



Curriculum Policy (Lower Phase)

Policy Reference	ED001a
Author	Deputy Headteacher
Policy Agreed (date):	August 2025
Next Review (date):	August 2026
Approved by:	Executive Headteacher

Contents

Contents	2
Version Control	3
1. Introduction	4
2. Values	4
3. Aims	5
Intent	5
Implementation	6
Impact	7
Curriculum Delivery Model: Pillars to Learn	8
Delivery Model	9
Pillar 1: Engagement Steps	9
Pillar 2: Progression Steps	9
Pillar 3: Steps for Life	9
Underpinning pillar: Therapies & Interventions	9
4. Boxall Profile	10
5. The Curriculum	11
6. Organisation and planning	12
7. Assessment	12
8. Inclusion	13
9. Monitoring arrangements	14
Appendix I - Therapeutic Curriculum Offer	15
Intent	15
Goals of the Therapeutic Curriculum	15
Therapeutic Interventions	15
Implementation	16
Early Language	17
Impact	17
Our commitment:	18

Version Control

Version	Author	Date	Changes
V 1.0	Executive Headteacher	June 2023	First draft
V 1.0	Executive Headteacher	April 2024	Review
V 1.1	Executive Headteacher	September 2024	Review
V 2.0	Executive Administrator	January 2025	Updated to reformat and include version control and reference number. Change “pupil” to “learner” and “school” to “provision”
V 2.1	Primary Curriculum Lead	January 2025	Implementation updated to reflect current practice
V 2.2	HR Director	July 2025	Changed author to Deputy Headteacher. Changed Primary to Lower Phase.

1. Introduction

There are several different cohorts of learners that attend the Provision. This includes learners that may attend the Provision as an interim placement, whilst awaiting allocation of their next educational setting. Whilst attending the Provision learners will receive broad and aspirational learning experiences implemented through our curriculum pillars, this includes core skills, key concepts and socialisation. The Provision is also used as part of a larger package for learners that are struggling to access mainstream education.

Learners will remain registered with their 'home provision' whilst the Provision delivers a targeted programme within our provision aimed at supporting learners to be ready for reintegration or their next destination. This allows learners to access a broad and aspirational experience through therapeutic interventions, individual learning pathways and preparation for transition to their next destination.

Our curriculum at the Provision is underpinned by our core values. We aim to provide a curriculum that is inspirational, innovative and imaginative. Our children will learn through our careful nurturing approach, to blossom into creative and responsible learners who will demonstrate collaboration and perseverance in their learning whilst on their journey with us. The curriculum at the Provision delivers a high quality of education for every learner, (regardless of ability) we provide the opportunity to acquire new knowledge, become inspired and most importantly experience success. The Provision provides a holistic approach to education for all learners, through both the timetabled subjects but also through the "hidden curriculum," such as trips and visits, visiting speakers, respect, regulation, and secure mental health. The Provision's curriculum is linked to our vision and values and reflects the learners we serve.

The curriculum is designed to promote attainment in the core subjects of English and Mathematics. We recognise that our learners often arrive feeling anxious and have various barriers to learning as well as low self-esteem and negative experiences. Although the emphasis on academic achievement remains crucial, raising their self-esteem and boosting their confidence is our main priority.

Our curriculum comprises planned lessons and activities which we organise in a particular order to promote personal growth and development for each of our learners. Our curriculum seeks to ensure that we foster progression alongside independence and responsibility in all our young people. We ensure that all our young people have a broad, balanced, and relevant education which provides continuity and progression but most importantly takes individual starting points, individual learning styles and differences into account. We aim to teach our learners how to grow into positive, responsible people, who can work and cooperate with others while developing the knowledge and skills which will enable them to achieve their full potential.

All subjects are planned and designed to deliver the curriculum in a way that excites and energises our learners. Enabling them to learn deeply and respond creatively and confidently. Therefore, regardless of their starting date with the Provision, all learners will leave with new knowledge, gaps filled and some barriers to learning dissolved.

2. Values

The core values of the Provision are embedded throughout all aspects of the national, local and hidden curriculum. We recognise, teach and celebrate the value of freedom and strive for our learners to be FREE. Free to achieve, have opinions and be themselves. Free from the effects of intimidation, bullying and low aspiration. FREE represents:

- **Friendship;** many of our learners have come from settings where maintaining friendships has been difficult. Therefore, we start all transitions with a primary focus on relationship building. In addition, our curriculum embeds the notion of friendship and trust; whether this be through the daily teamwork during lessons, PSHE understanding healthy relationships or team building activities outside of the classroom. The skills being taught to maintain healthy friendships are ones that can be taken beyond provisioning at the Provision.
- **Respect;** we understand that not everyone will always agree, be friends or want to be around each other. However, rooted within our curriculum and beyond, is the absolute need to respect each other; respect that views may differ, likes and dislikes may change and that culture, choices and lifestyles may not be the same. Learning how to respond to decisions, events or scenarios is a critical life skill that is necessary beyond education, with respect at the helm.

- **Effort;** as many of our children have spent time out of education for varying reasons, we understand that self esteem is a significant barrier. Therefore, instead of rewarding completed work, we look to applaud effort. We want learners to realise that they are making progress simply by putting in effort and trying their best. In addition, trust and communication can be a real challenge for a lot of learners and it is vital that non academic efforts are considered as important and rewarded.
- **Equity;** Regardless of education background, socioeconomic status, academic ability or cultural diversity, every child at the Provision is given the tools they need to succeed. Equity is a compulsory and vital provision expectation and is immersed within all aspects of the curriculum but regularly focused on specifically within PSHE and SMSC.

