



CURRICULUM POLICY

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1. Introduction and Intent

At the SAIL Academy we believe that the '**Curriculum is the total learned experience of the child: formal, informal, within the classroom and beyond.**' (*Dr Barry Dufour – University of Leicester*). We deliver a holistic curriculum that holds high academic aspirations whilst acknowledging progress and attainment is facilitated through the development of the child as a whole. Our aim is to improve the quality of life for all our students and each student's offer is adapted appropriately to ensure the best opportunities to reach their individual potential. We believe in **learning for today, preparing for tomorrow.**

The SAIL Academy delivers the National Curriculum for core and non-core subjects, and these include English, Maths, Science, Art, Design and Technology, Food Technology, Citizenship, RSHE, Life Skills, Outdoor Learning, Technology, PE and Humanities. Our curriculum offer is varied and is for students aged between 5 and 16 years old who have a predominant need of Emotional, Social and Mental Health (SEMH) difficulties alongside conditions such as ADHD, ASC and attachment disorder.

Students are placed from the Wiltshire Local Authority, and all have an Education and Health Care Plan (EHCP). As a result of previous difficulties, including in some cases prolonged school refusal, many of our students have been unable to access an educational curriculum effectively. Our aim is to provide a curriculum that is varied, broad and balanced, based on the realities of modern life and delivered in a therapeutic learning environment.

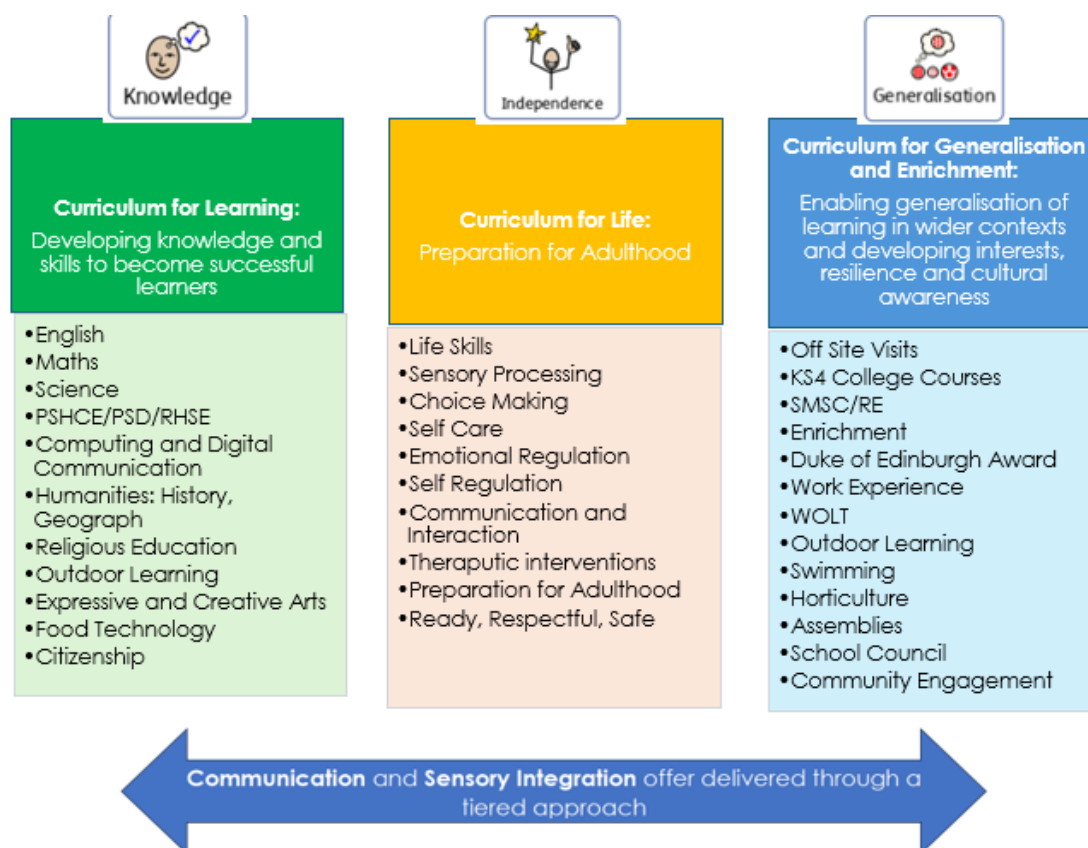
At SAIL Academy, our aim is to close the attainment gap that many students experience upon joining us. We are committed to improving students' quality of life and future opportunities by enabling them to achieve meaningful qualifications, secure employment, build positive relationships, and contribute to society in constructive and fulfilling ways.

