



**SILVER LININGS
SCHOOL
BILBOROUGH**



Ofsted Registration Number- 150681

Welcome

Silver Linings School is an Ofsted Registered Independent Day School providing a creative therapeutic and individualised approach to learning for children aged 5-11 years.

We specialise in providing a unique educational journey for children with complex needs due to encountering adverse childhood experiences utilising a Therapeutic approach based on the principles of Dyadic Developmental Psychotherapy¹ and PACE.



Ethos-

We recognise that many of our children will have experienced difficulties and challenges in the educational environments from which they have come, and so we have designed Silver Linings School with wellbeing and safety at its core. This means a welcoming, therapeutic environment with staff who are committed to building supportive, enabling relationships that encourage children to explore their own strengths and interests, engage with learning and develop and achieve their aspirations. This will be delivered through small group sizes with high staff to child ratios which enables a more collaborative, project-based approach within the curriculum so that learning supports engagement and reflects the real world with skills for life and personal growth. Ultimately, Silver Linings school is committed to providing a curriculum, the resources and an environment that inspires children to realise their potential, supports them to develop their independence through their own creativity, connection with others and trust in adults as well as growing confidence in their own skills and abilities.



Silver Linings School works with children Therapeutically informed by the principles of Dyadic Developmental Psychotherapy and PACE² attachment theory to help children learn, grow and develop.

We believe that no child should be failed as a direct result of their past experiences and complex histories, and we are committed to helping them build resilience and provide a positive influence upon their current and future lives.

“I believe that there is a silver lining in everything, and once you begin to see it, you will need sunglasses to combat the glare”-Sophia Amoruso

“Finding silver lining is a choice.”- Elizabeth Messina

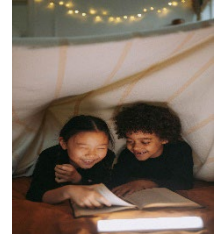
¹ [Dyadic Developmental Psychotherapy - DDP Network](#)

² [P.A.C.E. \(danielhughes.org\)](#)

Our Curriculum

Vision – To provide a creative, therapeutic, individualised approach to learning, centred around well-being and belonging.

This vision is reinforced by our commitment to, and passionate belief that through, building trust and rebuilding confidence, every child can engage with life and learning to reach their potential.



Aims – To help children to overcome their individual challenges and barriers to learning and achieve personal and academic growth.

This means that from the time a child arrives, we carefully support them to regain trust in educational adults, build positive relationships and to navigate the barriers to education and allow them to identify a long-term goal for themselves. We then build a curriculum together, that ensures that they are well prepared to achieve and succeed in reaching this goal.



Children Referred to our School

Most children referred to our service will exhibit behavioural difficulties and have experienced Adverse Childhood Experiences (ACEs) that require a broader therapeutic approach in their learning environment. As such these children struggle to thrive in a traditional mainstream environment and require a bespoke approach. For many of the children at Silver Linings School the blocks to learning relate to broader issues related to their emotional maturity, emotional wellbeing, sensitivity to authority figures, self-esteem, attachment needs, self- regulation, and the visible dynamics of behavioural challenge.

Admission Criteria

- Pupils will be aged between 5 & 12 years.
- All pupils will have an Educational Health Care Plan (EHCP)
- The EHCP will specify that the pupil exhibits social, emotional and mental health difficulties
- Pupils may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties
- Pupils may have comorbidities such as dyslexia, ADHD, FASD, DCD
- Pupils may be admitted on the basis of their need for therapeutic input.

Teaching and Learning

We at Silver Linings School believe that all children should be enabled to achieve their potential regardless. We have a primary curriculum where our highly qualified team of staff bring learning to life; their multisensory approach compliments our creative curriculum, developing meaningful cross-curricular links. The teaching team work to understand our learner's attachment style and so can adapt the teaching approach accordingly, ensuring the individual needs of young people with complex presentation can be met.



“When little people become overwhelmed by big emotions it’s our job to share our calm. Not join their chaos”-L R Knost

Our learners have inventive and personalised timetables focusing on their own learning needs within our topic and project-based plans. Our team utilise the facilities of the school and access the community to creatively engage reluctant learners.

At Silver Linings School we use outdoor learning where possible as it offers children many chances for development. It enables many different kinaesthetic ways of problem solving, of creating things and for working in groups or alone. It greatly aids self-regulation through offering sensory feedback, physical space, exercise and igniting curiosity. It offers many opportunities to reflect on learning in other areas of the curriculum and to consolidate this – thereby allowing time for things to be embedded.



Children work individually or in small groups to accomplish a project from idea through to actualisation, and so learning at Silver Linings School looks and feels very different, incorporating the theory of PACE throughout all learning experiences.

“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul”

-Friedrich Froebel

A Therapeutic Approach Centred around Well-being - We embed therapeutic practices and experiences throughout our curriculum to engender prosocial feelings and to ensure all students have their physiological, safety, love, belonging, and esteem needs met so that they can utilise their strengths through self-actualization (Maslow's Hierarchy of needs).

We see relationships as the core focus of all education, with kindness, compassion and empathy being at the heart of these relationships. We utilise the principles of a strength-based PACE approach (Play, Acceptance, Curiosity, Empathy- Dan Hughes) and seek to work in partnership with our students to understand potential barriers, support engagement and develop self-belief. This allows children to build relationships and positive attachments with adults.



‘Connectedness has the power to counterbalance adversity’-The Moffles

This working model enables children to achieve their potential, build resilience and navigate past trauma, something which is often misunderstood within more mainstream educational settings. Our ethos of ‘Belong’ enables children to build self-esteem, trust and reduce cycles of shame which previously influenced negative patterns of behaviour.

The Journey - Moving on

We want our leavers to be confident, capable and compassionate children.

Developing a well-rounded individual isn't easy. At Silver Linings School, we set high expectations of manners, morals, effort and application within the principles of the PACE model. By the time learners leave us we hope the expectations and motivations will be driven by the children having been supported and motivated by our staff.



By the end of their time with us we aspire for our children to have outcomes of:

- Wellbeing – an ability to engage with their world and learning (good attendance, and notable and assessed progress against individual targets)
- The knowledge and skills to continue within education (successful transition to next educational phase)

Assessment-

We use a range of assessment throughout a child's time at Silver Linings school

- Attendance
- Engagement
- Student voice
- Emotional assessments
- Parent/carer feedback
- Appropriate and sustained pathways for students leaving school



Academic assessment

- Formative and summative assessment of progress
- Physical evidence of learning taking place
- Attainment and outcomes

Come and visit

We welcome visits from prospective parents and other professionals.

For admission enquiries please contact office@silverliningsed.co.uk

Facilities

Silver Linings School has space for 30 children to be on role.

The school building is equipped with 5 bespoke classrooms, sensory room, library, a dedicated art room, first aid facilities, staff work areas, large kitchen with child working area and a communal space for eating and gathering.

The outdoor environment has a spacious lawned area for play activities.

The outdoor environment has a variety of areas that include a quiet seated area, sensory garden and forestry activity space.

Our address is:

28 Old Park Close
Bilborough
Nottingham
NG8 4FR

Contact:

Head teacher, Julia Whitesides

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