

The curriculum motto is “**Learning for today, preparing for tomorrow**”.

At Kingsbury Academy we provide a happy, caring, and stable environment, where each child will have the opportunity to develop to their fullest potential. Every child is valued as an individual with their own unique set of abilities and challenges. We focus on what the child can do and celebrate their every achievement. Our curriculum is purposeful, empowering and pupil centred. The curriculum caters for learners who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning. The ambition of our curriculum is to seize the opportunities today to prepare for tomorrow. We always look to improve the quality of life of our pupils and to prepare them for their next stage. This is achieved through exposure, developing fluency, mastery, generalisation, and extension of skills. We want the children to be able to do lots of things for themselves – making them feel proud, engaged, and capable. At Kingsbury Academy we encourage resilience, practising is the key to making progress, so we always encourage our children to try and try again! We help the children to embrace situations they find challenging and gradually build their resilience with lots of reassurance, support, and encouragement, so they can enjoy more things and lead a fuller and wider life.

At Kingsbury Academy we promote an ethos which demonstrates mutual respect for all children, their families, and our staff. It is important for us to get to know all our children and those who care for them. This ensures the children feel safe and confident when they are at school and helps us understand every child's strength and needs. We encourage all children and staff to be sensitive to the needs and feelings of others and to show respect for all cultures and beliefs.

We are committed to:

- Putting pupils first
- Providing a welcoming, dynamic, and supportive learning and teaching environment
- Delivering the curriculum through an individualised and child centred approach
- Ensuring that the highest standards of Care, Safeguarding and Child Protection are in place
- Promoting, modelling and sustaining appropriate behaviour
- Treating everyone with dignity and respect
- Continuing to foster and develop effective home/school links
- Working together as a team for the benefit of each pupil

Kingsbury Academy is a place where children, their families and staff are welcomed and encouraged to become the best that they can be.



## Kingsbury's Learning for Life Curriculum Pathways

Our curriculum is designed to:

- ✓ Develop knowledge and skills that lead to **greater independence, successful transitions, and purposeful employment**
- ✓ Develop knowledge and skills that help pupils become **active citizens** that are **visible** in our **local and wider community**
- ✓ Develop **life-long communication systems** so pupils can make **positive connections with others** and **access and enjoy the wider world**
- ✓ Develop **resilience** and **creativity** so pupils can **solve problems** and **take risks safely**
- ✓ Discover **individual talents** and **celebrate all successes** both big and small



We have **three curriculum pathways** to support the education of our **broad-spectrum school**. At Kingsbury Academy we implement broad subject areas that branch across our pathways and Key stages.

For our **Explore Pathway**, we use the **resources and subjects** adapted from Development Matters as a tool for **engagement**.

For our **Aspire Pathway**, the subjects are designed to **promote key life skills** so that our pupils can lead **happy, fulfilled, and independent lives**.

For our **Inspire Pathway**, the subjects are designed to **promote functional learning**, adapted from the National Curriculum to maximise **future opportunities and positive destinations**.

Each individual class at Kingsbury Academy is typically organised by **key stage with mixed-year groups in each class**. Pupils **develop knowledge and skills** through different topics, subjects, and experiences. The order in which topics and experiences are covered is **deliberately planned and sequenced** with the intention of helping pupils **know more and remember more over time**. Across each pathway and key stage, all learning **supports the skills and learning we want our pupils to learn and remember** and they always lead back to our aims which strengthen the connectivity and purpose of our curriculum.

### A Purposeful Environment:

In September 2023, Kingsbury Academy opened a dedicated **Life Skills Hub, Sensory Studio**, and **Sensory Corridor** which alongside our existing spaces of Forest School, Kingsbury Gardens, Sensory Pod, and the Adventure Trail, maximise how our curriculum aims are delivered. All pupils across the three pathways access these areas.

