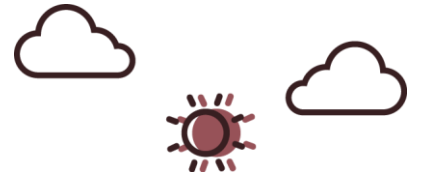




Our curriculum Intent

2024-2025



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Introduction

Our individually tailored curriculum is designed to support our students in becoming resilient in their learning, and in being creative, critical thinkers who are prepared for life in modern Britain.

Our vision

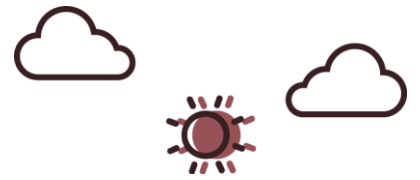
“the best education for every child”.

We recognise that this is different for every child that we work with but this vision frames everything that we do. We want GHS to provide the best environment both physically and emotionally to ensure that our children get the best outcomes

Our aim is to support our students to re-engage in learning and progress through supported learning to independence. With the support of therapeutic intervention, our students can become confident in taking constructive risks and developing interpersonal skills. Each student's individualised curriculum also helps them to secure the right accreditation and prepares them for the world beyond school.

We provide our students with the security and support they need to overcome past trauma and transcend previous limitations. Working through clearly identified interests, we develop a passion for learning that will enable them to become lifelong learners, broadening minds and horizons. We encourage engagement with new experiences, and develop our students' sense of belonging and responsibility.

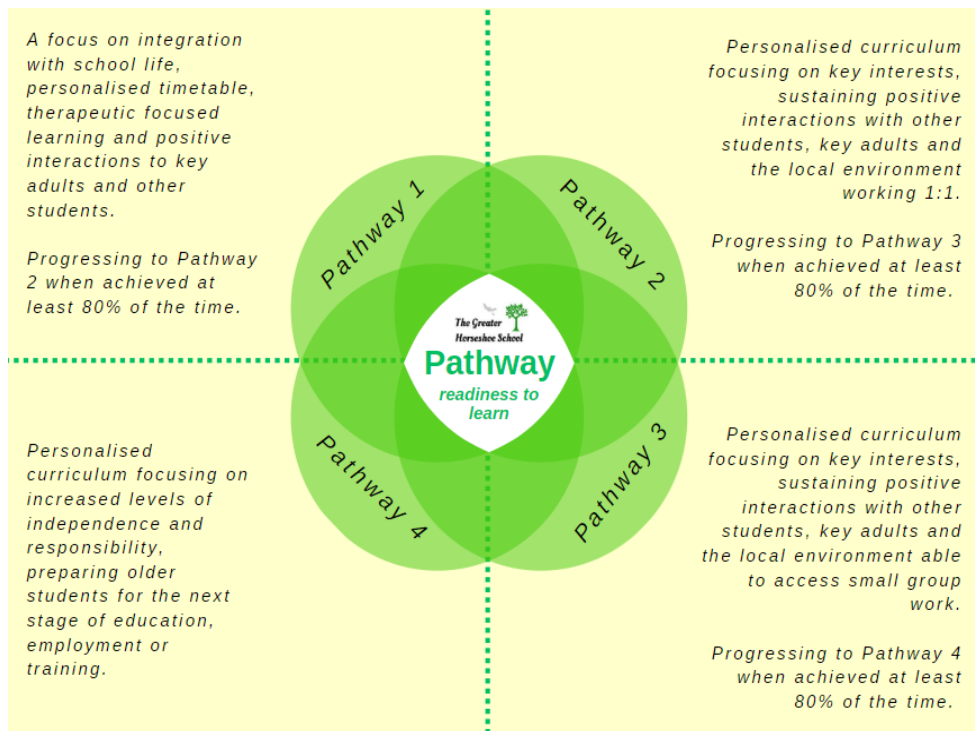




A four-phase curriculum

Our 'typical' student will arrive with us having spent time out of education for reasons such as exclusion or previous placements not meeting their needs.

