SAPC Curriculum Intent Statement

Re-engage, Refocus and Reintegrate

The curriculum lead at SAPC is Colm Gallagher, Director of Learning via email at cgallagher@wsapc.co.uk. Please contact him for more information about our curriculum.

Key Curriculum and Education Aims

1. **Provide a broad, balanced, inclusive and personalised curriculum** that meets the diverse needs of all learners through academic and vocational pathways, enabling pupils to access learning that is appropriately challenging, meaningful and aspirational.
2. **Increase pupil engagement, attendance and participation** by delivering a curriculum that is relevant, motivating and responsive to individual interests, strengths and future aspirations.
3. **Promote high-quality teaching, assessment and feedback**, supported by robust moderation and quality assurance processes, to ensure consistency, reliability and excellence across all areas of learning.
4. **Improve pupil progress, attainment and outcomes** through ambitious expectations, appropriate challenge and stretch, and a whole-school commitment to securing success for every learner.
5. **Develop confident, resilient and independent learners** who understand their strengths, recognise how they learn best, advocate for their own needs, take ownership of their learning, and value the importance of education, qualifications and achievement.
6. **Promote wellbeing, self-esteem and a sense of belonging** by creating supportive learning environments that celebrate success, foster positive relationships and encourage positive attitudes towards learning.
7. **Strengthen learners' social, emotional and behavioural development**, including attention, self-regulation, resilience and healthy engagement with digital and social media, drawing upon evidence-informed approaches to emotional wellbeing and personal development.
8. **Provide a high-quality enrichment programme** that enhances personal development, broadens experiences, develops character and prepares pupils for adulthood and future success.
9. **Design innovative and learner-centred approaches to learning**, particularly within primary provision, that encourage independence, choice, engagement and ownership of learning from an early age.
10. **Embed collective responsibility for pupil success** by ensuring that all staff contribute to pupil progress, attainment, personal development and positive outcomes across the curriculum.

Promoting academic, social and personal progress and participation, through a caring and positive environment where all are valued, supported and inspired to achieve their potential.

It is our intent to deliver a curriculum that provides creative opportunities for learners to reengage in education, identify and close the gaps in their learning and develop the skills needed to be successful in adult life. Each subject will publish its Teaching Framework on the school's website at the start of each academic year. Frameworks have been designed by the subject teams under the direction of the subject lead teachers; given the transient nature of our cohort, the teaching frameworks are designed to focus on the skills and knowledge pupils need to develop to make progress and close the gaps in attainment on their peer groups.

Teaching and Learning

Subject Leads driving challenge and consistency across the school embeds quality first teaching to support pupil progress and attainment. Subject development managed by subject specialists, drives standards forward and enables the implementation of whole school moderation, standardisation and consistency.
The subject leads are responsible for:

- Implementation and facilitation of subject team meetings at regular intervals throughout the school year (Half Termly)
- Attendance at half termly subject lead meetings
- Subject Moderation and Standardisation events – Driving consistency of approach and delivery across SAPC in the subject.
- Management and allocation of centralised curriculum budgets relating to their areas of responsibility.
- Peer observation processes.
- Developing subject delivery in response to national changes.
- Development of shared schemes of work and best practice.
- Liaison with Primary 'buddy'.
- Identify areas for improvement and targeted intervention.
- Evaluate the impact of teaching on pupil progress through data analysis.
- Investigate and support the deployment of learning technologies and resources to promote quality first teaching and improved pupil outcomes.
- Support subject teams across the school and ensure that all our pupils and staff can access equitable learning opportunities.
- To raise standards and ensure an equitable offer in all centres, subject specialists will continue to drive standards in their areas to meet the school's key curriculum outcomes.

Expected Outcomes

At Sussex APC, we believe that education should Re-engage, Refocus and Reintegrate learners by providing a personalised, nurturing and aspirational curriculum that enables every pupil to experience success. Through this approach, we expect improvements in attendance, behaviour and engagement, leading to successful reintegration into mainstream education.

Re-engage

- Pupils demonstrate increased engagement, participation and enjoyment in learning.
- Attendance and punctuality improve as pupils develop a stronger connection to education.
- Pupils show greater motivation to attend, learn and achieve.
- Learners participate actively in curriculum, enrichment and wider school opportunities.
- Pupils recognise the relevance of their learning to their future aspirations and goals.

Refocus

- Pupils develop positive attitudes towards learning and achievement.
- Improved behaviour for learning, including attention, self-regulation, resilience and perseverance.
- Increased confidence, self-esteem and emotional wellbeing.
- Pupils become more reflective learners who understand their strengths, needs and preferred ways of learning.
- Learners take greater responsibility for their actions, learning and personal development.
- Reduced incidents of dysregulated behaviour and disengagement from learning.

Reintegrate

- Pupils develop the knowledge, skills and behaviours required to access and succeed within mainstream education.
- Increased numbers of pupils successfully reintegrate into mainstream schools, colleges or other appropriate educational pathways.
- Pupils are better prepared to manage the academic, social and emotional demands of their next stage of education.
- Stronger relationships between pupils, families and educational settings support sustained reintegration and long-term success.
- Improved confidence in learning and social situations enables pupils to participate positively within wider school communities.

Academic and Curriculum Outcomes

- Pupils make strong progress from their individual starting points.
- Improved attainment and achievement across academic and vocational pathways.
- Increased achievement of qualifications and recognised outcomes appropriate to pupils' needs and aspirations.
- Pupils access a broad, balanced and inclusive curriculum that provides appropriate challenge, stretch and support.
- Consistently high-quality teaching, assessment and feedback contribute to improved outcomes across all curriculum areas.

Personal Development Outcomes

- Pupils demonstrate increased independence, self-advocacy and ownership of their learning.
- Improved social, emotional and interpersonal skills.
- Greater resilience when faced with challenge, change or setbacks.
- Pupils develop a sense of belonging, inclusion and connection to their educational experience.
- Learners understand the value of education, qualifications and lifelong learning in achieving their future ambitions.

Medical

Within our Medical provision, including Blended Learning, APC Haywards Heath (The Harbour Centre), APC Brighton and Hove (Springtide) and COAST there is a more bespoke package of subjects on offer, including Humanities, to support the provision and options that these learners have access to within their mainstream settings at GCSE and A level.

Enrichment

Key Outcomes:

1. Improved behaviour and engagement.
2. Improved Attendance.
3. Personal development and growth.
4. Healthier Lifestyles.

To support engagement, each setting provides a localised enrichment programme; with a focus on attendance and personal development, the following activities are available alongside further individual centre developments.

- **Mentoring and fitness through Boxing**: Our Boxing mentor delivers sessions in all centres and all age phases. With a clear focus on discipline and fitness through mentorship, the sessions enable pupils to express themselves and channel emotions in a controlled and safe environment.
- **External Provider Programmes, e.g.; Albion in the Community, Forest Schools, Future Creators Community Arts Programme, Dame Kelly Holmes Trust Athlete Mentoring, Audio Active etc**: SAPC pupils benefit from access to a variety of mentorship, coaching and access to further support, experience and opportunities, through sessions with these external agencies.
- **Enterprise**: Community cohesion at its best; pupils engage in entrepreneurial activities and projects; experiencing project management from conception to delivery, under the
- supervision of Sussex business leaders. Projects are designed to 'give back' to the community whilst maintaining financial viability. Drawing on a wide range of skills and learning, pupils involved in these projects discover hidden talents and confidence that may have been missed in traditional learning environments.

- **Sports and Fitness:** Centres have fully equipped gym spaces (indoors/outdoors/both) for use by pupils under staff guidance and supervision
- **OCN:** Vocational, PD and interest-based qualifications package offered to KS4 pupils.

Post 16 and Careers:

- We have developed links to enable the timely transfer of our NEET pupils to ensure they are supported through the summer into an appropriate destination, with follow up consultation in the Autumn term.
- Careers offer and WEX packages
- Our Personal Development curriculum provides a robust careers programme to support and prepare our pupils for post 16 transition.

Interventions:

- Each centre will provide individualised learning plans for pupils as appropriate with close liaison between the SEND team, Intervention and Pastoral HLTAs
- Referral system in place to enable bespoke and personalised packages of intervention from the CAT team, where appropriate.

Overall Impact Statement

Through a curriculum that is personalised, inclusive and ambitious, Sussex APC will re-engage pupils with education, refocus them on successful learning behaviours and aspirations, and reintegrate them into mainstream education. As a result, pupils will demonstrate improved attendance, positive behaviour, stronger engagement in learning, enhanced wellbeing and improved academic and personal outcomes, preparing them for sustained success in education and adulthood.