These areas help to provide an environment that is **accessible, familiar, and predictable**, there is a **structure and rhythm to** the day that provides pupils with **opportunities to engage in learning, develop self-care skills** and **reduce anxieties surrounding transitions**.

### Our School Day:

- Our school day starts at 8:50
- From 8:50 -9:15, all pupils at Kingsbury Academy will engage with their morning routines
- Each individual lesson is 45 minutes long
- From 9:15 to 10:45, lesson 1 and 2 take place
- From 10:45 to 11:15, all pupils have a snack and play. Classes are allocated to a specific area of the school where they can play, socialise, and form positive connections.
- From 11:15 to 12:00 lesson 3 takes place.
- From 12:00 to 1:00, play and lunch take place. Depending on the individual needs of the pupils, they will either eat in their classrooms (we call this family eating) or in our canteen area.
- From 1:00 – 3:10, lesson 4,5 and 6 take place
- Our school day finishes at 3:10.

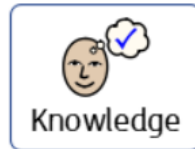


	Learning for today, preparing for tomorrow																				
Curriculum Aims	To be as independent as possible with progressive steps in learning			Ambitious to meet their full potential and be respected as individuals			To be safe and happy and develop resilience			To develop communication skills and make positive relationships with others			Make positive contributions to society to lead a fulfilled life into adulthood								
Values	Respect				Safe				Aspirational			Belonging									
Areas of Needs	Cognition and Learning				Communication and Interaction				Spcial, Emotional and Mental Health			Physical and Sensory									
Our Learners have a right to ...	Good quality education inside and outside the classroom		A voice		Identity		Information		Safety		Friendships		Health and Wellbeing								
Positive Behaviour Support – Capable Environments	Positive social communication				Personal care and health				Meaningful activities and learning			Mindful and skilled staff									
	Support for communication				Physical environment that is sensory aware				Consistent and predictable environments			Effective support for all staff									
	Relationships with others				Provision of opportunities for choice				Independent functioning			Effective organisational context									
Pedagogical approaches to teachinh and learning – Principles of Instruction	Present new materials using small steps				Ask questions				Guide pupil practice			Daily review									
	Provide models				Check for pupils' understanding				Obtain a high success rate			Weekly reviews									
	Provide scaffolds for difficult tasks								Independent practice												
Curriculum Vehicles Explore	Literacy		Mathematics			Expressive Arts and Design		Understanding of the World		Communication and Language		Physical Developement		Personal, Social and Emotional Development							
Aspire	My Communication and Literacy		My Thinking and Problem Solving	My Healthy Living	My Physical Wellbeing		My Creativity		My Choices		My Play and Leisure (KS1) and My Food Skills (KS2)		My Outdoor School		My Community						
Inspire	My English	My Maths		My PSHE		My World Around Us (Science, History, Geography)		My Creative and Expressive Arts		My Choices		My PE		My ICT and Digital SKills		My Food Skills		My Outdoor School		My Community	
Focus for learning	Attitudes and attributes					Knowledge – acquiring information					Skills – knowledge applied in practice										
	Resilient, confident, sense of identity, regulation skills, curiosity					Building Cultural Capital – Factual, conceptual, Metacognitive and procedural knowledge					Procedural knowledge support the application of skills. In order to be skilled in something you have to have the knowledge that underlies the skill. Communication, independence, transferrable skills, generalisation of skills and learning, making connections and relationships, aspiration for adulthood										
Monitoring, evaluation and review	Teacher and TA feedback		Lesson observations			Quality of pupil work			LGB walks			Pupil feedback			Progress data and reviews						
	Vehicle feedback		Curriculum in Action reviews			Review of planning			Moderation			Parent feedback/ consultations									
Positive Outcomes	Emotional					Social					Academic										
	Pupils and staff are happy, enjoy coming to school and this is reflected in levels of attendance. Parents and carers are happy with the school. Pupils have high levels of wellbeing and happiness. Our pupils are able to self-regulate and manage their emotions.					All members of the school community support the vision and values in their teaching and learning in, around and beyond school. Pupils learn to make safe choices, are kind and respect the beliefs and values of others. Our pupils are part of their communities. Our pupils are able to communicate their needs and wants with others.					All groups of pupils make progress within the curriculum. Our pupils are interested in learning new things. Pupils make successful progress beyond our school in the next stage of their education. Our pupils are fully involved in the process of looking after themselves										



