

Curriculum Policy

Policy version control sheet	
Date of Policy	November 2024
Next Review Date	November 2024
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Approved by	Caroline Rolfe
Policy Location	Education server network \\3dsrv1_Education\Education Local Policies Copy on website
Links to other policies	See all education policies

CONTENTS		
Number	Contents Details	Page
1	Curriculum Intent 3D Aims, Pathways and Curricula Models	4
2	Curriculum Implementation How we implement the curriculum	10
3	National Curriculum and our approach	10
4	The Curriculum (at all key stages)	11
5	Curriculum Impact Measuring curriculum impact	16
6	Meeting additional needs	17
7	Social, Moral, Spiritual and Cultural Education	17
8	Fundamental British Values	17
9	Achieving curriculum outcomes	18
10	What excellent teaching and learning looks like at 3 Dimensions School	18
	Appendix 1: 3D Intent, Implementation, Impact Grid	20

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Curriculum Intent

What is the INTENT of our curriculum?

All staff at 3 Dimensions School are committed to our holistic approach and our offer of a broad and balanced curriculum that is full of a rich range of learning experiences, individualised for every learner. We want our pupils to be happy and feel a sense of belonging. Our aim is for our pupils to acquire the skills and knowledge for resilience, to be friendly and able to build positive relationships, and ultimately to access life and be successful in school and in their future in whatever way they choose.



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Our ambitious curriculum has four main goals and is designed to help our children to;

- 1. Be happy** – It is important that our pupils are happy, feel that they are valued and have a sense of belonging. We strive to give our pupils opportunities to have their own voice and feel that they have the power to make a positive difference in their own lives, and to the lives of others.
- 2. Be resilient** – many of our pupils have poor self-esteem and self-worth and have had disrupted and often negative experiences in previous school settings, therefore, we aim to support each pupil to become confident in their abilities, and to ask for help assuredly when they need it, learning to cope with challenges in a safe and supported environment. We want our pupils to be emotionally resilient, and to be able to regulate their emotions with increasing independence. We aim for our pupils to leave 3 Dimensions school with a good understanding of their emotions, how to get support when they need it, and to manage their emotions positively. 3 Dimensions school want our pupils to engage positively with learning and be motivated to achieve the best personal outcomes for themselves.
- 3. Be friendly** – We strive to give our pupils a wide range of opportunities, underpinned by the fundamental British values, including democracy, the rule of law and individual liberty. The pupils are encouraged and supported to build positive relationships in all areas of their school life at 3Dimensions. They are encouraged to show an understanding of, and have respect for other people's viewpoints, recognising that people can have differing views, but still be respectful, and empathetic. These skills ensure that our pupils can develop and maintain strong positive relationships throughout their lives. We aim to support our pupils in developing their social skills and ability that allows them to access their community and be a part of society.
- 4. Be successful** – We see each pupil as an individual at 3 Dimensions school, and as such, understand and celebrate that each learning journey will look different. When pupils start at 3 Dimensions School, we take the time to learn about them through positive pairing. This enables us to understand what motivates each pupil, and how we can support them to thrive and succeed. We want to ensure that all pupils develop holistically in all areas of their lives. We aim for pupils to gain core life skills, and develop their knowledge and abilities, both academically and holistically, building their personal development.

During the introduction phase, when a pupil starts at school, we liaise closely with parents and guardians about that child's strengths and challenges, and focus on the EHCP. We use the Boxall Profile to better understand that child's emotional and behavioral level, both when they start, and as part of the annual review process. Through positive pairing we gain a gradual introduction to assess the most appropriate pathway for that child, and determine the most suitable curriculum and therapeutic provision. In this way we can support each pupil and carefully differentiate provision, whilst maintaining high expectations, so that they can be confident in their own abilities, thrive and succeed in whatever they choose to be in life.

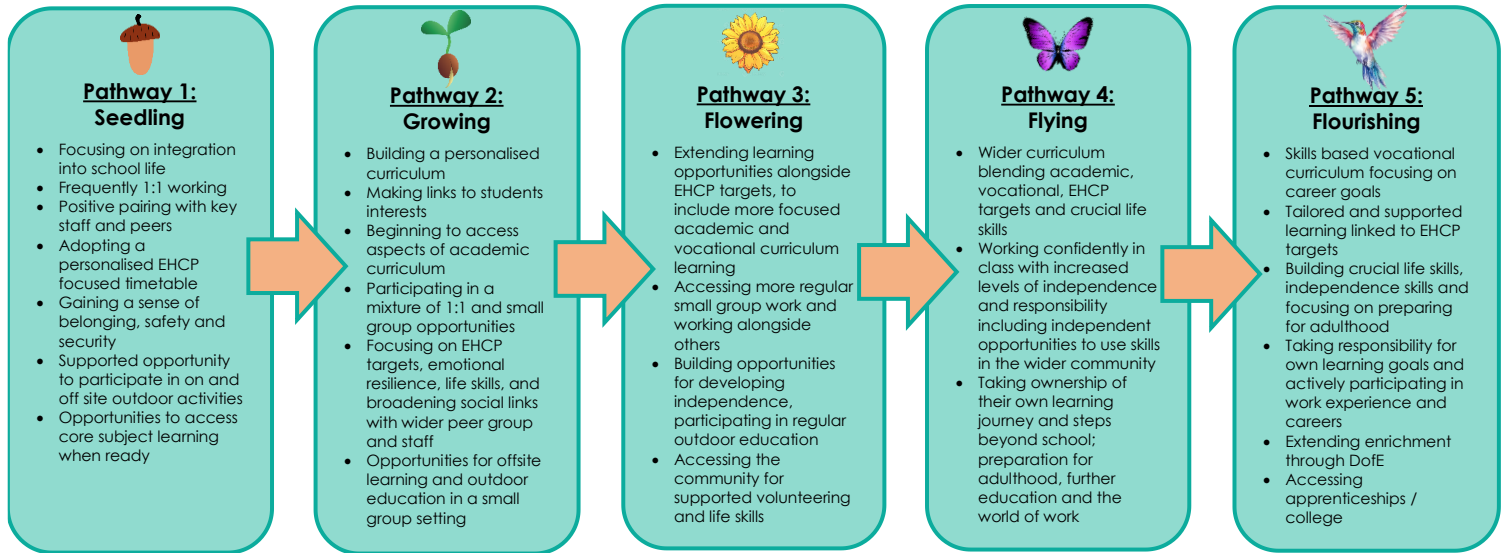
We are committed to ensuring our children leave 3 Dimensions school ready to access either;

