



**Inspire
Academy**

Curriculum Policy

LAST REVIEW NEXT	July 2017	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2018	TYPE OF POLICY	Non Statutory

Rationale

At Inspire our curriculum is an integral part of the preparation of pupils for the opportunities and experiences of adult life. We consider it vital that maintain a broad and balanced curriculum. This includes ensuring that pupils have opportunity to experience first-hand and have chance to see and take part in activities both in and outside of the classroom. Visits outside of Academy, including residential opportunities are built into our curriculum and enhance children's learning.

Aims

- To introduce pupils to a range of new experiences
- To develop the curriculum through using the local environment and community
- To offer pupils exciting and stimulating experiences that enthuse them in their learning
- To develop self-esteem through providing a range of opportunities for pupils to excel
- For pupils to develop their social skills, independence and resilience through experiencing a residential activity

Learning inside the classroom –

- Pupils experience a thematic approach to learning at key stage three which incorporates: Design Technology/Food Technology, PSHE, Humanities, Mathematics, English, Science, PE and Drama.
- At key stage four pupils undertake qualifications in mathematics, English, science, PE, art and design technology or food technology. They also have the opportunity to gain vocational qualifications in a variety of subjects including photography and occupational studies.

Learning outside the classroom -

- Pupils experience at least two trips/ visits each year.
- Pupils take part in a vocational curriculum at key stage four
- Pupils undertake courses such as challenger troop and forest school to enhance their learning and social engagement.
- Pupils visit at least one community building during the year and will use another community resource e.g. park. Library.
- Pupils have the opportunity to participate a residential trip at key stage four
- Pupils also work with local businesses in work placements to better prepare them for working life.
- Pupils have to opportunity to undertake vocational qualifications with local community providers in construction and mechanics.

Therapeutic Curriculum and Interventions –

Pupils can access the following in house therapies and interventions, based on individual needs:

- Drama Therapy
- Art Therapy
- Dog mentoring/therapy
- Literacy intervention
- Numeracy intervention

We can also supplement these with outside agency support dependent upon the needs of the young person and work with a variety of local agencies including CAMHS, YOT, METRO, Turning Point.

Links with other policies

It is underpinned by the school's ongoing policies for teaching and learning, assessment, recording and reporting achievement, PSHCE, equal opportunities, health and safety, and special needs linking with the whole school development plan.

Pupils Needs

The curriculum is designed to meet the needs of the pupils at Inspire Academy. It is differentiated to ensure progression through activities/subjects/qualifications that are appropriate to student's stages of learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be totally inclusive. Funding is allocated in the annual budget planning in the context of whole school priorities.

Staff Development

Staff training needs will be identified and funding is provided from school funds. The school will endeavor to meet training needs so that staff are able to deliver a broad and balanced curriculum that meets the needs of our students.

Extra-curricular/Reward activities

A full range of extra-curricular and reward activities are provided on a weekly basis. These are led by a mixture of Academy staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated and students can choose on a weekly basis what activities they would like to participate in. The range and timing of clubs takes into consideration:

- The interests of the pupils at the Academy
- The facilities available
- Links with the local community
- Expertise of adults within the Academy
- The needs of all groups of pupils
- The balance and range of activities available

Separate guidance is available for club leaders including health and safety and contact numbers. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Pupils have many opportunities to evaluate the activities provided through student voice meetings.

Monitoring, Review and Evaluation

The curriculum policy and offer for the pupils will be reviewed annually by middle leaders and SLT. Review date July 2018

This document can be accessed by staff, parents, carers, governors, partners and personal advisors via the School website.