Kingsbury Learning for Life Curriculum has three components that run throughout our curriculum specific offer: Curriculum for Learning, Curriculum for Life, and Curriculum for Enrichment and Generalisation.

## Components



### Curriculum For Learning:

Developing knowledge and skills to become successful learners

- English/Communication and Interaction
- Maths/My problem solving and thinking skills
- PSHE/RHE
- ICT/Digital Skills
- The World Around Us (Science, History, Geography)
- Expressive and Creative Arts
- Physical Education
- Outdoor Learning

### Curriculum for Life:

Preparation for Independence

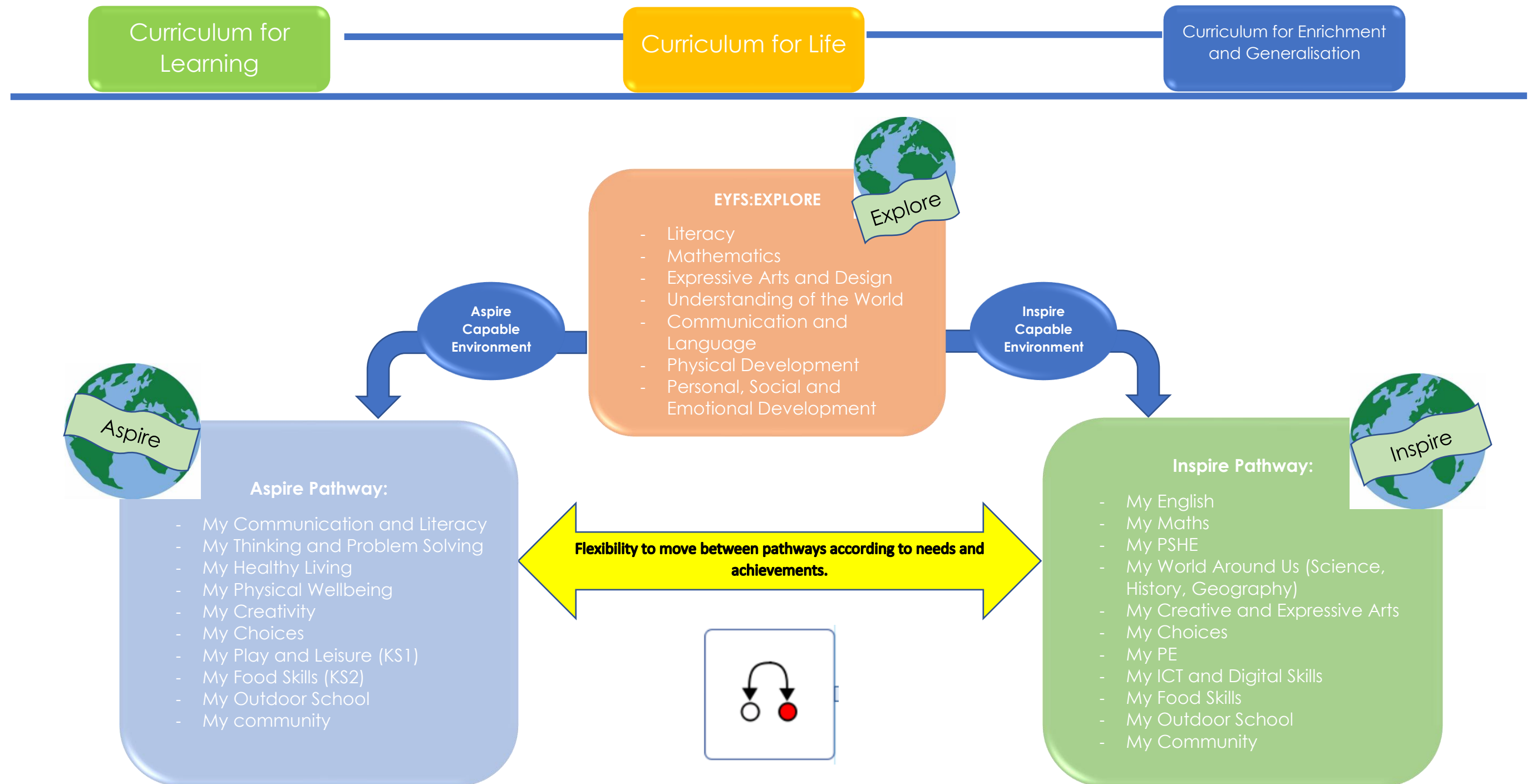
- Life Skills
- Sensory processing
- Choice making
- Self care
- Emotional regulation
- Self regulation
- Therapies
- Preparation for next stage

