



Intent

Tulip Academy Spalding is a Special School for children with a variety of special needs and, as such, has to cater for a very wide range of aptitudes and abilities. Our curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in all areas of learning. Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests and taking account of their barriers to learning. Through a combination of formal, semi-formal and informal curriculum model approaches, pupils are well prepared for each phase of their education and transition in to meaningful, aspirational and independent adult life, well placed to make a positive contribution to life in modern Britain.

At Tulip Academy Spalding, we believe that all pupils have a right to a purposeful, stimulating and enjoyable curriculum that prepares every one of them for the experiences and challenges of life after school. The curriculum includes;

1. Breadth of learning areas and experience,
2. Balance
3. Relevance to the pupils aptitudes, experiences and interests
4. Adaptations, personalisation and differentiation through teaching styles and contexts
5. Progression and continuity that is flexible, rather than prescribed, building upon pupil's individual needs and interests
6. Consistent opportunities to develop communication skills using preferred methods to communicate with staff and peers
7. Opportunities to promote spiritual, moral, social and cultural developments.

Our newly enhanced, broad and enriching curriculum incorporates sequential knowledge in all national curriculum subject areas and fosters positive attitudes to learning that lead to success, attainment and maximised progress. Our core intention is that each individual pupil is well prepared for each phase of their education and ultimately, a meaningful and aspirational transition into adulthood.

Implementation

The curriculum is divided into four pathways; Early Years / Key Stage One, pre-formal, semi-formal and formal and our class groups are devised according to age and how our pupils learn best.

The Curriculum Offer

Early Years / Key Stage One

All pupils in Apples Class follow the Early Years Foundation Stage Curriculum (EYFS), where learning is underpinned by the Early Learning Goals (ELGs). There are seven areas of learning comprising of the three prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

and four specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

The school has a separate EYFS Curriculum.

2.3 Pre-Formal Curriculum

Pre-formal learners access a pre-formal curriculum across Key Stages One – Five. The pre-formal curriculum embedded at Tulip Academy Spalding is non-subject specific for assessment purposes and teaching and learning underpins the five aspects of The Engagement Model and the five core aspects to engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Our two pre-formal class groups (Mangos and Grapes) have succinct over-arching topic themes which lend themselves to an exceptionally high quality of teaching and learning opportunities most pertinent to individual needs and abilities and how these pupils learn best.

Learners in Key Stage Four and Five, as part of their curriculum, access inclusion visits within local adult social care providers to support with their transition into adulthood and life after Tulip Academy Spalding.

2.4 Semi-Formal Curriculum

Semi-formal learners access a semi-formal curriculum which is a subject based curriculum, delivered using semi-formal methodology.

There are six class groups of semi-formal learners.

Five of the semi-formal class groups (Ash, Oak, Pears, Pineapples and Plums) sit within Key Stages Two, Three and Four have succinct and subject based over-arching topic themes which lend themselves to an exceptionally high quality of teaching and learning opportunities most pertinent to individual needs and abilities and how these pupils learn best.

Our semi-formal class group (Strawberries) is a Key Stage Four and Five group of learners and in addition to a subject based curriculum and over-arching topic themes, pupils also access an enhanced, broad and enriching array of educational experiences and activities, focusing on independence, social communication, vocational and daily living skills and the development of skills and knowledge most pertinent to our students once they leave Tulip Academy Spalding. Inclusion visits at local colleges and adult social care settings, internal and external work experience opportunities and the world of careers also play a crucial part of this curriculum.

AQA Accreditation is provided at Pre-Entry Level.

2.5 Formal Curriculum

Our formal curriculum is designed for secondary aged pupils with moderate learning difficulties where education within a mainstream setting is not appropriate or has failed. There are ten class groups broken down into three stages to ensure learners access a group appropriate for their emerging learning needs and therefore providing them with opportunities to develop to their full potential. Within this pathway learning is arranged within the following stages.

1. Secondary Lower – Year 7 and 8 Pupils
2. Secondary Middle – Year 9 and 10 Pupils
3. Secondary Upper – Year 11 Pupils

Pre-entry assessments and information collation:

To ensure all pupils access the right group initial assessments and information is collated. Activities include: Completion of standardised assessments; collation of previous teacher judgements and assessments; collation of information presented within the EHCP; observations to understand pupils learning style and behaviours for learning.



Secondary Lower

A two year curriculum cycle is in place. The curriculum organises essential knowledge and key skills into the subject areas taken from The National Curriculum 2014.

The curriculum in place is designed to ensure that our pupils achieve and progress well. Therefore, providing a sequential build-up of knowledge and skills in preparation for the Secondary Middle curriculum and pupils selecting their personalised timetables based on their options. The Secondary Lower curriculum consists of all core and non-core subjects ensuring pupils have access to a broad and balanced curriculum.



Secondary Middle

A two year curriculum cycle is in place. The curriculum organises essential knowledge and key skills into the subject areas taken from The National Curriculum 2014 for the following subject Mathematics, English, Computing, Science, Health Education, Humanities, Physical Education.

The remaining curriculum enables pupils to gain accreditation through a variety of awarding bodies. With particular focus on preparing pupils to live independently through course like, first aid, e-Safety, health and safety, travel training and financial capability.

