

Loxley Hall School - Aims and Intent

Whole school approach

Loxley Hall serves students with complex Social, Emotional and Mental Health difficulties with significant behavioural problems. The school's mission statement is:

- Building Relationships
- Celebrating Success
- Promoting Change

Curriculum approach

Loxley Hall recognises that to ensure its students can be successful the learning barriers pupils face, in light of their social and emotional dysregulation and behaviour, it is essential to create the right culture and attitude, approach and focus on the factors which have impeded learning and progress in the students' prior learning journey. As such the curriculum is inextricably tied to the techniques, adaptations and differentiations made to each individual's needs.

Intentions

The essential components relating to Loxley Hall's specialist provision and which underpin curriculum content and delivery are:

1. Pupils and staff to actively encourage and invest in positive relationships (BR)
2. To have unmet social, emotional needs met and promote positive mental health (PC)
3. To build resilience, self-advocacy and self-regulation skills (PC)
4. For all students to be functionally literate and numerate (CS/PC)
5. For all students to be socially functional and empowered to access their local communities (PC)
6. For all students to leave with accreditation and qualifications to enable employment, education or training post 16.(CS/|PC)
7. For all students to have basic functional life skills enabling independence from dependence (PC)

The overarching curriculum aims are:

- A. For all students to achieve certification at a level which sees them challenged and stretched to the best of their ability (CS/PC)
- B. To receive an appropriately broad, balanced, adapted and differentiated curriculum relative to their needs (CS/PC)
- C. To establish effective baselines of academic ability to ensure effective and challenging academic individual targets which are tracked across key stages to inform best outcomes (CS/PC)
- D. To ensure that EHCP targets and social and emotional assessment inform adaptations to content, delivery and outcomes (CS/PC)
- E. For all students to be aware of life in modern Britain and their responsibilities as citizens and to be aware of equality and diversity issues and have well developed social, spiritual, moral and cultural understanding (BR/PC)
- F. For all students to have healthy lifestyles and are aware of how to keep themselves safe (PC)

Implementation

Loxley Hall will work towards the intended outcomes by:

1. Providing a nurturing, needs aware culture within the staff team, all of whom are effectively trained and equipped.
 2. Value students as individuals with own needs and promote learning and achievement as valuable, whether it is social, emotional or academic, providing effective staffing ratios. Work with families to provide effective home-school liaison and signposting for necessary support.
 3. To provide an environment and consistent opportunities to become increasingly independent with appropriate emotional support, coaching and intervention
 4. For all students to have effective education plans which promote high quality learning and progress which is effectively assessed, moderated, planned and delivered
 5. To offer learning and experience which informs students' abilities to confidently access a broad range of social contexts – starting local, thinking global.
 6. To maintain, evolve and create new pathways for relevant qualification and attainment relative to needs, wants and ability – establishing successful transition through bespoke support and relationships
 7. To encourage a holistic approach to developing the individual which empowers and enables them over time, giving them a voice and allowing them to take personal responsibility for their behaviour, choices, learning and social interactions. To engage in a structured programme of functional life skills which inform adult life.
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- A. Provide a bespoke learning experience which promotes learning and achievement as intrinsically and extrinsically valuable to the individual
 - B. To ensure the curriculum subjects are high quality, relevant and linked as appropriate while taking account of interest, ambitions and ability
 - C. To implement assessments which are relevant and appropriate to inform the curriculum and personalised learning – to consistently refer to evidence based practice and new developments or opportunities to effectively account for students' needs
 - D. To have a robust system of accounting for needs and targets through Individual Behaviour Plans, Learning Ladders, Emotional Needs Scales and related targets and needs led interventions
 - E. To offer a broad and balanced curriculum with effective opportunities for learning about citizenship, PSHE, equality and diversity, sex and relationships, British Values and SMSC while taking account of students' significant SEMH deficits and difficulties
 - F. To offer an informed and tailored curriculum and culture which enables students to keep themselves safe, having an awareness of sexual exploitation, e-safety, extremism and mental and physical wellbeing.

Impact

Data and outcomes from current and previous cohorts indicate success in implementing the intended outcomes. Loxley Hall will continue to do and evolve and build on the following to ensure best outcomes and impact:

1. Improved attendance over time and engagement in learning and the positive school culture – valuing of adult-pupil relationships and empathy
 2. Improved data over time indicating greater levels of met need allied to improved self-awareness and advocacy.
 3. Evidence of improving ability to self-regulate behaviour over time
 4. All students' showing progress and accreditation in English, Maths and Science
 5. Pupils to leave Loxley Hall confident in navigating adult life within their own homes, communities and education or employment choices.
 6. All student to have pathways to success established on leaving at post 16, relating to their qualifications, interests and geographical location
 7. Leavers to be socially conscious and employed, in education or training post 16 and be able to live independently, safely, happily and confidently in adult life.
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- A. Evidence of subject specific accreditation for all pupils
 - B. Pupils making progress socially, emotionally and academically year on year
 - C. Effective target setting leading to expected and aspirational targets being achieved year on year
 - D. EHCP reviews and tracked social and emotional development reflects progress year on year
 - E. Increasingly effective social and emotional functioning over time, allied to improved academic outcomes and positive social interaction experience and success – reflected in the ability to account for and respect differences and the pupil's own place in society
 - F. An increase in, and celebration of, identifiable pro-social behaviours and risk awareness while seeing a reduction in or aversion to anti-social behaviours. Students being healthy, happy and self-confident.

Evidence bases to support impact from intent:

- Academic progress data
- Accreditation and qualifications
- Behaviour data including ESU, SCIP, Motional
- EHCP target outcomes, reviews and parental feedback
- Safeguarding linked curriculum interventions and action plan
- Effective curriculum map which is monitored, moderated, reviewed and adapted
- Post 16 transition tracking and support
- Case studies