

# Curriculum Policy

| Policy Information |                                                     |
|--------------------|-----------------------------------------------------|
| Policy Owner       | Hannah Smart and Nikki Macleod                      |
| Review Cycle       | Annual                                              |
| Last Review Date   | April 2025<br>April 2026                            |
| Summary of changes | Minor stylistic changes and addition of appendices. |
| Next Review Date   | April 2027                                          |

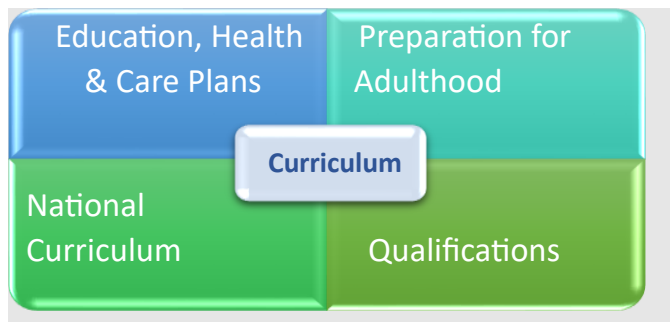
## Adoption of the Policy

This Policy has been adopted and reviewed by the LGC.

Signed Hannah Smart

Date April 2026

## ACE Tiverton: Curriculum Statement “Learning For Lifelong Success”



### Curriculum Intent and Principles

- Create a robust curriculum that empowers staff to be consistently excellent practitioners and ensures exceptional student progress in all areas of their development.
- Meet the outcomes and provision outlined in all students’ Educational, Health and Care plans within the context of a group education setting.
- Empower students by establishing secure routines that enable them to develop superb personal, social, and emotional skills.
- Deliver excellent support that ensures all students access appropriately challenging academic learning to achieve mastery of subject knowledge and be proficient in a wide range of skills that can be applied across the curriculum.
- Provide a structure that enables students to achieve appropriate qualifications that open doors to future earning and learning opportunities.

| Overall Intention               | Our Priority                                                                                                                                                                                                                 | Our Success                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Quality &amp; Excellence</b> | We will embed excellent teaching, learning and holistic student progress in all areas of our school community. We will secure a range of external qualifications and new experiences for every student in our school family. | We will know we are successful because students make concrete and measurable progress in their learning and development. We will know we are successful because students will be willing to participate in new experiences, take risks and be resilient to feedback. |
| Our Values                      | Implementation                                                                                                                                                                                                               | Impact                                                                                                                                                                                                                                                               |
| <b>Inspire</b>                  | We will provide a wide range of formal and informal learning opportunities across our school family.                                                                                                                         | We will know we are successful because every person in our school family will talk confidently about their learning experiences.                                                                                                                                     |
| <b>Respect</b>                  | We will integrate all our students and staff successfully into our school family.                                                                                                                                            | We will know we are successful because students can independently identify people, they have strong relationships with and the strategies they use to do this well.                                                                                                  |

|                    |                                                                                                                                                                                                                                                     |                                                                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personalise</b> | We will support our students to establish secure school routines, recognising the impact of disrupted prior experiences, anxiety, trauma and individual learning needs, giving students space, time and strategies to feel safe and ready to learn. | We will know we are successful because students will return to learning and report feeling safe, confident and secure in their routines and relationships.                  |
| <b>Achieve</b>     | We will celebrate students' progress in all areas by accurately assessing and monitoring their progress over time                                                                                                                                   | We will know we are successful because students' will show insight and understanding of their progress and how this contributes over time to their attainment in all areas. |

### **Implementation**

At ACE Tiverton, we offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum, within a three-year Key Stage three programme before moving to a two-year Key Stage Four curriculum that is framed by the requirements of external examination bodies. In all years and at all stages of learning, we provide a rich variety of other experiences which best meet the learning and developmental needs of the students in our school. The aim of our curriculum is for students to achieve mastery of the knowledge, skills and independence required for their next stage of learning as well as a strong foundation of lifelong learning, employment and success as a member of society.

