



Clovelly House School
Stay safe, respect, achieve

The Illustrated Curriculum

April 2021

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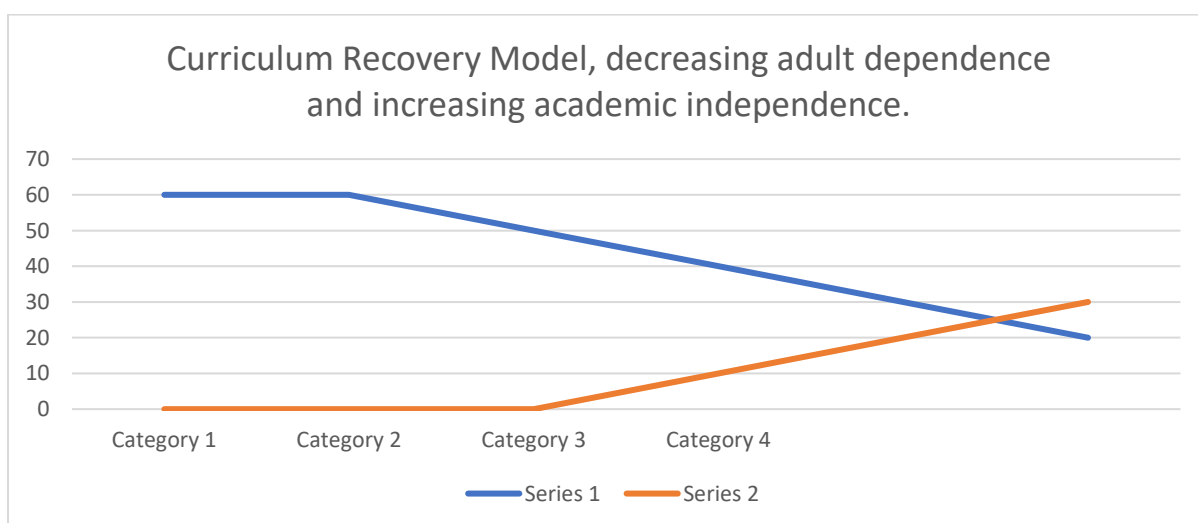
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Clovelly House School is an SEMH, (social, emotional and mental health), school for children from 10-18. The pupils come to our school suffering from stress and anxiety, mental health difficulties, trauma, and attachment difficulties manifesting as 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



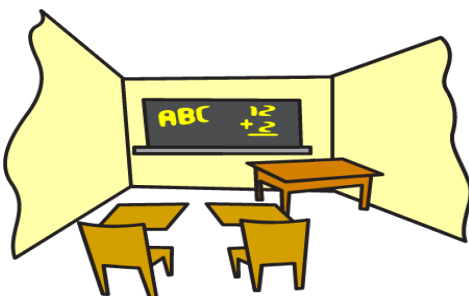
– that which supports a child to thrive



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.

