

Curriculum Statement

At The Corner School, our ethos and values lie at the heart of our curriculum. Our core values of nurturing, learning, respect, and innovation guide our school community in what we learn, and how we learn. We have outlined what the values mean to us.

Nurturing: At The Corner School, we work hard to create and foster positive and nurturing relationships with self, others, and curriculum. Our tri-part therapy model (drawn from Speech & Language, Occupational and Creative Arts Therapies), therapeutic/trauma informed approaches, small class sizes and high ratio of adults to pupils, allows for a more holistic approach to supporting pupils to make progress academically, socially, and emotionally. This practice, in turn, creates a nurturing and supportive environment whereby staff work collaboratively and holistically by forming a 'team around the child'.

Learning: At The Corner School, we understand that learning is a lifelong process of active growth and self-improvement. We have high aspirations and encourage a positive attitude towards learning, promote high engagement and encourage pupils to strive for their best, to reach their full potential.

Respect: Teaching children the value of respect and the inherent value and importance others have is a core life lesson, a foundation stone in teaching empathy and unconditional positive regard. We believe that our curriculum contributes to improving the lives of our pupils as it is guided by ethics and respect for self, respect for others, respect for the world we live in, and respect for the curriculum.

Innovation: Our curriculum encourages children to 'keep trying, striving and growing'. We encourage pupils to increase their tolerance of change and take risks by trying new things. Innovative learning focuses on pupils and their needs. We do this by forming positive relationships with our pupils, knowing them well and their needs well. As a result, barriers to learning are removed and pupils are more prepared for the next steps in their education and the real world.

Our curriculum is inclusive and carefully planned to ensure that it is broad, balanced, and challenging. The Corner School follows the national curriculum, and all pupils follow a carefully designed and blended learning pathway. Our curriculum is regularly reviewed to ensure that it remains relevant for our children. Visual timetables, sensory diets, movement breaks, transition time, and specialist learning equipment are structured into the daily implementation of the curriculum. Personalised interventions are in place to support each individual pupil's specific needs.

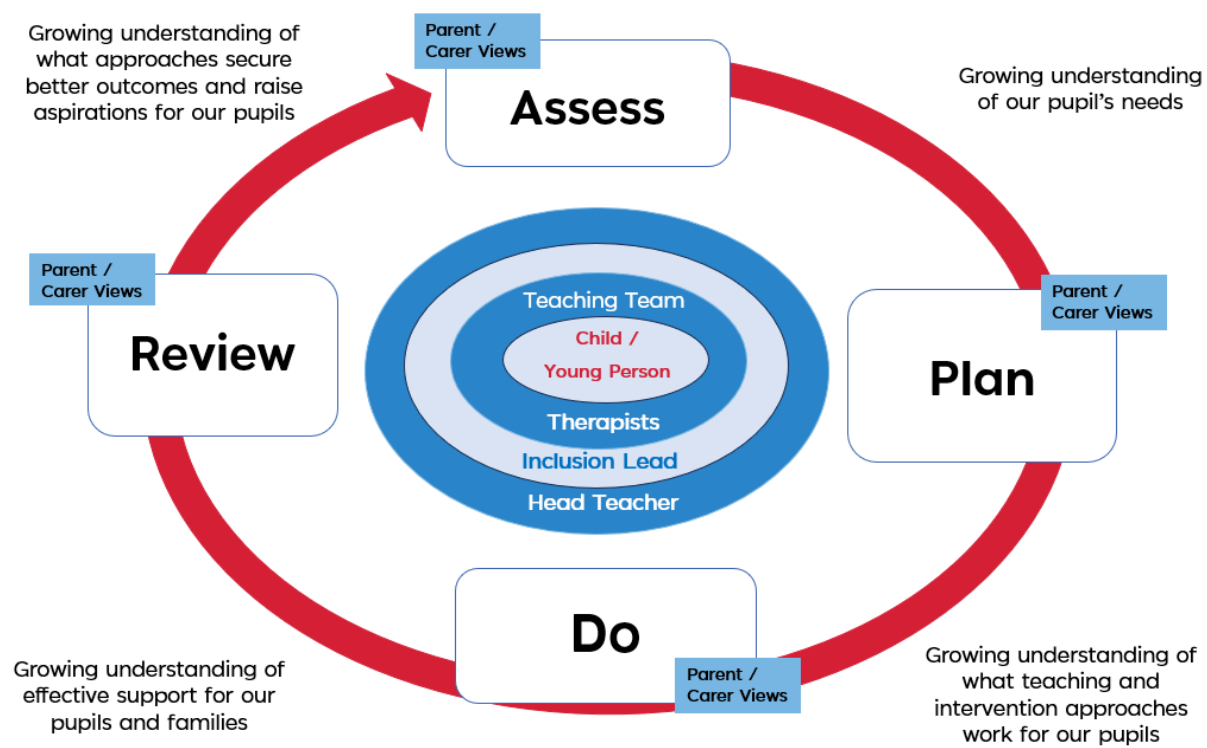
We place particular emphasis on the teaching of PSHE (personal, social, health education) and The Zones of Regulation at The Corner School. We work hard to ensure the themes of emotional literacy are interwoven, with the help of our in-house therapists, throughout the curriculum. Our onsite school Psychotherapist, Speech and Language therapist, and Occupational therapist work as part of our specialist team to support the development of a personalised curriculum provision as well as supporting the social, emotional, and mental health needs of our pupils. This ensures that all pupils at The Corner School can access a rich, broad, and balanced curriculum and make strong progress from their starting points. As a school, we understand that all behaviour is a form of communication and that managing emotions is a fundamental skill which enables all other learning to take place and relationships to flourish.