Our philosophy is to provide a holistic, individualised approach designed to support students in fulfilling their potential. We have a shared vision to embed a nurturing and trauma-informed approach throughout the school as we know that effective learning will take place when relationships are outstanding, staff are confident practitioners and students feel safe in their learning environment. The spiritual, moral, social, and cultural development of our students and their understanding of the core values of our society are woven through the curriculum.

### **Pathways: Engage, Experience, Explore**

The curriculum is organised through three dynamic pathways: Engage, Experience and Explore. These are not fixed tracks, but flexible curriculum models matched to students' EHCP outcomes, regulation, independence, learning profile and preparation for adulthood needs. Further detail is provided in Appendix 1: Curriculum Pathways and EHCP Outcomes.

| <b>Pathway</b> | <b>Pathway Description</b>                                                                                                                     | <b>Y11 Curriculum Outcomes</b>                                |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Engage         | Nurture-informed pathway, fewer transitions, smaller staff team, high consistency. Strong emphasis on engagement, regulation and independence. | Progress 3:<br>Entry and Level 1 BTEC                         |
| Experience     | Semi-secondary model, smaller groups, increased transitions, practical/dynamic learning, portfolio-based qualifications.                       | Progress 5:<br>Level 1 and 2 BTEC &<br>Functional Skills/GCSE |

|         |                                                                                    |                                                        |
|---------|------------------------------------------------------------------------------------|--------------------------------------------------------|
| Explore | Mainstream-like model, subject specialists, Level 2 qualifications including GCSEs | Progress 8:<br>Level 2 GCSE / Functional Skills & BTEC |
|---------|------------------------------------------------------------------------------------|--------------------------------------------------------|

### Year 7 Induction Curriculum

Year 7 includes a specific induction curriculum focused on the foundational competencies students need to access the wider secondary curriculum successfully: reading, writing, oracy, handwriting and motor fluency, numeracy, and social and relational skills. This is described in Appendix 4: Year 7 Induction Curriculum.

### Bookletised curriculum

Curriculum implementation is supported by a bookletised approach. Each topic or unit is delivered through a structured booklet aligned to the curriculum map, with learning maps, task sequencing, visual vocabulary, assessment opportunities and pathway-specific adaptations. Further detail is provided in Appendix 2: Bookletised Curriculum on a Page.

### Preparation for Adulthood

We deliver our responsibilities in PSHE, RSE, Careers and Citizenship through cross-curricular thematic learning called 'Preparation for Adulthood'. At the heart of this is teaching that enables students to become independent learners, prepared for adulthood and to explore their curiosity of the world. This does not happen immediately, we need to establish routines for learning that are consistent, this allows them to increase their confidence in their own ability as well as in the support you will provide. Our approach to teaching and learning enables us to focus on the needs of the students in each lesson alongside the skills and content they need to progress. Through personalised planning the resources used each lesson stretch, challenge and most crucially support students to make more rapid progress as learners.

| Half Term | Core Theme             | Pathway 1<br>Engage    | Pathway 2<br>Experience        | Pathway 3<br>Explore   |
|-----------|------------------------|------------------------|--------------------------------|------------------------|
| 1         | Being Me in My World   | Me, Myself & I         | My Relationship with the World | My Impact on the World |
| 2         | Celebrating Difference | Being Independent      | Equality for All               | Empowering Others      |
| 3         | Dreams & Goals         | My Potential           | An Idea                        | Originality            |
| 4         | Healthy Me             | Being Safe In My World | New Experiences                | Mind, Body & Soul      |
| 5         | Relationships          | Informed Consent       | Togetherness                   | Love & Life            |
| 6         | Changing Me            | My Progress            | Self-Assessment                | My Future              |

The outdoor environment and the local community are an opportunity for active learning for all our students and the school grounds have been developed so they can enrich different curriculum areas. Students have opportunities to share their learning with each other, their parents and carers and other learners regularly through the year. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

