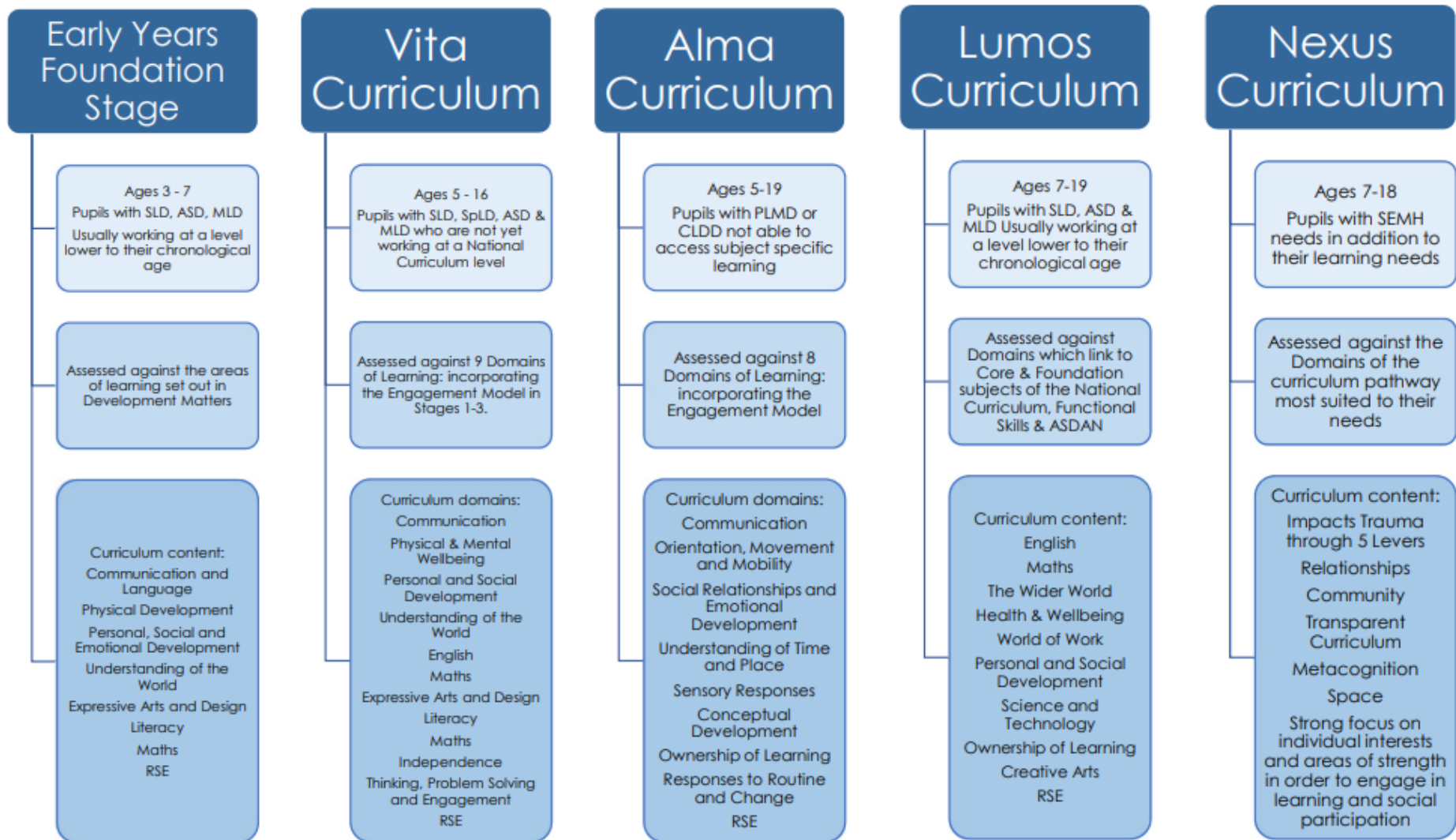
- Promote a happy, caring, respectful community in which all students feel valued, and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare students for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our students with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our students to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Vita, Lumos, P16, Nexus).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating with them regularly about our curriculum and their student's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.

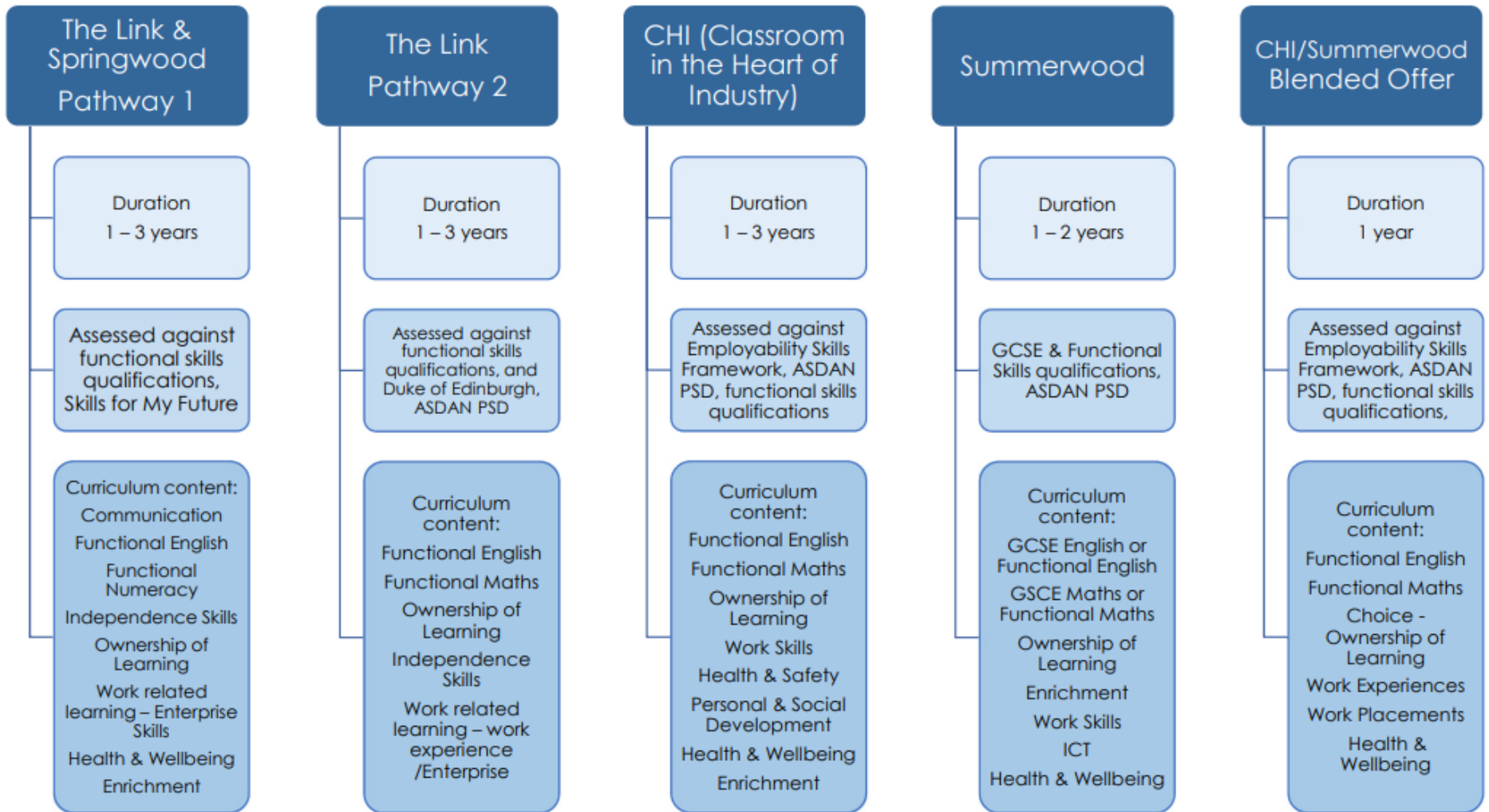
Central to every curriculum pathway are the Golden Threads. They are fundamental to our practice across the school, in every campus, in every classroom and in every learning opportunity.