Through our curriculum we teach and celebrate the value of **FREE**dom. Our whole provision values of "**FREE**" also articulates what we strive for our learners as they are "**FREE**" to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

At the Provision we promote a programme of wrap-around pastoral care ensuring our learners' emotional and social needs are met whilst encouraging curiosity and inquisitiveness. We challenge our young people to take responsibility for their behaviours, improve attitudes to provision life and make academic progress across the range and breadth of curriculum opportunities available. Whilst every learner has different prior learning and levels of knowledge in all areas of the curriculum, we value those different starting points and promote the value of equity in every aspect of our curriculum.

The Provision's curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Aims

Intent

At the Provision, all learners have the right to access a curriculum that is challenging, enthralling, appropriate, and meaningful to their individual needs, without compromising their entitlement. As an alternative provision, we provide temporary respite for children who have faced struggles and challenges within their mainstream environment due to their behavioural or learning needs. Lessons at the Provision aim to motivate, engage and capture the interest of our learners to prepare them for the next stage of their educational journey.

With the complex learning and behavioural needs of our learners, we acknowledge that the needs of each individual are central. The provision offered is sufficiently flexible to enable learners to be placed at an appropriately challenging point on the continuum, at any point during their time with us. We also recognise that these needs may change, sometimes frequently and at short notice, therefore our curriculum also offers the flexibility to meet those changing needs.

We recognise that many of our learners have previously become disengaged from learning and struggle to see the value of education, resulting in gaps in their knowledge. This disruption to their learning means they can exhibit a wide range of both emotional and educational needs, which can additionally impinge negatively upon progress. The clear routes of progression and development within the curriculum planning allows for continuity and coherence across stages. Targets are set for academic and individual needs, and end-points are clear. This ensures that learners have the knowledge and skills they need to reach these points and succeed beyond.

The curriculum development, in conjunction with the needs of the individual, strives to ensure meaningful progress for all learners so that they may:

- Become confident individuals who are able to develop safe, happy and healthy relationships, while understanding and learning how to maintain healthy individual wellbeing.
- Recognise core values of spiritual, moral, social and cultural development so that they will become thoughtful and respectful citizens within their community and beyond.
- Understand the value of education and begin to prepare them with the opportunities, responsibilities and experiences for their next destination, along with life after education.

The depth and breadth of our curriculum includes; English (Reading, Writing and Spoken Language), Mathematics, Science, Physical Education, Art and Design, PSHE, Geography, History and SMSC (Aspects of Religious Education are immersed within SMSC). SMSC requires learners to think about the individuals they aspire to be and the world they would aspire to create. The Provision recognises the importance of this and how it aligns with the provision's core values.

Implementation

Learners join the Provision with their own individual learning needs, and our curriculum implementation ensures that each learner is able to access a curriculum pillar that enables them to make the very best progress that they can. The emphasis is always to provide an accessible curriculum that enables learners of all ages to develop behaviours for learning and the skills for independence that can be taken beyond their time with us. Our provision works in partnership with parents, carers, home provisions and local authorities and all views, including that of the learner, are taken into account in achieving the appropriate balance between the learners' right to curriculum access and the need for some learners to access other experiences. These may include adjusted transition timetables, targeted interventions or further adapted curriculum. We recognise that all learners are unique - they have individual triggers and coping strategies. A PACE (Playfulness, Acceptance, Curiosity, Empathy) approach is used to aid dysregulated or escalating learners and adaptive strategies are implemented throughout their journey with us, to allow them to maximise access to learning.

Learning outcomes are headed in books for every individual subject. This is assessed at the end of every lesson and completed by the Teacher, with feedback written and given to the learner. Next steps are also highlighted and addressed with the learner. Should a learner struggle with an outcome, engage with the lesson or be absent, this will be documented and the learning outcomes will be revisited during morning activities. During these times, it may be appropriate to change the delivery method. This recovery allows learners the opportunity to continue to fill those gaps without taking away and falling behind in current learning.

Subject led learning at the Provision focuses on the National Curriculum programmes of study with overarching termly enquiry. Each term and where possible, the enquiry is achieved through carefully planned cross curricular links. This cross curricular approach enhances critical thinking, generates a deeper level of understanding and promotes reflection across the board. Consequently, it is essential that the overarching enquiries are well planned and take into account the individual community at the Provision. All lessons are taught with adapted teaching strategies and implemented to allow for children to work independently but within their own academic ability. This allows new learning to commence, gaps to be filled and common misconceptions quickly addressed to ensure they are not at a disadvantage compared to their mainstream peers. We have a generous ratio of Teaching Assistants to learners (1:1 or 1:2), allowing high levels of support for every child. These high ratios also mean that if a learner requires a movement break or support with an intervention, this can be completed successfully and where necessary, outside of the main classroom, without disrupting other learners' learning or taking away their support. Our curriculum is underpinned by the academic skills focus. However, the golden thread throughout all learning focuses on teaching children how to learn and developing life skills; the ability to ask questions, to engage in meaningful conversations or to form healthy relationships. We believe that children must learn *how* to learn, before they can do so. Understanding how to learn is a life skill that is useful beyond education and will assist in allowing all individuals a successful future.

Enquiry based learning: It is important to us that learners become part of their own learning journey and their inspiration is provided by their ability to immerse themselves in their own developmental pathway. For this reason, we have developed an enquiry based curriculum. This allows learners to become scientists, historians, explorers, investigators and much more. Lessons take on an investigative approach where learners spend their learning time exploring answers to key questions, simultaneously, providing them with valuable curriculum knowledge. This approach allows SEMH development to be embedded within their everyday learning. Through this, learners at the Provision are provided with extensive opportunities to explore, imagine, play and be curious about the world around them.

