

The Grange School Curriculum Drivers

Intent

Implementation

Impact

Overcome

To **overcome** pupils' barriers to learning and support them to become successful learners.

- Small group teaching with the support of a Teacher and Teaching Assistant.
- A bespoke education package to meet the individual needs and aspirations of each pupil which includes a carefully structured transition plan and opportunities for appropriate intervention support.
- A calm and consistent learning environment with highly skilled professionals.

- Pupils successfully transition into the school and attend consistently.
- Pupils grow in confidence and independence, and can start to engage in learning activities in a safe, secure and stimulating environment.
- Pupils start to recognise the sequential aspect of learning and build on knowledge.

Encourage

To **encourage** and support personal growth and self-reliance through developing regulation strategies and through building confidence and self-esteem.

- An embedded integrated therapeutic approach, in accordance with the Therapeutic Approaches policy and supported by trained professionals, across the school community.
- An Emotion Coaching programme, ensuring that all pupils develop emotional granularity and physiological awareness of their emotional states.
- Bespoke PSHE and SRE learning opportunities that support pupils' individual development.
- Restorative approaches used consistently to develop resilience and personal growth.

- Pupils demonstrate improved self-regulation and positive behaviours for learning.
- Pupils are aware of varying emotional states and can recognise physiological changes within themselves.
- Pupils recognise that people are special with different talents, abilities and needs.
- Pupils respect and celebrate differences in gender, race, ability, culture, and religion.
- Pupils develop friendships and a sense of belonging.

Develop

To **develop** basic skills in communication, literacy, numeracy, and decision making in order to prepare pupils for the world of work, independent living and to take their place as active citizens in the United Kingdom.

- Access to a broad, balanced and engaging curriculum which has been ambitiously structured to meet the individual educational and wider needs of our pupils.
- A core focus on reading, both in terms of developing reading skills at all levels and through fostering a love of reading for all pupils.
- Examinations and accreditation - GCSE, ASDAN, AQA units, NCFE, Functional Skills.
- Targeted learning interventions that focus on specific areas of development.
- Social, moral, spiritual, cultural and British Values learning embedded into the curriculum.
- Functional and life skills taught across the curriculum.
- An enrichment curriculum that is coherently planned and sequenced, and that provides learning opportunities that nurtures, develops and stretches pupils' talents and interests.

- Pupils learn within a coherent and progressive framework that enables them to explore the breadth and depth of the curriculum.
- Pupils acknowledge the social and environmental issues that affect us all both within our local communities as well as across the world.
- Pupils start to make considered and informed choices about things that are important to them and have the confidence to express their opinions on a range of different topics and issues.
- Pupils develop their range of vocabulary by being immersed in a language rich environment.
- Pupils experience the challenge and enjoyment of learning, developing high aspirations for themselves and others.

Access

To ensure that all pupils have **access** to support and therapeutic interventions that centre on meaningful outcomes and on preparing them for future education, training, and life.

- Specialist teaching and support staff with autism awareness training and Trauma and Attachment training.
- Use of Individual Education Plans for all students.
- Robust safeguarding systems and close liaison with external agencies and relevant stakeholders.
- A Full range of initial therapeutic assessments on entry and ongoing monitoring of progression and need.
- Speech and Language support, including group sessions and 1:1 interventions, utilised when appropriate.
- Access to therapeutic intervention - Art Therapy, Speech and Language Therapist, 1:1 CBT.
- Educational Psychologist and Clinical Psychologist oversight of the delivery of therapeutic interventions.

- Pupils feel safe and secure, enabling them to effectively engage with support.
- Pupils are active participants in relation to the planning and delivery of support.
- Pupils further develop the skills to enable them to recognise and regulate different emotional states.
- Pupils appreciate the purpose and value of their learning journey, recognising and articulating its relevance to their past, present and future.
- Pupils develop their problem-solving and reflective thinking skills as well as engaging creatively with the curriculum.

Reach

To deliver a curriculum that has been developed for pupils to **reach** their individual potential; in terms of their sensory, physical, personal, social, emotional and communication development.

- Individualised curriculum and interventions driven by EHCP outcomes.
- Specialist individualised teaching and learning.
- Rigorous academic progress and assessment tracking using BSquared software.
- Pupil-centred interventions and approaches delivered discreetly and embedded into the curriculum.
- Educational Psychologist and Clinical Psychologist oversight to ensure practice remains relevant and sound.
- Ongoing staff training in appropriate therapeutic practices ensuring therapeutic intervention is practised consistently across the school community.

- Pupils develop the skills, appropriate to their needs, to effectively communicate and interact with peers and adults.
- Pupils form links within different aspects of their learning and apply their understanding in different contexts.
- Pupils are prepared for their individual future pathways in education, training and in life.
- Pupils are aware of their progress and communicate their success in academic achievements and in the wider curriculum.

Achieve

To make learning an enjoyable experience that develops students as fully rounded individuals and enables them to explore their talents and interests, and thus **achieve** their goals and aspirations.

- Weekly enrichment and self-esteem building activities.
- Weekly outdoor learning opportunities.
- Appropriate work experience linked to individual interests and goals.
- Personalised learning which links to individual aspirations and talents.
- Small steps of progress in academic, social, emotional and communication development celebrated.

- Pupils' learning experiences are enriched with memorable, engaging and inspirational opportunities.
- Pupils share and celebrate our school core values, and are guided by these values in their attitudes, choices, and behaviours.
- Pupils recognise the importance of keeping safe, being both mentally and physically healthy, and forming positive relationships.