- the highest level of post 16 education possible appropriate to their ability, interests, and aspirations
- relevant and considered employment and/or training that broadens horizons.

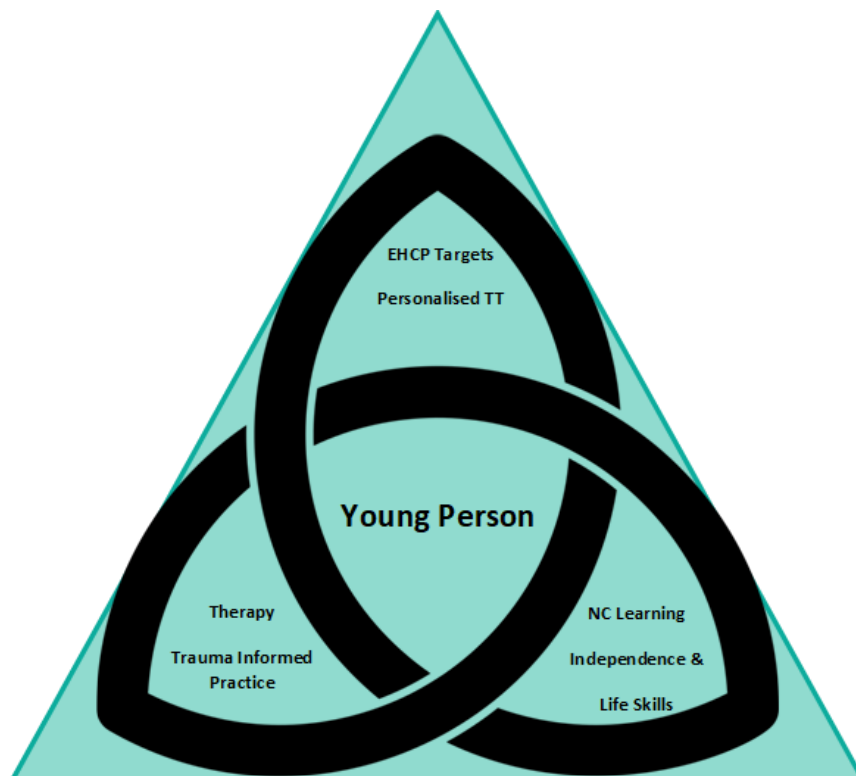
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3 Dimensions Pathways

At 3 Dimensions we have established 5 learning pathways that consider the stages of a pupil's development and where our focus needs to be in order to ensure progress. As a new pupil arrives at school, we review their individual challenges, EHCP targets and determine the most suitable pathway that will ensure their needs are met and allow that pupil the chance to flourish.



Although pupils will have an agreed pathway, this will naturally evolve at various stages of their school journey. Therefore, our approach, as shown below, takes this into consideration.



Foundation Curriculum

Primary Model

The **foundation curriculum** is for KS1, 2 and 3 pupils to prepare them for the **options curriculum** at KS4, by encouraging and supporting their participation in learning.

Children are often introduced to the school during the primary phase, usually after having had periods of disconnection from school-based learning. During this introductory phase the learners are supported by positive pairing; working closely with a teaching assistant they will focus on building a trusting relationship which will identify the areas of learner interest (that can be built into their learning), ensure the learner feels safe, ready to accept the challenge of learning in a school setting and start to become integrated into school life.

The foundation curriculum focusses on the individual needs of the learner and includes their therapeutic needs, which are identified through their EHCP, at its core, ensuring all support needed to progress through school and beyond is provided.

An adapted National Curriculum is taught through a rolling topic programme of multisensory topic-based activities or as subject specific lessons covering; Maths, English, Art, Explore and Discover (Science, Geography & History), PSHE and RSE, ICT, Inspire (SMSC, PSHE, RSE, British Values, Current Affairs, RE) and physical and/or outdoor education.

We also embrace a whole school approach during topic weeks, which have a focus on whole school activities, STEM challenges and careers.