Our ambition is for every student to achieve a GCSE or an equivalent qualification. Where this is not appropriate, we provide alternative pathways tailored to individual needs, ensuring that all students have access to accredited learning and progression routes.

In Key Stage 4, students follow personalised programmes of study that include vocational qualifications delivered in a supportive and aspirational environment. These programmes are designed to prepare students for their next steps—whether that be further education, training, or employment—by equipping them with the skills, knowledge, and confidence they need to succeed.

2. SAIL's Curriculum Components

SAIL's Learning for Life Curriculum has three components that run throughout our curriculum offer: Curriculum for Learning, Curriculum for Life and Curriculum for Enrichment and Generalisation.



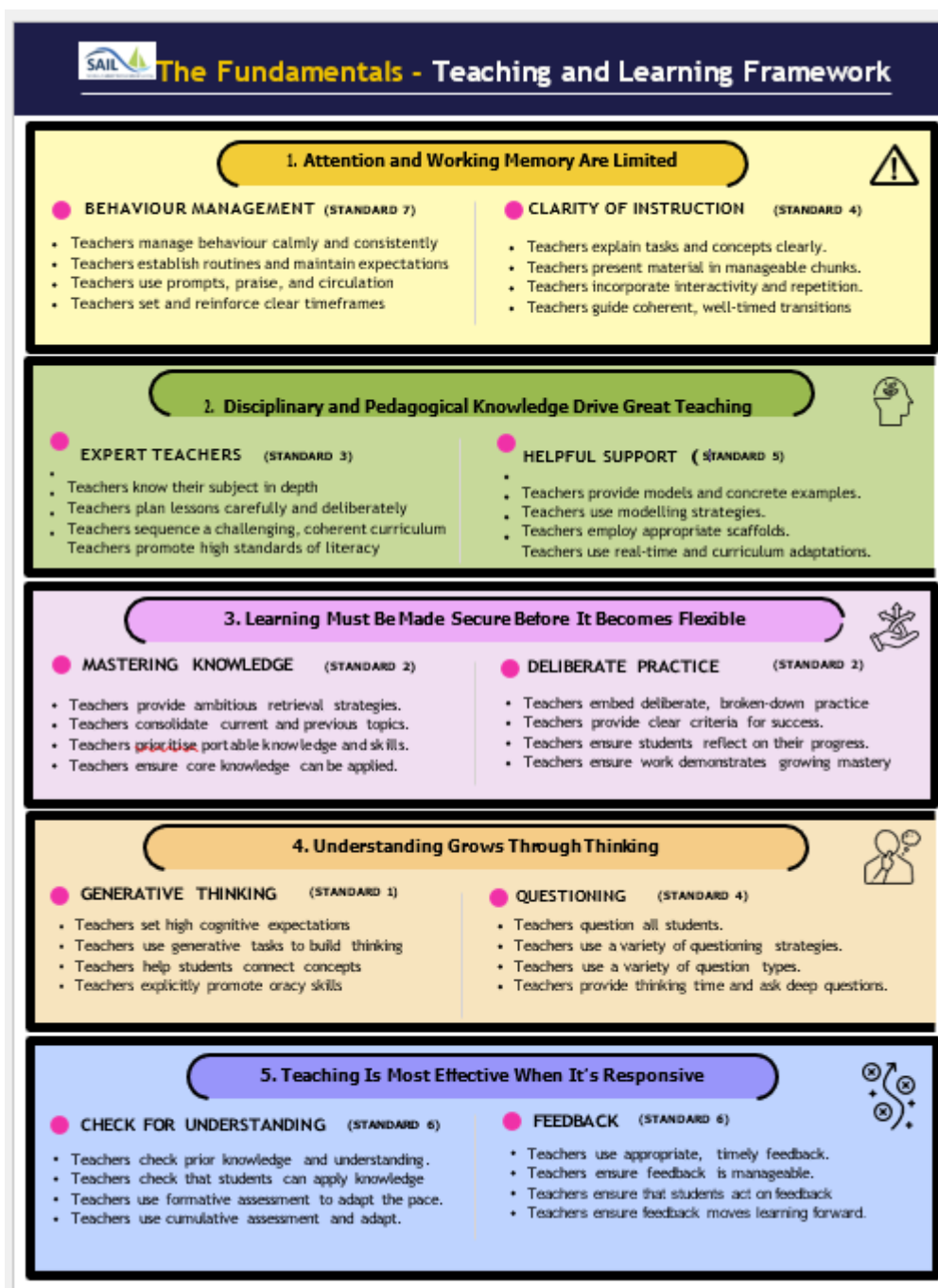
SAIL Academy's shared goal is that our curriculum is purposeful, ambitious and student centred. Our vision, **learning for today, preparing for tomorrow** is reflected in our specialised '**Learning for Life**' curriculum.

