

Brunel School - Curriculum

Brunel School is a specialist provision for pupils with SEMH needs identified in an Education Health and Care Plan. The curriculum is carefully designed and delivered to help engage pupils who have often found it challenging to access learning in other settings. The curriculum plan ensures that pupils' SEMH needs, as identified in their Education Health and Care Plan are fully recognised and met, so that they can confidently take part in accredited learning pathways equipping them for the future. This model, through our specially designed therapeutic offer (Prosper Programme) helps us to support emotional wellbeing, in turn supporting our students to be 'Settled to Learn' (Louise Bomber).

Our unique and creative curriculum covers a range of multi-sensory experiences, designed to engage, motivate and inspire learning and development. At the core of our provision is Personal Development, including Social and Emotional Literacy, Life Skills, Nutrition and Wellness, Fitness, Digital Literacy (Safeguarding) and therapeutic and curriculum art and music. This is implemented alongside National Curriculum subject teaching, including Numeracy, Literacy, Science, PSHE, RSE, Humanities, PE.

Within our curriculum, there are three aspects that continually intertwine.

There is the **Academic** realm – this is where we cover the knowledge and skills most often defined within the National Curriculum. We refer to this as our **Should** curriculum.

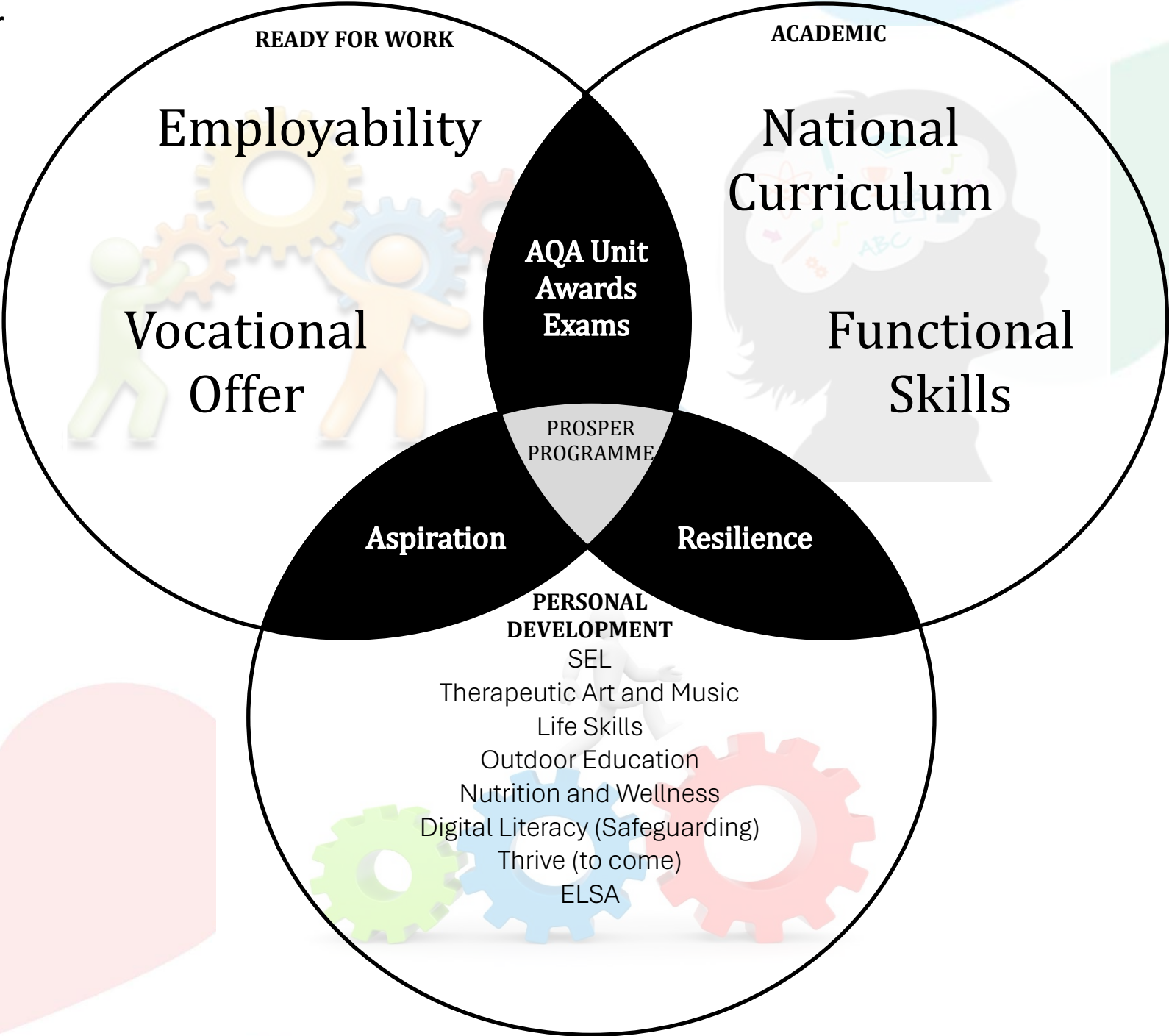
There is the **Social** realm – this is where our team decide how best to deliver the academic realm. This takes a specific understanding of how SEMH learn best. It is based on building nurturing and supportive relationships, we refer to this as our **Could** curriculum.

