



Clovelly House School
Stay safe, respect, achieve

The Illustrated Curriculum

September 2022

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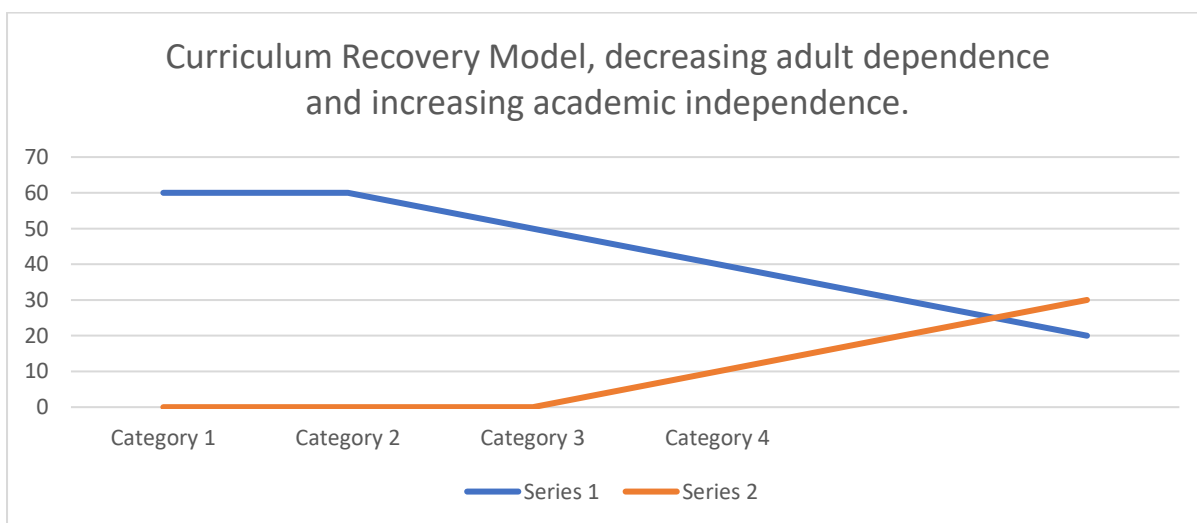
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Clovelly House School is an SEMH, (social, emotional and mental health), school for children from 10-19. The pupils come to our school suffering from stress and anxiety, mental health difficulties, trauma, and attachment difficulties manifesting as self-harm and other challenges. These may be complicated by additional needs such as ADHD, ASD, PDA and other needs.

Many of our children have been out of school for significant periods, sometimes two years, before coming to Clovelly, and have a history of school failure. The primary task for us, as educators, is to build trust and confidence and to lead the child to a point where he/she is able to access the formal curriculum. This may take many months.

We do this through our own unique, ‘Clovelly Curriculum Recovery Model’ based on nurture learning, DDP, (dyadic, developmental psychotherapy), and PACE, (playful, accepting, creative and empathic).

With this model, we begin to work with the child using the ‘hidden curriculum’, which is an intensive nurturing model, ‘reducing’ as the child begins to build relationships and gain trust, confidence and independent learning skills. Alongside this, we begin to slowly introduce the formal curriculum which is an ‘increasing’ model whereby the child slowly builds up academic stamina, tolerance for academic learning, curiosity about the world, and the ability to undertake independent learning.



Series 1 – decreasing adult dependence

Series 2 – increasing academic independence

Additionally, we recognise that children who have experienced trauma, attachment difficulties, and abuse in early childhood, may have missed out on important developmental milestones. These include, playing indoors and outside, water, sand and mud play, dressing up, board games, hide and seek, etc. As a result of these deficits, children may not have had the chance to learn to play with peers, share, take turns, apologise, etc. They may have delays in motor, language, logical and creative development. These children are often functioning emotionally at a much younger level than they physically are. By offering the 'hidden curriculum' we are trying to repair and rebuild those building blocks in learning and to hasten their emotional development. 4

We want our children to become happy and confident learners who feel cared for and who have a sense of belonging to Clovelly. We want our young people develop the skills to self-regulate their emotions to cope with frustration, sadness, anger and disappointment in life. We do this through the 'hidden curriculum'.

The challenge for us is the time frame. We no longer have 18 years of childhood to complete this learning task, but we have to accelerate development for our children so that in a relatively short period of time, they reach acceptable levels of emotional development to enable them to access the formal learning and gain qualifications and to reach responsible adulthood.

This is our responsibility and priority.

Jennifer Collighan



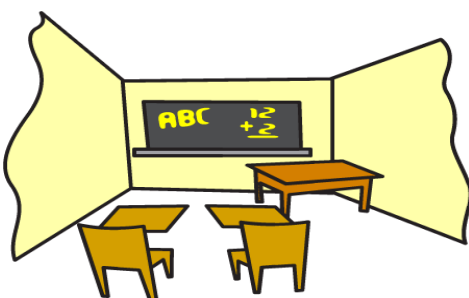
– that which supports a child to thrive



This chapter illustrates the ‘subjective’ aspects of our curriculum – those parts which come together to support a child to develop to a point where s/he is in a positive enough frame of mind to access the more formal, ‘objectively’ assessed parts of the curriculum.

Many of our children have experienced mental health difficulties, stress and anxieties, trauma, abuse, attachment difficulties, rejection, shame and the emotional difficulties of coping with being ‘looked after’. This often puts them in a high state of alert and vigilance and a position operating from a high baseline, indicating that they become emotionally overwhelmed, frustrated, depressed and angry very easily. It often takes many months before some of these challenges can be addressed sufficiently enough to improve their well-being and to enable the child to reach a calm state of mind. We recognise our roles and responsibilities in helping our children to reach this stage so that we can then begin the task of encouraging formal learning alongside the enriched curriculum.

At Clovelly House School we are uniquely placed and experienced enough to recognise the need to address their mental well-being as fundamental to our work with the children. Our staff members are committed to this work and have high expectations for each child to achieve according to his/her unique potential. To do this, we use all the tools, experience and knowledge we have gathered over the years and particularly, that learning gained from our unique Clovelly experience.

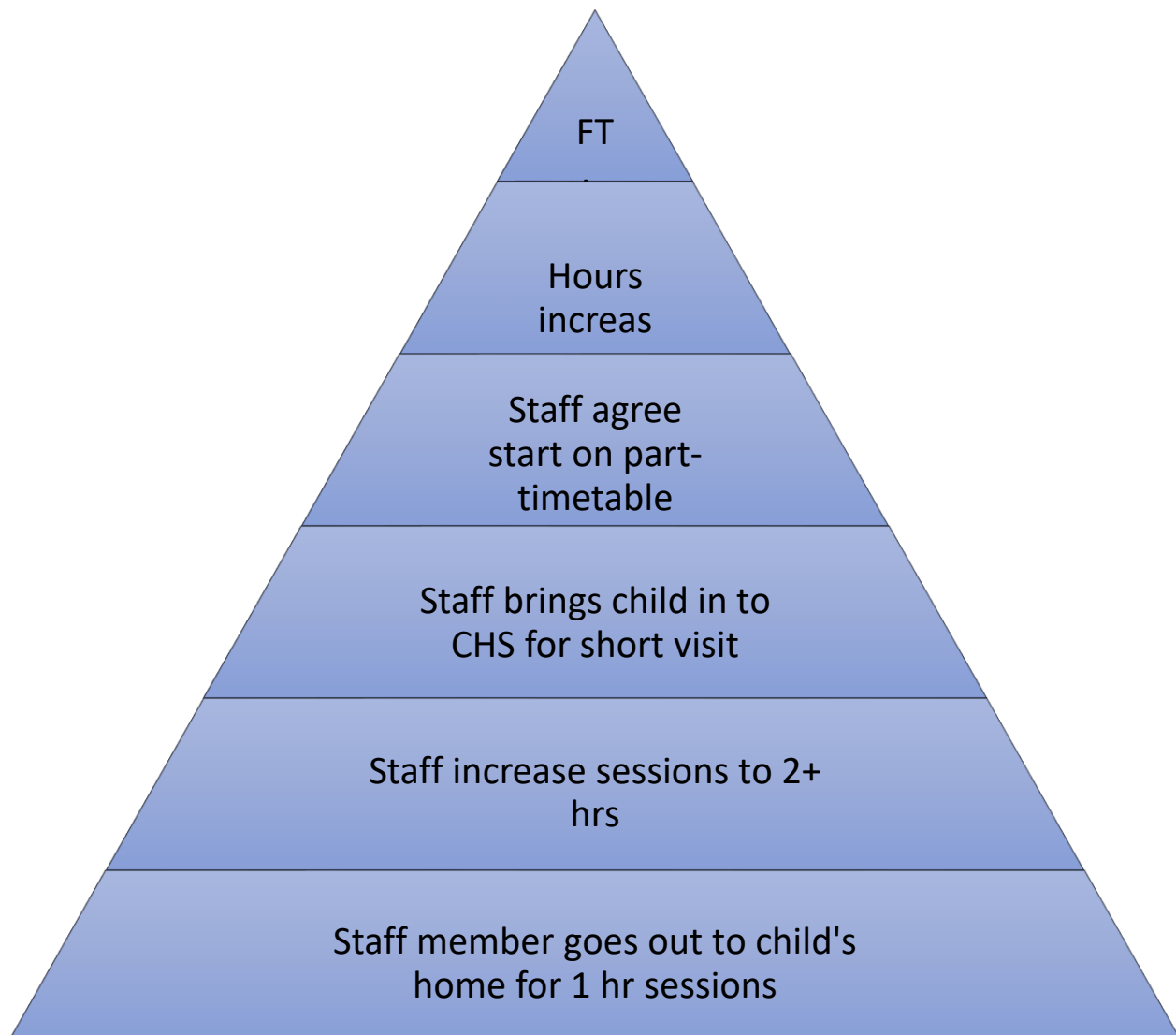




Transition into School

- For most of our children who have been out of school for months at a time, the thought of going to school is overwhelming.
- To support this we move forward in tiny steps – a staff member will go out to the child for about 1 hour at a time and do project work and relationship building. This will be increased, weekly to 2 hours, then 3.
- As soon as the child is ready, the staff member will bring him/her into school for a short visit, then again for a longer visit.
- This is also gradually built up until the child is ready to face school full time.

The 'transition' curriculum





Soothing

- **Many of our children have experienced neglect, trauma and lack of emotional warmth as babies – to compensate we need to offer a suitable environment. We do this by offering self-soothing activities:**
- **Swings**
- **Running water and pond**
- **Areas to take space, such as small spaces and tree house**
- **Sensory room**
- **Gardening**
- **Pets**

The 'Self-soothing' curriculum

Care/nurture	Trampoline	Tree house/ hammock
Cave hut	Weighted blanket	Childhood toys
Food available	Opportunities to 'take space'	Swings
Running water, fish	Positive touch	Beanbags



Sensory needs

- Some of our children are on the autism spectrum
- For them, they sometimes need sensory stimulation, but sometimes they are overwhelmed by sensory stimulation
- To help them to cope with the demands of everyday school, we try to meet these needs – if sensory overstimulation causes difficulties for them, we try to reduce stimulation in the environment.
- If they require sensory stimulation, we put things in place for that child such as texture, touch, smell, rocking, swinging, etc.
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The 'Sensory' Curriculum

Hugs	Wind chimes	Tree house, open to touch of branches	Textures in sensory areas
Pond, stream, water play, sounds of running water	Nest swing, swing seat, indoor swing	Flexibility with uniform/clothes	Bean bags
Weighted blankets	Sensory teaching	Sand, playdough	Comfortable chairs
Wind, rain, snow, hail	Sensory room, cushions, carpet, wall display	Log cabins, warm and inviting	Mud and paint play

Well-being and success

- There are clear links between success and well-being
- We need to create opportunities for children to experience success at every level
- We do this through praise and reward
- We Teach them to appreciate their own achievements
- We invite families in to celebrate their achievement



The 'Feel-good' Curriculum

Star charts, earning rewards	Praise	1:1 time, positive body language and smiles from staff
'Doing something good' themes	Work displayed, 'work to be proud of'	Positive phone call home
Going out with a staff member	Being listened to, especially a complaint	Showing off work to another staff member
Being interested in their interests	Laughing together	PACE



Relationship building

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- **Build trust** – ‘I won’t let you down...
- **Hold boundaries** – ‘Thank goodness the adults are in charge..
- **Be able to negotiate** – ‘We can compromise here...
- **Keep a sense of humour** – PACE
- **Show interest** – ‘She likes me ...
- **Develop listening and communication skills** – ‘I hear you...

