



Primary Curriculum Rationale

CSS primary is an alternative provision setting with different objectives to mainstream schools, reflecting our pupils unique and complex needs.

Our core values;

Respect – Resilience -Aspiration

Underpinned by: Kindness, compassion, connection, belonging and hope

Our Core Purpose

- Reintegrating children to mainstream settings, specialist provision or successful transition to mainstream schools

We aim to achieve this by:

- Building positive relationships with children and their families so trust is re-established within a school-based environment.
- Overcoming barriers to learning and wellbeing.
- Offering a needs-led specialist curriculum as a priority.
- Delivering a broad and balanced national curriculum offer that focuses on key skills.

Our Core Objectives

At CSS we have different objectives to mainstream schools due to the needs of our pupils and to reflect the fact we are an alternative setting.

- To achieve specific improvements in pupils' attitudes, behaviour, wellbeing and attendance.
- Enable pupils to learn and make progress in foundational knowledge (reading, writing, maths and oracy).
- Teach British values

Secure pupils' next step (reintegration).

At CSS, our core purpose is to give pupils the best chance of a positive and sustainable placement (reintegration).

We believe this is best achieved through

- A relentless focus on improving pupils' attitudes, behaviour and wellbeing.
- Generalising and applying these improvements across individual, group, whole class and wider community settings



In preparation for their next steps on their education journey, and as a vehicle for our specialist curriculum, we will ensure pupils:

- learn and make progress in foundational knowledge (reading, writing, maths and oracy).
- Experience positive learning experiences, building their self-image as a successful learner
- Experience a highly engaging breadth of curriculum areas, aiming to discover and develop strengths and passions.

What are our challenges?

We face a number of challenges in designing the curriculum including:

- Children who have had difficult experiences in schools and/or in their lives.
- Children with different jumping-on and jumping-off points throughout the year.
- Placements of:
 - varying lengths (from weeks to whole key stages)
 - varying reasons (permanently exclusions, ill health, request for supports, named setting on an EHCPs or hard to place)
 - varying destinations and reintegration plans (return to referring mainstream primary, returning to a new mainstream school, transition to Year 7 in a mainstream setting, transitioning to a specialist setting at any key stage)
- Children with disrupted education which leads to gaps in their knowledge
- insufficient information about a pupil being provided before they arrive
- Welcoming children with unmet needs, children with SEND, some of it undiagnosed, often manifesting itself through challenging behaviours
- Our children may find it hard to manage their emotions or struggle to feel safe and confident in school which presents as refusal to attend or cross the threshold.

Our specialist curriculum, thoughtfully designed with our students at the centre allows us to realise our core purpose, achieve our objectives and deliver an aspirational experience for our children.

How do we ensure our curriculum meets the need of our core purpose and objectives?

We achieve our core purpose and objectives and overcome barriers by:

1. Rigorous assessment procedures to tailor learning activities to individuals.
We do this by:



- Admission via panel, chaired by the Local Authority with a number of specialists who review handover information from the referring setting.
- Meeting with families and the children to complete admission information and create a bespoke passport for each child which is shared with staff.
- A two-week induction period which includes:
 - i. gaining an understanding of communication styles, barriers to learning and progress.
 - ii. Current foundational knowledge and skills.
 - iii. Observing social skills, attachments, ability to self-regulate, affiliation with adults, attunement, tolerance and respect
 - iv. Understanding Triggers

2. Through our curriculum design and implementation.

We triangulate admission and assessment information gathered on our children to build a bespoke, needs led, ambitious curriculum to meet pupils individual needs. Specifically, this means building a curriculum that will enable pupils to reengage with mainstream education or a specialist provision. Our assessments inform starting points for our work around building self-esteem, resilience and communication skills. Assessment information guides provision around English and maths; it directs teachers towards skills that would benefit from mastery and areas that should only be addressed once resilience has been built.

Our purpose is improvements in attitudes, behaviour and attendance. Our specialist curriculum takes priority at all times and underpins the design of all other learning. We are highly ambitious that with support of our specialist curriculum children will either make a successful and sustained return to mainstream education or an appropriate SEND provision.

We recognise every young person as an individual and aim to reengage them with education to secure the very best life chances for them. We aim to better understand the behaviour and emotional well-being of our young people in order to meet their needs and secure improvements.

Our ultimate goal is to fulfil our mission to **'Be the best you can be.'**

Our curriculum is underpinned with three key approaches **respect, resilience, and aspiration.**

We model friendliness, politeness, generosity and consideration. We try to help our pupils and be there for them when they need us.



We find and build on young people's strengths and interests, and support them to be happy, confident and lead fulfilling lives.

Positive relationships underpin all our policies, practices, routines and interventions.

We are highly ambitious for children's academic learning; we understand that meaningful learning only happens when children feel safe many of our children arrive to us having had highly disruptive and difficult experiences a foundational principal is to build children's self-esteem and self confidence in themselves as a successful learner. Many of our students are hypersensitive to criticism and lack resilience in the face of challenge. All this shapes our approach to delivery of the national curriculum in the following ways.

1. At the start of a child's journey with us we will focus on supported or errorless learning.
2. We will start by building upon children's strengths not their weaknesses.
3. We will aim for mastery of key skills before addressing gaps
4. Time is precious but we will not take one step forward to take two steps back; the child's confidence and wider wellbeing will lead the pace of challenge.
5. We understand communication as a core life skill we prioritise identification of communication difficulties and aim to develop each individual skills throughout the curriculum.
6. At CSS the % of time explicitly spent on the specialist curriculum and individual need will be determined by the learners.
7. Within subject specific study we apply principles that best meet the needs of our children.
 - Our curriculum delivery must be highly engaging and motivating
 - Where possible individual student motivators and interests will be considered
 - Structure and length of lessons will maximise the capabilities of the pupils in the group (lessons will be usually be shorter than other settings, teachers will be able to shorten or extend as they see fit)

Foundation subjects

 - We recognise that because of classes are made of children from a range of settings we are not able to design a curriculum based on their prior experiences. Our selection of learning across foundation subjects will again prioritise interest and motivation to make the very best of the time that the children are at CSS.
 - Where appropriate topics may be taught in themes to sustain and interest and deepen engagement.
 - Core subjects
English, maths and PSHE are taught weekly with at least 3 lessons a week.



We understand reading to be the gateway skill and is taught at a whole class and individual level. We have a strong phonic provision where needed.

Reading is a daily activity.

Reading to children is also a daily activity.

We aim for all children to leave CSS with renewed love of reading.

In maths we focus on the mastery of key skills and those skills most crucial to the next stage of education. Where possible we focus on practical application and functional skills for our students.

At CSS PSHE is a core curriculum area. It is given a high priority as it is the main vehicle for the explicit teaching of our main purpose.

How do we sequence the curriculum so that it meets all pupils' needs, starting points and aspirations?

At CSS we expect teachers to be responsive and reactive to pupils needs and starting points. In order to ensure coherent sequencing teachers, use adapted progression documents to support and inform their planning.

To ensure children are able to transition to a suitable destination we deliver our specialist additional curriculum with rigor and intent.

Through quality-first teaching and unwavering personal support, we maintain the highest expectations and ensure that learning takes place in every lesson.