

The Ropemakers' Academy

CURRICULUM OVERVIEW

2021-2022



INTENT, IMPLEMENTATION AND IMPACT

LOVE, FLOURISH, SOCIAL JUSTICE AND COMMUNITY

CONTENTS

Overview (intent)	3
Curriculum structure (implementation)	6
Whole School Themes	8
Progression of Skills	11
Interventions	13
Ready2Learn	15
Communication with parents	17
Assessment	18
Wider offer / enrichment	19

OVERVIEW

INTENT

Our Approach

The Ropemakers' Academy offers a nurture based education and provision approach to children who have been identified as having social, emotional and mental health needs. We offer our students the opportunity to enjoy a full educational experience in an environment that allows them to feel emotionally and physically safe.

We offer a broad and balanced curriculum leading to the acquisition of key skills and qualifications. This will reflect the needs of our pupils, as well as our wider community as much as possible. For those children whose needs are such that they become a barrier to ordinary qualification pathways, we will provide bespoke routes to ensure that they leave school with routes into further education or employment opportunities.

Our curriculum is built around the subject areas that your child would expect to access in any school, such as maths, English and science. In addition, we use a topic-based approach to deliver our humanities and provide cross-curricular learning opportunities to our children. Where necessary, we will be able to offer each child subject based interventions as requires, such as reading recovery programmes or numeracy booster groups. However, for those children who are more active, we are continually building our outdoor education offer, which includes horticulture and gardening, PE and woodland skills. As you would expect, we retain a careful focus on our personal, social and health education (PSHE) as well as Relationships and Sex Education (RSE) in line with Government requirements. In the afternoons, most of our children will take part in an intervention led curriculum, which involves the delivery of a series of programmes, activities and lessons built to support their individual needs. Examples of these would be social skills groups, social communication and emotional regulation strategy sessions.

At The Ropemakers' Academy we pride ourselves on working tirelessly to ensure that any aspect of our education offer is always delivered in a therapeutic way, with all lessons and sessions carefully designed to develop the social and emotional skills, knowledge and strategies that so many of our pupils can lack.

Our curriculum has a clear purpose and is focused around excitement and love for learning. We aim to ensure that learning is bespoke to the needs of our learners and demonstrates a strong understanding about specific needs to succeed in life.

Ropemakers' Academy is fully equipped and staffed to allow our pupils to flourish in a school with a well-developed nurturing approach that enables them to strengthen their self-regulation and coping strategies whilst accessing a curriculum that provides them with opportunities for academic, sporting, vocational, social and emotional growth.

Our staff are equipped with the knowledge, skills and experience that will enable your child to graduate from the school with the skills and self-belief to look after themselves, care for others, gain long-term employment and lead adult lives that are happy, healthy and fulfilled. We are determined that we will do everything that we can to enhance the life choices and chances of each and every one of our pupils.

As a 4-16 school, we can take advantage of being able to take children in our care from primary and secondary phases. This means we are able to build excellent levels of knowledge and understanding of each of our individual pupil's strengths and areas for development. This all-through approach also means that we can form excellent pupil teacher relationships that develop across all school years as a pupil progresses through the school.

Our Curriculum

We offer a broad and balanced curriculum leading to the acquisition of key skills and qualifications. This will reflect the needs of our pupils, as well as our wider community as much as possible. For those children whose needs are such that they become a barrier to ordinary qualification pathways, we will provide bespoke routes to ensure that they leave school with routes into further education or employment opportunities.

Our curriculum focuses on:

- Learning that connects with children who have social and emotional needs, but that engages them meaningfully at the same time . Our curriculum is delivered with high expectations and appropriate challenge, but also with a continuous focus on pupil safety and well-being.
- Learning that enables children with complex needs to develop personally and make at least good progress and achieve the best possible outcomes.
- Personalised learning experiences that is built around each child's individual needs and meets them effectively.
- Community learning where children experience, learn and internalise the positive values of a healthy learning community so th at they can participate with confidence in community activities, future learning and training in employment

Academic Curriculum

Our curriculum is built around the subject areas that your child would expect to access in any school, such as maths, English and science. In addition we use a topic based approach to deliver our humanities and provide cross-curricular learning opportunities to our children. Where necessary, we will be able to offer each child subject based interventions as requires, such as reading recovery programmes or numeracy booster groups. However, for those children who are more active, we are continually building our outdoor education offer, which includes horticulture and gardening, PE and woodland skills. As you would expect, we retain a careful focus on our personal, social and health education (PSHE) as well as Relationships and Sex Education (RSE) in line with Government requirements. In the afternoons, most of our children will take part in an intervention led curriculum, which involves the delivery of a series of programmes, activities and lessons built to support their individual needs. Examples of these would be social skills groups, social communication and emotional regulation strategy sessions.