GOLDEN THREADS







Nexus Curriculum - Rationale

All of the classes across Linwood school are nurturing, in line with our values and ethos, and have a strong focus of supporting pupil regulation, engagement and wellbeing. There are a few students for whom our regular class sizes, cohorts and curriculum demands are overwhelming, and who require an alternative intensive approach to support their regulation and willingness to engage with expectations.

Flamingos is our Nexus class and can facilitate up to 7 students in the class. Students who access Flamingos require a high level of adult support in order to regulate and engage meaningfully in activities and as part of a group. The students in this class need an approach which incorporates a careful balance of structure and routine with a more flexible, informal approach. Developing positive, trusting and respectful relationships is a focus in this class and is key to engagement, regulation and student progress in Flamingos. This provision is dynamic to meet individual needs and to enable students to move towards less intensive support.

Students will engage in personalised projects based around their special interests to build confidence, self-esteem and encourage interest, motivation and engagement. Learning opportunities will be carefully woven into learning in this way at a personalised level and to meet the outcomes outlined in individual students' EHCPs. Each student will have the opportunity to access one of our curriculum pathways at the stage appropriate to them, as and when they are able to. This parallel curriculum (Vita or Lumos; see handbooks) is available to them either in the Flamingos base or through inclusion opportunities when each student is regulated. Successful inclusion opportunities will be instrumental in developing confidence and self-esteem, as well as developing connections and relationships with peers and staff, if accessed appropriately. Each student is linked to a class with their chronological peers and inclusion opportunities are developed to be appropriate for the individual.

The PACE approach (Playfulness, Acceptance, Curiosity and Empathy) is a key aspect of the learning environment and is key to our approach (Please read more about PACE in the appendix). We use Zones of Regulation as a framework to support Flamingos students over time to learn to identify their emotional states and develop their ability to self-regulate appropriately. This is a long-term teaching focus for the class, starting with pupils accepting co-regulation with an adult and moving towards knowing which strategy to use to begin to regulate themselves. Clear boundaries are essential for our students to feel safe and to ensure no student is negatively impacted by the behaviour of others. Students will be supported to understand their responsibility in this through 'repair and reflect' debriefing sessions with trusted adults. They will start afresh each day and that trusting relationships will remain consistent even when things are challenging. Adults will support students to engage positively; reinforcing and modelling positive behaviours. Trust is a key component in this approach.

Our planned Nexus Curriculum is based on the Recovery Curriculum which was written to support our young people on their return to school following the pandemic. This curriculum is designed to address the impact of trauma through 5 levers:

- Relationships
- Community

- Transparent Curriculum
- Metacognition
- Space

Please see the following PDFs for more detailed information about this programme: see appendix to read more about the Nexus curriculum.

ASDAN Personal Development Programmes

Students to access this accreditation alongside other learning in Flamingos as it supports the curriculum offer by complementing subjects studied whilst fostering life skills beyond their time at school.

Achievements are at Bronze, Silver and Gold level and offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

- Six credits (approx. 60 hours) are needed to achieve Bronze
- 12 credits (approx. 120 hours) are needed to achieve Silver
- 18 credits (approx. 180 hours) are needed to achieve Gold

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Ability to learn; Teamwork; Problem solving, IT skills; Literacy; and Numeracy.

The modules are: Communication; My community; Sport and leisure; Independent Living; My environment; Number handling; Health and wellbeing; World of work; Science and technology; The wider world; Expressive arts; Beliefs and values; and Combined studies. These units are covered throughout the domains in KS4 Lumos.

