



Learning@Silverdale
Silverdale Curriculum Aims and Rationale
2019 - 2020

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Silverdale Context

Silverdale Context

Silverdale Organisation comprises of the following:

- ❖ Silverdale@Howdon.
Silverdale Special School situated at Howdon. The main site accommodates pupils aged 7 to 16 years of age who have Education Health Care Plans for Social Emotional and Mental Health Needs (SEMH) or who are accessing an Assessment Place again primarily for SEMH. The main site has a KS3 and KS4. The Primary department supporting 18 KS2 pupils is situated in the Langdale Centre.
Number of places: 81

- ❖ Silverdale@Howdon - ASD/SEMH Provision situated at the main site. This provision offers a bespoke curriculum to a small group of pupils who experience barriers to learning due to both their ASD and SEMH needs. The classes are small and located in a quiet, low stimulus area of the site. Pupils accessing the ASD/SEMH Provision also share facilities such as the play areas, Multi Use Games Area, Cookery Room etc. where appropriate.
Number of places: 18

- ❖ Silverdale@TheCoast
Silverdale Learning Centre situated at Monkhouse Primary School, North Shields. This specialist centre offers places for vulnerable students who are unable to cope with accessing the main site. They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working 1:2.
Number of places: 8

- ❖ Silverdale@Killingworth
Silverdale Additionally Resourced Provision (ARP) situated at Grasmere Academy, Killingworth. The ARP supports pupils aged 3 to 11 years who are struggling to cope in mainstream settings due to their SEMH needs. The pupils are dual registered with their home school and access a full time highly differentiated and personalised curriculum, delivered stage not age. The pupils are assessed during their time at the ARP and next steps may include transition back to mainstream with an EHCP or transition to a specialist setting which meets their needs again with an EHCP.
Number of places: 36

- ❖ Silverdale Outreach Team situated at main site Howdon. The Outreach Team of 10 work across all North Tyneside first, middle and primary schools on request. Their remit is to support mainstream settings in keeping children with SEMH in school. The Team offer courtesy visits, bespoke workshops, pupil interventions, direct work with all staff, strategy maps and reports, meetings with families, multi-agency working and chair Outreach Review Meetings.

Curriculum Aims and Rationale

Silverdale Aim

Our aim is to work with pupils experiencing barriers to learning related to SEMH and other needs so that they take pride in learning, communicate effectively and develop pro social and independent skills so that they become tax payers.

We work with young people from their baseline and are aspirational in setting targets for achieving holistic good progress or better, to close the learning gap.

We want our students to be responsible, regulated, respectful and ready for the work place.

Silverdale Curriculum

We deliver a curriculum that includes the Thrive Approach, Forest Schools, Outdoor Education and Team Teach to facilitate and support our pupils to take their place in society as successful adults.

The Silverdale Offer supports pupils in becoming independent travellers, functional in English and Maths, equipped with a skill set that allows them to meet new people with confidence, work well within a team and see challenges as possibilities.

Silverdale curriculum encompasses Early Years, KS1, KS2, KS3 and KS4.

We believe the key to successful outcomes for our students is built upon the relationships developed within our school community. Students have experienced rejection and failure before joining us and our first essential work is to reach out, build trust and rapport and then develop positive relationships as a foundation to offer support, reassurance and challenge.

Our curriculum is not just an academic offer, it's function is to guide and educate so that students address and heal any disruptions in their emotional and social development before channelling their energy and focus into achieving qualifications and skills, to equip them for the work place.

Please see below the principles upon which the curriculum is designed:

	Core Principles: Independence	Core Principles: Expression	Core Principles: Personal Development and Social Skills	Core Principles: Self-value and self-awareness
Curriculum Delivery: Subjects, Rewards Systems and Experiences	Maths English Science ICT Careers Vocational Placements Virtual Bank Account Independent Travel Programme Food Technology Swimming	PE Music Art Photography Graphics Circle ARP Assemblies	Outdoor Learning - Primary Outdoor Education - KS3/4 Adventurous Sports RE PSCH Duke of Edinburgh ASDAN Coaching and Buddying Leadership opportunities	Thrive Approach Friends Resilience Approach ASD specific curriculum Wellbeing Counselling Rewards Points System Celebration Events Whole Family Working Residentials Trips
Rationale:	<ul style="list-style-type: none"> - To be equipped with basic life skills. - To grow, mature and thrive. - To be independent, confident and self-reliant. - To be able to travel independently and have personal freedom. - To manage personal finances. - To be responsible and accountable for personal choices and actions. 	<ul style="list-style-type: none"> - To build positive self-esteem. - To be confident. - To have positive friendships. - To have a voice. - To be physically healthy. - To have positive mental health and coping strategies to manage adversity. - To be able to relate and dream using imagination. 	<ul style="list-style-type: none"> - To be part of a team. - To be able to trust. - To be able to communicate appropriately and effectively. - To acknowledge and appreciate different cultural beliefs. - To be tolerant and compassionate towards others. - To understand how the world works. - To live successfully within a community. - To contribute. - To develop empathy where possible. 	<ul style="list-style-type: none"> - To have a sense of belonging. - To recognise others have needs and value. - To move from endurance to resilience. - To be able to vocalise skills, strengths and needs appropriately. - To share and take turns.

