

<b>Intent</b>	<p>Our vision Share the high expectation that children and young people (CYP) at the school achieve at least five GCSEs or equivalent (depending on ability). Ensure that young people leave school with a good reading level.</p> <ul style="list-style-type: none"> <li>Support, enable and develop CYP to self-regulate and manage their social emotional and mental health and physical needs both within a school environment and in life.</li> <li>Become respectful members of society who are community minded, uphold British Values, understand Protected Characteristics and who contribute to charitable causes.</li> </ul> <p>Enable young people to be proactive, enterprising, aspirational and career minded.</p> <ul style="list-style-type: none"> <li>Ensure that CYP and their parents/carers feel pride in their achievements and a developed/developing self-esteem.</li> <li>Develop independence and resilience in pupils.</li> <li>Enable staff to feel pride in and be aspirational for their pupils and for themselves.</li> </ul>									
	Needs of the pupils:		Subjects				Qualifications	Specialist Services	Awards	
<b>Implementation</b>	ASD	Developmental	English	Art	Chinese	Food Tech	ASDAN	SALT	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award August 2020 Trauma Award September 2020 Leading Parent Partnership award – September 2020 Arts mark Gold – April 2019	
	ADHD	Co-ordination disorder	Maths	History	TED	Horticulture	Entry Level	OT		
<b>Implementation</b>	Attachment	Social	Science	Geography	Creative Media	Graphics	Level 1	Clinical Psychologist	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award August 2020 Trauma Award September 2020 Leading Parent Partnership award – September 2020 Arts mark Gold – April 2019	
	Dyslexia	Communication	Computing	DT	RE	Drama	Level 2	Attachment and Trauma		
<b>Implementation</b>	OCD	Self Esteem	Life skills	German		D of E	CCSE	PCT	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award August 2020 Trauma Award September 2020 Leading Parent Partnership award – September 2020 Arts mark Gold – April 2019	
	Demand Avoidance	Failure tolerance					AS Level	Reading Support		
<b>Implementation</b>	Anxiety						A Level	Learning Mentor	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award August 2020 Trauma Award September 2020 Leading Parent Partnership award – September 2020 Arts mark Gold – April 2019	
<b>Implementation</b>	Approaches to Learning- * Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil's need * Differentiation * Personalised learning * Build on learning beyond school * Inclusion for all * Promote communication					Enrichment - Weekly Wellbeing and Life skills includes – climbing, den building, swimming, Viking Golf, mountain biking Sports opportunities including wheel chair rugby and Judo. Residential trips including Outward bounds, camping, narrow boat. Work Experience opportunities in local area				
<b>Impact</b>	<u>Personal Development</u> Through our SMSC curriculum, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing Pupils gain the skills knowledge and understanding they need to lead, healthy, independent lives and to become informed, active and responsible citizens						<u>Pupils Outcomes</u> Data outcomes *External examination results *Pupil Progress meetings *Pupils Progress Conversations *Parent surveys *Pupils Surveys Staff Surveys *Learning Walks *Lesson Observations Book Scrutiny *Successful transitions in year 11, and Post 16			