

Our curriculum is...

- is founded upon a developmental and holistic approach
- is relevant, purposeful and engaging and delivered within a learning environment that stimulates creativity, challenges, motivates and is rewarding and fun
- values play as a core developmental skill
- encourages students to establish connections through cross curricular and contextualised learning promoting deep learning
- focuses on the four key aspects of 'Preparation for Adulthood'
- fully promotes the development of social, moral, spiritual and cultural character for each student throughout
- develops student voice and provides opportunities for connecting with others and participative citizenship
- has the promotion of physical health, social emotional well-being at its core
- considers all aspects of school life as learning experiences
- is built around strong and meaningful partnerships with parents/carers

Academy Services

Our Academy Services Team are there to **support children and their families** whilst they are with us at Cedars.

They provide support to students who may be facing barriers to accessing the curriculum because of acute social, emotional, mental health difficulties. They co-ordinate a wide range of therapeutic programmes within school and work closely with our multi-agency partners to ensure there is a holistic, joined-up approach to each child experiencing difficulties.

They also co-ordinate all of our additional services such as our extensive after-school and holiday club offer.

Specific Teaching Approaches

Embedded into all curriculum areas and pathways are a range of specific teaching and therapeutic approaches. These are time-tabled and delivered according to pupils' personalised programmes.

The list below shows the range of approaches used to ensure curriculum access and engagement for all.

- Visual Timetables / Now and Next Approach
- Using iPads / Curriculum Apps
- Reading Intervention Groups
- Talk Boost
- Early Number Intervention
- Makaton
- Attention Autism
- Intensive Interaction
- TEACCH
- Tacpac
- Rebound Therapy
- Sensory Occupational Therapy
- Physio Therapy / MOVE Programme
- Swimming
- Outdoor Learning
- Play Based Interventions
- Massage in Schools Programme
- THRIVE - 1:1 and Small Group / Class Delivery
- Sensory Stories
- Multi-Sensory Approaches in Class
- Sensory Integration Studio and Sensory Room
- Soft Play
- Immersive Environment
- Pets as Therapy

Find out more at: www.cedarstrust-school.org.uk

Cedars Academy Trust

Ivy Lane, Low Fell, Gateshead, NE9 6QD

tel: 0191 4874595

e-mail: enquiries@cedarstrust.org.uk

Cedars School Offer 2021-2022



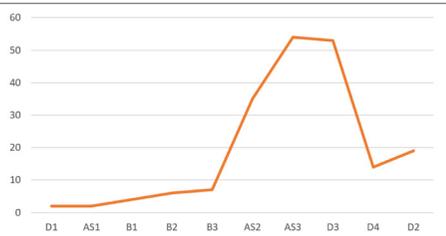


Cedars Academy is a specialist provision for young people aged 3-19 years with physical, sensory and medical needs, speech, language and communications disorders, autism and a wide range of complex needs associated with emotional vulnerability.

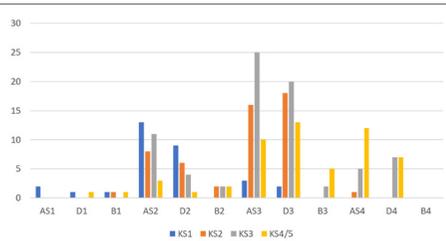
The Academy is split over two sites and is comprised of:

- Cedar School - Children at EYFS to Year 9
- Cedars College - Young People in Key Stages 4 & 5 (Years 10 to 13)

Distribution of Needs Across Cedars Academy



Distribution of Needs by Key Stage



Curriculum Pathways

In order to provide students at Cedars with experiences that are relevant, interesting and challenging, and to identify opportunities for progression Cedars School has a curriculum structure that encompasses 4 broad pathways; in addition to the **EYFS curriculum** for our Reception-aged children. These pathways are broadly based on the student's prior attainment, learning strengths and, as they progress to Key Stage 3, their eventual long-term aspirations.

These pathways offer a means of making distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for (semi-formal), or working within, a more formal curriculum approach. Students are able to move flexibly from one pathway to the next at any point during their school career.

Although groups within each pathway share similarities the groups are further defined by 'implementation' relating to their additional barriers to learning.

Adaptions are made in pedagogy, classroom resource (both environment and staffing), sequence and structure of the curriculum, and assessment.

As each group have a clearly defined content and approach, planning and teaching fits into a 'category of need' class arrangement, where most students will be working within one pathway. However, in some cases a group of students may work across two pathways. There may be valid reasons for mixing groups, for example, in order to provide students with an appropriate peer group.

- At Key Stage 1, students mostly work on the Semi-Formal Pathway.
- At Key Stages 2 and 3, most are moving to or on the Formal Pathway.
- We only have a small number of pupils working at Formal+ Pathway.
- Our average attainment across the school is Year 2 ARE.

Curriculum Pathway	Semi-Formal Explore	Semi-Formal	Formal	Formal+
Prior attainment	Working at Pre-Key Stage 1 standards - non subject specific	Working at Pre-Key Stage 1 standards - becoming more subject specific	Working at Key Stage 1 standards or higher - subject specific	Working at chronological age (Key Stage 3+)
Aspiration from KS3 onwards	Semi-independent living and supported work	Semi-independent living and supported work	Independent living and supported or independent work	Higher education, independent living and independent work
Groups defined by implementation, pedagogy, resources, structure, sequence and assessment	Complex cognitive needs (SLD), medical needs and complex ASC Some SEMH barriers to learning	Complex cognitive needs (SLD), medical needs and complex ASC Some SEMH barriers to learning	Cognitive delay and/or difficulties (MLD) ASC and other neurodiverse conditions Some SEMH barriers to learning	ASC and other neurodiverse conditions Mostly SEMH barriers to learning (anxiety, school phobia)