BLETCHINGLEY VILLAGE
PRIMARY SCHOOL
Aiming high • Working together • Achieving our best

Appendix   Backdoor Learning

Our complex learners can show an additional profile of demand avoidance which does not gel well with traditional curriculum models. Whilst our learners can access strategies which enable them to balance their anxieties in order to access learning, we know this learning needs to be meaningful and motivating.

The primary curriculum models are not always suitable for our learners needing more individual provision. "Backdoor learning" and nurture approaches prove the most effective system for our students, and we offer 3 curriculum pathways. Where possible, topics will be in line with those in the classroom but sometimes, temporarily we instead use motivating learner topics alongside assessment criteria to plan the curriculum offer.

Our mantra is REGULATE- REACH- TEACH

	Informal	Semi-formal	Formal
Teaching approach	Learners rely solely on 'backdoor learning' and nurture approaches.	Learners need 'backdoor learning' and nurture approaches but are also able to accept short bursts of traditional academic models	Learners are generally able to accept traditional academic models of learning. Learners may occasionally need 'backdoor learning' or nurture approaches over time.
Why	Learners are not able to reduce anxiety which can lead to withdrawal of behaviours that challenge	Learners have built up emotional regulation strategies, or trust staff enough to be able to accept some traditional learning approaches.	Learners continue to build personal support systems in relation to the demands of learning and have increased their understanding of purpose of learning. They are able to relinquish more control to supportive staff.
How	• Learning with concrete objects which relate to the learners' motivating interest • Wellbeing strategies for building trust with familiar staff Learning with concrete objects which relate to the learners' motivating interest • Accepting more traditional learning styles such as worksheets. • Learning with concrete objects which relate to the learners' motivating interest • Accepting more traditional learning styles such as worksheets.	• Learning with concrete objects which relate to the learners' motivating interest • Accepting more traditional learning styles such as worksheets. • Learners will be able to access daily 'challenges' lasting up to 30 minutes once a day and then access backdoor learning tasks over the remainder of the day. • Wellbeing strategies for building trust with familiar staff • Learners begin to explore their wellbeing and strategies they can have in	• Learning with concrete objects which relate to the learners' motivating interest • Accepting more traditional learning styles such as worksheets. • Learners will be able to access daily 'challenges' lasting up to half of the day and then access backdoor learning tasks over the remainder of the day. • Wellbeing strategies for building trust with familiar staff • Learners begin to explore their wellbeing and strategies they can have in their toolkit (starting with wellbeing café

	• ALSUP assessments to identify lagging skills and unresolved problems	their toolkit (starting with wellbeing café work then wellbeing SSA sessions in class) • ALSUP assessments to identify lagging skills and unresolved problems with learners beginning to become active in resolution planning	work then wellbeing SSA sessions in class) • ALSUP assessments to identify lagging skills and unresolved problems with learners active in resolution planning • Students will have access to secondary site for bespoke lessons of interest
Where	• Individual learning/regulation areas within a classroom • Some small group learning • Community learning	• Individual tasks within whole class at workstation tables • Small group learning • Community learning	• Individual tasks within whole class • Small group learning • Whole class learning • Community learning
Assessment	• Pre-Key stage standards • Link Priorities - satellite site • IEPS • ALSUP targets Children using this provision would always be considered for an EHCP if they didn't already have one Where children are unable to access learning in this way, the school's ability to meet need would also be considered.	• Pre-Key Stage standards • Link Priorities - satellite site • IEPS • ALSUP targets Children using this provision would always be considered for an EHCP if they didn't already have one	• Key stage standards/SATS • Link Priorities - satellite site • IEPS • ALSUP targets
Ambition	• To be regulated and experience low anxiety within different settings. • Being able to engage and accept 'backdoor' demands from well-known people. • Able to maintain life skills • Move towards semi-formal learning	• To be regulated and experience low anxiety within different settings • Being able to access academic skills • Being as independent as possible in life skills • To always move towards reintegration into the classroom	• To be regulated and experience low anxiety within different settings • Being able to access academic skills and other subjects of interest • Being as independent as possible in life skills

This model has been based on that used by The Link, by whom we are supported.