The teaching looks different at different phases of the foundation curriculum. Pupils from age 7 who are working towards KS1, are provided with a more play-based, sensory approach to their learning, and access areas of the EYFS curriculum. Learning develops in a creative and practical style ensuring a multi-sensory approach across the curriculum.

Available to support teaching are:

- Kapow Primary for ICT and PSHE
- Twinkl Phonics
- IXL for Maths and English
- Literacy Shed

The aim is for learners to be able to access small group teacher led lessons with minimal support before leaving Chardleigh site.

The development of independence is important for learners at Chardleigh site. Working with the AFLS (Assessment of Functional Living Skills) programme as an assessment tool we aim for learners to become independent in managing their school day, accessing the community and in beginning to develop life skills such as road safety, stranger danger and cooking.

The curriculum keeps the learners active through our outdoor learning programme which includes, forest school, small group PE lessons and M.A.D. days.

The curriculum is flexible and personalised to meet the needs of every learner, recognising that this flexibility can be needed at any time.

The pathway that each pupil is working at is flexible. For pupils working at **the foundation curriculum** level, our aim is that they will access pathways 1 – 3.

Options Curriculum

Secondary Model

The **options curriculum** is for KS3 and 4 pupils. All KS3 pupils are offered a core and foundation curriculum of Maths, English, Art, Science (Explore & Discover), Careers, PSHE and RSE, Digital Skills, Inspire (SMSC, PSHE, RSE, British Values, Current Affairs, RE) and physical and/or outdoor education.

During KS3 pupils will be offered additional learning to their core subject curriculum. We focus on building self-esteem, confidence and resilience, as these so often form barriers to education. Hummingbird site offers learners the ability to develop life skills. With its close proximity to town it allows learners access to town and opportunities within the community. We recognise the value in extending pupils interests and therefore we utilise Asdan courses to support this. Asdan short courses, such as Foodwise, can begin at age 13, whilst pupils are in KS3, and therefore provide an accessible taster to any given area of interest. Additionally, Asdan Key Steps is encouraged for pupils at KS3, as a gentle introduction to Asdan Personal Development; two programs that provide pupils with personal challenges and to have ownership of their learning, whilst developing their personal skills and increase their independence. These learning opportunities provide our pupils with a range of vocational and academic options that form a solid base for KS4 and the **options curriculum**.

- ASDAN Short Courses (i.e. Expressive Arts, Foodwise)
- ASDAN Key Steps
- ASDAN Towards Independence
- ASDAN Life Skills Challenge

At KS4 the **options curriculum** extends to further learning opportunities. Through continual teacher assessment and a holistic understanding of every pupil, the most appropriate and aspirational route for learning is developed, whether next steps are Entry Level, Functional Skills Level 1 or 2, and/or GCSE. All KS4 pupils are offered options alongside a core curriculum of Maths, English, Careers, PSHE/RSE, physical/outdoor education, and life skills. Pupils undertake work experience and are encouraged to take part in the Duke of Edinburgh Award. Through these opportunities we continue to build pupils confidence and resilience, and reduce their anxieties. Pupils receive choices of a range of vocational, technical and academic qualifications including, although not limited to:

- Entry Level / Functional Skills (Level 1/2) in English, Maths
- GCSE (or equivalent) in English, Maths, Science, Art and Design
- Technical Award / BTEC Award or similar i.e. Beauty Therapy and Hairdressing / Art, Craft & Design / Digital Skills (Media, Music, Gaming)
- ASDAN Personal Development (Bronze, Silver and Gold)
- ASDAN Short Courses (i.e. Expressive Arts, Sports and Fitness, Foodwise, Hair and Beauty)
- ASDAN Life Skills Challenge
- Duke of Edinburgh Award (Bronze, Silver and Gold)

Our curriculum at KS3 and 4 remains holistic and focuses on inclusion, enrichment and progression. We continue to tailor learning to the needs of every pupil, considering therapeutic needs identified through EHCP's, and responding receptively to each pupil throughout their learning journey.

The options curriculum encourages personal learning and feeds directly into the post-16 phase; **skills curriculum**, where our pupils receive options to extend their learning in a safe, familiar and supportive environment.

The pathway that each pupil is working at is flexible. For pupils working at the **options curriculum** level, our aim is that they will access pathways 3 – 4.

Skills Curriculum

Post-16 Model

For our Post-16 learners we offer the **skills curriculum**. This curriculum is designed to provide a structured and challenging learning program that supports our young people's development and progression, in line with their career goals.

All programs and qualifications offered are tailored to the needs of every young person, to ensure accessibility and inclusion. Learners are supported throughout their chosen courses, according to the level of support they require, to ensure they can actively participate and enjoy their learning, benefiting from the skills they build, and ultimately succeed.

Learners continue to build crucial life skills, accessing the community through a range of volunteering and work-related activities. Additionally, a priority and aim is preparing our learners for adulthood. We focus on key aspects of life beyond education; employment skills, health and wellbeing, relationships and community, and independent living skills.

All Post-16 learners who have not yet achieved English and Maths GCSE or equivalent to grade 4, will continue to access these core subjects at Functional Skills or GCSE level. A robust careers program through Princes Trust provides learners with real and transferable skills that are important to employers.

Our Post-16 learners can choose to extend their skills in a number of areas. Our facilities include a hair and beauty salon, a fully equipped commercial kitchen, an art, craft and design studio and a music and media suite. This provides opportunities for learners to gain an introduction to work in a vocational sense, and through BTEC, and/or other technical awards, to hone their skills and gain recognised qualifications.