At the Provision, we look to promote a deep rooted enthusiasm and passion for reading. Learners are assigned a reading book based on baseline phonics and reading assessment. Children read daily with the Teacher or a Teaching Assistant, with each book being covered three times; the first read focuses on decoding, the second read for fluency, and the final read of their book focuses on comprehension. In addition to their guided reading, a short story is read to the class as a transition back into learning from breaktime, chosen daily by a different learner, and the day is finished with a continuing chapter book story over the week/term. All staff at the Provision have been trained to deliver Twinkl Phonics interventions. An initial phonics assessment is completed on a learners arrival with us and they are given

phonics learning appropriate for their level. This allows for the disclosure of any gaps in phonics knowledge and for individual plans to be devised. While a class phonics lesson takes part daily, for those that require additional support or revisiting, 1:1 Phonics interventions are also put into place during daily guided reading sessions. Phonics assessments are reviewed and tracked termly. Teacher-led assessments and baseline assessments (Using the Salford reading test) are also completed within a learner's initial week using an appropriate assessment Tool. This allows us to identify and diagnose learning needs while measuring and benchmarking learning potential. Initial assessment allows for adapted teaching strategies to be implemented where necessary throughout the curriculum. Data from this assessment is recorded and tracked and continuous summative assessment takes place throughout the year to track progress and provide standardised scores.

At the Provision, we promote learning in many ways. While many lessons are interactive, we also timetable play based learning each week. Mathematics can be taught and learned through playing shops, healthy relationships through playing and dressing up themselves or action figures. Team building and trust can be encouraged and taught through sports, fine motor skills through arts, crafts and creating. As well as letter formations and handwriting through interactive whiteboards, playdough or sand. Play based learning allows children to communicate ideas and to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.

Enrichment opportunities help learners develop skills, strengths and understanding beyond what is learnt in the classroom. We strive to ensure there are opportunities for our learners to delve into enrichment activities within the community throughout each term. In addition to external trips, we encourage the inclusion of the community within our provision by inviting local organisations to engage with the learners. Previously, we have brought in the local police and fire brigade. We have also had local beekeepers and animal keepers visit for interactive workshops.

As many of our learners have come from settings where managing behaviour has been a barrier for them, clear behaviour management strategies are vital. Learners are informed during their initial session of the provision's expectations and introduced to our behaviour ladder. Adults have flashcards on their lanyard that can be shown to learners at any time and provide a visual reminder of their behaviour choices. There is also a visual representation of the behaviour stages on a large board in the main classroom and smaller behaviour ladders in the sensory room and breakout rooms that can provide reminders while out of the main classroom. All children start their session on green and may move through to yellow, orange and then red by making negative or unsafe choices. Learners may require a fidget toy at their desk, a movement break, change of face or reflection time away from the main classroom, to aid in de-escalation and regulating. Our high staff ratios allow for this, without disrupting other learner's learning. Learners are reminded throughout that even reaching red, they can work their way back to green by making correct and safe choices. More information on this can be found in our behaviour management policy.

Every learner has a reward jar. These 'buttons' are awarded to learners based on academic efforts and awarded daily with the possibility of gaining a full jar by the end of each week. Even if a child is struggling with engagement, if the Teacher, Teaching assistant or learner feels the effort they are capable of has been out during that lesson, a 'button' can be coloured on the jar. During unstructured, play-based learning at the end of the week, learners can choose a treat; this could be a food treat like a cupcake, or an activity of their choosing. In addition to awarding efforts, we also reward learners that further exemplify our provision's visions and values with an instant reward and a certificate. Parents and carers are updated daily with achievements and any difficulties they may have faced throughout their day. Home provisions and local authorities are updated weekly unless circumstances require it to be sooner.

Impact

To ensure our curriculum remains highly effective and fit for purpose, we continually reflect on learners' outcomes. To do this effectively, we monitor, review and complete formal assessments, learner voice, work scrutiny and learning walks. Leaders review learners' outcomes, data and teaching to judge the standards of teaching and outcomes for learners in all subjects across the curriculum. Ways which these are measured are:

- Progress measures using formative and summative assessment, such as Pira and Puma assessments, are recorded formally using BSquared and Twinkl Phonics Trackers to measure if actions are making a difference, or if strategies need adjusting.
- Senior Leaders/Curriculum leader work scrutiny
- Learner progress meetings

- Monitoring of learner well-being and engagement using Class Charts.
- Monitoring the impact of Social, Emotional and Mental Health Interventions through Boxall Profile assessments.
- Reviewing Class Charts for behaviour data.
- Monitoring of EHCP provision plan targets.
- Reviewing individual learner behaviour plans to assess the impact of strategies and interventions.
- Reviewing learner attendance data.
- Learner voice in annual reviews and bi termly reports.
- Parent surveys and parent evenings for feedback.
- Parental feedback at EHCP reviews – completion of Section A form.
- Observation of learner engagement during regular drop-ins, lessons observations and learning walks.
- Assessing the impact of transitions through learner well-being at the start of the new academic year.
- Reviewing the impact of Safeguarding referrals and parents support and engagement.

