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## Curriculum Intent:

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Chaselea serves pupils with complex Social, Emotional and Mental Health difficulties with significant behavioural problems. Chaselea's mission statement is:

- **Engage**; in the opportunities provided for you,
- **Perform**; to the best of your abilities,
- **Achieve**; in whatever ways that you can.

Chaselea's intake all arrive at differing points on their secondary journey with the majority admitted following permanent exclusion from their mainstream setting. To ensure that its' pupils can be successful it is important that the mission statement is lived through the whole Chaselea experience, and not just through the curriculum.

Chaselea recognises how important it is that pupils' learning barriers are removed in light of their social and emotional dysregulation and behaviour. For many, Chaselea will become a major support and stability in their life so it is essential to create the right culture, attitude and approach; and focus on the factors that have impeded learning and progress in their prior learning journey. As such, the curriculum is tied to the techniques, adaptations and differentiations made to each individual's needs.

## Intent

The essential components relating to Chaselea's specialist provision that underpin curriculum content and delivery are:

1. All members of the Chaselea community to actively encourage and invest in positive relationships. (E)
2. To have unmet social and emotional needs met, and promote positive mental health. (A)
3. To build resilience, self-advocacy and self-regulation skills. (P)
4. For all pupils to be functionally literate and numerate. (E/P/A)
5. For all pupils to be socially functional and empowered to access their local communities and facilities. (A)
6. For all Year 11 pupils to leave with accreditation and qualifications to enable employment, education or training post-16. (E/P/A)
7. For all pupils to have basic functional life skills promoting independence (A)
8. For pupils to move on to another secondary mainstream setting, or specialist setting if their special educational needs cannot be met by/at Chaselea. (E/P)

The overarching curriculum aims are:

- A. For all pupils to achieve certification at a level which sees them challenged and stretched to the best of their ability. (A)
- B. To receive an appropriately broad, balanced, adapted and differentiated curriculum relative to their needs. (E/P)
- C. To establish effective baselines of academic ability; to ensure effective and challenging academic individual targets that are tracked throughout time at Chaselea to inform best outcomes. (E/P)
- D. To ensure that EHCP targets and social and emotional assessment inform adaptations to content, delivery and outcomes (E/P)
- E. For all pupils to be made aware of life in modern Britain and their responsibilities as citizens; and to be aware of equality and diversity issues and have well developed social, spiritual, moral and cultural understanding (E/P/A)
- F. For all pupils to be made aware of healthy lifestyles and how to keep themselves safe (E/P/A)

Chaselea's curriculum will help equip each pupil for the next stage of their learning journey. This may be a mainstream school, special school, apprenticeship and employment or further education. Each pupil will leave Chaselea with a bespoke skillset designed to help them succeed in this next setting.

Furthermore, each pupil will have the opportunity to grow in self-belief to become a confident, independent pupil with high aspirations. We will help them prepare for life as a citizen in modern Britain through the accumulation of social knowledge, behaviours and skills.

### **Implementation**

Chaselea will work towards the intended outcomes by:

1. Providing a nurturing, needs aware culture within the staff team, all of whom are effectively trained and equipped.
2. Value pupils as individuals with their own needs whilst promoting learning and achievement as valuable; whether it is social, emotional or academic. Work with families to provide effective home-school liaison and signposting for necessary support.
3. To provide an environment and consistent opportunities to become increasingly independent with appropriate emotional support, coaching and intervention.
4. For all pupils to have effective education plans which promote high quality learning and progress which is effectively assessed, moderated, planned and delivered
5. To offer learning and experience that informs pupils' abilities when confidently accessing a broad range of social contexts – starting local, thinking global.
6. To maintain, evolve and create new pathways for relevant qualification and attainment relative to needs, wants and ability – establishing successful transition through bespoke support and relationships
7. To encourage the development of the individual which empowers and enables them over time, giving them a voice and allowing them to take personal responsibility for their behaviour, choices, learning and social interactions. To engage in a structured programme which inform adult life.
8. To provide the opportunity for pupils to return to mainstream high schools or if required/appropriate, enable assessment to be carried out for an Education, Health and Care Plan.

### Overarching Implementation:

- A. Provide a learning experience that promotes learning and achievement as intrinsically and extrinsically valuable to the individual.
- B. To ensure the curriculum subjects are high quality, relevant and linked as appropriate while taking account of interest, ambitions and ability.
- C. To implement assessments that are relevant and appropriate, to inform the curriculum and personalised learning – to refer to evidence based practice and new developments or opportunities, to account effectively for pupils’ needs.
- D. To have a robust system of accounting for needs and targets through Individual Education Plans, Icebergs, Emotional Needs Scales and related targets and needs led interventions.
- E. To offer a broad and balanced curriculum with effective opportunities for learning about citizenship, PSHE, equality and diversity, sex and relationships, British Values and SMSC while taking account of pupils’ significant SEMH deficits and difficulties.
- F. To offer an informed and tailored curriculum and culture that enables pupils to keep themselves safe, having an awareness of sexual exploitation, e-safety, extremism and mental and physical wellbeing.