We continue to build links with business and the commercial sector, and support learners in their next steps into work, whether traineeships or apprenticeships.

- English and Maths (where learners have not previously achieved GCSE or equivalent to grade 4)
- Princes Trust Careers Program that supports preparation for adulthood and employment
- Technical Award / BTEC Award i.e. Beauty Therapy and Hairdressing / Art & Design / Digital Media (Media, Music, Gaming) / Cooking/Catering
- Work Experience that develops career choices
- Supported Traineeship / Internship / Apprenticeship Opportunities
- Non-qualification activity that enriches learning and personal development – Life Skills
- Duke of Edinburgh Award (Bronze, Silver and Gold)

The pathway that each pupil is working at is flexible. For pupils working at the **skills curriculum** level, our aim is that they will access pathway 5. With this in mind we have an additional pathway we strive to access for all our learners; pathway 5 (see Post-16 curriculum policy).

Curriculum Implementation

How we IMPLEMENT the curriculum at 3 Dimensions School

All levels of learning; from Key stage 1 – 5 are accessible to our pupils, and regardless of a child's age we will teach our pupils in accordance with their ability and with a tailored approach to the National Curriculum.

The pupil's individual needs and interests are at the core of our curriculum. Each pupil is given opportunities to build on and develop the skills they need to prepare them to succeed now, and as they progress into adulthood. These fundamental skills will allow them to thrive and to achieve their full potential. We follow the National Curriculum objectives for all subjects, which are modified to meet pupils' needs. Pupils are taught according to their ability, not age or Key Stage. We understand all children learn at different rates. Therefore, we focus on each pupil's current level of ability, providing inclusive and accessible learning opportunities that enable them to build skills and grow in confidence. Many of our pupils come to the school after experiencing feelings of failure in previous education placements. We believe that to succeed in education and in all aspects of life, it is imperative to develop positive relationships. Positive relationships are established through the ability to express thoughts, feelings and ideas. Independence is increased through the ability to make choices and express our personality fully. We have high aspirations for every pupil. By celebrating their unique qualities, recognising the challenges they overcome, and praising their effort and achievements we can raise their belief in themselves and in their capabilities, opening up positive opportunities, success and happiness in their future.

We actively embrace each and every child's interests and support them to effectively overcome their challenges and to develop their skills. In this way strong relationships are built, learning opportunities are accessed, learning is meaningful to the child and we better ensure their success.

Our educational programme includes opportunities for learning across a wide range of core and foundation subjects, including vocational courses and with areas of focus around emotional wellbeing, mindfulness, social development and life skills.

The National Curriculum and our approach

With the range of special needs our children have and the trauma they have faced in their personal and/or academic lives, we must first and foremost focus on their safety and happiness. This is why allowing time to positive pair staff with students and discover the wonderful traits and interests our children have, is key to them accessing school, and thriving. Our children need to gain an understanding of emotions, and develop an ability to recognise and identify the feelings they and others have. They require learning opportunities that develop that awareness, and to have the space and time to channel and process their emotions. Often our learners don't associate with school positively, and we recognise that it is our duty to change that view and enable them to realise school is a safe and secure place, where learning can be fun, creative, practical and amazing. At 3 Dimensions we ensure all our students, from our youngest learners and beyond, gain this, otherwise learning the wider curriculum is more challenging if not inaccessible. The positive mental health and wellbeing of our young learners is essential and adapting learning to meet their needs and interests is prioritised.

The curriculum at all key stages includes;

English

We recognise that the ability to communicate and express oneself is an essential life skill. These fundamental skills will benefit our pupils socially, emotionally and intellectually throughout their whole lives. The English curriculum enables our pupils to be confident and independent communicators and listeners. English and reading are utilised effectively throughout our entire curriculum and teachers of all subject's value and promote the importance of literacy and communication skills as the key to achieve and succeed across the curriculum and extra-curricular activities.

3 Dimensions School recognise that improving literacy and learning can have an impact on pupils' self-esteem, on motivation and confidence. It allows pupils to learn independently in all areas, whilst empowering them to achieve and be successful. It is our intention to ensure that all pupils are provided with various literary opportunities, that relate to real life, practical activities, and in conjunction with classroom-based learning. Depending on the curriculum the pupil is accessing (foundation, options or skills), we offer appropriate English teaching (approximately 2 teacher led lessons per week), tailored to the learner, either following NC objectives for English at KS1-3, or accredited qualifications; such as Entry Level, Functional Skills and GCSE. During these sessions, pupils are encouraged to build confidence in their own abilities, and to see that they can achieve. This is supported by teaching assistants who continue to deliver English tasks involving prior learning and extension tasks. The English curriculum encompasses an overview of reading across the school, writing and speaking and listening. Lessons are planned to support positive relationships and develop resilience, allowing pupils to communicate in a range of situations. As an extension to pupils' learning we use IXL as an interactive platform to allow them to extend their skills from prior learning.