Intervention and Therapeutic Curriculum

At The RopeMakers' Academy we pride ourselves on working tirelessly to ensure that any aspect of our education offer is always delivered in a therapeutic way, with all lessons and sessions carefully designed to develop the social and emotional skills, knowledge and strategies that so many of our pupils can lack. This means planning our lessons so that within any activity your child will, dependent on their individual needs, receive:

- Support for developing their self-esteem, self-confidence and resilience
- Support to develop their social skills
- Support in making healthy lifestyle choices
- Support to help them develop friendship groups (e.g. Circle of Friends)
- Activities that might contain cognitive behavioural approaches
- Positive behavioural support focused on understanding
- Support to develop effective metacognition and study skills
- Support around reducing exam stress and developing exam techniques
- Support with managing any bereavement, loss, or other personal crises
- Support for young people who have experienced trauma or bullying
- Support with planning and preparing for future economic well-being

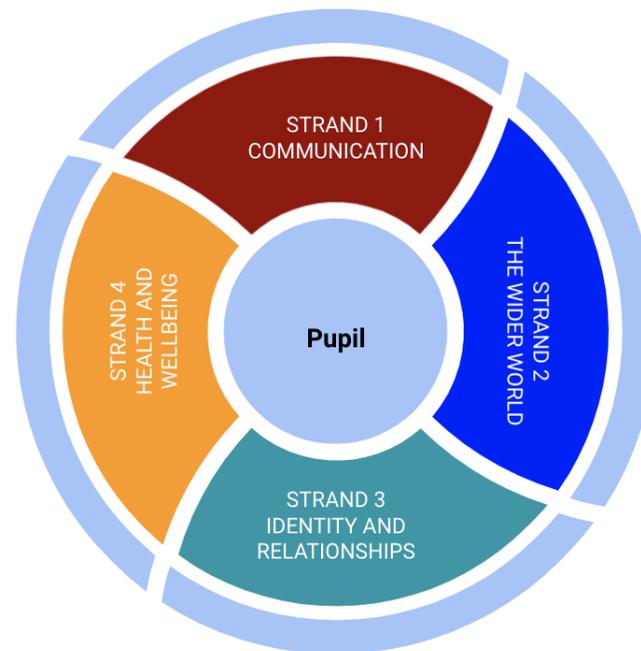
IMPLEMENTATION

CURRICULUM STRUCTURE

All pupils who attend Ropemakers have an EHCP. So, our curriculum is built around strands that support the implementation of provision outlined within a pupil's EHCP. As a result, our curriculum is not only highly adaptable but also serves to support with meeting agreed EHCP outcomes. The strands, when combined, create a whole provision offer that is broad and tailored towards all the needs of a pupil; not just the academic.

The curriculum is broken into four areas (strands). All four strands link to an area of the SEND Code of Practice. The strands are separate provision areas but also contain links to others in order to reinforce the notion that we are catering to the holistic needs of one, whole, individual. Mental Health and Wellbeing is a key part of all strands and a central focus for the school.

The child and their needs are at the centre of the curriculum. Our provision is built around them; in turn giving them everything they need to be successful:



Curriculum Structure			
Strand 1: Communication	Strand 2: The Wider World	Strand 3: Identity and Relationships	Strand 4: Health and Wellbeing
SEND Code of Practice Area: Communication and Interaction	SEND Code of Practice Area: Cognition and Learning	SEND Code of Practice Area: Social, Emotional and Mental Health	SEND Code of Practice Area: Physical Development
Core Offer: Zones of Regulation Language and Speech Link Talk-about	Core Offer: Core academic curriculum based on the National Curriculums for EYFS through KS4 Forest School Trips and engagement activities SMSC, PSHE and RSE	Core Offer: BOXALL Talk-about Zones of Regulation Therapeutic Thinking SMSC, PSHE and RSE	Core Offer: PE Sensory Circuits Jump Ahead Forest School Trips and engagement activities SMSC, PSHE and RSE
Bespoke Offer: Lego Therapy Art Therapy Precision Teaching Drawing and Talking	Bespoke Offer: Precision Teaching Animal Care Horticulture Swimming Community Engagement Activities	Bespoke Offer: CBT Pet Therapy Art Therapy Drawing and Talking Place2be Animal Therapy	Bespoke Offer: CBT Pet Therapy Art Therapy Drawing and Talking Place2be Animal Therapy Swimming Animal Care Horticulture
Linking all Four Strands: parent evenings, daily/weekly contact with families, annual reviews and structured conversations			

WHOLE SCHOOL THEMES

Below are the whole school themes that teaching teams will need to include in termly teaching. Most of these will be covered by the weekly assembly.