Our aim for each of our learners is that they transition to the next stage of their education with as much potential to achieve their best outcomes as possible. Alternative provision at the Provision is extremely successful. Bespoke packages are implemented to ensure learners have access to a varied curriculum that:

- Increases attainment – with an adapted setting and bespoke curriculum, learners are able to learn and progress, creating a positive impact on their learning.
- Increases attendance – AP attendance for the Provision is good for individuals and is significantly above attendance to previous settings.
- Reduces the number of suspensions and disruptive incidents a learner is involved in – learners previously receiving high numbers of suspensions have now settled and built strong relationships with teachers and children.
- Reduces involvement in offending behaviour - learners are learning how to cope with difficult situations
- Improves the learner's self – esteem, confidence, motivation and sense of direction.
- Supports learners to build and sustain positive relationships with professionals, family and friends which includes the ability to communicate, cope with authority and work with others.
- Raises aspirations.
- Improves life outcomes.

The success of our current and previous cohorts is evident in that all of our learners have successfully re-engaged in learning and are working towards, or have achieved a successful transition to their next destination.

Curriculum Delivery Model: Pillars to Learn

Learners who come to the Provision will come presenting many complex needs. These can range from Trauma, Attachment, SEMH and ASD. Many of these needs will make learning hard for learners and will have to be addressed in part before formal academic learning can take place, therefore the Provision utilises a pillar model to support and allow engagement.

Learners are provided with a purposeful, fun and engaging learning environment where we encourage learners to develop their independence and collaborative skills. Learning is focused on Communication, Cognition, Technology,

Physical skills and Personal, social, emotional well-being. Learning will be creative and experiential; learners will be working towards differentiated outcomes appropriate to their individual needs.

Delivery Model

Our model includes 4 curriculum pillars that prepare learners to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pillar is in place to underpin the formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the learner to move successfully into adulthood.

Pillar 1: Engagement Steps

To prepare learners who are unable to access education by providing a programme of engagement and adapted curriculum to allow the development of basic cognitive skills that enable access to targeted clinical therapies and education. This is a time to build relationships and develop trust allowing the first steps for learners to engage with us and develop the confidence needed to thrive in education.

Pillar 2: Progression Steps

This is our core offer at all our provisions where we deliver core subjects but in small groups where we ensure that each individual child's needs are met. This includes ensuring that everyone can access movement breaks, sensory tools, breakout spaces and individual staff support.

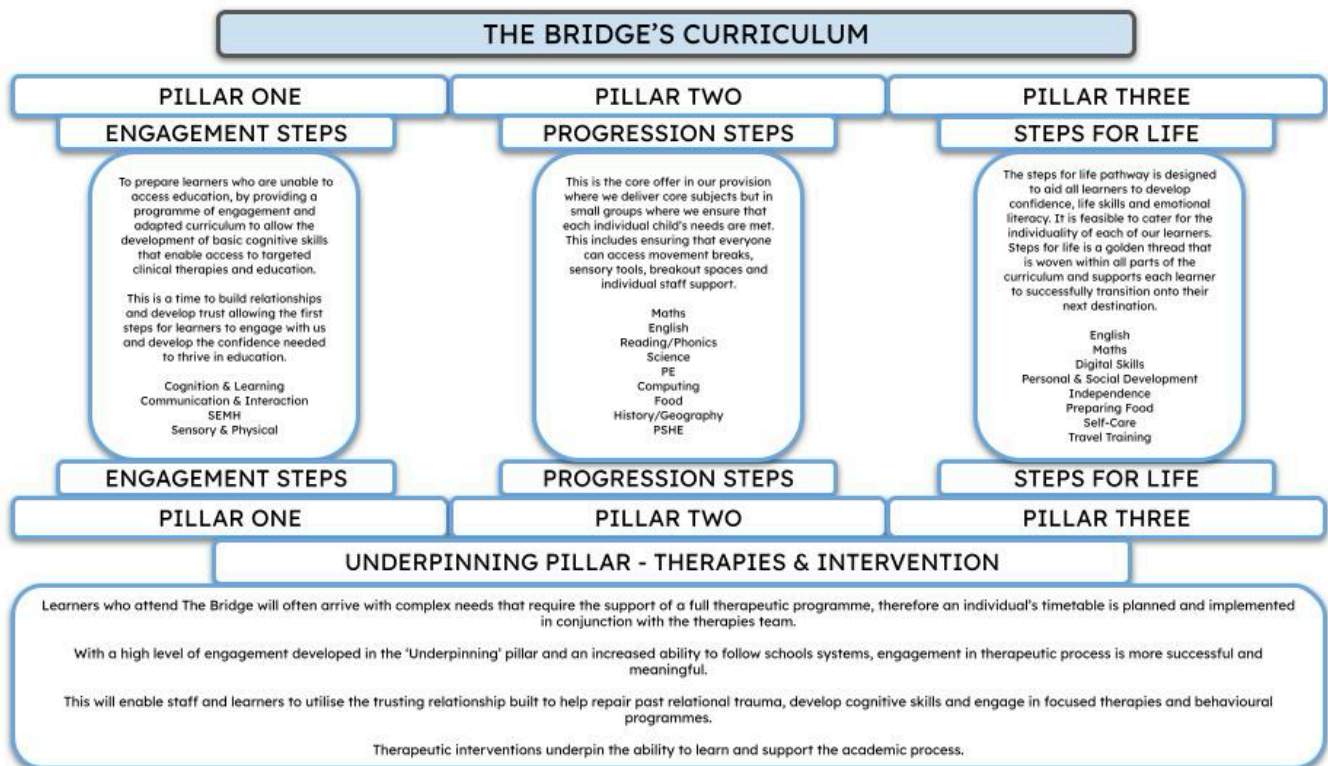
Pillar 3. Steps for Life

The steps for life pathway is designed to aid all learners to develop confidence, life skills, emotional literacy. It is flexible to cater for the individuality of each of our learners. Steps for life is a golden thread that is woven within all parts of the curriculum and supports each learner to successfully transition onto their next destination.

