



Outcomes
First Group

Curriculum Policy

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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, full of rich 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 be resilient, happy, friendly and equipped to be successful in school and in their future.



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

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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 3 Dimensions. 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.

3 Dimensions Pathways

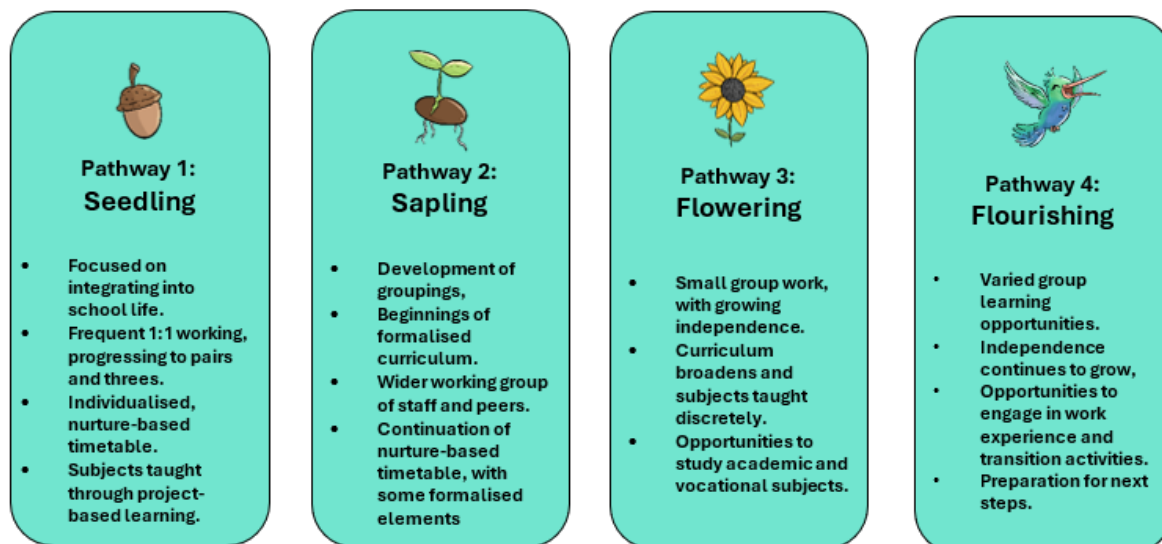
During the induction phase, when a pupil starts at school, we liaise closely with parents and guardians, and previous settings to find out about strengths and challenges, and focus on the EHCP. Once pupils have settled, the therapeutic and curriculum teams work together to assess the pupils to better understand that child's emotional and behavioral level to help ensure they are on the correct pathway and create an appropriate timetable to meet need and ensure progress. Through positive pairing we ensure a gradual introduction that helps us assess the most appropriate curriculum and therapeutic provision. Through this process we can ensure that each pupil accesses appropriate provision as soon as their time here starts.

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

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

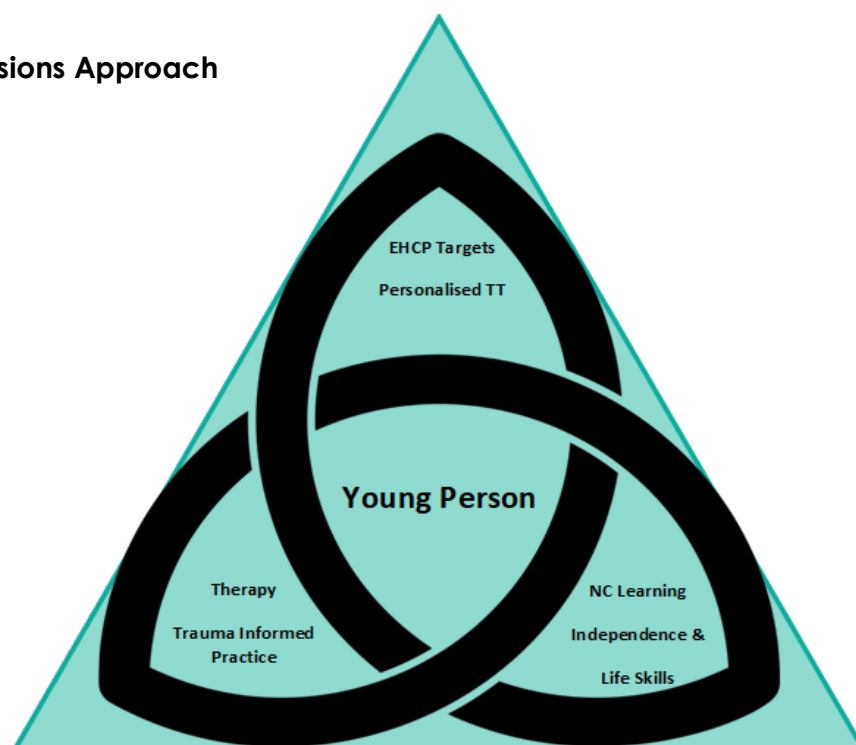
At 3 Dimensions we have established 4 learning pathways that consider the stages of a pupil's development, and where our focus and support is needed in order to ensure progress. As a new pupil arrives at school, we review their individual challenges, EHCP targets and determine the most suitable pathway that will ensure their needs are met and allow that pupil the chance to flourish. We are fortunate to be situated across 2 sites that provide two learning environments, allowing us to meet the needs of each individual and continue to support them as they grow and develop. Although pupils will have an agreed pathway, this will evolve throughout their school journey. The pathways, as shown below, takes this into consideration.

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Pupils are assessed during the referral process, and in their early time at school, to help us understand their current levels of learning independence; confidence in and around interactions; ability to cope with structure and demand; and their needs around support. Considering these factors, we are able to create a profile that helps us ensure that pupils are placed on the correct pathway. Typically, the Seedling and Sapling pathways comprise the Foundation Curriculum, and will be based largely at the Chardleigh site, with high levels of support, flexibility and enrichment. The Flowering and Flourishing Pathways comprise the Options and Skills Curriculums, which see pupils develop life skills, work toward formal qualifications and progress into adult life. These pathways are more often delivered at the Hummingbird Site. Whilst the Flowering and Flourishing pathways see a more structured approach to learning and developing independence, support around needs is always available and EHCPs are still a core focus. Transition between the pathways may not be linear, and some pupils may move up and down the pathways, or even between the sites as required. Other pupils will have a blended pathway approach, particularly as they are transitioning.

The 3 Dimensions Approach



The **foundation curriculum** is for re-engaging with education, developing self-esteem and fostering an enthusiasm for learning. This may be the first stage of education for some pupils (regardless of age) and utilises a highly personalised and nurturing approach that creates feelings of security and safety, allowing emotional regulation and building relationships. Pupils are gradually encouraged and supported to develop their skills for learning, with utmost focus on meeting needs through the activities and approaches used.

Children may well be introduced to the school during the primary phase, often after having had periods of disconnection from school-based learning. During this introductory phase the pupils are supported by positive pairing; working closely with a team member (or small group of team members) they will focus on building trusting relationships that will identify the areas of pupil interest (that can be built into their learning), ensure the pupil 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 pupil and includes their therapeutic needs, which are identified through their EHCP and assessment from the therapeutic team. All support needed to progress through school and beyond is provided.

We provide a thematic curriculum which encourages learners to engage in a range of subjects from an adapted National Curriculum. The thematic approach is used to engage learners' interests and establish a holistic approach across academic, therapeutic and life skills. We plan to engage often play based activities which give our students the opportunity to reengage and enjoy learning.

As learners progress through the Pathway, lessons can become individual subject lessons within the theme and develop into some subject specific ASDAN programmes, Crest awards or AQA unit awards outside the theme of the half term.

Within the adapted curriculum we cover English, Science, Art, PSHE and RSE, ICT and Explore and Discover (covering on rotating terms, History, Geography, Design and Technology and Music) within our thematic approach. Maths, some aspects of English, phonics and outdoor education are taught outside of the themes.

Available to support teaching are:

- Kapow Primary for ICT and PSHE
- Twinkl Phonics
- Freckle Maths
- Accelerated Reader
- Literacy Shed

Progression through the Seedling and Sapling pathways form the basis of the Foundation Curriculum and the aim is for pupils to be able to access small group teacher led lessons with minimal support before leaving Chardleigh site.

The development of independence is important for pupils on the Foundation Curriculum. 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 and small group PE lessons..

The curriculum is flexible and personalised to meet the needs of every pupil. We recognise that this flexibility can be needed at any time. Progression may not be linear and we regularly review each pupils to ascertain where they are within their journey at 3 Dimensions, to ensure the appropriate pathway (and curriculum) is accessed.

Through the **options curriculum** all pupils are offered a core and foundation curriculum of Maths, English, Art, Science (Explore & Discover), Careers, PSHE and RSE, Digital Skills, 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**.

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
- BTEC Level 1 Award/Certificate/Diploma in Hair & Beauty or Vocational Skills (flexible pathway)
- BTEC Level 2 esports
- 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 **options curriculum** 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.

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. The skills curriculum remains closely linked to the options curriculum but with a further emphasis on progression and readiness for the next step.

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)
- BTEC Level 1 Award/Certificate/Diploma in Hair & Beauty or Vocational Skills (flexible pathway)
- BTEC Level 2 esports
- Careers Program that supports preparation for adulthood and employment
- Progression and Financial Literacy Interventions
- 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 4.

Curriculum Implementation

3 Dimensions school is situated over two sites, allowing us to cater for a wide range of pupils' needs and abilities. The 3 Dimensions curriculum is set into three aspects, Foundation, Options and Skills. Both the Foundation and Options curriculums are typically split into pathways: (Foundation: Seedling and Sapling), (Options and Skills: Flowering and Flourishing), with Foundation curriculum offered primarily at Chardleigh, and the Options and Skills curriculum at Hummingbird. This is however not always the case, and cross curriculum, and cross-site activities take place as required, particularly during transitions. The Skills curriculum uses a blended approach to on and off-site learning, incorporating employers and other educational establishments as appropriate.

The pupils' 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 and needs, over and above age or Key Stage.

We understand all children learn at different rates. Therefore, we focus on each pupils' 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 to access positive opportunities, success and happiness in their futures.

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, varied opportunities are accessed, and learning is meaningful to the child.

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. Pupils are encouraged and supported to complete assessments and sit exams as they are able to. A wide range of qualification is obtainable for pupils, from Entry Level 1, up to Level 2 (including GCSE and BTECs).

The National Curriculum and our approach

All pupils at 3 Dimensions have an EHCP. Often a primary diagnosis of Autism/ASD/ASC, or SEMH is present, often with co-morbid conditions. Many pupils have experienced trauma in their personal and/or academic lives and therefore creating an environment and utilising an approach that is trauma-informed is key. This approach allow pupils to access school and thrive. Our pupils may not have the ability to recognise and identify the feelings they and others have when their placement with us begins, so they require opportunities and support to develop this awareness, and to have the space and time to channel and process their emotions. At 3 Dimensions we ensure all pupils are supported in these areas, enabling emotional regulation and stability, needed to fully access the Options and Skills curriculums.

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 across all subject's value and promote the importance of literacy and communication skills.

3 Dimensions School recognise that improving literacy can have an impact on pupils' self-esteem, motivation and confidence. It allows pupils to learn independently in all areas whilst empowering them to achieve and be successful. We aim to provide all pupils with a wide range of literary experiences that are meaningful and relevant, incorporating real-life contexts, practical activities and classroom-based learning.

Depending on the curriculum the pupil is accessing (foundation, options or skills), we offer appropriate English teaching tailored to the learner, either following adapted NC objectives for English at KS1-3, or accredited qualifications - such as: Functional Skills (Entry Level 1 – Level 2) and GCSE. During these sessions, pupils receive appropriate support to help build confidence in their abilities. This may include, and is not limited to, teacher-led instruction, independent tasks and targeted one-to-one support tailored to individual needs. A range of resources, such as phonics toolkits, word banks and dictionaries are used to reinforce key concepts and promote independent application of skills.

Accelerated Reader is beginning to be used as a structured tool to support and monitor pupils' independent reading across the school. It enables staff to track progress, set personalised reading goals, and ensure pupils are engaging with texts that are appropriate to their reading level. By encouraging regular reading and providing immediate feedback through quizzes and reports, Accelerated Reader helps to foster a love of reading, build comprehension skills, and reinforce literacy development across the curriculum. Alongside this, STAR Assessments are computer-adaptive tests used within the Accelerated Reader programme which evaluates and monitor pupils' reading abilities. The English curriculum provides a framework for the development of reading, writing and speaking and listening skills across the whole school. These core elements are embedded not only within English lessons but are also integrated throughout the wider curriculum to support literacy development in all subject areas. In addition, pupils may access additional 1:1 intervention with teaching assistants or intervention tutors to support their progress in English.

Phonics - Twinkl

Following an initial assessment, each pupil on the Foundation curriculum is provided with a personalised phonics programme tailored to their individual level. Phonics teaching is primarily delivered by our dedicated Phonics Tutor, who works with pupils once or twice a week depending on their specific needs. To reinforce this learning, daily phonics-based activities (such as sounds of the day) are led by other staff members, ensuring consistent and targeted support across the school day.

The pupils also have access to the Twinkl Phonics Rhino Reading Scheme. Through this scheme, they read texts which are fully decodable as they are matched to their phonics knowledge.

For pupils accessing the Options Curriculum and requiring further phonics support, they will receive 1:1 or small group interventions in addition to their English lessons. Often, the Twinkl phonics programme and resources are used to support this. As with all learning across the curriculum, phonics delivery is tailored to the individual needs of the pupils.

Mathematics

The aim of our Maths curriculum is to prepare all our pupils for a successful future, and transition into adulthood. We encourage the use of mathematical skills 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 given opportunities to generalise their skills in a range of situations. Maths is a core element of the curriculum, but we also promote that cross curricular opportunities are frequent.

Depending on the phase the pupil is accessing, we offer appropriate Maths teaching, tailored to the learner, either following the National Curriculum from EYFS - KS4 and GCSE, or accredited qualifications, such as an Entry Level Certificate or Functional Skills. White Rose Maths is used to aid delivery, ensuring that full, sequenced coverage is achieved. During sessions a range of teaching styles are used, and a range of concrete, pictorial and abstract resources are available to pupils to learn and develop their mathematical skills and competencies, individually or collaboratively. Ongoing assessments are built into sessions, allowing teachers to monitor progress and understand any areas that pupils may need further support with. With insight from STAR Maths assessments, in addition to the ongoing assessments, pupils who are not making appropriate progress will have interventions to close gaps in knowledge and address required focus skills.

Science

We want our pupils to have an interest in science and how it impacts our daily lives. We want them to constantly be asking questions, both 'big' and 'small', as they seek to better understand the world they live in and the fundamental scientific laws that govern it. from gravity to evolution to the way light travels. We want to ensure that they understand the role that science (and scientists) has played in our past and how it will continue to play a vital role in our future, especially in the areas of healthcare and the environment. We aim for the science curriculum at all levels to build on natural curiosity to develop the sense of awe and wonder through experiments and investigations.

We aim to keep science teaching practical, we work with an adapted national curriculum and include Crest awards, AQA unit awards and horticulture.

Explore and Discover

Explore and Discover is taught within our foundation curriculum. It is an umbrella subject which covers geography, history, design and technology, RE and music.

Each half term has a curriculum driver embedded within the half term topic. The subject intent is to encourage the learners to understand and embrace the wider world and help them to develop or embrace their interests.

Each individual subject is taught following appropriate National Curriculum levels for the pupils. If a particular interest or strength is shown within an individual subject area, pupils have the opportunity to follow an ASDAN short course, AQA unit awards or have bespoke schemes of work to extend the subject beyond the half term topic.

Art, Craft, and Design.

Art, craft and design is a key focus at 3 Dimensions, with both the Chardleigh and Hummingbird sites equipped with dedicated spaces for the subject. We deliver appropriate art teaching, tailored to the learner, following NC Art objectives (KS1-3), and for those students on the Options/Skills curriculums there are art options offered through Asdan and/or GCSE. Our young people often struggle to understand and express their emotions and may experience stress and anxiety when faced with academic challenges, or when learning opportunities are inflexible and unappealing. We recognise Art as a vehicle to help navigate these challenges and provide opportunity to develop skills to overcome these challenges. 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 solve problems and take creative risks. The impact of art results in happy,

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confident, and creative young people who can succeed and achieve. This impact consequently opens doors to other opportunities beyond school.

PSHE

PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) are vitally important for all children as we prepare them to meet the challenges of engaging in the world around them, enabling them to develop and sustain healthy relationships, access technology safely and embrace the diversity of their communities. The aim of our PSHE and RSE curriculum is to help our students use communication effectively, develop enquiring minds and support them to understand themselves and the world they live in, ultimately enabling them to fulfil their potential. We aim to meet the needs of all students in a sensitive, inclusive and age-appropriate manner, empowering young people to discuss matters arising from PSHE teaching and feel comfortable asking questions about sensitive topics. It also provides opportunities for our students to develop personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

Alongside these discrete PSHE and RSE lessons, we also provide further whole school opportunities, across the academic year, for students to engage in topic celebrations such as Anti-Bullying Week, UK Parliament Week and Children's Mental Health Week, promoting a positive school climate and supportive environment where students feel valued and respected.

We use two PSHE programs to help us deliver this content to our students; these are delivered in line with their academic year group but tailored to meet their individual needs and abilities. Both programs have spiral thematic approaches and fulfil the statutory requirements for Relationships and Health Education set out by the Department for Education and also the National Curriculum requirement to teach PSHE.

Our Primary program, KAPOW, for EYFS to Year 6 has the following strands:

Families and Relationships, Health and Wellbeing, Safety and the Changing Body, Citizenship, Economic Wellbeing

Our Secondary program, Cre8tive, for Year 7 to Year 13 has the following strands:

Rights, Responsibilities and British Values, Celebrating Diversity and Equality, Relationships and Sex Education, Staying Safe Online and Offline, Life Beyond School.

Where identified as necessary, pupils are able to access further interventions to support their PSHE learning and development.

Individual PSHE interventions

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 topics are covered that help achieve these targets. 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. Pupils are provided with a wide range of opportunities to practice and generalise the skills with trusted adults and peers.

ICT and Digital Media

A knowledge of computing is vital in our modern world and is a lifelong skill that is important for our pupils to feel confident and be safe online. The importance of ICT use for communication is imperative and is 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

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they feel worried or upset about anything they have seen. All pupils at 3 Dimensions school have access to a personal computer or laptop or 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 levels, they are taught ICT skills via the Kapow program for ICT. For those pupils working at KS3, 4 and 5 there are options to enhance use and understanding of a wide range of digital media including music production, gaming and film and television. A range of Level 1 and 2 qualifications are available with Digital media and Esports.

Curiosity & Persistence

Frequently, our young people require hands-on practical activities. They learn best when they can fully and kinesthetically participate in a task. As part of the Foundations Curriculum, we achieve this through a range of fun and interactive activities. Through a variety of opportunities 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,

Many of our young people 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, but a range of opportunities to be physically active and explore a range of activities. We understand the need and importance to offer outdoor and physical education in a more diverse way. To develop pupils' resilience and confidence we participate in activity days and Forest School. Activities promote teamwork, interpersonal skills, confidence and provide opportunity to show compassion and support for one another, whilst truly having a sense of belonging through shared new experiences.

PE 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 and mental health.

For pupils aged 14 and beyond we offer the Duke of Edinburgh Award. This award comprises of 4 sections: skills, volunteering, physical and an expedition. Through the award pupils will learn to help the community/environment, they will become fitter, develop a new, 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 offered as an add-on to the core curriculum. At 3 Dimensions School this is not the case. Every pupil on a full-time timetable at Chardleigh is able to access Forest School. Our young people need to learn about the world around them and be provided with the freedom and space to develop life and social skills 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.

Social, Moral, Spiritual and Cultural Education

At 3 Dimensions School, we are committed to developing our students' social, moral cultural and spiritual education and this is embedded within our curriculums. We aim 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 are 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

Curriculum Impact

Personal Development, EHCPs and the Annual Review Process

All our pupils have an EHCP and therefore have an Annual Review of their progress against this plan. We review short term targets (derived from longer term targets on the plan) on a termly basis and are able to provide rich evidence to demonstrate rich progress against The design of learning activities and the approaches used by staff are key in progressing through these targets and we are also able to evidence progress through evidence collected on Evidence for Learning, a platform where we set targets and collect evidence against them. We can also access data around incidents and behaviours, and feedback around readiness and willingness to learn.

All pupils are assessed during consultation and in the early stages of their time at the school. This assessment informs the pathway and curriculum on to which they are placed. Over time pupils typically make progress through the pathways, with those beginning at Chardleigh on the seedling or sapling pathway developing the skills to access the flowering and flourishing pathways, at the Hummingbird site, and ultimately progressing to further education, training or employment as they are ready. We see a significant reduction in dysregulated behaviours and increase in learning behaviours in the pupils at 3 Dimensions School, allowing them to successfully access their next steps.

Academic and Vocational Progress

At 3 Dimensions school, we record student progress, attainment and assessments across all subjects. This is in addition to the robust capture of evidence and progress against EHCP

targets, and the derived termly outcomes. Please note, we are in the early stages of transitioning this process of collecting academic and vocational progress to the Evidence for Learning Platform, which will see an ending of use of other systems. Students are often assessed at three levels against objectives – emerging, developing or secure. Teachers use their judgment, formal assessment and evidence from work completed to assess student progress.

Pupil's academic attainment is mapped against KS1-3 National Curriculum objectives, objectives from AQA Entry level and functional skill. For KS4-5, where pupils are accessing GCSE or equivalent, we follow the relevant objectives for that program. The evidence capture process allows us to see the steps of progress a pupil is making, over time. Students are encouraged to gain external accreditation for their learning as they are ready. This can be through a range of qualifications, such as Functional Skills (Entry Level – Level 2), GCSEs, Vocational Qualifications, AQA Unit Awards 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, in core subjects (English and maths) and within their areas of interest and ability.

Therapeutic Support

All pupils at 3 Dimensions have an EHCP. Pupils have a variety of needs and appropriate learning activities, intervention and support is employed. Further support may be in the form of Speech and Language Therapy, and Occupational Therapy programs. All staff receive trauma informed practice and autism awareness 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. This is a key element of the induction new staff undertake and an expectation that efforts are made to grow positive relationships from an early stage, as well as reviewing key information regarding pupils to ensure that an understanding of needs is gained.

Achieving Curriculum Outcomes

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

3Dimensions

- 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
- Working 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 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
- see how subjects feel relevant to real life
- learn how to communicate effectively

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. Excellent teaching places individual needs and EHCP related targets at its core.

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 essential to ensure that the pupils feel happy and confident learning, 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 enables 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 in 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.



Outcomes
First Group