

Rowhill School Curriculum Matrix

INTENT	Rowhill School aims to deliver a holistic curriculum that meets the needs of a wide range of SEMH students. Every student will have their own personal plans and have access to this broad offer, which incorporates many aspects of provision including environmental, therapeutic, sensory, enrichment, functional and transitional to ensure all students gain access to appropriate learning with suitable outcomes As a specialist school for a range of complex SEN which should ensure we have a highly skilled, flexible workforce to meet the needs of the all of our students, by providing a provision which meets the aspirations of the mission statement; working closely with a range of partners to enhance student outcomes															
	AIM	Successful learners who can recognise their strengths and make progress in order to access higher levels of achievement				Confident individuals who know their own worth and values and regulate their behaviour accordingly.			Responsible citizens who are accountable for their actions and can work alongside others in their communities			Effective contributors who can participate, involve, support and work within a range of contexts and disciplines				
	MEETING NEEDS	Learning: Accessing a range of core, foundation and vocational subjects through an effective formal curriculum				Social: Being able to work with others and function as a positive person within the school/ community.			Emotional: Supported to learn to regulate and manage emotions which in turn gives greater opportunities for progress			Mental Health: Interventions to support through a range of strategies their highlighted issues and to be able to support their own wellbeing				
	CONCEPTS	Attitudes: to develop a range of positive attitudes in relation self and learning which will ensure that associated competencies give rise to improved life chances					Knowledge & Understanding. Access to a the most appropriate learning pathway to ensure that are gain access to information that will support their adult lives				Skills. Access to a range of skills and competences form social and emotional; vocational and academic. Independence and life to support the personal development and knowledge					
	ACCESS TO LEARNING	Access and engagement in learning		Equality and inclusive education		Creating a positive environment		Targeted learning to achieve		Support with SEMH		Keeping safe		Community involvement		Transition to the next stage
	VALUES	Teamwork, Partnership and Support			Innovation, Creativity and Change			Resilience, Optimism and Positivity			Challenge Opportunity and Recognition			Honesty, Trust and Compassion		
	PLANNING THE CURRICULUM	LONG TERM PLANS PROGRAMMES OF STUDY				MEDIUM TERM PLANS SCHEMES OF WORK				SHORT TERM PLANS SPWCIFIC LEARNING OBJECTIVES				INDIVIDUAL PLANS EHCP & [PROVISION PLANS		
	CONTEXT	Lessons		Locations		Events		Routines		Environment		Collaboration		Community involvement		Positive Behaviour Support
APPROACHES	SEND -SEMH specific		Positive Behaviour Support		Therapeutic interventions		Enrichment interventions		Mixed pathways Vocational & Core		External providers		Community projects		ACP	
CROSS CURRICULAR	Equal opps		SMSC incl Religious studies		Safety		Wellbeing		Relationships		Student Voice		Community issues, national & local		Global issues	
SAFETY	Health and Safety		Risk assessment		Anti-Bullying		Keeping children safe in education		RSE		Online safety		Alcohol and drug awareness		Extremism	Safeguarding & Welfare
TAUGHT CURRICULUM	EN	Maths	Science	Computing	Technology	Humanities	Arts and Music	PE	PSHE	Vocational;	WRL		Careers			
TRANSITIONAL	Step-up activities		Taster days		WRL		College links		Projects		Enrichment		RoA		Catch up	
IMPACT	AREAS OF ASSESSMENT	Emotional				Social				Learning				Health		
	ASSESSMENT	Emotional regulation and other OT assessments				Speech and language assessments; Boxall profile; Behaviour -class charts Attendance and exclusion				Pupil Asset Formative curriculum assessments Examinations and accreditation				Mental health assessments Wellbeing assessments		
	EVALUATION	Team Around the Class reviews Therapeutic reviews				TACI meetings and behaviour reviews ChIC reviews Multi agency reviews				Progress reviews Pupil asset reviews Exam and progress data				Muliti agency=y reviews Attendance and access Screening		
	EHCP – Annual review/Transition reviews															