The ‘Social skills’ curriculum

Caring for others	Respecting, democracy	Reparation	'Wake & shake'
Circle time	Eating together	Random acts of kindness	Challenging bullying
Supporting charities	Equality & diversity	Encouraging friendships	Staff positive body language
Team games, turn taking	Playing games and losing	Participating in meetings	learning socially acceptable behaviour in public



Belonging

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- We need to help our children to feel and experience nurture
- Being accepted into a social group is essential for well-being – it creates a feeling of – ‘other people like me, so I must be likeable, I am able to like myself’ – it supports the development of self-confidence
- We need to help our children to learn acceptable behavioural skills so that they will be welcomed into groups
- Our task is to offer a safe and supportive environment where they can make mistakes and learn reparation skills

The ‘Nurture’ Curriculum

DDP, Growth mindset	Child voice is central	Celebration and reward
Animals to pet and care for	Positive family liaison	Therapeutic specialisms
High staff ratios, key working	Onsite therapists, psychotherapy & SALT	Staff training
The environment	Well-being award	School uniform, themes

- We understand that through the use of creative therapies, woodland and nurture therapies, yoga and mind/mindfulness we set the scene for children to grow while engaging in creative and calming activities.
- As the adults we guide the children and help them to experience a sense of well-being while participating in enjoyable pursuits.



These we do alongside the formal therapy such as psychotherapy, SALT and OT.

The 'Therapeutic working' curriculum

ELSA	Yoga	Music therapy
Pet therapy	Gardening	Art therapy
Play therapy	LEGO therapy	Mind, mindfulness
Woodland, nurture therapy	Drawing and talking therapy	Nurture group activities

Well-being and Creativity

- There are clear links between well-being and creativity
- Because of this we offer – art
- Music
- Crafts



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-
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forest schools
land studies
play activities



The 'Creative' curriculum

Music, singing

Poetry, Drama

Murals, wall art

Food presentation

Forest schools,
building a den

Macrame

Making a model

Upcycling furniture

Painting

Pottery

Jewellery making

Posters and cards

Sewing and
knitting

Fabric painting

Making clocks

Dance

Movement and well-being

- Children who struggle with concentration, ADHD, boredom, frustration, etc. may need movement to experience emotional release.
- A change of task to something physical helps to burn energy, and other people joining in with physical activity is usually enjoyable.

PE also provides opportunities for children to participate in team efforts and builds social skills



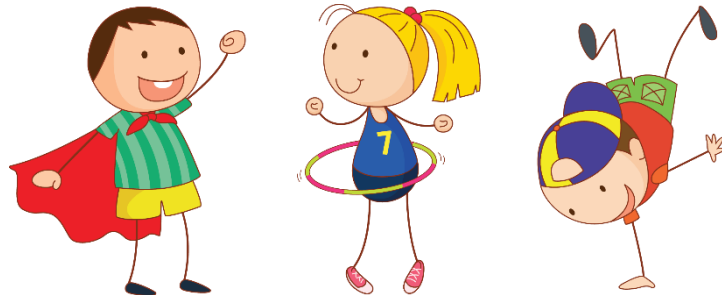
The 'Physical' Curriculum

Leisure center Gym, Golf	Football	Basketball	Dancing
Swimming	Wake & shake	Table tennis	Outdoor games, swingball
Punchbag	2 storey tree house	Local walking trails	Bicycles on trails
Park and charity runs, 'Big move'	Boxercise	Boating	Outdoor pursuits DoE

Developing Imagination

Developing imagination supports abstract thinking. It also helps us to open up new worlds without boundaries for our children.

- Many of our children come to us with a limited experiential background and poor language skills. Helping them to develop imagination challenges thinking.



The 'Imagination' Curriculum

Toys	Theme days	Arts & crafts	PACE, creativity
Dressing up	Fairy garden	Secret places in the garden	Thinking is challenged
Internet opens up global knowledge	Indoor & outdoor play	Story telling - formal & informal	Enriched diet of experiences & activities - building blocks for imagination
Belonging - encouraged to thrive	Security - children feel safe to explore	Playing in tents	Naming fish, planting a tree



Language

- **Language skills play a key role in communication.**
- **Children from a language impoverished background may struggle to express themselves.**
- **Children from a language rich background may have heard up to 4 million more words by the age of 4, than a child with a poor language background.**
- **Helping children to develop the tools to express themselves helps to prevent frustration, lack of understanding and behavioural outbursts.**

The 'Play-based literacy' Curriculum

Games	Reading books	Newspapers and magazines	'Every child a reader'
Drama	Hangman, word games	Phonological & spelling games	Speaking at meetings
Social stories	Story telling	Reading race-track	Speaking & listening exams
Contributing to newsletter	Internet research	ELSA	Zones of Regulation



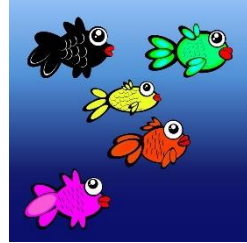
Logic, number, space

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We integrate 'left-brain' thinking across the curriculum by using opportunities for our children to develop numeracy skills through play-based and creative activities. We encourage games such as monopoly to develop financial thinking, jigsaw puzzles, genius square and connect four to learn about shape. Through cooking and crafts pupils learn to measure, plan and go shopping for ingredients. Around the grounds, the young people engage in projects such as garden and D&T where they are required to measure and make diagrams. These form the basis of numeracy development.

'Numeracy' curriculum

Monopoly/board games	LEGO & construction	Jigsaw puzzles
Shopping, managing money	Measuring ingredients	Measuring up for a project
Connect 4	Scoring games	Discussing football scores.
'5 minute maths'	X Factor	Drawing designs using angles



Exploration

- Learning through exploration and enquiry stimulates thinking
- Finding out about nature stimulates the creative parts of the brain and promotes well-being. Sharing those experiences with others promotes belonging.
- By setting up opportunities for children to learn through hands on activities in nature enriches their understanding of the world around them, leading to a sense of ownership and well-being.



The 'Science' curriculum

Paper aeroplanes	Tadpoles, fish, newts	Gardening, potato bags
Butterfly lifecycle	Ecosystems - stream, pond	Volcanoes, crystals (chemistry)
Measuring weather	Stick insects	Sustainable environment
Channeling water, motion with marbles	Tyres, swings, (friction)	Space models

'We have children who believe they do not have a future. They have a destiny and that destiny is a bleak one. Our task, if we are educators, in whatever sense, or if we are simply committed citizens, is to rewrite the narrative of such lives. Ideally it is to enable those who face a destiny to have a future.'

Future/behaviour

- **Academic success on its own, will not promote a future – young adults need to meet acceptable behavioural standards to be able to function in society and the world of work**
- **In order to have a future our children need to be able to self-regulate and manage their own emotional states and behaviours**
- **We need them to experience well-being at every level**



We have high expectations for pupil achievement at Clovelly House School.

Alongside the 'hidden' curriculum, we encourage our children to develop 'academic stamina' and the motivation to cope with increasing hours of formal learning to work towards 'the National Curriculum' and subject specifications of examining bodies.

We offer a wide range of subjects at different levels, including:

Unit awards

ASDAN

Entry levels

BTec subjects

Functional Skills

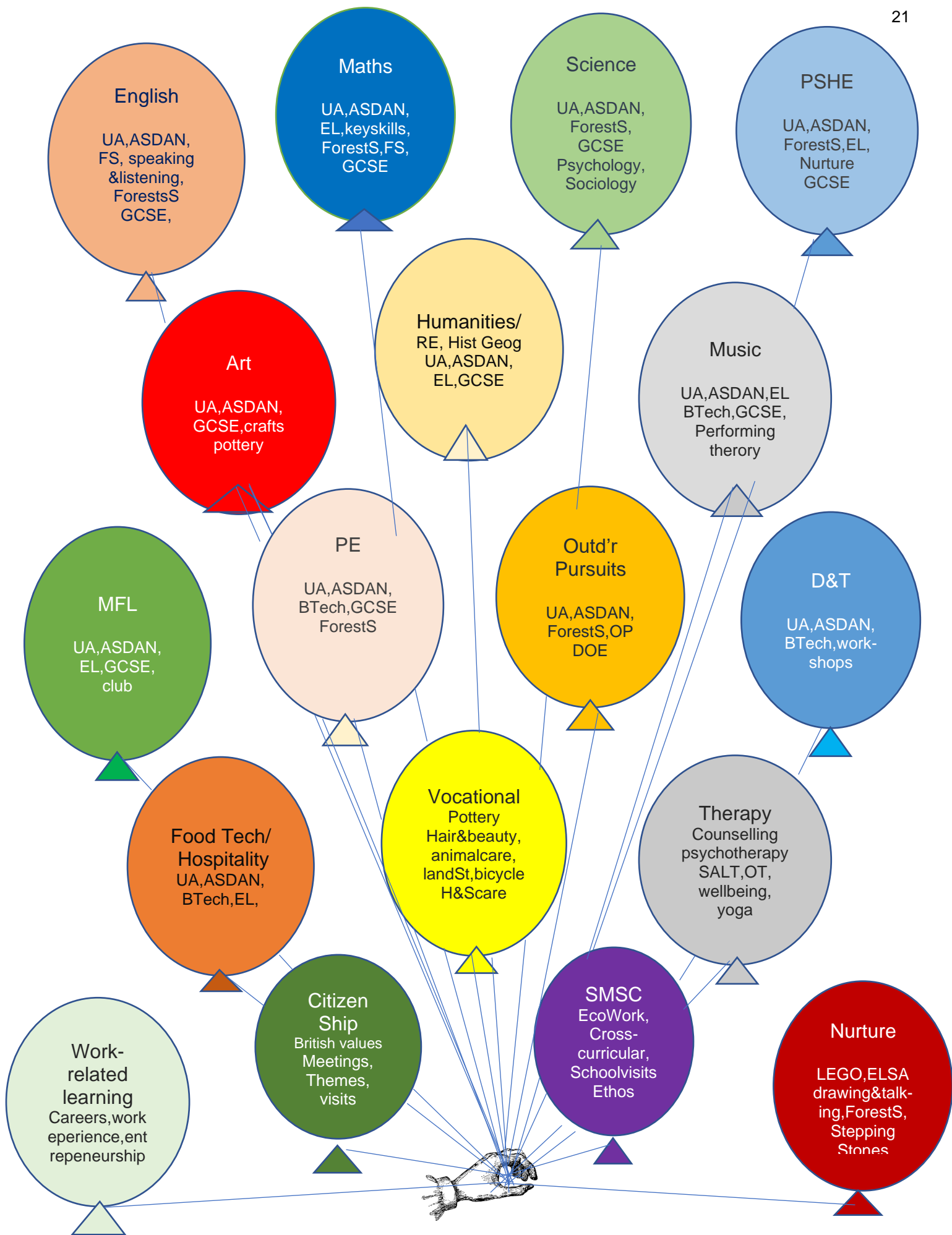
GCSEs etc.

All of these have value, the earliest awards, which are most achievable, helping children to develop the confidence to go on to more challenging qualifications.

On entry to the school all pupils are assessed using the BOXALL scale and standardised assessments. Based on this information, pupils begin to work towards an appropriate level in their chosen subjects.