In Secondary Middle pupils will select two options from the following accredited courses:

- Drama and Theatre Studies
- Art
- Horticulture
- Sports leaders
- Hospitality and Catering



Secondary Upper

Secondary Upper pupils follow a curriculum of Skills for Working Life and Adulthood. The emphasis is put on giving pupils the skills, qualities and knowledge to successfully move onto the different opportunities available to them after Tulip Academy Spalding. Close links are fostered with outside agencies such as; local schools, educational establishments, employers and other associated organisations in the local community to ensure that pupils make good progress towards taking a useful and active role in society and fully engage with further education appropriate to their needs. In English and Mathematics lessons pupils in Secondary Upper are split into three different ability groups. They are taught a broad curriculum with the aim of supporting them in achieving accreditation at a level appropriate to them. Delivery covers functional skills from Entry Level through to (Higher) Level Two and GCSE's.

English

Within the English lessons pupils will also engage with communication, phonics, spelling, punctuation and grammar depending on their individual requirements.

Phonics

Phonics is taught daily to identified groups using the Read, Write Inc scheme. In small ability groups learners participate in speaking, listening, spelling, reading and writing activities that are matched to their current needs. We teach Phonics using a synthetic phonics programme called 'Read Write Inc' or "Read Write Inc Fresh Start" produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All learners have a baseline entry assessment in phonics. All learners are then grouped into the most appropriate phonics group for their ability.

Reading

Reading is an important part of the English curriculum, and pupils are encouraged to read regularly in class and at home. Formal learners access reading books from the Rapid, Rapid Plus and Fast Lane scheme. We also have a range of 'free reader' books for those pupils who have completed the schemes available. Identified pupils receive more targeted intervention for their reading in the form of one to one sessions outside of class with a member of the Inclusion Team. When pupils have completed all stages within Read Write Inc they engage in Tulip Reads sessions. These sessions are outlined below.

Monday	Vocabulary & Dictionary Work
Tuesday	Independent Reading / Reading Scheme
Wednesday	Shared Reading (Class Book)
Thursday	Reading Comprehension
Friday	Reading for Pleasure

Inclusive Curriculum

Tulip Academy Spalding is committed to offering an inclusive curriculum. Everything the school does is considered part of the curriculum offer. All pupils have equal access to the whole school curriculum with suitable adaptation, personalisation and differentiation where necessary. No pupil is excluded from any school activity because of financial constraints, special educational or physical needs. However, there may be occasions when an activity is considered inappropriate for some pupils. A decision will be made in consultation with parents or carers. Where possible, an alternative activity will be arranged.

Teaching British Values

The DfE have recently reinforced the need to "create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Tulip Academy Spalding these values are reinforced regularly throughout the curriculum delivery. Pupils learn about:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Spiritual, Moral, Social and Culture Development

At Tulip Academy Spalding we recognise that the spiritual, moral, social and culture development of pupils plays an important part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Educational Visits

A wide range of educational visits are planned and used to enhance the curriculum experience.

Time Allocation and Planning

Each class group has a timetable which clearly identifies the allocation of time to subjects. Teachers produce detailed Medium Term plans which include, learning questions, remember to lists (success criteria), differentiated tasks and activities and a variety of learning styles and effective and appropriate teaching and learning resources.

Subject Co-ordination.

All subject co-ordinators, are responsible for writing subject specific policies. These include assessment, planning, delivery, recording, monitoring and the reporting of their subject throughout the school. Co-ordinators are responsible for writing curriculum development plans (by the end of the first term) which reflect whole school data analysis and are in line with the whole school development plan.]

Impact

Monitoring and Evaluation

Tutors and subject teachers are responsible for monitoring the educational progress in National Curriculum and non-statutory subjects, as well as social emotional, economic and financial well-being of the pupils in their teaching groups. This includes the formulation of Education Health Care Plan Targets for each pupil and the compilation of annual reports and other information for Annual reviews. Pupil progress is carefully monitored and evaluated to ensure high expectations and achievements. This monitoring also quickly identifies pupils who are 'falling behind' and in need of specific intervention.

Outcomes

The curriculum offer at the Tulip Academy Spalding challenges, engages and motivates learners and their personal success are not only demonstrated through pupil achievement and outcomes but through the social and emotional milestones achieved. The curriculum, as outlined above, ensures all pupils:

- Enjoy and engage with a broad, balanced and relevant range of activities designed to develop both skills, understanding and competencies.
- Successfully move on to a range of post 16/19 education and adult social care providers.
- Useful accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.
- Transition with at least one nationally recognised qualification. (Formal Learners)
- Experience training in an area of particular interest, linked to personal aspirations, through Secondary Middle options; work placement; college placement links and partnerships with other local education and training providers. Such experiences provide opportunity for individuals to achieve an appropriate qualification within this area of study. (Formal Learners)
- Leave with maximised communication, confidence, self-help and independent life and living skills required for adulthood and working life including at least basic functional numeracy and literacy skills.
- Develop knowledge of and build links within the local community thus developing knowledge of, and ability to access, local services.
- Prepares pupils to take their place in a modern and culturally diverse society where British Values are underpinned.

