



Everly East Academy

Whole School Curriculum Policy

(SEND / Nurture)

2026/2027

Person responsible for the Policy:	Josie Vujcic
Date Written:	February 2026
Signed:	
Date for Review:	August 2026 (Reviewed) August 2027
Key Changes Made:	Addition to state that curriculum may be rewritten when students arrive following assessment and needs

Whole School Curriculum Policy (SEND / NURTURE)

Everly East Academy

Introduction

Everly East Academy provides a safe, relational and personalised learning environment for pupils who are unable to thrive in mainstream education. The curriculum is designed to support pupils with a range of additional needs, particularly Social, Emotional and Mental Health (SEMH) needs, as well as Autism Spectrum Disorder (ASD), Communication and Interaction needs and Cognition and Learning needs.

The school recognises that many pupils may have experienced barriers to learning prior to joining Everly East Academy. The curriculum is therefore designed to rebuild confidence in learning, support emotional wellbeing and develop the knowledge, skills and attitudes 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.

Everly East Academy is committed to delivering a curriculum that reflects our belief in **equity over equality**, ensuring that every pupil receives what *they* need in order to thrive. As part of this commitment, we will be establishing a dedicated **Communication and Interaction Nurture Class**, designed specifically for pupils whose profiles indicate significant needs in language, social communication, interaction, and relational development. We recognise that these pupils cannot be expected to access a standard curriculum model in the same way as their peers, and therefore our approach must be intentionally adaptive, personalised and rooted in deep knowledge of the individual.

To uphold our ethos of equity, we anticipate that we may need to **rewrite, redesign or completely recreate a bespoke curriculum** for this group. While we will initially follow the schemes of work designed for school opening, these will serve only as a starting point. Our staff will work tirelessly to ensure that the curriculum evolves responsively, guided by ongoing assessment, observation, relational understanding and the lived experiences of the pupils themselves. Before any curriculum can be meaningfully adapted, we must first **know our students** — their strengths, barriers, communication styles, sensory needs, emotional profiles and aspirations. Only then can we build a curriculum that is not only accessible, but genuinely empowering.

This approach aligns directly with our new **TRI Mantra — Trust, Respect and Independence**. Pupils within the Communication and Interaction Nurture Class will be supported to “TRI” in ways that are appropriate to their developmental stage, communication profile and emotional readiness. Staff will use the TRI characteristics to guide daily relational assessment, track progress and identify emerging needs. Over time, the nurture curriculum will become a model of how equity-driven practice can transform engagement, communication and learning for pupils with complex SEMH and interaction needs.

Curriculum Aims

The curriculum at Everly East Academy aims to:

- Provide a broad and balanced education that is accessible to all pupils
- Support pupils with additional needs to engage positively with learning
- Promote emotional wellbeing and positive relationships
- Develop independence, resilience and confidence
- Prepare pupils for adulthood and life beyond school
- Ensure pupils develop essential literacy, numeracy and life skills
- Promote inclusion, equality and respect for diversity

Curriculum Intent

The intent of the curriculum is to provide an inclusive and personalised educational experience that meets the diverse needs of pupils attending Everly East Academy.

The curriculum recognises that pupils with SEND and SEMH needs may require additional support to engage with learning. Teaching approaches therefore prioritise relational practice, emotional regulation and personalised support.

The curriculum seeks to develop:

- Academic knowledge and skills
- Social and emotional development
- Communication and interpersonal skills
- Independence and life skills
- Confidence and aspiration for the future

Curriculum Implementation

The curriculum is delivered through a combination of subject-based learning, personal development programmes and therapeutic support.

Teaching approaches are adapted to ensure accessibility and engagement for pupils with additional needs. Strategies may include:

- Differentiated teaching and learning
- Small class sizes
- High levels of adult support
- Visual supports and structured learning approaches
- Practical and experiential learning opportunities
- Relational and trauma-informed approaches

Learning is carefully structured to ensure pupils can access the curriculum at an appropriate level while developing confidence and independence.

Curriculum Structure

The curriculum includes a range of subjects and learning experiences designed to support both academic progress and personal development.

These may 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

In addition to subject-based learning, the curriculum also includes opportunities for:

- Personal development
- Social and emotional learning
- Preparation for adulthood
- Student voice and participation

Accessibility and Inclusion

Everly East Academy is committed to ensuring that the curriculum is accessible to all pupils.

This includes:

- Adapting learning materials and resources
- Providing differentiated instruction
- Supporting pupils with communication needs
- Using visual and structured learning approaches
- Providing emotional and behavioural support

Accessibility also includes ensuring that pupils feel safe, respected and supported within the learning environment.

Supporting Pupils with SEND

The curriculum is designed to meet the needs of pupils with Special Educational Needs and Disabilities.

Support may include:

- Individual learning strategies
- Personalised learning targets
- Emotional and behavioural support
- Structured routines and predictable environments
- Support for communication and social interaction

Staff work collaboratively to ensure that pupils receive the support they need to access learning and make progress.

Personal Development

Personal development is an important aspect of the curriculum at Everly East Academy.

Pupils are supported to develop:

- Confidence and self-esteem
- Positive relationships
- Emotional regulation skills
- Understanding of rights and responsibilities
- Respect for diversity and different perspectives

Personal development is delivered through PSHRE, Citizenship, student voice opportunities and wider school activities.

Assessment and Monitoring

Pupil progress is monitored through ongoing assessment and staff observation.

Assessment approaches recognise that pupils may make progress in different ways, including academic, social and emotional development.

Staff use assessment information to adapt teaching and provide appropriate support for pupils.

Monitoring and Review

The Senior Leadership Team is responsible for monitoring the implementation of the curriculum and ensuring that it remains inclusive and effective.

The curriculum will be reviewed regularly to ensure that it continues to meet the needs of pupils and reflects current educational guidance.