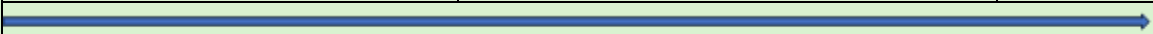


	Sense of self		Sense of place		Sense of community		Self-agency	
I N T E N T	Engagement for learning	Innovative student-centred approach meeting CYP at their starting point through observation and baselining.	Exceptional care, support, and guidance. Unconditional positive regard		Safe, nurturing and enabling specialist SEMH environment		Stimulating and motivating learning opportunities within and beyond the classroom	
		Emotional regulation ...		Social interaction and regulation ...		Academic progress		
								
	Curriculum Aims	Strong skills, confidence and L1/2 qualifications in English and maths	Emotional regulation skills for positive mental health and engagement	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	Talk rich curriculum	
		Trust their opinion is valued, confidently engaging in reciprocal communication	Acquire knowledge and skills to make informed choices and decisions	Identify with and find inspiration within the curriculum offer to develop transferable skills and build success	Uphold British Values, feeling prepared for adult life in our diverse multi-cultural society	Continue and build on their education to secure fulfilling next steps	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, 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.			
	KS4 Overview	English, maths and PSHE is our core offer. Year 11 students also attend college taster courses as part of engagement and transition and build up a body of Unit Award Accreditation based on their personal interests, strengths and skills; attending extended work experience placements where appropriate or supported early college placements. Bespoke packages are put in place for some students based on their interests and how they will be successful.			
		English qualification Maths qualification GCSE qualifications beyond English and	AQA Unit Awards based on specific interests and projects.	Year 11 college transition courses, for example: Arts Media Food Sports	PSHE / RSE/ RE (Jigsaw) Managing emotional triggers Reading

		maths taught at local CLF schools		AQA Unit Awards as a learning pathway into qualifications e.g. science			Business and Enterprise Construction Bike maintenance			
	Careers	PSHCE education	Careers Advisor Action Plans	Personalised Progression Pathways (PPPs)	Careers and employability opportunities	Gatsby Benchmarks	FE/HE visits	Interactive resource – Career Pilot		
	Interventions	That Reading Thing		Drama Therapy			Talkabout			
		Online maths and English programmes		Language for behaviour and communication		SALT (within the classroom)		Mentoring		
IMPACT	Evaluation	Strong achievement and progress in EHCP outcomes		Reduction in dysregulated behaviour incidents/ Physical intervention			A portfolio of AQA Unit Awards showing a breadth of learning		Positive parent/ carer feedback	
		Qualifications in maths and English in line with the pathway or higher (ELC, FSK, GCSE)		Reading (Ages) improves			Secure transition over Year11 into Post 16		No NEET students	