



Phoenix Class  
Curriculum Provision



## ACCESSING THE CURRICULUM

### The Curriculum Strands

Students who access the Phoenix Nurture group require key interventions to enable them to be ready to learn. Students needs range from emotional and behavioral difficulties, severe and moderate learning difficulties and autism. They often have difficulties in communication and tend to find it hard to self- regulate their emotions. Students come from a range of provisions onto Great Oaks School. These range from mainstream, special school and independent specialised settings. Each student has been identified for the nurture group due to on- going issues around behaviour and accessing a full class and includes issues around self- harm or safety towards themselves or others. There has seen to be a need for an individualised curriculum and environment. Students can access the Phoenix Nurture group at any age or stage. Team meetings and professional discussions around suitability take place before any student is placed in the nurture group.

A range of interventions are used to support each student on their personal journey.

- ✚ SNAP- identifies and provides interventions for 17 social, emotional and behavioural difficulties
- ✚ ELSA support
- ✚ Vocational 1:1
- ✚ Sherbourne movement
- ✚ TEACCH
- ✚ Intensive interaction
- ✚ Sensory Occupational Therapy
- ✚ Signalong
- ✚ Colourful Semantics
- ✚ PECS- Picture Exchange Communication
- ✚ Visual support systems
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions

## The Curriculum Areas

A holistic view of education is utilized for Phoenix Nurture. Due to the demands of a formalised curriculum, many of the students in Phoenix find it difficult to access. Therefore an approach that puts the learner at the heart of every activity is important. Their interests and needs are focused upon and students learn how to succeed in the activities they are being asked to do.

## The Curriculum Strands

Students access a range of subjects. Each of these subjects fall within one of the 6 categories below.

- ✚ Core Skills (English, Maths, Drama)
- ✚ Technology (Design Tech, Food Tech, Computing)
- ✚ World Studies (Science, History, Geography, RE)
- ✚ Leisure (PE, Friday activities, Swimming, Dance )
- ✚ Arts (Music, Art)
- ✚ Skills for Life ( Independence Skills, PSHE, Citizenship)
- ✚ Personalised Learning (Vocational, Nurture, Personalised timetables, Specialised settings)

## Curriculum Coverage

<i>Core Skills</i>	<i>Technology</i>	<i>Leisure</i>	<i>World Studies</i>	<i>Arts</i>
<i>Skills for Life</i>		<i>Communication</i>		
<i>Personalised Learning</i>				

A large proportion of the Phoenix Curriculum focusses on Personalised Learning, followed by Communication and Skills for Life and then by the key subject specific areas.

## THE CURRICULUM FRAMEWORK- PHOENIX NURTURE GROUP

EHCP Links	Strands	Subject areas	Provision, Skills, Knowledge Content
Physical Development Social and Emotional Development Communication Independence Cognition and Learning	<b>Core Skills</b>	English, Maths, Drama	<ul style="list-style-type: none"> <li>✚ Functional skills</li> <li>✚ Understanding and using cause and effect</li> <li>✚ Problem solving</li> <li>✚ Foundation literacy and numeracy skills</li> </ul>
	<b>Communication</b>	Communication	<ul style="list-style-type: none"> <li>✚ Signalong use</li> <li>✚ PECS, symbols, schedules, key words and sentences</li> </ul>
	<b>Technology</b>	Design Tech, Food Tech, Computing	<ul style="list-style-type: none"> <li>✚ ICT- Computers/ Ipads/ Sensory Room</li> <li>✚ Cooking/ Diet/ Health</li> </ul>
	<b>World Studies</b>	Science, History, Geography, RE	<ul style="list-style-type: none"> <li>✚ Faith</li> <li>✚ Safety awareness through scientific knowledge</li> <li>✚ Local and wider community awareness</li> <li>✚ Wider national and world issues- environment</li> </ul>
	<b>Leisure</b>	PE, Friday activities, Swimming, Dance	<ul style="list-style-type: none"> <li>✚ Community awareness</li> <li>✚ Being able to swim and be safe in and near water</li> <li>✚ Being active</li> </ul>
	<b>Arts</b>	Music, Art	<ul style="list-style-type: none"> <li>✚ Music Therapy</li> <li>✚ Christmas Show</li> <li>✚ Arts Week</li> <li>✚ Drama- School shows</li> </ul>
	<b>Skills for Life</b>	Independence skills, PSHE, Citizenship	<ul style="list-style-type: none"> <li>✚ Independent Learning Skills</li> <li>✚ Toileting</li> <li>✚ Personal hygiene</li> <li>✚ Personal care</li> <li>✚ Eating/ Drinking</li> <li>✚ Sensory diet</li> <li>✚ Swimming skills</li> <li>✚ RSE</li> </ul>
	<b>Personalised Learning</b>	Vocational, Nurture, Personalised timetables, Specialised Settings	<ul style="list-style-type: none"> <li>✚ Relationships with self, other children and adults</li> <li>✚ Self-awareness</li> </ul>

