

Our Curriculum and Intent

We recognise that many of the children and young people we work with arrive at our alternative provision academies as reluctant learners. Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning and allow them to be the best they can be. We provide a broad and ambitious curriculum which encourages pupils to recognise their personal learning journey and caters to their individual needs. Our curriculum caters for the young people of Havering who have specified additional needs relating to high risk, children with medical and mental health needs, children who struggle to cope with a full-time curriculum, children missing in education, learners who find themselves marginalised from conventional schools because of their behaviour or other challenges (including social, emotional and mental health needs), children who are needing complementary work to re-engage back into the community/school settings and school-phobic children.

We have designed a curriculum that empowers our young people through the delivery of knowledge or skills that they need to succeed in their next destination and beyond. The fundamental principles of our curriculum are:

- Mastery of knowledge and skills
- Development of character
- Ensuring breadth of our curriculum comparable with any mainstream school
- Leadership at all levels within the organisation, including student leadership
- Rigorous and high quality critique and feedback
- Maintaining a culture of respect

Aimed at students who:

- need support to re-integrate into a mainstream setting
- need support to re-engage with their learning
- need a specialist assessment of need relating to SEMH and/or episodes of challenging behaviour
- require a specialised or bespoke education offer which may include alternative education
- are unable to access full time, mainstream education for any clearly identified reason within the scope of the Inclusion Panel
- do not yet have an agreed school place and therefore require a package of support until such a placement is identified
- need support to accelerate their progress as a result of gaps in learning
- have social, emotional or mental health needs that are impacting significantly on their school placement
- are on the verge of exclusion or referral to an alternative provision and need specialist intervention to moderate their behaviour
- have poor school attendance which is having a detrimental impact on their academic progress

Links to our curriculum offer



Wellbeing Programme	Re-engaging in Learning	Resilience and Character Building	Inclusion
Music Therapist	Assessment of learning styles with specialist	Character lessons - PSHE	Comprehensive induction programme
Art	Identification of learning needs and creation of a support plan	Specialist counselling	Screening assessments for Dyslexia and Speech and Language needs
Therapeutic cooking		Therapy sessions	
Sports	Bespoke and individualised differentiation	Olive Ethos – Regular and consistent reiteration of our values through lessons, one-to-one and RRA.	SEMH assessment and support
Specialist counselling (child)	Individual coaching & mentoring sessions		Support on site by a coach for one-to-one sessions
Specialist counselling (adult)		Vocational programme for KS4 students	Reading and literacy intervention/catch up
Parenting classes tbc	CCE and CSE involvement related support		Weekly assessments on learning gaps
Coaching/mentoring	Close liaison with external agencies	Student voice and student leadership	Personalised therapy programme to support the child
DJ'ing			Creation of Pupil Profiles and Pupil Passports for SEN young people
Outdoor Learning			

OLIVE ACADEMY HAVERING

Strategic outcomes	Outcomes for children and young people
Reduction in fixed term and permanent exclusions.	Intervene and offer support early.
Increase attendance.	Improve attendance.
Improve achievement of academic and vocational qualifications.	Improve engagement in learning.
Reduce gap in achievement for children in care.	Improve emotional health and well-being including resilience.
Reduction in pupils missing education.	Progress in learning. Attain academic and/or vocational qualifications.
Reduction in young people not in education, employment or training.	Successful pathway to follow-on provision.
Reduction in substance misuse.	Are kept safe and feel safe.
Reduction in offending and antisocial behaviour.	Reduction in YOS incidents and interventions. Improve social skills and life-skills.
Reduction in teenage pregnancy.	Improve employability and progression opportunities.
Reduction in child sexual exploitation.	Are kept safe and feel safe. Able to be more resilient in challenging situations.

Reflect, Restore and Acknowledge Daily Assemblies

Led by our senior team. Daily assemblies to celebrate success, reflect on current issues, promote initiatives and national events and build on character and values

Coaching/PSHE – Led by our associate tutors. Restorative Practice; Mentoring for progress; Coaching group; PSHE; CEIRAG; SRE, and daily reading programme

English

Mathematics

Science

Cultural Capital:

- Art
- Arts Award- Photography
- Music – one-to-one or small groups
- Drama
- Access to DJing
- History
- English Literature
- IDEA – Inspiring Digital Enterprise Award

Vocational

- PE
- Food and Cooking
- Construction
- Functional Skills - Maths
- Functional Skills – English
- Entry Level Science
- Additional Numeracy and Literacy
- Business and Enterprise

Health & Exercise

- Outdoor Learning (Inc. Grangewaters Outdoor Centre)
- Sport/PE
- Prince's Trust
- Team Building