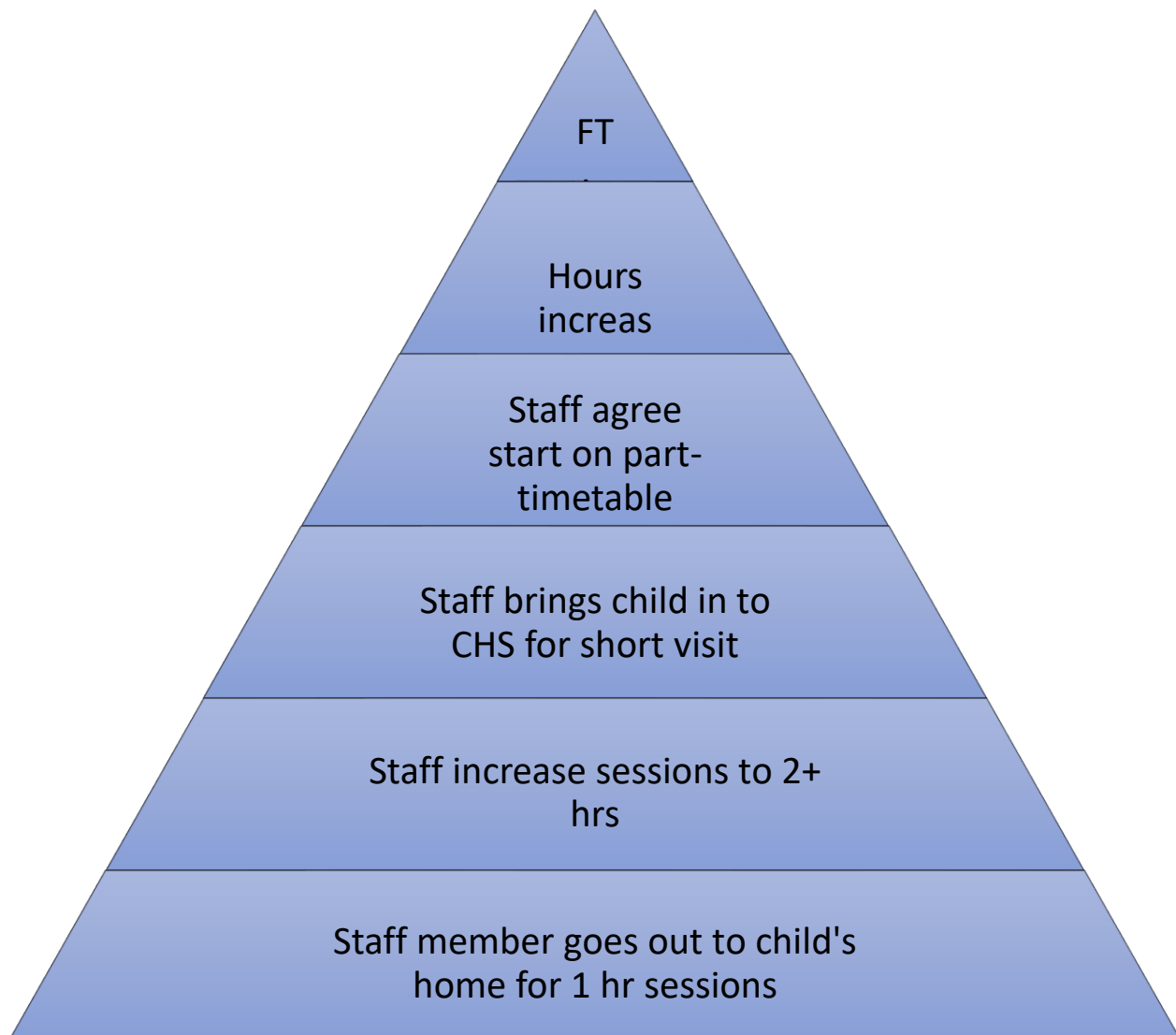




Transition into School

- 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 in to 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
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 formal therapy such as psychotherapy, SALT and OT.

The 'Therapeutic working' curriculum

ELSA	Yoga	Music therapy
Pets	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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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

Jewelery 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

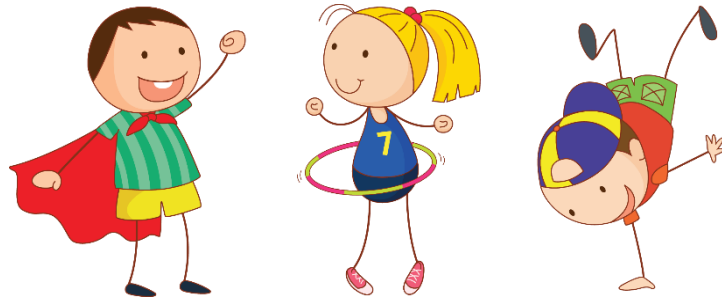


The 'Physical' Curriculum

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



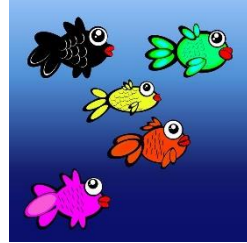
Logic, number, space

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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	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

Provision for pupils on the Autism Spectrum

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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 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:

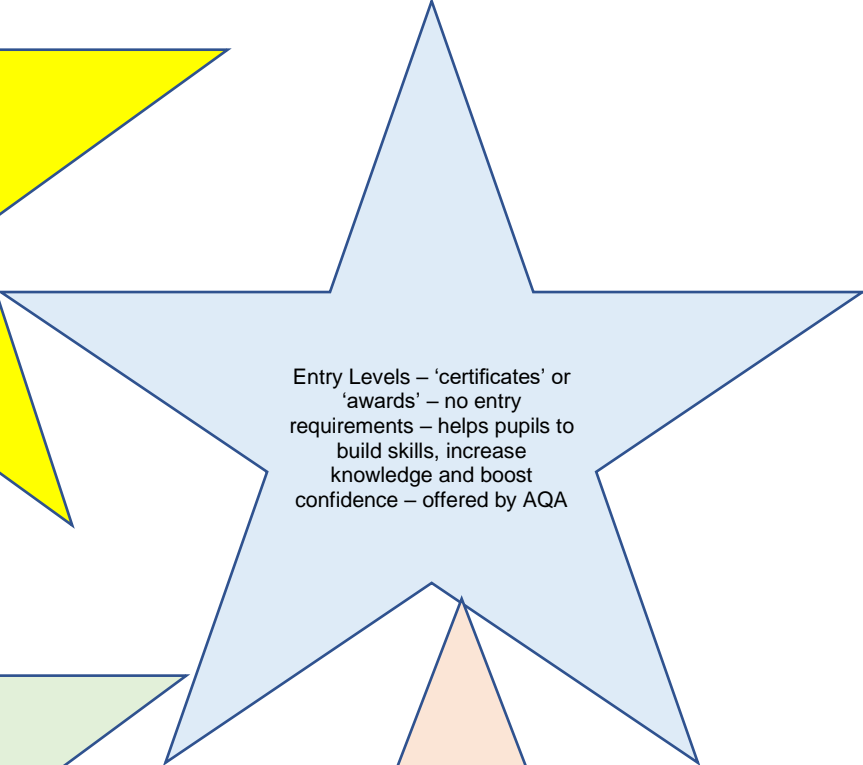




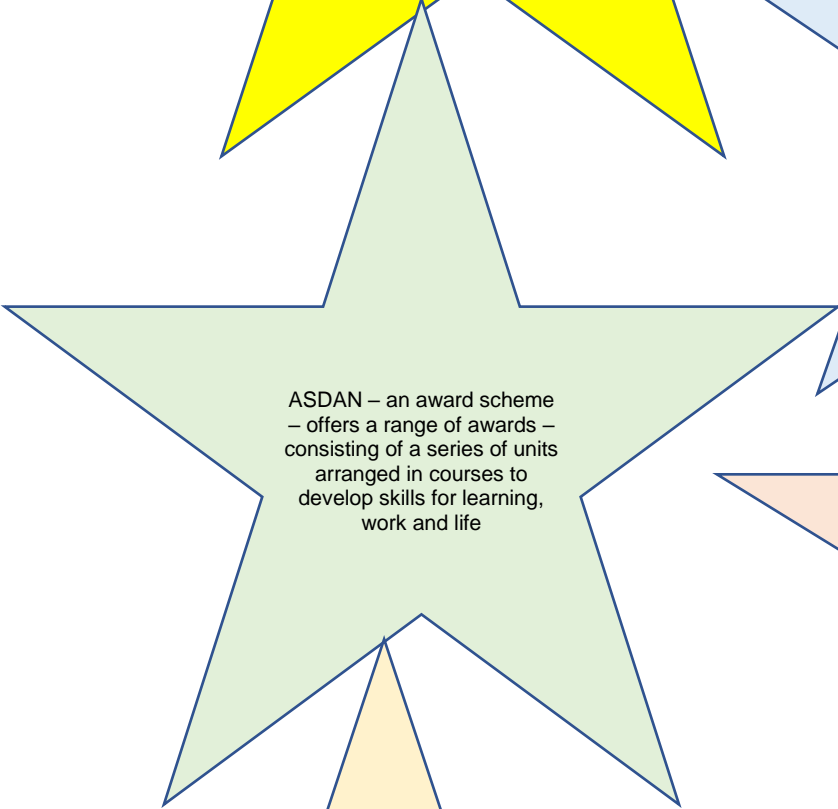
Awards & Qualifications



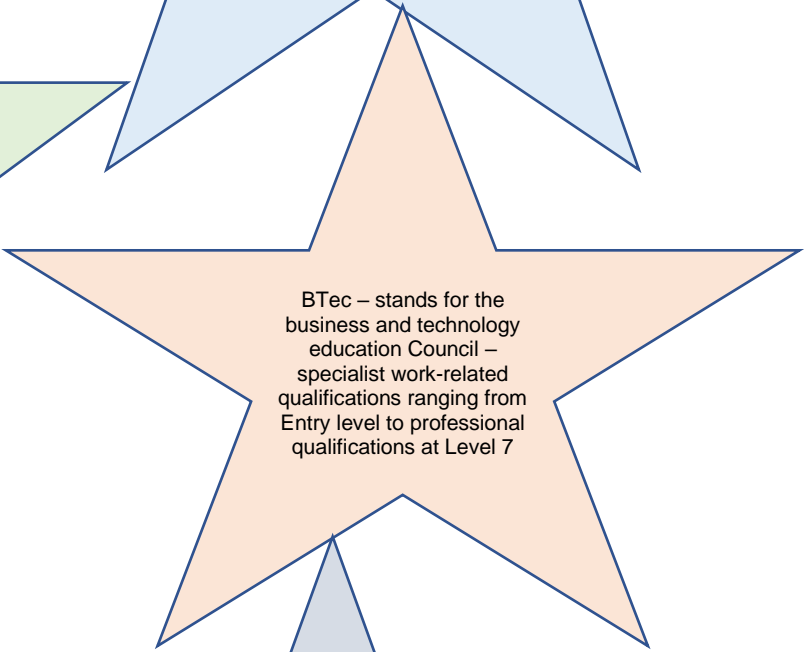
AQA Unit Awards – single unit awards published by AQA – starter awards – builds confidence – chosen to suit pupil's interests and curriculum – available at different levels of difficulty



