

## SAIL's Learning for Life Curriculum

The curriculum motto is **“Learning for today, preparing for tomorrow”**.

At SAIL Academy we provide a happy, caring, and stable environment, where each child will have the opportunity to develop to their fullest potential. Every child is valued as an individual with their own unique set of abilities and challenges. We focus on what the child can do and celebrate their every achievement. Our curriculum is purposeful, empowering and student centred. The curriculum caters for learners who have a range of complex cognitive difficulties, Autism, SEMH and/or behavioural barriers to learning. The ambition of our curriculum is to seize the opportunities today to prepare for tomorrow. We always look to improve the quality of life of our students and to prepare them for their next stage. This is achieved through exposure, developing fluency, mastery, generalisation, and extension of skills. We want the children to be able to do lots of things for themselves – making them feel proud, engaged, and capable. At SAIL Academy we encourage resilience, practising is the key to making progress, so we always encourage our children to try and try again! We help the children to embrace situations they find challenging and gradually build their resilience with lots of reassurance, support, and encouragement, so they can enjoy more things and lead a fuller and wider life.

At SAIL Academy we promote an ethos which demonstrates mutual respect for all children, their families, and our staff. It is important for us to get to know all our children and those who care for them. This ensures the children feel safe and confident when they are at school and helps us understand every child's strength and needs. We encourage all children and staff to be sensitive to the needs and feelings of others and to show respect for all cultures and beliefs.

We are committed to:

- Putting students first
- Providing a welcoming, dynamic, and supportive learning and teaching environment
- Delivering the curriculum through an individualised and child centred approach
- Ensuring that the highest standards of Care, Safeguarding and Child Protection are in place
- Promoting, modelling, and sustaining appropriate behaviour
- Treating everyone with dignity and respect
- Continuing to foster and develop effective home/school links
- Working together as a team for the benefit of each student

SAIL Academy is a place where children, their families and staff are welcomed and encouraged to become the best that they can be.

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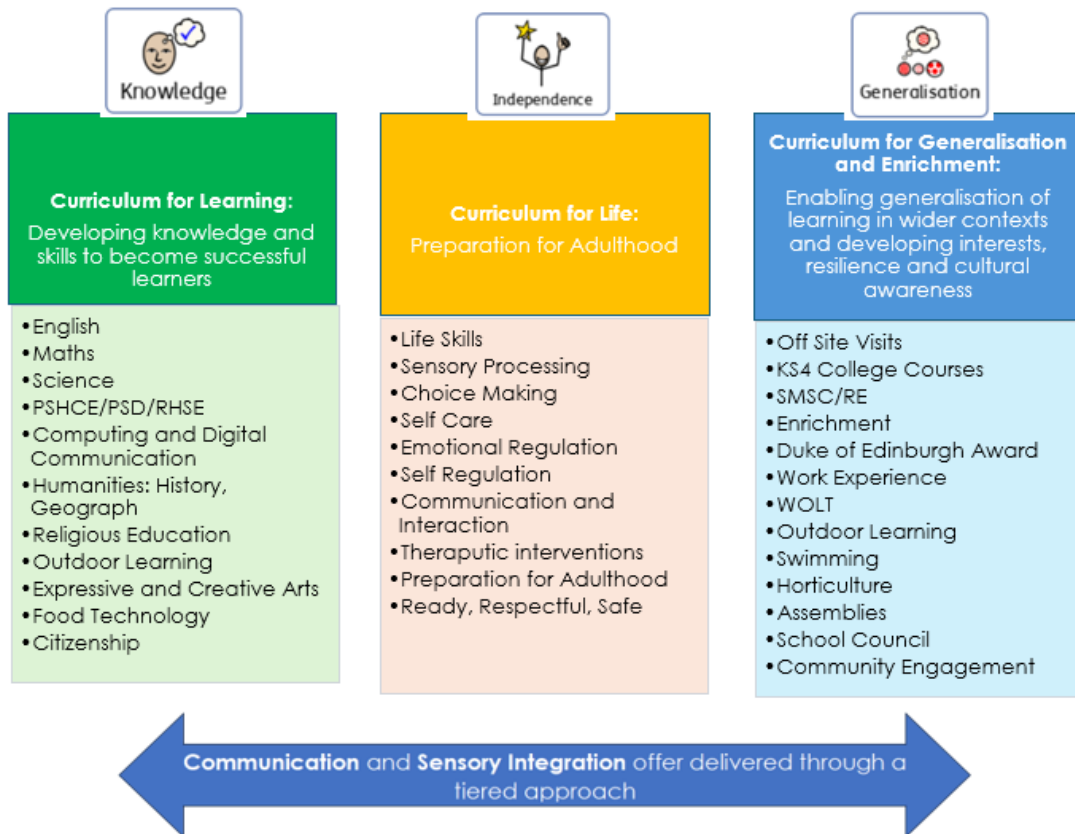
Our curriculum is designed to:

- ✓ Develop knowledge and skills that lead to **greater independence, successful transitions, and purposeful employment**
- ✓ Develop knowledge and skills that help students become **active citizens** that are **visible** in our **local and wider community**
- ✓ Develop **life-long communication systems** so students can make **positive connections with others** and **access and enjoy the wider world**
- ✓ Develop **resilience** and **creativity** so students can **solve problems** and **take risks safely**
- ✓ Discover **individual talents** and **celebrate all successes** both big and small

The focus for the curriculum is to provide students with the underpinning knowledge and skills that will enriching their lives (enhancing quality of life) and preparing them for the next stage in their education. The school is organised into the following three pathways; Primary (KS1 and 2) leading to Core Secondary and Inspire Pathway at Key Stage 3/4.

Each individual class at SAIL Academy is typically organised by **key stage with mixed-year groups in each class in Key Stage 1 and 2 and in year groups in Key Stage 3/4**. Students **develop knowledge and skills** through different topics, subjects, and experiences. The order in which topics and experiences are covered is **deliberately planned and sequenced** with the intention of helping pupils **know more and remember more over time**. Across each pathway and key stage, all learning **supports the skills and learning we want our students to learn and remember**, and they always lead back to our aims which strengthen the connectivity and purpose of our curriculum.

**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.

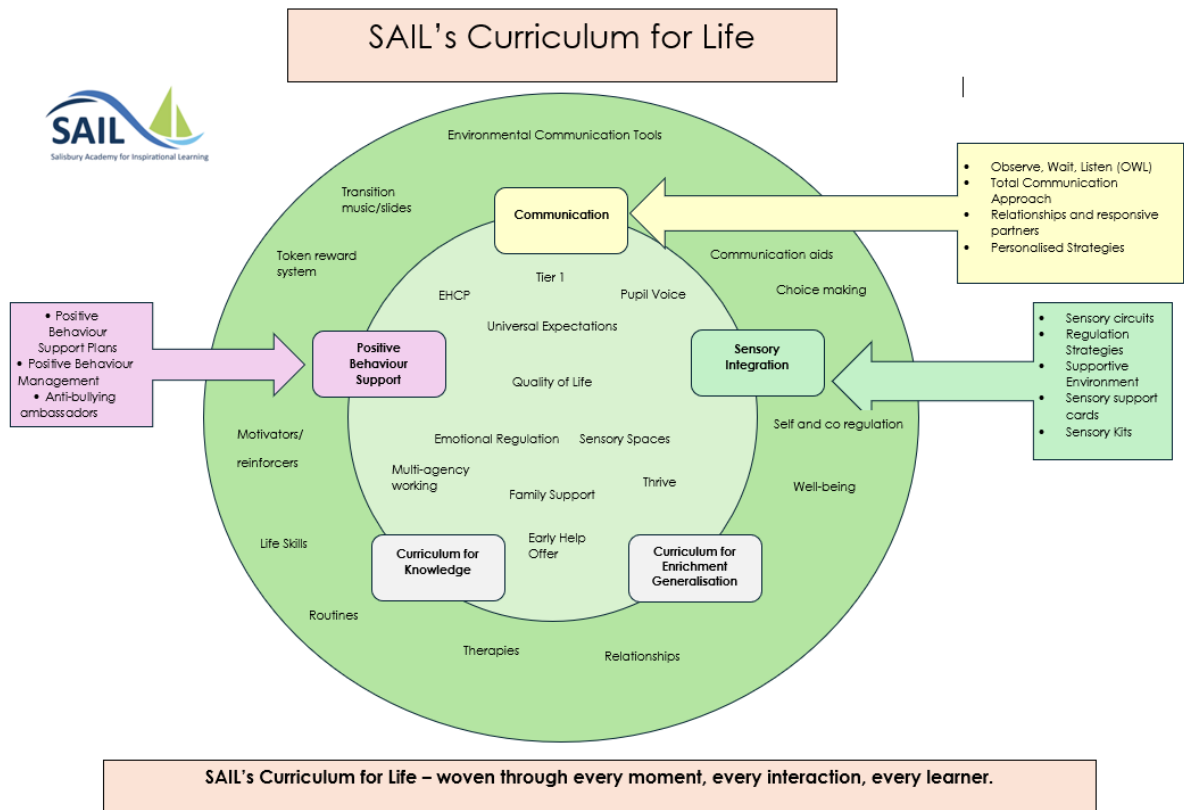
Our curriculum comprises of three core components:

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.

## Curriculum Vision and Mission

| Learning for today, preparing for tomorrow                                  |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| Core Values   | Ready  |  | Respectful   |  | Safe  |  |
| Curriculum Aims   | <b>Confident Learners</b> who enjoy learning, make progress and achieve  | <b>Attitudes and Attributes:</b> kind, caring, curious, tolerant | <b>Resilient Individuals</b> who can live safe, happy and healthy lives  | <b>Skills:</b> communication, self-care/help, independence | <b>Responsible Citizens</b> who are active and valued in their communities  | <b>Knowledge and understanding:</b> prepared for the future at home, school and in the community |
| Focus for Learning  | <b>Attitudes and Attributes:</b> Kind, caring, curious tolerant  |  | <b>Skills:</b> Communication, self-care/help, independence   |  | <b>Knowledge and Understanding:</b> Prepared for the future at home, school and in the community  |  |
| Positive Behaviour Support – Capable Environments                           | Positive social communication  |  | Personal care and health   | Meaningful activities and learning                         |   | Mindful and skilled staff  |
|   | Support for communication  |  | Physical environment that is sensory aware   | Consistent and predictable environments                    |   | Effective support for all staff  |
|   | Relationships with others  |  | Provision of opportunities for choice  | Independent functioning                                    |   | Effective organisational context   |
| Pedagogical approaches to teaching and learning – Principles of Instruction | Present new materials using small steps  |  | Ask questions  | Guide pupil practice                                       |   | Daily review   |
|   | Provide models   |  | Check for pupils' understanding  | Obtain a high success rate                                 |   | Weekly reviews   |
|   | Provide scaffolds for difficult tasks  |  | Independent practice   | Ongoing formative and summative assessment to inform       |   | Delivered through universal expectations   |
| Monitoring, evaluation and review   | Teacher and TA feedback  | Lesson Observations / Learning Walks                             | Quality of student work  | LGB walks  | Student feedback  | Progress data and reviews  |
|   | Curriculum feedback  | Curriculum in action reviews                                     | Review of planning   | Moderation   | Parent feedback/ consultations  | External reviews   |
| Positive Outcomes   | Emotional  |  | Social   |  | Academic  |  |
|   | Student and staff are happy and enjoy coming to school and this is reflected in levels of attendance. Parents and carers are happy with the school. Students have high levels of wellbeing and happiness. Students can or are learning to self-regulate and manage their emotions. |  | All members of the school community support the vision and values in their teaching and learning in, around and beyond school. Students learn to make safe choices, are kind and respect the beliefs and values of others. Our students are part of their communities. Our students are able to communicate their needs and wants with others. |  | All groups of students make progress within the curriculum. Our students are interested in learning new things. Students make successful progress beyond our school in the next stage of their education. Our students are fully involved in the process of looking after themselves. |  |

This infographic shows how our inclusive curriculum brings together academic learning, life skills, and personalised support to create meaningful and accessible learning experiences for every student.



**SAIL's Curriculum for Life – woven through every moment, every interaction, every learner.**