**Specialist Curriculum and Intervention Support:** Our school life and community is predicated on our core values: Respect, inspire and achieve. This means that every interaction between students and staff is an opportunity to bring these to life and to model the social, communication, personal and interaction skills and knowledge that are central to securing 'learning for lifelong success'. Our specialist curriculum is the foundation on which we layer our academic

curriculum; without secure knowledge and skills relating to self, it is much more challenging to be a successful learner. Our specialist curriculum is the entirety of our students' school experience – from prioritising relational practice and securing trust that needs will be met consistently and reliably in the classroom, to the therapeutic activities offered outside of the classroom, each element of a student's learning is driven, through the provision outlined in the EHCP, to secure the very best Key Stage four achievements and Post-16 provision possible.

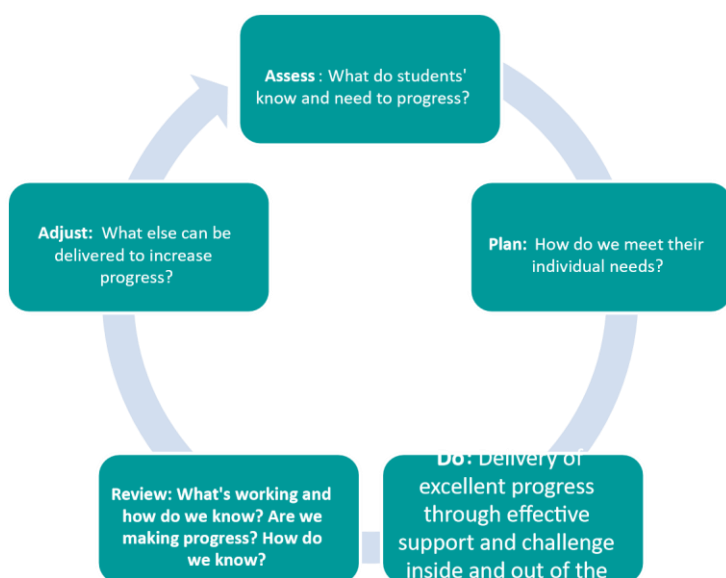
Targeted interventions are selected through identified need, referral criteria and review of intended impact. The intervention offer includes emotional regulation, communication and interaction, social development, sensory and motor support, handwriting, typing, mentoring, Thrive and therapeutic provision. Further detail is provided in Appendix 3: Student and Family Support Intervention Curriculum Overview.

## Impact

Students are assessed using a range of qualification frameworks in each year group. We recognise that our students have varying experiences of education prior to arriving at ACE Tiverton and we meet each student at the level that provides them with support and challenge to fulfil their potential. Specialist teachers and teaching assistants deliver in all subject areas. All classroom staff are given training and opportunity to further develop their own subject knowledge, specialist skills and understanding so they can support curriculum development and their colleagues throughout the school. Whole school activities, thematic delivery, and opportunities within and outside school all enrich and develop students learning. Additional whole school programmes and approaches support quality first teaching and learning, and the school is well resourced in terms of learning materials, books, and technology.

**Curriculum Outcomes:** Our specialist teaching staff design each programme of study to ensure full coverage of the national curriculum and preparation for GCSE and other appropriate formal accreditation in all subjects offered in our curriculum.

**ADPR Cycle:** Our curriculum is based upon the ADPR framework, this enables us to align student's needs as determined in their Education, Health and Care Plan to their future aspirations and goals. Overall, preparing our students to be productive, strong, and independent adults is the primary goal of our curriculum. By achieving this, we will equip students to be successful, productive, and valued members of their future personal, social, learning and employment communities.