Phonics - Twinkl

In addition to weekly teacher led English lessons, those pupils requiring further phonics support, will be given a systemic phonics approach, receive interventions, and access phonics learning through the Twinkl phonics programme and resources. As with all learning across the curriculum, phonics delivery is tailored to the individual needs of our learners. It is taught by our Phonics Tutor, and during TA led sessions, to help provide sufficient support for children to become fluent readers. The pupils will have access to the Twinkl phonics Rhino reading scheme to encounter texts which are fully decodable for their phonics knowledge. The programme will be delivered as a whole school approach to provide a consistent phonics programme, enabling us to work on identified individual gaps in knowledge and skills, and to build skills, which gives the pupils the opportunity to see those small steps of learning, and to feel empowered.

Mathematics

The aim of our Maths curriculum is to prepare all our pupils for a successful future, and transition into adulthood. Maths is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. We aim to achieve this success for our pupils by encouraging the use of mathematical skills and language across the whole curriculum, during lessons and out in the community. It is important for our pupils to see the purpose for their learning and to be

3Dimensions

given opportunities to generalise their skills in a range of situations. We aim to ensure that maths is an embedded part of the whole curriculum and cross curricular opportunities are frequent, including the half termly challenge which students can work on individually or as a class. Additionally, we offer opportunities to use maths in science-based activities (handling and recording data), cookery (weighing and measuring out ingredients,) PE (heart rate, recording results and timings) and outdoor education (positioning and direction).

Depending on the curriculum the pupil is accessing (foundation, options or skills), we offer appropriate Maths teaching (approximately 2 teacher led lessons per week), tailored to the learner, either following NC objectives for Maths at KS1-3, or accredited qualifications; such as Entry Level, Functional Skills and GCSE. During these sessions, we ensure that a range of teaching styles are used, and a range of opportunities are given to pupils to learn and develop their Mathematical skills and competencies, both individually and collaboratively as part of a pair or group. This is supported by teaching assistants who embed the learning with the students using IXL as an interactive platform. Pupils are encouraged to always try their best and given opportunities to build confidence in their own abilities, and to see that they can achieve. The pupils are exposed to a variety of mathematical experiences and stimuli, using a range of mediums (books, online information, videos, objects of interest etc). We aim for all pupils to feel confident in their learning, and not to be afraid to take risks. We encourage the pupils to be inquisitive and have a secure mathematical understanding.

Explore and Discover

Teaching the foundation subjects such as Humanities and Science, has often resulted in students feeling negative and becoming disengaged. Frequently this is due to the dry delivery of the learning objectives, where worksheets become the 'go to' and creativity is squashed for the sake of academic progress. 3 Dimensions have changed this thinking dramatically by taking a new perspective. Our students need to have an awareness of the world around them and a recognition and appreciation of their place within it; to explore cultures, lifestyle, and art. It is necessary that they learn to question, predict, experiment and analyse. Therefore, we embrace these important subjects, and the wealth of opportunities they offer. However, we teach them in exciting, and innovative ways under the umbrella of 'Explore and Discover'. We want our children to be learning even when they think they are simply having fun. We want them to see 'Explore and Discover' on their timetables and feel positive and motivated. Explore and Discover lessons at 3 Dimensions are inclusive, exciting and result in our young people meeting targets, achieving in tasks and being successful. 'Explore and Discover' sessions for our KS1-3 pupils working at KS1-2 National Curriculum level, have one main curriculum driver each half term, from the subject areas of Science, Geography, History, or the Arts, with strong cross curricular links to reading, writing, science, Art, DT, RE, Maths, PSHE, SMSC, Drama and Humanities. This theme remains the same for a full half term ensuring we can show and educate our pupils to become 'Geographers', 'Historians', 'Scientists', 'Artists', 'Designers' 'Technicians' and 'Performers'. By allowing this immersion into an exciting topic, we can encourage and promote resilience, making sure that learning is embedded by making connections, extending learning, and exploring topics fully. Across the year, children will experience this depth of learning in a range of stimulating and engaging themes. Children will be able to adopt the skills they have learned through Explore &

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Discover's cross curricular approach and generalise them in the real world and in real life contexts.

Art, Craft, and Design.

Art, craft and design is a key focus at 3 Dimensions, and is offered at all curricula areas. We deliver appropriate art teaching, tailored to the learner, following NC Art objectives (KS1-3), and for those students working at KS4 and 5 there are art options offered through Asdan and/or accredited qualifications; such as GCSE. Our young people struggle daily to understand and express their emotions. They often experience stress and anxiety when faced with academic challenges. They encounter issues with motor skills, communication difficulties and consistently face disappointment and low self-esteem, especially when learning opportunities are inflexible and unappealing. We recognise Art as an opportunity to meet these needs, and we do this by providing accessible, inclusive and creative art lessons that are flexible and allow students to input and incorporate their interests and perspectives. We include a broad range of art and design, which includes craft, and DT elements such as textiles. Through art, students develop their self-expression, learn to problem solve and take creative risks. The impact of art results in happy, confident, and creative young people who can succeed and achieve. This impact consequently opens doors to other opportunities beyond school.

Inspire and PSHE

All pupils attending 3 Dimensions school have individual EHCP targets which ensure they receive support to develop their understanding of how to communicate and interact confidently in the world around them, the ability to work with other people effectively and to be emotionally resilient. Many pupils come to us at 3 Dimensions School with limited life experiences, they need extra support to understand the dangers that they may face, and how to interact appropriately with different people. Due to the individualised nature of our setting, pupils receive targeted support based on their individual targets. We also work with therapists who provide support, resources, and programmes to follow, to give our pupils effective support.

