

Sutton House Academy Curriculum Statement 2023-24

Key Stages and Provision	Intent	Implementation	Impact
Primary 1 (Rainbow Class)	<p>We will support pupils to access curriculum learning through the use of nurture principles. Lessons are delivered at a slower pace and less traditional methods to ensure pupil understanding.</p> <p>A safe atmosphere is present within the class where pupils are free to learn and explore at their own pace.</p> <p>Pupils will have access to a broad and balanced curriculum which is differentiated to enable pupils to understand the relevance and purpose of learning. We use a child-centred approach to ensure the needs of our pupils are always at the forefront of what we do.</p>	<p>Role play areas will support the method of learning giving pupils' experiences that mirror those outside of the classroom environment that they may not have experienced elsewhere.</p> <p>The environment will be a safe space where pupils will be given the opportunity to learn through play and exploration. There will be weekly changes of sensory stimuli to enhance sensory experiences.</p> <p>Pupils will have at least 3:1 learning time with adults in the class or 1:1 if necessary and possible to ensure learning is tailored to meet pupil needs.</p> <p>Pupils will be given brain breaks and sensory when necessary to continue our child-centred approach.</p> <p>Pupils will use the ZOR regularly to support their emotional regulation.</p>	<p>Our pupils will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision.</p> <p>All pupils will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through practical experiences.</p> <p>Pupils will develop their social skills and emotional regulation through guided support from the adults working with them and building their resilience.</p>

Key Stages and Provision	Intent	Implementation	Impact
Primary 2 (Star Class)	There will be a strong focus on reading to support pupil's progress across the curriculum.	RWI phonics is embedded across both classes to support pupils to become fluent readers. Pupils will be group according to their ability to ensure teaching is at the right level for them.	All primary pupils will make good progress in their reading this academic year.
	Pupils will build on numeracy knowledge to support good progress in maths across primary.	A new platform will be introduced to support pupils' numeracy knowledge. The use of this will be implemented in the timetable to ensure usage.	All primary pupils will make good progress in maths this academic year.
	Focuses on developing pupils core skills. In this group we aim to promote ambition and an aspiration to achieve academically. There is also a strong focus on social and emotional development.	Core skills will be taught throughout each subject.	Pupils will make progress in learning and close gaps in their learning.
	A child-centred approach to teaching where pupils EHCPs are referred to ensuring that all needs are met to give the best outcomes for pupils.	Pupils will experience some transitions through PE and food technology lessons but the bulk will be in their classrooms with consistent adults.	Pupils will have developed a sense of independence and confidence.
	We will provide an accessible learning environment which is	Pupils will take part in personal development lessons regularly to develop their social skills, emotional regulation, resilience and communication skills.	By the end of KS2 our pupils will have developed the essential knowledge and skills required for everyday life and lifelong learning.
		High expectations for behaviour. Consistent boundaries will be displayed by adults.	Pupils will feel safe in their learning environments and be

Key Stages and Provision	Intent	Implementation	Impact
	<p>tailored to the individual needs of all pupils.</p> <p>We will develop pupils' independence and life skills.</p> <p>There will be a strong focus on reading to support pupil's progress across the curriculum. Daily phonics sessions will take place and interventions in place for the pupils with the largest gaps in their learning.</p> <p>Pupils will build on numeracy knowledge to support good progress in maths across primary.</p>	<p>Reading will take place structurally through phonics lessons along with incidental learning through exploring. Targeting pupil's gaps in learning to move them closer to ARE in each core subject.</p> <p>A new platform will be introduced to support pupils' numeracy knowledge. The use of this will be implemented in the timetable to ensure usage.</p>	<p>comfortable to transition within it.</p> <p>Pupils will reach their targets in reading.</p> <p>All primary pupils will make good progress in maths this academic year.</p>
REACH +	<p>The aim of REACH + is to embed and promote positive student wellbeing, confidence, independence, communication skills throughout an SEMH curriculum. Pupils will follow a more specialised no demands curriculum. The pace and content of the curriculum has been modified to meet the needs of the EHCPs.</p>	<p>Personal Development could be the whole of the curriculum on entry to allow for successful transition. The environment will be a safe space where pupils will be given the opportunity to learn through play and exploration. There will be a theme to promote different areas of the curriculum through exploratory based learning.</p> <p>Pupils will have learning time in small groups with adults in the class to ensure learning is</p>	<p>Pupils will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision.</p> <p>All pupils will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through practical experiences. Pupils will make academic progress and develop phonic knowledge and reading skills to supporting</p>

