



Lumen Academy

Embrace Educate Empower

Curriculum Policy

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Document History

Version	Status		Date	Author	Summary Changes
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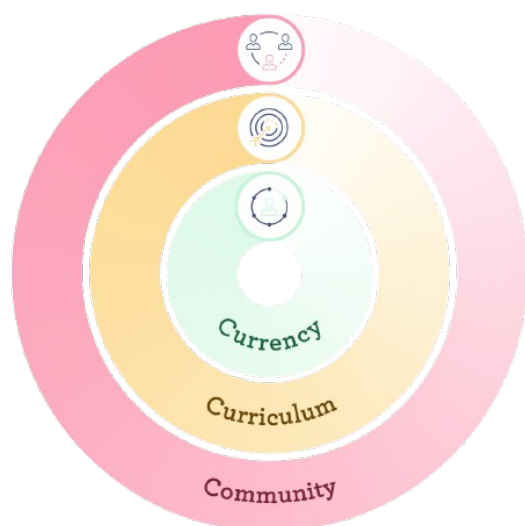
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Our Vision for Excellence in Alternative Provision

At Lumen Academy, our commitment is to foster a dynamic and nurturing educational environment where every student thrives, irrespective of their background or abilities. Our vision has been meticulously crafted, drawing inspiration from evidence-based approaches that provide a comprehensive framework for transforming how the quality of alternative provisions (AP) is understood, evaluated, and improved.

Recognizing the unique challenges and potential inherent in alternative provision settings, we have embraced a model grounded in empirical research and best practices. This evidence-based approach ensures that our strategies are not only theoretically sound but also proven effective in real-world applications. Our model is based on **IntegratED**, which is a coalition of partner organisations working to reduce preventable exclusions and improve the quality of education for children excluded from school. This is done through a whole-child development lens. By systematically applying these principles, we can better tailor our educational practices to meet the diverse needs of our student body.

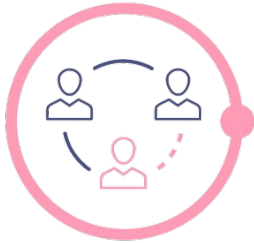


The model is based around three categories; **Community, Curriculum and Currency** which includes 13 quality areas.

<p>Community recognises that AP schools and providers are part of the wider educational ecosystem that safeguards and supports pupils. Strong relationships and effective partnerships are</p>	<p>Curriculum accounts for the support and education provided to pupils. It draws attention to aspects that are particularly pertinent for AP settings such as pupil induction, quality of education as well as</p>	<p>Currency focuses on the outcomes and value gained by pupils in AP, including personal development, academic performance and successful transition to appropriate destinations.</p>
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crucial components of AP quality.	physical and mental health and wellbeing.	
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The 13 quality areas are:



Community:

1. Workforce development and wellbeing
2. Home and family engagement
3. Partnership working:
 - a) Local authority
 - b) Mainstream schools
 - c) External alternative providers
 - d) Other agencies
4. Research and innovation



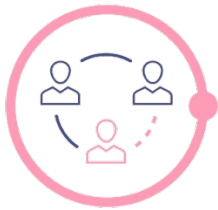
Curriculum

5. Pupil induction
6. Attendance and engagement
7. Supporting pupils' needs:
 - a) Literacy
 - b) Special educational needs and disability (SEND)
 - c) Health and wellbeing
8. Quality of education



Currency

9. Personal development
10. Qualifications
11. Assessment of need
12. Appropriate transition:
 - a) Mainstream school
 - b) Other Alternative Provision
 - c) Specialist provision
13. Post-16 destinations



Community: Recognises that AP schools and providers are part of the wider educational eco-system that safeguards and supports pupils. Strong relationships and effective partnerships are crucial components of AP quality.

1. Workforce development and wellbeing. Recruiting, retaining and developing high quality staff within a supportive school culture.
2. Home and family engagement. Establishing strong relationships with parents and carers that support them and lead to improvements in pupil attendance and engagement, behaviour, learning and attainment.
3. Partnership working. Safeguarding and meeting pupil needs through strategic partnership working with local authorities, mainstream schools, external AP providers and other agencies.
4. Research and innovation. A commitment to continual development, innovation and the application of evidence-based practice, such as trauma-informed approaches for pupils who have Adverse Childhood Experiences.



Curriculum: Accounts for the support and education provided to pupils. It draws attention to aspects that are particularly pertinent for AP settings such as pupil induction, the quality of education as well as physical and mental health and wellbeing.

