



Engagement Curriculum Design

Intent

The Engagement curriculum is designed to be led by a child's interest and focuses on develop positive relationship and basis learning behaviors. The intent of this curriculum is to gradually develop a sense of belonging and acceptance for the pupil by reducing anxiety levels and promoting trust. Holistic learning is introduced through timetabled play-based sessions and includes in depth assessment and work on interoceptive awareness.

Implementation

In general, the pupils that attend Nanpantan Hall Nurture Centre tend to have underdeveloped learning behaviors and arrive with a concentration span of less than 10 minutes. The timetable for pupils following the engagement curriculum is therefore initially play-based and carefully structured to motivate and encourage a pupil to build trusting relationship and begin to accept basic structure and routine.

Subject to an individual's needs; 40-minute sessions are divided into 3 parts –

1. Emotional/Sensory check-in – 10 Minutes (A sensory activity that incorporates movement and talk about how a pupil/adult feels today)
2. Play-Based activity - 20 Minutes (An activity based around a pupil's interest with adult focus on subtly introducing elements of holistic and academic learning)
3. Free choice – 10 Minutes (Free play activity where a pupil is free to explore the activity)

Where possible/appropriate; play based learning is led by an experienced practitioner, who is skilled at developing emotional literacy and interaction skills. Whilst the learning is child interest led and focused around supporting engagement, learning is subtly weaved into the session in a non-confrontational manner and has a clear learning purpose.

The routine for the day is supported by a visual timetable that includes an outline of the structure of the sessions a pupil will be following and an indication of the member of staff who is supporting.

Impact

Pupils develop a strong emotional bond with key members of staff and gradually accepts basic structures and routines. Holistic learning is gradually introduced as the feelings of security and trust develop leading to more equal balance and acceptance of adult direction.

Initially we expect that a pupil will spend;

- 80% Child led learning
- 10% on Adult led Holistic Learning
- 10% on Academic Learning

Gradually developing to;

- 60% Child led learning
- 20% on Adult led Holistic Learning
- 20% on Academic Learning

Once a pupil is consistently accessing learning for 40% of a session they will be transitioned onto a semi-formal curriculum.