

How our Curriculum works...



An example of a child-led, half-termly topic board

OUR UNIQUE CONTEXT

- Designed for learners who for a variety of reasons, cannot access mainstream school
- Specialises in EBSA (Emotional Based School Avoidance) and PDA (Pathological Demand Avoidance)
- Supports children who may have had traumatic or negative prior school experiences
- Uses a home-based environment to create safety and belonging
- Focuses on rebuilding trust in schools, a love of learning and fostering curiosity

INTENT

What we aim to achieve

- **Personalised Learning:** Design a curriculum that is flexible to adapt to each child's unique needs and interests whilst ensuring key national curriculum objectives are covered
- **Collaborative Planning:** Teachers guide the curriculum planning process, actively listening to children's ideas to co-create engaging topics.
- **Holistic Development:** Foster academic progress alongside emotional wellbeing, creativity, and social skills.
- **Inclusivity:** Ensure the curriculum is accessible and affirming for all learners, including those with SEND

IMPLEMENTATION

How we deliver our curriculum

- **Topic-Based Learning:** Half-termly themes are chosen collaboratively, ensuring relevance and engagement.
- **Teacher-Led Planning:** Qualified, experienced teachers develop lesson plans based on national curriculum guidelines, incorporating children's interests.
- **Differentiation:** A blend of pedagogies are used to adapt to individual learning styles.
- **Enrichment Opportunities:** Offer clubs and activities (e.g., art, yoga, gardening) to broaden learning experiences.
- **SEMH scaffolding:** Strong focus on SEMH progress alongside academic progress - embedded into all aspects of the curriculum

IMPACT

Measuring the effectiveness of our curriculum

- **Formative Assessments:** Ongoing evaluations to inform instruction and provide immediate feedback.
- **National Curriculum Assessment Tracking:** Children are assessed against national curriculum objectives to help guide them back into mainstream education if/when appropriate
- **Pupil voice:** Parent and pupil feedback is regularly sought and listened to and curriculum adjustments are made based on feedback
- **SEMH Progress Tracking:** Monitor individual development through learning records and observations.
- **Detailed Reports:** Termly updates for parents, highlighting achievements and areas for growth academically, socially and emotionally
- **Reflective Practice:** Regular reviews of curriculum effectiveness, incorporating feedback from students, parents, and staff.