	Core Principles: Independence	Core Principles: Expression	Core Principles: Personal Development and Social Skills	Core Principles: Self-value and self-awareness
Outcomes:	<ul style="list-style-type: none"> - To have functional skills in English and Maths post 16 to access further education, training or work. - To have functional skills to enable the management of personal finances and a home. - To be able to shop for food and cook. - To be able to make informed decisions about being healthy and safe. - To feel positive, confident and ready to take the opportunities life has to offer. - To be computer literate. - To be able to navigate to places and travel independently. 	<ul style="list-style-type: none"> - To have hobbies and interests. - To be critical thinkers and be able to offer an opinion. - To express views and opinions with sensitivity and self-control. - To be brave. - To be healthy and have an understanding how to maintain good health. - To take appropriate risks. - To make informed decisions. - To understand British Values. - To understand democracy, rights and responsibilities. - To care for and protect animals and the environment. 	<ul style="list-style-type: none"> - To present well in interviews. - To be able to greet others and hold an appropriate conversation. - To be able to listen and reflect. - To be able to share ideas. - To maintain positive relationships. - To recognise healthy relationships. - To be able to attune to others. - To be able to ask for help when needed. 	<ul style="list-style-type: none"> - To be able to cope with criticism and rejection. - To be self-regulated. - To accept other people have a different opinion. - To accept we cannot always follow our own agenda.

Pupil Baseline Profile on Entry

A typical pupil joining Silverdale, at any age, may have experienced Fixed Exclusions, Permanent Exclusions, low attendance, school phobia and as a consequence, have very low academic attainment on entry despite their actual cognitive abilities. In addition, some come with a history of assault of family members, parents/carers and siblings, assault of peers and staff and a range of Adverse Childhood Experiences such as bereavement and loss, experience of domestic violence, drug and alcohol misuse, poor mental health within the family and sexual assault and neglect. Many pupils are diagnosed with ADHD or are on the pathway for assessment and we also have a rapidly growing group of pupils with ASD or features of social communication needs. Some students may also have barriers to their learning such as Moderate Learning Difficulties, Specific Learning Difficulties and physical or medical needs whilst others can be gifted and talented. All pupils require support with their mental health and development of age appropriate social skills.

Making good progress @ Silverdale

Please see the Outcomes@Silverdale document and Progression@Silverdale document which can be read in conjunction with this document to give a holistic overview of the Silverdale Offer and Outcomes.

Teaching and Learning Groups @ Silverdale

Typical class sizes at Silverdale depend upon the Key Stage and purpose of the different departments. Please see below for class sizes and staff ratios. Due to the needs of the children flexibility is built in so that staff can be deployed to deliver 1:1, 1:2 support when required. Those decisions are made by Management and data is used, case by case, relating to academic needs, risk assessment, pupil profiles and vulnerability.

Department:	Typical class size:
ARP	10 pupils
Primary	6 pupils
ASD	6 pupils
KS3	8 pupils
KS4	8 pupils
Learning Centre	Ratios managed depending upon need, can be 1:1. 1:2 or 2:7 adults to pupils

Lessons are delivered using a variation of the Bloom’s Taxonomy model. Learning is structured through first preparing, then knowing, understanding and applying the knowledge gained so far. The next levels support students in analysing, evaluating and creating.

Curriculum Delivery

Curriculum Delivery at the ARP and Primary (KS2)

Pupils are taught stage not age and are grouped according to needs, friendship groups and academic abilities. This means teachers may have to teach learning objectives from different year group planning within one lesson. In the ARP, pupils can also attend at any time in the year so changes in classes as new pupils come on roll are possible, although consistency is aimed for, to develop relationships and reduce anxiety. To ensure the curriculum is not duplicated, topics are set for each term and taught in every class. If a child needs to move mid-term to another class they will be familiar with the topic and have prior learning to build on. A basic skills model for the core subjects is in place with opportunities for stretch and challenge. Any pupils experiencing gaps in their learning have the opportunity to catch up fast and more able students are able to work at mastery level.