Our mission is to improve the quality of life for every student we serve, equipping them with the knowledge and skills to enrich their lives today and prepare them for tomorrow. This carefully crafted approach meets the unique needs of our learners, offering tailored support and fostering growth in a nurturing, inclusive environment.

Our curriculum comprises of three core components:

1. **Curriculum for Learning** – Developing knowledge and skills to empower students as successful learners.
2. **Curriculum for Life** – Preparing students for independence and adulthood
3. **Curriculum for Generalisation and Enrichment** – Supporting students to apply their learning in wider contexts while fostering interests, resilience and cultural awareness.

3. SAIL's Teaching and Learning Fundamentals



4. Curriculum Implementation

Academically, the students are led by a spiralling curriculum allowing them to be introduced to basic knowledge, gradually building upon this, learning more complex ideas as they progress through each stage of their education. This academic strand of the curriculum is then further underpinned by therapeutic approaches and interventions to cater for the needs of the whole child.

Spiralling the curriculum allows students at SAIL Academy the opportunity to be introduced to basic knowledge in all areas that is differentiated to their ability;

gradually then building on their knowledge and learning to develop more complex ideas and understand across subjects.

Spiralling curriculum design is grounded in cognitive science and brain-based learning. It enables students to go back and look at prior learning and subject content, bringing together new details with old knowledge. The new knowledge has a context to relate itself to, which was built in previous lessons. Slowly creating lasting knowledge by way of repeated exposure works in alignment with how our brains work, rather than striving to remember a whole complex concept all at once, in a single school year. The spiral structure also allows for opportunities to make cross curricula connections between topics in other subject areas.

Key benefits

- The curriculum allows a logical progression of a topic from simplest ideas to more complex.
- Learning difficulties can be addressed in early phases of the spiral and interventions can be implemented when required as they move through the later stages.
- The information is reinforced or strengthened each time the child revisits the topic.
- Children are encouraged and taught to apply their knowledge from earlier learning.

In order to achieve our aims, we recognise that our role is to provide the highest level of attention, nurture and individual support that our students require in order to succeed at their best. We work closely with our students to help them to recognise and understand their emotions and manage them whilst developing empathy and social skills when interacting with others. We do this through the LACES (*Life, Academic, Communication, Emotion, Social*) approach which underpins our ethos and approach to developing 'the whole child' at the SAIL Academy.

5. LACES Approach

We want all students to be able to tie together the core laces that we believe are integral to achieving our aim; to improve their quality of life and access better life chances in their futures. The core laces are as follows:



- L – Life Skills**
- A – Academic**
- C – Communication**
- E – Emotion**
- S – Social**

At the SAIL Academy the LACES approach has been designed to nurture and develop all aspects of the child's development. All staff ensure that approaches to every pupil across the LACES are adapted to ensure the best opportunities for our students to reach their potential. Through following this LACES approach, students can develop in all aspects of their lives allowing them to aim for and ultimately achieve improved quality of life

We intend for all strands of the LACES to work together to provide additional support for students in recognising and understanding their emotions, further underpinned by the behaviour support system which is built into their daily routine. Developing empathy, social skills, independence and the ability to be able to communicate clearly and effectively are further supported across the LACES and are a part of daily life across the whole academy.