See attached appendices:

Appendix 1: Curriculum Pathways and EHCP Outcomes

Appendix 2: Bookletised Curriculum on a Page

Appendix 3: Student and Family Support Intervention Curriculum Overview

Appendix 4: Year 7 Induction Curriculum

## Appendix 1: Curriculum Pathways and EHCP Outcomes

### Curriculum Pathways: EHCP Outcomes

The following overview details the coverage of Education, Health and Care Plan (EHCP) outcomes across the curriculum. Our pathways are designed to respond flexibly to students' individual strengths, needs and circumstances, ensuring learning is meaningful, personalised and purposeful. Outcomes relating to learning, communication, social and emotional development, independence and preparation for adulthood are integrated into daily practice within each pathway. Pathway placement is dynamic rather than fixed, allowing students to move as their needs change over time. Students' outcomes reflect features of more than one pathway.

**Engage Pathway:** Nurture-informed pathway with fewer transitions, smaller staff team, high consistency.

**Rationale:** The Engage Pathway provides the stable, predictable and relational environment necessary for students whose outcomes prioritise regulation, trust and emotional safety before academic demand. Outcomes focus on regulation, safety, trust and readiness to learn, not timetable tolerance or academic independence.

**Best fit profile:** Students whose outcomes indicate

- High levels of emotional dysregulation, anxiety or sensory need
- Need for predictability, attachment-informed practice and co-regulation
- Emerging engagement with learning
- Significant support required to access learning and routines

#### Outcomes mapped to the Engage Pathway:

##### Social, Emotional and Mental Health

- Developing emotional regulation and self-soothing strategies
- Reducing anxiety, avoidance or distressed behaviour
- Building trust with a small number of consistent adults
- Feeling safe, settled and emotionally secure in school
- Managing transitions with adult support
- Identifying and expressing emotions

##### Communication and Interaction

- Communicating needs, feelings and distress to trusted adults
- Developing basic reciprocal interaction skills
- Understanding routines and expectations through visual and adult support
- Turn-taking, joint attention and early peer interaction

##### Cognition and Learning

- Sustaining attention for short, supported periods
- Re-engaging with learning following dysregulation
- Accessing highly differentiated curriculum content
- Developing readiness to learn and early independence

##### Physical and Sensory

- Managing sensory overload with adult support
- Appropriate use of movement breaks, sensory spaces or equipment with adult support and modelling.
- Intensive support with self-care, handwriting and motor skills

**Experience Pathway:** Semi-secondary model with smaller groups, increased transitions, practical, dynamic learning and portfolio-based qualifications.

**Rationale:** The Experience Pathway balances support and stretch, allowing students to practise independence within a manageable timetable while accessing practical, evidence-based qualifications suited to their learning profile. Outcomes focus upon growing independent skills application, tolerance of transitions and suitability for small-group, applied learning.

**Best fit profile:** Students whose outcomes indicate

- Growing emotional regulation but still needing structure and flexibility
- Ability to tolerate some transitions with support
- Capacity to engage in learning for sustained periods
- Strong potential with practical, applied or vocational learning

**Outcomes:**

**Social, Emotional and Mental Health**

- Using regulation strategies with decreased adult prompting
- Managing routine changes with preparation
- Developing confidence and self-esteem as a learner
- Improving resilience and independence

**Communication and Interaction**

- Reciprocal conversations with peers and adults
- Managing group work and negotiation with support
- Understanding social norms and expectations
- Asking for help, clarification and feedback

**Cognition and Learning**

- Sustaining focus for 15–30 minutes
- Working independently with scaffolding
- Making progress towards functional or accredited outcomes
- Applying learning across lessons and contexts
- Developing organisation and executive functioning skills

**Physical and Sensory**

- Managing sensory needs independently for parts of the day
- Using alternative recording methods (ICT, assistive technology)
- Improved fine motor skills to support practical and written work

**Explore Pathway:** Mainstream-like model taught by subject specialists, focus on Level 2 qualifications including GCSEs.

**Rationale:** The Explore Pathway aligns with students who are ready for a mainstream-equivalent curriculum experience, preparing them for Post-16 routes alongside peers with minimal adaptation. Outcomes clearly support academic independence, subject-specialist delivery and self-sufficient Post-16 readiness.

