



Co-op Academy Priesthorpe
Partnership
Curriculum Overview



Primary Outcome

All pupils will be supported to achieve their full potential.

Core Offer - Provision Bank

Provision or actions:
Small group teaching with an emphasis on individualised learning.
Chunked learning and tasks given once at a time.
Visual aids in lessons to support with learning and more difficult vocabulary.
High level of support in lessons through teacher and learning support assistant.
Short and varied activities.
Regular assessments to ensure progress is monitored and that work is set at an appropriate level.
Regular home learning and tasks set outside of lessons to support progress in lessons.
Opportunities to work on independent skills in lessons and self-mark work completed, with the idea of continuous improvement.
Small group teaching with an emphasis on individualised learning in ASDAN and Life Skills.
PSHCEE lessons to support learning of independent life skills.
Regular Personal Development days held in school with a focus on a different area of preparation for adulthood and independent life.
Trips with school to be organised by staff and risk assessed appropriately. Opportunities for out of school learning.
Regular communication between school and home to further development of independent skills.
Referral to outside agencies by school where appropriate to assist with life skills.
Support with transition, either for pupils joining the Priesthorpe Partnership, or for students moving on to a different or Post-16 provision.
Support from school staff to help pupils understand their own strengths and needs.
Support from school staff to understand any changes that might happen during the school day or timetable that might affect learning.
Staff working with West SILC pupils will all have read the passport and pupil information.
Interventions and out of class support to be organised if necessary to support the learning and wellbeing of students.
Regular contact with key staff in the Partnership/ Oasis area to support with social skills and relationships around school.
Support from school staff to ensure pupils are able to find different classes in school.
Visual timetable provided by school.
Support with transitioning from unstructured times to lessons.
Regular contact with key staff in the Partnership/ Oasis area to support with social skills and friendship groups.
Access to small intervention groups to support with anxiety/ social skills/ friendships.