

Recovery Curriculum Statement



We acknowledge children will have had different experiences during this time. The common thread running through all is the loss of the clear routine, structure, friendship, opportunity and freedom that our students need. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

The transition ordinarily into our school is bespoke and carefully planned to allow our students to thrive to achieve a full-time timetable, suitably to meet their needs. We understand that returning to school post-lockdown is a daunting time for our students and their families. We felt that it is important for you to be aware of the approach we are taking as a school in order to allow your child to re-engage with learning.

At this time ensuring our students and their families feel safe is paramount including around other students and adults. We are conscious of the detrimental effects on our students including mental health, self-confidence and ability to engage with learning. Every effort will be made to ensure the school is as COVID-19 safe as possible following government guidelines.

Professor Barry Carpenter developed the Recovery Curriculum, as a response to the losses described above. It is a way for school to help children come back into school life, acknowledging the experiences the children have had.

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. Wellbeing is at the forefront of learning; where students learn remotely, personalised online lessons will be provided. The use of both our school and therapeutic care farm means we can meet the needs of students in suitable environments. The therapeutic approach alongside THRIVE embedded in the school considers students' emotional wellbeing. Pupil progress is assessed using BSquared, an online assessment tool alongside school THRIVE assessments, learner engagement and Individual Student Plan (ISP) targets.

Our student's successes are shared with parents through 'highlights of the week' and regular communication with home. Every student has their own mentor. Working in partnership with parents and carers is essential to achieving successes with our students and to re-engage them in learning to independence. With the support of therapeutic intervention, our students can become confident in taking constructive risks and developing interpersonal skills.

Please do not hesitate to contact us if you have any questions or would like more information.