# GLADE School
# Curriculum Policy

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| SC10 | 1 | Launch | Gareth Webb | December 2015 | |
| For details of policy versions 2 to 11 please refer control table at end of policy. | | | | | |
| GSC10 | 11 | GLADE School Review | Neil Joisce | July 2023 | PSC |
| SC10 | 12 | GLADE School Review<br>Full re write | Natalie Mears | October 2024 | PSC |
| SC10 | 13 | Review 2025/2026 | Emma Moore | March 2026 | PSC |

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**Contributors:** Victoria Horner, Neil Joisce, V9; Emma Moore V12

## Fair Ways Vision, Mission and Values

**Our vision**
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

**Our mission**
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

**Our values**
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

| **P**ROFESSIONAL | **A**CCEPTING | **R**EFLECTIVE | **T**RANSPARENT |
|---|---|---|---|
| · We do what we say we will.<br>· We approach challenges with optimism and enthusiasm.<br>· We don't judge, we notice.<br>· We put the needs of the service before our own personal gains. | · We don't give up on people.<br>· We value all individuals and are willing to challenge them.<br>· We embrace each other's differences as much as our similarities.<br>· We accept responsibility for our actions. | · We give feedback, we invite feedback, we listen to feedback.<br>· We look inward before we look outward.<br>· We learn as much from our mistakes as from our successes.<br>· We listen to each other, learn from each other and grow together. | · We are always willing to explain why.<br>· We have the courage to be open and honest.<br>· We earn trust through our transparency.<br>· We live by our values even when no-one is watching. |

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## 1 Introduction

1.1 This policy outlines our commitment to providing an inclusive, individualised education for all students. We aim to ensure that every student has access to a high-quality education that meets their individual needs and enables them to achieve their full potential.

## 2 Purpose of the Policy

2.1 The purpose of this policy is to:

- Define our approach to identifying and supporting students
- Ensure compliance with relevant legislation and guidelines.
- Promote an inclusive environment that values diversity and supports all learners.

## 3 Legal Framework

3.1 This policy is informed by:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- Local authority guidelines and policies
- Keeping Children Safe in Education (2025)

## 4 Aims and Objectives

4.1 **Aims**

- To provide a supportive and inclusive environment for all students
- To ensure that all students have access to a broad and balanced curriculum.

4.2 **Provision and Support**

The school will provide a range of support options, including:

- Differentiated teaching strategies.
- Therapeutic approach through out every lesson.
- Access to specialist services when required.
- All staff will receive training to understand and support all students' needs.

## 5 Individual Education Plans

5.1 Each student has an Individual Education Plan (IEP), which links directly with their Education, Health & Care Plan (EHCP) targets, covering the core subject areas of English, Maths, and Personal Development. The IEP is formulated by the staff team every 6-8 weeks and sent to parents' social workers and outside agencies where appropriate. Educational, as well as therapeutic support and needs, are built into this monitored programme. The plan contains individual objectives and targets which are regularly monitored and updated by staff. A student's progress is reviewed through teacher assessment and is reported formally via the termly and annual reports, review, meetings, end of placement reports and statutory review reports.

## 6 Partnership with Parents and Carers

6.1 We recognise the importance of working in partnership with parents and carers. We will:

- Communicate regularly about their child's progress and support.
- Involve them in decision-making regarding their child's education.
- Provide information about external support services available.

## 7 Monitoring and Review

7.1 The effectiveness of this policy will be monitored through regular reviews of student progress and feedback from staff, parents, and students.

7.2 The policy will be reviewed annually or as needed to ensure it remains relevant and effective.

## 8 Therapeutic learning spaces

8.1 The therapeutic teaching approach acknowledges that there is always a feeling behind every behaviour a student displays, and that our role as adults is to help guide and teach students to understand this, we aim to upskill all staff in school to support each student as an individual in understanding their own mental health, wellbeing and academic ability.

