



Core curriculum offer at Beormund

By the end of a child's time at Beormund, as a staff team we would want a child to make **significant progress relative to their starting point**. Our baseline measures are taken from a child's Education and Health Care Plan (EHCP) and information gathered during the Admissions process.

As a school supporting children with complex social, emotional and mental health needs our focus is not just on academic achievements. We recognise that unless a child makes social and emotional progress then they will not be **ready to learn**. Significant collaborative work needs to happen during the transition process and at the start of a child's **Beormund journey**.

A personalised Risk Assessment is completed in collaboration with the previous setting(s) and home as a baseline for behaviours displayed, triggers, patterns and successful strategies.

By the time a child arrives at Beormund they have often attended at least 2-3 schools or educational settings where it was deemed that their needs could not be met. During the first 4-6 weeks of school, we will actively seek to build and foster good relationships, introduce structure and routine, reinforce expectations and boundaries and establish an academic baseline in core subjects. We cannot and should not replicate a mainstream offer as that has not worked for our children.

Core components of our weekly timetable

Basic Skills

"Basics" takes place every morning (9:00 - 9:45am)

Basic tasks are set to reinforce prior learning, consolidate and/or respond to next steps marking. Personalised tasks are varied and draw upon the visual, auditory and kinaesthetic (VAK) learning styles within the class.

The content of Basic tasks are relative to the child's academic progress, interests and capabilities. Adaptations will be made in accordance with a child's EHCP targets.

Curriculum activities can include:

- Reading skills taught by the class teacher using VIPERS.
- Sounds Write Phonic sessions - initial or extended code.
- Handwriting tasks - Penpals Handwriting scheme.
- SPaG tasks taken from the skills document
- Maths tasks using White Rose - to reinforce, consolidate or assess class teaching.
- Times Table practice - including TTRS

Differentiation

Children are grouped in classes primarily by age and then factors such as peer relationships, attachment needs and behaviours. A class teacher pitches the learning to ensure all children are able to make progress.

We want all children to achieve success, feel motivated to learn, empowered to make mistakes and children will be able to verbalise what task they are doing and why. Basics tasks are personalised to each child's learning journey "plugging the gaps"

Equity is important and differentiation may be provided in many ways including:

pace; content; interests – incl fixations;	relevance; resources; extension;	autonomy; outcome; teacher/adult support.
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Morning Munch

Morning Munch happens every day at 9:45am. After Basics, all the children and staff gather around the table to socialise and

Morning Munch is a social skills activity for 15 minutes each day. The intentions are to:

- Provide explicit speaking and listening opportunities – active listening, turn taking, debating skills
- Develop identity, sense of togetherness, shared experiences,
- Acknowledge the thoughts and feelings of others and recognise and respect differences of opinions
- Model and reinforce table manners, politeness, taking turns
- Foster roles and responsibilities within a team, working together to prepare food, clean and clear
- Promote healthy eating habits, along with allowing children to access range of seasonal fruits from across the world

Curriculum Content:

- **Mondays: PSHE** - Children will be involved in setting their own behaviour targets for the week ahead. Adults will support children to reflect on their behaviours, and discuss the Shillings earned from the previous week (and context).
- **Tuesdays: SMSC** - Follow up activity, linked to the theme during Headteacher's Assembly. The class teacher differentiates according to the emotional and academic levels of the children in their class. Reflection and responses are captured on the chat function in the virtual assembly room.
- **Wednesdays: Science S&L:** [Concept Cartoons](#), [STEM](#),
- **Thursdays: PSHE** - recap and reflection of yesterday's learning intention.
- **Fridays: Music** - [Southwark Listening Project](#) with accompanying [Spotify playlist](#) Music Lead announces the *Listening to Music – Number* for that week. Southwark Music Service state "You should choose as much or as little of this as you see fit for the group you are teaching." Focus on Listening tasks in plans provided.

Peer Massage

At Beormund we timetable Peer Massage after break each day (11:50am). This supports the children in calming/regulating themselves after physical activity in order to be ready to learn. The approaches are consistent across the school.

Massage has become an integral part of the school day here at Beormund and boasts a successful, therapeutic way to settle children after morning break. The approaches used at Beormund are based upon (and can be found at) the [Massage In Schools](#) programme. In the 1990's Ewa Westman and Mia Elmsäter developed a programme in Sweden from which most of the main strokes in this programme were drawn. During the same period of time in Canada Sylvie Héту developed ideas of integrating massage in day-to-day activities and school curriculum which was taught at teachers' conventions. In both countries, the ideas spread with success and were able to claim that 'Children doing the simple routine of our programme lower their stress levels, increasing their chance for better concentration at school and better sleep at home.'

As a Trauma Informed school, we recognise the importance of children feeling calm and safe. Staff play an active role during Peer Massage and model expectations. The daily structure reinforces values such as honesty, trust, tolerance and the appreciation of others.

Benefits of Massage at Beormund School

Massage in School can benefit the child in a variety of ways:

- Help provide an open, safe and secure environment for children to grow and develop
- Develop a sense of touch – particularly good for tactile/physical learners
- Help foster and improve relationships – more respect for each other
- To reinforce appropriate touch and talk about who/when others can touch you
- Giving children the opportunity to verbalise their choices regarding touch.
- A feeling of being individually acknowledged
- Improved circulation
- To help foster a sense of calm in the classroom
- To gain self-respect and a better body image
- Relaxation and emotional wellbeing – learning how to slow down and 'be'.

Impact of Peer Massage

Observations	Measurable outcome
Establishes a settled atmosphere after morning break - children are much calmer and ready to learn. Improves levels of concentration	Increased learning time in session 3.
Extends the curriculum – another dimension to physical education Research illustrates the link between physical health and mental health Teaches body and mind – the whole child	Reduction in the number of bullying incidents
Provides a calming strategy for children	Appropriate touch identified and noted in a child's Risk Assessment, Reduction in physical interventions.
Effective ways to bring children together – to foster greater compassion and empathy. A practical tool to develop peer relationships	Children develop a wider friendship circle

In order to provide the right space and atmosphere to massage, the lights are dimmed/turned off. Chairs are set up ready for the children. Relaxing music is playing quietly. All most display the Massge Chart in some form (laminated poster or on screen). Some staff choose to display relaxation pictures/slideshows of calming visuals such as waterfalls, beaches or fish tanks.

Children choose the most comfortable way to be seated without a back to the chair. The child giving the massage stands behind their partner to ensure they are able to move around and massage easily and quietly.

The expectation is that someone will lead the session and will determine the pace of the massage by clearly signally each massage stroke. This is the only voice that should be heard.

Permission to touch is sought and gratitude is shown by thanking those who provided the massage.

In conclusion, Peer Massage:

- Educates children around appropriate touch
- Calming strategy to move into a different mindset - ready to learn
- To develop peer relationships, build relationships with staff
- To learn to be in the moment
- Children are then ready to learn.