**Best fit profile:** Students whose outcomes indicate

- Good emotional regulation and coping strategies
- Ability to manage a full timetable and multiple staff
- Strong independence in learning
- Academic profile aligned to GCSE and Level 2 study
- Preparation for Post-16 education alongside peers

**Outcomes:**

**Social, Emotional and Mental Health**

- Managing emotions and anxiety largely independently
- Coping with transitions and change across the school day
- Maintaining attendance and engagement
- Demonstrating resilience and motivation

**Communication and Interaction**

- Confident oral communication with peers and adults
- Participating in group discussion and debate
- Understanding nuanced language, inference and perspective
- Self-advocacy within learning environments

**Cognition and Learning**

- Sustained attention for full lessons
- Working at or towards age-related expectations
- Securing Level 2 qualifications including GCSEs
- Independent study skills and metacognition
- Planning, reviewing and completing extended work

**Physical and Sensory**

- Sensory needs self-managed with minimal adjustment
- Independent use of reasonable adjustments only where needed

## Appendix 2: Bookletised Curriculum on a Page

### Booklet on a Page Overview

#### Curriculum Principles

- **Holistic, Individualised Curriculum:** Our curriculum builds knowledge, skills and independence for the next stage of learning, within a broad and balanced programme tailored to all students' starting points.
- **School-wide, consistent, specialist approach:** The booklet approach emphasises personalisation over planning, enabling the development of excellent relationships and sense of belonging through consistency, explicit routines and students' sense of safety.
- **Adapt to Individual Needs:** The approach explicitly considers strategies for the four areas of SEND need as well as the individual profiles of students across our school enabling staff to focus on personalisation of content.

#### Expectations:

- The curriculum in every pathway will be delivered through a booklet for each topic/unit, aligned to the school curriculum map. Booklets are the core working document for each unit and support students to practise skills, complete learning activities and show progress over time.
- Booklets are activity-led, prioritising structured tasks and practice rather than large amounts of written content. Direct teaching is supported through modelling, visuals, demonstrations and short chunks of information within the booklet.
- Where a subject uses a textbook or external scheme, the booklet will act as the student's working record and may signpost to key pages or extracts where appropriate, including appropriate methods of recording in line with their individual provision and profile of need.

#### Booklet Design: Every booklet will include:

- **Learning Maps & Task Sequencing:** Each booklet includes the learning map in line with the school model and a clear set of tasks using the task structure that can then be further adapted as formative assessment determines.
- **Assessment criteria** that enable students to independently evaluate and assess their progress over the programme of study.
- **Visual vocabulary:** Key terms, specialist terms and high frequency words relevant to the PoS Task lists: Structured tasks ensure learning is broken into manageable steps that match students' needs relevant to pathway.
- **Page Number** – every page.
- **Handwriting practice:** Builds confidence through repetition and motor skill support.

#### Teaching and Learning Features:

- **Sequencing and chunking:** Learning is broken into manageable steps, with predictable lesson formats, visual cues and clear task separation to reduce anxiety and cognitive load.
- **Reading, communication, recording & handwriting:** Booklets include planned opportunities for students to read, communicate and record learning in an age/pathway appropriate way (e.g., short reads, instructions, symbol-supported text, labelling, captions, evaluation, data recording, reflection). Recording may include writing, ticking, drawing, symbols or photo annotation depending on need and pathway. Comprehension and extended writing will be sequenced so students build mastery over time through extended writing opportunities.
- **Assessment:** Formative and summative assessment opportunities show progression in subject knowledge and connect outcomes to planned learning. This approach will reduce gaps occurring or getting bigger due to missed learning – through absence or need.
- **Pathway Contextualisation:** Booklets will reflect the different curriculum pathways through their design, layout and content. Tasks and extended writing connect subject learning to real life (e.g., reading for life skills, writing about decisions) in addition to the expectations outlined for vocabulary and outcomes tie to independence, careers and future roles. There will be adapted tasks and supports using visuals, scaffolded texts and chunked comprehension with adaptation being intentional and visible in the design and content of each pathway's booklet.
  - **Engage:** Highly scaffolded, sensory supports, symbol cues
  - **Experience:** Structured supports with some independent tasks.
  - **Explore:** Greater depth with reduced scaffolds

**Impact:** By mapping booklet design throughout our curriculum, we ensure that all subjects design and deliver a curriculum that are aligned across the school. Booklets become evidence of implementation for internal reviews and inspections. Students see learning across the school as connected, purposeful and having a clear point.

