

Curriculum Intent - 2025-26

Key stage/ Provision	Intent	Implementation	Impact
Primary KS1/2 Rainbow/ Star	Our primary curriculum fosters pupils' sense of self, enabling them to become receptive learners within a nurturing environment. The focus is on developing social skills, motor skills, and teamwork. All primary pupils access learning through nurture principles, ensuring that their individual needs remain central to curriculum delivery.	<ul style="list-style-type: none"> Rainbow Class: Lessons are delivered at a slower pace using non-traditional methods to secure understanding. The curriculum is broad, balanced, and differentiated to ensure relevance and purpose. A child-centred approach ensures learning is tailored to pupils' needs. Star Class: Teaching prioritises core skills, promoting academic ambition alongside social and emotional growth. Pupils' EHCPs are embedded into planning to secure best outcomes. <p>Primary pupils study English, Phonics, Mathematics, Science, Art, PE, Humanities (themed topics), and PSHE. Reading and literacy are prioritised across the curriculum through discrete lessons and themed learning. Phonics is taught using the Read Write Inc. (RWI) programme.</p>	Progress and attainment are measured through rigorous assessments including STAR, RWI, and White Rose Maths. Outcomes demonstrate pupils' ability to close gaps in their learning, achieve progress, and develop a love of learning.
Reach +	REACH+ is designed to support pupils' wellbeing, confidence, independence, and communication within a specialised SEMH curriculum. It offers a flexible, low-demand environment adapted to meet EHCP requirements.	<p>Safe, nurturing environment allowing learning through play and exploration.</p> <p>Small group teaching to reduce anxiety and personalise learning.</p> <p>Daily phonics and Lexia sessions to close gaps in reading.</p> <p>Regular story time, independent reading, and phonic interventions to foster a love of reading.</p> <p>Use of <i>Zones of Regulation</i> to support emotional regulation.</p> <p>Daily personal development sessions, with yoga three times weekly to promote focus, resilience, and wellbeing.</p>	Pupils engage actively with learning, demonstrate progress in reading, spelling, and phonics, and develop social skills, resilience, and emotional regulation through guided support and enriching experiences.

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		Access to specialist lessons (Art, PE, Cooking) alongside consistency of core staff.	
Reach	The Reach programme supports pupils who are behind in academic and social learning. Its holistic approach addresses gaps while promoting confidence, independence, and self-worth in preparation for future transitions.	Delivery follows a primary-style model with a strong emphasis on Personal Development. Pupil-led environments where classroom layout and activities are co-designed with students. Practical lessons across subjects to foster teamwork, resilience, and communication. Daily targeted phonics and comprehension using RWI. Specialist teaching for Art, PE, and Food Technology to reduce transitions.	Pupils demonstrate improved confidence, academic progress, and social development. They gain resilience and collaborative skills through practical learning, preparing them for either transition to KS3/KS4 mainstream settings or progression to Reach Out.
Reach Out	Reach Out focuses on developing literacy, numeracy, personal, and social skills, preparing pupils for adulthood. A blended learning approach supports those with attendance challenges.	Low pupil-to-staff ratios and minimal transitions to maintain a safe base. Flexible provision for pupils requiring off-site or blended learning. Personal Development: two sessions weekly focusing on resilience, independence, teamwork, and communication. Targeted interventions for reading and spelling. Weekly RSHE lessons and drop-down days addressing knowledge gaps and adulthood preparation. Embedded careers education with access to independent guidance.	Pupils achieve nationally recognised qualifications including Functional English and Maths (Level 1 minimum), NCFE Sports Science Certificates, and in some cases, Diplomas. Learning is highly personalised, vocationally driven, and supported by external coaches. All pupils achieve a Sports Science Certificate and core functional qualifications, with many progressing to higher-level awards.
KS3	The KS3 curriculum is tailored to pupils with EHCPs identifying SEMH needs. It balances flexibility with progression, equipping pupils with the skills and knowledge required for KS4.	Age-appropriate groupings supported by academic and SEMH interventions. Early qualifications available from Year 9. Assessment via WRAT 5, attendance data, and teacher judgements to determine pathways (Entry Level, Functional Skills, GCSE). Targeted interventions including RWI, Fresh Start, Lexia, Spellzone, and TT Rockstars.	Pupils close learning gaps and progress towards age-related expectations. Impact is measured through pupil progress, work scrutiny, attendance, behaviour data, and destinations. Pupils leave KS3 prepared for qualifications and positive next steps.

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		Curriculum monitored through learning walks, work scrutiny, and subject moderation. Careers education embedded, aligned with Gatsby Benchmarks.	
KS4	The KS4 curriculum enables pupils to succeed academically and vocationally, while developing independence, resilience, and social skills. It is designed to promote progress from individual starting points, prepare pupils for adulthood, and ensure all leave with recognised qualifications.	Strong emphasis on English and Mathematics as facilitating subjects. Sequenced progression from Entry Level to GCSE qualifications. A blend of academic, vocational, and personal development pathways. Careers education embedded throughout, ensuring all pupils make informed choices about next steps.	All pupils leave KS4 with at least two qualifications, including English and Mathematics. They gain academic, vocational, and personal achievements that prepare them for positive post-16 destinations, in line with Gatsby Benchmark standards.