Acorn School Policy

Curriculum

POLICY STATEMENT

- At our school we believe that a successful curriculum should be personalised, inspirational, engaging and balanced. We recognise that every Pupil is different and yet equal and therefore we provide practical and creative opportunities, that allows for Pupil's independence and choice. This approach helps Pupils to learn the skills, knowledge, and attitudes to live a full and enriching life through a restorative and safe learning environment.

- Pupils are encouraged to aim high, and we provide them with everything they need to succeed through our Nurture, Flourish, Grow curriculum pathways that embed a therapeutic approach that focusses upon supporting their individual and academic progress.

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1. Scope

1.1 Intent

1.1.1 Our school strives to provide a caring learning environment in which all Pupils can develop academically, socially, emotionally, and morally to reach their full potential and in which Pupils and Team Members feel safe, secure, and valued. Relationships are the heart of the school. We aim to ensure that our curriculum provides equal opportunities for all our Pupils regardless of gender, ability or their cultural, ethnic, or religious background. We are committed to delivering a curriculum that is fit for purpose, offering differentiation and personalisation; and is based on thorough assessment of a Pupil's individual needs and learning style alongside with their strengths, interests, and areas for development.

1.1.2 We seek to ensure that our school is a centre of excellence, in both learning and teaching. We offer a broad and balanced curriculum for KS2-4 which is rich in experiences which are designed to engage Pupils and help develop their love of learning. We make use of our outside spaces and local environment to provide a physical and active curriculum at all key stages.

1.1.3 Our primary aim is to meet the needs of our Pupils, preparing them for adult and working life in the 21st century. We aim to prepare our Pupils for the next steps in their education, the world of work and to become active and responsible citizens by helping Pupils to develop positive personal and social values.

1.1.4 We recognise that every Pupil is an individual with unique learning needs. On arrival at the school, gaps in knowledge and understanding as well as learning styles are identified through thorough baseline assessment. Through a person-centred approach, we target these areas to address identified needs through individualised learning and Individual Education Plan targets.

1.1.5 Our school aims to provide continuity and progression from the point of arriving at the School, to the time of leaving school and accessing Post 16 provision. Access to impartial careers advice, work experience and college visits all contribute to ensuring that Pupils have a vocational pathway, and our high expectations allow all Pupils to flourish, regardless of academic ability. We are focussed on developing behaviours for learning that support progression through further education and beyond.

1.1.6 The school aims to provide a high quality of education which promotes learning for all our Pupils within a secure and purposeful environment which Pupils find stimulating, engaging and enjoyable.

1.1.7 To achieve this, we aim to:

- Support Pupils to form relationships and a sense of belonging before learning, focusing on regulation before expectation.
- Offer all Pupils access to key areas of an adapted National Curriculum.
- Ensure that all Pupils have access to a broad, balanced and appropriately differentiated curriculum.
- Deliver a curriculum that is designed to address the individual development, sensory, physical, personal, social, and emotional and communication needs of the Pupil.

- To make learning an enjoyable experience which develops Pupils as fully rounded individuals and enables them to explore their talents and interests and achieve their potential.
- To re-engage Pupils with learning and build their confidence and self- esteem so that they see themselves as successful Pupils.
- To develop basic skills in communication, literacy, numeracy, and decision making so that they can function in adult life.
- To prepare them for the world of work and independent living and to take their place as active citizens in the UK.
- Ensure that the importance of literacy and numeracy skills is promoted across the whole curriculum, especially communication and functional skills.
- Help Pupils to develop scientific skills such as enquiry and observation.
- Provide Pupils with access to externally assessed qualifications at KS4.
- Encourage and support personal growth and self-reliance in a spirit of co-operation.
- To provide experiences that will help Pupils gain increased self-esteem and self-respect as well as respect for others and the environment.
- Develop Pupil understanding of the local and larger community and help them to contribute to it.
- Develop Pupils understanding of relationships by providing positive role models.
- Help Pupils to become good citizens by teaching them about their world and helping them to understand the varied beliefs, values, and abilities within it.
- Provide Pupils with learning which will enhance their life skills such as cookery, healthy eating, budgeting, and functional skills.
- Encourage physical activity and outside interests.
- Prepare Pupils well for their next stage in life though work experience, college taster days and visits and careers advice.
- Promote spiritual, moral, cultural, social, and physical development.

1.2 Implementation

1.2.1 To provide the challenging and relevant curriculum we aim to:

- Develop effective learning skills for each Pupil; recognising that we all learn in different ways, a range of strategies must seek to secure individual potential across all aspects of the curriculum.

- Encourage each Pupil to take full advantage of the opportunities provided to develop interests and abilities both within and beyond the timetabled School day.
- Provide opportunities to build Pupil's regulation skills and self-esteem.
- Develop an appropriate balance of academic and practical work to prepare Pupils for a rapidly changing and demanding world.
- Ensure that Pupil progress is carefully monitored and assessed to achieve the highest standards of achievement and progress.
- Ensure that all Pupils who attend our school have Individual Education Plans (IEP's) which cover the core subjects of English and Maths as well as Social Emotional Aspects of Learning. These will provide strategies and targets for everyone.

1.3 Expectations of Team Members

1.3.1 Team Members at our school are expected to actively advocate and seek to develop the curriculum aims stated and, should:

- Have high expectations of Pupils and seek to help them achieve the best possible outcomes.
- Be adaptable and employ a range of appropriate teaching and learning methods which meet the needs of the Pupils.
- Strive to ensure that, wherever possible, Pupils can access the curriculum and given opportunities to succeed.
- Develop and deliver programmes of study and schemes of learning in line with the curriculum and that build upon Pupils' prior learning and experiences thus providing progression and continuity.
- Provide challenging and inspiring learning opportunities which meet the needs and future aspirations of their Pupils' needs and aspirations.
- Capture the Pupil voice by giving regular feedback through assessment and marking, negotiating targets, and encouraging Pupils to evaluate their own achievements.
- Ensure clear learning, progress and improvement is highlighted and shown visually to all Pupils.
- Help all Pupils to become independent and confident Pupils by encouragement and reward.
- Help Pupils to accept that making mistakes is a natural part of the learning process.

- Nurture the talents of every Pupil and celebrate all achievements and successes, both formally and informally, through praise in the learning environment.
- Endeavour to work in partnership with other Team Members, Parents/Carers, and the wider community to achieve shared goals.
- Keep Parents/Carers regularly and fully informed about the progress and achievements of the Pupils.

2. Curriculum Overview

2.1 Curriculum Structure

2.1.1 The curriculum is planned in line with the National curriculum aims although adapted and embraces a cross-curricular approach underpinned by the Schools' core values of Nurture, Flourish and Grow pathways which builds on cross-curricular skills, particularly those of literacy, numeracy and ICT whilst addressing themes such a careers education and guidance, citizenship, environmental, health and sex education.

2.1.2 The development of Pupils' personal and social skills and their spiritual and cultural development are addressed specifically through the PSHE programme, assemblies, and whole School theme days, as well as being woven through the whole curriculum, both formal and hidden.

2.1.3 Literacy, Numeracy, and ICT skills are considered fundamental to all areas of learning and are taught as discreet lessons across KS2, 3 and 4 as well as there being an emphasis on the further development of these skills across the whole curriculum. Specific intervention is put in place for those Pupils requiring additional assistance to access the curriculum.

2.1.4 The Nurture, Flourish and Grow pathways recognises the importance of meeting emotional, social and mental health needs first and foremost, without such foundations academic learning cannot exist. The Nurture, Flourish and Grow pathways allows Pupils to make progress at their own realistic pace by developing strategies to self-regulate, manage emotions, work around their individual passionate interests and strengths, meet academic targets and ultimately prepare for life after school.

2.1.5 Central to the philosophy of nurture is attachment theory, an area of psychology that explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives.

2.1.6 All our practice is guided by the six founding principles of nurture, which are:

1. Children's (Pupils) learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's (Pupils) lives

NURTURE PATHWAY	
Overview	The Nurture Pathway is a bespoke pathway which is designed to meet the individual needs of Pupils whose main barrier to learning is an aspect of Social, Emotional, Mental Health (SEMH) with a core focus on building relationships and fostering a sense of belonging before learning can take place. Pupils within this pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autism, Attention Deficit and Hyperactivity Disorder (ADHD).

Intent	For Pupils to follow a more tailored and specialist curriculum with a strong focus on therapeutic input, relational support, sensory support and well- being.
Implementation	Nurture Pupils will be supported by a highly individualised timetable. They will have significant support to help them develop relationships with other Pupils and an enhanced personal development programme.
KS2/KS3	• Relational focus to foster a sense of belonging • Supporting Pupils to develop confidence in expressing themselves and communicating with others • Focussing on baseline skills and knowledge • Bespoke Interventions • Rapid Phonics/Rapid Reader/Free Reader, reading schemes. • Highly adapted National Curriculum • Primary Model • PSHE • Motional assessments and intervention • Develop the skills to access the adapted National Curriculum for a minimum of 25% of their timetabled week. • Pastoral and therapeutic interventions • Working towards Functional Skills at Entry 1 in Numeracy and Literacy • AQA Awards • An introduction to science linked to individual Pupil interests and EHCP targets to develop curiosity.. • Access to Creative Art Therapy, Speech and Language therapy and Occupational Therapy • Support and oversight offered by the Integrated Therapies Team. • Ongoing Team Member training
KS3/KS4	• Bespoke Interventions • Rapid Phonics/Rapid Reader/Free Reader Reading Scheme • Highly adapted National Curriculum • Primary Model • PSHE • Motional assessments and intervention • Develop the skills to access the adapted National Curriculum for a minimum of 25% of their timetabled week • Pastoral and therapeutic interventions • Working towards Functional Skills at Entry 1/2/3 in Numeracy and Literacy • AQA Awards • An introduction to science linked to individual Pupil interests and EHCP targets to develop curiosity.

	• A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need. • Access to Creative Art Therapy, Speech and Language Therapy and Occupational Therapy. • Support and oversight offered by the Integrated Therapies Team. • Ongoing Team Member training
Enrichment	• Enrichment linked to specific interests and EHCP targets based on a low demand basis
Impact	Pupils will become 'classroom ready' and develop the independent learning skills needed to be able to access the Flourish pathway.
Potential outcomes - Further education and beyond	• Preparation for Adulthood (life skills) • Functional Skills Entry 3/Level 1 • Supported Internship • Functional Skills in Numeracy and Literacy Entry 3/Level 1 • Apprenticeship (Job Coach Support) • Functional Skills in Numeracy and Literacy Level 1/Level 2 • Full-Time Employment

FLOURISH PATHWAY	
Overview	The Flourish Pathway also embeds and promotes Pupils' well-being through a nurture focussed approach. Pupils on this pathway will be ready to access a broad and balanced curriculum, which is adapted to their individual needs and based on an adapted version of the National Curriculum.
Intent	Through this enhanced and engaging approach, Pupils will be able to access an enriched curriculum which supports academic progress alongside their social, emotional and developmental needs.
Implementation KS2/KS3	Pupils will have aspects of their curriculum adapted on a primary based model, involving some specialist teaching in core subjects, where appropriate. Wider curriculum opportunities are celebrated and captured through project-based learning, ASDAN personal development programmes and AQA units. • Bespoke Interventions • Rapid Phonics/Rapid Reader/Free Reader Reading Scheme • PSHE • Primary Model • Access to a formal curriculum equivalent for a minimum of 50% of their timetabled week • Pastoral and therapeutic interventions • Working towards Functional Skills in Entry 2/3 • AQA Awards • ASDAN short course in science • ASDAN Bronze/Silver Awards (employability and career pathway focused) • A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need.

KS3/KS4	Access therapeutic intervention e.g. Creative Art Therapy, Speech and Language Therapy. This may be through 1-1 work or through indirect interventions in the classroom • Bespoke Interventions • Rapid Phonics/Rapid Reader/Free Reader Reading Scheme • PSHE • Primary Model • Access to a formal curriculum or equivalent for a minimum of 50% of their timetabled week • Pastoral and therapeutic interventions • Working towards Functional Skills in Entry 2/3 • AQA Awards • ASDAN short course in science • ASDAN Bronze/Silver Awards (employability and career pathway focused) • A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need. • Access therapeutic intervention e.g. Creative Art Therapy, Speech and Language Therapy or Occupational Therapy.
Enrichment	• Enrichment linked to specific interests and EHCP targets providing measured levels of challenge to Pupils
Impact	Pupils on the enrichment pathway will develop the skills needed to become confident, independent learners and who are being prepared to progress to the Grow pathway.
Potential outcomes - Further education and beyond	• Preparation for Adulthood (Employment skills) • Career Skills or Entry to Employment vocational based course at level1/2 • Functional Skills in Numeracy and Literacy Level 1/2 • Level 2 Vocational based course • Functional Skills in Numeracy and Literacy Level 1/2 • GCSE Maths and English • Level 3 Vocational based course • Apprenticeship • Full-time employment

GROW PATHWAY	
Overview	Pupils on the Grow pathway will begin to access vocational and/ or academic learning and will be able to choose subject specific learning based on their interests and aspirations. By the time Pupils reach their final academic year, Pupils will have already started to prepare for their future.
Intent	Through this pathway we provide a broad, balanced and differentiated curriculum that supports every Pupil's SEMH, academic and vocational development as well as their spiritual, moral, cultural, mental and physical development.
Implementation	Our curriculum includes SEMH, core and optional elements. Core elements include maths, English, and science which are delivered through topic based, discrete lessons. Optional elements are tailored to the needs and interests of specific Pupils and currently include physical education, media, art and design, design technology, food technology and environmental sciences. Additional options

KS2/KS3	such as music, modern foreign languages and humanities are available when required. GCSEs and entry level qualifications are delivered as part of a two-year programme. All Pupils in KS4 access a personal development programme that includes citizenship, religious education, PSHCE and humanities. This curriculum is supported by a range of interventions and outdoor education. Pupils in year 10 and 11 also can access a number of off-site projects and placements. Provision is quality assured by the Deputy Headteacher through a series of checks and visits • Bespoke in class interventions • Rapid Reader/Free Reader Reading Scheme • Access to a formal curriculum or equivalent for a minimum of 75% of their timetabled week • Pastoral and therapeutic interventions • Working towards Functional Skills in level 1 level 2 in Numeracy and Literacy • ASDAN short course in science and/or • Entry level Certificate in Science • ASDAN Bronze/Silver Awards (employability and career pathway focused) • A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need. Access therapeutic intervention e.g. Creative Art Therapy, Speech and Language Therapy. This may be through 1-1 work or through indirect interventions in the classroom
KS3/KS4	• Bespoke in class interventions. • Rapid Reader/Free Reader Reading Scheme • Access to a formal curriculum or equivalent for a minimum of 75% of their timetabled week • Pastoral and therapeutic interventions • Working towards Functional Skills in level 1 and level 2 in Numeracy and Literacy • ASDAN short course in science and/or • Entry level Certificate in Science • ASDAN Bronze/Silver Awards (employability and career pathway focused) • Work experience • A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need. • Access therapeutic intervention e.g. Creative Art Therapy, Speech and Language Therapy or Occupational Therapy.
Enrichment	• Enrichment linked to specific interests and EHCP targets
Impact	• Pupils will have access to a broad and balanced curriculum which prepares Pupils for the transition into further education.
Potential outcomes - Further	• Level 1/2 Vocational based course • Functional Skills in Numeracy and Literacy Level 1/2

education and beyond	• GCSE Maths and English • Level 3 Vocational based course • GCSE Maths and English • Apprenticeship • University or higher education study • Full-time employment

2.2 Structure of the School Day

2.2.1 There are 6 periods per day, each of which lasts for 45 minutes, 5 of which are academically focussed. There is a 45-minute tutor period which includes reading and assemblies. Team Members briefings take place before and after the School day in order ensure that any information or concerns around Pupils is communicated to all Team Members effectively. Friday afternoon sessions are used to support the School's extended curriculum by offering a range of enrichment activities both on and off site. School assemblies and Pupil council meetings are also timetabled weekly enhancing the curriculum and ensuring that the Pupil voice is captured.

2.2.2 English, Maths and Science are considered of key for all Pupils at KS2, KS3 and KS4 and more time is allocated to these subjects in order to promote the development of vital basic skills.

2.3 Key Stage 2

2.3.1 Our KS2 Pupils are taught in mixed age classes, and the curriculum is a thematic, topic-based curriculum and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered. Alongside this cross-curricular approach, we offer discrete intervention to support learning in numeracy and literacy on order to enable Pupils fill in gaps in their learning and understanding.

2.3.2 Lesson plans are carefully differentiated within each class so that every Pupil's needs are met. The curriculum is designed on a 3–4-year rolling programme so that Pupils don't revisit the same areas of the curriculum. KS2 Pupils where appropriate also have access to the ASDAN programmes which are linked to the PSHE and citizenship curriculum; social and emotional aspects of learning; enrichment; and personal skill development.

2.4 Key Stage 3

2.4.1 All Key Stage 3 Pupils have access to aspects of an adapted National Curriculum and Pupils are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum. This is supported by an intensive focus on literacy, numeracy, and science. Pupils often have gaps in their knowledge which need to be addressed, and they work towards individual AQA awards to encourage progress and celebrate success in these areas.

2.4.2 During Year 9, in preparation for completing GCSE courses, Pupils follow Entry Level and/or Functional Skills accredited courses in Maths and English as well as ASDAN programmes and short courses in science. Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and Social and Emotional Aspects of Learning are incorporated into planning across the curriculum as well as issues being addressed directly in the PSHE programme where appropriate.

2.5 Key Stage 4

2.5.1 In Years 10 and 11, Pupils continue to have access to study the national curriculum with a key focus on English, Maths, RSE, RE, Citizenship, PSHE (Including careers and finances) and Science and then have the option to personalise their learning by choosing a variety of subjects from: The Arts (Music, Art and Design), Humanities (Geography, History and RE), Outdoor Education, Food Technology, PE, ICT, and ASDAN programmes.

2.5.2 Pupils personalised timetables are reviewed regularly and are created at the requests of the Pupil, statutory requirements of each Pupil's educational, health and care plan, and views are taken from Parents, Carers and social workers. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the Pupils and provide maximum opportunity to achieve. Opportunities may be offered to Pupils to attend an offsite provision where they can study a variety of vocational awards if they are not currently offered at the School.

2.6 Qualifications

2.6.1 Available Qualifications in School.

- GCSEs
- Entry Level Qualifications
- Functional Skills Qualifications
- ASDAN Awards and qualifications
- AQA unit Awards

2.7 Vocational Education and Careers Guidance

2.7.1 All Pupils are offered impartial advice around future careers and college choices. Our school liaises closely with local colleges, Future Smart Careers and Careers Southwest to support Pupils effectively with their Post 16 options.

2.7.2 In Year 10 and 11 Pupils can attend work experience placements to enhance their employability skills.

2.8 Outdoor and Experiential Learning

2.8.1 To help engage all Pupils in all Key Stages, practical elements of the curriculum are encouraged, such as Art, Design and Technology, PE, and Cookery. The School also encourages Pupils to become involved in outdoor learning projects that use our natural environment. We offer gardening projects which link closely to many areas of the curriculum including science, design and technology and speaking and listening skills as well as activities such as shelter making, natural craft and woodwork.

2.8.2 It is our belief that, when learning outside the classroom, our Pupils attain higher levels of knowledge and skills, improve their physical health, and increase their motor abilities, socialise, and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes.

2.8.3 The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All Pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work has been developed and this is delivered at developmental and transitional stages of the curriculum throughout the year.

2.8.4 Outdoor and sporting activities, ranging from horse riding to assault courses, are also offered which assist in developing self-confidence and increasing self-image. The Spiritual, Moral, Social and Cultural (SMSC) development of the Pupils at school is at the heart of the School environment and is evident in the teaching of RE/Cultural Studies, Social Skills, PSHE (including Relationship and Sex education (RSHE)), Citizenship and our wide range of extracurricular enrichment activities.

2.8.5 We carefully consider each Pupil's emotional and social needs, their need to learn about themselves, their own feelings, relationships and how their behaviour affects others is also considered when planning. Our outdoor and experiential learning programme and access to off site and extra-curricular activities will give Pupils the opportunity to explore and learn beyond the classroom. This will allow them to build their life skills and develop a wide variety of activity specific skills and knowledge.

2.8.6 Through the outdoor learning curriculum and the access to group activities, we aim to provide Pupils with a wide variety of positive experiences that will not only help to build their self-esteem and social skills but also provide them with memories they can cherish for the rest of their lives. Our outdoor learning and experiential learning programme encourage personal growth by supporting Pupils in challenging and unfamiliar activities, environments, and situations. Pupils can work towards building their personal development in terms of courage, leadership, teamwork and raising self-esteem.

2.9 Spiritual, Moral, Social and Cultural Development

2.9.1 Spiritual development is promoted in a variety of ways. Whole School assemblies and theme days are delivered regularly which include religious content and themes. Our schemes of learning encourage Pupils to consider the nature of religion, its beliefs, and practices. Pupils are encouraged to discuss and reflect on topics such as the origins of the universe, distinguishing between right and wrong, , life after death, beliefs about God/s, and concepts such as justice, trust, honesty, and love. Many lessons and extra-curricular experiences allow Pupils to access incidental learning opportunities which prompt them to ask questions about meaning and purpose.

2.9.2 Moral Development is promoted every day by fostering intrinsic motivation, through recognition for achievement and effort, through the use of the School behaviour charter and high expectations and respect for our Pupils. The ethos and practices of the School encourage Pupils to learn to distinguish between right and wrong through restorative approaches and we aim to encourage positive relationships by demonstrating tolerance and understanding. In addition, discreet teaching, tutor time and theme days address many moral, ethical, environmental, and social issues. Pupils are encouraged to value themselves and others and to explore the influence of family, friends, and other sources on moral choices.

2.9.3 Social Development is a key part of the ethos of the School. All Pupils are encouraged to play a full role in the social life of the School. We aim to develop Pupils' knowledge, values, personal and social skills across the whole curriculum in order to help them benefit from their School experience and prepare them to take their place as responsible citizens in society. By building links between the School and the wider community we can offer many extracurricular activities such as sport, music and a wide range of trips and activities out of School.

2.9.4 Social development is promoted through many opportunities for Pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, Peer Mentoring Programme, participation in the whole School Outdoor Learning Programme, work in support of charities, and assisting at School functions and events. Further opportunities for social development are provided through the Outdoor Education, Team Building activities and Life Skills programmes.

2.9.5 Pupils are also regularly reminded of the need to develop positive peer and adult relationships. Cultural Development is encouraged both within lessons and through a very wide variety of extracurricular activities. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography-based studies of other countries and their cultures, study of poetry and fictional literature from different cultures.

2.10 Promoting British Values

2.10.1 Throughout the curriculum Team Members actively promote the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSHE, Religious Education and Topic as well as being promoted in the general ethos of the School. Additional learning experiences such as outdoor educational trips and curriculum related visits and activities offer added learning opportunities such visits to places of worship, museums, courts of law etc. as well as visitors to the School from the police and local community.

2.11 Differentiation

2.11.1 At our we have small class groups and high levels of learning support. Despite this, there is still a wide range of ability in these class groups. In addition, our Pupils who have social, emotional, and mental health difficulties and/ or Autism have a wide range of preferred learning styles. Some work better in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all Team Members at our school have a responsibility, when planning work, to meet the needs of all Pupils.

2.11.2 This may mean, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs, preferred learning styles and IEP targets are also crucial, and these are recorded and communicated through the individual Pupil profiles.

2.12 The Learning Environment

2.12.1 The school provides a structured, nurturing learning environment that promotes engagement, wellbeing, and achievement. Learning spaces are designed to foster high expectations, belonging, and positive learning experiences. Displays of pupils' work and accessible resources celebrate achievement, support engagement, and reflect the value placed on learning. All Team Members contribute to maintaining welcoming, inclusive, and stimulating environments across the school. Learning spaces are organised to promote consistency, safety, and success, with resources tailored to meet individual needs. Pupils are encouraged to take responsibility for and respect their learning environments, contributing to a positive, safe, and collaborative school community.

2.13 Equality of Opportunity

2.13.1 All subject leaders are aware of and plan accordingly to the whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage Pupils by showing respect for their cultural and personal identities. The Headteacher/ SENDCo will advise Team Members in devising appropriate teaching programmes for any learner who requires additional support to successfully access the curriculum.

2.14 Gifted and Talented Pupils

2.14.1 Several Pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all Team Members to identify such Pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such Pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams, and organisations. Opportunities to celebrate such success include commendations in School assembly, letters of acknowledgement sent to Parents and Carers and records held in Pupil's records of achievement.

2.14.2 Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies.

2.15 Information and Communication Technology

2.15.1 At our school we believe that the development of capability in the use of ICT is an essential requirement of the Pupil's education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All Pupils have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through everyday usage of laptops or ICT based hardware.

- ICT resources are planned and deployed within the context of the school as a therapeutic School. We seek to ensure that resources are of the highest quality and of an appropriate type and are provided to meet the needs of all users.

- Team Members are encouraged to make full use of opportunities for professional development in ICT.

2.16 Approaches to Curriculum Planning, Teaching, and Learning and Progress Monitoring

2.16.1 Upon Pupils' arrival at our school, a 'pathway' or 'flight path' will be determined that the Pupil should be placed on for the next academic year. This decision will be based on the Pupils age, information regarding prior levels of learning and progress, initial assessment data and Educational Psychologist reports. The learning descriptors for each stage act as a learning ladder throughout a Pupil's School-life towards a projected GCSE grade.

2.16.2 The baseline assessment is used to create a personal educational plan. The flight path provides a plan for subject progress and identifies areas of missed subject knowledge and content. Daily lessons are planned and delivered in a variety of methods. In addition to specific lessons planned and delivered by the subject teacher, a significant proportion of learning takes place across the entire curriculum at the school. This is done in a cross curricular and experiential approach. This approach represents a core aspect of the school learning experience.

2.17 Progress Monitoring

2.17.1 Pupil progress is monitored during the lessons and at appropriate modular/termly/yearly intervals. All teachers assess their Pupils in relation to a range of assessment objectives and 'can do' statements for each subject at every stage. This includes assessment of their emotional wellbeing thorough the Motional Assessment Tool and a muti disciplinary approach to progress towards EHCP outcomes. This allows them to know what their Pupils can do and what they need to achieve next.

2.18 Safeguarding

2.18.1 The whole School curriculum, ethos and philosophy is underpinned by the need to safeguard Pupils. All Team Members are trained to ensure that Pupils are kept safe and are supported by the designated safeguarding leads in dealing with safeguarding issues and concerns.

3. Impact

3.1.1 Through our topic-based curriculum and cross curricular personal development programmes, we can hook learners in with a memorable experience and learning opportunities which meet their individual needs. We encourage Pupils to explore the world and community that they live in and often spark their interests with a wide range of interesting starting points.

3.1.2 This allows our Pupils to develop deeper understanding and knowledge of a range of subjects in a variety of ways. Pupils can express themselves and demonstrate their new skills in ways which suit their learning styles and individual developmental needs. Pupils develop their literacy and numeracy skills across the whole curriculum through careful planning and curriculum mapping.

3.1.3 Pupils are encouraged to apply previously learned skills to their learning, and they demonstrate these skills though shared evaluation experiences and opportunities for reflective talk, collaborative working opportunities and problem-solving tasks. Pupils develop skills in independence and grow in confidence through Social and Emotional Aspects of Learning based, self-esteem building activities and enterprise projects.

4. Legislative Framework

4.1.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act, 2010
- Children Act, 2004
- The Disability Equality Duty, 2006
- Human Rights Act, 1998
- The Equality Act 2010 and Schools' Departmental advice for School leaders, School Team Members, governing bodies and local authorities, DfE, May 2014
- Advice on standards for School premises For local authorities, proprietors, School leaders, School Team Members and governing bodies, DfE, March 2015

  Keeping Children Safe in Education, DfE, 2026
- SEND Code of Conduct, DfE, January 2015
- Promoting the education of looked after and previously look after children, DfE, July 2018
- Information sharing Advice for practitioners providing safeguarding services to children, young people, Parents and Carers, March 2024
- Working together to safeguard children 2026