### Appendix 3: Student and Family Support Intervention Curriculum Overview

| Intervention              | Intended Impact                                                                                                                                                                                       | Referral Criteria                                                                                                                                                                                                                                                                                     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>          | Provide individual, structured time with a trusted adult to explore feelings, build resilience, and develop coping strategies, improving emotional regulation, self-esteem, and classroom engagement. | <ul style="list-style-type: none"> <li>Student regularly seeks adult attention for reassurance or to share worries.</li> <li>Emerging emotional need identified but does not yet require formal counselling or therapy</li> </ul>                                                                     |
| <b>Lego Therapy</b>       | Uses collaborative Lego building to develop communication, problem-solving, and social interaction skills, fostering cooperation, turn-taking, and positive peer relationships among participants.    | <ul style="list-style-type: none"> <li>Student struggles with social communication, turn-taking, or cooperative play skills.</li> <li>Identified as benefitting from structured, small-group social skills development rather than 1:1 emotional work.</li> </ul>                                     |
| <b>Circle Time</b>        | Offers a safe space for small groups of students to discuss worries and experiences, promoting emotional literacy, confidence, and trust in adults, which supports improved learning readiness.       | <ul style="list-style-type: none"> <li>Class or group displays recurring issues with peer relationships, empathy, or inclusion affecting social cohesion.</li> <li>Identified need to strengthen group communication, belonging, and collective problem-solving through shared discussion.</li> </ul> |
| <b>Games Intervention</b> | Engages students in structured play to enhance turn-taking, emotional control, and social skills while improving attention, teamwork, and positive peer interaction.                                  | <ul style="list-style-type: none"> <li>Student has difficulties with peer relationships, losing games appropriately, or managing frustration.</li> <li>Lower-level SEMH need where learning through play supports inclusion and regulation.</li> </ul>                                                |
| <b>Draw and Talk</b>      | Encourages children to express thoughts and emotions through drawing, supporting emotional processing, reducing anxiety, and increasing ability to communicate feelings safely.                       | <ul style="list-style-type: none"> <li>Student has experienced recent loss, trauma, or emotional change and struggles to verbalise feelings.</li> <li>Student shows emotional distress but is not yet ready for formal counselling.</li> </ul>                                                        |
| <b>Music Therapy</b>      | Uses rhythm, sound, and musical play to regulate emotions, enhance focus, and develop social and communication skills, promoting wellbeing and self-expression.                                       | <ul style="list-style-type: none"> <li>Student demonstrates significant emotional or communication barriers that respond well to non-verbal expression.</li> <li>Identified sensory or emotional regulation need impacting access to learning and relationships.</li> </ul>                           |
| <b>Counselling</b>        | Provides confidential one-to-one support to explore emotions, challenges, and behaviours, helping students develop coping strategies, resilience, and improved emotional wellbeing.                   | <ul style="list-style-type: none"> <li>Student presents with sustained mental health concerns or trauma history affecting daily functioning.</li> <li>Previous lower-tier interventions have not reduced distress or improved coping.</li> </ul>                                                      |
| <b>Emotion Coaching</b>   | Teaches students to recognise and be able to articulate emotions to develop self-regulation, problem-solving, and emotional awareness for better relationships and behaviour.                         | <ul style="list-style-type: none"> <li>Student shows frequent emotional outbursts or shutdowns and benefits from co-regulation support.</li> <li>Staff trained in emotion coaching have a strong relationship and capacity for regular implementation.</li> </ul>                                     |