We want to provide a safe and supportive environment for all students where they are able to develop all aspects of themselves in a secure base. *Please see Behaviour Policy for further information.*

6. Curriculum Aims

SAIL CURRICULUM AIMS FOR ALL STUDENTS – ‘IMPROVED QUALITY OF LIFE’

- Positive Relationships – Qualifications – Employment – Positive Social Roles -

L
(Life Skills)

A
(Academic)

C
(Communication)

E
(Emotion)

S
(Social)

VARIED SUBJECTS ACROSS THE NATIONAL CURRICULUM

Subjects taught include English, Maths, Science, Technology, Art, DT, Food Technology
Citizenship, RHSE, Life Skills, Outdoor Learning, PE, Humanities

‘TalkAbout’

(work which focuses on appropriate skills based on individual needs)

SAIL GOLD STANDARDS

Behaviour for Learning – Personalised – Learning Environment – Relationships – Content and Delivery –
Assessment – Trauma Informed Knowledge

TalkAbout

In addition to the curriculum, we offer the 'TalkAbout' programme. TalkAbout is a structured programme for teaching and measuring social skills, designed by Alex Kelly – a Speech and Language Therapist who specialises in working with people with social skills and relationships difficulties.

National Curriculum

Academic curriculum content is delivered in line with national curriculum expectations in Key Stage 1, 2 and 3. Our offer becomes increasingly bespoke within Key Stage 4 enabling students to make choices, work to their strengths and aim to achieve their full potential and successful outcome destinations.

Teachers deliver carefully planned schemes of learning across a variety of topics, building upon prior knowledge and skills. Assessment is used to ensure students make progress throughout the curriculum and students are assessed and progress tracked accordingly to allow for intervention, stretch and challenge to be offered where appropriate.

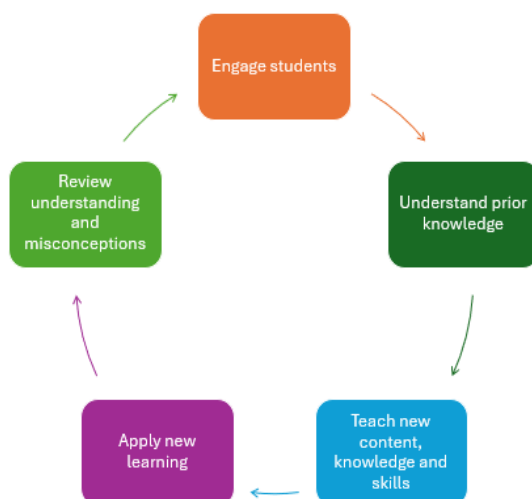
Rosenshine's Principles

We adopt Rosenshine's Principles of Instruction in our classroom practice where we aim to give all our students quality first teaching. Professor Barak Rosenshine (1930 – 2017) explored teacher instruction and identified the approaches and strategies that were features of the most successful teachers' practice. From this he developed seventeen 'instructional procedures' which best enable learning to occur as listed below:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupils practice after each step
- Limit the amount of material pupils receive at one time
- Give clear and detailed instructions and explanations
- Ask a large number of questions and check for understanding
- Provide a high level of active practice for all pupils
- Guide pupils as they begin to practice
- Think aloud and model steps
- Provide models of worked-out problems
- Ask pupils to explain what they have learned
- Check the responses of all pupils
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Re-teach material when necessary
- Prepare pupils for independent practice
- Monitor pupils when they begin independent practice.

Lesson Structure

Based on these principles SAIL Academy has designed a teaching and learning cycle that enables us to increase impact in our teaching and accelerate learning to a greater degree:



7. Therapeutic underpinning of the Curriculum

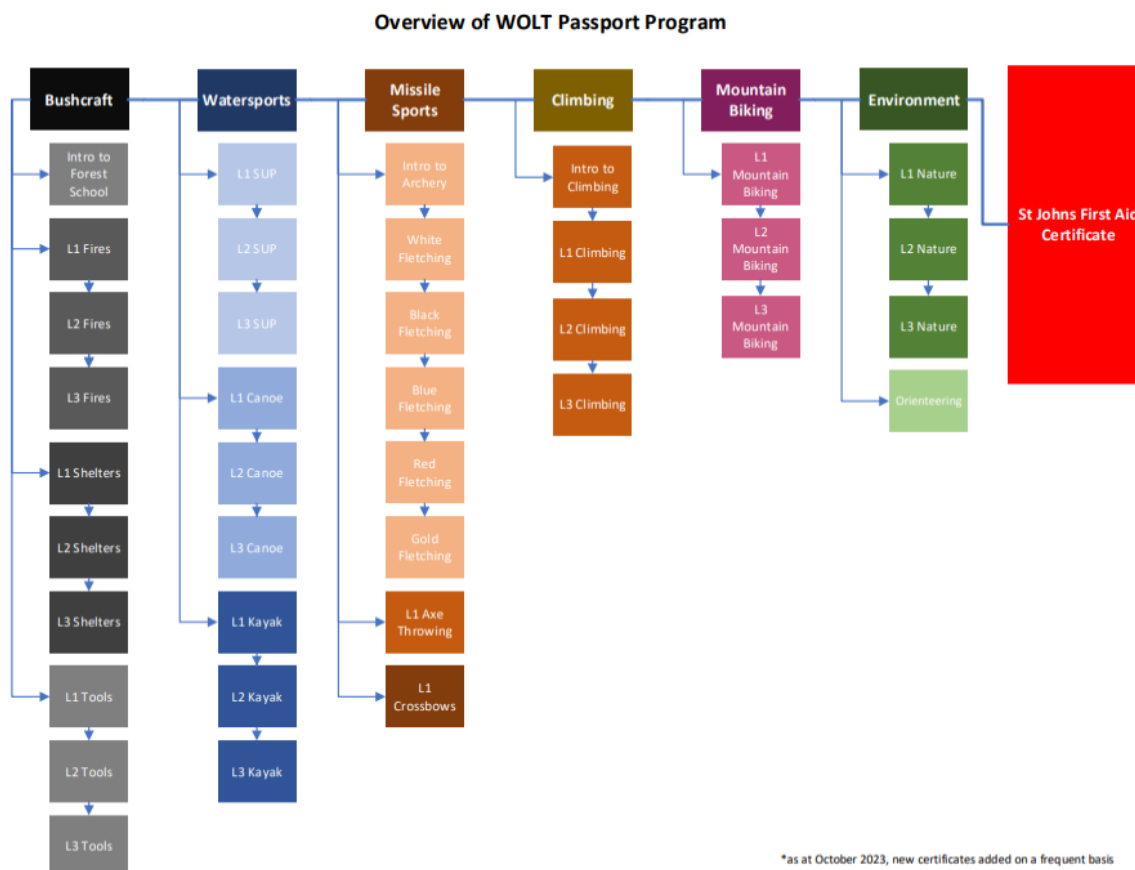
Specialist Therapeutic Support

SAIL Academy provides specialist therapeutic support to students in the following areas, in line with the individual needs stated in their EHCP's:

- Play Therapy
- Music Therapy
- Talk Therapy
- Art Therapy
- Occupational Therapy
- Speech and Language Therapy

With dedicated therapists at the SAIL Academy, we are able to further support the wider needs of our students, providing 1:1 Sessions as required.

In addition, students where needed can access Wiltshire Outdoor Learning Trust where they follow the WOLT Passport Program which has been specifically designed to allow students to track their progress. WOTL also offers Forest School sessions and at Key Stage 4, students can work towards the achievement of the Duke of Edinburgh Award.



Therapy Hub

The 'Therapy Hub' at the SAIL Academy provides a specially designed and dedicated space for students to access therapeutic support. This specialised area allows students to feel safe and able to engage positively in their therapy sessions, encouraging and developing their skills and providing them with everything they need to take positive steps forward with their therapy. In addition to this our 'Thrive Room' provides a designated area and time for students that require further support to access a safe learning environment which is led by our Pastoral Team. The pastoral team works closely with teaching staff to ascertain interventions that may further help to develop and support students with their school life.