8.2 Our learning spaces are welcoming, safe, inviting environments that cultivate learning through their design. They calm stress hormones and increase feelings of emotional safety, whilst meeting the emotional and mental health needs of our students. Therapeutic learning spaces include calm spaces and flexible seating arrangements. We aim to allow all students to work where they feel most comfortable, this can be in the classroom, library, pastoral room or off site. We have taken into consideration space, lighting, comfortability, accessibility, inclusivity and connective learning. Our therapeutic learning spaces are inspiring places where students want to learn in. The design and development of the learning spaces in GLADE are backed by neuroscience, trauma, attachment and educational theory where promoting mental health and wellbeing connect with academic outcomes of students. Everything we source for our classrooms, including learning resources, is specifically chosen with purpose and intention.

## 9 Learning Pathways

9.1 There are 3 pathways across the school, each pathway is interchangeable with another, dependent on the student and the need of that student at any given point:

1) **Nurture Pathway** immerses students in experiences that encourage them to develop an understanding of the world and how they fit into this. The pathway allows students to flourish and thrive in a therapeutic way whilst developing a healthy curiosity about life and learning through meaningful participation.

2) **Academic A Pathway** supports the development of the student's self-awareness and academic resilience through individualised learning programmes that offer breadth of experience.

3) **Academic B Pathway** supports students to engage in an individualised learning programme that enables them to successfully transition into their chosen destination and e confident in their work and life-based skills.

Decisions around pathways will only ever be made in consultation with parents/carers and the team around the student.

## 10 Curriculum Aims, Organisation and Provision

10.1 GLADE's curriculum is designed to meet the individual needs of all students. We create individualised lessons for all students to allow each student to make the most progress possible.

10.2 The curriculum is devised in a way that shows skill progression alongside individual learning. Key knowledge and understanding development are clearly shown through planning and assessment. Teaching staff will adapt each area of the curriculum to ensure it supports each individual student to build upon skills and demonstrate their own knowledge. Each student has their own personal destination which allows teaching staff to plan lessons linked to the curriculum, so this destination is achieved. We aim to ensure the outcomes of each student are appropriate and individualised too the education they have received.

10.3 Teaching time at GLADE is:

Monday to Thursday 09.15 – 15.15
Friday 09.15 – 12.45.
This is for 39 weeks of the year.

## 11 Curriculum Subjects

These are the curriculum subjects covered:

| | | |
|---|---|---|
| Phonics | Art | Catering |
| Literacy | Sport | Outdoor |
| English | PSHE | Education |
| Numeracy | Independent | |
| Mathematics | Living Skills | |
| Science | ICT | |

## 12 Associated Documentation & legislation

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- Local authority guidelines and policies
- Keeping Children safe in Education (2025

Version Control Table

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|---|---|---|---|---|---|
| SC10 | 1 | Launch | Gareth Webb | December 2015 | |
| SC10 | 2 | Annual Review | Laura Willis | November 2016 | |
| SC10 | 3 | Review 2017/2018 | Gareth Webb | November 2017 | QSGC |
| SC10 | 4 | Review 2018/2019 | Laura Willis | October 2018 | QSGC |
| SC10 | 5 | Review 2019 / 2020 | Laura Willis | October 2019 | |
| SC10 | 6 | Adding Appendix: Reading for Pleasure | Laura Willis | April 2020 | |
| SC10 | 7 | Review to include OFSTED Intent, Implement and Impact statements | Laura Rowe | May 2020 | |
| SC10 | 8 | Amended Section 5 & 6 | Laura Rowe | June 2020 | |
| SC10 | 9 | Review 2020 / 2021 | Laura Rowe | October 2020 | |
| SC10 | 10 | Review 2021 / 2022<br>Changed to every 2 years | Laura Rowe | October 2021 | |
| GSC10 | 11 | GLADE School Review | Neil Joisce | July 2023 | PSC |
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