<p>School Vision Aims: Through everything we do we promote:</p> <ul style="list-style-type: none"> ✓ A sense of feeling loved, cared for and always valued ✓ The opportunity to flourish, not just within our own setting, but in the wider community and into adulthood ✓ An understanding and experience of social justice, around fairness, equality and democracy ✓ A feeling of belonging within our community, and a sense of self identity within the wider context of our pupils' lives 	<p>Mission Statement:</p> <p>Our mission statement is:</p> <p><i>"To deliver exceptional education and support for traumatized children and young people identified as having SEMH or autism and challenging behaviour."</i></p> <p style="text-align: center;">We are committed to this mission statement and will constantly strive for improvement.</p>
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Whole School Curriculum Themes			
	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>Emotional literacy, social justice and learning to feel valued</p> <p><i>(will be covered by assemblies, PSHE and whole school events)</i></p>	<p>Managing feelings Empathy School Values of: social justice and love</p> <p><i>For example...</i> Kindness Working hard Listening to others</p> <p><i>Safeguarding: who are the DSLs, how to report issues, Child Line</i></p>	<p>Social skills Perseverance School Value of: community</p> <p><i>For example...</i> Honesty Respecting property</p> <p><i>Safeguarding: how to know if you need help, asking for help (how to do it), Child Line</i></p>	<p>Self-awareness Self-motivation School Value of: flourish</p> <p><i>For example...</i> Kindness Working hard Helping others Being gentle</p> <p><i>Safeguarding: recap of systems, online safety, Child Line</i></p>
<p>British Values</p> <p><i>(will be covered by assemblies, PSHE and whole school events)</i></p>	<p>Term 1: Rules and Laws - reinforcement of class rules</p> <p>Term 2: Rules and Laws – focus beyond the school including the UN Convention on the Rights of the Child (linked to Universal Children’s Day 20th November)</p>	<p>Term 3: Mutual Respect and Tolerance of Those with Different Faiths and Beliefs (linked to Martin Luther King Day, World Holocaust Day 27th and E-Safety Day)</p> <p>Term 4: Mutual Respect (linked to the UN week of solidarity with people struggling against racism in March and International Women’s Day)</p>	<p>Term 5: Individual Liberty (linked to International Day of Families)</p> <p>Term 6: Democracy (linked to Nelson Mandela International Day)</p>
<p>Community</p>	<p>Staff to agree which national awareness days to celebrate each term.</p>	<p>Staff to agree which national awareness days to celebrate each term.</p>	<p>Staff to agree which national awareness days to celebrate each term.</p>

CORE CURRICULUM STRUCTURE (STRAND 2: THE WIDER WORLD)

