

## Curriculum Policy September 2019

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### Curriculum statement

“Every student can learn, just not on the same day, or the same way.” – George Evans

Inspire Academy provides education for students with social, emotional and mental health difficulties (SEMH). Many of our students have fractured educational histories and thus are performing at levels below what would be expected of their mainstream peers.

Most students have statements of Special Educational Needs with SEMH as their primary need. Many also have additional needs.

### Curriculum Aims

1. To make learning an enjoyable experience which develops students as fully rounded individuals and enables them to explore their talents and interests and achieve their potential
2. To re-engage students with learning and build their confidence and self-esteem so that they see themselves as successful students
3. To develop basic skills in communication, literacy, numeracy and decision making so that they can function in adult life
4. To prepare them for the world of work and independent living and to take their place as active citizens in the UK
5. To address students' social, emotional and mental health needs

### Underpinning principles

1. We seek to deliver a curriculum that:
2. Is motivating and enjoyable and engages students in learning
3. Is challenging and promotes high aspirations
4. Is broad and balanced
5. Encourages students to take responsibility for their learning and behaviour and is based upon mutual respect.
6. Provides opportunities for accreditation
7. Provides students with opportunities to develop their skills and interests
8. Supports post 16 progression into further education, employment or training
9. Is personalised and individualised and recognises progress and celebrates achievement
10. Provides opportunities for students to “make good choices” and builds self- esteem
11. Prepares students for life beyond school both in their personal and working lives
12. Supports students to ‘be healthy’, ‘stay safe’, and ‘make a positive contribution’.
13. Promotes students spiritual, moral, social and cultural development and enables them to become active citizens.
14. Is accessible to all students

### The Informal and Formal Curriculum

We believe that the informal curriculum plays a very important role in supporting our students' personal and social development. We actively seek opportunities to interact with students informally, to model expected behaviours and courtesies and to improve motivation. Break time, lunch time and tutorials all provide valuable opportunities for informal contact.

In addition we aim to have a range of trips, visits and visitors to enrich the formal curriculum along with off-site relationship days to enhance the social aspects of learning and improve relationships across the Academy. During the school year we further enhance the formal curriculum with specialist workshops (eg in music and drama) and other activities (eg social events and charity fundraising). We invite appropriate professionals from a range of disciplines to actively work with us to support student progress.

## **Learning inside the classroom –**

At Key Stage 3 the formal curriculum includes English, maths, ICT, food technology, PE, PSHE (including sex and relationships education) and a thematic curriculum including science, humanities (including RE), design technology and art.

In Key Stage 3 and 4 students may have the opportunities to undertake a vocational taster course at a local college as well as a careers advice programme.

In Key Stage 4 students study English, Maths, ICT, PSHE (including R.E and sex/relationship education), Prince's Trust, Occupational Studies, PE (including elements of Science) and Food Technology. Programmes of study lead to appropriate nationally recognised accreditation such as GCSE, iGCSE BTEC, Entry Level, functional skills and level 1 and 2 award/certificates.

Students may spend time away from school at a vocational placement if relevant.

## **Learning outside the classroom –**

- Pupils experience at least three trips/visits each year for our Academy Relationship Days that involves staff and students working together to build relationships, social skills and team building skills.
- Pupils take part in a vocational curriculum at key stage four
- Pupils make a number of visits to local parks and sports facilities to enhance their learning by using different resources available away from the Academy site.
- Pupils work with local businesses in work placements to better prepare them for working life.

## **Therapeutic Curriculum and Interventions –**

Pupils can access the following in house therapies and interventions, based on individual needs:

- Dog mentoring/therapy
- Literacy intervention
- Numeracy intervention
- Play therapy
- Counselling

We can also supplement these with outside agency support dependent upon the needs of the young person and work with a variety of local agencies including CAMHS, YOT, METRO, Turning Point.

## **Pupils Needs**

The curriculum is designed to meet the needs of the pupils at Inspire Academy. It is differentiated to ensure progression through activities/subjects/qualifications that are appropriate to student's stages of learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be totally inclusive. Funding is allocated in the annual budget planning in the context of whole Academy priorities. The curriculum is also linked to the needs of the local community to ensure that qualifications are relevant to the needs of the employers that our pupils will eventually seek to work for.

## **Staff Development**

Staff training needs will be identified and funding is provided from Academy funds. The Academy will endeavor to meet training needs so that staff are able to deliver a broad and balanced curriculum that meets the needs of our students.

## Extra-curricular/Reward activities

A full range of extra-curricular and reward activities are provided on a weekly basis. These are led by a mixture of Academy staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated and students can choose on a weekly basis what activities they would like to participate in. The range and timing of clubs takes into consideration:

- The interests of the pupils at the Academy
- The facilities available
- Links with the local community
- Expertise of adults within the Academy
- The needs of all groups of pupils
- The balance and range of activities available

Separate guidance is available for club leaders including health and safety and contact numbers.

## Monitoring, Review and Evaluation

The curriculum policy and offer for the pupils will be reviewed annually by the senior leadership team.

This document can be accessed by staff, parents, carers, governors, and partners and via the Academy website.

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<b>Next Review Date:</b>	September 2020	<b>Link Academy Councilor:</b>	Sheila Kitchener
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