

Curriculum – Intent, Implementation & Impact

The Aspire Hub is an Independent Special School for children to attend when mainstream school or the Local Authority have identified that they need an alternative placement, to support their Social, Emotional and Mental Health.

At The Aspire Hub(s), our aim is to work with all parties to improve the pupil's behaviour. All pupils who attend The Hub, are at risk of permanent exclusion.

Intent

- To provide a flexible, preventative resource which is responsive to the particular needs of the children.
- To provide on-going assessment and support for children in KS1/KS2 showing signs of emotional stress and behavioural difficulties with the aim of enabling children to access the curriculum and participate fully in school life.
- To provide a secure and reliable small group setting where children's difficulties are looked at from a developmental perspective and they can learn by experiencing nurturing. The caring adults in the group actively work towards reintegrating the children back into their schools.
- To help children learn to behave appropriately, use their curiosity constructively, improve their self-esteem, make decisions and wise choices through understanding the consequences of certain ways of behaving and develop confidence and skills through a close and trusting relationship with adults.
- To work intensively with parents/carers offering evidence-based parenting, stay and play sessions and family intervention.
- Whilst at The Aspire Hub, children will have contact with a named adult at their school on a weekly basis, to share progress and development.
- To work intensively with outside agencies offering speech and language assessments and interventions.
- Providing information and observations to support CAMHS referrals, working alongside Social Care to ensure that all children are safeguarded.

Our intent is that The Aspire Hub Curriculum is bespoke to every child. It is based on sound educational research and on the understanding that children develop at their own rates, and in their own ways. Whilst we believe there is a typical range of development, we believe this needs to be personalised for every child. The child is at the heart of our curriculum.

Implementation

The Aspire Hub implements all therapy and strategy based on the Nurture Group Principal. A Nurture Group provides a modified curriculum in an environment based on the six principles advocated by Marion Bennathan and Marjorie Boxall. The over-arching Nurture Group Principal is to provide a carefully, structured day, where there is a balance of learning and teaching, affection and routine within a home-like atmosphere.

Nurture Groups are designed to offer pupils:

- Security
- A trusting relationship with 2 or 3 reliable adults in which missing, or insufficiently internalised essential early learning experiences are provided

- Support for children's positive emotional and social growth and cognitive development at whatever level of need the child shows by responding to them in a developmentally appropriate way
- Direct teaching

The 6 Principles are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language as a vital means of communication
5. It is understood that all behaviour is a communication
6. The importance of transitions in children's lives is understood

Impact

The use of a structure and routine, clear rewards and sanctions, alongside the national curriculum ensures that whilst at The Aspire Hub(s), pupils learning is maintained and supported whilst we work to support their mental health and well-being, focusing on providing opportunities for missed or inadequately covered experiences resulting in gaps in learning and to consolidate learning at Foundation Stage, Key Stage 1 and Key Stage 2.

Our philosophy is simple. We get to know our children quickly by effective transition arrangements with their mainstream school and parents. If we know what interests and enthruses our children, and we know where they are within their learning and what skills they have grasped, and the things they find challenging then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children within our classes. We design our learning experiences around the interests of our children based on their prior knowledge. Our topics develop children's skills and love of learning by making links between the individual subjects and enabling them to apply skills and knowledge in a wide range of contexts relevant to them. We use our curriculum to plan learning opportunities, skilfully adapting it for individual learners. Each topic is driven by the children's interests, has embedded elements of literacy and numeracy and is designed to provide challenging learning with strong links made to additional subjects all underpinned by the Nurture Principles.

We use the Zones of Regulation alongside the Nurture Group principles. The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition.