



Everly East Academy

Whole School Curriculum Policy

(SEMH)

2026/2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026
Signed:	
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Key Changes Made:	

Whole School Curriculum Policy (SEMH)

Everly East Academy

Introduction

Everly East Academy provides a safe, relational and personalised educational environment for pupils who have been unable to thrive within mainstream education. Many pupils attending the school have Social, Emotional and Mental Health (SEMH) needs and may have experienced disrupted education, barriers to learning or negative experiences of school prior to joining the academy.

The curriculum at Everly East Academy is designed to support pupils in rebuilding confidence in learning, developing positive relationships and improving emotional wellbeing. The school recognises that pupils with SEMH needs require an approach to education that prioritises emotional safety, structure and personalised support.

Our curriculum is designed to be inclusive, accessible and flexible, ensuring that all pupils are supported to engage with learning and develop the knowledge, skills and confidence required for future success.

The curriculum reflects the school's core values of Care, Growth and Aspirations and aims to ensure that every pupil feels known, supported and able to achieve their potential.

Curriculum Aims

The curriculum at Everly East Academy aims to:

- Provide a safe and supportive learning environment where pupils feel able to engage with education
- Support pupils to develop emotional regulation, resilience and positive relationships
- Deliver a broad and balanced curriculum that supports both academic and personal development
- Ensure pupils with SEMH needs can access learning through adapted teaching approaches
- Develop essential literacy, numeracy and communication skills
- Promote independence, responsibility and confidence
- Prepare pupils for adulthood, further education and employment

Curriculum Intent

The curriculum is designed to meet the complex needs of pupils with SEMH.

Many pupils may arrive with gaps in their education or difficulties engaging with learning due to emotional or behavioural challenges. The curriculum therefore prioritises rebuilding trust, supporting emotional regulation and developing positive attitudes towards learning.

The intent of the curriculum is to:

- Support pupils in re-engaging with education
- Develop emotional literacy and self-awareness
- Build positive relationships with peers and staff
- Develop academic knowledge and skills
- Encourage independence and responsibility
- Promote aspiration and future pathways

The curriculum recognises that pupils may require time and support to develop the confidence and stability needed to access learning successfully.

Curriculum Implementation

The curriculum is delivered through a relational and supportive approach that recognises the individual needs of each pupil.

Key features of curriculum implementation include:

Small class sizes that allow for personalised support and relationship building.

High staff-to-pupil ratios to ensure pupils receive consistent support and guidance.

Relational practice, where positive relationships between staff and pupils are central to learning.

Trauma-informed approaches that recognise the impact of previous experiences on learning and behaviour.

Structured routines and predictable environments that support emotional regulation.

Flexible teaching approaches that allow learning to be adapted to the needs of individual pupils.

Use of practical, discussion-based and experiential learning opportunities to engage pupils.

Staff work collaboratively to ensure that pupils receive consistent support across both academic learning and emotional development.

Curriculum Structure

The curriculum provides a broad and balanced range of subjects alongside opportunities for personal development and social learning.

Subject areas include:

- English
- Mathematics
- Science
- Humanities
- Art and creative subjects

- Computing
- Design and Technology
- Physical Education
- Religious Education
- PSHRE (Personal, Social, Health and Relationship Education)
- Citizenship

Alongside subject learning, pupils also engage in:

- Personal development activities
- Social and emotional learning
- Behaviour and relationship development
- Student voice opportunities
- Preparation for adulthood

Supporting SEMH Needs

Supporting pupils with SEMH needs is central to the curriculum at Everly East Academy.

Learning environments and teaching approaches are designed to support:

- Emotional regulation
- Self-awareness and reflection
- Positive relationships
- Conflict resolution and restorative practice
- Development of resilience and coping strategies

Staff work closely with pupils to support their emotional wellbeing and ensure that learning environments are calm, supportive and structured.

Accessibility and Inclusion

The curriculum is designed to ensure that all pupils can access learning regardless of their individual needs.

Accessibility is supported through:

- Differentiated teaching approaches
- Adapted learning materials
- Visual supports and structured learning approaches
- Individual learning strategies
- Emotional and behavioural support

The school is committed to ensuring that all pupils feel included, respected and supported within the learning environment.

Personal Development

Personal development is a key aspect of the curriculum at Everly East Academy.

Through PSHRE, Citizenship, assemblies and wider school activities, pupils develop:

- Emotional literacy
- Social skills and relationships
- Understanding of rights and responsibilities
- Respect for diversity and different perspectives
- Confidence and self-belief

These opportunities help pupils develop the skills needed to participate positively in society.

Assessment and Monitoring

Assessment at Everly East Academy recognises that pupils may make progress in a variety of ways, including academic, social and emotional development.

Staff monitor pupil progress through observation, discussion and ongoing assessment.

Assessment information is used to adapt teaching approaches and ensure pupils receive the support they need to continue making progress.

Monitoring and Review

The Senior Leadership Team is responsible for monitoring the implementation of the curriculum and ensuring that it continues to meet the needs of pupils attending the school.

The policy will be reviewed regularly to ensure that the curriculum remains inclusive, effective and aligned with current educational guidance.