5. Pupil induction. A robust induction process that increases understanding of pupils' backgrounds and needs, supports decision-making and facilitates the development of positive relationships.
6. Attendance and engagement. The culture and systems of attendance and engagement that ensure high aspirations for pupils, timely interventions and sustained improvement over time.
7. Supporting pupils' needs. Building relationships and understanding and adeptly supporting pupil needs including their literacy, Special Educational Needs and Disabilities, physical and mental health and wellbeing.
8. Quality of education. A well-planned, broad, ambitious and tailored curriculum that enables pupils to learn, progress and develop in preparation for their next stage of education, employment or training.



Currency: Focuses on the outcomes and value gained by pupils in AP, including personal development, academic performance and successful transition to appropriate destinations.

9. Personal development. The provision of opportunities and support to develop the behaviours, skills and character necessary for pupils' current and future success, including resilience, confidence, self-management and teamwork.

10. Qualifications. Enabling all pupils to attain a broad, ambitious and valuable portfolio of qualifications.

11. Assessment of need. Equipping pupils, parents/carers and future education professionals with the knowledge and understanding necessary to address pupils' needs at home and in future learning environments.

12. Appropriate transition. Robust planning, communication and support that facilitates successful transitions to mainstream, other AP or specialist provision, when appropriate.

13. Post-16 destinations. The preparation of pupils for their next steps after year 11 including Careers Education, Information and Guidance (CEIAG), employability skills and transition support.

Design: Adapting for Engagement and Accessibility

At Lumen Academy, where we strive to cater to the unique needs of our challenging students, it's imperative that our curriculum design is both engaging and accessible. As educators, we're acutely aware that one size does not fit all, especially in a learning environment tailored for SEMH pupils.

To enhance engagement:

- **Personalised learning plans:** We develop individualised educational pathways that align with each student's interests, strengths, and learning styles.
- **Interactive and practical methods:** Given the diverse needs of our students, we integrate hands-on, experiential activities that foster a deeper connection with the material.
- **Multisensory experiences:** Our approach often involves using visual, auditory, and kinesthetic resources to meet various learning needs and preferences.

In terms of accessibility:

- **Inclusive materials:** Texts and resources that are sensitive to the needs of our students are essential. This includes easy-to-read fonts and formats, emotionally resonant content, and relatable scenarios.
- **Technology aids:** We harness assistive technology such as screen readers, speech-to-text programs, and audio books to remove barriers to learning.

- **Support structures:** Tailored support, such as one-on-one mentoring, therapy sessions, and a robust pastoral care system, ensures
- accessibility is not just about materials, but also emotional and psychological readiness to learn.

By meticulously designing our curriculum to address these areas, we empower our students to not only access education on an equal footing but to thrive within our school community. Our commitment to engagement and accessibility is a testament to the belief that with the right support and resources, every student can maximise their potential.

Teaching Strategies: Building Trust and Encouraging Growth

At the heart of our mission in alternative provision, we understand the paramount importance of fostering a trustworthy environment where students can fluently express themselves and engage in their learning journey. As educators and caregivers, we implement several key strategies to build trust and encourage growth among our students:

- **Personalised Learning Plans:** We tailor education plans to meet the individual needs of each student, thereby sending a strong message that we respect and respond to their unique learning styles and challenges.
- **Positive Relationships:** Our staff is trained in forming positive, professional relationships with students, which involves consistent, open, and honest communication to establish a foundation of trust.
- **Emotional Intelligence:** By incorporating emotional intelligence into our teaching, we can recognize and sensitively respond to the emotions of our students, helping them to feel understood and supported.
- **Safe Spaces:** We create safe spaces within the school where pupils can take a moment away if they are overwhelmed, allowing them to manage their emotions with the assurance that they will be supported in doing so.
- **Empowerment through Choice:** Allowing students to make choices in their learning encourages a sense of ownership and empowerment, which is integral to fostering personal growth.
- **Celebrating Success:** Recognising and celebrating even the smallest accomplishments reinforces positive behaviour and builds self-esteem, leading to increased motivation and engagement.
- **Consistency and Boundaries:** Clear expectations and consistent boundaries provide a structured environment that helps reduce anxiety and increase feelings of security.
- **Collaboration with Families:** Building a partnership with families ensures that students receive coherent support, enhancing the trust between home and school environments.

Through these methods, we strive to create an atmosphere where trust is the

norm and every student is given the opportunity to flourish. It is this nurturing environment that allows our students to navigate their education with

confidence, leading to academic achievements and personal growth that might once have seemed beyond their reach.