Successful curriculum implementation stems from high quality teaching. At Chaselea, we use MHAT’s Effective Teacher programme to ensure we continuously reflect on our practice. This allows teachers to develop towards being highly effective practitioners.



## **Impact**

Chaselea will continue to evidence and build on the following to ensure best outcomes and impact:

1. Improved attendance over time and engagement in learning and the positive school culture – valuing of adult-pupil relationships and empathy.
2. Improved data over time indicating greater levels of met need allied to improved self-awareness and advocacy.
3. Evidence of improving ability to self-regulate behaviour over time.
4. All pupils' showing progress and accreditation in English and maths.
5. School involvement and support of families is high quality and sustained over time, signposting parents and carers to effective support networks.
6. All pupil to have pathways to success established on leaving at post 16, relating to their qualifications, interests and geographical location.
7. Leavers to be socially conscious and employed, in education or training post 16 and be able to live independently, safely, happily and confidently in adult life.
8. Pupils remain on single roll for a short period of time before a return to high school or EHCP is gained and appropriate setting is gained.

Overarching Impact:

- A. Evidence of subject specific accreditation for all pupils.
- B. Pupils making progress socially, emotionally and academically year on year.
- C. Effective target setting leading to expected and aspirational targets being achieved year on year.
- D. EHCP reviews and tracked social and emotional development reflects progress year on year.
- E. Increasingly effective social and emotional functioning over time, allied to improved academic outcomes and positive social interaction experience and success – reflected in the ability to account for and respect differences and the pupil's own place in society.
- F. An increase in, and celebration of, identifiable pro-social behaviours and risk awareness while seeing a reduction in or aversion to anti-social behaviours. Pupils being healthy, happy and self-confident.

## Evidence

Evidence bases to support impact from intent:

- Attendance data.
- Academic progress data.
- Accreditation and qualifications.
- Behaviour and exclusion data.
- EHCP target outcomes, reviews and parental feedback.
- Safeguarding linked curriculum interventions and action plan.
- Safeguarding data and statistics.
- Effective subject specific curriculum maps that are monitored, moderated, reviewed and adapted.
- Post 16 transition tracking and support.
- Case studies.
- Testimony from support services and outside agencies.
- Minutes from meetings such as the LAB, Junior Leadership Team, staff meetings, PEP reviews, EHCP reviews etc...
- Pupil exit data – return to mainstream, move to specialised setting etc...
- Analysis of data in respect of groups of learners including Pupil Premium, FSM, LAC, Gender, Ethnicity, Mobile, etc...
- Chaselea Performance Indicators

## Curriculum Knowledge, Structure and Sequence:

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Chaselea's curriculum is ambitious. It aims to provide the ideal pathway for each individual pupil according to their learning and destination needs.

At Key Stage 3, the curriculum is designed to support pupils depending on their learning needs. Pupils with the prospect of reintegration to mainstream will be able to access a curriculum that reignites their desire to learn whilst maintaining academic standards. Pupils who require SEND intervention will be able to access the same breadth of curriculum whilst focusing on specific learning needs.

At Key Stage 4, the curriculum is designed to enable pupils to either reintegrate to mainstream or work towards a valuable set of skills and qualifications to carry forward to the next stage of their learning journey.

The value of this skillset and qualifications will be bespoke to each pupil considering factors including learning needs and potential destination.

To successfully implement our Curriculum Intent, it is crucial pupils have the opportunity to gain the knowledge that will help them achieve success at Chaselea and at the next stage of their journey. As such, each subject's curriculum plans is carefully structured and sequenced ensuring that knowledge builds upon earlier knowledge, and that earlier knowledge is reinforced.

Through our knowledge-based approach, we ensure that:

- pupils have a clear overview of what they are expected to learn as they develop conceptual understanding
- parents/carers understand exactly what their children need to learn and remember, and know how to support their children in learning
- teachers are able to set clear, long term learning expectations
- leaders are confident that Chaselea's Curriculum Intent is being successfully implemented and having the desired impact

## Reading:

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The curriculum continues to be dominated by text, both in print and on screen, and our students need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them.

Chaselea's reading policy outlines the whole school approach to reading at Chaselea Alternative Provision Academy with a view to:

- ensuring all colleagues recognise reading difficulty as a driving factor in terms of Social, Emotional and Mental Health Needs
- ensuring all colleagues understand the 'building blocks' for successful reading skills
- ensuring all colleagues have a sound grasp of strategies to encourage and support reading in their everyday practice

To support the development of reading and literacy within the curriculum, we use the following guidance and structured approach from Education Endowment Foundation:

- 1. Prioritise 'disciplinary literacy' across the curriculum**
- 2. Provide targeted vocabulary instruction in every subject**
- 3. Develop students' ability to read complex academic texts**
- 4. Break down complex writing tasks**
- 5. Combine writing instruction with reading in every subject**
- 6. Provide opportunities for structured talk**
- 7. Provide high quality literacy interventions for struggling students**

Within individual subjects, staff have specifically identified how this structured approach can be planned, applied and implemented. This can be found in individual subject curriculum documents.