Underpinning pillar: Therapies & Interventions

Learners who attend the Provision will often arrive with complex needs that require the support of a full therapeutic programme therefore an individual's timetable is planned and implemented in conjunction with the therapies team.

With a high level of engagement developed in the 'Underpinning' pillar and an increased ability to follow provision systems, engagement in therapeutic processes is more successful and meaningful. This will enable staff and learners to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes. Therapeutic interventions underpin the ability to learn and support the academic process.



Activities to supplement classroom learning

All activities that are planned and implemented by staff will aim to directly and indirectly make an impact towards academic, EHCP and Boxall targets.

Offsite visits will be planned in collaboration with the learners. Visit aims will vary from increasing the daily physical activity of learners to experiencing new and interesting environments, increasing and understanding of local history and community. Learners will be taught how to research a variety of recipes that can be prepared in the kitchen area. They can develop their literacy and numeracy skills by costing and sourcing activities and resources. Learner's knowledge of health and safety and culinary skills can be advanced by preparing and producing a range of meals.

Other areas of learning can be discreetly taught to learners, such as basic biological concepts, when experiencing the farms, zoos and local gardens. The Team, in collaboration with the learners, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Learners will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach learners how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing. Learners will participate in different forms of physical activity during their provision day. This will help to promote a positive mental and physical well-being, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shops, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks. The local amenities are varied and of high quality.

4. Boxall Profile

The Provision team knows that young people learn best when they are happy and settled. At the Provision we are using the Boxall Profile to help us develop our learners' social, emotional, mental health and well-being. Using this tool will help us to tune into each learner's current developmental needs, identify any gaps and then plan to meet them. Positive relationships are at the heart of the Provision, and we use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development to meet their needs.

The Provision will use the Boxall Profile® across the whole and this will enable us to uncover undiscovered moderate SEMH needs in learners. Using the Boxall Profile® is the best way to identify and address hidden SEMH issues, to ensure

that every child and young person gets the support they need to engage fully with their education. Boxall Profile® assessments are not designed as a diagnostic tool for specific mental health conditions, learning difficulties or developmental difficulties. Instead, assessments are designed to help professionals understand and work more effectively with children and young people, in a way that's sensitive to the needs of the child or young person being assessed. Using the Boxall Profile® will give the Provision ability to generate unique lesson plans tailored to each child's specific SEMH needs, helping educational professionals to support and promote the emotional wellbeing of children and young people. The Boxall Profile® unique features are the ideal support to effectively tackle individual challenges as well as evidence levels of need across groups.

5. The Curriculum

At the Provision all our learners will have access to the following subjects. The subjects within the curriculum are:

- English
- Mathematics
- Science
- PSHE
- Geography/History
- Art and Design
- Physical Education
- Computing
- SMSC (Aspects of RE are covered within SMSC)

Through our curriculum, we aim to equip children with confidence, knowledge, skills, and attitudes which will enable them to:

- Develop appropriate and positive relationships with others.
- Know the difference between right and wrong.
- Develop confidence.
- Become creative, imaginative, and confident thinkers.
- Be problem solvers.
- Be unafraid of making mistakes.
- Challenge themselves to do even better.
- Be curious and feel able to ask questions.
- Develop a deeper understanding of their own and others' emotions and feelings.
- Form their own views and be able to articulate them.
- Be respectful towards others who are different and/or have different views.
- Become readers and writers.
- Have a sound knowledge of what it means to be British and the diverse nature of modern Britain.
- Develop a good sense of humour and a sense of perspective.
- Work as part of a team where necessary and appropriate.

- Be aware of how to live a healthy lifestyle.
- Know how to care for the environment.
- Encourage healthy debate and questioning.

The above is not an exhaustive list but sets out the Provision's priorities for our young people's academic, personal, social and emotional development. We recognise all our learners will have difficulties in different areas and gaps in their learning and differing experiences of education and learning. All work is differentiated and aims to take each learner on a learning journey taught at their individual level of need. To progress we firstly need to foster the courage and resilience to be within a classroom setting and a willingness to learn.

6. Organisation and planning

We take great care to plan our curriculum carefully, pitching at an appropriate level and ensuring coherence and positive learning experiences at every stage. All plans are adapted to our learner's level of need; emotionally and academically. In order to ensure this, we have long term plans, medium term plans and weekly overviews.

Our long term plans provide a progression of skills, based around the national curriculum. Subjects will be based around a topic and where appropriate, cross curricular links are made, in order to engage and excite children in their learning. We review our long-term plans on an annual basis to ensure subject content is relevant and appropriate.

Based on our long term planning, teachers create medium term plans, which further track the progression of skills and begin to show the adaptations in learning that may need to occur in the particular cohort of children. These are provided to all staff to ensure that all staff on site have a clear understanding of the journey of children's learning and experiences.

Weekly overviews are created on a weekly basis to act as our short term planning. The aim of these is to show the implementation and impact of our daily lessons. Our weekly overviews clearly show how we adapt learning in order to meet individual needs on an academic level and an SEMH level. This ensures that learners can achieve success in the lessons we deliver. We aim to produce a variety of aural, visual and kinaesthetic activities where learners can explore, develop, question and make connections. All staff in the class have access to the plans and are invited to add comments within the 'impact' section on the weekly overview. This provides teachers with a clear understanding of individual progression and to inform future planning.