Key Stages and Provision	Intent	Implementation	Impact
		<p>tailored to meet pupil needs and anxieties are reduced. Pupils will work towards learning together.</p> <p>Daily phonics sessions and two Lexia lessons per week take place to reduce the gap between pupils chronological age and reading age. Story time and independent reading will be a focus throughout the timetable. This will support phonic interventions and promote a love of reading.</p> <p>Pupils will use Zones of Regulation to support their emotional regulation.</p> <p>Pupils will take part in daily personal development lessons to develop their social, emotional and communication skills.</p> <p>Pupils are given regular brain breaks to enable them to take break from learning if they are feeling anxious.</p> <p>Pupils will have yoga three times a week during personal development to improve focus memory, self-esteem and to reduce anxiety and stress.</p>	<p>access to all areas of the curriculum.</p> <p>Pupils will develop their social skills and emotional regulation through guided support from the adults working with them and building their resilience.</p> <p>Pupils will make good progress in reading and spelling this academic year.</p>

Key Stages and Provision	Intent	Implementation	Impact
REACH	<p>Reach will work with pupils who are behind in their academic and social learning. By using a holistic approach to learning, pupils will have the opportunity to visit gaps in their learning with delivery being KS2 focused. Pupils will have opportunities to build confidence around transitions and building relationships with staff across the school with delivery of Art, PE and Food Technology being offered.</p> <p>The aim is to raise pupils' independence by increasing their self-worth and self-confidence within an educational setting. The majority of the school day will be delivered using a Primary model and a major focus will be</p>	<p>Pupils will experience some transition through Art, P.E and cooking lessons but the majority will be in their classrooms with their consistent adults.</p> <p>The environment will be pupils led and pupils will have their input on classroom layout. There will be activities on offer for pupils to access during breaks and free time, which include LEGO and board games.</p> <p>Practical lessons will be used across all subjects to allow pupils to work together and build their social skills with their peers. During Personal Development sessions, the pupils will focus on emotions, resilience, relationships and communication. Transitions will be kept to a minimal with pupils being taught Art, PE and Food Technology by Specialists. Targeted Phonics and Comprehension will be delivered daily through Read, Write, Inc. Pupils core subjects will be taught at an adapted pace with gaps being explored and revisited.</p>	<p>The Reach curriculum will support pupils to catch up on significant gaps in their educational skills and help to identify gaps for which targeted support will be given. Pupils will begin to be more confident in their attitude to learning and approaching challenges. Pupils will show progress both academically and socially through the delivery of a KS2 curriculum and Personal Development lessons on offer. By using practical lessons, an engaging programme is on offer to all pupils, allowing opportunities to build resilience and social skills such as teamwork and communication.</p>

Key Stages and Provision	Intent	Implementation	Impact
REACHOUT (KS4)	<p>Personal Development to build their personal and social skills.</p> <p>To develop maths and literacy skills through targeted interventions. To focus on developing their personal and social development to support them valuing themselves, alongside and maintaining self and healthy relationships as they move into adulthood. Support may take the form of a blended learning approach for those pupils who are finding attending school challenging.</p>	<p>Pupils in Outreach access a low pupil to adult ratio. Transitions are kept to a minimum to create a safe base. Pupils who are finding it difficult to attend may be met off site and a blended approach planned to meet the pupil's needs (weekly meet up, work packs, online learning).</p> <p>Personal Development will be 2 sessions a week with a focus on building resilience, independence, team building and communication skills. Pupils will access targeted interventions for reading and spelling. In preparation for adulthood, an RHSE session per week to address any "gaps" in knowledge and reinforce preparation to adulthood. RSHE drop down days will also reinforce learning. Careers education is threaded throughout the curriculum and pupils will have access to independent careers advice.</p>	<p>This will support pupils as they transition into the main arena of the school for KS3/KS4 or continue in the Reach corridor to Reach Out for their KS4 education.</p> <p>Pupils are supported to develop a positive sense of well-being, confidence and independence. Pupils who are not attending school will access education through a personalised blended learning approach. Pupils will have ISP targets which will be monitored regularly to allow progress towards their EHCP outcomes.</p> <p>Pupils will make progress in core skills, through targeted support and interventions.</p> <p>Pupils work towards achieving Pearson English Functional Skills including Entry Levels, Pearson Maths Functional Skills including Entry Levels (as appropriate), Bronze Art Award, Wellbeing, Sports Leadership and Health and Hygiene certificate in Food Technology. Pupils will aim to achieve qualifications in Year 10 to add to their school leaving qualifications but to also build exam skills, resilience and self</p>