After a careful initial assessment, including liaison with parents/carers, healthcare professionals, previous educational placements and the local authority, we begin a phased curriculum to enable a structured progression from disengagement and low self-esteem through to confidence and independence.



The school uses a Pathway model to inform the most usual approach to learning taken with a student. Students are placed on their most common pathway, though students are likely to continually move between pathways through a day or time period for example between subjects, types of activity, demands or social/pro social influences.

The approach taken to the delivery of the intent of the learning accounts for the pathway, or the 'readiness' to learn at that time, whilst ensuring the learning is made accessible to students.

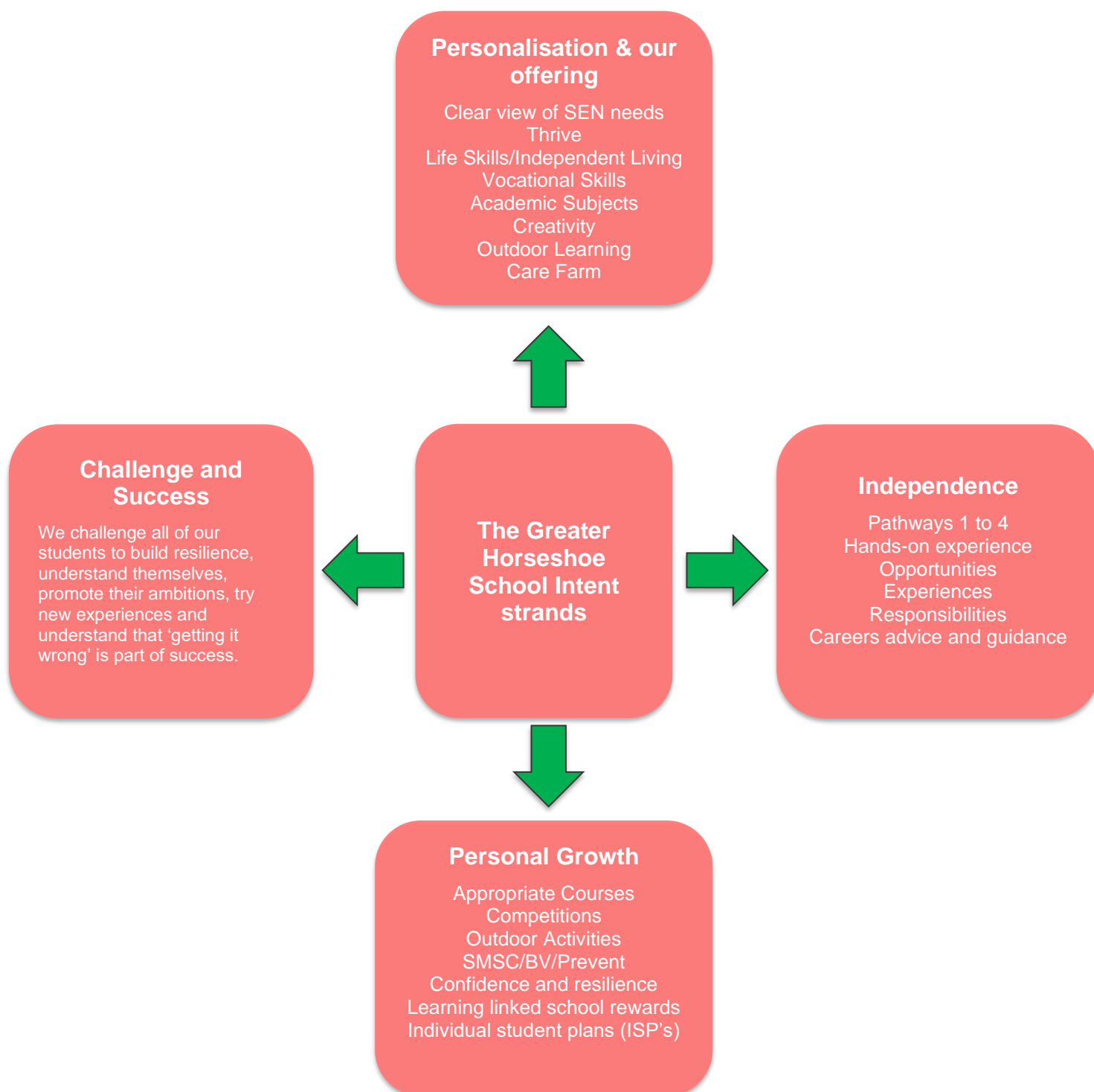




Four strands of Curriculum Intent

Four strands are considered in developing a curriculum for students to develop the whole person.

The curriculum is carefully considered for all students, their needs and their goals & life aspirations. Understanding our students, we are able to ensure all four strands of the curriculum intent are met or are key areas of focus. No two students have the same timetable, this is reflective to where students are on their journeys in school, home and beyond.



Personalisation & our offering

Therapeutic learning and intentional parenting form the core of all of our work.

This allows us to personalise teaching and learning to each individual student's needs.

Our tailored programmes maximise learning opportunities around areas of need or interest, whilst simultaneously helping students process their emotions.

This provides every learner with a flexible, safe, fun, alternative learning environment.

Our curriculum: Care is taken to ensure all student access a broad, balanced and ambitious curriculum. The subjects in a students' provision will reflect the stage in their age and their learning. Learning includes core learning (English, Maths and Science), Personal, Social, Health, Economic Education (PSHE) and Relationships, Sexual and Health Education (RSHE) and Physical Education. We are able to offer a range of additional subjects which complement our opportunities for our students, where new interests and qualifications can be gained.

Thrive: Thrive is fundamental to our therapeutic approach. Thrive assessments underpin all that we do, and inform the pathways which our students are on, lesson planning, learning activities and behaviour strategies. This provides an understanding of neuroscience, enabling the building pathways through the synapses of brain through nurture and sensory activities. Family Thrive training is offered to support families in completing the approach of intentional parenting.

