



## Primary Curriculum – 2024

Consists of – English, Maths, Science, Project, PSHE, PE, THRIVE, Music, Farm, Phonics, Cooking

### Intent

To create a nurturing and inclusive environment that embraces diversity, promotes equality, and enables every student to thrive academically, socially, and emotionally. Every child should be able to access every lesson.

**High aspirations and expectations:** The curriculum sets high aspirations and expectations for all students believing that they can achieve their full potential while underpinning our learning for life ethos.

**Promoting inclusive values:** The curriculum promotes values of respect, empathy, and understanding towards all students by nurturing an inclusive culture that celebrates diversity and values each individual for their unique strengths and needs.

**Personalised and holistic support:** The school ensures that EHCP's are comprehensive and tailored to the specific needs of each student, focusing on both their academic and non-academic development.

**Effective partnerships:** The school fosters strong partnerships with parents/carers, outside agencies, and local communities to ensure a collaborative approach in supporting the needs of students.

### Implementation

#### Adaptive teaching and learning:

The curriculum ensures that teaching and learning strategies are adapted and differentiated to meet the diverse needs of all students within the classroom. This includes the use of multi-sensory approaches, assistive technology, and appropriate learning and support materials.

#### Specialist support and interventions:

The school provides access to specialist support and interventions, delivered by well-trained professionals such as SALT and OT.

#### Inclusive environment and resources:

The school provides a physical environment that is accessible and inclusive for all students to learn. This includes appropriate room adaptations, assistive technologies, and visual resources that support individual learning needs.

#### Effective Assessment:

The school has robust procedures in place for early identification of change in need and gaps in learning. Accurate and thorough assessments are conducted to determine the individual needs, strengths, and barriers faced by each student both academic and non-academic.

**CPD:** The school invests in continuous professional development to ensure all staff members have the necessary skills and knowledge to effectively support the SEND needs of each student. This includes training on specific SEN-related topics, such as autism awareness /dyslexia support etc.

**Expected Impact/ Expectations for staff and pupils**

Students will have built resilience and made progress from their individual starting points. Students will be able to use a form of communication to support their independence.

**Academic achievements:**

The impact of the curriculum is demonstrated by students being able to progress using smaller steps and build on prior knowledge.

**Improved well-being and social development:**

The curriculum promotes positive emotional well-being and social development, fostering a sense of belonging, self-confidence, and resilience amongst students.

**Smooth transitions and successful phase transitions:**

The curriculum supports students in making smooth transitions, both within the school and to their next phase of education. This builds the foundation steps to succeed in the next stage of their lives thus encompassing the learning for life ethos.

**Positive feedback:**

The curriculum is recognised and valued by parents/carers and students. Their feedback reflects positive perceptions of the school's commitment to inclusive education and the positive impact it has had on students' self-development and well-being.

**Next steps**

To continue adapting the curriculum to meet the needs of changing cohorts.

PSHE to be adapted to have an increased emphasis on topics such as self-care.

THRIVE approach to be embedded across all year groups.