6. Curriculum Key Stages

- **Key Stage 1 and 2** – the curriculum focuses on engaging students in their own education and on inspiring a love for learning through a rounded and enriched subject offer taken from the National Curriculum. Subjects include English, Maths, Humanities, Science, Art, Technology, Outdoor Learning, PE and PHSE.
- **Key Stage 3** – students are grouped mainly in their individual year groups across Year 7, 8 and 9 and the curriculum focuses on starting to further

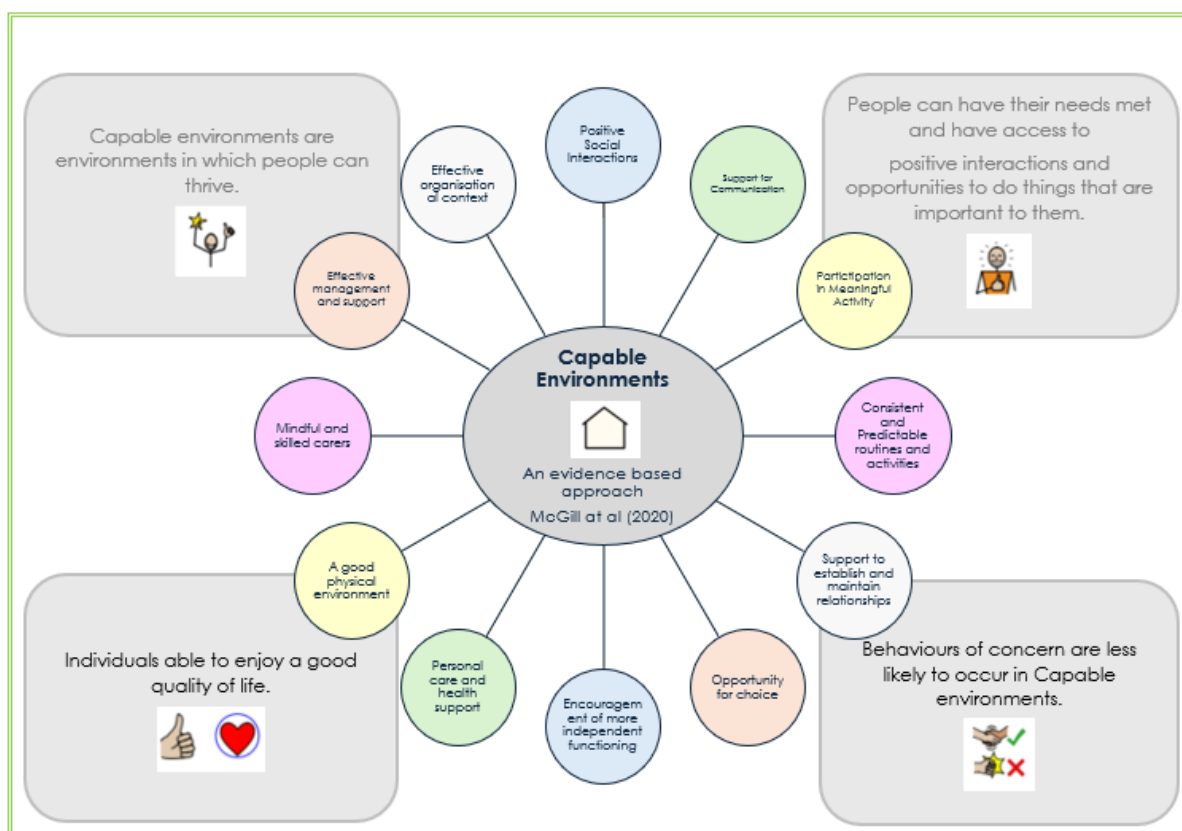
develop knowledge and understanding, revisiting prior skills learned in KS2 and applying new knowledge. Students have access to a varied subject offer, taken from the National Curriculum, with Year 9 having access to suitable topics that will help to start preparing them for their chosen qualifications pathways in Year 10. Subjects at KS3 include English, Maths, Humanities, Science, Technology, Citizenship and RSHE.

- **Key Stage 4** – Students in Year 10 and 11 are taught in separate year groups. Students in Key Stage 4 can work towards a range of qualifications, including GCSE, Functional Skills, Entry Level, AQA and Vocational qualifications. We follow students interests and future career choices and provide additional relevant qualifications where possible. Personalised options are dependent on choice.

