

SCHOOL VISION

- **Successful** - enjoy learning, make progress, choose pathways that are appropriate to them individually and achieve their potential.
- **Confident** - able to lead safe, healthy, happy and fulfilling lives and have high aspirations.
- **Responsible** - make a positive contribution to our community and society.

WHY – CURRICULUM INTENT – BELIEVE AND ACHIEVE

- Our Curriculum Intent is to:
 - Provide a **Broad, balanced curriculum offer** which is:
 1. Appropriate for the types of need for which we intend to cater for
 2. Prepare children for modern Britain including the teaching of SMSC and British Values
 - **Ambitious academic curriculum**- literacy, numeracy and science skills building towards offering appropriate qualifications;
 - **Prepare pupils for adulthood** –curriculum will improve pupils’ skills and outcomes in independence, employability, healthy living and participation in society through inclusion and partnership development with the aim of preparing pupils for a range of destinations.

HOW – CURRICULUM PHASES AND STRUCTURE

- Academic Curriculum
 1. TEACHH training (NAS) strategies embedded across all subject areas
 2. Elklan Trained staff using Speech and Language strategies (Task Plan sheets, Word banks, Story Mountains)
- Therapeutic Curriculum
 1. Focus on developing emotional wellbeing linked to EHCP outcomes
- Social, Emotional and Communication Skills curriculum
 1. Speech and Language support linked to EHCP outcomes
 2. Pupils developing effective strategies across lessons in school – holistic approach and this being shared with parents to embed learning (during for example enrichment after school)
- Phases of Education
 1. KS3 – Primary Model (topic based learning focusing on building connections between core areas ‘significant knowledge’ of the academic curriculum (schema theory)
 2. KS4 – Secondary Model, preparing children for life after school and transitioning to appropriate pathways through appropriate examinations, push on partnership working including: work related learning – links with local providers and Inclusion opportunities – links with mainstream schools

Acer – Academy Education Plan

- Coverage – 6 lessons per day which last 50 minutes each x 5 days = 30 lessons per week (minus one lessons to finish early on Friday = 29 lessons)

Area of the Curriculum		Key Stage 3		Key Stage 4			
Academic Curriculum	Core Subjects	English	5	English GCSE, Functional Skills and Entry Level qualifications	5		
		Maths	5	Maths GCSE and Entry Level qualifications	5		
		Science	3	Science GCSE and Entry Level qualifications	3		
	Foundation Subjects	Humanities	2	Options Block 1 D of E (Bronze Award) Life Skills Horticulture	3		
		Design Technology <small>*Food studies will be taught through the Healthy Living strand of Personal Development</small>	1				
		Computing	1	Computing <small>• Entry 3 Level 1 will be offered.</small>	2		
		Personal Development	RSE	1	Personal Development	RSE	1
			Living in the Wider World <small>*Inc. Employability *Inc RE and discrete content for British Values *Theme days</small>	1		Living in the Wider World <small>*Inc. Employability *Inc RE and discrete content for British Values *Theme days</small>	1
			Healthy Living <small>Inc. Food Studies</small>	1		Healthy Living <small>*Inc. Food Studies * BTEC qualification will be offered</small>	1
Non Academic Curriculum	Therapeutic Curriculum	Music or Expressive / Therapeutic Art	2	Option Block 2 Music / Therapeutic Art Design Technology (BTEC qual)	2		
		Direct Therapy Speech and Language Intervention or	2	Direct Therapy Speech and Language Intervention or	2		

		OT / Counselling Intervention *To be delivered through All About ME strand of Personal Development			OT / Counselling Intervention *To be supported through All About ME strand of Personal Development		
		Health and Wellbeing *to include PE		3	Health and Wellbeing *to include PE ASDAN Sports and Fitness Short Course		2
	Social, Emotional and Communication Skills curriculum	Personal Development *inc. SMSC and Life Skills	All About ME <ul style="list-style-type: none"> • EHCP time • Developing independence through effective strategies • Sensory room • Speech and Language (Vocab enrichment) • OT / Counselling • PP Tuition • Travel Training • Homework • Assemblies 	2	Personal Development *inc. SMSC and Life Skills	All About ME <ul style="list-style-type: none"> • EHCP time • Sensory room • Speech and Language (vocab enrichment) • OT / Counselling • PP Tuition • Travel Training • Homework • Independent study • Assemblies 	2
Total lessons		29			29		