### Curriculum for Generalisation/Enrichment:

Enabling pupils to generalise their learning in wider contexts and develop their interests and cultural understanding

- Off site visits
- SMSC/RE
- Enrichment
- Residentials
- Swimming
- SEND Active
- Forest School
- Horticulture
- Assemblies
- School Council
- Community Engagement

Communication and Sensory Integration offer delivered through a tiered approach



The Aspire and Inspire Pathways are not defined by age, but by need and achievement; pupils are therefore able to move flexibly from one level to the next at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended to facilitate a 'learning flow' between the pathways.

# Curriculum Statement: Early Years Foundation Stage: Explore Pathway



## Elements of Offer

- high staffing ratios
- Sequentially mapped out curriculum area
- multi-professional working
- key worker allocation
- safe, secure, stimulating environment
- prime and specific areas covered
- differentiated planning and delivery
- extended partnerships with parents/carers
- enabling environments
- addresses the needs and requirements of each learner's EHCP

## Curriculum Areas

- prime area – communication and language
- prime area – physical development including health, self-care and independence
- prime area – personal, social and emotional development
- specific area - literacy
- specific area – mathematics
- specific area – understanding the world
- specific area – expressive arts and design

## Approaches to T & L

- access to continuous provision
- class learning environments are tailored to pathway capable environment expectations
- play-based and experiential learning environment
- continued observation by skilled staff
- access to child led time and resources
- adult directed tasks
- developing cognition problem solving and thinking skills
- building resilience and perseverance skills
- promotion of communication skills
- multi-sensory approaches (where needed)



Children start to learn about the world around them from the moment they are born and our aim at Kingsbury is to build upon this through the education and care that is offered in our Early Years classroom and beyond. We offer a **secure foundation** that creates learning and development opportunities **centred around the learner** which is informed by regular assessments and reviews.

EYFS age learners are provided with access to a developmentally appropriate pathway which enables the curriculum and care practices to meet the needs of the range of pupils. EYFS provides a curriculum that has no limits or barriers to the learners' achievements and fosters strong relationships. Pupils have full access to EYFS provision, ensuring that they learn and develop well and are kept healthy and safe and therefore develop the knowledge and skills they need for their next stage of learning. Early reading is embedded into everyday practice within EYFS, promoting a love of reading and the early sound patterns through songs, rhymes, and adult interaction.

We understand the importance of learning and development and provide learners with interesting, stimulating activities that are appropriate for their age and stage of development. The curriculum responds to the following areas of need taken from the EHCP: Cognition and Learning/ Communication and Interaction/ Social, Emotional and Mental Health/ Sensory and or Physical Needs/ Self-care and Independence.