We recognise that in addition to these individualised learning programmes, and due to our location in rural Somerset, it is vitally important that we give our pupils ample opportunities to explore and learn through a rich, culturally diverse curriculum.

The aim of our Inspire Curriculum is to prepare all our pupils to recognise their value as citizens in our school community and beyond, which will enable them to see how they can make a positive impact on their community today, and in the future, as they transition into adulthood. SMSC, PSHE, RSE, British values, current affairs and RE are taught in a cross curricular way, as part of our Inspire curriculum.

Kapow PSHE / Asdan PSHE

Our pupils face significant social challenges and often struggle to make and maintain friendships. They all experience Emotional, Social and Mental Health difficulties that can lead to behaviours that challenge. These behaviours have meant that the pupils have experienced the feeling of failure in previous educational settings, leading to low self-

3Dimensions

esteem and poor emotional resilience. Therefore, a strong PSHE and RSE curriculum is fundamental for our pupils at 3 Dimensions school.

At 3 Dimensions we have ensured that our pupils receive a diverse program of learning. With this in mind, we have chosen to structure our curriculum in two ways. Kapow focuses predominately on PSHE, relationships and RSE, which are all areas we have identified as important for our pupils. Whereas, Inspire has a broader focus encompassing SMSC, PSHE, RSE, British values, current affairs and RE. The Inspire program allows us to celebrate diversity, learn about other cultures and ways of life and how we can make a difference to the world around us.

The Kapow programme is a unique, spiral, progressive, and effective scheme of work, aiming to prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. The Kapow programme we provide, for Primary stages of learning will cover family and relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing. Pupils access the Kapow curriculum at an age and cognitive appropriate level.

Asdan PSHE is a comprehensive short course, updated in 2019, to assist centres in meeting the requirements of the new statutory guidance for sex, relationships and health education in England (Sept 2020). Therefore, content is mapped against statutory PSHE / RSE requirements. The course is extensive and includes modules such as social media, respectful relationships and sexual health. The course modules can be delivered in ways that suits learners needs, interests and learning styles. Asdan PSHE supports young people of all abilities to develop their emotional wellbeing and skills to stay healthy, safe and feel prepared for adulthood.

The Inspire programme combines SMSC, PSHE, RSE, British values, current affairs and RE. Lessons are taught in a cross curricular way, ensuring that pupils learn a diverse range of skills, including learning to be part of a team, discussion skills, identifying right and wrong choices, conflict resolution, respecting diversity, and cultural traditions. We understand the impacts of our actions, how we can help and develop our local environment and recognise the importance of human rights for all.

Through these topics, we encourage pupils to be reflective, ask big questions, and to be curious about the world around them, understanding their value within it. We encourage the pupils to develop an inner discipline and to have a clear understanding of morality, not just 'following the crowd'. They will grow up with their own minds and be ready to accept responsibility for their actions.

Individual PSHE programmes – many of our pupils have targets linked to EHCP targets and individual needs e.g., puberty, personal hygiene, personal safety programmes. These targets are planned for and delivered on an individual basis, ensuring that the skills are learned, retained, and generalised so that the pupils develop an independence in their area of need. Social programmes are also incorporated into our curriculum, such as 'friendship formula' and 'socially speaking'. Through these programmes, pupils learn the skills needed to succeed in social situations, and how to be emotionally resilient when faced with challenging situations. Pupils are provided with a wide range of opportunities to practice and generalise the skills with trusted adults and peers.

ICT

A knowledge of computing is vital in our modern world and is a lifelong skill which will ensure that our pupils can feel confident and succeed throughout their lives. The importance of ICT use for communication has become more imperative, being used across all aspects of everyday life. It is therefore important that our pupils are confident in using a range of ICT equipment and understand the importance of staying safe online. They need to be emotionally resilient if faced with negative or disturbing information or imagery and understand who they should talk to if they feel worried or upset about anything they have seen. All pupils at 3 Dimensions school have access to a personal computer or laptop and iPad to ensure that they can use ICT in all areas of the curriculum. Depending on the curriculum the pupil is accessing (foundation, options or skills), we offer appropriate ICT/digital skills teaching. For pupils working at KS1-2, they are taught ICT skills via the Kapow program for ICT. For those pupils working at KS3, 4 and 5 there are options to further their digital skills in music, gaming and media.

Curiosity & Persistence

Frequently, our young people require hands-on practical activities. They learn best when they can fully and kinaesthetically participate in a task. We strive to achieve this across the curriculum through a range of fun and interactive activities. Through a variety of opportunities, offered during topic weeks, and individual timetabled sessions, we promote curiosity and persistence skills in the following ways:

- STEM
- Problem Solving
- Code Breaking
- Fine and/Gross Motor Skills

Physical and Outdoor Education,

Our young people often have low self-esteem and self-worth. They frequently present with social difficulties and experience increased anxiety in social situations. In addition, their life skills, physical exercise, and life experiences are often limited. We do not simply provide our young people with standard PE lessons, because we understand the need and importance to offer outdoor and physical education in a more diverse way. Therefore, to enable our students to be resilient, confident and happy individuals we provide activity days as 'Make a Difference' (M.A.D.) and Forest School. Through M.A.D. pupils take part in a range of outdoor pursuits, including Paddle boarding, archery, team building skills and surfing. Pupils are encouraged to take part in all activities, and to feel confident to take risks. The pupils are part of a team, and all members of the team work together cooperatively, showing compassion and support for one another, whilst truly having a sense of belonging through shared new experiences.