## Curriculum Strengths:

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Each subject area has a specific curriculum document that maps directly to this one as well as a supporting planning document. These enable subject leaders and SLT to maximise the depth of the curriculum.

Due to its bespoke structure, Chaselea's curriculum caters for all groups of pupils including the most disadvantaged and minority groups.

Pupils are not 'shut out' of pursuing subjects they wish to study due to academic ability. Each subject offers a vast range of differentiation to cater for all needs. At Key Stage 3, each subject offers the opportunity for pupils to re-engage and develop skills in preparation for their next learning destination. At Key Stage 4, each subject offers the opportunity for pupils to achieve qualifications from Entry Level 1 to Level 2, GCSE and Technical Awards to suit the learning and destination needs of each pupil.

## Curriculum and Qualification Offer at Key Stage 4:

(New qualifications for 2021-22 in bold)

Curriculum area	Main Qualification	Other Qualification
English	GCSE English Language GCSE English Literature	<b>Functional Skills English (completed in Year 10)</b>
Mathematics	GCSE Mathematics GCSE Statistics	<b>Functional Skills Mathematics (completed in Year 10)</b>
RSE	<b>NCFE Award in RSHE</b>	<b>Unit towards Award – Diploma in PSD</b>
PSHE	Unit towards Award – Diploma in PSD	Unit towards Award – Diploma in PSD
Computer Science	Unit towards Award – Diploma in PSD	<b>Functional Skills ICT (completed in Year 10)</b>
Art	GCSE Art and Design	Unit towards Award – Diploma in PSD
Catering	NCFE Food and Cookery	Unit towards Award – Diploma in PSD
PE	NCFE Award Coaching	Unit towards Award – Diploma in PSD
D&T	<b>Unit towards Award – Diploma in PSD</b>	<b>Unit towards Award – Diploma in PSD</b>
Humanities	<b>Unit towards Award – Diploma in PSD</b>	<b>Unit towards Award – Diploma in PSD</b>
Alternative Provision Qualifications		



Example Key Stage 4 Qualification Offer:

High Prior Attainer	Typical PEX in Year 10	PEX in Year 11	Off-Site or Vocational	Complex SEND
GCSE English Language	GCSE English Language	GCSE English Language	GCSE English Language	GCSE English Language*
GCSE Mathematics	GCSE Mathematics	GCSE Mathematics	GCSE Mathematics	GCSE Mathematics*
GCSE English Literature	Functional Skills English	Functional Skills English	AIM Award - Diploma	AIM Award - Diploma
GCSE Statistics	Functional Skills Maths	Functional Skills Maths	BTEC Vocational	
GCSE Art & Design	Functional Skills ICT	Functional Skills ICT	Functional Skills English and Mathematics	
NCFE Food & Cookery	NCFE Food & Cookery	NCFE Coaching Award		
NCFE Coaching	NCFE Coaching Award	AIM Award - Diploma		
Functional Skills English	AIM Award - Diploma			
Functional Skills Maths	GCSE Art & Design			
Functional Skills ICT				
AIM Award - Diploma				*Entry Level available

## Curriculum Offer at Key Stage 3:

At Chaselea, our Key Stage 3 Curriculum is designed to engage pupils in learning which will enable them to return back into a mainstream environment as soon as they are ready. For some pupils, we will identify that a mainstream school is not appropriate and begin (or continue) the EHCP process in order to find a specialist setting.

Pupils access a differentiated curriculum that will support a return to mainstream or specialist setting currently including the following subjects:

- English
- Mathematics
- PSHE (including RSE)
- Catering
- Computer Science (including ICT, Coding and Digital Media)
- PE and Wellbeing
- Art
- D&T
- Reading Intervention
- MFL, STEM and Music during 'curriculum days'

Additionally, pupils have pastoral sessions to build skills needed to access the next step of their journey such as resilience and social skills. Chaselea's nurturing approach will also help to support SEMH needs.

## Broadening and Developing the Curriculum Offer:

Chaselea want to be able to provide a quality curriculum offer to all pupils. It is possible that a pupil will join Chaselea and wish to continue studying a subject they have enjoyed, have achieved success in and/or a subject that is required for career aspirations (e.g. MFL, Drama etc...). These subjects are identified as part of the admission meeting between SLT, parents/carers and the pupil. If this subject is not already timetabled, Chaselea will provide quality provision using the following methods:

- Tuition services (such as Reflective School Support)
- Staff 'other specialist subject'
- Local Alternative Provision providers
- Links with mainstream schools
- Sharing of resources between MHAT schools

Curriculum planning for 2021-22 will broaden and develop the existing curriculum by:

- Adding D&T and Humanities at Key Stage 3 and 4
- Making more effective use of staff 'other specialist subjects'
- Exploring a greater variety of effective alternative provision
- The enhancement of SEND provision through the development of the ACL
- The offer of qualifications that will enhance post-16 opportunities for pupils such as Employability Skills
- The addition of subjects including MFL, STEM and Music during 'curriculum days' at points during the academic year