

## Sutton House Academy Curriculum Statement 2022-23

Key Stages and Provision	Intent	Implementation	Impact
Primary 1	<p>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>There will be a strong focus on reading to support pupil's progress across the curriculum.</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 a weekly theme to promote different areas of the curriculum through exploratory based learning.</p> <p>Pupils will have 1:1 learning time with adults in the class to ensure learning is tailored to meet pupil needs.</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>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>

<p>Primary 2</p>	<p>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.</p> <p>A child-centred approach to teaching where pupils EHCP's are referred to ensuring that all needs are met to give the best outcomes for pupils.</p> <p>We will provide an accessible learning environment which is tailored to the individual needs of all pupils.</p> <p>We will develop pupil's independence and life skills.</p>	<p>Core skills will be taught throughout each subject.</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>Pupils will experience some transitions through p.e. and food technology lessons but the bulk will be in their classrooms with consistent adults.</p> <p>Pupils will take part in personal development lessons regularly to develop their social skills, emotional regulation, resilience and communication skills.</p> <p>High expectations for behaviour. Consistent boundaries will be displayed by adults.</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</p>	<p>Pupils will make progress in learning and close gaps in their learning.</p> <p>Pupils will have developed a sense of independence and confidence.</p> <p>By the end of KS2 our pupils will have developed the essential knowledge and skills required for everyday life and lifelong learning.</p>
------------------	--	--	---

		for the pupils with the largest gaps in their learning.	
REACH +	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>Personal Development could be the whole of the curriculum on entry. 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 1:1 learning time with adults in the class to ensure learning is tailored to meet pupil needs and anxieties are reduced. Pupils will work towards learning together.</p> <p>Role play areas will support learning, giving pupils experiences that mirror those outside of the classroom environment that they may have limited experience of or find difficult to manage.</p> <p>Pupils will be given brain breaks and a sensory diet when necessary to support EHCP needs and a child-centred approach.</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.</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 develop a sense of well-being, developing independence and improve their functional communication skills and social skills.</p> <p>ISP targets will be regularly reviewed to progress towards EHCP targets being met.</p> <p>Academic ability will be regularly assessed to inform planning, and lessons differentiated to support individual success.</p>

<p>REACH</p>	<p>The aim of REACH is working with those pupils who are in excess of 2 years behind (age related). Provide a KStage 2 curriculum, that will be at times pitched up to incorporate elements of Key stage 3, to fully ensure catch-up for these students in a targeted way. Pupils here would not be seen as secondary ready due to concerns how they would cope with numerous transitions throughout the school day. There could be aspects of the curriculum using a secondary school model. Wider curriculum opportunities are celebrated and captured within the pupils personalised learning journals.</p>	<p>Pupils will build on working with other pupils and co-existing to be able to learn successfully and make progress. Transitions will be kept to a minimal however pupils will learn with subject specialists for Art, PE and Food technology. Personal Development sessions where pupils will cover emotions, resilience, relationships and communication. Targeted reading interventions and phonics support will be timetabled daily to reduce “gaps” in learning and develop self-esteem. Pupils’ core subjects will be taught at a slower pace with opportunities to revisit prior learning to identify any “gaps” and embed knowledge.</p>	<p>The Reach curriculum with support pupils “catch up” and identify gaps for which targeted support will be given. Progress is assessed at the point of learning, which allows for effective future targeting. Progress is monitored regularly and if they are considered “secondary ready” or maybe another placement is more suitable for the pupil to progress, this will be reviewed by all parties around the pupil. Pupils may return to the main arena of the school for KS3/KS4 or will move into Outreach for their KS4 education.</p>
<p>REACHOUT (KS4)</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).  Personal Development will be 4 sessions a week with a focus on</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>building resilience, independence, team building and communication skills. Pupils will access targeted interventions for reading and spelling, daily. In preparation for adulthood, 2 RHSE sessions 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>Pupils will make progress in core skills, through targeted support and interventions. Pupils work towards achieving AQA Step Up certificate in English, Pearson Maths Functional/Entry Level (as appropriate), Bronze Art Award, Wellbeing, Sports Leadership and Health and Hygiene certificate in Food Technology.</p>
<p>Secondary</p>	<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</p>	<p>Pupils in Key Stage 4 are offered a wide 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</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 react to 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</p>

	<p>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>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</p>	<p>experienced by the time they reach the end of Year 11.</p> <p>We have mapped Character education across all subjects and are working with subject leads, tutors, staff and the community to ensure that pupils receive opportunities to develop character and access the cultural experiences that they would otherwise lack.</p> <p>Our Curriculum is monitored through twice weekly Learning Walks and weekly Work Scrutiny involving all teaching staff and SLT on rotation. Subject leads all have strong subject knowledge in their areas, learning walks in this academic year show pupils are given work which matches the intent of the curriculum and is coherently planned in lessons observed this academic year.</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</p>	<p>education and so we focus on these core skills in KS3.</p> <p>Assessments are carried out on a half termly basis and moderated both internally and externally. 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> <p>Vocational:                  Level 2 NCFe – working in sport                  Level 2 NCFe – Food and Cookery                  Level 2 Princess’s Trust                  Level 2 – OCN- Personal Wellbeing</p> <p>Level 1 – NCFe sports                  Level 1 – Occupational studies – Arts</p> <p>Careers –                  60-minute mentor completion                  External Interview Process                  One 2 one mentoring</p>
--	--	---	---

	<p>Foundation and Entry Level qualifications through to Level 1 and 2 qualifications.</p> <p>We undertake a yearly curriculum review to ensure that our curriculum meets pupil needs, is clearly sequenced, and allows sufficient challenge.</p>	<p>and ensure that the pupils experience is consistent.</p>	
--	--	---	--