



Vision and rationale

Provision of a rich, inclusive learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at The Sky Academy. The curriculum is the whole learning experience offered by the school. How children learn is as important as what they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times.

Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners.

The Curriculum

The aim of our curriculum is that all our young people become:

1. Successful students who enjoy learning, make progress and achieve their full potential
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who (where possible) make a positive contribution to society

We aim to ensure that the curriculum:

- Is broad, balanced and relevant
- Will encourage all students to reach their full potential
- Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student
- Builds on students' existing knowledge, skills and understanding.
- Reflects the multicultural nature of the local community and builds on British Values
- Develops confidence, high self-esteem and independence
- Develops a respect for other people and the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life

Methodology

- Our transition process and baseline testing enables us to create a profile of a young person's needs in the areas of cognition and learning, SEMH, SLCN and sensory/physical.
- The curriculum is designed to address the most common needs of our young people through our core offer. This is then supplemented by wave 2 and 3 interventions dependent upon need.

- All curriculum is delivered by staff trained to use a trauma and attachment informed, PACE approach to behavioural management. Rooms are designed to support students cognitive learning and manage their additional needs.
- The organisational structure of the curriculum reflects the developing stages of needs of our young people. There are different curriculum pathways offering a blend of therapeutic and accredited provision to enable greater personalisation according to need.
- Communication and interaction, and emotional literacy are explicitly timetabled within all curriculum pathways. This may be delivered through wave 1, 2 or 3 provision dependent upon need.
- TAs are given the opportunity to become specialists in different fields of intervention across cognition and learning, SLCN and SEMH. This broadens the range of personalisation on offer to our students, and increases the role satisfaction of our staff.
- AP will be mainly provided in-house as one of our three curriculum pathways – it is run across three specialised bases: Cognition and Learning, Vocational education (transition and self-worth), learning through adventure (resilience and team building).

Curriculum organisation and structure

At The Sky Academy, we give particular emphasis in our curriculum to the development of:

- Communication and Interaction Skills
- Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
- Social, Emotional and Mental Health skills, including PSHE and SRE
- Sensory and Physical Skills including PE, swimming, individual therapies and lifeskills
- Work-related and vocational skills including Art, music and preparation for adulthood

Lower school

- Students follow the core curriculum outlined below – however there are inbuilt elements of choice regarding aspects of their day and the order of learning to help build a more growth mindset, and resilient approach to school.
- Keyworkers and a dedicated team of support staff work alongside students to help model and build effective attachment.
- Literacy, numeracy, SLC and emotional literacy small group intervention is an integrated part of the curriculum for all.

Core wider curriculum;

- English and literacy intervention
- Maths and numeracy intervention
- Science
- Topic work – academic skills builder
- Communication and Interaction (including Learning through Adventure)
- PSHCE (including personal health, hygiene and safety; emotional literacy; ESafety and careers and opportunities to gain lifeskills accreditations)

- PE
- ART
- Food technology

Upper school

- Students follow the core curriculum outlined below – however there are inbuilt elements of choice and flexibility to enable them to experience a range of vocational options.
- The emphasis upon building a more resilient growth mindset remains, as does the keyworker attachment model.
- Students are grouped according to age, individual need and group dynamics.
- Literacy, numeracy, SLC and emotional literacy small group intervention is an integrated part of the curriculum for all.
- Dependent upon cohort there may be different pathway groups whose GLH are weighted differently to meet need.
- The curriculum contains both core and optional accredited courses.
- PSHCE and careers are key to enabling our young people to transition smoothly into further training, work and the wider world.
- Accredited courses are a mixture of GCSE, BTEC, and vocational hard and soft skills certification that can be accessed by learners from entry level through to GCSE

Core wider curriculum;

- NCFE English (GCSE for some students)
- NCFE Maths (GCSE units for some students)
- Communication and Interaction including Learning through adventure
- BTEC PE
- BTEC Food Level 1
- PSHCE/ Lifeskills/ Careers

Selection from;

- Level 2 Food
- GCSE Art

The Base: internal and external AP

The Base is a personalised curriculum provision for those students who are not able to successfully access the main core provision in the usual manner. Students may access The Base on a temporary or long-term basis and will be able to access the following core curriculum through the 3 centres:

- NCFE/GCSE Maths and English
- Learning through Adventure
- Communication and Interaction development
- PSHE
- Careers

Students may also continue to study GCSE Art, BTEC sport, BTEC food tech and ASDAN accreditations dependent upon their personalised package and priority. Some students may only access the Base on a part time basis.

Personalised Learning and Inclusion

We adapt the curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills.

All children learn best from first-hand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the core curriculum the school has a range of therapeutic inputs that support our young people. These include Speech and Language Therapy, Play Therapy, ESLA support and Rebound Therapy.

Planning

In planning the curriculum and putting this strategy into practice, The Sky Academy aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet pupil's individual needs.
- On-going assessment informs planning.
- Children's learning progresses smoothly through the school and prepares them for life beyond school.

It is the teacher's role within the school, through implementing the school's curriculum strategy and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

Accreditation

Pupils work on a variety of course options depending on the needs of the individual. All are encouraged to work on the NCFE Level 1 and 2 Certificate in English and Maths, which is a portfolio-based accreditation. The option of taking a GCSE examination is then given to pupils in Year 11. Pupils are also given the opportunity to achieve qualifications in Sport, ART and Food tech as part GCSE, BTech or NCFE courses.

Pupil progress is reported to parents/carers throughout the year – there are termly progress updates. Parents speak to their child's keyworkers weekly, and additional progress conversation may take place during these times.

Monitoring

Monitoring procedures are in place and this work is co-ordinated by the Deputy Headteacher and the SLT SENDCo with appropriate delegation to the Subject Leaders. The quality assurance processes include learning walks, work scrutinies, impact reporting from baseline data and intervention tracking.