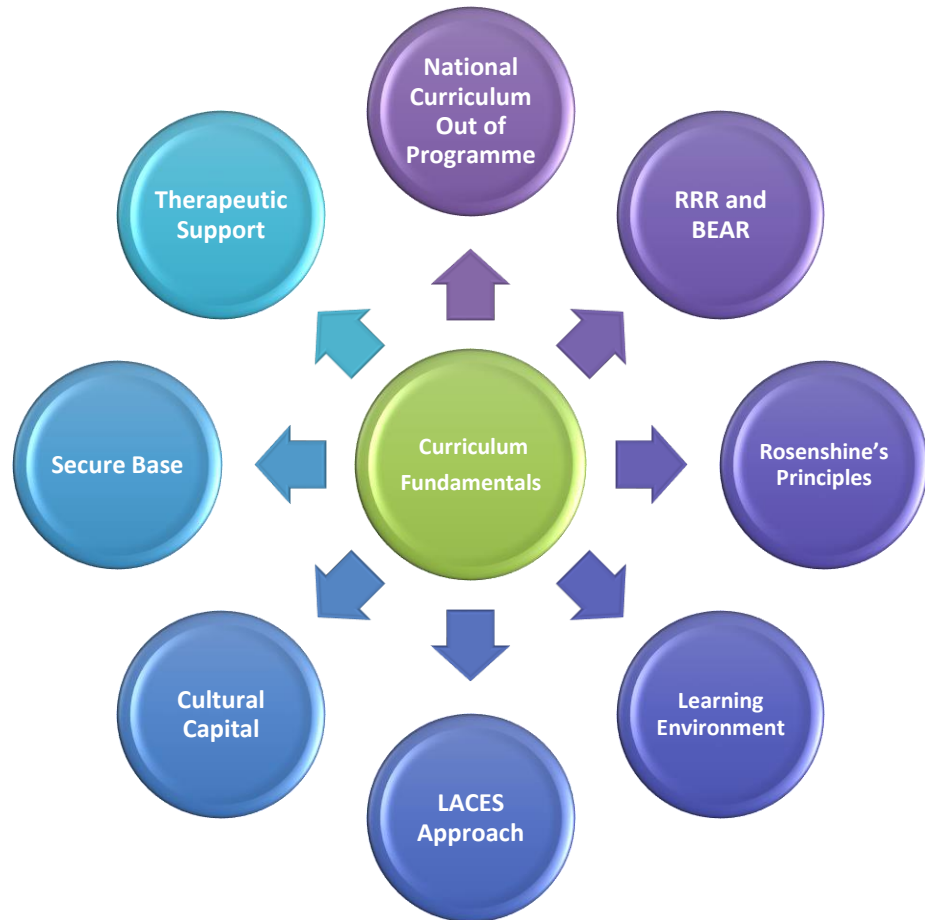
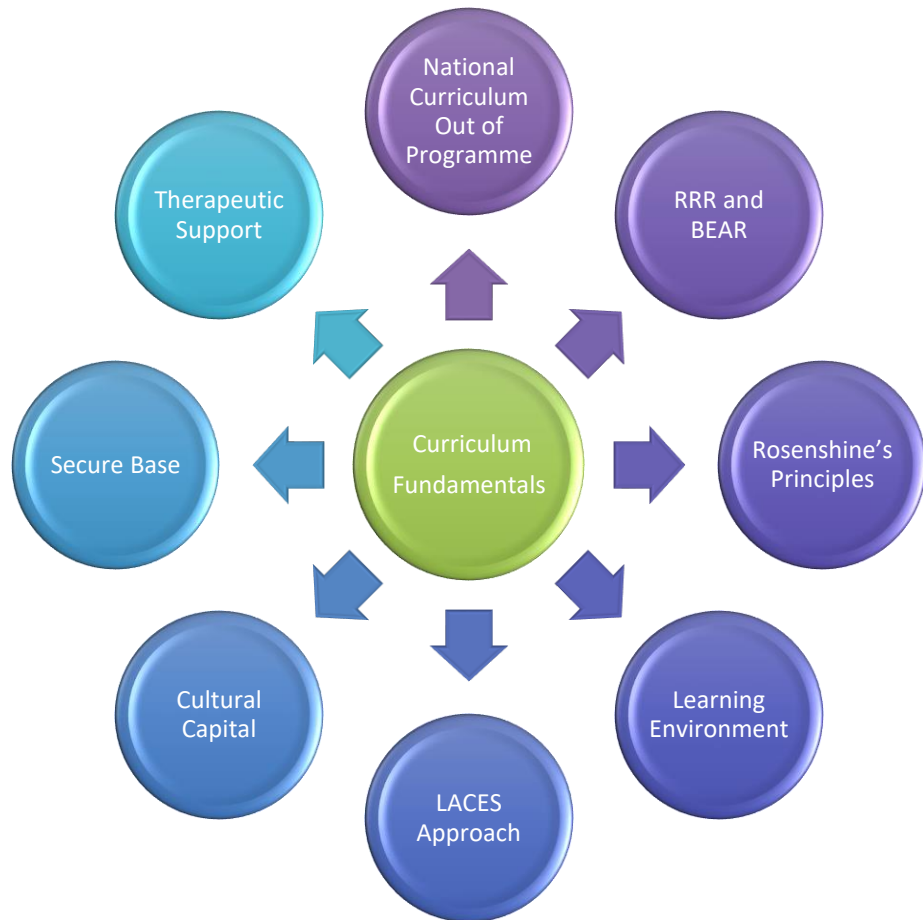