Overview of Intent, Implementation and Impact in the Nexus Curriculum

Intent

- **Curriculum vision and aims**
- **SEN code of practice**
- **Educational Health and Care Plans – personalised provision**
- **Rich curriculum offer**
- **Effective Learning Attributes**
- **Preparation for Adulthood**

Implementation

- **High staff ratio** all or most students are supported with 1:1 or 2:1 staffing.
- **Responsive planning** that includes weekly reflection and planning next steps and potential short term learning opportunities.
- **Planned lessons:** a range of approaches and teaching styles to suit all learners lessons are adapted and personalised; students are supported individually, in small groups and as a class. Tailored interventions are implemented as appropriate depending on need.
- **Learning beyond the classroom:** students access the community, generalising learning in real life contexts
- **Work related learning:** students access enterprise, life skills teaching, travel training, encounters with employers, work experience and placements at KS4, targeted assessment of employability skills and skills for their future.
- **Therapies:** as appropriate, students access speech and language therapy and provision, occupational therapy. Most therapy is supported through the class team with support of our therapy team.
- **Total communication:** use of dual coding, visuals, Signalong. Augmentative and Alternative Communication are used to support students' understanding and expression
- **Personalised learning:** all students outcomes from their EHCPs inform our personalised learning plans
- **Positive approaches to behaviour:** Personalised Regulation and Engagement Plans support all students in Flamingos through intensive individualised interventions. Zones of Regulation is used widely as a framework to teach emotional literacy and self-regulation. Sensory diet plans and provision support students to be regulated and ready for their learning.
- **Student-initiated learning opportunities:** choices and personalised projects based around special interests are available for students. There are a range of break and leisure opportunities offered, and pupils are supported to engage appropriately and meaningfully with self-selected activities.
- **Enabling environments:** a positive physical and emotional environment supports the students to feel safe, happy and achieve
- **Structures and routines:** Visual timetables and supports, clear timetabling and daily routines . All students have an individual timetable which is a dynamic document.

Measuring Impact

- **Basket Approach to Assessment:** Evidence for Learning (online learning journal and assessment books), EHCP outcomes and Personalised Learning Plans, Accreditations and qualifications, PREPs and Arbor incident data, SaLT reviews, Attendance, sensory profiles, evaluations of interventions
- **Learning and Achievement reviews** (dialogue between class teams and phase leaders)
- **Pupil outcomes and future pathways**
- **Engagement with parents, professionals and other stakeholders**
- **Wellbeing**
- **Data analysis through Insights for Learning (EFL) used to identify learners' achievements and inform next steps. Identifies areas for support/development.** Termly progress reviews with phase leaders
- **Peer to peer mentoring and moderation**

Evidencing Learning: a “basket approach” to assessment

Ongoing assessment is an important part of the Nexus curriculum. It is imperative that we closely monitor the progress that each student is making so that we can offer early intervention and adapt teaching to meet their individual needs. Assessment of progress and attainment is an evidence-based process that considers more factors than simply analysing academic outcomes. It is important that we know whether learners are making or exceeding expected progress, and this is measured on a personalised scale. In order to know what “expected progress” should look like for each of our students, we consider their learning profile and unique context. Impact Factor Scores are dynamic indicators of expected progress, that consider the unique learning profile, personal circumstances and vulnerability of each learner, alongside the 4 key areas of need as described in the EHCP. **We anticipate that students accessing the Nexus curriculum will have significant factors that impact progress and attainment, and that academic progress may be limited in the initial stages of intervention where the focus is on developing relationships, regulation and willingness to engage.**

Evidence for Learning

Evidence for Learning is the digital program we use to enable us to effectively evidence, assess, review and plan for meeting the unique needs of our learners accessing the Nexus curriculum.

It allows all stakeholders in a students’ learning and development to quickly and easily gather photo and video evidence, linked to the individual’s learning outcomes, set out in their Personalised Learning Plan. This includes outcomes from the students’ Educational Health Care Plans and, where appropriate, SALT, O.T plans. Observations are annotated and links are made to relevant plans and curriculums. They are tagged using a range of tags that enables us to identify further links in the pupils learning. The targets and goals on Evidence for Learning (EFL) can be amended and added to in order to respond to a learner’s ongoing needs and development.