			<ul style="list-style-type: none"> <li>✚ • Self esteem</li> <li>✚ • Likes/dislikes</li> <li>✚ • What is social?</li> <li>✚ • How to be social</li> <li>✚ • Social communication</li> <li>✚ • Social understanding</li> <li>✚ • Playing alone and with others</li> <li>✚ • Structured/unstructured play</li> <li>✚ • Thinking positive and being</li> <li>✚ • Sharing things</li> <li>✚ • Turn taking</li> <li>✚ • Wining/loosing</li> <li>✚ • Sharing adults/space with others</li> <li>✚ • Self-control</li> <li>✚ • Making Positive choices</li> <li>✚ • Empathy</li> <li>✚ • Smiling/body language</li> <li>✚ • Relationships</li> <li>✚ • Enjoyment of other people</li> <li>✚ Understanding emotions and triggers.</li> <li>✚ Self- regulation techniques</li> </ul>
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### Enrichment Activities

Educational trips are used to enhance student learning and experiences. Friday afternoon activities are utilised as an opportunity to develop personal interests and hobbies. These skills are reinforced so that they may become transferable later on in life.

<b>Phoenix Nurture Group</b>		<b>GREAT OAKS SCHOOL</b>		<b>Year 1</b>
<b>English Literature (Drama)</b> <b>Autumn 1</b> Traditional Stories (puppets) <b>Autumn 2</b> Myths and Legends- King Arthur; Christmas <b>Spring 1</b> Fiction - The Jungle Book <b>Spring 2</b> Poetry on a theme (animals and weather) <b>Summer 1</b> Peter Pan <b>Summer 2</b> Fiction Post 1914 - The Sheep Pig	<b>Maths (Number)</b> <b>Autumn</b> Statistics; Ratio & Proportion; Geometry <b>Spring</b> Measurement; algebra; statistics; ratio & proportion <b>Summer</b> Geometry; measurement; algebra	<b>Science</b> <b>Autumn 1</b> Animals <b>Autumn 2</b> Materials 1 <b>Spring 1</b> Forces <b>Spring 2</b> Materials 2 <b>Summer 1</b> Plants and Living things <b>Summer 2</b> Environment & Food chains		
<b>Art</b> <b>Autumn 1</b> Cartoons – Drawing and Print making <b>Autumn 2</b> Shields <b>Spring 1</b> Jungle Collage, Clay animals <b>Spring 2</b> Buildings / 3D Construction <b>Summer 1</b> Peter Pan; Sea Scape Paintings/collages/Flag <b>Summer 2</b> Weaving / Art Gallery visit	<b>Music</b> <b>Autumn 1</b> Introduction to music <b>Autumn 2</b> The Voice – singing / Christmas Concert <b>Spring 1</b> Music & Animals Characterisation <b>Spring 2</b> Jazz Music – Keyboard skills <b>Summer 1</b> iPad band skills – Garageband <b>Summer 2</b> Caribbean Music	<b>Computing</b> <b>Autumn</b> Basic Skills; Internet Safety; Control Systems; Graphics Intro; <b>Spring</b> Intro to programming/coding; <b>Summer</b> Poster and Power point; Internet Research; Internet Safety		
<b>Design Technology</b> Health & Safety in the Workshop <b>Autumn</b> Wooden Flowers <b>Spring</b> Softwood power boat <b>Summer</b> Focused practical tasks using acrylic and metal	<b>Food Technology / Textiles</b> <b>Autumn</b> Basic skills ; Health and safety; Christmas Food <b>Spring</b> Food from the Past; Seasonal food and Easter <b>Summer</b> Sewing basic skills - purse/ugly doll	<b>Modern Languages</b> Polish morning and a Multi-cultural week in Spring 1		