The Role of Multi-Disciplinary Teams in Supporting our Learners

In our quest to maximise the potential of every child, we as alternative provision, firmly believe in the pivotal role that multi-disciplinary teams (MDTs) play in supporting our learners. Our MDTs include a range of professionals, such as:

- Educational psychologists
- Therapists (Occupational, Speech & Language)
- Qualified Teachers
- Qualified SENCo
- Mental Health Practitioners
- Designated Safeguarding leads
- Tutors

Each member of the MDT brings a unique set of skills and insights, contributing to a holistic understanding of the child's needs. Our approach ensures that:

- **Educational planning is tailored:** We collaborate to tailor our teaching methods and learning environment to each child's specific emotional, mental, and educational needs.
- **There is early intervention and identification:** Utilising the combined expertise of the MDT allows for early identification of issues and timely intervention.
- **Strategies are informed and effective:** Strategies to support SEMH learners are developed based on multi-faceted assessments and evidence-based interventions.
- **Support is consistent and coherent:** Regular team meetings ensure that all professionals are working cohesively towards common goals.
- **Outcomes are monitored and outcomes evaluated:** The progress of our learners is rigorously monitored, and interventions are evaluated for their effectiveness, ensuring continuous improvement.

Crucially, the MDT also involves and empowers parents and carers, ensuring that support for our learners is comprehensive and extends beyond the school environment. Through our commitment to multi-disciplinary collaboration, we aim not only to educate but also to mend and mold, offering our students the best possible opportunity to thrive and succeed in their educational journey and beyond.

Measuring Success: Outcomes Beyond Academic Achievement for SEMH Pupils

Measuring the success of our students requires a perspective that appreciates more than just academic outcomes. As education professionals, we understand that holistic development is crucial for our pupils. Thus, our metrics for success extend into various domains.

Firstly, we focus on **emotional and behavioural growth**. Through personalised approaches, we aim to see our pupils managing their emotions better and demonstrating positive behaviour changes. Success for us is when a pupil who once struggled to communicate frustration now employs healthy coping strategies learnt within our supportive environment.

Secondly, **social integration** is a critical measure. We take pride when our students initiate peer interactions or partake in group activities, which may have previously been overwhelming for them. Celebrating such milestones reminds us that we're fostering an environment where every child feels included and valued.

Furthermore, we pay close attention to **life skills development**. Our pupils' ability to engage in everyday tasks, manage personal finances, or navigate public transport signifies a successful transition towards greater independence. For us, seeing our pupils prepared for life's practical demands is just as important as academic progress.

Additionally, **personal achievements** unique to each pupil form part of our success rubric. Whether it's a student speaking publicly for the first time or another pursuing a personal interest, these achievements speak volumes about our pupils' growing self-confidence and self-esteem.

Lastly, we consider **post-school outcomes** as indicators of success. We strive for our pupils to leave with solid plans, be that further education, apprenticeships, or employment. Our mission goes beyond the school gate; it's about equipping pupils for life's journey ahead.

In every facet of our work, we seek to ensure that our measures of success are aligned with the individual needs and potentials of our students, thereby truly capturing the essence of their progress and achievements in all walks of life.

Community Involvement: Engaging Families and External Agencies

In our collective journey to enhance the development and well-being of our student's needs, we recognise the invaluable role played by community

involvement. We are singularly focused on fostering a collaborative environment where families and external agencies form the cornerstone of our support framework.

We ensure that engaging families goes beyond traditional methods. Our approach includes:

- Regular, tailored communication to keep families informed and involved in their child's progress and the alternative provision's evolving programs.
- Workshops and training sessions that empower parents and guardians with strategies to support their child's learning and emotional growth at home.
- Invitations to participate in our events and decision-making processes, thus reinforcing a sense of partnership with the educational journey of their children.

Simultaneously, we extend our collaborative ethos to include numerous external agencies that specialise in various supports:

- Establishing enduring partnerships with healthcare professionals to deploy bespoke health and wellness strategies for each learner.
- Working alongside charities and social services to ensure that broader socio-economic barriers to education are minimally impactful.
- Incorporating insights from educational psychologists to tailor pedagogical approaches that resonate with our students.

We strive to champion inclusivity and harness the unique strengths of our diverse community. By entwining our core educational mission with robust community engagement, we not only maximise the potential of our students but also reinforce a shared commitment to nurturing resilience, empathy, and success within our supportive and inclusive school environment.

Challenges and Opportunities: Best Practices in Alternative Provision

As we navigate the educational landscape within alternative provision schools, we are continually met with both challenges and opportunities. Our aim is to maximise students' potential through tailored approaches that honour our core values and mission.

