



Home > Free School Consultation > The Curriculum

Free School Consultation

Free School Consultation

About Us

What Will the School Be Called?

Governance

The Curriculum

Useful Information

Have Your Say

The Curriculum

Curriculum Principles

The curriculum will be delivered using a variety of pupil need specific approaches and strategies, with a balanced mix of 'process based' (a more holistic and immersive approach) and 'skills based' (highly structured) teaching to meet pupils' individual needs and learning styles. Relational and therapeutic approaches will support pupils to access the whole curriculum.

The bespoke, personalised curriculum will offer a range of accredited qualifications, as well as wider educational and social experiences. These experiences will address the learning, social, emotional and mental health needs of our pupils and, as they progress towards adult life, will help them to make a positive contribution to their community.

Pupils with SEMH do not necessarily follow a typical learning or developmental trajectory and so our curriculum will provide a framework that can support learning for those who learn in different ways. Our pupils will have a range of learning needs; some will require a high level of adult support to access the curriculum. A personalised curriculum will be delivered within each Key Stage, reflecting a whole academy ethos of nurture, empathy, support and understanding. All pupils will have appropriate access to learning within the National Curriculum.

Curriculum Programme

The academy's inclusive curriculum will be designed within 4 key themes:

Nurture

Children and young people will be supported to develop an increased self-awareness and able to form and sustain appropriate and positive relationships. The curriculum will be underpinned by the six principles of nurture.

1. Children's learning is understood developmentally;
2. The classroom offers a safe base and effective learning can only be made when the environment is tailored to pupil need;
3. The importance of nurture for the development of wellbeing;
4. Language is a vital means of communication;
5. All behaviour is communication;
6. The importance of transition in children's lives.

Preparation for Working Life

The academy will place a very high value on literacy and oracy as they are recognised as key vehicles through which the whole curriculum will be accessed. By acquiring strong literacy and oracy skills, children and young people will be supported to secure accelerated progress across the curriculum. The academy's curriculum offer will be broad and balanced, with flexibility built in to ensure that all pupils' needs can be effectively met. Careers education will be a focus throughout all key stages to ignite aspiration.

Partnerships

Children, young people and their families will be supported by all agencies / stakeholders to relate positively to those around them.

The academy will promote and facilitate wide ranging teams to work collaboratively to ensure that support and intervention for children, young people and families is available in a timely manner and is effectively coordinated. The key focus of this is to enable our children and young people to overcome barriers that may previously have prevented their access to or progress within the curriculum.

Personalised Pathways

The academy recognises that children with SEND, particularly those with SEMH as the primary need, do not always follow a typical development pathway. The academy's approach to personalised, targeted teaching and learning and intervention begins with developing a detailed understanding of pupils needs on entry to school. This leads to an ongoing cycle of assess, plan, do, review, with pupils and parents / carers actively involved in setting and reviewing meaningful and aspirational goals.

Please [click here to see our Statement of Provision](#).

Pupil Support and Welfare

The academy will provide a welcoming, caring, calm, safe and purposeful environment and that, within a nurturing ethos, stretches its pupils academically, supports them pastorally and develops them socially and emotionally, taking a needs-based approach. We will explore and celebrate the qualities that make our pupils unique and believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

The academy will draw upon the expertise of our specialist staff and wider partners to provide timely, graduated and personalised support, intervention and needs-based provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.

Anticipated Numbers on Roll

Anticipated Numbers on Roll

First Year Sept 22
Second Year Sept 23
Third Year Sept 24

Ethos Primary
39
45

45

Ethos Secondary

83

86

86

Apple Tree

20

22

22

The School Day

The school day will be 9am – 2.30pm. Pupils will be able to be dropped off from 8.45.

The school day will begin at 09.00 with registration and nurture breakfast time.

There will be a 15-minute morning break and 30 minutes devoted to lunch. The school day will end at 14.30. This will provide a school week of 27.5 hours (including structured breaks and lunchtimes).

The school will operate for 190 days plus have five days devoted to staff training.

Training days will be agreed with the trust to ensure that staff get maximum benefit from closure days.

Get in Touch

Ethos Academy Trust
Field Hill Centre
Batley Field Hill

Batley
WF17 0BQ

Telephone 01924 478 482

Email trustoffice@eat.uk.com

High Visibility Version