The curriculum is a balance of delivering academic skills, pro-social skills, engagement and fun following personal interests, nurture and confidence building and every opportunity to reduce anxiety and build strong relationships with both staff and peers is taken.

From time to time pupils come into the Primary Department who are not ready to be in a class with five other students and who present with highly complex needs and a high numbers of physical incidents. For those children, the Primary Department at main site have developed a bespoke option. Those children have additional Thrive sessions tailored to their individual needs and the sessions are planned to work to the child's strengths and interests. Pupils offered this alternative learning environment have higher adult to child ratios of support and a carefully designed curriculum which focusses on supporting their emotional wellbeing, developing their ability to manage distress through co-regulation. In simple terms they are offered a basic skills curriculum of English, Maths and ICT differentiated to their needs, project based topics developing learning in History, Geography, PSHE, RE, Careers and an emphasis on the Arts, social skills and wellbeing. They join their peers for sessions they enjoy and will be successful in. Each day can be flexibly delivered so no matter how dysregulated the children come into school, staff will do everything they can to calm, reassure and soothe to help those pupils feel safe and settled enough to access the sessions on offer.

Curriculum Delivery at the KS3 and KS4 (Upper School)

Students are taught within their year groups and lessons are differentiated to their academic needs. Core and foundation subjects are offered as well as vocational and pastoral sessions. Lessons are led by teachers and instructors.

In KS4 students choose pathways tailored to their vocational interests and future plans with support from staff who know them well.

Curriculum Delivery at the Oasis (KS3 ASD Department)

Students attending the Oasis are taught core and foundation subjects differentiated to their level of academic ability and are grouped according to needs and friendship groups similarly to Primary. As the department is new to the school the curriculum is in development this year and it focuses upon strengthening the skill set of pupils experiencing social communication needs without overly compensating for barriers they may experience due to having ASD. A focus on better understanding themselves, their identity and where they fit in the world is used to then scaffold learning about positive and appropriate interaction with others. The next extension of this is to prepare for working life both socially and academically.

Curriculum at the Learning Centre

Pupils are taught a basic skills curriculum designed to close gaps in academic and social skills learning because the students are vulnerable after significant time out of school and negative experiences over long periods of time. The aim is to build confidence so that they are able to try new things and manage the risk of failure with support from skilled adults. Staff have a unique approach to building rapport to encourage the students to open up and trust and to re-introduce an element of fun to life.

Pupils are taught individually and in very small groups as needed. Each student has a personalised curriculum tailored to their academic needs with the aim to achieve formal accreditation so that they can attend interviews or present themselves with a portfolio that celebrates their efforts at Silverdale and gives them confidence.

There is an emphasis each day on greeting others appropriately, sharing informal chat, looking out for each other and developing an awareness of how others may be feeling and being gentle with that. The Learning Centre aim is to be a school family where all are accepted and welcome.

Each week includes time in the locality swimming, going to the gym, shopping, speaking to new people, practising social skills when ordering food and eating with others in public. Visitors are invited in to educate students about safer life choices, topics can include knife crime, gangs

and misuse of drugs and alcohol. Opportunities are used to develop entrepreneurial skills so that students are aspirational and can see the benefits of effort and hard work.

Please see the Curriculum Overview Plans @ Silverdale document for details about specific subject and topic delivery in terms of content and timescales.

#curriculum #itsilverdalething

Why is Thrive offered in Primary?

Thrive is an approach where pupils are given time with a skilled practitioner to talk and play to build resilience and resourcefulness and reduce the risk of mental illness. It helps pupils to re-engage with learning and enhances emotional and social skills which in turn will improve their emotional wellbeing.

Key pupils are identified and are given designated sessions and other pupils are welcomed into the Thrive room on a needs met basis each day. If staff are worried about a child or feel the child needs some extra time and attention a Thrive session will be made available on that day and sometimes as soon as the child comes into school in the morning.

Why is nurture embedded into the curriculum?

At Silverdale we believe the quality of the relationship with students is key to achieving successful outcomes. A nurturing approach to interactions meets basic needs to feel safe, comfortable and recognised. From this foundation all things are possible in changing children's lives.

Why do staff offer corridor support?