<b>Humanities</b> <b>Autumn 1</b> Battle of Hastings – Middle Ages <b>Autumn 2</b> Elizabeth 1; Spanish Armada <b>Spring 1</b> The Plague , The Great Fire of London <b>Spring 2</b> Atlas Skills / Hampshire <b>Summer 1</b> Exploring the UK <b>Summer 2</b> European Country - France	<b>Physical Education</b> <b>Autumn 1</b> Multi Skills and Fitness <b>Autumn 2</b> Health Related Exercise Outdoor Activities <b>Spring 1</b> Tag Rugby <b>Spring 2</b> Dance <b>Summer 1</b> Strike & Field Games <b>Summer 2</b> Athletics	<b>PSHE</b> <b>Autumn 1</b> Getting to know You <b>Autumn 2</b> Anti Bullying / Families <b>Spring 1</b> Developing healthy lifestyles <b>Spring 2</b> Environment / SRE <b>Summer 1</b> Drug Education <b>Summer 2</b> Keeping Safe		
<b>Religious Education</b> <b>Autumn 1</b> Good and Evil <b>Autumn 2</b> Birthday celebration / Christmas <b>Spring 1</b> Precious / Water <b>Spring 2</b> Celebrating new life at Easter <b>Summer 1</b> God Talk <b>Summer 2</b> Stones as a symbol	<b>Citizenship</b> <b>Autumn 1</b> Government / Games /rules <b>Autumn 2</b> Human Rights <b>Spring 1</b> Communication <b>Spring 2</b> Environment <b>Summer 1</b> Public services <b>Summer 2</b> Being responsible	Ongoing throughout each term - Individual literacy/numeracy & communication programmes including reading, phonics, spelling and handwriting; calculation; maths tutor programme for topic maths including measurement; data handling		

## LONG TERM PLANNING

## TEACHING AND LEARNING

### *Staffing*

Students are staffed 1:1 in the Phoenix Nurture group. This ensures students with challenging behavior have the necessary support to succeed and move on. The Phoenix Nurture group is led by a specialist in Autism and challenging behaviours. This is supported through the lead subject teachers and the manager of personalised learning. Phoenix is a provision that supports students with shorter term interventions to help ensure they can transition into a Pathways class. Timeframes around this are dependent on student progression and self-regulation skills. Students are also supported through external professionals- Occupational Therapist, Speech and Language Therapist, Sensory Occupational Therapist, CAMHS staff, JIGSAW social workers and parent support professionals. Everyone who works with students in Phoenix have the skills to react to challenging behaviour, can identify needs quickly and react and have a positive attitude to ensuring students are accessing education in the best way possible.

### *Planning*

Planning works on a rolling 2 year program for Phoenix. However students accessing the nurture group in Key Stage 4 will access any accreditation and KS4 topic areas on an individual basis. Each curriculum area is differentiated for each student to take into account any learning difficulties or associated problems. For example a student with a barrier to learning within literacy- writing, will have work altered to ensure this area is broken down into more achievable steps first.

