

CURRICULUM INTENT AND IMPACT

Everything we do at Springwell Harrogate is underpinned by our desire to ensure the most appropriate next steps for young people.

We assess their needs, and allocate learners to pathways 1 -3, the pathway a student is in guides their intended curriculum and thus the way they access their destinations.

The practical steps we take to ensure this are outlined below:

<i>Intent</i>	<i>Implementation</i>	<i>Impact 2023 -2024</i>
As a school we are determined to:	To do this we:	We have seen the following impact:
<i>Equip every young person who joins our school with the skills necessary to allow them to access their academic next steps.</i>	<i>Have a curriculum which focuses on establishing and developing the key skills required to access an individual's next steps</i>	<i>Between 2021 and 2024, we have had 90 students move on to their appropriate next steps, of these 30 students have left our school in year 11 and made their way to college, employment or apprenticeships.</i>
	<i>Build and consolidate reading skills to enable access to an academic curriculum</i>	<i>Our reading strategy has enabled learners to access exams, enabling them to re-engage with learning, either in their return to mainstream education or to their appropriate next steps.</i>
	<i>Build and consolidate numeracy skills to enable access to an academic curriculum</i>	<i>Our Numeracy strategy has enabled learners to become functionally numerate, enabling them to re-engage with learning or achieve a relevant Maths qualification to enable them to progress to their next steps.</i>
	<i>Build and consolidate emotional communication skills and social skills</i>	<i>Our Emotional Literacy strategy allows students to return to learning in the majority of cases, reducing the amount of lost learning time and thus allow for</i>

	<i>needed to access their future destinations</i>	<i>successful reintegration into mainstream or appropriate provisions.</i>
<i>Be ambitious for our learners to get them to their appropriate next step destinations.</i>	<i>Support host schools with EHCAR applications, so young people are able to access an appropriate provision</i>	<i>Our ambition and the level of support we give our learners allows for them to access their next steps, whatever they are, reduce the disruption caused by exclusions, and allow them to return to their host or another host school.</i>
	<i>Work collaboratively with schools to identify a student's needs, and support them with ensuring smart targets and interventions are set once placements end</i>	<i>The collaborative work has been successful in enabling students to access specialist provisions when needed, through EHCAR application or through supporting the host school with the EHCAR. We have built a robust relationship with local schools who have effectively support us and shared key information to allow our own EHCAR applications to enable those learners to access the additional support they will need in their next steps.</i>
	<i>Work with the local authority FAP/NYAP to place students in mainstream schools after they have been unsuccessful in their original school</i>	<i>The collaboration between local schools within the FAP/NYAP has enabled 69 students to return to learning in a different provision, this would not be possible without the firm working relationships described above.</i>
<i>Improve the social and emotional skills of our young people through the development of strong safe, trusting relationships</i>	<i>Plan challenging activities which put our learners outside their comfort zones in our experiential learning programme</i>	<i>Students leave Springwell Harrogate with increased confidence, with a better understanding of their own emotions, wellbeing and mental health and are more equipped to communicate their feelings to adults and peers. Due to our intervention and methodology we have a</i>

	<p><i>Use our cooking programme to enable learners to work together and develop a repertoire of dishes they can use at home</i></p>	<p><i>very low return rate, unless already planned.</i></p>
	<p><i>Run nurture sessions at breakfast time and during breaks where our young people support one another and take part in activities which develop robust relationships</i></p>	
	<p><i>Equipping learners with the emotional literacy required to self-regulate themselves</i></p>	
<p><i>To develop the skills of young people in keeping themselves safe, and forming positive healthy relationships with peers</i></p>	<p><i>Using a tailored PSHCE curriculum to meet the needs, fears and contexts of our learners</i></p>	<p><i>Our learners leave us with greater understanding of how to keep safe in relationships and make better choices. Many have shown a reduction in criminal behaviours through interventions we have directed to them and through effective collaboration with youth justice interventions and workers.</i></p>