At The Corner School, our curriculum incorporates more than just the explicitly taught curriculum subjects. We also have an enhanced curriculum which includes experiences, visits, workshops, and celebrations. We firmly believe that

the children should not just learn about academic topics, but that they also benefit from learning life skills and how to become active citizens in the wider community. At the Corner School, we have weekly enrichment sessions which specifically allow for the teaching of our enhanced curriculum. The children participate in lessons and workshops which teach cooking, looking after our planet, fine motor skills, taking public transport, understanding others, increasing tolerance, and celebrating difference. Pupils also attend weekly swimming lessons at a local swimming pool and learn water safety and how to swim which is an important life skill.

Once a pupil is enrolled at The Corner School, we use a variety of information to ensure we can create the best learning pathway possible. We have embedded Brent’s ‘Graduated Approach Framework’ and tailored it to meet the needs of the pupils at The Corner School, thus creating an ‘Individual Child Assess, Plan, Do and Review’ cycle. Please see below:

The Graduated Approach at The Corner School



1. Assess:	- When a pupil is referred to The Corner School, referring schools send information about pupils’ academic levels, behaviour and any concerns about SEND/SEMH. - The Head Teacher at The Corner School will arrange and attend a school and home visit (alongside the Psychotherapist) to see the child in their education and home setting. - An invite will be extended to the child and parents/ carers to then come and visit The Corner School. - On arrival to The Corner School, each child is assessed academically, socially and emotionally to identify appropriate interventions as part of our whole school approach to SEND.
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2. Plan:	• Strategic planning intervention is implemented for each child based on their needs, diagnosis and assessment. A combination of quality first teaching and personalised intervention provides the best possible learning experience and outcomes.
3. Do:	• Quality first teaching and high expectations for children at The Corner School, is closely monitored to ensure pupils make good / strong progress by closing the gaps in their social, academic and emotional learning
4. Review:	• Progress towards these outcomes will be tracked and reviewed half-termly. These monitoring cycles of teaching and learning and interventions provide opportunities for reflective practice and robust evidence for pupil progress and school improvement. • Teachers and therapists will gather evidence on an on-going and informal basis through asking questions, observing children working and playing together, testing and making comments on their work. • Pupil's current skills and levels of attainment will be used to establish a precise analysis of the pupil's needs. This assessment will be regularly reviewed to close any gaps academically and provide pastoral support for the children to age-appropriate levels or pupils to reach their potential. • Teachers meet weekly with the Head Teacher, Inclusion lead and therapists to provide advice and guidance on meeting the needs of all pupils at The Corner School. • Pupils, parents, therapists and external agency feedback on the quality and effectiveness of interventions provided occurs annually. • The child's educational health care plan is amended accordingly. • Any incidents or changes in pupils' behaviour and performance are discussed at daily debriefs with all staff and at weekly 360 meetings involving the SLT, class team and therapists involved in supporting the child,
Liaising with Parents/Carers Where appropriate, we will discuss any concerns about a child's needs with the child's parents or carers and arrange a meeting to discuss these further. Parents are involved with every stage of The Graduated Approach at The Corner School apart from the daily de-briefings and weekly 360 meetings which are for staff.	