

**Curriculum Intent**

Our academic curriculum is designed to ensure that all pupils are able to gain the qualifications they need to move on to college and paid employment and covers all subjects of the National Curriculum. Our KS4 pupils are able to choose Options in Y10 and follow the appropriate pathway from a range of qualifications including GCSE, Functional Skills, Entry level and Aim Awards. Our curriculum is coherently planned and sequenced to ensure that pupils make good progress from their starting points. There is an emphasis on pupils becoming fluent readers especially in our Primary and KS3 classes and English and Maths are core elements of our curriculum.

Due to the nature of our pupils' SEND our curriculum is also intended to address the specific areas of their special educational needs as even our most able pupils who can achieve good grades at GCSE may still experience difficulties in other areas of their lives. Our curriculum is designed to support our pupils' independence, resilience, emotional health and wellbeing and to develop their cultural capital. Our Strands Curriculum at the Sherbrook Site and Activity Afternoons curriculum at the Churchmoor Site are designed to support our pupils' specific areas of SEND as well as to develop their independence, resilience and cultural capital.

**What we are doing to help provide our children and young people with cultural capital in their lives:**

Our curriculum is designed to provide a wide range of first hand experiences including educational visits to museums, theatres, residential visits that give pupils opportunity to participate in unfamiliar activities which help them to challenge themselves and which build up their resilience.

We have effective transition plans which mean that pupils who have been out of school for some time or who are not yet "school ready" integrate quickly into school and access the classroom as soon as possible so that they are learning and socialising alongside their peers.

Our effective transition programme of visits ensures that pupils are ready to move to the Sherbrook Site, usually in Year 9 or 10. We have a programme of independent travel training run with the LA to develop road safety, using public transport and community facilities as independently as possible.

Although limited by Covid restrictions during the Pandemic our curriculum is intended to support pupils' independence beyond the school gates. We have a programme of travel training, trips into the local community and educational visits locally and further afield. This is important in terms of their independence, transfer of skills and knowledge to different situations and is widening their cultural capital after a long period of restrictions, however it is likely that some pupils will need more support to gain their confidence again.

**Emotional Health and Wellbeing**

Our new curriculum of Activity Afternoons and Strands is intended to support pupils in identifying and recognising how they are feeling and to help them develop and use strategies which help them to regulate their emotions in an appropriate and effective way. It also provides opportunities for pupils to challenge themselves, to build up their resilience and to improve their self esteem.

We use a range of therapeutic practices such as Lego Therapy, Theraplay, school pets and have an ELSA trained member of staff who is able to support pupils with emotional literacy on the Sherbrook Site. A member of staff has just completed her ELSA training on the Churchmoor site. She has set up a nurture room and is using her ELSA strategies to support 8 identified pupils who are benefiting from her input in their communication and emotional literacy as well as supporting colleagues to use ELSA strategies with other pupils.

We have been involved in the MHST project and liaise closely with other professionals to identify and support young people who are experiencing emotional and mental health issues.

Pupils causing concern over their emotional and mental health or who engage in self harm have a Safety Plan which supports the pupil and those working with them.

We provide experiences which build on pupils' individual interests and strengths which increase their self esteem and can be a starting point to engage them in education. However this can be a fine balance and so we also work very gradually on limiting their avoidant, obsessive and repetitive behaviours that may become barriers to their learning.

### **Social Development and Behaviour**

Through our use of sensory items, therapies, social stories and outdoor provision we help pupils to gain an understanding of social situations and of the consequences of their behaviour. This then leads on to supporting pupils to identify, develop and use the strategies that help them to regulate their own emotions and interactions and to choose more appropriate responses to the things which challenge them.

Our approach to behaviour management is based on the idea that behaviour is an "unmet need" and so we use the Understanding Behaviour in Schools Toolkit which is a Relationship Based Approach and includes Restorative Practice in order to help pupils to resolve conflict and to build empathy, tolerance and acceptance of others. It is intended to help our young people to understand their feelings and emotions, that whilst everyone makes mistakes at times there are positive ways of putting things right with others and that it is possible to rebuild relationships.

We aim to give our pupils access to a wide range of social settings in order for them to transfer their skills to different situations and to build up their awareness of the world and communities around them which can then lead on to them extending their aspirations and life chances.