Overview		
<p>Tier 1</p> <p>Assessment package</p> <p>Assessment of core academic skills:</p> <ul style="list-style-type: none"> ● Beckmead's 'Continuum of Skills Development' for overview of progress against specific targets. ● SATS where applicable ● Phonics screening where applicable ● GCSE where applicable ● BTEC/ASDAN/Other where applicable <p>Assessment of SEMH skills:</p> <ul style="list-style-type: none"> ● Beckmead's 'Continuum of Skill Development' for overview of progress against specific targets. <p><i>Sitting beneath the above are assessment packages designed to support teachers with informing the above:</i></p> <p>Core Academic:</p> <ul style="list-style-type: none"> ● Hexgons/APP style assessment grid ● GCSE exams board specifications <p>SEND and SEMH:</p> <ul style="list-style-type: none"> ● BOXALL for SEMH ● Speech and Language Link for SLCN ● SDQ ● Leuven Wellbeing Scale 	<p>Tier 2</p> <p>Interventions package</p> <p>Interventions are phased across three levels:</p> <p>Level 1: references wave 1 and 2 interventions and are carried out by class teams within the classrooms and teaching spaces (e.g: spelling support, phonics support, TA support, visuals, sensory circuits, language link, zones of regulation, talkabout).</p> <p>Level 2: references wave 3 interventions and although managed by teaching teams may require outside, specialist support or for staff members to become trained in the area (e.g: OT sessions, CBT sessions, counselling, play therapy).</p> <p>Level 3: references the school's Ready2Learn provision. This is led by a specific teacher and has a separate curriculum informed by SEMH and Nurture practice. It is targeted towards pupils who cannot yet function in a classroom and need further specialist provision. It also provides support, guidance and modelling of the correct ethos across the school to all teaching staff in all classrooms.</p>	<p>Tier 3</p> <p>Core academic curriculum</p> <p>Organised via a Long Term and Medium-Term Plan. This plan covers all subjects, visits and parent engagement activities. Plans are based around a topic where possible. Plans are stored on the school's Google Drive. Teachers use Schemes, the National Curriculum and Skills Grids to guide progression of learning.</p> <p>We will be able to offer the following subjects. This can be discreet and/or cross-curricular in approach:</p> <p>EYFS through to KS3</p> <ul style="list-style-type: none"> ● Maths (statutory) ● English (statutory) ● Science (statutory) ● Humanities/RE/PSHE/RSE (statutory). ● Art/DT (statutory) ● Computing (statutory) ● Creative arts, music, and projects (music is statutory) <p>KS4:</p> <ul style="list-style-type: none"> ● Maths (statutory at KS4) ● English (statutory at KS4) ● Science (statutory at KS4) ● Humanities/RE (RE is statutory. Humanities is not but pupils have the right to be taught it) ● Computing (statutory at KS4) ● Creative arts and projects: bespoke to individual pupils ● ASDAN life skills or equivalent

		<p>Both:</p> <ul style="list-style-type: none">● PSHE (statutory)● R (S) E (statutory)● PE (statutory)● Forest School● Cooking● Alternative Provision: bespoke to individual pupils● Swimming● Horticulture and animal care
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PROGRESSION OF SKILLS

How We Evidence Building Up of Skills						
Starting Point	→	Assess	→	Build Up of Skills	→	Review
Teachers have access to skills progression maps for the core academic curriculum and then BOXALL, Leuven and SDQs for progression of SEND/SEMH skills		Pupils are assessed for both the academic and SEND/SEMH to ascertain a point of entry into a subject or intervention		Teachers, where possible, work with a pupil to build up their skills using the progression maps, BOXALL, Leuven and SDQs. These formats give teachers a pathway with a defined end point		Teachers regularly review progress informally with SLT, with parents, with outside agencies and with ESCC

EXAMPLE TIMETABLE

Example timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Transition Day: lessons should factor in change</i>				<i>Transition Day: lessons should factor in change</i>
08:30	All staff gather and support with pupils transitioning from taxis	All staff gather and support with pupils transitioning from taxis	All staff gather and support with pupils transitioning from taxis	All staff gather and support with pupils transitioning from taxis	All staff gather and support with pupils transitioning from taxis
08:30	Class breakfast time and morning registration				
09:00	Period 1: Assembly then Maths	Period 1: Maths	Period 1: Maths	Period 1: Maths	Period 1: Maths
09:40	First Morning break <i>All adults down to attend break</i>	First Morning break <i>All adults down to attend break</i>	First Morning break <i>All adults down to attend break</i>	First Morning break <i>All adults down to attend break</i>	First Morning break <i>All adults down to attend break</i>
10:00	Period 2: English				
10:40	Second Morning break <i>All adults down to attend break</i>	Second Morning break <i>All adults down to attend break</i>	Second Morning break <i>All adults down to attend break</i>	Second Morning break <i>All adults down to attend break</i>	Second Morning break <i>All adults down to attend break</i>
11:00	Period 3: Geography	Period 3: History	Period 3: PE with teacher	Period 3: PSHE	Period 3:
12:00	Class lunch time				
13:00	Afternoon registration				
13:00	Period 4: Art	Period 4: Cooking	Period 4: Science	Period 4: PE in Gym with Coach	Period 4: Interventions
13:45	Period 5: interventions	Period 5: interventions	Period 5: interventions	Period 5: interventions	Period 5: DT and Golden Time
14:30	All staff gather and support with pupils transitioning to taxis	All staff gather and support with pupils transitioning to taxis	All staff gather and support with pupils transitioning to taxis	All staff gather and support with pupils transitioning to taxis	All staff gather and support with pupils transitioning to taxis

INTERVENTIONS

All pupils attending The Ropemakers' Academy should receive an intervention of one kind or another due to all pupils having an EHCP. Below details the system around this. Specific communication, sharing of paperwork and training will be done through termly communications between Head, Deputy, parents and teaching team.