All pupils do the core subjects, literacy and numeracy, and in line with the profile of the school, PSHE. Pupils do science at different levels, sociology or psychology. In addition to the core, each child has an individual program of study and, therefore, all work towards the above qualifications in their chosen subjects. An illustration of the possible options may be seen below:

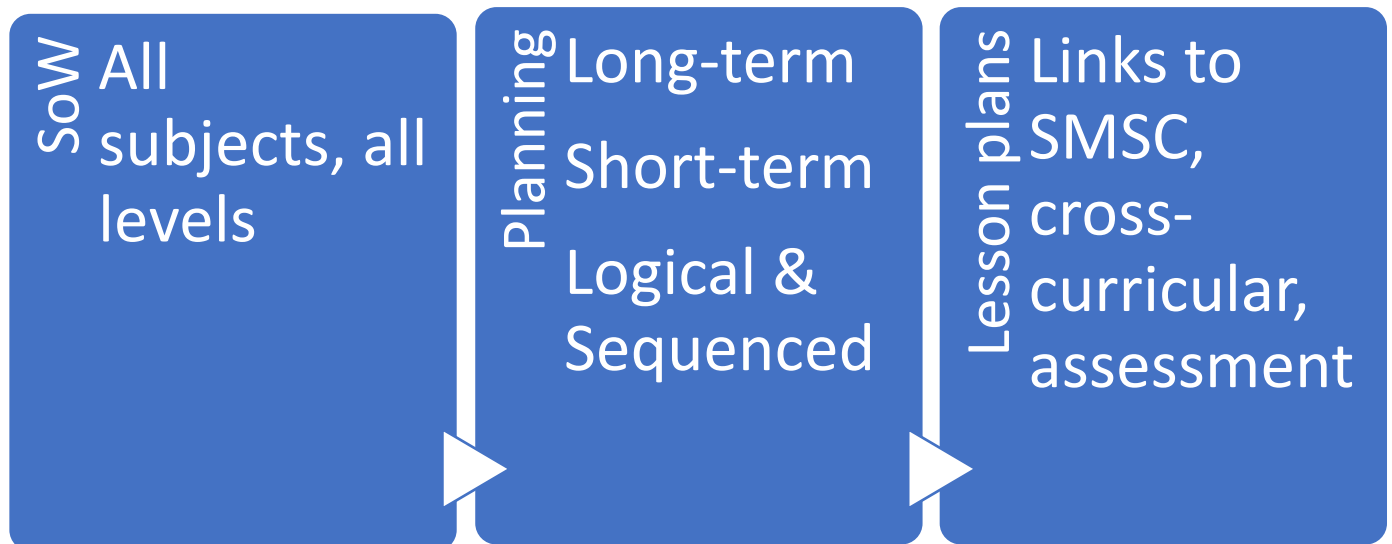




All subject teachers/tutors are responsible for maintaining comprehensive Schemes of Work (SoW)

All SoW are written to clearly indicate long-term and short-term planning

All short-term planning is accompanied by detailed lesson plans:




All lesson plans **MUST** indicate the ‘Three ‘I’s’:

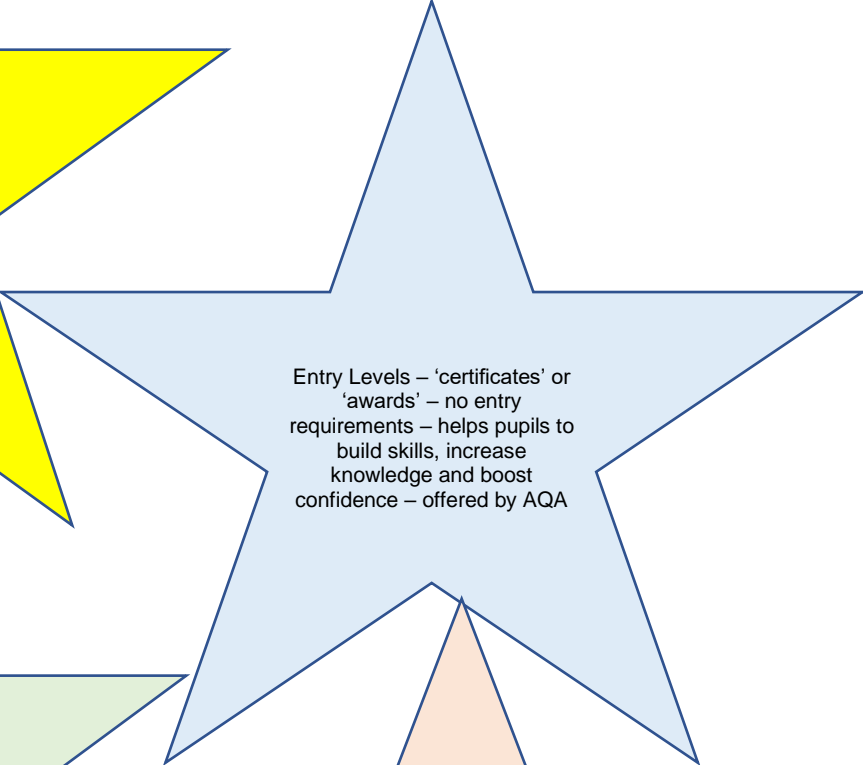
Intent - *what are we going to do?*

Implementation - *how are we going to do it?*

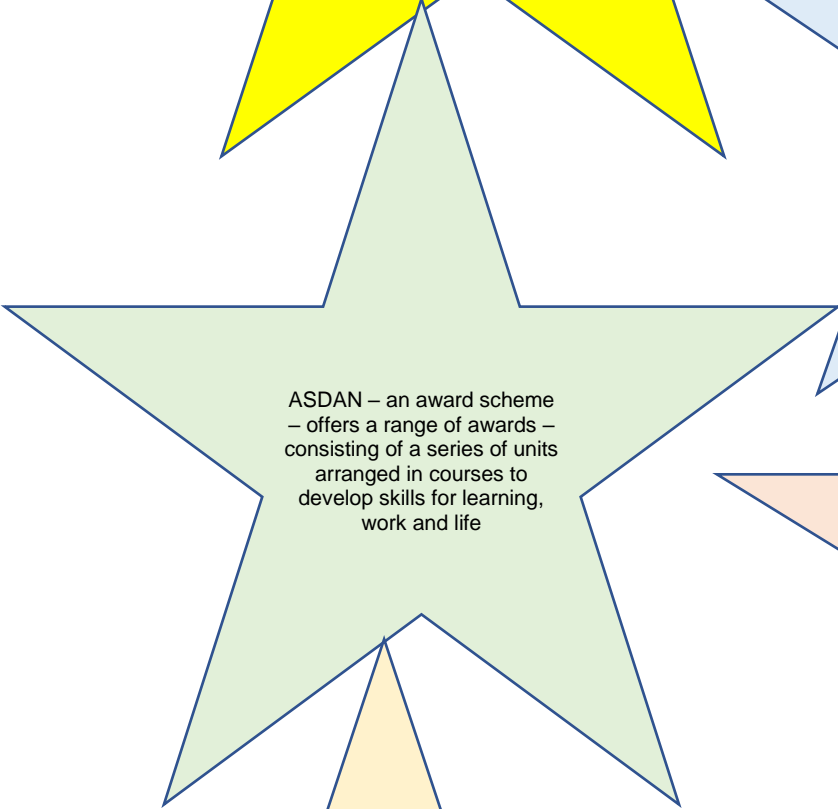
Impact - *How well did it go?*



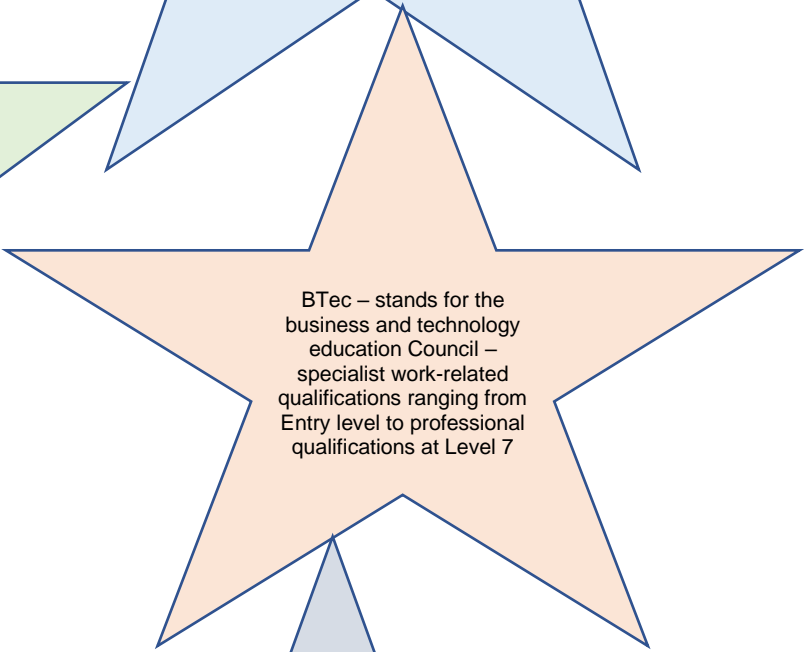
AQA Unit Awards – single unit awards published by AQA – starter awards – builds confidence – chosen to suit pupil's interests and curriculum – available at different levels of difficulty



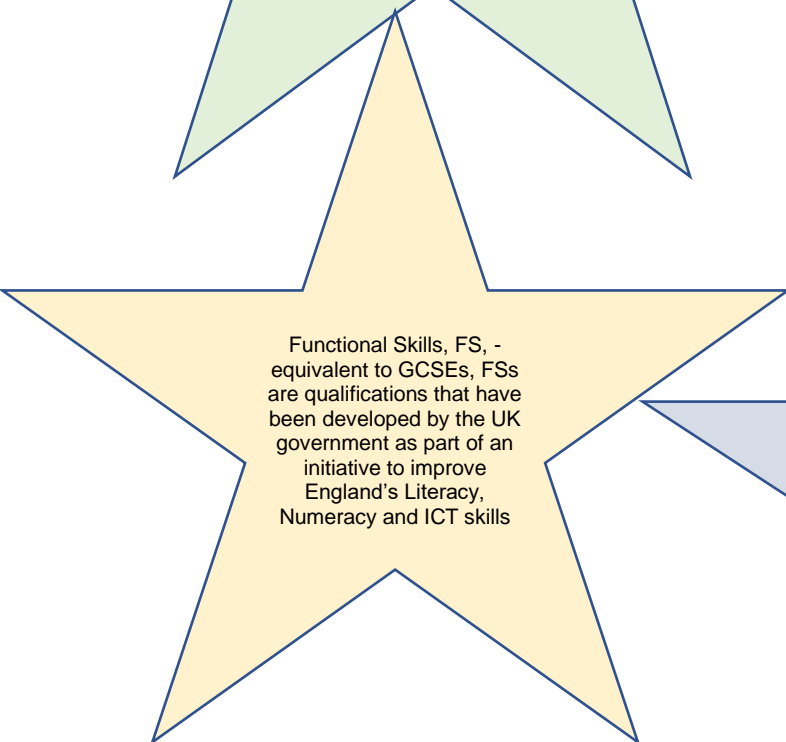
Entry Levels – 'certificates' or 'awards' – no entry requirements – helps pupils to build skills, increase knowledge and boost confidence – offered by AQA



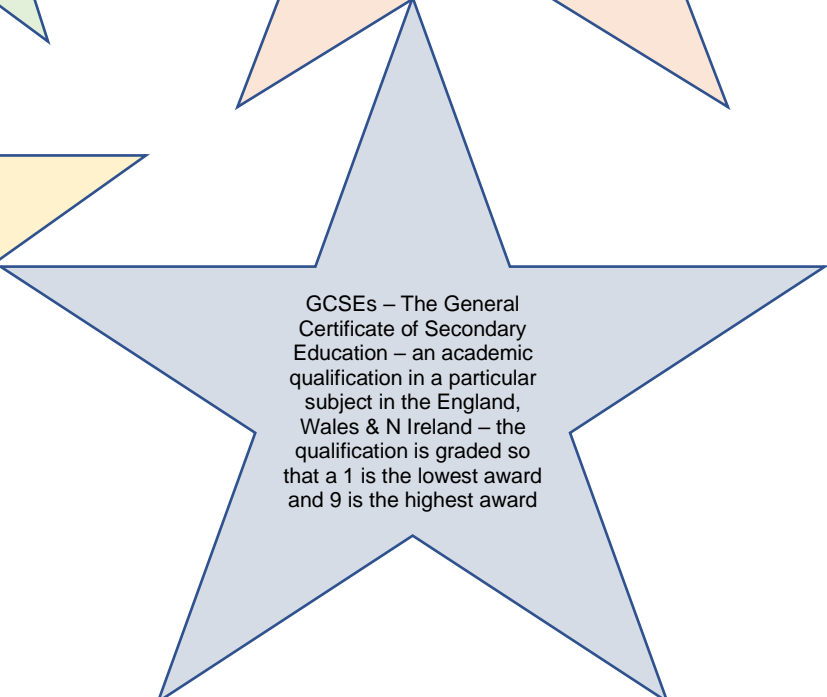
ASDAN – an award scheme – offers a range of awards – consisting of a series of units arranged in courses to develop skills for learning, work and life