Our weekly overview also allows clear strategies to be provided that will aid the Teachers/teaching assistants to support learners within the lesson. This also includes resources that might be needed. Key questions are also highlighted on our weekly overviews to provide an initial assessment for learning.

7. Assessment

At the Provision we believe that an accurate understanding of every learner's starting point is the basis of high-quality teaching; it allows learning to be planned and taught appropriately to meet the needs of our young people so that all are supported, guided, stretched, and nurtured in the most effective way. We ascertain this information by building positive professional relationships with the learners, and some are able to openly express what their barriers to learning were previously.

Where possible we request all profiles, produced in line with statutory requirements from previous settings. Furthermore, when a new learner joins the Provision they will meet with our SENCO and complete a WRAT assessment; from this, we recommend specific, Educational Psychologist approved, strategies to better support our young people to find it easier to access their learning and experience more success. Learners will also undertake baseline assessments in literacy and numeracy using the Salford sentence reading test and the basic number screening test. During each academic term there is continuous and ongoing summative assessment using PIRA and PUMA assessments. Teachers will also undertake ongoing formative assessment strategies during each session allowing them to have a clear indication of progress and understanding. The learners who have been identified through the use of assessment as not making sufficient progress will be discussed during learner progress meetings and an underperforming action plan will be developed to support their progression. This is monitored weekly.

We recognise ‘assessment’ can be a trigger word for many learners and whilst we assess our learners in line with our assessment policy we have daily briefings to discuss each learner’s emotional and academic progress that day.

8. Inclusion

At the Provision tutors set high expectations for all learners. They will use appropriate assessment, alongside EHCP’s, to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with SEN
- Learners with English as an additional language (EAL)

The Teacher will plan lessons so that learners with SEND can study every subject offered, wherever possible, and ensure that there are no barriers to every learner achieving.

The Teacher will also take account of the needs of learners whose first language is not English. Lessons will be planned so that teaching opportunities help learners to develop their English, and to support learners to take part in all subjects. More information about how we support learners with EAL can be found in our EAL policy.

Recognising that all our learners come to us at a different stage in their educational journey, it is important for us to establish a comprehensive understanding of their academic ability as well as their social, emotional and mental health needs that might act as a barrier to them successfully accessing their education both now and in the future.

The use of assessment helps us to identify any strengths or weaknesses in their core abilities. From these scores, we are able to suggest strategies to support the learner in both being able to better engage in academic learning, and to strengthen their core abilities. We will complete the Twinkl Phonics Checker assessment in order to gain deeper knowledge of their reading and spelling ability, recognising that these are the fundamentals a person must have in order to develop and evidence their ability to learn.

To ensure we are effectively meeting the learners’ SEMH needs, we use the Boxall Profile to establish the main areas of need. We then use the program to help us create individual targets for the learners, and strategies for the learners and staff to use to support them in meeting this. These are reviewed termly in order to ensure that progress is being made as well as recognising any new areas of need which may arise.

For our learners with an EHCP, during their induction period, the SENCO carries out an audit of their Section F, and, working with the Curriculum Lead, informs The Teacher of the strategies identified, for their teaching and planning to be adapted according to the needs of the learner. Where Section F highlights specific interventions, the SENCO and Curriculum Lead will ensure this is added to their bespoke timetable. All learners with an EHCP will still have the WRAT5 assessment and Boxall Profile assessment completed too, as we recognise that they often come to us at a very different stage in their journey from when the plan was written. In addition to the specific Section F focus, all staff have access to in-house training on EHCP’s and how they can use the document in order to better understand and support the learners.

We request that referring provisions provide any supporting documents, such as Speech and Language reports and Educational Psychologist reports. From these, we also share all suggested strategies with all staff to aid with their planning and direct working.

As a provision we use a Provision Map program to effectively support and monitor the learner’s progress. This allows all staff to easily refer to the learner’s supporting documents, and ensure they are planning appropriately in accordance to the learners’ needs and proposed strategies. Targets set, from the EHCP outcomes, the Boxall Profile, and any academic targets, are recorded on the program, and tutors are required to review these on a monthly basis. This allows us to ensure progress is consistently made, and where it isn’t, a change in approach is made to help better engage the learner. Any changes to strategies used to support the learner is recorded on their passport, which is also reviewed on a regular basis, and links to their profile on Class Charts, which all members of staff use daily to recorded sessions.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

9. Monitoring arrangements

The Executive Headteacher Deputy Headteacher and Curriculum Lead will monitor whether the provision is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Teacher meetings
- Lesson observations
- Provision visits

Subject leads monitor the way their subject is taught throughout the provision by:

- Lesson observations
- Learning walks
- Marking scrutinies
- End of term assessments
- Teacher meetings

This policy will be reviewed every year by the Curriculum Lead. At every review, the policy will be shared with all teaching staff.

Appendix I - Therapeutic Curriculum Offer

Intent

Often, when our learners first attend the Provision, they are not ready to engage with the academic aspects of our curriculum; therefore, it is our responsibility to foster an approach which enables them to reach that point. We recognise that before a young person is ready to engage with formal learning opportunities, they must first feel safe, and secure in the environment and build trusting relationships with the adults that are supporting them.

At our Provision we recognise that many of our learners have experienced adverse childhood experiences (ACEs) and trauma that impact their ability to engage with learning in a conventional educational setting. Our learners often have undiagnosed, or recently diagnosed additional needs, which have contributed to a disrupted education prior to joining us.

Our therapeutic curriculum is designed to address the emotional, social, and academic needs of our learners by providing a nurturing, trauma-informed approach that supports their holistic development.

