


	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 be a positive member of the school and community they live in.	Emotional regulation skills for positive mental health and learning	Able to engage in safe, healthy & mutually rewarding relationships	Develop responsible attitudes to physical health, including nutrition and exercise	Identify risks & seek support; Keep themselves safe	Uphold British Values, feeling prepared for adult life in our diverse multi-cultural society.	
		A focus on embedding maths skills that allow students entry into higher levels of learning	A focus on embedding reading and writing skills that allow students entry into higher levels of learning	To find inspiration within the curriculum offer to build learning success	To have a voice and trust that their opinion is valued.	Oracy rich curriculum	Reading	
I M P L E M E N T A T I O	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, at their pace.						
	EHCP Targets	We are commissioned to meet targets set out in the CYP’s EHCP. Teachers know the targets and plan accordingly. Teachers also plan Boxall targets.						
	KS3 Overview	Our KS3 curriculum offer aims to create opportunities which engage and encourage students to try different activities, learn new skills, challenge themselves, and develop a love of learning and find their personal strengths and talents. There is dedicated and embedded time to support students’ specific SEMH needs. Projects and Topics create a breadth of curriculum.						

N		Learning is matched to student interests to support engagement.							
		English Maths	Reading for pleasure and across the curriculum	Hands on Science Creative Arts and artisanship	Forest & Outdoor education Riding Swimming	PSHCE / RSE/ RE (Jigsaw)	Food & Nutrition	Projects/ Topics	
	Careers	PSHCE education		Interactive resource – Career Pilot		Enterprise challenges		Gatsby Benchmarks	FE/HE visits
	Interventions	That Reading Thing			Drama Therapy			Talkabout	
		Online maths and English programmes			Language for behaviour and communication		SALT (within the classroom)		Mentoring
I M P A C T	Evaluation	Strong achievement and progress in EHCP outcomes		Reduction in dysregulated behaviour incidents/ Physical intervention		Inclusion and friendships in school and beyond the classroom		Positive parent/ carer feedback	
		Strong progress and achievement in maths and English		Reading (Ages) improves		Learning logs show positive learning episodes		Students engage with reading	

