

STAGES OF GROWTH AT VLC

LEARNING AND PROCESSING

PLANTING



A pre-formal curriculum designed for children with complex needs.

Students are able to explore personal areas of interest, which is fully child led.

Students are able to work towards building rapport, relationship and trust with key members of staff.

Students feel welcome and safe at VLC.

NURTURING

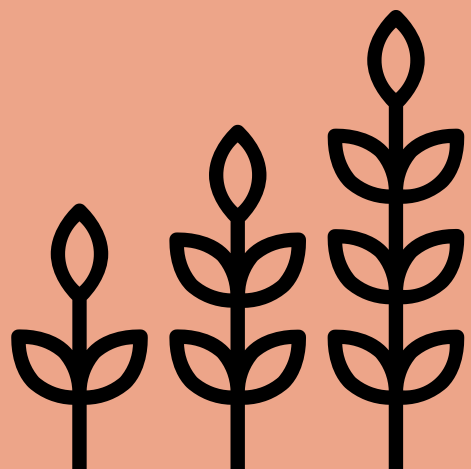


A semi-formal curriculum for students developing early skills required to engage in subject specific learning.

With a high emphasis on building on relationships with key staff, students begin to engage with more adult-led learning in creative and exploratory ways.

Students explore a wider variety of recording their learning and work.

GROWING

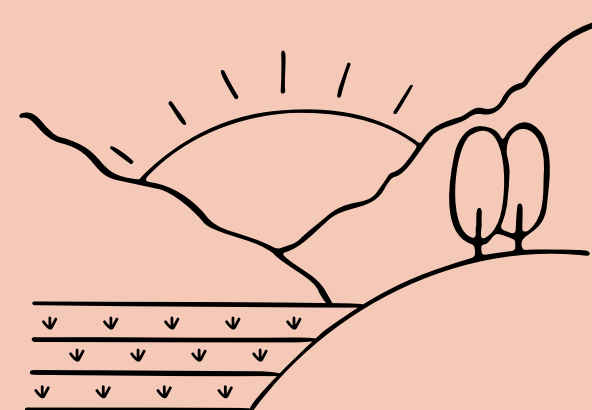


This is a formal curriculum for students able to follow subject-specific learning through the National Curriculum.

Curriculum is adapted to needs and builds on prior knowledge, understanding and key skills.

Students are able to consistently use their identified ways of recording their learning and are building resilience as a learner.

HARVESTING



A bespoke curriculum based around the subject specific choices made by the student.

Working towards formal qualifications, with access arrangements in place to fully support students through the assessment and exam process.

Students engage in discussion and planning for future learning and aspirations including career pathways.

STAGES OF GROWTH AT VLC

SOCIAL, EMOTIONAL & MENTAL HEALTH

PLANTING



Focusing on working towards developing key relationships with two or three trusted adults which begin to develop a sense of security and belonging at VLC.

Students begin to accept co-regulation with trusted key adults at VLC.

Students begin to develop an awareness of emotional literacy, and strategies to express their feelings and emotions and make positive choices.

NURTURING

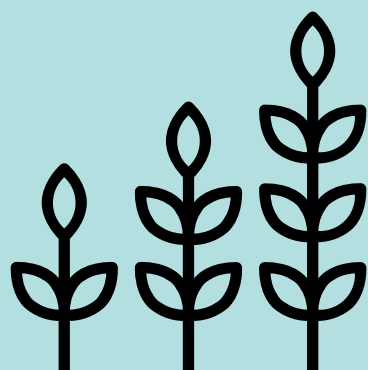


Students establish secure and trusted relationships with key members of staff and students.

Students begin to respond to prompts from key members of staff to use their strategies and are able to co-regulate more consistently.

Students engage in emotional literacy discussions and show an awareness of strategies which help regulate and support their social and emotional learning.

GROWING

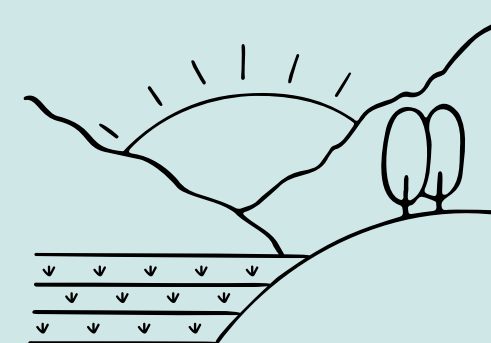


Students have established secure and trusted relationships with key members of staff and students, and are able to show kindness and respect to all members of the VLC community.

Students positively engage in emotion coaching and are aware of strategies to help support their social and emotional learning,

Students can show that they are able to communicate and regulate their emotions via agreed strategies.

HARVESTING



Students are fully engaged in promoting their own emotional literacy and are able to recognise early warning signs and are able to seek strategies to help.

Students are aware of and are willing to engage in discussions and opportunities to learn about looking after their social, emotional and mental health.

Students are aware of where to seek support and are able to do so in a timely way to manage their emotions.

STAGES OF GROWTH AT VLC

COMMUNICATION & INTERACTION

PLANTING



Students work towards finding positive methods of communicating their needs and ideas to key members of staff; e.g. through use of technology or visual cues to support their development of language.

Students work towards positive interactions alongside and with other students which are supported by key members of staff.

Students work towards engaging with key members of staff to explore friendships and their people networks.

NURTURING

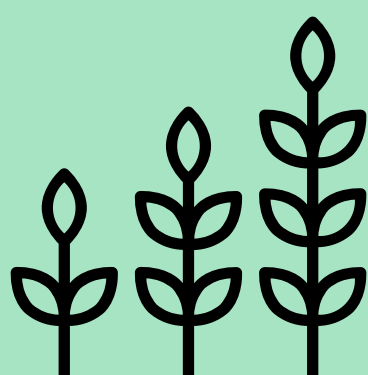


Students develop their individual set of positive communication tools to use consistently with key members of staff.

Students develop positive communication skills which allow them to participate alongside and with others in supported learning and social opportunities.

Students develop an understanding of different perspectives in social scenarios through targeted support sessions with key members of staff.

GROWING

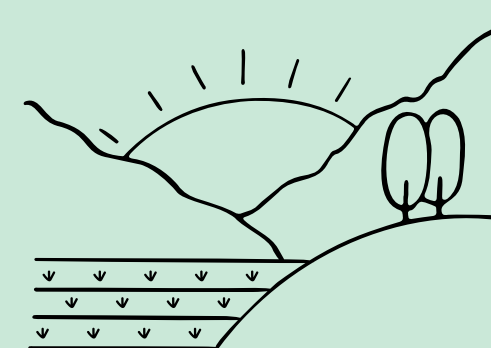


Students are able to expand their communication skills through supported rehearsal and real life practice.

Students are able to communicate effectively and appropriately with other students and build positive friendships.

Students are able to participate in supported discussions about social situations, and identify feeling safe measures and resolutions.

HARVESTING



Students are able to build positive relationships with others, and can show understanding and empathy for their thoughts and feelings.

Students are able to participate with increasing independence in a widening variety of learning and social environments; including being able to ask for help from unfamiliar staff or adults in other services such as health, transport, shops...