The curriculum provides a play-based and experiential learning environment, combined with focussed adult led teaching and basic skills, to ensure children make progress and develop their pre-requisite skills before moving onto the next stage of learning. Our EYFS curriculum are centred on the guiding principles of the EYFS framework and focus on core skills such as interaction and communication, self-help, independence, physical development, and social and emotional skills. The learning experiences within our Early Years classroom are linked to the seven areas of learning and development within the Early Years Foundation Stage. These areas are split into three prime areas and four specific areas.

Prime Areas	Specific Areas
Communication and Language	Literacy
Physical Development including health, self-care, and independence	Numeracy
Personal, Social and Emotional Development	Understanding the World
	Expressive Arts and Design

## Curriculum Statement: Aspire Pathway

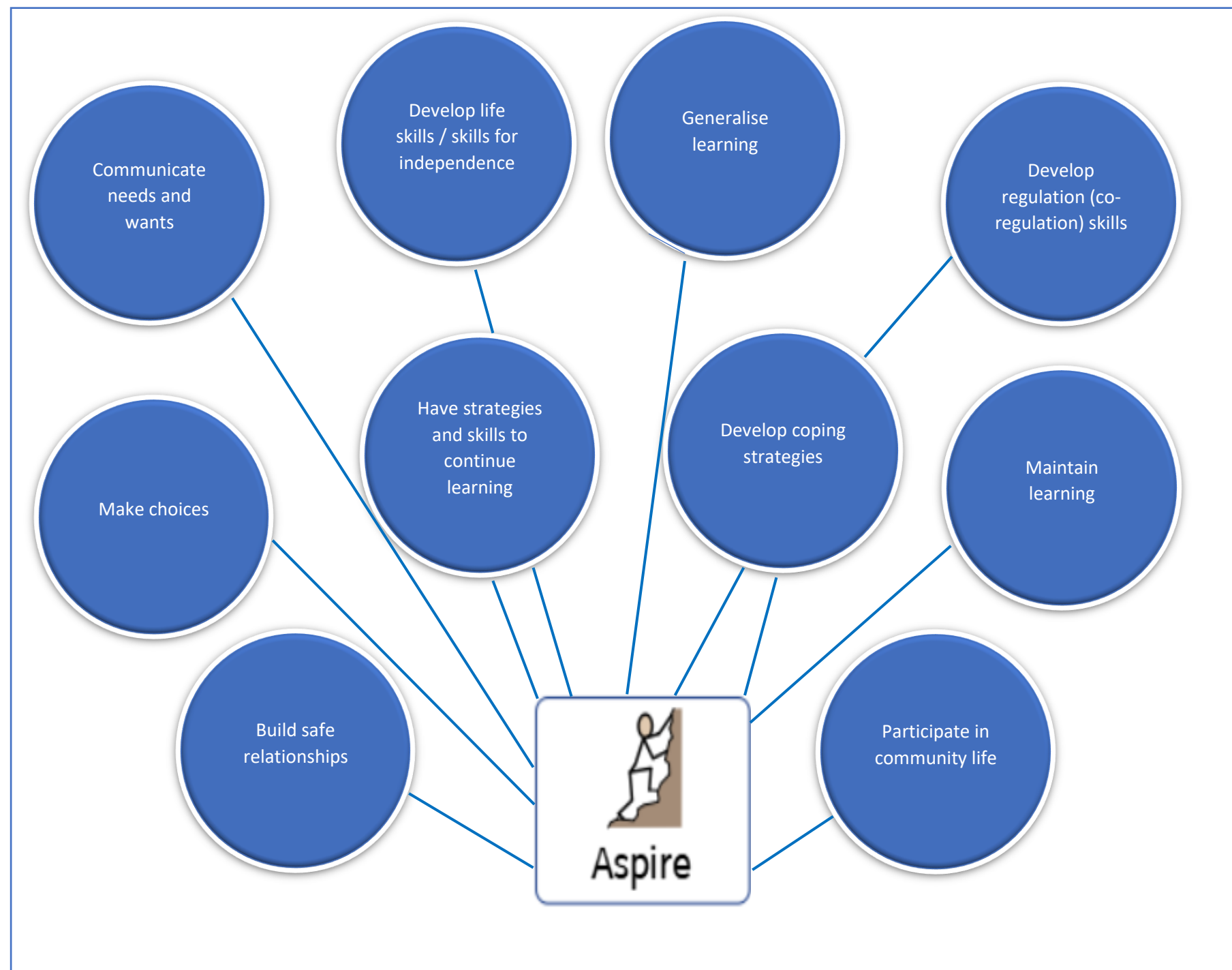


The Aspire Pathway provides a personalised curriculum for learners with complex autism. It aims to prepare learners for their future by equipping them with life skills such as communication, emotional regulation, and daily living skills. Learner's sensory needs are supported throughout the day.

The curriculum is flexible, highly personalised with motivating activities delivered through meaningful and purposeful teaching approaches. Skills are broken down into small steps and built upon sequentially with repetition of skills to ensure maintenance. We aim for learners to:

- be as independent as they can be
- be able to communicate functionally
- become resilient and regulate their behaviour
- live a safe, healthy, and happy life
- be active participants in their community

**The illustration to the right provides examples of learner outcomes within the Aspire pathway.**





## Curriculum Statement: Aspire Pathway



### Elements of Offer

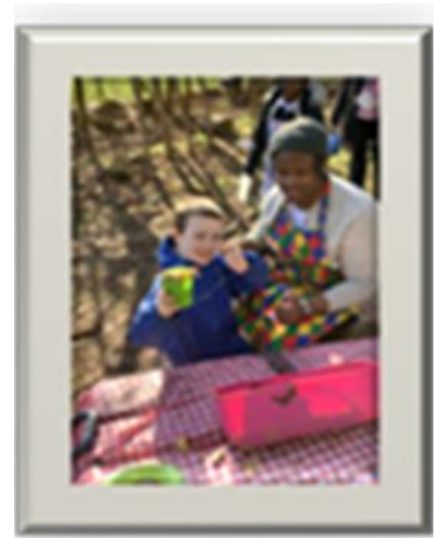
- high staffing ratios
- personalised
- promoting a sensory aware learning environment
- support to develop strategies to manage own behaviour/ regulation
- highly structured environment
- functional / skills based
- routine led
- generalising learning beyond the classroom
- inclusive communication approach
- addresses the needs and requirements of each learner's EHCP

### Curriculum Areas

- my communication and literacy
- my thinking and problem solving
- my care and life skills
- me and my community
- my creativity
- my outdoor school
- my play and leisure
- my physical wellbeing

### Approaches to T & L

- use of visual timetables
- transition and schedules
- focus on developing communication through AAC
- repetition, maintenance and generalisation of learning
- regulation strategies embedded throughout the day
- structured teaching approach
- reinforcement and motivation used to develop learning
- sensory strategies embedded throughout the day





