



Our curriculum Intent

2020-2021



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Introduction

Our individually tailored curriculum is designed to support our students in becoming resilient in their learning, and in being creative, critical thinkers who are prepared for life in modern Britain.

Our aim is to support our students to re-engage in learning and progress through supported learning to independence. With the support of therapeutic intervention, our students can become confident in taking constructive risks and developing interpersonal skills. Each student's individualised curriculum also helps them to secure the right accreditation and prepares them for the world beyond school.

We provide our students with the security and support they need to overcome past trauma and transcend previous limitations. Working through clearly identified interests, we develop a passion for learning that will enable them to become lifelong learners, broadening minds and horizons. We encourage engagement with new experiences, and develop our students' sense of belonging and responsibility.



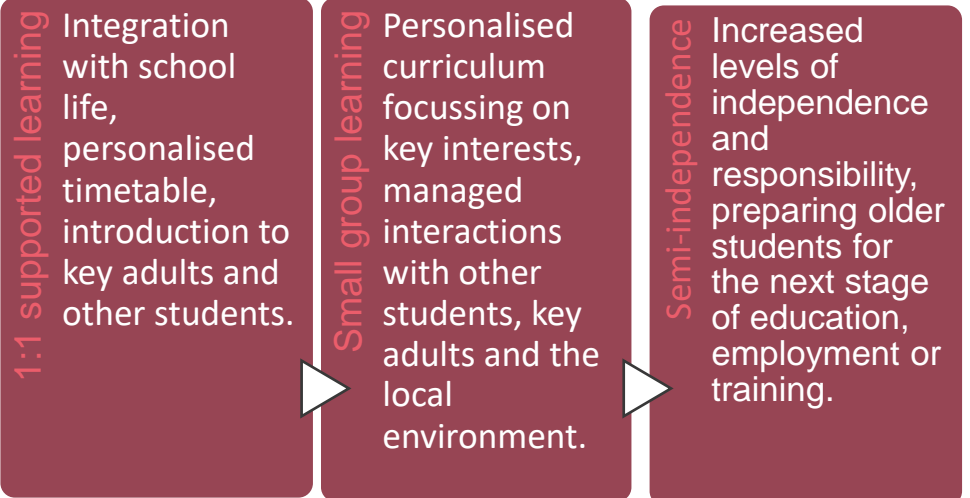


A three-phase curriculum

Our 'typical' student will arrive with us having spent time out of education for reasons such as exclusion or previous placements not meeting their needs.

After a careful initial assessment, including liaison with parents/carers, healthcare professionals, previous educational placements and the local authority, we begin a phased curriculum to enable a structured progression from disengagement and low self-esteem through to confidence and independence.

Throughout this process, students are provided with a high level of therapeutic support and a consistently broad, rich range of learning experiences.





Personalisation & our offering

Therapeutic learning and intentional parenting form the core of all of our work.

This allows us to personalise teaching and learning to each individual student's needs.

Our tailored programmes maximise learning opportunities around areas of need or interest, whilst simultaneously helping students process their emotions.

This provides every learner with a flexible, safe, fun, alternative learning environment.

Thrive: Thrive is fundamental to our therapeutic approach. Thrive assessments underpin all that we do, and inform lesson planning, learning activities and behaviour strategies. This provides an understanding of neuroscience, enabling the building pathways through the synapses of brain through nurture and sensory activities. Family Thrive training is offered to support families in completing the approach of intentional parenting.

Life skills: integration and interaction with peers, communication skills and life skills (cooking, budgeting, shopping, hygiene, healthy eating and living). Reading is valued and prioritised across the curriculum.

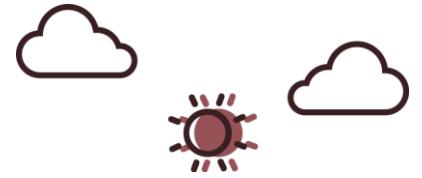
Vocational skills: we offer a wide range of opportunities depending on students' interests, from car mechanics to hairdressing. Our young people can transcend social disadvantage and achieve rapid success through AQA units, or can be supported in gaining apprenticeships and further training.

Academic subjects: all students are offered Maths, English and Science sessions, integrated with therapeutic activities and a broad curriculum. Those able to access a more academic timetable can also learn subjects such as Geography and RE. A high academic ambition for our students is fundamental, and teaching is geared to developing understanding, long-term memory and independence.

Creativity: creativity is valued in everything that we do. We offer dedicated art, design and technology and music sessions with qualified and creative practitioners, and a rich, creative and flexible approach to learning across the curriculum.

Outdoor learning: outdoor education is central to our ethos. We offer PE, outdoor adventure, Forest School, bushcraft, construction, outdoor Science, conservation and nature awareness. We are keenly aware of the mental health and therapeutic benefits to be gained from time spent in nature, and we ensure that every student has outdoor sessions on their timetable.

