



The Castle @ Theale – Transition Curriculum

At the heart of everything we do is the development of student' sense of self, resilience and wellbeing. In order that our students are ready and able to learn, develop and take on new challenges we ensure that we plan to meet their social and emotional needs.

There is strong focus on emotional regulation, co-regulation and self-regulation. This is not just a starting point but central to the ongoing journey for our learners, it is at the core of understanding the needs of our learners and central to all plans, therapeutic plans and learning pathway.

The Transition Curriculum supports our young people as they join us, as their needs develop and as they face changes and challenges. This curriculum reinforces the whole schools vision and draws upon the Therapeutic Thinking Approach.

The key concepts and themes give focus to inform teaching and learning.

- Safety
- Connection
- Belonging
- Reassurance
- Empathy
- Self – Care
- Self – Esteem
- Emotions/Feelings

Build Relationships

- Ensure a routine is apparent within the classroom – however allowing for flexibility to ensure for opportunities to foster collaboration, confidence building and self – expression
- Play and team work activities
- Communication and quiet time to allow for reflection and processing
- Inclusion opportunities within groups and between groups

- Getting to know you activities both for staff and students and building trusting relationships between staff and students and peers – peers.

Understand the individual and their community

- Allow time for individual students to tell their story/experiences.
- Modelling emotion coaching and quality speaking and listening skills to empower students with emotional vocabulary to express their thoughts and feelings.
- Sessions that focus on identity and knowledge of self – convey attunement
- Outside time is vital
- Individual needs for safe spaces and security in their consistency

Metacognition skills for learning

- Provide curriculum that allows for planning, identifying and solving problems as well as reflection and adjustment in creative ways
- Continue to promote personal development, resilience and character
- Where appropriate, let students have a say in their routine allowing for motivation, and provide a sense of purpose

Providing a curriculum that engages and inspires and gives students space to adjust and minimise any disadvantages

- Dan Hughes' PACE Model to help support academic development but also in the short term personal growth and fulfilment.
<https://ddpnetwork.org/about-ddp/meant-pace/>
- project based learning to allow for depth as well as focus on students personal interests
- Reflect upon sensory diet of students
- Plan lessons we will enjoy teaching and students will enjoy learning!

