

SfIT's core moral purpose is to provide an integrated therapeutic curriculum offer that enables our vulnerable students to thrive and 'be the best they can be'.

	Personal Success	Self/Positive Identity	Cultural & Social Awareness
Driver	To provide support and opportunity for our students to achieve their potential and experience personal success in essential skills; life skills, emotional development, reading, writing and maths.	To nurture a positive understanding of 'self' for each of our students, enabling them to accept and celebrate their individuality with confidence, creating a sense of positive identity .	To facilitate our students' ability to develop the relevant skills, knowledge and attitudes to become tolerant socially and culturally aware young people.
<i>This is important because...</i>	<p>Our students need to experience life skills and emotional development that will redress earlier negative experiences and will break the cycle that led to ACEs.</p> <p>Students often have gaps in learning due to exclusion or disengagement from learning.</p> <p>An early environment without cognitive enrichment will result in a neural structure designed to deal with low complexity environments.</p> <p>A lack of exposure to complex cognitive stimuli will result in decreased performance on complex tasks including those involving executive functions, long-term memory and language.</p> <p>We know that synaptic pruning will take place if the connection is infrequently activated.</p>	<p>Students come to us with a negative image of themselves, arising from not having their needs met in previous settings.</p> <p>Students need to own their trauma, understanding that it does not define them.</p> <p>Children with 4 or more ACEs are 20 times more likely to go on to be incarcerated.</p> <p>People who have experienced ACEs in their life are at an increased risk of poor health, including mental health issues.</p>	<p>Our students need to be functional and willing members of society.</p> <p>Children with 4 or more ACEs are 3 times more likely to be convicted of violence towards another person, and 3.5 times more likely to be prolific offenders.</p> <p>There are strong social implications from us not getting it right with these young people.</p>

<p>Therefore, to meet our Students' needs, our Curriculum has the following Characteristics</p> <p>...</p>	<p>We create a warm and nurturing environment that offers consistency and routine.</p> <p>We focus on student's attitude and readiness for learning.</p> <p>We build an environment for students to form positive attachments.</p>	<p>We have a common approach to students and staff understanding the zones of regulation and learning brain.</p> <p>All students have weekly keyworker time, and growth mindset lessons to help build resilience.</p> <p>All students are listened to and views are respected.</p> <p>There is an adult acceptance of behaviours displayed being a product of the child's early life and history.</p>	<p>We have a comprehensive scheme of PSHE and RSE that is delivered twice a week.</p> <p>There are no assumptions made when our students join of their prior knowledge of PSHE and RSE, so we go back to basics.</p> <p>There is a back-to-basics approach rooted in an analytical profile developed using knowledge if ACEs, gaps and needs.</p>
<p>In Practice, this means...</p>	<ul style="list-style-type: none"> • High levels of adult support. • Relational activities to promote readiness for learning. • Deep knowledge of students triggers and de-escalation techniques. • Staff having a fresh start approach with students. • Clear staff understanding of behaviour being a form of student communication. • Daily home communication. • Structure. • Adult led therapeutic breaks. 	<ul style="list-style-type: none"> • Providing a safe space. • Therapeutic conversations. • Comic strip conversations to unpick incidents. • Staff choosing to intervene when they feel the child is emotionally available. • The use of consequences rather than sanctions to encourage safe behaviour and self-responsibility. • Praise 	<ul style="list-style-type: none"> • PSHE- twice weekly. • Law and order topics. • Theme of the week. • Covering the themes of sex and relationships. • Active learning. • Role play. • Staff aware of certain PSHE topics being triggers for certain students. • 1:1 and group

PACE (Playfulness – Acceptance - Curiosity – Empathy)

PRRR (Protect – Relate – Regulate – Reflect)

4Cs (Culture - Communication - Conservation -Conflict)

About Our Curriculum...

- KS1& KS2 :Two-year Rolling Curriculum Plan which is sequential building on skills and knowledge from previous Topics.
- KS3 : Three-year Rolling Curriculum Plan
- KS4 : Bespoke Vocational Biased Curriculum
- Dimensions Curriculum as the core scheme based on the 4Cs model (Culture – Communication - Conservation – Conflict)
- The Scheme is geared towards Social Engagement - which fits with what our Students need.
- The Scheme is also geared towards a Working Life perspective e.g. Tourism – in line with the nature of post 16 activity our students are likely to move into.
- Additional skills themes sit alongside the Dimensions Programme : RWInc – Primary, Fresh Start Secondary Phonics, Pen Pals for all age Writing.
- Our Curriculum Offer is predicated on Topics which prioritise subject links and is personalised to the school context with flexibility for individual academic strengths and preference, especially at KS4 where the curriculum becomes bespoke.
- Dimensions Topics all have Strategic Learning Objectives for Cohesion, Breadth, Challenge and Creativity.
- Individual Topics have specific Objectives which are sequential
- The Core subjects of Maths and English are delivered as stand-alone timetabled lessons

Implementation

Planning

The Timetable is distinct for each class/cohort

The Topics are the vehicle by which Foundation Subjects are delivered

Our approach to Planning is set out as:

- Long Term = Dimensions Scheme
- Medium Term = Half Term Planner by all Ts and shared on Class Dojo with parents
- Short Term = Weekly Plan

HoS have oversight of practice rather than planning as the planning is derived from the approved scheme

Assessment

Our students legacy need for a 'catch up' approach means that expectations of progress are broadly set at 50% of mainstream expectations (1.5 sub levels of progress) but projected targets will be finalised based on individual ability and prior attainment.

The assessment process is diagnostically formative in first half term and summative for reporting in the second half term.

However, the core subject strands are additionally picked up via Topics.

Student Progress Assessment Folders per pupil cover the priority areas of assessment: Skills for Life and Emotional Wellbeing, Maths, Reading, Writing. This data is used to generate the termly reports for parents.

There is Student involvement in the assessments.

Colour coding is used to highlight coverage of content and grasp of concept. Any gaps in acquisition are revisited with the LSAs and Teachers

Any shared spotty gap profiles are identified prior to the next half termly planning and would be reflected in the daily work plan.

Celebration of Learning

Via Display (Internally)

Class Dojo – Rewards & certificates – access to parents

Open Events