|                                             |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Homunculi</b>                            | Uses cartoon-based characters and stories to teach social understanding, emotional awareness, and coping strategies, supporting students with anxiety, ASD, or social difficulties.                         | <ul style="list-style-type: none"> <li>• Student has diagnosed or suspected autism or anxiety-related difficulties affecting social understanding.</li> <li>• Student demonstrates motivation to engage with structured, story-based learning about emotions and problem-solving.</li> </ul>                                                                                                               |
| <b>Fun Fit</b>                              | A movement-based programme improving coordination, balance, and confidence through physical activities that boost concentration, self-esteem, and readiness to learn                                        | <ul style="list-style-type: none"> <li>• Identified poor coordination, balance, or motor planning impacting confidence or classroom participation.</li> <li>• Student's physical development needs affect handwriting, PE participation, or concentration.</li> </ul>                                                                                                                                      |
| <b>Sensory Circuits</b>                     | Provides structured sensory and motor activities to help regulate alertness, focus attention, and prepare students physically and mentally for learning.                                                    | <ul style="list-style-type: none"> <li>• Student requires sensory input to regulate alertness or manage transitions effectively.</li> <li>• OT or SEN assessment identifies sensory processing needs impacting classroom readiness</li> </ul>                                                                                                                                                              |
| <b>Handwriting Intervention</b>             | Targets fine motor skills, letter formation, and writing fluency through structured practice, improving legibility, confidence, and written communication in class tasks.                                   | <ul style="list-style-type: none"> <li>• Student's handwriting significantly below age expectation despite classroom adaptations.</li> <li>• Identified fine motor or visual-motor integration difficulties affecting academic performance.</li> </ul>                                                                                                                                                     |
| <b>Typing Intervention</b>                  | Teaches keyboard skills to support written output, increasing independence, speed, and confidence in recording work, especially for students with handwriting or motor difficulties.                        | <ul style="list-style-type: none"> <li>• Student has persistent handwriting difficulties or fatigue that limit written output.</li> <li>• Student has sufficient cognitive and language skills to benefit from assistive technology training.</li> </ul>                                                                                                                                                   |
| <b>Language Awareness Intervention</b>      | A targeted programme helping students understand the impact of inappropriate or discriminatory language, promoting empathy, respect, and positive communication aligned with school values and inclusion.   | <ul style="list-style-type: none"> <li>• Student has used language that is racist, misogynistic, homophobic, or otherwise discriminatory, demonstrating limited understanding of its harm or social impact.</li> <li>• Data reflects emerging patterns of prejudice or misunderstanding rather than entrenched extremist or safeguarding concerns, making educational intervention appropriate.</li> </ul> |
| <b>Attachment Based Mentoring</b>           | Provides consistent relational support through a trusted adult who models security, trust, and emotional regulation, helping students develop resilience, confidence, and positive engagement with learning | <ul style="list-style-type: none"> <li>• Student shows signs of insecure attachment, low trust in adults, or difficulty forming and maintaining positive relationships.</li> <li>• Repeated relational breakdowns or disengagement from learning indicate need for consistent, nurturing adult relationship.</li> </ul>                                                                                    |
| <b>LOT &amp; Forest School Intervention</b> | Experiential outdoor learning fostering teamwork, resilience, and emotional wellbeing through nature-based tasks that build confidence, independence, and connection to self and environment                | <ul style="list-style-type: none"> <li>• Student benefits from practical, hands-on learning to re-engage with education, improve motivation, or manage emotional regulation.</li> <li>• Identified SEMH, attention, or sensory needs better supported through active, outdoor, and experiential approaches.</li> </ul>                                                                                     |

|                                       |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Thrive Group Intervention</b>      | A structured, developmental programme addressing emotional and social needs through group activities that build self-esteem, empathy, and secure peer and adult relationships.         | <ul style="list-style-type: none"> <li>• Group of students share similar social or emotional developmental gaps identified through Thrive assessment.</li> <li>• Students benefit from peer interaction and shared experiences to build social understanding and emotional literacy.</li> </ul>    |
| <b>Thrive Individual Intervention</b> | A bespoke, 1:1 intervention guided by Thrive assessment to address individual emotional development, attachment needs, and regulation through relational and sensory-based activities. | <ul style="list-style-type: none"> <li>• Thrive assessment identifies significant individual emotional gaps affecting regulation, relationships, or engagement.</li> <li>• Student requires personalised, relational support beyond what group or class-based Thrive input can provide.</li> </ul> |