BTec – stands for the business and technology education Council – specialist work-related qualifications ranging from Entry level to professional qualifications at Level 7

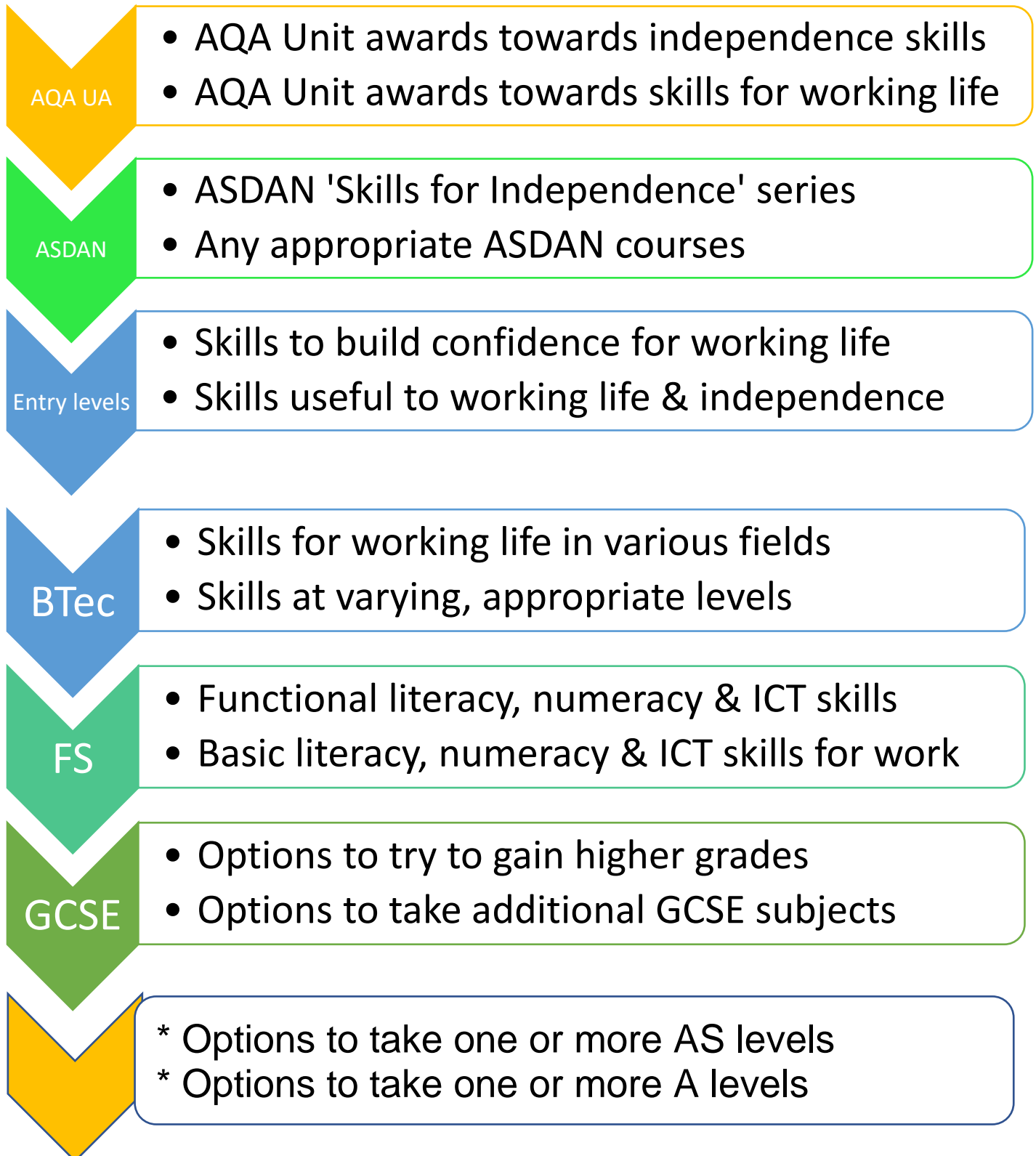


Functional Skills, FS, - equivalent to GCSEs, FSs are qualifications that have been developed by the UK government as part of an initiative to improve England's Literacy, Numeracy and ICT skills



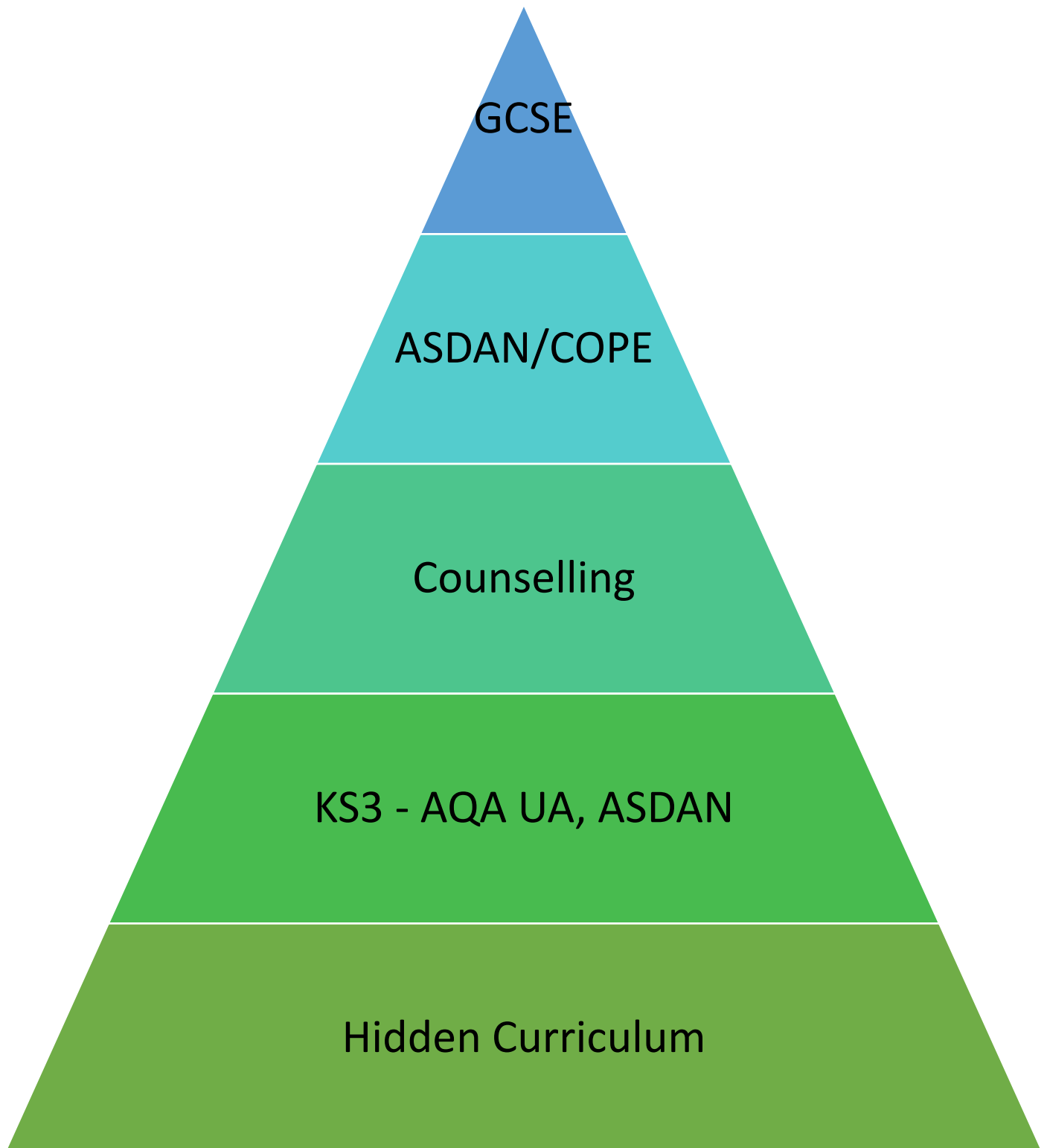
GCSEs – The General Certificate of Secondary Education – an academic qualification in a particular subject in the England, Wales & N Ireland – the qualification is graded so that a 1 is the lowest award and 9 is the highest award

Pupils may stay on at CHS until they are 19 years old. Students who remain at the school will be offered a highly individualised curriculum package. This package may contain a variety of options, but will, usually include 'Work Experience' and 'Independence' options. Options may also include 'A levels'. These may be:



Pupils who come to Clovelly House School have social, emotional and mental health difficulties. Most of the children experience stress and anxiety. PSHE is considered a core subject to support children with these challenges.

PSHE will be delivered individually according to the social and emotional baseline of the pupil, as follows:





GCSE – AQA GCSE full course or short course

ASDAN/COPE – ASDAN courses

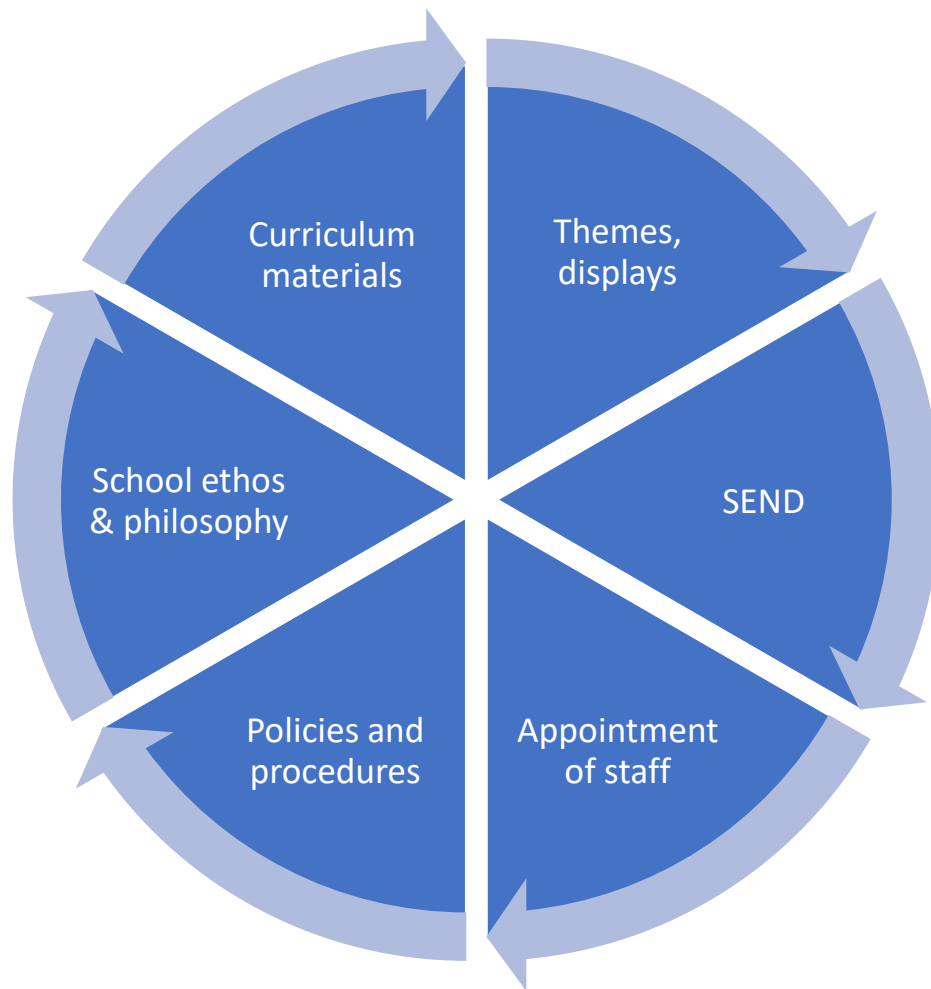
Counsellor – delivering specific programs such as:

Friendships – choosing friends, avoiding trouble
 Safeguarding
 Anger Management
 Anti-bullying
 Healthy Relationships
 Delayed gratification
 Understanding coping with SEND needs
 KCSIE – safeguarding booklet
 ‘In my shoes’ (empathy program)
 Knife crime, Gangs, County Lines
 ‘First ‘give’ program’
 Understanding and practicing democracy
 Life story work
 Establishing identity
 Building self-esteem, self-worth and confidence
 Managing sexualised behaviour
 Sex and relationships
 Alcohol & substance abuse, etc.
 Health and diet
 Parenting
 Environment

KS3 – NC + ASDAN + AQA UA + Nurture

Hidden Curriculum – developing trust & relationships,
 sense of belonging,
 communication,
 learning respect,
 Nurture programs, Forest Schools, ELSA.
 Equality

Clovelly House School embeds equality across the curriculum.



