The Haven Curriculum Intent

The curriculum at The Haven is designed to meet the needs of all children who attend the provision. Students who attend the Haven often have an SEMH need and target that will be met and discussed on arrival. This leads to gaps in learning due to several factors such as: Lack of attendance, Behaviour and a difficulty forming positive relationships.

Academic

Targets will be set for each student that attends The Haven. These will be constructed at the transition meeting between home school, parent and placement school. From this, any gaps in learning are identified and influence the planning and preparation for the time period, the students have been given.

The curriculum is intended to be engaging, creative and relevant to involve all students, regardless of need and ability. Through this, a bespoke and individualised curriculum is created, helping student make progress towards the next stage of their learning.

Nurture

Part of the offer is the need for developing education through nurture. Each student will arrive with a SEMH need. Targets will be set between the relevant agencies and reviewed frequently. Three lessons a week are dedicated to DEN (Nurture), during which, activities will be set that meet a specific SEMH target the student is working towards. This could be: Resilience; social interaction; building positive relationships and life skills.

A day in The Haven

School Times

Mon -Thurs 8:40am – 2:30pm

Friday – 8:40am – 1pm

12–16-week assessment placement.

The children will be transported into school via taxi, as arranged by their home school. They will arrive through their own entrance and are greeted by staff for social breakfast. During this time, children will have the opportunity to interact with peers, check in with their adults around their emotional wellbeing and identify themselves on the emotional zones of regulation scale. If any issues are raised, intervention can be put in place to remove any barriers to learning. Children may wish to bring a transitional object such as: soft toy, worry monsters and sensory toys/item that may have significance and assist regulation.

The morning session will focus on a bespoke, individualised and creative curriculum, targeting the core subjects of English and Maths through engaging and stimulating activities. Staff identify children’s hobbies and interests and use this to re-engage children back into education. If children become dysregulated during learning time, intervention strategies are put in place such as the use of brain breaks, heavy work, sensory activities. Children will be given options for regulation strategies; children will identify triggers and what strategies are successful for them.

The children will have the opportunity to work 1-1 with Mrs Hubbard (emotional wellbeing lead), regarding

Break time and lunch time are structured with activities both inside and outside, children have their own secure play area, with access to the larger playground on afternoons. Lunch is provided through Errington Primary School for those children in receipt of FSM and paid through parent mail. Alternatively, some children may wish to bring a packed lunch. Sensory snacks are offered throughout the day, as well as sensory snacks that can be placed on their desks such as carrot sticks etc…