The core objectives of our therapeutic curriculum are:

- To provide a safe and supportive environment where learners feel valued and respected.
- To help learners develop emotional resilience, social skills, and a positive sense of self.
- To embed therapeutic approaches, such as PACE (Playfulness, Acceptance, Curiosity, Empathy), into everyday teaching and learning, enabling learners to build trusting relationships with staff and peers.
- To ensure learners achieve their potential in both academic and personal development by offering interventions that address gaps in learning and promote engagement.
- Empowering learners to reach their goals by fostering a growth mindset.

Our therapeutic curriculum underpins all we do at the Provision, prioritising the wellbeing, emotional health, and readiness for learning, with the aim of helping learners become confident, well-rounded individuals who can succeed in life.

Goals of the Therapeutic Curriculum

The goals of our therapeutic curriculum are aligned with our broader educational aims, focusing on the following key areas:

- **Emotional Regulation:** Helping learners understand how to manage their emotions and behaviours through consistent routines, clear expectations, and therapeutic support.
- **Personal Success and Positive Identity:** Developing a sense of self-worth and achievement in learners through positive reinforcement, personalised learning plans, and tailored support.
- **Social and Cultural Awareness:** Encouraging learners to develop tolerance, empathy, and social understanding through relational activities and community-building exercises.
- **Cognitive and Academic Growth:** Addressing gaps in learning caused by a disrupted education, whether this is through periods out of education, mis-understood need or trauma

Therapeutic Interventions

We use a variety of interventions and approaches to support the individual needs of our learners, designed to promote emotional wellbeing alongside their academic achievement:

- **Lego:** adopting the principles and practice of Lego Therapy, this play-based intervention is a fun and informal session designed at strengthening social communication skills. We are able to adapt the groups to meet the specific needs of the learner; sometimes delivered on a 1:1 basis, others with three learners and a staff member

supervising. By working alongside others, our learners develop their confidence and ability in expressing themselves, effective communication and problem-solving.

- **Talk About:** this social skills intervention program focussed on building and strengthening the self-awareness and self-confidence of children and teenagers. Delivered in small groups with a consistent adult, the sessions follow a set program of activities designed to be reflective and supportive in looking at ourselves and how we interact with others. The sessions run at our learners' pace, ensuring the skills developed are properly embedded.
- **Boxall:** this social, emotional and mental health assessment tool breaks down our learners developmental and diagnostic needs into specific areas to focus on. Our dedicated SEMH Practitioner creates reports and support plans outlining individual and whole group strategies for our teachers to implement in their classroom. In addition to this, our SEMH Practitioner runs weekly small group interventions with learners who have similar areas of needs, aimed at strengthening these areas and supporting them in becoming more emotionally resilient and self-aware.
- **The Incredible 5 Point Scale:** we use this daily to support our learners with their emotional literacy. By encouraging the learners to recognise how they are feeling, they are being reflective in their thinking, and simultaneously, we are able to adapt our approach to best meet their needs in the moment.
- **Zones of Regulation:** some of our younger learners find the zones of regulation model easier to understand; it is used in the same way, encouraging the learners to identify how they are feeling and effectively communicate this to the adults working with them. By praising their ability to firstly recognise different feelings and emotions, and then also fluctuate these throughout the day, we encourage everyone to be reflective whilst supporting their emotional literacy.
- **Word Aware:** we adopt a 'Word Aware' approach in our classrooms, recognising the long-lasting impact that speech, language and communication needs (SLCN) can and do have on children and adults in the UK. A significant percentage of SLCN are undiagnosed or unrecognised; by adopting strategies recommended by the Word Aware series, we aim to support all our learners in understanding words and language, and in turn in having a stronger ability to understand and effectively communicate.
- **Starving the Anxiety Gremlin / Starving the Anger Gremlin:** delivered on a 1:1 basis, these books take an engaging and playful approach to some of the more tricky and uncomfortable feelings our learners experience. Following a set program of activities, learners explore their feelings and are encouraged to be reflective. The sessions are delivered at the learners pace and are only timetabled if specific need is identified.

Everything we do is supported by our commitment to the PACE model (Playfulness, Acceptance, Curiosity, Empathy), which is embedded in daily teaching practices to help learners feel safe, understood, and valued.

Implementation

The implementation of our therapeutic curriculum is carefully planned to ensure it meets the unique needs of our learners. We follow a trauma-informed approach that focuses on building trust, offering consistent support, and creating a safe learning environment.

Key aspects of the implementation include:

- **Embedding the PACE Model:** The principles of PACE are integrated into classroom management and teacher learner interactions. Staff use playfulness to build rapport, acceptance to acknowledge learners' feelings, curiosity to understand the root of behaviours, and empathy to validate learners' emotional experiences. This approach helps learners feel safe and supported, promoting emotional growth and engagement.
- **Personalised Learning Plans:** Each learner has an individualised plan that combines academic goals with SEMH targets. These plans are co-created with input from the learner, family, and staff to ensure a holistic approach to education and emotional development.
- **Structured Interventions:** At our Key Stage One and Key Stage Two provisions, our social skills and social communication interventions are embedded in the core timetable, ensuring all learners receive this additional targeted support. For the 1:1 sessions, these are timetabled on a needs led basis, through discussions with the SENCO and all staff working with them. At our Key Stage 3 and 4 provision, all interventions are needs led. Each intervention is delivered by trained staff and tailored to the learner's specific needs, ensuring consistency

and targeted support; interventions are reviewed termly, and changes to timetables are made in response to the learners' engagement and progress made.

