

	Sense of self		Sense of place		Sense of community		Self-agency	
I N T E N T	Engagement for learning	Innovative student-centred approach meeting CYP at their starting point through observation and baselining.		Exceptional care, support, and guidance. Unconditional positive regard		Safe, nurturing and enabling specialist SEMH environment		Stimulating and motivating learning opportunities within and beyond the classroom
		Emotional regulation ...		Social interaction and regulation ...		Academic progress		
	Curriculum Aims	To develop skills, confidence and in independent reading and writing closing gaps the intent to meet age related expectations		Identify risks & seek support; Keep themselves safe	To use play and outdoor learning to develop social skills.	Uphold British Values, feeling prepared for adult life in our diverse multi-cultural society		Able to engage in safe, healthy & mutually rewarding relationships
		To proactively teach emotional regulation skills for positive mental health and engagement in learning		Develop responsible attitudes to physical health, including nutrition and exercise	Trust their opinion is valued, confidently engaging in reciprocal communication	Oracy rich curriculum		To be a positive member of the school and community they live in.
I M P L E M E N T A T I O N	PACE Language	Playfulness (P)		Acceptance (A)		Curiosity (C)		Empathy (E)
	Transition	To provide students and their families with a welcoming and refreshing approach; meeting the young person at their starting point to provide a collaborative transition package tailored to their individual needs, with a focus on their strengths and interests, relationship building and a transition to a safe, nurturing enabling environment. To prepare Year 6 for successful transition whilst we are operating two sites.						
	EHCP Targets & Boxall	We are commissioned to meet targets set out in the CYP's EHCP. Teachers know the targets and plan accordingly. Teachers use Boxall to plan interventions and set targets.						
	KS2 Overview	Our KS2 curriculum offer aims to create opportunities (through play and both classroom and outdoor learning) which engage and encourage students to try different activities, learn new skills, challenge themselves, and develop a love of learning, There is dedicated and embedded time to support students' specific SEMH needs. Projects and Topics create a breadth of curriculum.						

I M P A C T		EHCP targets form an integral part of the curriculum.					
		Numeracy Literacy	Reading Oracy	Arts and Sensory Forest & Outdoor education	Science PSHCE / RSE/ RE (Jigsaw)	Food & Nutrition	Projects/ Topics
	Employability	Engage in learning as e.g. working like scientists / artists	Interactive resource – Career Pilot	Visit places of work Meaningful visits from employers and employee e.g. police	Take part in Peter Jones' Employability challenges	FE/HE visits	
	Interventions	Online maths and English programmes		Unlocking letters and sounds		SALT (within the classroom)	
		Language for behaviour and communication		Talkabout		Mentoring and 1-1 directed support	
	Evaluation	Strong achievement and progress in EHCP outcomes		Reduction in dysregulated behaviour incidents/ Physical intervention		Inclusion and friendships in school and beyond the classroom	
		Improvement in phonics		Reading (Ages) improves		Strong attendance	
						Positive parent/ carer feedback	
						Students can talk about their learning / learning journals	