There is the **Human** realm – this is the most important within an SEMH setting and more specifically at Brunel; it is how we as a school enhance lives; close and direct links can and should be made here to our Prosper Programme. (see below). It is where we place our values and where we hold our aspirations for our children. We refer to this as our **must** curriculum.

These realms are all important to each other. In short, the hard graft of the academic realm is supported by the social and human (an arm that wraps itself around the at times difficult academic. This approach is inspired by the work of Hywel Roberts.



Our Core Offer



Our Curriculum aims to engage and inspire our students, whilst recognising the unique challenges we have in supporting young people with SEMH needs. It is contextual and celebrates the diversity of our students and families and the location of our school. It is founded in our core value of Love.

It is inspired by the work of Dan Hughes and Lousie Bomber. It is founded on providing supportive and trusting relationships and supporting emotional wellbeing.



Our students will engage with the curriculum at three different levels. This is not necessarily a linear process and student will move in and out of these phases depending on lived and current experiences. The curriculum and staffing model allows us to meet our students needs in the here and now.

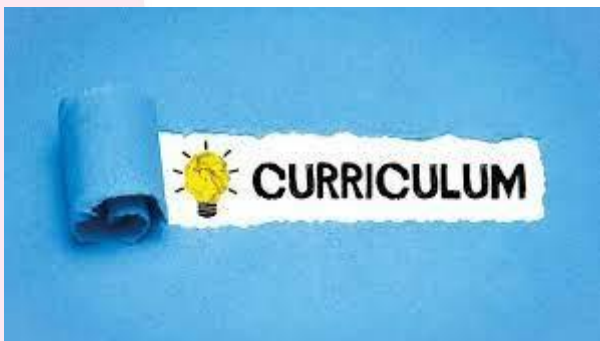
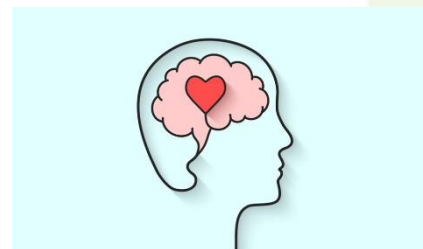
Transition: This is a period of introduction to Brunel School. It is a time for building relationships with key staff and for helping our children to feel safe, secure and loved. Little emphasis is placed on academic learning and children are supported by ELSA staff, form tutors and the student

support and family liaison team.