Curriculum Fundamentals



- **The National Curriculum** “has the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement,” (DfE Framework.)
- Following the National Curriculum offer ensures that **cultural capital** for our pupils is valued and developed daily. In addition to this pupils have access to educational and extra-curricular trips, visiting speakers/groups, which help to develop pupils outside the school environment and staff members.
- For pupils that are struggling to engage with the academic curriculum we offer ‘**Out of Programme**’ which follows the ‘TalkAbout’ programme. TalkAbout is a structured programme for teaching and measuring social skills, designed by Alex Kelly – a Speech and Language Therapist who specialises in working with people with social skills and relationships difficulties.
- **Rosenshine’s Principles** of Instruction will be used in our classroom practice where we aim to give all our pupils quality first teaching. *Professor Barak Rosenhine (1930 – 2017)* explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers’ practice. From this he developed seventeen ‘instructional procedures’ which best enable learning to occur which we will adopt in our classroom teaching.

Curriculum Fundamentals



- Bruce Perry's theories underpin the **RRR** and **BEAR** system alongside Gillian Schofield and Mary Beeks **Secure Base Model**. The measurable areas in these areas support the social, emotional and mental health aspects of our curriculum offer in addition to developing communication and social skills
- Specialist **therapeutic support** to pupils in the following areas, in line with the individual needs stated in their EHCP's: Play Therapy, Speech and Language, Occupational Therapy, Forest School's, providing 1:1 sessions and groups sessions as required. The newly developed '**Therapy Hub**' at The Warwickshire Academy provides a specially designed and designated space for pupils to access therapeutic support. In addition to this our '**Sanctuary**' provides a designated area and time for pupils that require further support to access a nurture group, which is led by our **Nurture Lead** and **Interventions Co-Ordinator**.
- **Capable Environments** - Learning pods and classrooms are spacious and have dedicated areas to support pupil self-reflection and regulation. Calm spaces and quiet rooms allow for small group work, 1:1 sessions, break out learning tasks, exploratory play or quiet time for repair, reflect and / or reward, which all provide pupils with the best possible environment to succeed in. **Specialist rooms** include; Design and Technology Suite, State of the art Food Technology room, fully equipped Science Lab and Sensory room.
- **LACES Approach** places the core areas that we want to develop in all our pupils at the heart of our daily practice across all areas of the school.

**TWA CURRICULUM AIM FOR ALL PUPILS - 'IMPROVED QUALITY OF LIFE'
- Positive Relationships - Qualifications - Employment - Positive Social Roles -**

L
(Life Skills)

A
(Academic)

C
(Communication)

E
(Emotion)

S
(Social)

BEAR BEHAVIOUR SYSTEM

4 CORE AREAS - BEHAVIOUR, ENGAGEMENT, ACHIEVEMENT, RESPECT ALLOW FOR PUPILS TO WORK TOWARDS POSITIVE POINTS IN EACH AREA SUPPORTING DIFFERENCES IN ABILITY AND AREAS OF STRENGTH AND DEVELOPMENT. POINTS ISSUED TWICE DAILY WITH DOUBLE POINTS ON FRIDAY.

SECURE BASE MODEL FOR SCHOOLS – PROMOTES RELATIONSHIPS AND INTERACTIONS WITHIN THE SCHOOL THAT BUILD CHILDREN'S TRUST, REDUCE THEIR ANXIETY AND ENHANCE THEIR CAPACITY FOR FINDING SATISFACTION IN EDUCATION AND LEARNING

VARIED SUBJECTS ACROSS THE NATIONAL CURRICULUM

OUT OF PROGRAMME

'TalkAbout'

(For pupils unable to engage in national curriculum work)

SUBJECTS TAUGHT INCLUDE ENGLISH, MATHS, SCIENCE, TECHNOLOGY, ART, CITIZENSHIP, RSHE, LIFE SKILLS, OUTDOOR LEARNING, PE, HUMANITIES

OUT OF PROGRAMME FOCUSES ON THE TALKABOUT BOOKLETS WHICH ARE USED TO DELIVER APPROPRIATE SKILLS INFORMED BY SECTION F SHEETS / INDIVIDUAL NEEDS

OPPORTUNITIES TO DELIVER L.C.E.S STRANDS ARE PLANNED IN ACADEMIC LESSONS WHEREVER POSSIBLE TO ENSURE THESE ARE A CONSISTENT APPROACH IN ALL ASPECTS OF SCHOOL

REPAIR, REFLECT, REWARD

RRR

PUPILS HAVE BUILT IN REFLECTION PERIODS TWICE A DAY WITH A MORNING SESSION TO SUPPORT THEM WITH SETTLING INTO THE DAY. THESE SESSIONS ARE INFORMED BY THE BEAR POINTS SYSTEM, WHICH GENERATES AN AREA OF FOCUS EITHER REPAIR, REFLECT OR REWARD.

THIS PROCESS IS UNDERPINNED BY BRUCE PERRY'S SEQUENCE OF ENGAGEMENT (REASON, RELATE, REGULATE) AND IS GUIDED BY THE UNDERSTANDING THAT WHEN THE LOWER BRAIN IS NOT REGULATED, WELL-ORGANISED AND EFFICIENT THE HIGHR BRAIN REGIONS SUCH AS THE CORTEX CANNOT FUNCTION OPTIMALLY

TWA GOLD STANDARDS
BEHAVIOUR FOR LEARNING – PERSONALISED – LEARNING ENVIRONMENT – RELATIONSHIPS – CONTENT AND DELIVERY – ASSESSMENT – SEMH KNOWLEDGE