

Inclusion and Access 5 Year Curriculum Plan

Author: Simon Lynch

Written: June 2020

Updated:

Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the *Inclusion and Access* Department

At Smith's Wood Academy we are committed to the principle that no child is left behind (AMBITION). This means that we aim for pupils with special educational needs to make progress in line with all pupils nationally (EXCELLENCE). Progress for young people at Smith's Wood means that standard of their academic work, as well as their attendance, behaviour, and wellbeing (TRADITION).

To achieve this we use quality first teaching, clear assessments of students' needs, and individualised intervention, all of which are in line with guidance provided by the local authority and the Code of Practice (INTEGRITY). In meeting individuals' needs, we are committed to equal opportunities, fairness, and 'going the extra mile' (DEDICATION).

The purpose of the SEND pathways in Year 7 and 8 is to turn every young person into a learner who can access the full national curriculum. All of the young people accessing the SEND pathways curriculum have greater difficulty in learning than their peers; cognitively, emotionally, and socially. The pathways are designed to address these needs, giving young people the tools to overcome the difficulties themselves.

At the end of Year 11 students in SEND pathways will have competent functional literacy and numeracy skills. This will enable them to make informed, consensual choices that mean they can move on to further study, apprenticeships, training, or employment.

They will enrich their learning by applying functional skills in meaningful ways that positively affect their own opportunities.

5 Year Curriculum Plan

Year 7 (Nurture pathway) at Smith's Wood Academy

Students who are offered a place on the Nurture pathway have significantly greater difficulty with learning than their peers, as a result of their attachment and identity needs. We know these children are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.

Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education.

The Smith's Wood Year 7 Nurture pathway curriculum is designed to address these needs directly, so that students become more self-aware, build trusting relationships, and learn how to care for themselves and others.

These units are studied in this order because child psychology and brain development reveals that young people with trauma and those with attachment difficulties need to understand themselves, before they can begin to build trusting and lasting relationships.

The enrichment opportunities available to year 7 pupils are to hold a community event during every half term, that is led by the learners themselves. These are aimed at building independence, enhancing self-esteem, and developing close links with families.

Year 7 Units of Study (Nurture pathway)		Length of unit
Unit 1	All about me	<i>In lessons</i>
Unit 2	Emotions	
Unit 3	Language and thought	
Unit 4	Relationships	
Unit 5	Care	

Year 7 (SEMH pathway) at Smith's Wood Academy

Students who are offered a place on the SEMH pathway have significantly greater difficulty with learning than their peers, as a result of their social and emotional needs. The Smith's Wood Year 7 SEMH pathway curriculum is designed to address these needs directly, so that students become more independent, resilient, co-operative, and ambitious.

Our students are studying these units because the pathway will actively develop personal characteristics linked to the core values of the academy, and wider Fairfax trust. The content, and nature of the pathway will provide opportunities to learn in varied ways, all of which prepare young people for future employment, education, and training. The results of recent surveys and questionnaires (SDQ, PASS) added to our knowledge of pupils' difficulties reveal the extent of students' needs. Those in the pathway have negative views of themselves, lack resilience, display undesired behaviour, and suffer from limited aspirations. The use of the Trust's core values as a basis for the curriculum therefore directly focuses on the pupils' needs.

These units are studied in this order because it allows for alignment with the Humanities curriculum. The order also connects to what we know of child development, which is that a learner needs to feel safe and secure in themselves and their environment, before they can appreciate and begin to realise their potential.

The enrichment opportunities available to year 7 pupils on the pathway are to hold an event for families and/or community partners every half term. These are aimed at building independence, enhancing self-esteem, and developing close links with families.

Year 7 (SEMH pathway) Units of Study

Length of unit

Unit	Core Value	Length of unit
Unit 1	Tradition; respect and kindness	
Unit 2	Dedication; resilience and responsibility	
Unit 3	Integrity; trust and honesty	
Unit 4	Excellence; improvement and co-operation	
Unit 5	Ambition; courage and open-mindedness	

Year 7 ('Catch up') at Smith's Wood Academy

Students who are offered a place on the Catch Up curriculum have significantly greater difficulty with learning than their peers, as a result of their cognitive and learning needs. The Smith's Wood Year 7 Catch Up curriculum is designed to address these needs directly, so that students have the basic literacy, numeracy, and learning skills needed to access the Key Stage Three curriculum.

These units are studied in this order because basic numeracy skills are sequential, meaning that addition and subtraction need to be secure before multiplication and division are developed. The English units all include opportunities to address difficulties with accuracy and fluency, as well as comprehension and composition. These key skills in reading and writing are interlinked and are not sequential, therefore they need to be developed side by side. As a result the literacy units follow those set out in the English department's learning journey.

The enrichment opportunities available to year 7 pupils are linked to those in the Year 7 Maths and English curriculum.

Year 7 Catch up Units of Study

Length of unit

Unit 1	ENGLISH: MATHS:	
Unit 2	ENGLISH: MATHS:	
Unit 3	ENGLISH: MATHS:	
Unit 4	ENGLISH: MATHS:	
Unit 5	ENGLISH: MATHS:	

Year 8 (SEMH pathway) at Smith's Wood Academy

Students who are offered a place on the SEMH pathway have significantly greater difficulty with learning than their peers, as a result of their social and emotional needs. Most of these students will have accessed the 'Nurture' pathway in Year 7, so will present with difficulties associated with attachment, and identity. The Smith's Wood Year 8 SEMH pathway curriculum is designed to address these needs directly, so that students become more independent, resilient, co-operative, and ambitious.

Our students are studying these units because the pathway will actively develop personal characteristics linked to the core values of the academy, and wider Fairfax trust. The content, and nature of the pathway will provide opportunities to learn in varied ways, all of which prepare young people for future employment, education, and training. The results of recent surveys and questionnaires (SDQ, PASS) added to our knowledge of pupils' difficulties reveal the extent of students' needs. Those in the pathway have negative views of themselves, lack resilience, display undesired behaviour, and suffer from limited aspirations. The use of the Trust's core values as a basis for the curriculum therefore directly focuses on the pupils' needs.

These units are studied in this order because it allows for alignment with the Humanities curriculum. The order also connects to what we know of child development, which is that a learner needs to feel safe and secure in themselves and their environment, before they can appreciate and begin to realise their potential.

The enrichment opportunities available to year 7 pupils on the pathway are to hold an event for families and/or community partners every half term. These are aimed at building independence, enhancing self-esteem, and developing close links with families.

Year 8 SEMH pathway Units of Study		Length of unit
Unit 1	Tradition; respect and kindness	
Unit 2	Dedication; resilience and responsibility	
Unit 3	Excellence; improvement and co-operation	
Unit 4	Integrity; trust and honesty	
Unit 5	Ambition; courage and open-mindedness	