## Appendix 4: Year 7 Induction Curriculum

### Year 7 Induction Curriculum

**Intent:** At ACE Tiverton, our Year 7 Induction Curriculum is designed to ensure every student begins their secondary education with the essential foundational knowledge, skills and habits required for long-term success. Many students arrive with *spiky profiles*, uneven prior attainment, or barriers linked to communication, interaction, literacy, and emotional regulation. Without a secure foundation, these challenges can significantly impact their ability to access a full secondary curriculum, engage confidently in learning, or make the progress of which they are capable.

In Year 7 we purposefully focus the curriculum on the core competencies that help to underpin future learning. This approach ensures that every student, irrespective of their starting point, is equipped with the fundamental tools they need to thrive throughout their time at ACE Tiverton.

**Our induction curriculum focuses on six essential domains:**

- 1. Reading:** We build early confidence and fluency through a strong emphasis on decoding, comprehension and reading resilience. Students learn strategies that enable them to access increasingly challenging texts across subjects, supporting long-term knowledge retention and independence.
- 2. Writing:** We explicitly teach sentence construction, accuracy, organisation and purpose, enabling students to express ideas clearly across a range of contexts. Strong written communication is a gateway to success in all academic pathways, and early investment in these skills ensures students can articulate knowledge effectively.
- 3. Oracy:** Students develop the ability to communicate clearly, listen actively, use appropriate vocabulary and participate in structured dialogue. Oracy is central to building confidence, self-advocacy, problem solving and social interaction, which are key competencies for learning and life.
- 4. Handwriting and Motor Fluency:** We support students to develop handwriting that is legible, fluent and functional. This foundation reduces cognitive load in lessons, allowing students to focus on content rather than transcription, and supports success in written assessments.
- 5. Numeracy:** We address gaps in early mathematical understanding and strengthen core number knowledge through explicit teaching of key concepts such as number sense, fluency with basic operations, and mathematical vocabulary. Students develop confidence in using practical strategies and representations to solve problems, reducing anxiety and increasing independence in lessons. This foundation supports access to the wider curriculum and builds readiness for functional maths and everyday life.
- 6. Social and Relational Skills:** Students learn the routines, expectations and relational practices that define “The ACE Tiverton Way.” We focus on emotional literacy, cooperation, self-regulation, conflict resolution and positive engagement. Students learn to recognise and use regulation and sensory strategies that help them stay ready to learn. In addition, regulation, conflict resolution and positive engagement skills are essential for creating a safe, connected and predictable learning environment where all students can thrive.

**Why this matters:** By prioritising these core domains, our induction curriculum ensures that learning is *accessible*, *equitable* and *sustainable* for all students. Establishing these foundations early enables students to:

- build confidence and motivation for learning
- access subject content with increasing independence
- communicate effectively with peers and adults
- regulate emotions and behaviour
- engage positively with the wider curriculum as it expands across the year

This approach is consistent with our trauma-informed, belonging based, relational ethos, recognising that students learn best when they feel safe, connected and equipped with the tools to navigate their environment successfully.

**Long-term vision:** The Induction Curriculum is deliberately designed as the launchpad for the rest of each student's educational journey at ACE Tiverton. By ensuring that foundational literacy, communication and social capabilities are secure from the outset, we enable students to:

- access our Pathways curriculum models confidently
- make sustained academic progress
- increase independence over time
- achieve strong outcomes at KS4
- transition successfully into further education, training or employment

Our intent is clear: to give every student the strongest possible start, enabling them not only to succeed in Year 7, but to flourish throughout their entire school experience and beyond.