Children who are not ready to learn and engage in the curriculum need someone sympathetic but assertive to support them in working through their worries. When they leave class corridor staff help them to manage their worries and frustration (co-regulation) until students are able to manage their own behaviour choices (self-regulation). Students can then return to class and focus on learning instead of being trapped in their distress and frustration.

Why is Outdoor Education a key part of Silverdale curriculum offer?

Students are encouraged and supported to take part in activities outside of their comfort zone to widen their 'window of tolerance' to enable them to manage adversity in preparation for the world of work. They are also taught skills in coaching, leadership, team building, peer support, giving feedback and self-reflection. They also have fun and experience success, this makes them ready and keen for more learning adventures. Many of our students excel in outdoor sessions and this allows them to showcase a skillset that may be missed in academic lessons.

Why do pupils have a virtual bank account?

Students are rewarded for good choices and good attendance. Financial recognition allows them to set goals, save and manage money, make financial choices, (e.g. new goalkeeper gloves or trip out) and also allows all students to buy things they may not be able to afford outside of school. It develops the ability to plan towards a goal and not expect immediate gratification. This encourages a sense of appreciation and helps students to see the reward of a good work ethic.

Why is there access to food throughout the day?

It is very hard to concentrate when you are hungry, not all students have access to food at home. Eating together is a great opportunity to talk, nurture and also role model positive social behaviours and table manners. Medication also affects appetite which means students are not hungry at typical meal times.

Why is everything based on praise and rewards?

We believe punishment does not work, it failed to change behaviours when students attended other settings. Consistently exposing young people to experiences that move their self-image further away from their ideal self, causes more harm than good and damages relationships. We believe in building individuals up and helping them to see the skills and strengths we see in them, supporting self-belief so that they are ready to learn.

Why do the Link Workers offer an Open Door policy all day?

Because sometimes humans just need to talk, share and connect to feel ok. Listening is a big part of the Silverdale offer. Students can then return to class and focus on learning.

Why are there so many trips and experiences out in the community and further afield?

Pupils are placed at Silverdale because they struggle to manage socially in their mainstream school. Often they struggle with basic skills such as listening, taking turns or working as part of a team. The curriculum is designed to overcome these difficulties and build up the skills needed, social skills cannot be taught solely in the classroom and need to be developed and tested in the community so we expose them to experiences that help them to build confidence, self-esteem and develop social skills so that they are equipped to take their place in society. We also believe that positive and rewarding experiences help them to combat the adversity experienced so far in their lives. Our students often come with a feeling of worthlessness so we combat this by giving them the best of everything and showing them they are valued.

What does 'personalised curriculum' mean for Silverdale students?

We assess students and then plan a programme of support from their baseline. This includes pastoral support as well as academic provision. Every child is unique and deserves a tailored package that works for them based on interests and building on their strengths.

Why is there a family room and a programme of events for families?

Silverdale is a community. We want to work with our families in partnership and offer support and opportunities for everyone to have better lives. We want our families to feel educated, informed and supported so they are empowered to manage adversity and move from endurance to resilience.

Why is equipment provided for all students?

Students should be focussing on learning opportunities not worrying about finding money for equipment, trips and activities.

Why are World of Work and Careers lessons included in the curriculum?

We want to give our students as much information, experience and support as possible to give them the best chances to be ready for work, training or further education. We start this work in Key Stage 1 to help pupils dream big but be realistically aspirational.

Why do staff meet students as they come in?

We value and accept our pupils and celebrate their difference. A simple way to make a good start to the day is to greet each other. This simple social ritual supports the development of social skills in preparation for working life. It also allows staff to 'check in' and make sure each student is well and feeling ready for the school day, any worries can be identified and addressed promptly from that first interaction.

Why are students allowed to sleep in school and choose clothing from school?

Some of our families do not have the financial resources to equip their children so school co-parent where it is appropriate. We value our partnership with parents and carers and see it as a mutually supportive relationship. We have worked hard to sensitively poverty proof our school so that energy and focus is always directing at learning not worrying.

If students are tired, hungry, worried or cold they are not 'ready to learn'. We want them ready to learn and with positive mental health so they are able to tackle the challenges and make the most of the opportunities the day brings.

Pupil Feedback about the Curriculum

Pupil Views about the Curriculum

Outdoor Education:

"It has increased my trust in others through activities like climbing. I have learnt lots of new skills including life skills and I have more confidence."

"It has improved my team work, I have learnt lots of new skills, increased my confidence. I also have more awareness of safety and how to use correct equipment."

"I wouldn't be as good on my mountain bike if it wasn't for the opportunity to improve my skills at school."