Care farm: in our unique care farm environment, students can take part in activities such as animal care, horticulture, construction, conservation, Forest School, bushcraft and equine studies. Many of these activities are also offered on our school site.



Independence

Independence is the key characteristic we aim to build in each young person, and one of the key end points of our curriculum.

Every staff member is trained to work with young people affected by early life trauma and/or special educational needs. Each young person is encouraged to grow independently, equipped with skills ready to move into the modern Britain beyond our schools.

To achieve this, we develop empathy in our young people, and to increase self-esteem through achievement, recognising success and focussing on positivity.

Our aim is to generate both self-awareness and a willingness to take responsibility for actions, learning, safety, lives and the future.

Career prospects are supported through weekly mentor sessions and access to trained careers advisors.

How do we promote independence?

We offer hands-on experience caring for farm animals, practical activities in construction, landscaping, maintenance and development whilst experiencing a wide range of outdoor activities.

New skills are taught with progressively fewer adult-led tasks. We encourage autonomy and independence whilst working in a unique outdoor environment.

We provide a carefully structured sequence of opportunities, experiences and responsibilities geared for an independent future for all of our young people. Interactions with the local community and the world of money and life skills are woven into a range of weekly experiences.



Personal growth

An ethos of personal growth is integral to all interactions with our young people

We measure each young person's growth based upon their starting point and best possible outcomes.

This will vary depending on the student's levels of independence, access to the curriculum, communication and personal development (interpersonal, social, skill mastery and personalised targets).

As reflective practitioners, we consistently review and re-evaluate each young person: their targets, their skills and their abilities in interpreting their own behaviour as communication.

We implement teaching, learning and intentional parenting so that the curriculum meets each student's needs and allows them to grow accordingly.

How do we foster personal growth?

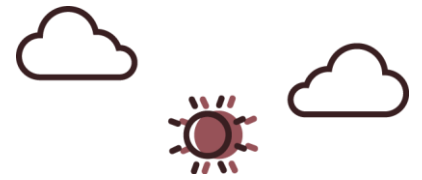
We develop courses that offer hands-on experience with farm animals, practical activities in building, landscaping, maintenance and development projects. We offer participation in local and national competitions, such as in art or sport, to encourage growth, pride, personal achievement and independence.

Our young people experience outdoor activities and new skills with progressively greater levels of independence and autonomy.

An understanding of and respect for British Values underpins a broad range of learning, from cookery to SMSC.

Our trained staff model a growth mindset and positivity in the face of setbacks, encouraging confidence, resilience and personal progress.

With this support, our students gain the fundamental knowledge and cultural capital needed to progress in modern Britain.



Challenge

We believe that challenge, when carefully presented, can be hugely beneficial to our young people.

We aim to challenge all of our students to build resilience, understand themselves, promote their ambitions, try new experiences and understand that 'getting it wrong' is part of success.

How do we use constructive challenge to benefit our young people?

We encourage and support students in addressing a wide range of challenges, including dealing with daily variations of circumstances, weather, animal behaviour and the ever-changing farming landscape.

Personal challenges in key areas are defined by each individualised programme of study.

We employ intentional parenting, tackling some of the more challenging issues of hygiene, health, drugs, sex and PSHE at an in-depth and appropriately pitched level through 1:1 delivery. We aim to provide a core understanding of Maths and English, with accredited qualification for each student, from AQA units to Functional Skills and GCSEs.

We offer a wide range of constructive new experiences such as outdoor sports, educational visits to museums, social venues such as cinemas, shopping centres, art galleries and many other opportunities. These are designed to stretch each young person's circle of comfort, practical skills and understanding whilst allowing us to support their therapeutic development.

The outdoor environment and the local community are key parts of the development of all our students. Both school and farm have been developed to enrich a broad range of curriculum areas.

Students have opportunities to share their learning with each other, their parents/carers and other learners regularly through the year.

Developing their independence, motivation and sense of responsibility as learners and future citizens is at the heart of all of our teaching and learning.





Measuring our Intent

To measure the success of our work we employ a range of monitoring approaches, including:

- Therapeutic assessments (Thrive) which map progress and success gained
- BSquared assessment tools utilised in subjects taught across the school, enabling us to monitor academic progress closely
- Photo journal learning
- Attendance and engagement monitoring
- Recognising skills and developmental steps with certificates, AQA accreditation and weekly award assemblies
- Newsletters, weekly individual highlights sheets and a daily handover direct to each parent/carer
- Success measures focus on our taught subjects of equine, farm animal care, farm management, art, engineering, landscape gardening, horticulture, sports, outdoor adventure, Maths, English, home cooking, music, art, drama, and hairdressing, but also on personal achievements of social skills, morals, citizenship or personal targeted areas
- A wide range of criteria are used, and these are always individualised to the young person. Our aim is to promote stability, belonging, achievement and improved communication that prepares our young learners for future life. This celebration aims to develop confidence, motivation and self-respect for their own attributes and achievements





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