



**Green
Meadows**
Academy

Curriculum Policy 2023-24

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WELLSPRING

We Make A Difference

Table of Contents

Introduction & Needs Profile	3
Curriculum Intent	3
Communication	4
Our Approach	4
Organisation	5
Groups	5
Intervention	5
Assessment	5
Qualifications	6
Extra-Curricular Activities	6
Appendix 1: The Zone of Proximal Development	7
Appendix 2: The Gradual Release of Responsibility Model	7
Appendix 3: The Gradual Release of Responsibility Model - GMA Context	8

CURRICULUM POLICY

Our Mission

At Green Meadows Academy, we envision a world where every child, regardless of the barriers to their learning, is provided with the opportunity to thrive, grow, and succeed. Our mission is to be a centre of excellence for children with special educational needs and disabilities who are happy, successful and well supported.

Our core values are rooted in a commitment to the belief that every child can be empowered to succeed in a compassionate and inclusive environment. We are dedicated to providing a nurturing and supportive setting where our students can thrive academically, socially, and emotionally.

Our mission is to:

Empower We empower our students to embrace their individuality and develop the skills and confidence needed to overcome challenges. Through tailored education plans, we aim to unlock their full potential and foster a sense of self-worth.

Nurture We foster an inclusive community that values diversity and celebrates differences. Our school is a place where acceptance, respect, and understanding are the cornerstones of our daily interactions.

Thrive We are committed to excellence in education and support services. Our dedicated team of educators continually strive to improve their skills and find and apply the best practices in the field of special education.

At Green Meadows Academy, we measure our success not only by academic achievements but also by the growth in independence, self-advocacy, and happiness of our students. Together, with unwavering dedication and a shared commitment to our mission, we transform lives, one child at a time.

Empower - Nurture - Thrive

Introduction & Needs Profile

The purpose of this document is to set out our curriculum intent, to share our agreed approach and explain how we monitor progress at our school. It ensures we work together to achieve our goals for each and every pupil. More information about individual subject areas can be found on our school website.

Pupils at our school have a variety of special educational needs and disabilities. Most pupils have communication and learning difficulties, however we also have some pupils with physical disabilities. Increasingly, more pupils have sensory needs and anxiety linked to their primary area of need.

Curriculum Intent

Our curriculum is inextricably linked to our mission statement and our desire to **prepare pupils for their next steps in life.**

As a school we are also determined to:	To do this we:
Ensure every pupil accesses a personalised and purposeful curriculum.	<ul style="list-style-type: none">● Ensure pupils' EHCPs are our primary focus● Set out specific learning intentions for each pupil in an ILP.● Carefully sequence learning to support the acquisition of knowledge over time● Ensure logical connections between curriculum areas● Use a wide range of creative, multisensory and differentiated learning activities● Enhance our offer with carefully planned interventions● Liaise with and act on the advice and guidance of specialists
Engender a sense of belonging	<ul style="list-style-type: none">● Create an environment that is conducive to good communication● Engage pupils with stories that have characters with whom they can identify● Provide opportunities for pupils to make and sustain friendships
Build independence	<ul style="list-style-type: none">● Promote self-regulation and independence● Work closely with parents and partner agencies to establish future pathways● Provide learning activities that are scaffolded and matched to the pupils' individual needs.
Broaden opportunities	<ul style="list-style-type: none">● Raise aspirations and challenge stereotypes● Enrich our curriculum with a wide range of opportunities and experiences● Develop partnerships with external organisations and schools

Communication

Key to our success in every area is our approach to communication. Communication underpins all areas of the curriculum and allows pupils to access learning and develop relationships. Our ultimate aim for all pupils is that they will establish a system of expressive and receptive communication in whatever form is appropriate to them. Specific details are set out in our Communication Strategy.

Our Approach

In the classroom we use a multi-method approach that integrates knowledge about special educational needs and the way children learn. In every classroom you will see teachers ...

- Promoting communication to engage pupils and develop their understanding of key concepts. As pupils become more effective verbal communicators, they will share ideas, enhance and expand their understanding, challenge and support thinking through talk.
- Using stories to stimulate thinking, reinforce key concepts, develop understanding, challenge ideas and increase vocabulary development.
- Scaffolding learning to ensure pupils are as independent as possible.
- Ensuring over- learning of key concepts and skills takes place.
- Ensuring pupils are learning at their ‘zone of proximal development’ (see appendix 1)
- Teach skills and knowledge following the ‘gradual release of responsibility’ model (see appendix 2)

To support delivery of the curriculum for pupils who are learning at the ‘Encountering’ stage we :

- Support them to identify their strengths and areas for development.
- Plan lessons that incorporate opportunities for pupils to learn and practise new skills, nurture positive relationships and work cooperatively with one another.
- Model and scaffold tasks and activities.
- Implement a total communication approach
- Implement interventions such as Attention Autism, musical interaction and intensive interaction
- Promote social skills and engagement through a play-based, multi- sensory approach

To support delivery of the curriculum for pupils who are learning at the ‘Developing’ stage we:

- Use instructional approaches that support pupils to take ownership of their own learning.
- Start to use higher order questioning to encourage critical thinking and problem solving.
- Encourage pupils to apply skills in a contextual environment.
- Encourage the application of skills in real life situations.
- Involve pupils in peer and self-assessment.
- Support pupils to evaluate and assess their own learning.
- Promote a dialogic approach to learning.

Organisation

Our timetables are divided into eight areas:

Curriculum Area	This area includes aspects of:
Communication and English	<ul style="list-style-type: none"> ● Speaking and listening, reading, writing, social interaction
Maths and Finances	<ul style="list-style-type: none"> ● Number, using and applying maths, shape, space and measure

My Body	<ul style="list-style-type: none"> • PSHE, RSE and emotional wellbeing, Physical education, physical development, health and wellbeing
Humanities	<ul style="list-style-type: none"> • History, Geography, RE
Creative Arts	<ul style="list-style-type: none"> • Music (delivered through an external provider), art and drama • Sing and sign
Technology and Science	<ul style="list-style-type: none"> • Science, IT, Design Technology, Food Technology
Life Skills	<ul style="list-style-type: none"> • Personal Development, Careers, vocational learning, life skills, emotional wellbeing. Duke of Edinburgh, John Muir Award, Work Experience

Please note that parents have the right to withdraw pupils from lessons with an RE focus. If this is the case, parents should contact Louise Graham to discuss your concerns.

Groups

Pupils are grouped according to their chronological age (pupils in the same Key Stage), learning, emotional and sensory needs. Pupils are not necessarily grouped with pupils of the same cognitive ability, rather the style of learning that works for them.

Intervention

In addition to our curriculum, we offer a range of targeted interventions that support pupils with a specific area of need. This may be an instructional programme focused on an academic skill, or a flexible programme designed to develop skills, attitudes and behaviours. Specific interventions include:

- Speech and Language Therapy
- Dyslexia programmes
- Social Interaction
- Mentoring support
- Physiotherapy

Assessment

Our curriculum is our progression model and pupils are assessed against the knowledge and skills they are expected to gain each half term. In maths, English and PSHE we also use an assessment framework to monitor the impact of the curriculum and individual progress. Additionally, pupils learning phonics will be assessed following the Read Write Inc programme and reading is assessed using the Salford Reading tests.

If appropriate, pupils may be entered for national benchmark tests such as the Year 4 multiplication screening tests and SATS following agreement with the parents and pupils.

Qualifications

In KS4, pupils can access qualifications in the following areas:

- English, Mathematics and Science at Entry Level
- John Muir Award

- AQA Unit Award Scheme
- GCSEs in areas of their strength and interest if attending one of our partnership sites
- BTECs in areas of their interest if attending one of our partnership sites

In Post 16, pupils can access qualifications in the following areas:

- English Skills Award and/or Functional Skills English
- Maths Skills Award and/or Functional Skills Mathematics
- Duke of Edinburgh
- BTEC in Home Cooking Skills level 2
- AQA Unit Award Scheme

Our accreditation is updated on an annual basis to ensure it continues to meet the needs and aspirations of our pupils. All accreditation pathways are personalised to individual pupils to support their academic ability and learning needs.

Extra-Curricular Activities

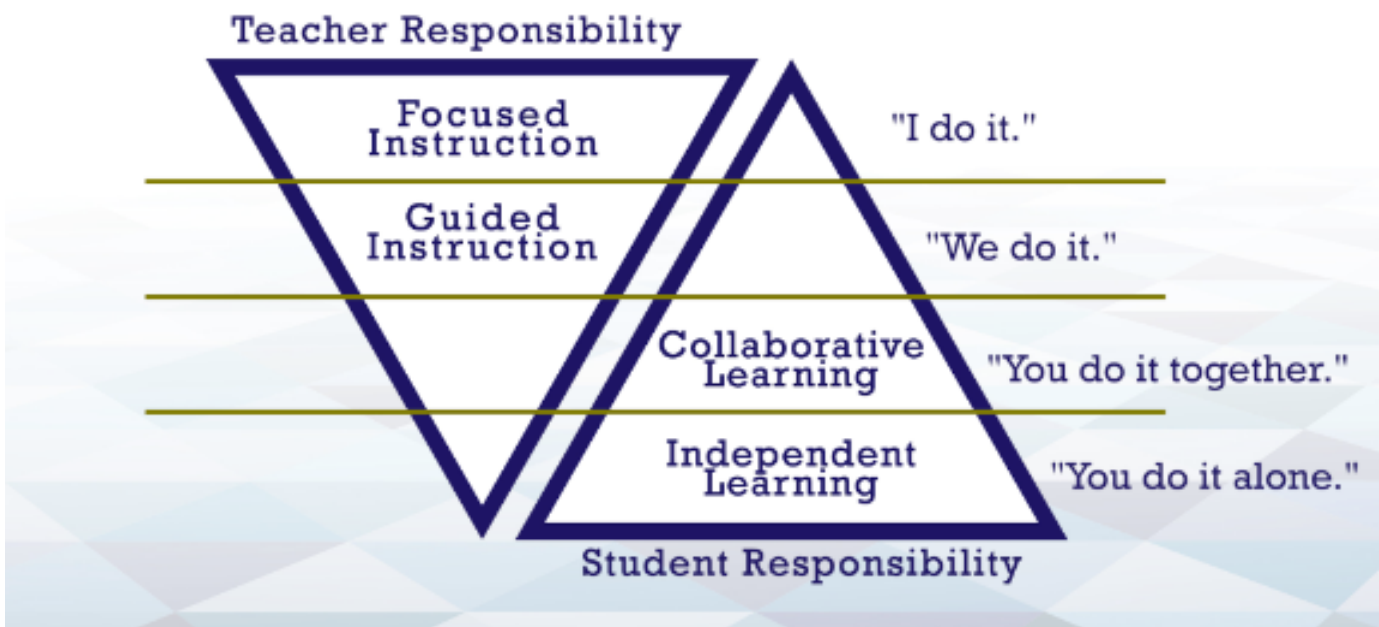
Extra-curricular activities are an important and exciting feature of school life and contribute enormously to our pupils' social and academic development. There is an extensive menu of extra-curricular activities on offer including arts and sporting provision with opportunities to take part in workshops and field trips. We also offer pupils the chance to experience different cultures and experiences through our range of local and national trips and visits. Theatre trips, visits to exhibitions and museums plus excursions to local colleges occur regularly and provide further opportunities for pupils to enrich and extend their learning beyond the classroom. Specific partners include...

Leeds City College
 Canal and Rivers Trust
 Otley Sailing Club
 Leeds Artforms

Appendix 1: The Zone of Proximal Development



Appendix 2: The Gradual Release of Responsibility Model



Appendix 3: The Gradual Release of Responsibility Model - GMA Context

