

Woodlands School

CURRICULUM



#togetherwegrow

Marches Academy Trust 

The Link

Our vision



We provide new students with a gradual, child-centred transition into school through our Link provision.

This child-centred approach enables us to reduce levels of anxiety for students, equip them with the skills and tools needed to reduce barriers to learning, and ensure better outcomes when they transition to the main school.

The Link

Our vision



The Big Picture

Joining a new school can be challenging for students who have SEMH needs. Our students have often had negative educational experiences and find it difficult to trust others based on these experiences. Information about students' needs and strengths can be limited and dated due to gaps in education.

Intent:

The Link is a child-centred approach to transition aiming to:

- develop trusting relationships through adults and The Link acting as safe bases;
- reduce anxieties about school through development of trusting relationships and positive experiences;
- reduce barriers to learning by gaining baselines, embedding learning expectations and addressing gaps in learning;
- achieve better outcomes by establishing pathways based on strengths, needs and aspirations.

Implementation:

Students will follow a 6 week admissions process through The Link but this can be amended in order to meet the needs of individual students. Any changes needed to the process will be discussed and agreed by students, school staff and parents/carers during fortnightly assess-plan-do-review meetings.

Developing the student's and their family's sense of safety and building trusting relationships with key staff is a priority.

Baseline assessments are completed and used to inform teaching and learning and interventions (covering all four broad areas of need as appropriate).

Learning expectations such as daily reading are established within The Link.

Time in main school lessons is planned and supported by Link staff, who also work within the main school.

Assessments:

Spelling: HAST
 Reading: YARC (full)
 Phonics: RWI Fresh Start
 SEMH: SDQ and RCADS
 Science: Unit assessments
 Maths: KS2 SATs paper/Functional Skills L1/2 papers
 Screeners: IDL Literacy
 IDL Numeracy
 SLCN: BPVS and Progression Tool
 Student Voice: APDR scaling every 2 weeks
 Parent/Carer Voice: APDR every 2 weeks
 Informal observations
 Basic skills computing, literacy and numeracy

Weeks 1 – 2

Baseline APDR Student Scaling
 RWI Fresh Start (phonics)
 SDQ and RCADS
 Basic skills computing
 APDR Student Scaling (week 2)
 Parent/carers APDR

Weeks 3 – 4

IDL Numeracy and Literacy
 HAST
 Basic skills literacy and numeracy
 BPVS/Progression Tool
 APDR Student Scaling (week 4)
 Parent/carers APDR

Weeks 5 – 6

YARC (full)
 Science unit ass
 KS2 SATs maths/
 Functional Skills L1/2 maths paper
 APDR Student Scaling (week 6)
 Parent/carers APDR
 Informal observations ongoing

Impact:

Good: Students attend school for their planned sessions. They begin to develop trusting relationships with 1 or 2 members of Link staff. They follow learning expectations and routines within The Link. They respond to initiations of social interaction from peers. Students are fully transitioned into main school after 6 weeks.

Better: Students attend school for their planned sessions. Use of scaling tools show increasing feelings of safety and decreasing feelings of anxiety linked to school. They develop trusting relationships with 2 or more Link staff and start to develop relationships with main school staff. They follow learning expectations and routines within The Link and when in main school. They initiate social interactions with peers within their group in both The Link and main school. Students fully transitioned into main school by 6 weeks.

Excellent: Students attend school for their planned sessions. Use of scaling tools show increasing feelings of safety and decreasing feelings of anxiety linked to school. They form trusting relationships with a growing number of staff in The Link and main school. They follow learning expectations within The Link, main school and offsite. They initiate social interactions with peers within their group in The Link, main school and offsite. Students fully transitioned into main school within 6 weeks.



#RealWorldReady

What other transitions occur in life?
How have I managed transitions before? How can Woodlands help me to achieve my aspirations?

The Link Overview

What is my Learning Journey?



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LITERACY FOR LIFE

Read Write Inc.
Fresh Start

What to expect

Pre

Visits

What to expect

Content – Visit to Woodlands with parent/carer

Assessment – Joining Woodlands questionnaire

Bigger Picture Question – How can we get things right for you and your family?

Content – Exploring Woodlands and developing relationships

Assessment – RWI Fresh Start (phonics)

Reading – Exploring reading preferences

Bigger Picture Question – What do you need from us to feel safe?