- **Relational Activities:** learners engage in activities that promote emotional regulation and readiness for learning, such as Zones of Regulation or The Incredible 5 Point Scale, mindfulness exercises, and key worker sessions. These activities help learners manage their emotions and prepare for academic tasks.
- **Enquiry based learning:** It is important to us that learners become part of their own learning journey, and their inspiration is provided by their ability to immerse themselves in their own developmental pathway. For this reason, we have developed an enquiry-based curriculum. This allows learners to become scientists, historians, explorers, investigators and much more. Lessons take on an investigative approach where learners spend their learning time exploring answers to key questions, simultaneously, providing them with valuable curriculum knowledge. This approach allows SEMH development to be embedded within their everyday learning. Through this, learners at the Provision are provided with extensive opportunities to explore, imagine, play and be curious about the world around them.
- **Bespoke learning:** For learners that are still unable to access the wider curriculum with the support of the strategies outlined above we will then provide them with bespoke learning opportunities based on their emerging needs and interest.

Early Language

Our therapeutic curriculum integrates language development into all aspects of learning. We recognize the critical importance of early language acquisition, especially for learners who have both recognised and unrecognised SLCN, including those who have English as an Additional Language (EAL).

Key strategies include:

- **Adaptive Teaching:** We differentiate lessons, using simplified language, modelling, and scaffolding to support varying levels of language proficiency.
- **Visual Supports:** Classrooms are equipped with labelled objects and visual timetables to reinforce vocabulary and comprehension through association with real-world items.
- **Targeted Interventions:** Learners receive individualised support through small-group or one-on-one sessions to enhance vocabulary, sentence structure, and communication skills.
- **Continuous Provision:** Language development is woven throughout the day, with open-ended tasks and language-rich activities in both structured and unstructured settings.
- **Role-Play:** We build role-play opportunities into lessons, allowing learners to practise language in social scenarios, boosting confidence and communication.
- **Quality Interactions:** Staff engage learners in meaningful conversations, using open-ended questions to promote language use and varied expressions across contexts.
- **Linking learning to unstructured time:** Key phrases and vocabulary are practised during social interactions in break times, helping learners apply language in real-life situations.

These approaches foster early language development in a nurturing, trauma-informed environment, ensuring learners feel supported while building essential communication skills.

Impact

The impact of our therapeutic curriculum is measured through both qualitative and quantitative data, reflecting the personal, social, and academic growth of our learners.

- **Emotional and Social Impact:** Learners demonstrate increased emotional resilience, improved social skills, and greater self-confidence. The use of the PACE model and relational activities fosters strong, positive relationships between learners and staff, contributing to a sense of belonging and security in the provision environment.

- **Academic Impact:** Learners show measurable progress in literacy, numeracy, and overall academic engagement. Interventions like That Reading Thing help bridge learning gaps, while our social skills sessions provide the emotional support needed for learners to feel confident amongst their peers, enabling them to be more ready to focus on their studies.
- **Behavioural Impact:** The therapeutic curriculum helps reduce incidences of challenging behaviour by providing learners with the tools to regulate their emotions and make positive choices. Our trauma-informed approach ensures that behaviour is understood as communication, and learners are supported to develop healthier coping mechanisms.
- **Long-term Outcomes:** Learners leave the Provision with a stronger sense of self, improved academic skills, and the emotional tools to navigate future challenges. They are better equipped to reintegrate into mainstream or alternative education as well as transition to post-16 education, training, or employment.

We are able to measure the impact of all this using a number of different tools. These include but are not limited to; The Boxall profile, Summative and formative assessment strategies (Pira, Puma, Salford reading test, Basic number numeracy test), Bsquared, Provision mapping and the use of class charts.

By integrating approaches like PACE and interventions such as Lego and Talk About, our therapeutic curriculum is designed to meet the complex needs of our learners. It enables them to thrive both academically and emotionally, helping them build the skills and resilience necessary for future success.

Our commitment:

As an alternative provision we pride ourselves on our commitment to ensuring that we meet the needs of all of the learners within our provision. This includes;

Ongoing staff training ensures that all team members are equipped with trauma-informed strategies, including the PACE model. This empowers staff to support learners emotionally and academically, creating a consistent therapeutic approach. Training helps staff manage challenging behaviours, understand trauma's impact on learning, and implement therapeutic interventions effectively.

Effective communication between staff, learners, and families is critical in creating a cohesive support network. Regular communication with parents, informed by the child's progress and needs, ensures alignment between provision and home. Open dialogue between staff and learners, using language-rich and emotionally supportive interactions, helps build trust, reduce anxiety, and promote emotional healing.

Expert leaders in therapeutic interventions (such as a SENCO) guide the implementation of the therapeutic curriculum. By monitoring interventions and providing training opportunities to staff, the leadership team ensures that therapeutic practices are applied consistently. Their expertise ensures that staff are supported, interventions are effective, and learners receive the help they need.

Tracking emotional, social, and academic progress is key to the success of the therapeutic curriculum. Regular assessments help identify areas for growth and ensure interventions are tailored to each learner's needs. Progress is measured through both qualitative (emotional resilience, behaviour changes, wellbeing tracker) and quantitative (academic achievement) data, ensuring that learners benefit from a personalised approach that promotes long-term success.

Creating a safe and nurturing environment. A consistent, structured, and empathetic atmosphere helps learners feel secure, reducing anxiety and making them more receptive to learning. This environment fosters positive relationships, emotional regulation, and a sense of belonging, allowing learners to thrive both academically and emotionally.