Life skills: integration and interaction with peers, communication skills and life skills (cooking, budgeting, shopping, hygiene, healthy eating and living). Reading is valued and prioritised across the curriculum.

Vocational: we offer a range of opportunities depending on students' interests, including animal care, horticulture and food technology. Our young people can transcend social disadvantage and achieve rapid success through AQA units, working towards vocational qualifications including City & Guilds or BTEC qualifications.

Creativity: creativity is valued in everything that we do. We offer dedicated art, design and technology and music sessions with qualified and creative practitioners, and a rich, creative and flexible approach to learning across the curriculum.

Outdoor learning: outdoor education is central to our ethos. We offer PE, outdoor adventure, Forest School, bushcraft, construction, outdoor Science, conservation and nature awareness. We are keenly aware of the mental health and therapeutic benefits to be gained from time spent in nature.

Care farm: in our unique care farm environment, students can take part in activities such as animal care, horticulture, construction, conservation, Forest School, bushcraft and equine studies. Many of these activities are also offered on our school site.





Independence

Independence is the key characteristic we aim to build in each young person, and one of the key end points of our curriculum.

Every staff member is trained to work with young people affected by early life trauma and/or special educational needs. Each young person is encouraged to grow independently, equipped with skills ready to move into the modern Britain beyond our schools.

To achieve this, we develop empathy in our young people, and to increase self-esteem through achievement, recognising success and focussing on positivity.

Our aim is to generate both self-awareness and a willingness to take responsibility for actions, learning, safety, lives and the future.

Career prospects are supported through weekly mentor sessions and access to trained careers advisors.

How do we promote independence?

We offer hands-on experience caring for farm animals, practical activities in construction, landscaping, maintenance and development whilst experiencing a wide range of outdoor activities.

New skills are taught with progressively fewer adult-led tasks. We encourage autonomy and independence whilst working in a unique outdoor environment.

We provide a carefully structured sequence of opportunities, experiences and responsibilities geared for an independent future for all of our young people. Interactions with the local community and the world of money and life skills are woven into a range of weekly experiences.



Personal growth

An ethos of personal growth is integral to all interactions with our young people

We measure each young person's growth based upon their starting point and best possible outcomes.

This will vary depending on the student's levels of independence, access to the curriculum, communication and personal development (interpersonal, social, skill mastery and personalised targets).

As reflective practitioners, we consistently review and re-evaluate each young person: their targets, their skills and their abilities in interpreting their own behaviour as communication.

We implement teaching, learning and intentional parenting so that the curriculum meets each student's needs and allows them to grow accordingly.

How do we foster personal growth?

We develop courses that offer hands-on experience with farm animals, practical activities in building, landscaping, maintenance and development projects. We offer participation in local and national competitions, such as in art or sport, to encourage growth, pride, personal achievement and independence.

Our young people experience outdoor activities and new skills with progressively greater levels of independence and autonomy. An understanding of and respect for British Values underpins a broad range of learning, from cookery to SMSC.

Our trained staff model a growth mindset and positivity in the face of setbacks, encouraging confidence, resilience and personal progress.

With this support, our students gain the fundamental knowledge and cultural capital needed to progress in modern Britain.





Challenge and Success

We believe that challenge, when carefully presented, can be hugely beneficial to our young people.

We aim to challenge all of our students to build resilience, understand themselves, promote their ambitions, try new experiences and understand that 'getting it wrong' is part of success.

How do we use constructive challenge to benefit our young people?

We encourage and support students in addressing a wide range of challenges, including dealing with daily variations of circumstances, weather, animal behaviour and the ever-changing farming landscape.

Personal challenges in key areas are defined by each individualised programme of study.

We employ intentional parenting, tackling some of the more challenging issues of hygiene, health, drugs, sex and PSHE at an in-depth and appropriately pitched level through 1:1 delivery.

We aim to provide a core understanding of Maths and English, with accredited qualification for each student, from AQA units to Functional Skills and GCSEs.

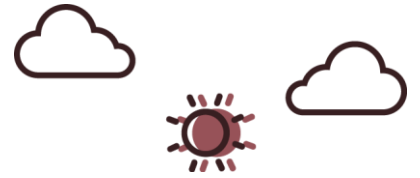
We offer a wide range of constructive new experiences such as outdoor sports, educational visits to museums, social venues such as cinemas, shopping centres, art galleries and many other opportunities. These are designed to stretch each young person's circle of comfort, practical skills and understanding whilst allowing us to support their therapeutic development.

The outdoor environment and the local community are key parts of the development of all our students. Both school and farm have been developed to enrich a broad range of curriculum areas.

Students have opportunities to share their learning with each other, their parents/carers and other learners regularly through the year.

Developing their independence, motivation and sense of responsibility as learners and future citizens is at the heart of all of our teaching and learning.





Measuring our Impact

To measure the success of our work we employ a range of monitoring approaches, including:

- Therapeutic assessments which map progress and success gained including THRIVE and specialist support
 - Assessment of learning, through the qualifications gained and in school assessment including Bsquared and tracking systems
 - Photo journal learning
 - Attendance and engagement monitoring
 - Recognising skills and developmental steps with certificates, AQA accreditation and weekly award assemblies
 - Newsletters, weekly individual highlights sheets and a daily handover direct to each parent/carer
 - Success measures focus on our taught subjects of equine, farm animal care, farm management, art, engineering, landscape gardening, horticulture, sports, outdoor adventure, Maths, English, home cooking, music, art, drama, and hairdressing, but also on personal achievements of social skills, morals, citizenship or personal targeted areas
- A wide range of criteria are used, and these are always individualised to the young person. Our aim is to promote stability, belonging, achievement and improved communication that prepares our young learners for future life. This celebration aims to develop confidence, motivation and self-respect for their own attributes and achievements.



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