Additional aspects of our curriculum such as Music, MFL and Religious Education are threaded across curriculum areas as well as some aspects being addressed through termly focus celebration days.

The Learning Environment

Capable Environments is an evidence-based approach (McGill et al 2020) which aims to reduce the occurrence of behaviours that concern, improves quality of life and promotes better learning environments for students. Students are able to thrive within environments that support their individual and diverse needs by offering security, comfort, choice, engagement and opportunity.



In addition to the therapy hub and Thrive Room, classrooms have designated areas to support student self-reflection and regulation. Calm spaces and quiet rooms allow for small group work, 1:1 session, break out learning tasks, exploratory play or quiet time for repair, reflect and /or reward which all provide students with the best possible environment to succeed in.

The SAIL Academy is also equipped with additional specialist rooms offering state of the art facilities and equipment for the students to learn and develop skills in, working towards gaining more specialist qualifications at KS4. These areas include:

- Fully equipped Design and Technology suite
- State of the art Food Technology room
- Fully equipped Science Lab

7. Informal Curriculum

Our curriculum includes events and themes led by the whole team in conjunction with our Student Council and with input from students and staff voice. These include charitable events such as Red-Nose Day, MacMillan Coffee Morning, and Children in Need.

8. Curriculum Impact

Academic:

At the SAIL Academy, we aim to offer a range of qualifications and accreditations which are tailored to individual students. These are outlined below and will be subject to development and expansion as the academy develops.

Subject Area	Exam Board and Qualification
English	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Maths	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Science	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Humanities	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Food Technology	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Vocational	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Art and Design	Entry 1 – GCSE (including E2, E3, FS1, FS2)
Computing	Entry 1 – GCSE (including E2, E3, FS1, FS2)
PE	Entry 1 – GCSE (including E2, E3, FS1, FS2)

Personal Development

Personal development is key to student progression and outcomes at the SAIL Academy. Our aim is to improve quality of life and provide better life chances for our students and we support this through the LACES approach as outlines in section 2. Our behaviour support system further supports the personal development of our students and our therapeutic offer which all work together to provide a safe and supportive environment in which our students can grow. We aspire for all students transitioning from the SAIL Academy to be:

- Caring and nurturing individuals
- Individuals who are able to form secure attachments and lasting relationships.
- Individuals who have positive self-perception
- Individuals who are able to process their own emotions and feelings as well as those who can understand and process the emotions and feelings of others
- Individuals who are resilient
- Individuals who have a sense of belonging
- Individuals who have a personal and social responsibility
- Individuals who know how to have fun and have developed lifelong passions and enthusiasm.

Cultural Capital

- At the SAIL Academy, we believe that the National Curriculum '*has the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement,*' (DfE Framework). Following the National Curriculum offer ensures that cultural capital for our students is valued and developed daily. Not only does the academic area of our LACES approach achieve this, but the additional areas of our whole approach to the curriculum provides students with additional opportunities such as educational and extra-curricular trips and visiting speakers/groups, which help to develop students outside the school environment and staff members.
- Exposing our students to these opportunities in addition to the range of subject areas we offer helps to promote character-building qualities and a stronger understanding of themselves. Our aim is for our approach to support us in creating well-rounded, self-confident and knowledgeable students, alongside the more typical expectations of education, which is to provide our students with recognised and meaningful qualifications that will provide them with improved quality of life and better life chances.

9. Protected characteristics

The 2010 Equality Act used the term 'protected characteristics' to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The SAIL Academy teaches respect for everyone. We utilise every opportunity for SMSC, British Values and Safeguarding to be taught and explored safely within all subjects where there are opportunities to do so. This is in addition to Citizenship, RSHE, and whole academy foci such as anti-bullying, PRIDE and Mental Health Awareness.

Our commitment to adapted, restorative and reflective approaches across all staff and students further supports education around protected characteristics. We preclude the promotion of any partisan political views in the teaching of any subject in the academy.

10. Linked Policies

This policy should be read in conjunction with the following academy policies and procedures:

- SEN Policy
- Equal Opportunities, Equality and Diversity Policy
- Accessibility Policy
- Behaviour Policy
- Marking and Assessment Policy