Individualised PE plans are also offered to pupils who do not access M.A.D. activities. These lessons are planned to incorporate pupil's interests and skill level, and can include, but are not limited to, ball skills, swimming, gym, badminton, and tennis. We want each student to have a positive self-image and to feel happy and confident in their physical

3Dimensions

and mental health, therefore physical education is an important part of our curriculum. The progress and development of physical skills are celebrated with each pupil, and where possible, we hope for pupils to gain awards for their achievements, for example distance badges in swimming.

For pupils aged 14 and beyond we offer the Duke of Edinburgh Award. This award comprises of 4 sections; skills, volunteering, physical and expedition. Through the award pupils will learn to help the community/environment, they will become fitter, develop a new skill or enhance an existing skill, and plan, train for and complete an expedition. The award promotes pupil's resilience, problem-solving, team-working, communication and drive.

Forest School

In many educational settings Forest School is simply offered as an add-on to the main core and foundation curriculum. At 3 Dimensions School this is not the case. Our young people need to learn about the world around them and be provided with the freedom and space to develop life skills, work on their social abilities and cultivate their independence. Forest School at 3 Dimensions is unique in its approach. The sessions are delivered either individually, in pairs or as part of a larger group. Sessions include a wide range of skills from bushcraft and survival to cookery and design and technology. Forest School caters to the individual needs of every young person. It remains an established and successful part of the curriculum that our students love.

Curriculum Impact

How we measure the impact of our curriculum

At 3 Dimensions school, staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment and assessments across all subjects taught at the school. We use KS1-3 National Curriculum objectives, and objectives from AQA Entry level and functional skills curricula. For KS4-5, where pupils are accessing GCSE or equivalent, we follow the relevant objectives for that program. SOLAR allows us to document evidence and show the steps of progress a pupil is making. These statements are used to assess, plan, deliver and review the pupil's progress. This 'assess, plan, do, review' process helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment and to set targets for each pupil. The expectation for progress for students is that they will cover 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Within the framework, students are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess student progress. Our expectation is that no child is judged to be secure in their knowledge of an objective, until sufficient evidence demonstrates that the pupil can generalize the skill, with an appropriate degree of independence.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of qualifications, such as Entry Level, Functional Skills, and Asdan awards and certificates. The aspirational goal for all students is that they leave with the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Meeting Additional Needs

All pupils attending 3 Dimensions have a Statement of Special Educational Needs related to social, emotional and communication difficulties and associated challenging behaviours that have proven too severe to have been successfully addressed within mainstream schools.

Specialist support for the pupils, through both the delivery of the programmes of study and personalized learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, and Occupational Therapy programs. All staff receive trauma informed practice training and apply this in their roles daily.

The school believes that it is of particular importance that all who work within the learning environment develop positive relationships. Thus, all those involved in lesson delivery, management of pupils and the provision for individual needs work collaboratively to ensure learning is a positive experience for all pupils.

Social, Moral, Spiritual and Cultural Education

At 3 Dimensions School, we are committed to developing our students' social, moral cultural and spiritual education. Our curriculum aims to develop the full potential of the pupil holistically, and to recognise and celebrate the individual's worth and contribution to the school community. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at 3 Dimensions School, and visitors, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

Fundamental British Values

3 Dimensions School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at 3 Dimensions School, however, are also explicitly taught through assemblies, current affairs, PSHE and through the students taking an active role in the school council.

Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours
- An understanding of the problems of identifying and combating discrimination

The curriculum outcomes are achieved through a whole team commitment to strive towards the following outcomes:

- To motivate our students to engage with the learning process
- To promote a positive attitude towards learning, so that our pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To enable pupils to be creative and develop their own thinking
- To help our students understand Britain's cultural history and values
- To help our students understand the importance of truth and fairness, so they develop an understanding and commitment for equal opportunities for all
- To enable our pupils to develop the skills and knowledge required to be positive world citizens in our society
- To enable our students to develop respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To ensure learning occurs throughout the day, life skills and community participation skills are fundamental parts of our curriculum
- To encourage pupils to accept responsibility for their behaviour
- We aim to help every young person to acquire the life and social skills to move to a more independent and positive future
- To continuously monitor the progress of pupils to shape and inform teaching and setting of the curriculum
- To continuously monitor and evaluate the strategies in place to support and help the pupils to overcome the barriers to their learning
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for young people with SEN
- To make reasonable adjustments for pupils with physical disabilities

What does excellent teaching and learning look like at 3 Dimensions school?

We recognise our pupils as individuals and believe that excellent teaching allows our pupils to develop and build on their skills of emotional resilience, believe that they can be successful and make a valued contribution, both in school and in the wider community. Excellent teaching makes subjects feel relevant and personalised to what is important to each pupil, communicating effectively how the learning relates to the real world, thus emphasising why that knowledge or skills matters to the pupil. All teaching needs to be carefully planned and delivered, responding, and adapting to meet the needs of the individual learners and learning styles, ensuring that there is a good balance of learning new skills, and reinforcing or building on existing skills. It is important that assessment is an integral part of the teaching process, ensuring that misconceptions are recognised and supported effectively in a timely manner.