Core and Bespoke	Core Offer	Bespoke Offer
<p>Our interventions are organised into a 'Core Offer' and a 'Bespoke Offer'.</p> <p>Our Core Offer interventions are ones that we can readily offer within school to all pupils.</p> <p>Our Bespoke Offer refers to any interventions that require us to access outside support or are for specific pupils.</p>	<p>Communication and Interaction Language Link Language Kit Social Use of Language</p> <p>Cognition and Learning Precision Teaching</p> <p>Social, Emotional and Mental Health Talkabout</p> <p>Sensory and Physical Zones of Regulation Sensory Circuits Jump Ahead</p>	<p>Communication and Interaction East Sussex SALT support East Sussex CLASS support</p> <p>Cognition and Learning East Sussex SALT support East Sussex CLASS support</p> <p>Social, Emotional and Mental Health Counselling CBT</p> <p>Sensory and Physical Occupational Therapy</p>

Within the offers above, interventions we offer can be further categorised:

Oversight	Monitoring	Tier 1	Tier 2	Tier 3	Provision Map	CPD & Resources
<p>The school will only permit interventions that are based either on EHCP</p>	<p>It is expected that:</p> <p>1.</p>	<p>Low level interventions</p>	<p>Medium level interventions</p>	<p>High level intervention</p>	<p>The Deputy Headteacher will keep the following:</p>	<p>All staff must receive a CPD session (and rolling programme of support if needed)</p>

<p>recommendations or are researched/quality assured.</p> <p>Our interventions are organised into a 'Core Offer' and a 'Bespoke Offer'. Our Core Offer interventions are ones that we can readily offer within school to all pupils. Our Bespoke Offer refers to any interventions that require us to access outside support.</p>	<p>Interventions happen when scheduled</p> <ol style="list-style-type: none"> 2. They include an entrance assessment 3. They include an exit assessment 4. They are consistent to have impact 5. All interventions have a written rationale and are monitored each term for impact 6. Staff carrying out interventions are trained 7. A provision map is kept 	<p>These are interventions that can be easily carried out by teaching teams within the classroom</p> <p>These are bespoke and can alter as the pupil progresses. Examples are:</p> <p><i>Visual aids (PECS, widget, CIP)</i></p> <p><i>Basic spelling and word recognition support (precision teaching)</i></p> <p><i>Language Link</i></p> <p><i>Talkabout</i></p> <p><i>Sensory Circuits</i></p> <p><i>Jump Ahead</i></p> <p><i>Zones of Regulation</i></p>	<p>These are interventions that will require specialist support. This will most likely have to be referred for.</p> <p>These follow a set programme, and a report may be written by the specialist at the end. Examples are:</p> <p><i>Physical Therapy</i></p> <p><i>Support for sight, hard of hearing</i></p> <p><i>Touch Typing</i></p> <p><i>Play Therapy</i></p> <p><i>Counselling</i></p> <p><i>CBT Therapy</i></p> <p><i>EPS Support</i></p>	<p>This references our Ready2Learn provision (see next section entitled, 'Ready2Learn')</p> <p>Pupils attending Ready2Learn will require a highly bespoke, specialist curriculum that will sit outside of the main school.</p> <p>Pupils attending Ready2Learn may also access tier 1 and 2 interventions. However, this will be done within their setting.</p>	<ol style="list-style-type: none"> 1. A whole school provision map 2. Individual pupil maps <p>These will track the impact of interventions alongside costings</p>	<p>before beginning a cycle of an intervention.</p> <p>Resources should be in place before the intervention begins to ensure consistency.</p>
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READY2LEARN

Alongside the classroom provision, a separate internal provision also exists called, 'Ready-2-Learn'. This is run alongside the main school curriculum. A dedicated teaching team run Ready2Learn. Pupils attending Ready2Learn are those referred, through consultation, to the school that are not deemed able to regulate within one of the main classrooms and need extra time and support. They access a highly bespoke, alternative curriculum. The focus within this provision is that of regulation and emotional resilience (rather than core academic teaching). However, a core academic offer is there to ease transition between R2L into the main school. An overview of the structure is below. The initial offer is for four students with scope for expansion.