School ethos & philosophy – nurture, individualised packages, respect

Policies & Procedures – Equality & Diversity Policy, Equalities Action Plan, Exams Access Policies

Staff appointment – 40% from ethnic minority groups compared to 20% nationally

SEND – pupils have individual education plans to address any barriers to learning

Themes/displays – school encourages celebration of diversity and has a number of multicultural themes and events annually

Curriculum Materials – all staff ensure that curriculum materials reflect diverse cultures and histories

Themes of the week – ‘Spread the Happiness’



PE is encouraged as a means to support pupils to develop physical skills and expertise and team skills, to celebrate skills and success and to build confidence and self-esteem. Pupils are offered up to 4 hours per week for PE, or more if they combine PE with Outdoor Pursuits.

PE lessons are valued across the school for: pupils who need support to develop 'gross motor' skills, co-ordination & balance, pupils who are kinaesthetic learners, pupils who need to 'burn off steam', and to vary learning activities.

PE is also valued for the opportunities for learning 'team skills'.



PE is delivered in various ways at Clovelly House School:

The school has an on-site gym, boxing bag, tree-house and swings, a small 'football' field, a basket-ball hoop and trampoline.

All pupils have membership to 'Enderby' and 'Coalville' Sports Centres and can use the multi-purpose hall, the swimming pool, the gym and the golf course. Pupils can also access the local tennis court. The school has bicycles and canoes for pupils to use.



Pupils are also offered 'Outdoor Pursuits' lessons at Leicestershire Outdoor Pursuits Centre – climbing, boating, archery & fencing.

Outdoor pursuits also includes a variety of 'Bushcraft learning', 'Woodland therapy' and other offsite outdoor pursuits.

Pupils who have particular skills in sports are supported to attend sports clubs and events to widen their opportunities, e.g. athletics.

Awards – pupils who choose to do so, are currently offered a BTEC qualification in 'Sport'. Other pupils are offered ASDAN award courses in PE and AQA Unit awards and 'PE Pathways' (SEN).



The school complies with DfE Guidance on Sex and Relationships (0116/2000) and the supplementary guidance SRE for the 21st Century 2014 2.

What?

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity.

Why?

- RSE aims to help students to develop knowledge, skills and understanding about the value of loving, diverse and stable relationships along with developing an understanding of their own sexuality and sexual health. The intention is to help young people lead confident, healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms.

When?

- All pupils will be supported with developing the following skills:

Communication, including how to manage changing relationships and emotions

Recognising and assessing potential risks

Assertiveness

Seeking help and support when required

Informed decision-making

Self-respect and empathy for others

Recognising and maximising a healthy lifestyle

Managing conflict

Discussion and group work

These skills are taught within the context of family life.

Who?

- The school promotes tolerance, equality and respect for others.
In particular:

Ethnic and Cultural Groups - We intend to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs - We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

When?

- During sex and relationships education controversial topics may arise. The professional judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account.

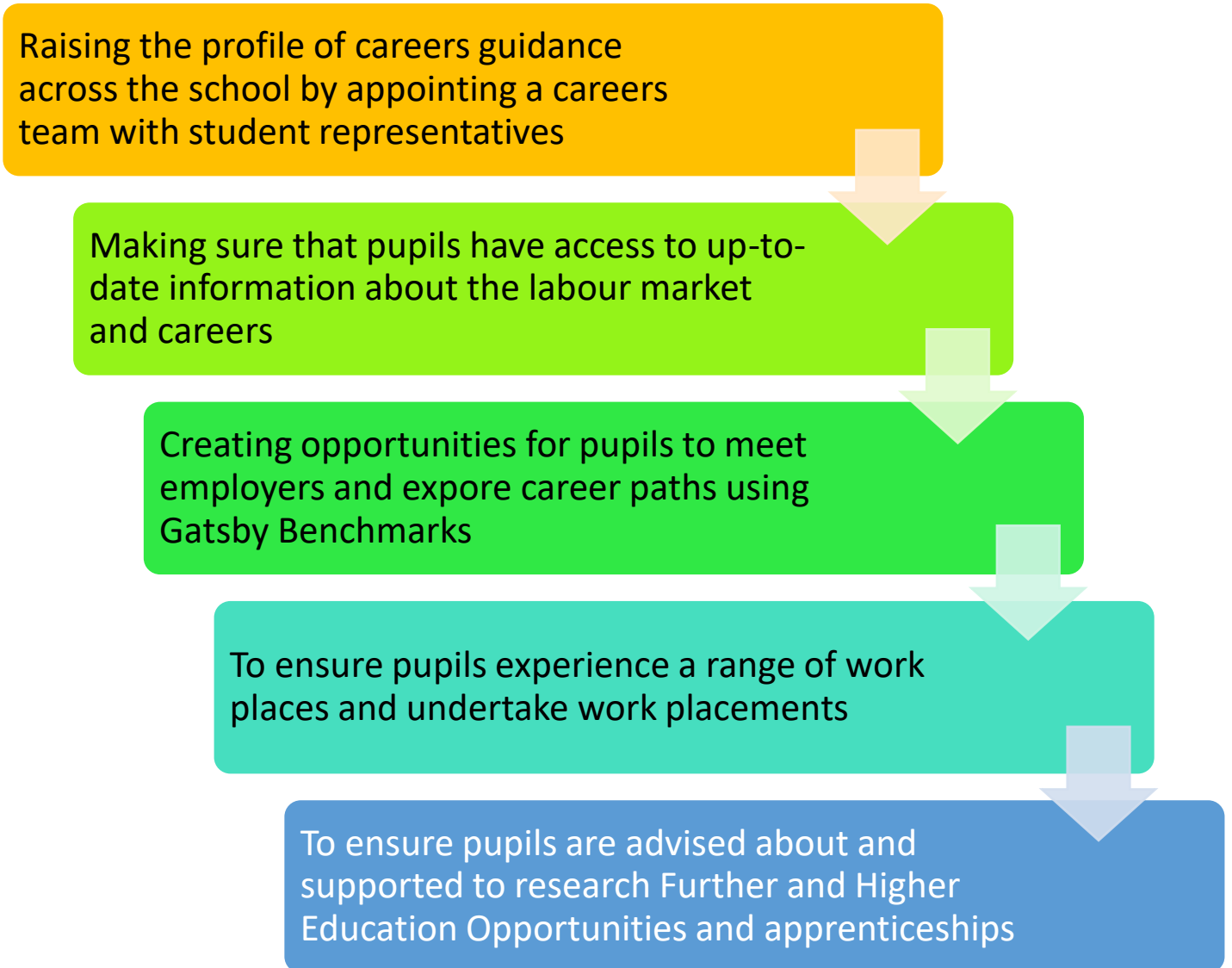
Who?

– Parents are the key people in teaching their children about sex, relationships and growing up.

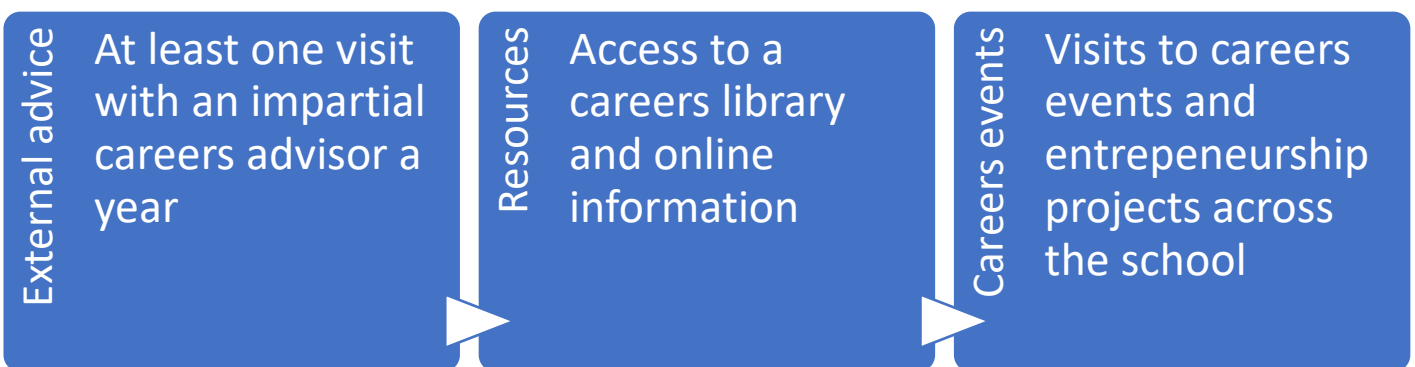
Professionals should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so

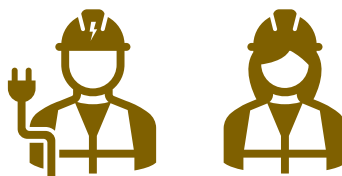
The school will work closely with health professionals, including doctors, nurses, youth and social workers in the development and implementation of the schools RSE program

The school embeds careers awareness and learning across the curriculum. The pupils will be supported to widen their understanding and preparation for the world of work through:



To support this process the school provides?





Clovelly House School promotes careers education and work-related learning to develop pupil skills, independence and preparation for the world of work.

To do so the school offers the subjects:



Pupils are taken to various visits to places of work to learn about different workplace opportunities. The school also hosts a 'enterprise week' once a year in addition to 'careers events' and 'work experience' and 'work shadowing'.

Across the curriculum pupils are taught skills for life such as:

Respect

Honesty

Reliability

Diligence

Punctuality

Hard work

Persistence

Team work

Independent work

Communication

The school does not have a religious ethos, but supports the teaching of religious education in line with the National Curriculum. RE is taught at KS3 and KS4 through the routes of 'Humanities', weekly themes, SMSC and British Values. Therefore, RE:

- helps to inform values & behaviour

- develops individual knowledge and beliefs

- provokes challenging questions about the meaning and purpose of life, & God

- develops knowledge of Christianity & other principle religions

- Contributes to personal development & well-being

- contributes to community cohesion, promoting mutual respect & tolerance

- helps prepare pupils for adult life, employment & Lifelong learning

- helps pupils become successful learners, confident & responsible citizens

- helps pupils become discerning, making moral & healthy life choices

RE in the school is used to:

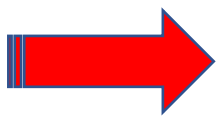
- * develop and appreciate diversity, & challenge discrimination
 - * explore and study the diversity of religion in the UK
 - * consider challenging questions about right and wrong
 - * learn about matters of global significance and the impact on world issues
 - * provide a context to explore cultures, beliefs & values
 - * help promote inclusivity & human rights
 - * build resilience against extremist narratives
 - * enable pupils to develop a sense of identity & belonging, &
 - * encourage empathy generosity & compassion
 - * we acknowledge a wide range of religions through themes and displays.
- Parents have the right to withdraw children from RE if they so wish.

Clovelly House School is a special school. We cater for pupils with social, emotional and mental health difficulties. The pupils usually have anxiety and stress and social and emotional barriers to learning, socialising and developing. Some of the children self-harm and experience eating disorders and mental health difficulties. Pupils may also have some specific learning difficulties and some learning difficulties including ASD, sensory processing challenges and communication barriers.