Secure subject knowledge across the curriculum and understanding of our pupils' individual needs is crucial to ensure that learning can be successful and meaningful. Strong trusting relationships and communication between teaching staff and pupils is

3Dimensions

essential to ensure that the pupils feel happy and confident to learn, take risks and ultimately succeed in their learning.

Robust medium-term teaching plans for all pupils to achieve their personal best academically, as well as holistically, which means our learning journey aims to prepare pupils to reach their full potential, and to be successful both at school and as they progress into adulthood.

Excellent teaching promotes positive relationships and the ability for the pupils to communicate effectively, be resilient and enable pupils to feel safe enough to take risks in their learning and to respond positively to challenges. Pupils should feel confident to ask and answer questions, express their thoughts and opinions, and feel that their contributions are valued. Where possible, pupils are encouraged to work in pairs or groups across all areas of the curriculum, allowing them to communicate in a range of situations and to show respect for other people, even if their points of view differ from their own.

We aim to incorporate life skills across our curriculum, allowing our pupils to gain the skills they need to succeed in the wider community. Excellent teaching uses a multitude of different learning strategies, in order to allow pupils to generalise the skills they have learned within the classroom. Activities across our curriculum should inspire students to engage with the natural environment whilst providing an enjoyable and safe experience. We promote independence and problem-solving skills that can be transferred into everyday life through a creative and practical based curriculum.

3Dimensions

INTENT	<p>Curriculum Intent: All staff at 3 Dimensions School are committed to our holistic approach and our offer of a broad and balanced curriculum that is full of a rich range of learning experiences, individualised for every learner. We want our pupils to be happy and feel a sense of belonging. Our aim is for our pupils to acquire the skills and knowledge for resilience, to be friendly and able to build positive relationships and ultimately to access life and be successful in school and in their future in whatever way they choose.</p>				
	<p>3D Community Expectations: Try your best always Everyone should be respectful and tolerant Always show good manners and kindness Make a positive difference to others</p>	<p>3D Aims / 4 Be's: Be Happy: happy pupils who are valued, and who have a sense of belonging Be Friendly: pupils build good relationships and are respectful of others opinions Be Resilient: confident learners, able to cope and manage challenge Be Successful: learners who thrive and succeed</p>			
IMPLEMENTATION	<p>Curriculum Implementation: 3 Dimensions School have 3 approaches to the curriculum; foundation, options and skills. All levels of learning; from Key stage 1 – 5 are accessible to our pupils, and regardless of a child's age we will teach our pupils in accordance with their ability and with a tailored approach to the National Curriculum. The pupil's individual needs and interests are at the core of our curriculum. Each pupil is given opportunities to build on and develop the skills they need to prepare them to succeed now, and as they progress into adulthood. These fundamental skills will allow them to thrive and to achieve their full potential. Our educational programme includes opportunities for learning across a wide range of core and foundation subjects, including vocational courses and with areas of focus around emotional wellbeing, mindfulness, social development and life skills.</p>				
	<p>Foundation Curriculum ENGLISH ICT MATHS PE / OUTDOOR ED EXPLORE & DISCOVER FOREST SCHOOL INSPIRE PSHE / RSE ART / CRAFT / TEXTILES</p>	<p>Options / Skills Curriculum ENGLISH COOKERY MATHS HAIR & BEAUTY SCIENCE (E&D) CAREERS PSHE / RSE DoFE / PE ART, CRAFT & DESIGN PERSONAL DEVELOPMENT / LIFE SKILLS DIGITAL SKILLS (MEDIA, MUSIC, GAMING)</p>		<p>Therapy: Occupational Therapy Speech & Language Therapy</p>	
	<p>Enrichment: MAD Days (Outdoor Ed), Art as Therapy (1:1), Fairs i.e. Christmas & Summer, Christmas Play, Sports Day, Work Experience, College Visits, Charity Days, Visiting Speakers</p>				
IMPACT	<p>Progress Measures: Pupil Attainment (Solar), Reading Assessment (Salford), Spelling Assessment (Schonell), Emotional & Behavioural Assessment (Boxall), Blank Level Assessments (TALC), Phonics Screening, Diagnostic Assessment Maths/English (IXL), Behaviour, RPI & Exclusion Data (Sleuth), Annual Reviews</p>		<p>Academic / Vocational Outcomes: Entry Level, Functional Skills, GCSE, Asdan PD (Bronze, Silver, Gold), Asdan Short Courses, Duke of Edinburgh</p>		<p>Quality Assurance: Learning Walks, Lesson Observations, Book Looks, Collaborative Planning (Action Plans, LTP / MTP), Whole School Data & Solar Reports, Underperformance, Governance, Team Meetings, Teachers Meetings, Performance Management, National Autistic Society Accreditation, ISS Advisory Visits, LA QA Visits, Virtual Schools, ABC Data (behaviour), Health & Safety Audit</p>
	<p>Surveys SIP & SEF Underperformance</p>	<p>Reports Subject Action Plans Teachers Meetings</p>	<p>TAC Meetings EHCP Reviews Whole School Meetings</p>	<p>PEP Meetings CIC Meetings</p>	