Key Stages and Provision	Intent	Implementation	Impact
			esteem in Year 10, to support aspiration to achieving GCSE in Year 11.
Secondary	<p>The curriculum has been designed to meet the specific needs of our pupils, all of whom have an EHCP identifying their specific SEMH needs.</p> <p>We have extended the vocational curriculum at KS4 to meet both pupil interests and staff expertise, incorporating different levels of qualifications in all areas to ensure that pupils can access qualifications at the right level, providing both support and challenge.</p> <p>This has enabled pupils to achieve qualifications from Y9 onwards, Most of our pupils have experienced significant disruption to their education, and potentially trauma, and so our Ready to Learn curriculum has been designed to re-engage pupils with their learning by; building relationships built on trust and nurture principles, identifying any specific barriers to learning and identifying gaps in prior learning.</p>	<p>Pupils in Key Stage 4 are offered a range of academic and vocational options that prepare them well for progression on to the next stage of their education or training.</p> <p>We recognize that pupil option choices and our Academy size may result in some narrowing of the curriculum. To mitigate we are designing a Pastoral curriculum that focuses on the key ideas, concepts and knowledge that we would expect all young people to have experienced by the time they reach the end of Year 11.</p> <p>Our Curriculum is monitored through Learning Walks and weekly Work Scrutiny involving teaching staff and SLT on rotation.</p> <p>Subject leads all have strong subject knowledge in their areas and attend yearly subject meetings across the trust.</p> <p>Pupils will take part in daily personal development lessons to develop their social, emotional and communication skills.</p>	<p>Our pupils have faced considerable challenges in their education before they join us, and all have significant SEMH needs.</p> <p>Our curriculum is designed to be flexible enough to ensure that staff are aware of these needs and can plan a curriculum to meet pupil’s needs, as well as ensuring that essential literacy and numeracy knowledge is secure.</p> <p>Many of our pupils arrive with considerable gaps in their primary education and so we focus on these core skills in KS3. Assessments are carried out on a half termly basis and moderated both internally and externally.</p> <p>Pupils in key stage 4 gain suitable qualifications and are prepared well for the next stage of their education or training.</p> <p>Expected outcomes: English – GCSE Math – GCSE</p>

Key Stages and Provision	Intent	Implementation	Impact
	<p>Using age groupings and a range of educational and SEMH specific interventions the Ready to Learn curriculum has been designed to be flexible enough to meet pupils' needs based on their current level of development, whilst still providing sequential progression and development of key skills and knowledge in preparation for Key Stage 4.</p> <p>Progression through the Key Stage 4 curriculum is clearly sequenced from Foundation and Entry Level qualifications through to Level 1 and 2 qualifications. We undertake a yearly curriculum review to ensure that our curriculum meets pupil needs, is clearly sequenced, and allows sufficient challenge.</p>	<p>Teaching staff (including LSAs) work in subject teams to both moderate and review their curricula as well as review progress. This also allows staff with particular expertise to support others and ensure that the pupils experience is consistent.</p> <p>Careers education is threaded throughout the curriculum and pupils will have access to independent careers advice as well as the Unifrog platform. This approach ensures the Gatsby Benchmarks are threaded throughout.</p>	<p>Vocational: Level 2 NCFe – working in sport Level 2 NCFe – Food and Cookery Level 2 Princes Trust Level 2 – OCN- Personal Wellbeing DofE introduced academic year 23/24. Level 1 –NCFe sports – occupational studies. Level 1 Certificate – Occupational studies – Arts award Sports leaders award introduced into year 9/10 and 11 to support PE lessons.</p> <p>Careers – 60-minute mentor completion External Interview Process One 2 one mentoring via connexions. Parent/pupil meetings to support process via connexions. Unifrog platform introduced 22/23 to support pupil and parent engagement.</p>