W1

Welcome

Stretch & Challenge

Spend social times in main school



W2

Safety

What to expect

Content – Introduction to therapeutic sessions. Emotional regulation focus.

Assessment – SDQ and RCADS (if appropriate)
Basic skills computing
APDR week 2 (student and parent/carer)

Reading – Establishing reading expectations and routines.

Bigger Picture Question – How do our experiences impact on our development?

What to expect

Content – Linking learning to aspirations and curriculum pathways.

EHCP and PCP discussions.

Assessment – IDL Screeners (literacy and numeracy)

Basic skills literacy and numeracy

Reading – Linking reading to aspirations.

Bigger Picture Question – How does your EHCP link to your PCP and aspirations?

W3

Aspirations





#RealWorldReady

What do I need in order to feel safe and a sense of belonging? Are my social interactions with others appropriate and safe? How can I regulate my emotions

The Link Overview

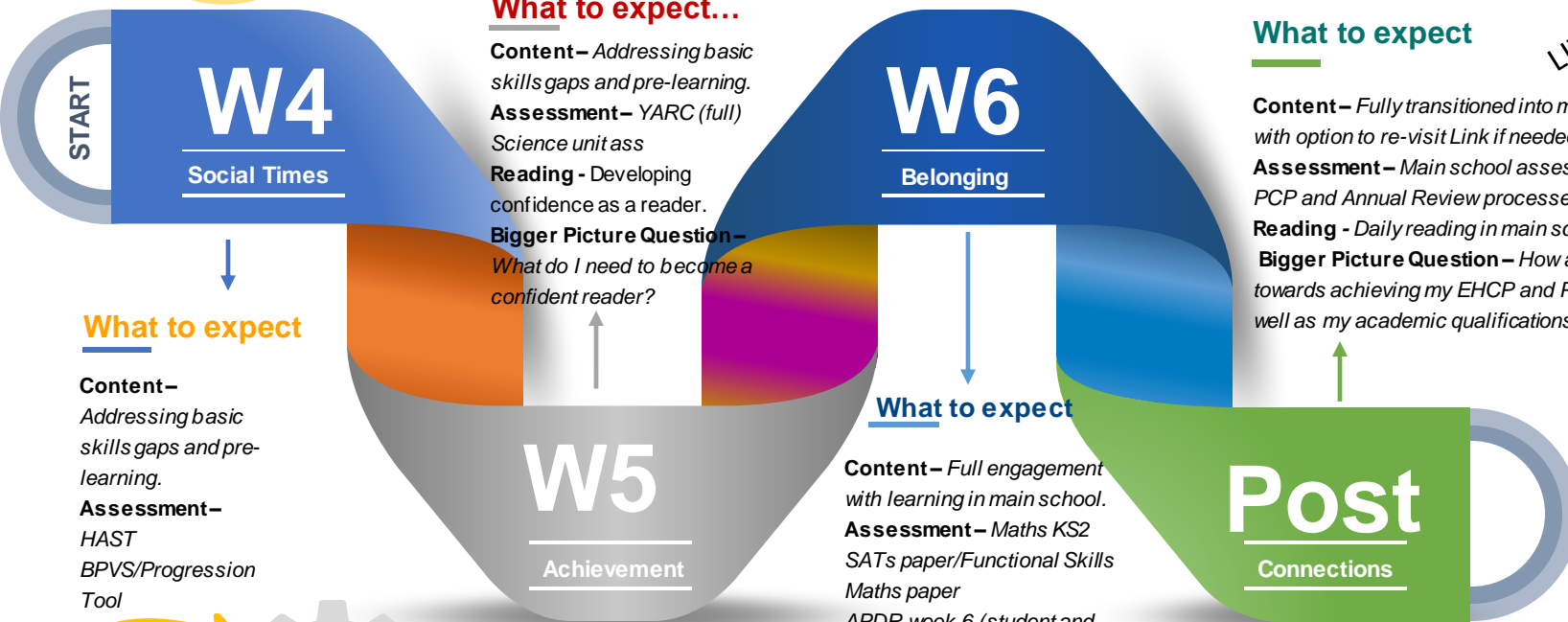
What is my Learning Journey?



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LITERACY FOR LIFE



Stretch & Challenge

Read for pleasure at home