Overview of Provision					
Overview of Initial Model (to be used in Autumn term 2021-22)					
	Space 1	Space 2	Space 3	Space 4	Staffing
AM	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>The following will be in place:</p> <p>1 x class teacher (included in ratios)</p> <p>2 x TA (in line with other classes)</p> <p>Additional TA and INA roles as needed</p> <p>Responsibilities:</p> <p>Head: consultation, staffing, liaising with County Council, finance of provision and strategic oversight of Ready2Learn</p> <p>Deputy: cover, timetabling, booking of spaces, safeguarding</p> <p>Teacher: session planning, teaching targeted lessons, progress of pupils, communication with families, annual reviews</p> <p>TA and INA: teaching sessions and supporting pupils as directed</p>
PM	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>Pupil will attend in accordance with bespoke timetable agreed with Headteacher, Deputy Headteacher, iSEND and class teaching team.</p> <p>For hours the pupil is not in school, a remote learning offer will be provided through Google Classroom or via support from agencies like BeeLeaf.</p> <p>Learning led by teaching team</p>	<p>The following will be in place:</p> <p>1 x class teacher (included in ratios)</p> <p>2 x TA (in line with other classes)</p> <p>Additional TA and INA roles as needed</p> <p>Responsibilities:</p> <p>Head: consultation, staffing, liaising with County Council, finance of provision and strategic oversight of Ready2Learn</p> <p>Deputy: cover, timetabling, booking of spaces, safeguarding</p> <p>Teacher: session planning, teaching targeted lessons, progress of pupils, communication with families, annual reviews</p> <p>TA and INA: teaching sessions and supporting pupils as directed</p>

<p>Additional Curriculum offer</p>	<ul style="list-style-type: none"> ● Spaces available for provision delivery: Therapy Office, Therapy Room 1, Therapy Room 2, Sensory Room. ● Bookable spaces: cookery/science lab/music and drama studio/art and design room/horticulture area**/camp skills**/outdoor space adjacent to primary dining area/service yard ● Wider curriculum options (delivered every afternoon on a rota): equine therapy once a week, cycling once a week, a wild walk once a week, cooking, gardening, pet therapy and swimming
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COMMUNICATION WITH PARENTS

The following mechanisms are to be used to communicate with parents:

School Newsletter	Annual Reviews	Structured Conversations	Weekly Communication	Engagement Events
<p>A newsletter will be sent to all parents by the Headteacher.</p> <p>This will also be shared with the school community and copies kept in the staff room.</p>	<p>This is a statutory process.</p> <p>A protocol is on the Google Drive.</p>	<p>These will happen three times a year between families and teachers.</p> <p>There will be minute taken.</p>	<p>It is expected teachers communicate AT LEAST once a week with parents. This can be a phone call and/or email (whatever suits the parents).</p> <p>Communication should be informative, detailed and focused on the child's needs and progress.</p>	<p>COVID19 allowing, it is expected that parents will be invited into school to take part in events.</p> <p>These will be organised and communicated each term.</p>

ASSESSMENT

The following mechanisms are to be used to gauge assessment levels:

Continuum of Skills Development	Annual Reviews and outside agencies	Intervention exit and entrance assessments	Statutory Assessments	In-house Assessments
<p>This is the agreed Trust assessment system.</p>	<p>Annual Reviews should take place once a year.</p>	<p>All intervention programmes should require entrance and exit data. This is used to gauge impact. This will be kept on a provision map.</p>	<p>If a pupil is to take SATS, phonics screening, timetables screening, GCSEs or other qualifications then it is expected teachers keep a record of progress for these areas.</p>	<p>We offer:</p> <p>Core Academic:</p> <ul style="list-style-type: none"> ● Subject Tracker <p>SEND and SEMH:</p> <ul style="list-style-type: none"> ● BOXALL for SEMH ● Speech and Language Link for SLCN ● SDQ ● Leuven Wellbeing Scale

WIDER CURRICULUM OFFER / ENRICHMENT

Wider Offer Overview

Wider Offer Overview			
In House	In House (with support)	Off Site	Off Site (with support)
Forest School Horticulture Art Therapy Visits from Inspiring People	Pet Therapy Music lessons	Swimming One trip a term	Animal Care Equine Therapy Cycling Proficiency

LOVE
FLOURISH
SOCIAL JUSTICE
COMMUNITY