One significant challenge we face is the varying needs and behavioural issues of our students. To address this, we implement individualised educational plans (IEPs) that are responsive to each student's unique circumstances. Such plans combine academic goals with behavioural and emotional objectives, ensuring a holistic approach to each child's education.

Creating a safe and nurturing environment is essential. This includes:

- Establishing clear, consistent rules communicated effectively to both students and staff.
- Investing in staff training on de-escalation techniques and strategies for fostering resilience.

Building strong relationships with parents and guardians is another key element of best practice. We:

- Regularly update families on their child's progress and involve them in decision-making processes.
- Provide family workshops to equip parents with strategies to support their child's development.

Opportunities for enrichment are crucial in developing self-esteem and confidence. This might involve:

- Incorporating outdoor education and project-based learning e.g DoE programme.
- Offering arts, sports, and wider vocational programmes tailored to engage students.

Furthermore, we must remain agile, evolving with emerging pedagogical research and technologies. This could entail integrating digital resources into the curriculum to capture the diverse ways our students learn.

Ultimately, through persistent effort and adaptation, we aim to transform obstacles into milestones, fostering an environment where all students not only learn but thrive.

Beyond the Classroom: Developing Life Skills and Emotional Resilience

At Lumen Academy, we recognise that education extends far beyond the traditional classroom environment. Our approach is rooted in cultivating not just academic abilities but also essential life skills and emotional resilience in our students.

Life Skills Development:

- **Practical Skills:** We integrate practical life skills, such as budgeting, cooking, and time management into our curriculum to ensure our students are prepared for everyday challenges.
- **Social Skills:** Group projects and community involvement

initiatives are designed to boost communication, teamwork, and interpersonal skills, all of which are critical for success in society.

- **Problem-Solving:** Encouraging students to engage with real-world problems and to find creative solutions fosters critical thinking and adaptability.
- Emotional Resilience Training:
 - **Coping Strategies:** We actively teach coping mechanisms for dealing with stress, anxiety, and frustration, all of which are vital for mental health and well-being.
 - **Self-Reflection:** Regular opportunities for self-reflection help students understand and manage their emotions, thereby improving self-regulation.
 - **Support Networks:** Creating strong support networks both within the school and the wider community ensures our students never feel isolated with their challenges.
 - **Positive Mindset:** A focus on growth mindset helps students view challenges as opportunities for learning and personal development.

At Lumen Academy, we place immense value on nurturing these life skills and emotional resilience. By doing so, we prepare our students not only for academic success but for a fulfilling and self-reliant life beyond our walls. Through this holistic method, we strive to maximise the potential of every individual, arming them with the tools to navigate the complexities of life with confidence and poise.

The Future Outlook: Trends and Developments in SEMH Education

The landscape of Special Educational Needs and Disabilities (SEND), specifically regarding Social, Emotional and Mental Health (SEMH) is continually evolving. We, as educators and policymakers invested in alternative provision schools, recognise the importance of being at the forefront of this change. Here are some notable trends:

- **Personalisation of Learning:** As we move forward, individualised instruction and curriculum that cater specifically to each student's learning profile and SEMH needs will become increasingly important. This focus on personalisation is facilitated by advances in technology, which enable more adaptive learning environments.
- **Integration of Technology:** The use of assistive technology is not new but is becoming integral in all types of education. From apps that help manage anxiety to interactive software that teaches social skills, we are embracing technology to provide bespoke support to our pupils.

- **Emphasis on Early Intervention:** Recognising and supporting issues at an early stage is critical to success. Screening tools and early intervention programmes are becoming more refined, allowing educators to address potential challenges promptly and effectively.
- **Strength-Based Approaches:** We are shifting from a deficit-focused mindset to an approach that identifies and builds upon the strengths of each pupil. This positive emphasis can enhance self-esteem and promote better engagement in learning.
- **Parental and Community Involvement:** Partnerships with parents and the community are essential. In the future, we will seek even stronger connections with families and local organisations to create a supportive network for all of our learners.
- **Professional Development:** To meet evolving needs, continuous professional learning is crucial. We are committed to providing our staff with the latest research, strategies, and resources in various areas of need.
- **Policy Advocacy:** Finally, we must remain active in policy discussions to ensure that the needs of all types of students are met. By influencing legislation and funding decisions, we aim to secure the resources required to fulfil our mission and core values.

These trends indicate a dynamic and promising future for SEMH education, one where we as alternative provision will continue to champion the unique needs and capabilities of our students, crafted within an inclusive and nurturing environment.

Reviewed By:

Monika Sethi

August 2024

Next Review Date:

August 2025

Approved by Director:

17th August 2024

Signed:



Monika Sethi
Principal and Director