Settling to Learn: This is a time when our young people may be struggling to engage with a full timetable and need extra support outside of academic learning. The approaches taken in the curriculum will be highly sensory and provide opportunities for concrete exploration. It may be a time when some provision takes place off-site or with a school partner. It aims to build resilience and curiosity and allows students to feed into the learning process by expressing their interests and feelings. Students will be demonstrating some progress in personal development.

Settled to Learn: In this stage, students are able to access academic learning, delivered in trauma-informed ways. Students will demonstrate progress in skills and knowledge, as well as in personal development. Students will demonstrate curiosity and will begin to recognise and feel proud of their achievements.

In all three stages of curriculum engagement, we believe that playful and concrete experience our learners to move beyond fight or flight and allow sensory support to embed learning effectively. It is vital that our learning is planned around effective **hooks** – inspiring events and experiences which draw our students into the learning. Pupil voice is an integral part of the planning process, allowing us to explore issues that are relevant and have genuine significance to them. Our base for curriculum planning is with our values - **Integrity, Love, Availability, Inclusion, Compassion, Safeguarding, and Aspiration.**



Key Stage 3 (Years 7,8 and 9)

Year 7 and 8 are based in our Lower School. They have access to their own designated outdoor area. Year 9 are based in the Upper School. Students have the opportunity to study Maths, English, Science, History, Art, DT (textiles), RE, PSHE and RSE, Food Technology and Life Skills. Their academic learning is supported with a therapeutically informed approach to art and music, and they will be supported by an engagement staff team with emotional literacy, counselling, and Trauma Informed Schools approaches. We are also developing our outdoor education provision and trips programme. Students will also have access to our Brunel School fitness programme.



Key Stage 4 (Years 10 and 11)

Years 10 and 11 sees the curriculum move towards a qualification model, preparing our students for Functional Skills and GCSE examinations, whilst continuing to support personal development and delivering learning in line with our trauma-informed and therapeutic approaches. The current model allows our students to prepare for formal qualifications in Maths, English, Science, Citizenship, Food Tech, Art and History. Some students also choose to do a GCSE Photography course, delivered by one of our school partners (Sound Communities) Our life skills programme, together with PHSE and RSE also continue throughout KS4.

Careers and Life Beyond School

We have a designated lead for transition onwards at age 16 and a designated careers leader. This programme begins in key stage 3 and runs throughout Key stage 4, allowing students to engage in work experience, specific career workshops and also learn about college opportunities. We want every young person to access a modern, 21st century careers education and the programme will therefore be organic and develop according to social and technological change. Students may attend our partner vocational provider over time and all students have the opportunity to take part in catering within our own vocational block. Our focus on personal development within the curriculum supports all our children to gain knowledge and skills to support employability in the future.

Supporting Emotional Wellbeing – The Prosper Programme

The **Prosper Programme** at Brunel School
Supporting the Emotional Wellbeing of our children
Settling to Learn

A graduated, inclusive, and nurturing approach to supporting the wellbeing of our children.
We have a multi-layered approach where needs are carefully and individually supported and tracked.

Levels of Support



The Prosper Tree

Roots - Prosper one to one sessions with therapeutic lead, Sophie House. 30 mins to 1 hour sessions.

Branches – sign-posted to ELSA 6 week, Sand Tray or Draw to Talk one to one programme.

Leaves – signposted to therapeutic art or music -individual or small group programme.



Children are referred into the Prosper Programme according to identified needs from our Social and Emotional Growth Profile and the form tutor takes a coordinating role, together with our therapeutic lead to ensure that this work is planned at an appropriate time in the day for each child.

Impact of the programme is measured directly and half termly, against the social and emotional growth profile. This means that a child may then be re-directed to a different level of the programme or return to our main programme, supported by our pastoral mentor team.

In this way, we are ensuring those in need of the programme are supported from a position of Settling to Learn to Settled to Learn (Louise Bomber). At Brunel, we know that our children can move between settling and settled from day to day, and therefore a crucial piece of this jigsaw is the family liaison work and form tutor contact with our families and carers who can let us know of events at home that may be impacting on their readiness to engage and achieve.