WHAT – OUR TEACHING AND LEARNING APPROACHES USED TO SUPPORT CURRICULUM DELIVERY

Our approach to Teaching and Learning will specifically:

1. **Ensure that the curriculum is delivered in a robust and effective measure, meeting the needs of the expected intake through an evidence based approach.**
 - **High expectations** – the 2010 Ofsted SEND review also concluded that high aspirations (along with a focus on developing independence) led to the best achievement for those with SEND.
 - **Developing relationships and knowing pupils well** – building on pupils strengths and using strategies which motivate pupils
 - **Environment for learning** - alternative learning environments will be utilised wherever appropriate to support the flexible approach to learning based on individual need, including outdoor education.
 - For some vulnerable pupils, being at school can be the most positive (and safest) part of their day

- Safe and nurturing - with the aim of pupils feeling secure and able to take risks
 - Respecting the environment and recognising others
 - **Quality feedback (formative)** – guiding pupils to reflect on their learning through a positive approach to specific feedback (visual prompts) and identifying areas of strengths/improvement (peer assessment opportunities through success criteria)
 - **Questioning and modelling** – processing time is important
 - **Planning for progression** – subject progression models being knowledge based and used as the model for assessment.
 - **Pupil Profiles**
 - Differentiated approaches to **assessment and aspirational target setting**
 - HA - Subject Specific Progress – POST against NC intent – captured in SIMS
 - MA – Stepping Stones Assessment Model – captured in Evidence for Learning App
 - Adapted Subject Specific Content
 - Personal Progress linked to individual EHCPs, for example:
 - Pupils will have speech and language and sensory targets embedded in their learning across a range of settings in the school and within the family setting. Assessed through a partnership approach in All About Me Lessons.
 - Attitude / engagement towards learning may be measured
 - LA – Engagement Model (DfE guidance on 27th Jan and statutory in Sept 2020) – captured in Evidence for Learning App
 - 'Engagement model' is an observational framework for teachers and multi agencies that assesses development across 5 key areas for pupils working below the level of the National Curriculum tests and not engaged in subject-specific study (PMLD). It offers a model of personalised learning and linked to outcomes in pupils EHCPs
 - Exploration
 - Realisation
 - Anticipation
 - Persistence
 - Initiation
- 2. Ensure that quality support is in place for pupils while making sure that every learner has equal access to outstanding practice.**
- Autism Accreditation
 - Developing social interaction skills lead by direct therapy (elklan) and use of kagan structures
 - Structured environment and routine to reduce unpredictability and develop conceptual understanding (i.e. distraction free work area, calm down area / time out card / pictorial instructions and visual timetables /

advance warning about changes to routine through social stories / teachh strategies

- Adapt our language – simple and consistent
 - Eklan Trained staff using Speech and Language strategies
 - SCERTS (pupils will spend a proportion of their early life at the school developing an awareness of strategies for learning. This will be delivered via SCERTS (Social Communication, Emotional Response, Transactional Support) model but also encompass elements of:
 - Narrative
 - Social stories
 - Vocabulary
 - Social skills
 - Reading
 - Spelling
 - Emotional Friendly School as a policy
 - Develop positive mental health at a whole school level (pupils and staff)
 - Encourage resilience and problem solving through positive emotional development (i.e respect or 3 bees themes)
 - All staff will be Team Teach trained so that we use positive de-escalation techniques at every opportunity to keep the school calm and orderly.
- 3. Ensure that every teacher has the opportunity to develop and refine their teaching skills so that they are able to deliver an outstanding curriculum through outstanding practice.**
- Staff will have qualifications in Dyslexia so that reading recover programmes can be implemented. Our staff are also trained in Dyscalculia so they can support numeracy also.
 - Further staff training on Makaton, TEACCH, Team-Teach, SCERTs, PECS and promoting mental health and well-being.
 - Reduce teacher workload strategies which will support teacher retention rates