All evidence can be shared with parents, governors and other relevant stakeholders. Photos, videos and notes will be easily shared by the school and parents/carers can capture and submit their own photos, videos and notes to reflect the learner’s development and experiences at home enabling us to see when learning is being achieved and generalised.

“Basket” of Indicators that evidence progress:

The following indicators contribute to the assessment process and support our judgment about whether a student had made expected progress:

- EHCP outcomes met, discusses at Annual Review
- Personalised Learning Plan (PLPs) targets achieved on EFL
- Speech and Language plans/ OT/ Physio plans
- Evidence for Learning online Learning journals and assessment book
- RSE assessment map
- Insights for Learning (EFL)
- English/ Maths Once a Term books

- Dialogue with teachers following Learning and Achievement Reviews (LARS)
- Termly Progress Reviews
- Annual reading and spelling tests
- External accreditations
- Attendance
- Personal Regulation and Engagement Plans
- Evaluations of specific interventions
- Feedback and marking of individual students' work

Enabling Environment in Flamingos

The environment reflects the school values and vision. As with the principles behind Enabling Environments in the other phases of the school, the indoor, outdoor and emotional environment continues to be a priority in this classroom.

Our 8 school values underpin an enabling environment: Positivity, Respect, Trust, Support, Harmony, Excellence, Inclusivity, Responsibility,

Staff model the values and, in turn, create a calm and positive learning environment for students. There is a strong sense of community where all staff and students are valued equally. Relationships in the classroom are built on mutual respect, trust, and support. We value parents and carers and work together to establish a successful partnership in order to facilitate their child's learning and development.

We know that our students learn best when they are actively engaged; demonstrating high levels of interest, energy, enthusiasm and motivation.

The indoor environment should be a safe environment where students want to learn. In order to facilitate a safe environment, Flamingos works on a 'minimalist' approach where the classroom is free of clutter and equipment that could cause injury if a student were to become dysregulated. There is a large 'nest' adjacent to the classroom where students can relax and withdraw from overwhelming sensory stimulation. Resources within the classroom environment are meaningful, well maintained and appropriately accessible for students. Indoor spaces are planned so that they can be used flexibly and a carefully considered range of activities is provided. It is tidy, organised and clutter free which supports independence and focus. Colours are carefully chosen to complement the calm, rather than over stimulate, helping students to focus. Displays are used to support the teaching of the curriculum but also to celebrate successes. An emphasis on Total Communication and the use of visual resources support to build an inclusive environment.

Students can access all our outdoor spaces at appropriate times; playgrounds, the outdoor gym, the sensory garden, trampoline, field, trim trail, allotment and the seated wellbeing area. The outdoor environment encourages students to be active and supports learning in different ways. Similar to an indoor learning environment, the outdoor space should be safe, organised and include planned activities during breaktimes and curriculum times as well as a wealth of opportunities for making choices. Outdoor learning is carefully risk-assessed and lends itself towards problem solving, maximising opportunities to develop social communication skills. Opportunities to access both learning and recreation outdoors can enhance physical health and mental well-being.

A consistent routine for the students is important so they understand where they need to be and the related expectations for that part of the day. The activities and resources used within these sessions will change but student feel safe and secure knowing where they need to be. Students who access the Nexus curriculum benefit from the security provided by the structures and routines in the setting.

References:

The Nexus curriculum and assessment tools have been developed after careful research of existing good practice in SEN pedagogy and curriculum. The following documents have been referred to in this process and adapted to support the provision of a personalised and aspirational life-skills based curriculum for our students.

- Linwood Kintsugi (Recovery) curriculum 2020
- PACE approach
- Trauma Informed Schools
- Equals Semi-formal Curriculum units
- Equals forum - Peter Imray's Basket of Assessment Approach
- National Curriculum 2014
- SEN code of practice 2014
- Rochford Review 2016
- New Ofsted Inspection Framework 2019
- AET Progression Framework
- Linwood I Can statements
- Skills for my Future (Karen Taylor)
- Subject Curriculum Planning
- Inclusive Quality First Teaching