"It is great fun and I have learnt a lot of new skills. I love being outside the classroom."

"Biking and climbing keeps me fit and healthy as well as keeping my legs strong. Fishing has taught me patience."

"I wasn't going to come in today because I didn't feel well but then I remembered I had Outdoor Ed."

"I like climbing because it helps me to concentrate. Bike riding gives me an adrenaline rush!"

KS3/4 Maths:

"I like maths now, people used to just not bother trying to teach me before I came to Silverdale." Y10 student

"Maths is a good lesson. The teacher gets you to where you need to be." Y9 student

Careers/Wow:

"WoW lessons are helping us to make up our minds about college, apprenticeships and training." Y8 student

"I've only went and got an interview from the Apprenticeship Roadshow!" Y11 student

"I'm looking for an apprenticeship when I leave. Careers lessons, Newcastle UXL and meeting business people have helped me on my journey there." Y10 student

Music:

"The reason I like it is because if you're angry and you play guitar, it just chills you out."

"You're actually taught how to play things correctly."

"You get a sensation from playing the drums where you just don't wanna stop!" Y11 student

"Music chills me out whenever I'm stressed. I love Music."

“Students were bored before Music came along!” Y7 student

“I like Music because it's different from other lessons, like you don't have to sit at a desk with a pen.” Y8 student

KS3/4 English:

“I didn't like English because of my Dyslexia, now they have helped me to succeed in English and so like it now.” Y7 student

“What I like about English is the work. It is a really important subject for when you're older. I like the staff in English.” Y7 student

“At first, I thought I hated English until I put my head down and got it done then I realised it's important in life so I just get on and get it done.”
Y7 student

“I have hated English but now it is good.” Y8 student

“I enjoy the trips we go on in English. They always help our learning and match what we are doing in our lessons in class.” Y8 student

“I didn't like English when I was younger but I get lots of support and now I like it because of this.” Y8 student

“I like English as we get 'pushed' and they don't give up until we complete the work we are doing.” Y9 student

“I feel like the teachers push you and help you to be the best you can.” Y9 student

“I like reading the books then watching the films about the book.” Y9 student

“I like English. I love the residential and I think they push me in the right direction.” Y9 student

“English is really good because it's entertaining and the residential are amazing. You get opportunities we might not get in home life.”
Y9 student

“English helps you a lot. You're always made to feel welcome and the teachers really support you.” Y7 student

KS4 English:

“I really hated English and had no confidence in the subject, but I've been given lots of support and my confidence is now growing.”
Y11 student

“I always feel supported in English lessons, it's helped me to improve my writing skills and spellings and I'm now working towards achieving my
KS4 qualifications.” Y11 student

“English lessons are good because staff work with you and support you when you need it so you are prepared for living in the real world.”
Y10 student

“The teacher works well with you and the learning and way I'm taught works for me so I can understand what I need to do in an easier way.
I'm achieving so well in English, more than I ever have anywhere else.”
Y10 student

ARP:

“The teacher helps me and makes all the lessons fun. I really like the welcome job of the day.” Y4 student

“I like my maths lessons and the work is just right.” Y1 student

“It is a nice place to me because there are people to help me and the lessons are always fun.” Y4 student

“I like having some free time and playing games and when I am stuck the teachers always try to help me.” Y4 student

“I like the teachers because they are kind and try to help me if I’m worried. I love writing and doing news articles.” Y4 student

“I love going on outdoor learning and the staff are always fair.” Y6 student

Primary:

“The teachers make all the subjects fun.” Y6 student

“I love using the ball pool in the Oasis.” Y4 student

“I like maths because it’s fun with the games on the board and challenge.” Y5 student

“My favourite lesson is P.E. because it is fun.” Y6 student

“The teachers give me time to practice my artwork.” Y6 student

“In a different school I would be sat out bored, here staff help me.”

“Teachers always do what’s best for us.” Y6 student

Cookery:

“It prepares you for when you are older.” Y7 student

“It’s fun, you get to eat what you cook.” Y11 student

“I like to impress my cookery teacher in my lessons as I want to do catering in year 10.” Y8 student

“Sometimes I don’t like the smell of things but I like cookery and the teacher helps me.” Y8 student

“We make a lot of different recipes and I have learned loads of skills which I enjoy.” Y9 student

“We learn independent skills which will help us when we live on our own.” Y9 student

“I never knew how to cook till Kate showed me, I can make loads of things now.” Y9 student

“It relaxes me and I enjoy it.” Y11 student