

EHCP Priorities	Social, Emotional and Mental Health Communication and Interaction including ASC	
NHA Priorities	Culture, Citizenship, Community, Character, Careers, Celebration Communication and Life Skills (Independence, Literacy and Numeracy) Mental and Physical Health and Well-being	
The Curriculum		
Vision		Values
At Notton House we aim to form trusting and caring relationships to create positive and meaningful attachments that are child-centred; we wish to improve life chances through a holistic approach, valuing the whole child; we will continue to develop our trauma informed practice so that it is embedded in a nurturing environment to enable the development of the individual, socially, emotionally and academically. We wish for all of our students to be healthy – mentally and physically.		Safety and Self-Worth Kindness and Responsibility Respect and Success
Intent	Implementation	Impact
• To write curriculum programmes that are relevant and interesting, & increase students’ understanding of the world they live in, outside of their community (cultural capital). • To give a range of experiences and opportunities • To offer a diverse and bespoke curriculum offer based on the needs, interests, ability and skills of each young person • To understand and meet the needs, interests, ability and skills of each child and cohort • To achieve success and make progress academically, socially and emotionally • To ensure the curriculum is relevant using their pupil passports to identify interests and aspirations	• To make academic progress, including in literacy & S,L & C, measured through levels/ grades/ steps of progress, as well as literacy and numeracy finer level tracking and progress • To provide a vocabulary rich learning experience in all subjects to improve communication and understanding • To enable pupils with SLCN targets to make progress with their communication through 1:1 specialist provision • To provide sequenced learning journeys for each pupil based on prior assessment data so next steps are clear	• To develop confidence, independence and self-worth; to improve mental and physical well-being (EHCP targets achieved, Thrive outcomes...) • To acquire new knowledge, understanding and skills evidenced by qualifications including PiXL Edge, successful work experience etc • To improve all forms of communication in a language rich environment • To make social and emotional progress measured through a range of welfare data: attendance, behaviour, nurture, Thrive, well-being surveys • To become independent, measured through the independent checklist, sustained destinations, and delivered through the Careers programme

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UNIVERSAL OFFER								
ESports Room	Student Council	Library	Bikes and scooters	Key working/ Tutoring		Sensory Rooms	Outdoor Gym	
Pastoral Room	ICT Suite	Sensory Garden	Tennis Court	Summer Camps		Sports Hall/ Fitness Suite	Peer Mentoring	
SPECIALIST OFFER								
Family Support	Animal Therapy	School Nurse	Literacy Intervention	Residential Provision		Educational Psychologist	CAMHs	
TARGETED OFFER								
BME Mentoring	Occupational Therapy	Play Therapy	SLCN Therapy	Lego Group/ ELSA		Nurture/ Thrive	Boxing	
Core Curriculum								
Culture, Citizenship, Community, Character, Careers, Celebration			Communication and Life Skills			Mental and Physical Health and Well-being		
PSHE/ SRE	SMSC/ British Values	Assembly	English/ Literacy	Maths/ Numeracy		Physical Education	Outdoor Learning	
Health and Wellbeing Relationships Living in the Wider World	The Global Project/ Cultural Champions	Green tokens and points weekly winners	SLCN/ DEAR	Mathletics		Sports Leaders	D of E	
			Nessy/ Word Shark/ Phonics	Pixl Maths/ Times Tables		GCSE PE/ Cambridge Nationals	BTEC Outdoor Ed/ John Muir Award	
Personalised Curriculum								
Vocational		Science		The Arts		ICT	Humanities	
Motor Vehicles	Construction	Biology	Chemistry	Food	Art	Digital Technology	Languages	Geography
Hair and Beauty	Health and Social Care	Physics	Astronomy	Graphics	DT	Game Design	History	RE
Land Based Studies	Animal Care	Environment	Psychology	Music	Drama	Computing/ Programming	Politics	Law

Notton House Academy: Pathways

Pathway	1	2	3	4
Who is this aimed at?	Students wanting to/ or able to access level 3 courses or higher education – GCSEs/ BTECs	Students wanting to or able to access Further Education/ Vocational Curriculum, plus some GCSEs	Bespoke Curriculum Package/ Needs based provision	Alternative Provision Off-site @ Rocksteady, College, Horse World, YES Tutoring English/ Maths, Boxing
Prior Attainment/ Baseline Data	Pupils who have prior attainment data such as SATs – or those who were able to access national tests Year 6: level 3+ (or score of 90+) Reading, spelling and comprehension age that is similar to chronological age	Pupils who have prior attainment data such as SATs – or those who were able to access national tests Year 6: level 2+ (or score of 80-90) Reading, spelling and comprehension age that is slightly lower to chronological age by 3 or more years	Pupils who have either no prior attainment data such as SATs – or those who were unable to access national tests Reading, spelling and comprehension age that is significantly lower than chronological age by 5 or more years	Depends on the cognitive ability of the pupils and their starting point/ age at the alternative provision – usually varied
Notton House Options	Core: English, Maths, PSHE, SMSC, SRE, SLCN, Careers Bespoke: PE, Art, Science, Food Technology, DT, Humanities, ICT		Core: English and Maths, PSHE, SMSC, SRE, SLCN, Careers	N/A
External Providers Options	Plus one of the following: Land Management, Animal Care, Health and Social Care, Motor Vehicles etc – Wiltshire College, KnowleDGE, Rocksteady Construction		Plus two of the following: Land Management, Animal Care, Health and Social Care, Motor Vehicles etc x 2 (Level 1)	N/A
Qualifications	Entry Level: Year 9/10 Sports Leaders: Year 8/9 Pixl Edge: Apprentice, Graduate, Master GCSE/ F Skills		Entry Level: Year 10 Sports Leaders: Year 8/9 Pixl Edge: Apprentice Arts Award Bronze	Entry Level F Skills GCSE
Expected Progress	2-3 sub levels; sub grades of progress/ 1 whole grade/ level of progress in one academic year +2 or +3	2 sub levels of progress; sub grades of progress in one academic year +2	1 sub level; sub grade in one academic year/ Or gains in reading, spelling, SALT, MALT age +1 (or less – finer measure of progress in RA, CA, SA, NA)	Progress will be measured by one or more of the following; Levels/ grades of progress Improved attendance, behaviour, engagement in education. On track for post 16 provision