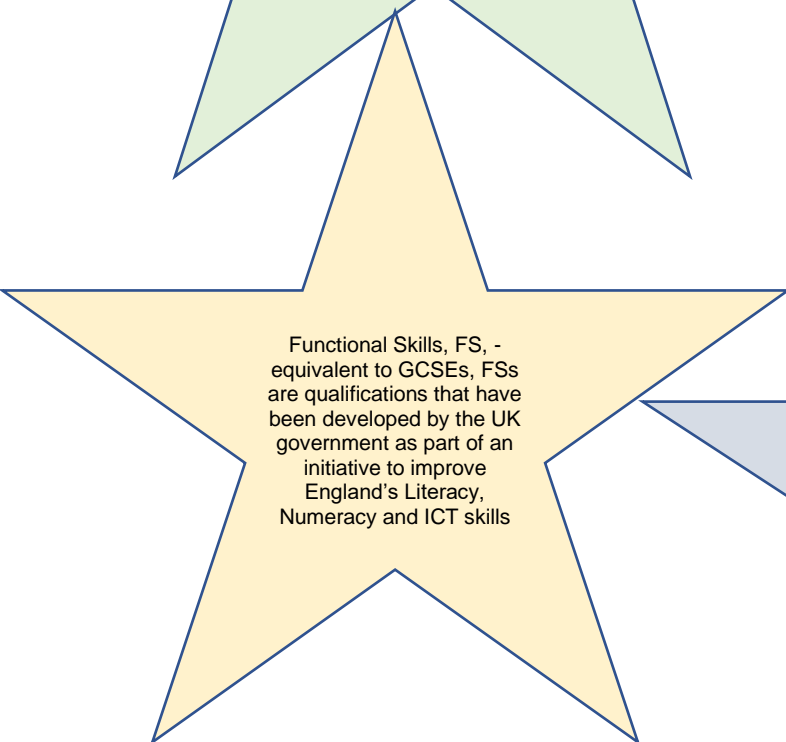
Entry Levels – 'certificates' or 'awards' – no entry requirements – helps pupils to build skills, increase knowledge and boost confidence – offered by AQA



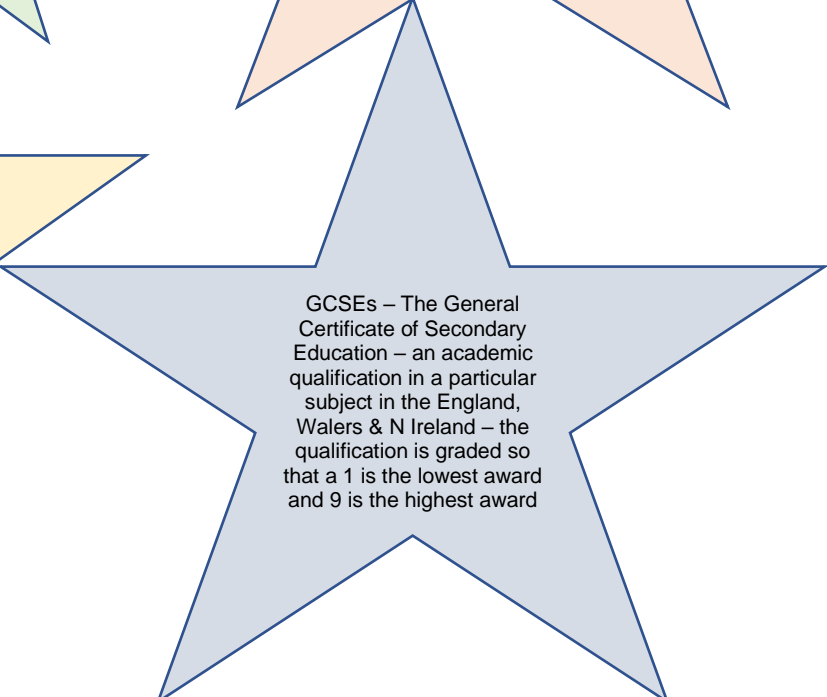
ASDAN – an award scheme – offers a range of awards – consisting of a series of units arranged in courses to develop skills for learning, work and life



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

KS5 curriculum at Clovelly House School

Pupils may stay on at CHS until they are 18 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:

