

Petherton Park Curriculum

Intent

Implementation

Impact

Overcome

To **overcome** student's barriers to learning and help them to be successful learners.

- Small group teaching: Maximum of 4 students per class with LSA support.
- 1:1 and small group intervention work, transitional support, and exam preparation for up to 2 hours per week.
- A Bespoke education packages to meet individual needs and aspirations
- Calm and consistent learning environment.

- Grow in confidence, independence, and self-esteem in a safe, secure and stimulating environment
- Students start to accept that making mistakes is part of the learning process

Encourage

To **encourage** and support personal growth and self-reliance in a spirit of co-operation whilst re-engaging students with learning and building their confidence and self-esteem.

- Personalised Reward Scheme linked to the school token economy.
- Targeted Literacy and Numeracy interventions.
- Bespoke PSHE and SRE learning opportunities which support student's individual needs.
- Restorative Approaches
- Weekly/Termly success reports to parents and carers.
- Thrive Approach

- Demonstrate improved self-regulation skills as well as positive behaviours for learning.
- Understand that all people are different and special with different talents, abilities and needs
- Make a positive contribution to the school and local community.
- Develop friendships and a sense of belonging

Develop

To **develop** basic skills in communication, literacy, numeracy and decision making so that they can function in adult life and prepare them for the world of work and independent living and to take their place as active citizens in the UK.

- Examinations and accreditation. - GCSE, ASDAN. AQA units, Functional Skills, ECDL.
- Specific learning interventions/ IT/ equipment etc.
- Weekly 1:1 mentoring sessions with key adult and daily tutor group support.
- Social, moral, spiritual and cultural learning programmes
- FBV embedded across the curriculum.
- Functional and life skills taught across the curriculum.
- Interventions which support social skills and self-regulation.

- Understand the purpose and value of their learning and see its relevance to their past, present and future.
- Develop their problem-solving skills and engage creatively as well as reflect on and articulate their learning journey
- Appreciate and understand both social and environmental issues which affect us all both within our local communities as well as other across the world.
- Students start to make considered and informed choices about things that are important to them and have the freedom to express their opinions on a range of different topics and issues.
- Develop their range of vocabulary by being immersed in a language rich environment.

Access

Ensure that all Students have **access** to a broad, balanced and appropriately individualised curriculum that is personalised to their own particular learning needs.

- Specialist individualised teaching/learning.
- Specialist teaching and support staff with ASC and attachment training.
- Individual Education Plans
- Robust Safeguarding systems and close liaison with external agencies and relevant stakeholders.
- A Full range of Initial Therapeutic assessments on entry, and ongoing monitoring of progression and need.
- At least 1 hour per week of therapeutic intervention e.g. Drama therapy, 1 to 1 CBT etc.
- Continued oversight of delivery of therapeutic interventions including Ed Psych, Clinical Psychologist support

- Develop subject knowledge and skills appropriate to their individual starting points and needs from the moment they start at Phoenix Academy
- Learn within a coherent and progressive framework which enables them to explore the breadth and depth of the national curriculum.

Individual

Deliver a curriculum that is designed to address the **individual** development, sensory, physical, personal, social, and emotional and communication needs of every student.

- Rigorous Academic Progress Tracking and Assessment through the use of B squared tracking software.
- Baseline Developmental Assessments and Progress Tracking, including initial Thrive or Boxall Profiling.
- Thrive style and attachment-based interventions and approaches embedded throughout the curriculum.
- 1 hour per week Speech and Language support per student including group sessions, 1 to 1 intervention.
- Ongoing Clinical staff support to ensure practice remains relevant and sound.
- Full ongoing staff training in full range of therapeutic practices ensuring therapeutic intervention is practiced across all school activities.
- Autism and SEMH progress tracking - communication, social interaction, emotional regulation and flexibility.

- Make links within different aspects of their learning and apply their understanding in different contexts
- Respect and celebrate differences in gender, race, ability, culture, and religion
- Understand the importance of keeping safe, being both mentally and physically healthy, and forming positive relationships.

Potential

To make learning an enjoyable experience which develops Students as fully rounded individuals and enables them to explore their talents and interests and achieve their **potential**.

- Weekly Enrichment and Self Esteem building activities.
- Weekly Outdoor learning opportunities
- Work Experience linked to interests and goals
- Personalised learning which links to individual ambitions and talents
- Celebration of small steps of progress academically, socially and emotionally.

- Experience the challenge and enjoyment of learning and have high aspirations for themselves and others.
- Experience an enriched learning experience which is memorable, engaging, and inspirational.
- Share and celebrate our school core values which guide them in their attitudes, choices, and influence their behaviours.