

The Curriculum Vision within Beachcroft lies at the heart of the academy. When working alongside learners who display a range of social, emotional and mental health needs, we must ensure that our curriculum model is providing learners with the chance to succeed, despite any barriers they have experienced along the way.

The values of the Trust are Resilience, Compassion and Innovation. Our values are built on the principle of **Achieving More Together**.

With these values and principles in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

Beachcroft Programme of Education

Intent

Our curriculum intent at Beachcroft is a broad and balanced curriculum that affords our learners the same opportunities as their mainstream counterparts. We aim to provide an offer that allows all learners to experience a breadth of subjects, which are delivered through specialist approaches and which develop pro social behaviours. Our intent is to allow learners to achieve formal qualifications at Key Stage 4 and be fully prepared for their post 16 destinations. Some learners would benefit from less academic GCSE pressure but still require the opportunity to achieve success with a range of qualifications that will support them post 16. Our intent therefore is to offer a broad range of qualifications for 2021-22: some GCSE equivalent and others that still produce certification but better meet the individual needs of the children. Our curriculum is personalised to learner need. We offer a mixture of traditional GCSE subjects and Vocational options so that our learners have the chance to gain qualifications in subjects that they are engaged in.

At Key Stage 3, our intent is to provide a curriculum that identifies gaps in previous learning, reinforces behaviour for learning through core subjects and uses a broad curriculum to engage children in subjects that are delivered in an accessible way. Our aim is to reintegrate learners in both Key Stages, where it is possible and appropriate. Our Key Stage 3 and 4 curriculum is reflective of the curriculum taught in the majority of Westminster schools, so that as and when our learners are reintegrated, they have not be disadvantaged by being educated out of a mainstream setting for a period of time. In both Key Stage 3 and 4, learners are provided with an appropriate careers programme with the intention that this will allow them to have access to a range of opportunities supporting aspirations and life beyond school.

Implementation

Our curriculum is tangible in every part of the school day, during both structured and unstructured times. The day begins in the same way for all groups which includes breakfast and soft landings. This allows all learners to be ready to engage in the formal curriculum and provides opportunities for staff to have conversations, address concerns and prepare learners for the day ahead. Learners all understand the language of soft landings and know this is a time they are free to share views with staff and eat breakfast alongside their fellow learners and staff. The implementation of the curriculum for each group is available in the table provided. It shows our specialist approach using a mixture of formal lessons and unstructured opportunities to ensure all learners can achieve success throughout the day.

Impact

The anticipated impact of our curriculum is evidenced through our academic achievement and the improvement in soft skills that our learners develop. This can be seen in a range of ways, such as through behavioural patterns and changes, PASS surveys, reintegration and Post 16 destinations. We measure impact through core subject progress 3 times a year by benchmarking learners against the national picture through use of GL assessments at Key Stage 3, and past GCSE papers at Key Stage 4. Subject teachers regularly formatively monitor progress and gaps in learning through our internal data system, Pupil Asset, and use this to plan for learners' next steps.

Beachcroft Personal Development

Intent

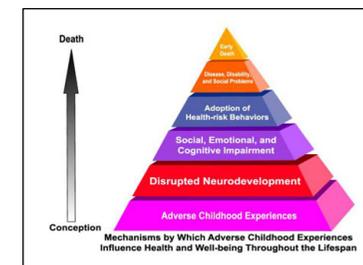
Many of our learners arrive disenfranchised from education. They often have missed a lot of school and many with significant pastoral issues outside of school, and have been unable to experience success within the constraints of a mainstream model.

Many learners arrive in crisis and require a mixture of academic and pastoral support alongside the curriculum we deliver. Due to the significant barriers that our learners have faced, many arrive with gaps in learning. These gaps can be linked to poor attendance, SEND needs and entrenched poor behaviours for learning. Our approach to Personal Development intends to engage all learners in education and to provide them with lifelong skills.

Implementation

The academy has three year groups

- Key Stage 3 (mixed, Years 7-9)
- Year 10
- Year 11



The pastoral team play a huge part in the nurture, health and wellbeing of our learners. We are dedicated to supporting our learners and their families through in school support and working closely with outside agencies.

Our Personal Development Curriculum is as important as the taught curriculum. We teach PSHE to all learners weekly, with dedicated timetabled time in order to deliver a model that allows each learner to reflect on themselves and those around them and prepare them for life outside Beachcroft.

Impact

We also measure our impact via Behaviour and Attendance progress.

Learners are tracked against improving attendance from baseline, reduction in exclusions and behaviour concerns, alongside their progress with character skills such as; working with others, meeting expectations, self-control, confidence and skills for learning. Reintegration rates for our learners are good, with a number of our learners returning to mainstream schools or moving on to specialist provision following the EHCP process.