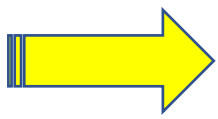
To support all children:



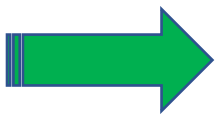
The school has a SENCO who oversees special education and the management of the Education, Health Care plans and Provision maps .



The school has a curriculum and assessment lead who manages baseline assessments on entry and continuous assessment to measure progress and plan for progression.



The Curriculum lead, SENCO and Exams Officer liaise to ensure that all pupils have access to suitable qualifications and concessions for writing exams if necessary.



All teaching staff plan lessons which are individualised and graded according to the level of ability of each child. Progress is mapped and award schemes used to credit achievement.

All children are offered every opportunity to experience success and to achieve regardless of race, gender, SEND, sexuality, religion, and etc. We have high aspirations for every child at Clovelly House School.



Provision for pupils on the Autism Spectrum

35

Pupils who are on the Autism Spectrum may struggle to access the curriculum in the same way as a typically developing pupil.

Clovelly House School staff believe that all pupils can develop in their own unique way, but that the approach to supporting that development will be different for each child.

To maximise this support the school will use:

SCERTS – all staff will be trained to use SCERTS – Social Communication, Emotional Regulation and Transactional Support to help all pupils to develop skills to:

- express themselves, communicate effectively, and learn relationship skills,
- to learn to understand their own emotions and to begin to learn to self-regulate their own behaviours
- through offering them support through people, resources and strategies

Zones of Regulation – all staff will be trained by the Speech & Language therapist, to use 'Zones of Regulation' – a strategy using colours to express emotions and exploring the links between these and emotional regulation

Occupational Therapy will be offered to pupils who have sensory processing difficulties and/or physical, (gross motor, and/or fine motor), skills challenges. The Occupational Therapist will either work independently with pupils and/or will oversee the work of trained Occupational Therapy support workers.

Speech & Language Therapy – the SALT will work with individual pupils and with support workers to support the child to develop expressive, communication and relationship skills. The SALT may work individually with pupils or oversee the work by support workers.

We offer formal, individualised therapy on a weekly basis for specific children. Our therapists attend on-site and work directly with children as well as staff members. They are able to offer a range of therapeutic options such as:



Psychotherapy – Child-centred using Integrative Therapies – reflective practice

Speech and Language Therapy – communication assessments – training for staff

Counselling – all children timetabled to see the Counsellor each week – to do individualised work

Occupational Therapy – assessment – physical & sensory needs supported by trained OT assistant

Using:

– **DDP** (Dyadic Developmental Psychotherapy)

PACE (Playful, Accepting, Curiosity, Empathy)

SCERTS (Social Communication, Emotional Regulation, Transactional Support – developmental approach to ASD)

Zones of Regulation – using colour to promote emotional literacy

Talking Mats – communicative Approach

Therapy Provision at Clovelly

Psychotherapy
:
Caroline
Barnes

Occupational
Therapy
:
Jennifer
Champion

SALT
:
Anisha

School
Counsellor
:
Marie French

The therapeutic toolkit includes:

Psychotherapy –

Dyadic Developmental Psychotherapy

- *'DDP is a therapy, parenting approach and model for practice that uses what we know about attachment and developmental trauma to help children and families with their relationships.*

Developing trust with the help of PACE, DDP provides interventions for families and those who support them.'

PACE – playful, accepting, curiosity, empathic

SALT –

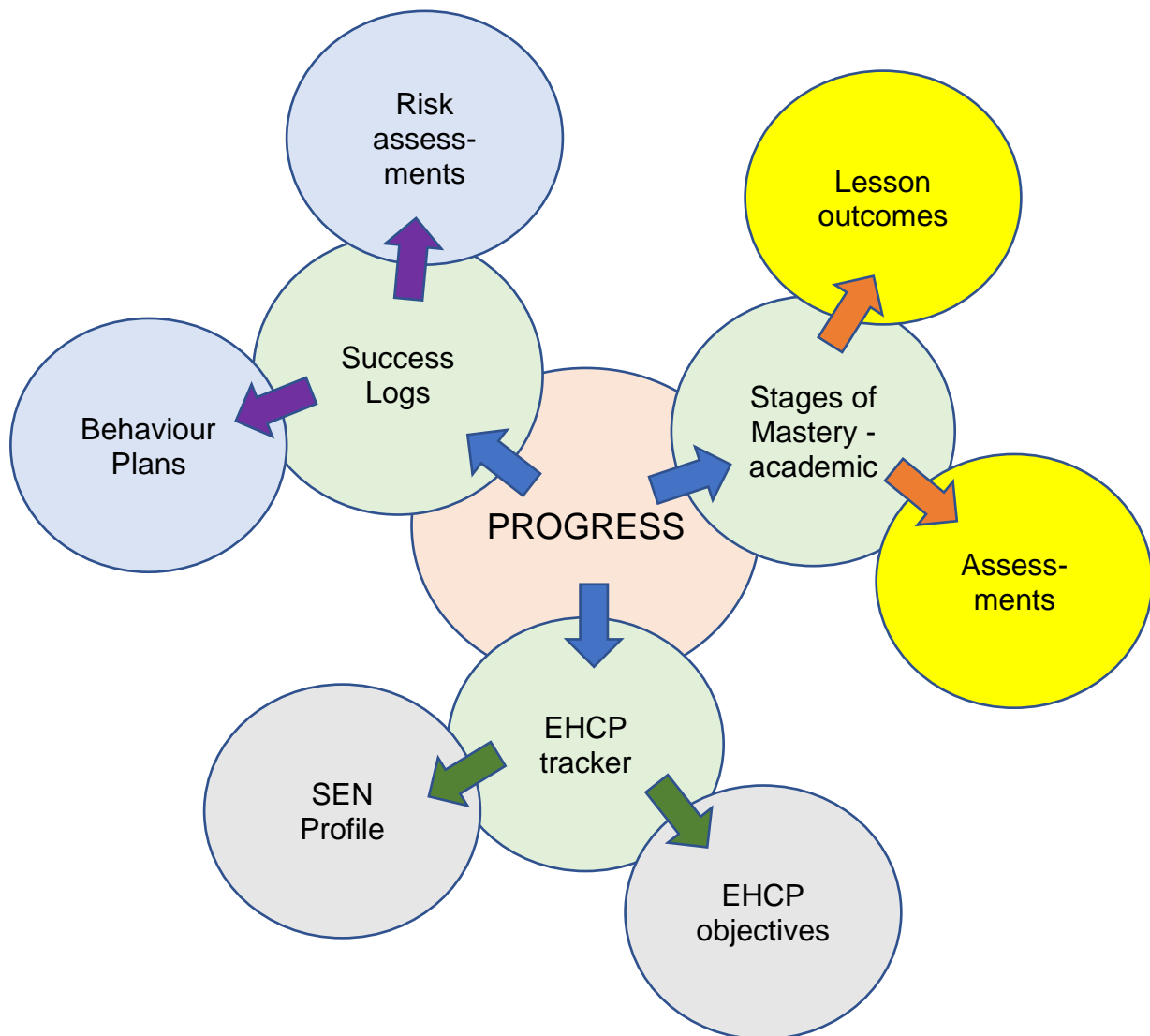
Zones of regulation – *It 'is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The ...framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.'*

SCERTS – *'The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.'*

Talking Mats – *'is a social enterprise whose vision is to improve the lives of people with communication difficulties by increasing their capacity to communicate effectively about things that matter to them.'*

Whole Child Assessment

All assessments are triangulated to measure the progress of the whole child:



These include: the *academic progress* (knowledge & skills)

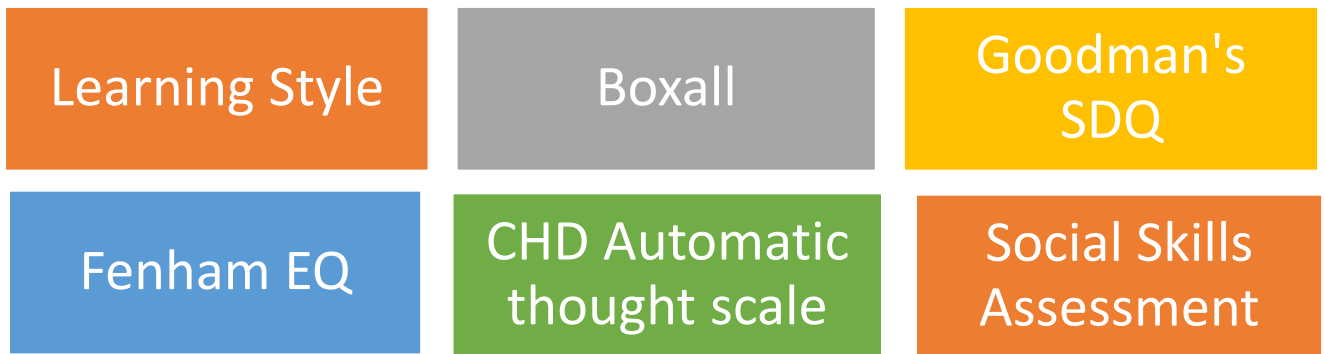
the *social, emotional progress* (values, attitudes & social skills)

the progress *according to needs* (equality of opportunity)

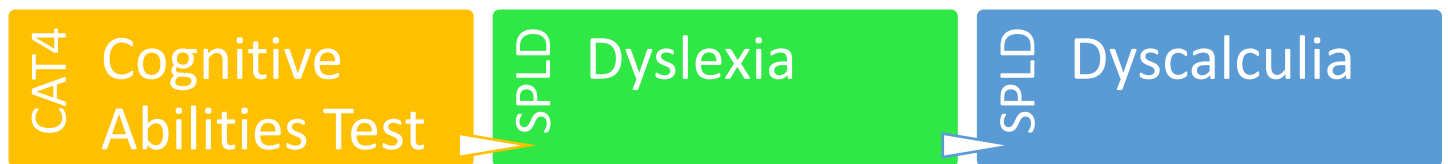
Education leaders work in teams to assess the progress of each child and to correlate all the results for reporting to all stakeholders

Clovelly House School offers a comprehensive assessment process:

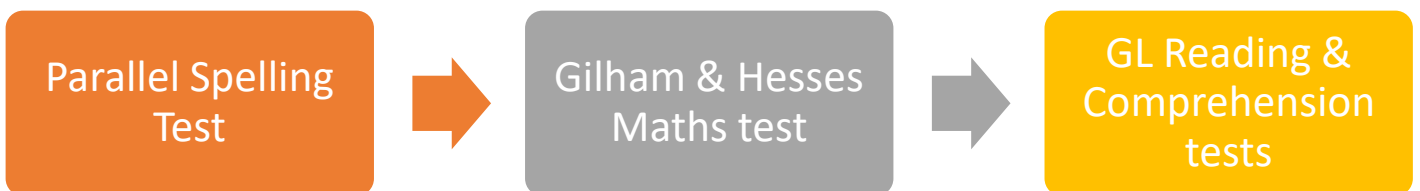
SEMH:



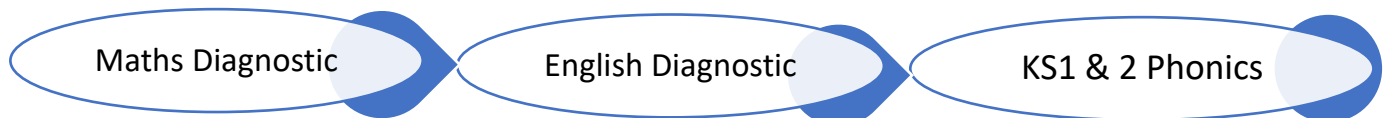
Additional Assessments on request:



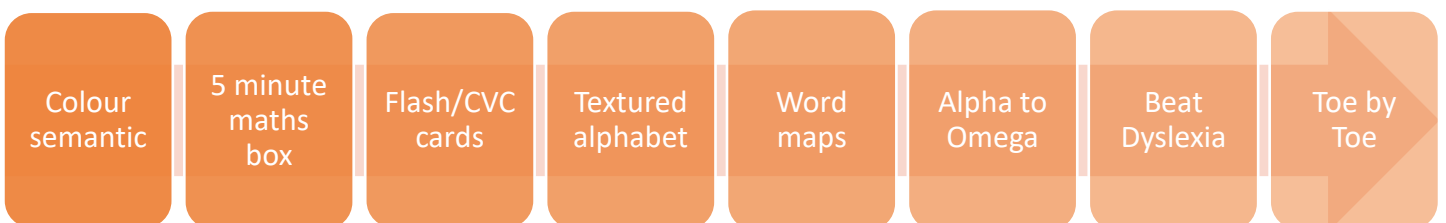
Baseline Assessments:



Diagnostic Assessments:

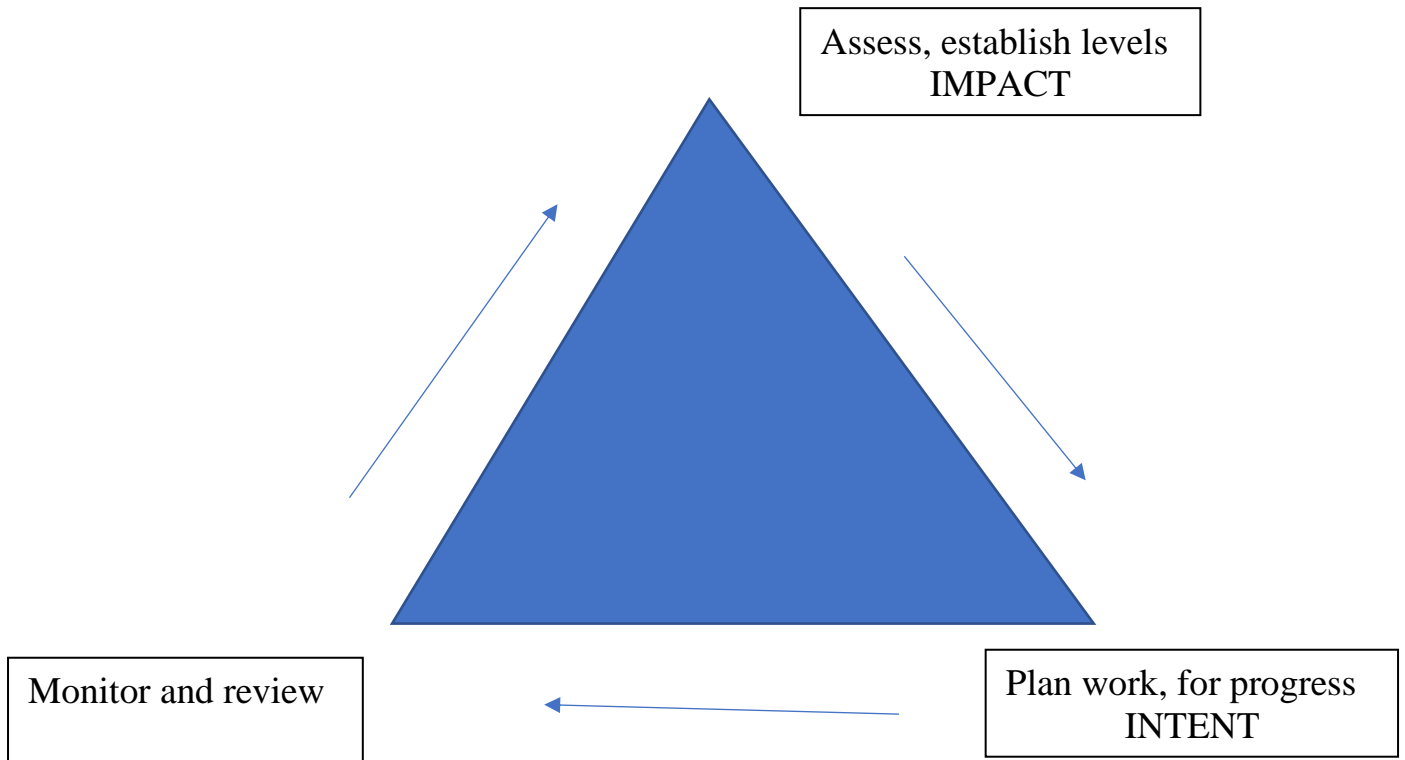


The school Curriculum Lead and the SENCO work together to correlate assessment results and to develop tools for teachers to use in class such as:

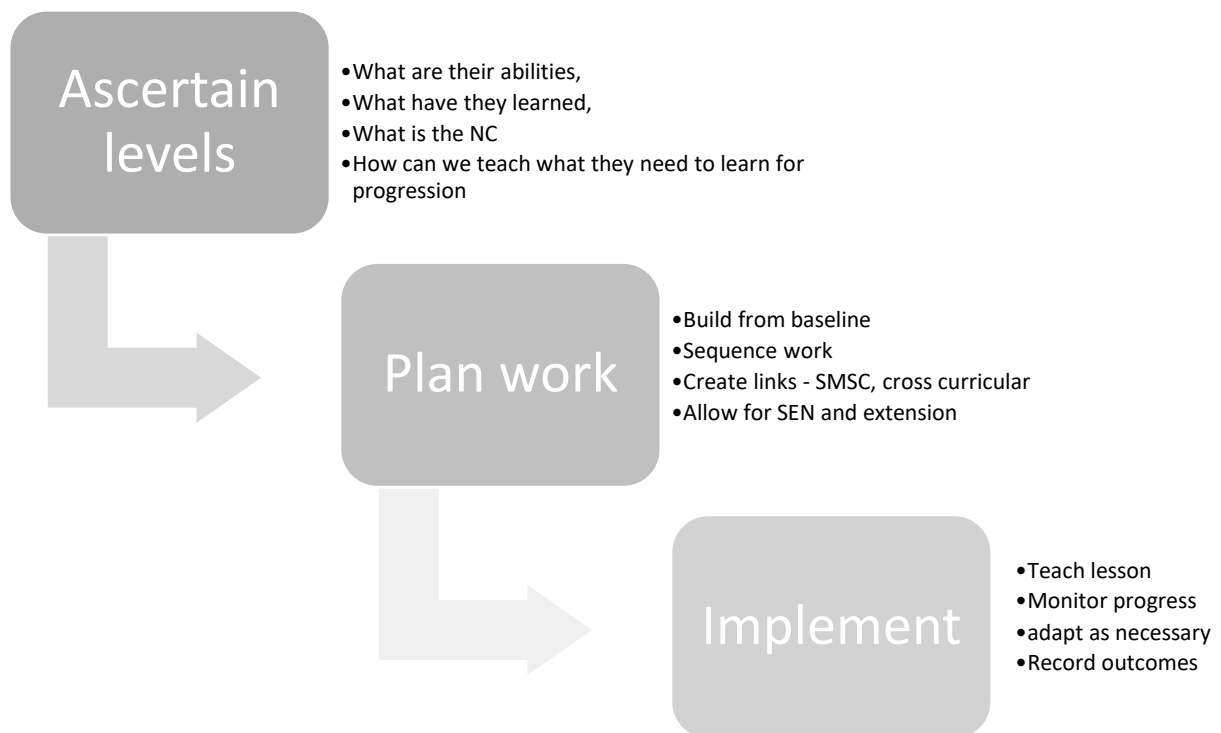


Academic Learning

Triangulation



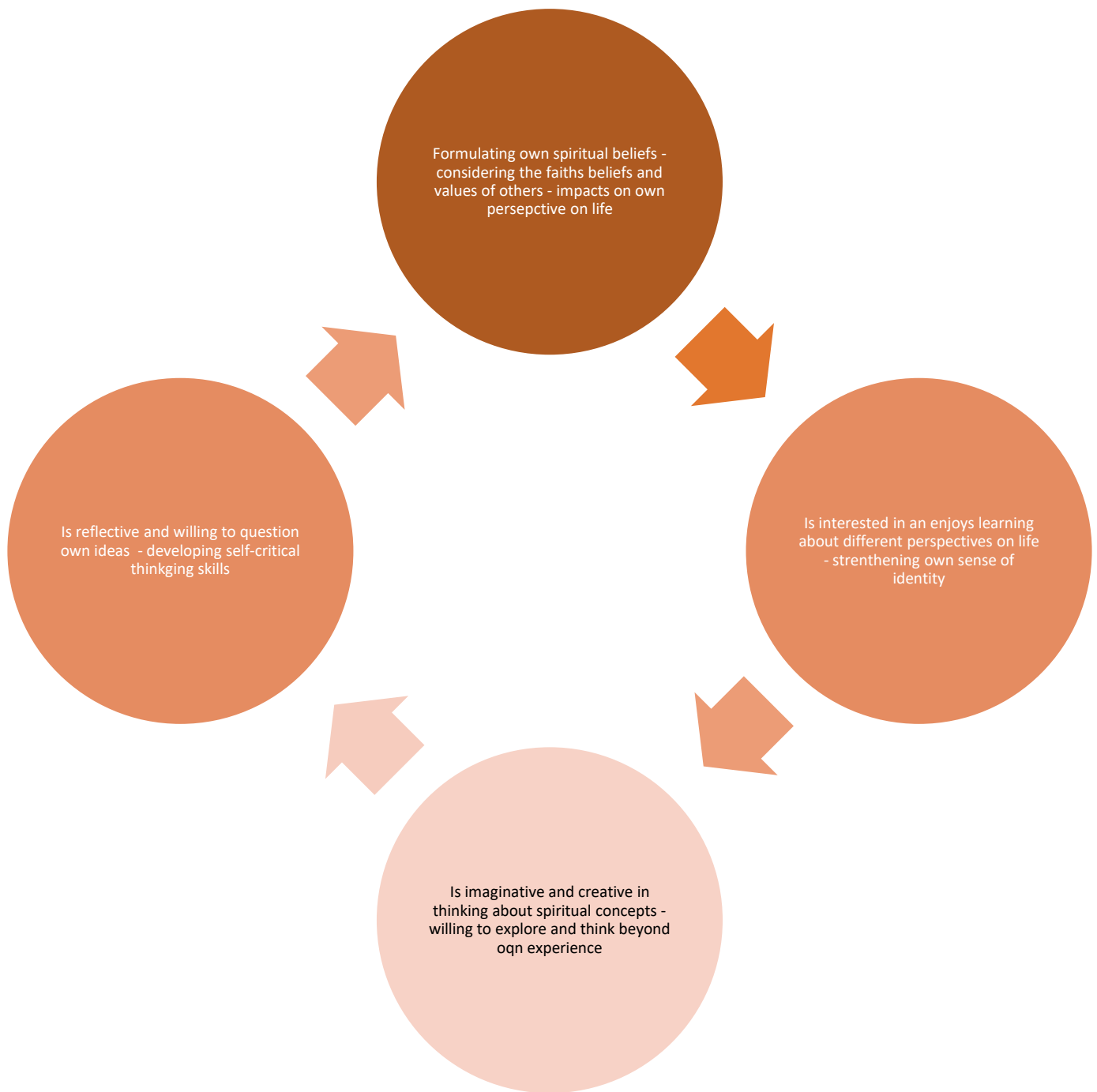
Planning





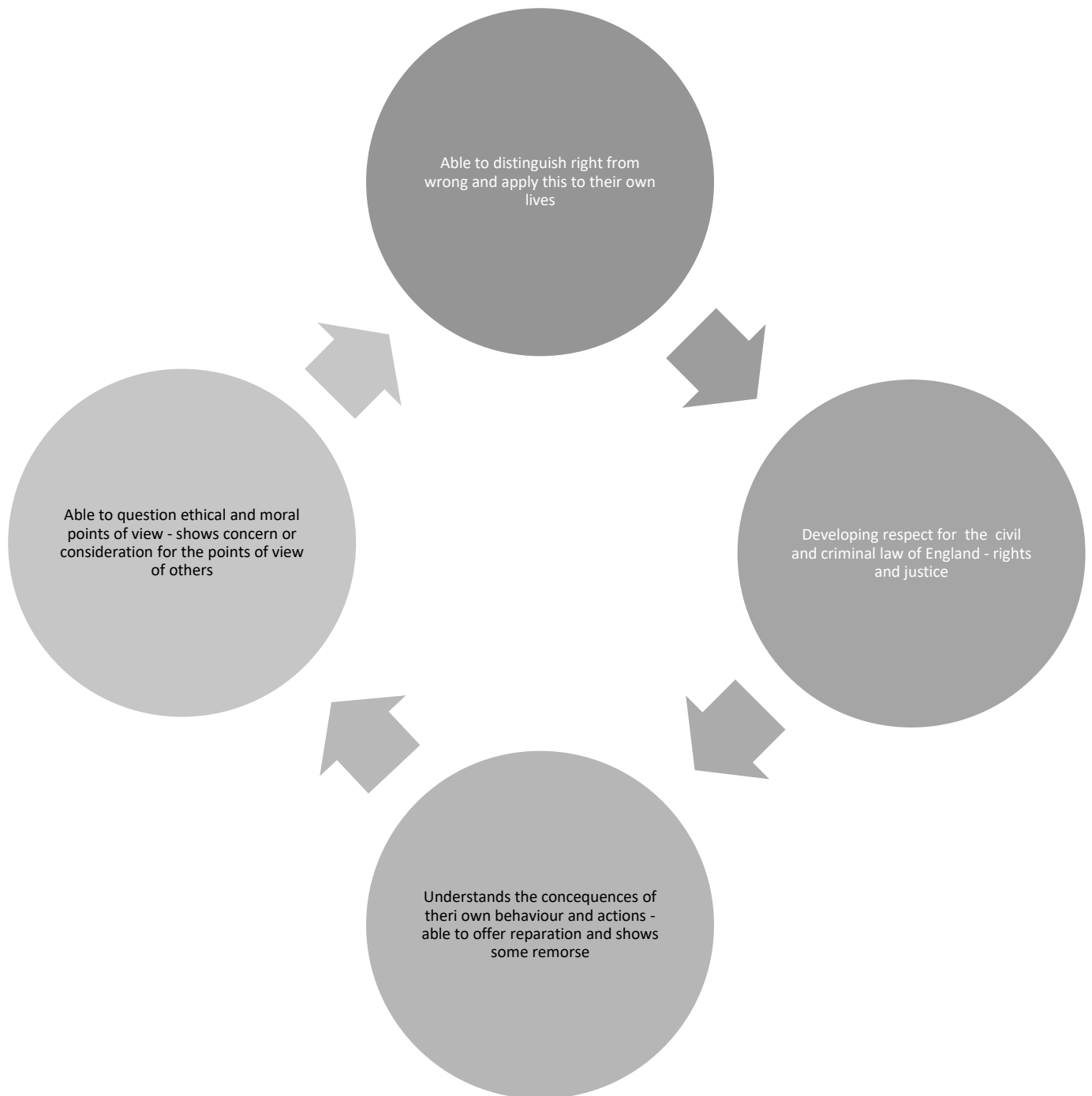
The diagram demonstrates the development of a national identity and British values for pupils with social, emotional and behavioural difficulties. Not all pupils will start at level 1, and levels may be overlapping. However, basic concepts, as have been outlined above should be mastered before complete assimilation of higher levels is possible.

In the diagrams below – each is a breakdown of skills which are developmental goals of pupils learning British values and positive Spiritual, Cultural, Social and Moral viewpoints and lifestyles.



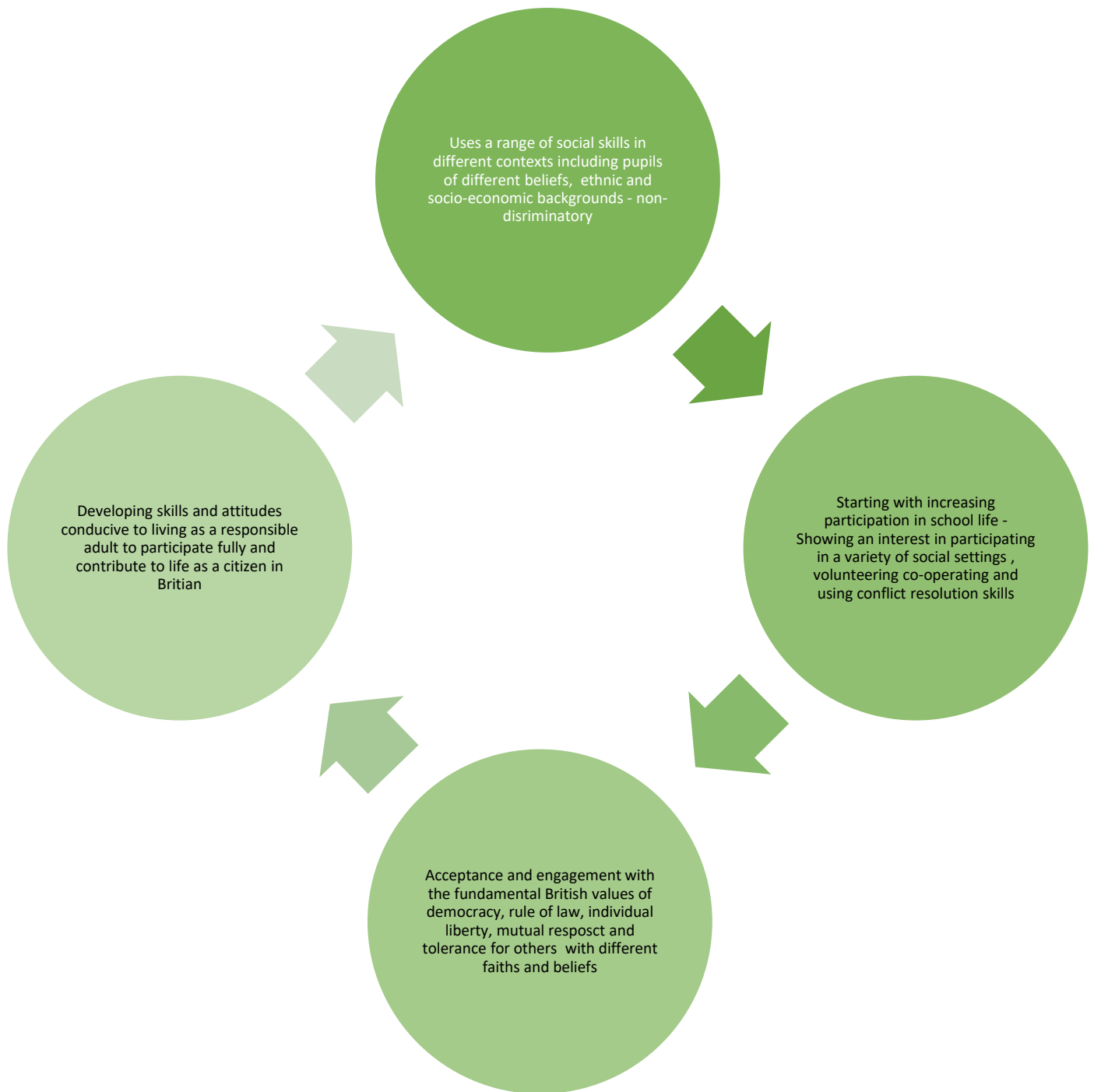
Spiritual development is not linear – each of the above concepts is being developed at the same time – starting with basic and emerging sense of spiritual thinking and becoming more abstract and gaining deeper meaning for the pupil.

Practical application – school visits to different places of worships, celebrating festivals of different religions, deep meaningful discussions with pupils about spiritual concepts, RE curriculum, cross-curricular

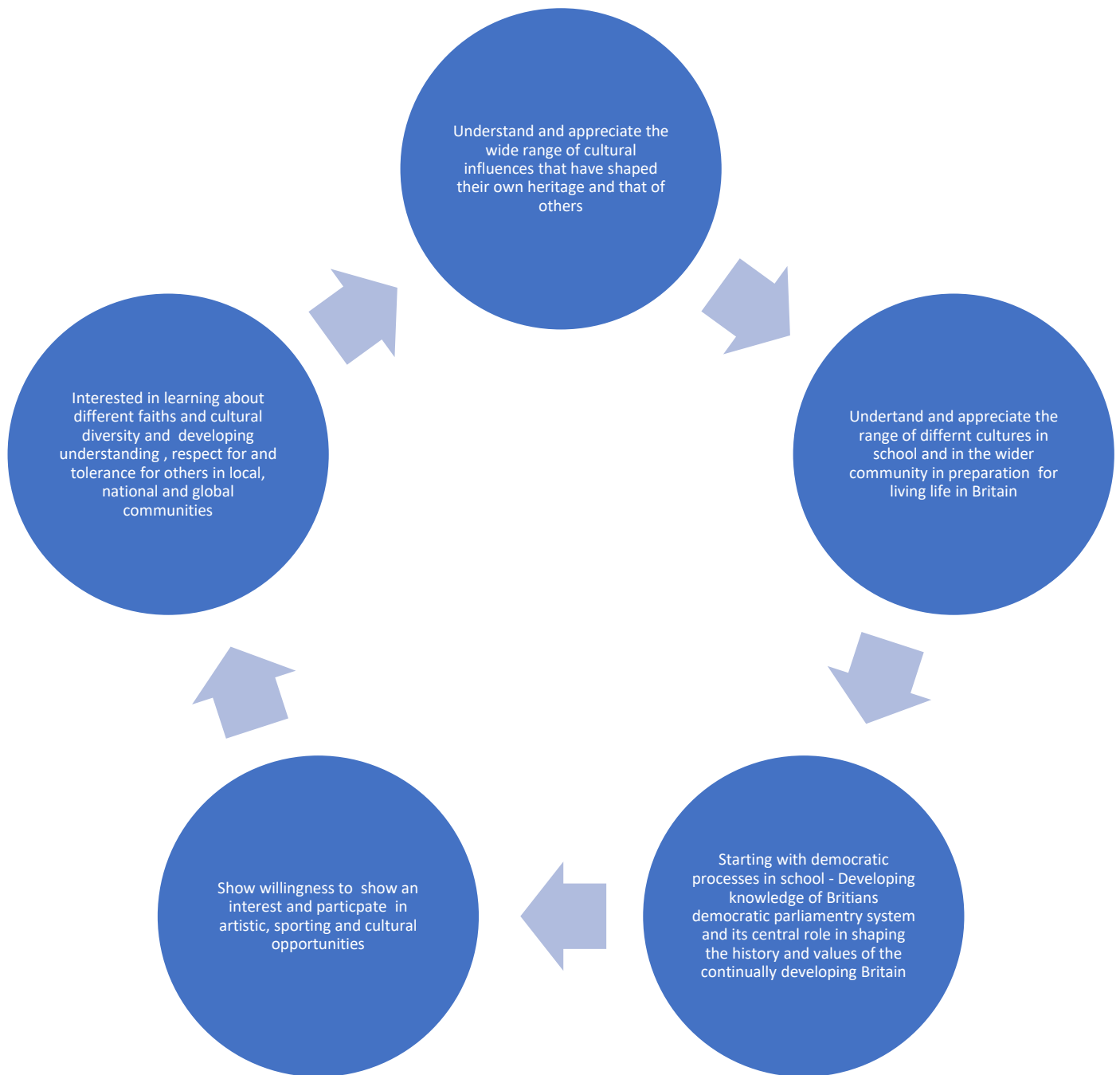


Each of the above emerges from an ability to distinguish right from wrong and the development of basic moral judgement. This should be seen in the context of British values and a sense of equality and tolerance for others.

Practical application – challenge unacceptable viewpoints, encourage dialogue about moral issues, use restorative justice approaches, apply consequences fairly and consistently, use school meetings to promote moral awareness.



Pupils will be supported to develop positive and acceptable social skills. Starting often from low developmental levels, all aspects of school life will be underpinned by the focus on the development of the social skills necessary to become responsible and socially functioning adults. *Practical Application – offer opportunities for socially enriching experiences at school, increasing opportunities for participating in social events in the community, challenge and engaging in dialogue about social skills, promote tolerance and awareness for the rights of others (Note all other activities depend on functioning socially – cross-curricular)*



Pupils will develop an understanding and appreciation for cultural diversity. The school will offer a program of culturally rich school visits to enhance the learning and experiential opportunities who may have had a very limited experiential background.

Practical application – school visits to culturally rich places, research-based learning at school, opportunities for cultural events and festivals at school, use of democratic processes in school meetings and school decisions, history lessons.