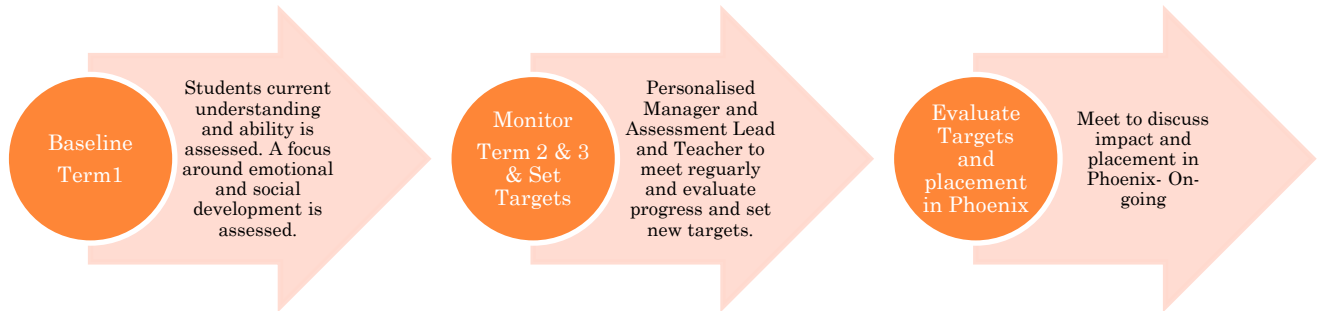
Weekly team meetings help for the team to reassess how each student is progressing and alter any work for the following week. Staff follow long term and medium term plans which incorporate weekly planning. Planning is also designed to be flexible to ensure students' needs are considered and reacted to on an hourly, daily and weekly basis.

### *Learning Environment*

Phoenix Nurture group has recently moved into a new space. This was due to the increase in school population but also to ensure students could have a more personalised learning environment. The classroom is well organised and adapted to meet the needs of students that are accessing nurture. Communication is an integral part of the Phoenix Nurture group and a range of strategies and techniques are utilised. Class and individual schedules are used consistently and a focus around emotions and

circle time to share this by students, help to develop areas such as self- regulation and anger management.

### *Assessment*



Goal and target setting is centered around a student’s Educational Health Care Plan. Students have individual educational targets each term which are based on outcomes from the EHCP. These targets are reflected in curriculum delivery. Students work on these throughout their day and specifically in morning tasks. Teachers continually assess this progress. Students are also assessed through Earwig Academic on all curriculum areas. Baseline diagnostic testing is used annually in Reading, Spelling and Maths. The ongoing measurement of progress is individualised and determined by both the Phoenix lead and LMT. A mixture of online recording

### *Student Achievement*

Student achievement is captured through lesson feedback, Class Dojo reward points, weekly raffle tickets for assembly, pupil of the week certificates, evidence on Earwig Academic and regular communication with parents and other professionals. Yearly reports are completed and parents are met with twice a year for parents evening. Additional meetings are held for students who are placed in the Phoenix Nurture group.

### *Transition*

The Phoenix Nurture group is a short term intervention to ensure students are accessing learning and school in a positive way. Therefore there is a continued emphasis on returning the young person to a pathway class. In order for this process to be successful,



transition back into a class needs to be completed with care and not rushed into. Students need to have shown they have improved social, sensory and emotional regulation. Ensuring the student is in a place to learn is a key priority and the emphasis on positive relationships and experiences is key. When a student has been identified as making the necessary progress and doesn't pose a risk to themselves or others, professional discussions are held and meetings with parents are arranged. When all professionals and caretakers are in agreement, the process to transition a student into a pathway class begins.

### *Family Engagement*

The Education Endowment Foundation's report on '*Working with parents to support children's learning*' emphasises the importance of parent engagement and the clear link to students academic progress. Due to the nature of complex behaviours exhibited by students accessing Phoenix Nurture Group, communication and an open dialogue about home and school issues is vital. Parents are encouraged to phone school daily if they feel there is a need. Great Oaks will also support parents in accessing appropriate services for support. Staff will work with parents on practical strategies that can be used at home and regular meetings are arranged when a students behaviour is regularly off baseline either at home or school. Parents are encouraged to agree to mutual behaviour management strategies to ensure as much consistency as possible for the student and shared resources are sent home to ensure parents can adapt and support their child as best as possible.