## Curriculum Statement: Inspire Pathway



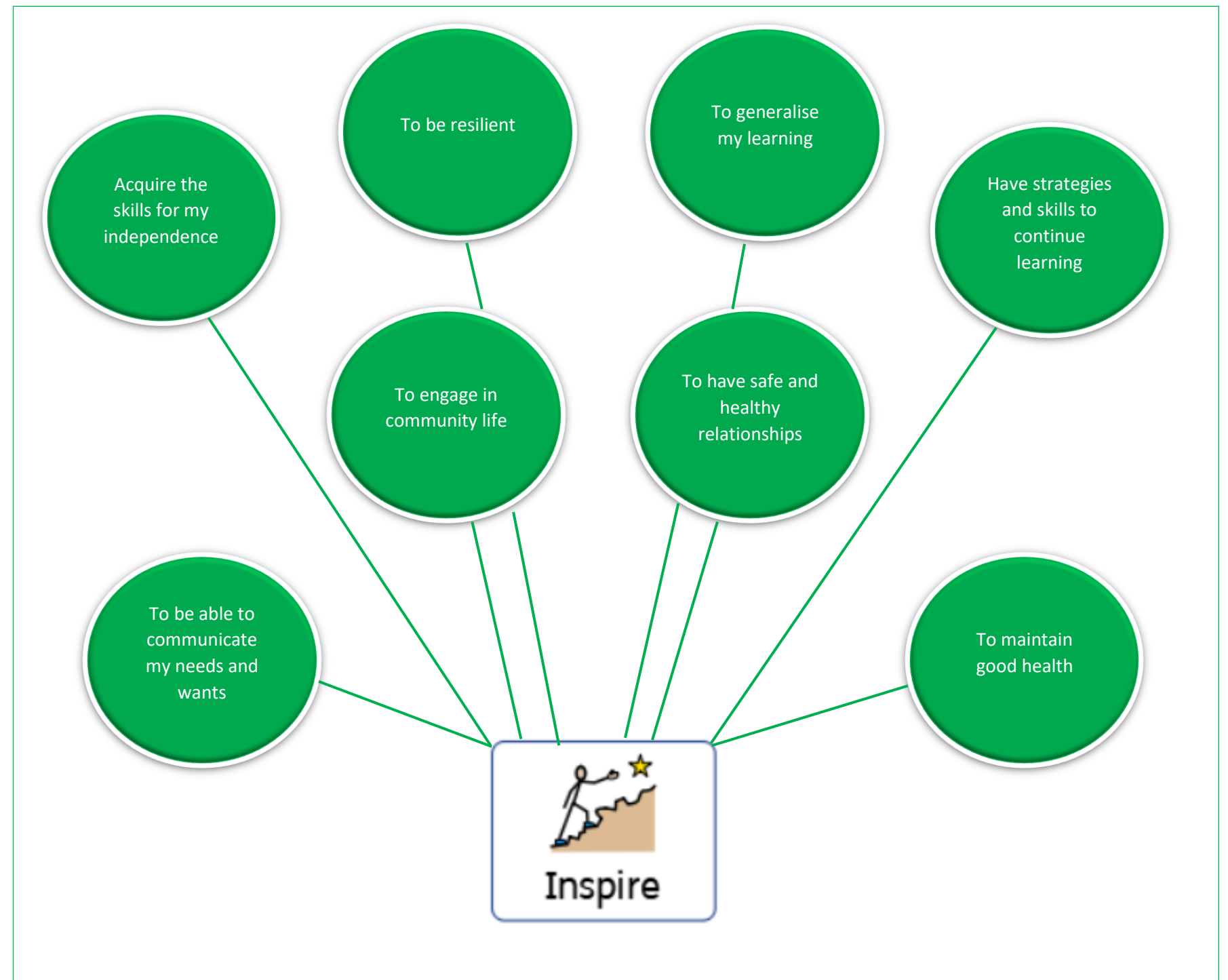
The Inspire pathway caters

for learners who predominately have Severe Learning Difficulties and/or Autism.

The curriculum comprises of an adapted version of subject specific knowledge taken from relevant parts of the National Curriculum, coupled with opportunities for learners to generalise their learning and develop important life skills. We aim for learners to:

- acquire skills for independence
- enjoy learning through a broad range of subjects / experiences
- become confident individuals who are happy to live safe, healthy, and happy lives
- become active, responsible citizens who make a positive contribution to society
- be able to communicate in a range of contexts, using AAC as needed

**The illustration to the right provides examples of learner outcomes within the Inspire pathway.**



## Curriculum Statement: Inspire Pathway



### Elements of Offer

- adapted National Curriculum offer
- sequentially mapped out curriculum areas
- high staffing ratio
- integrating skills for independence
- differentiated planning and delivery
- personalised resources based on needs
- multi-professional working
- addresses the needs and requirements of each learner's EHCP

### Curriculum Areas

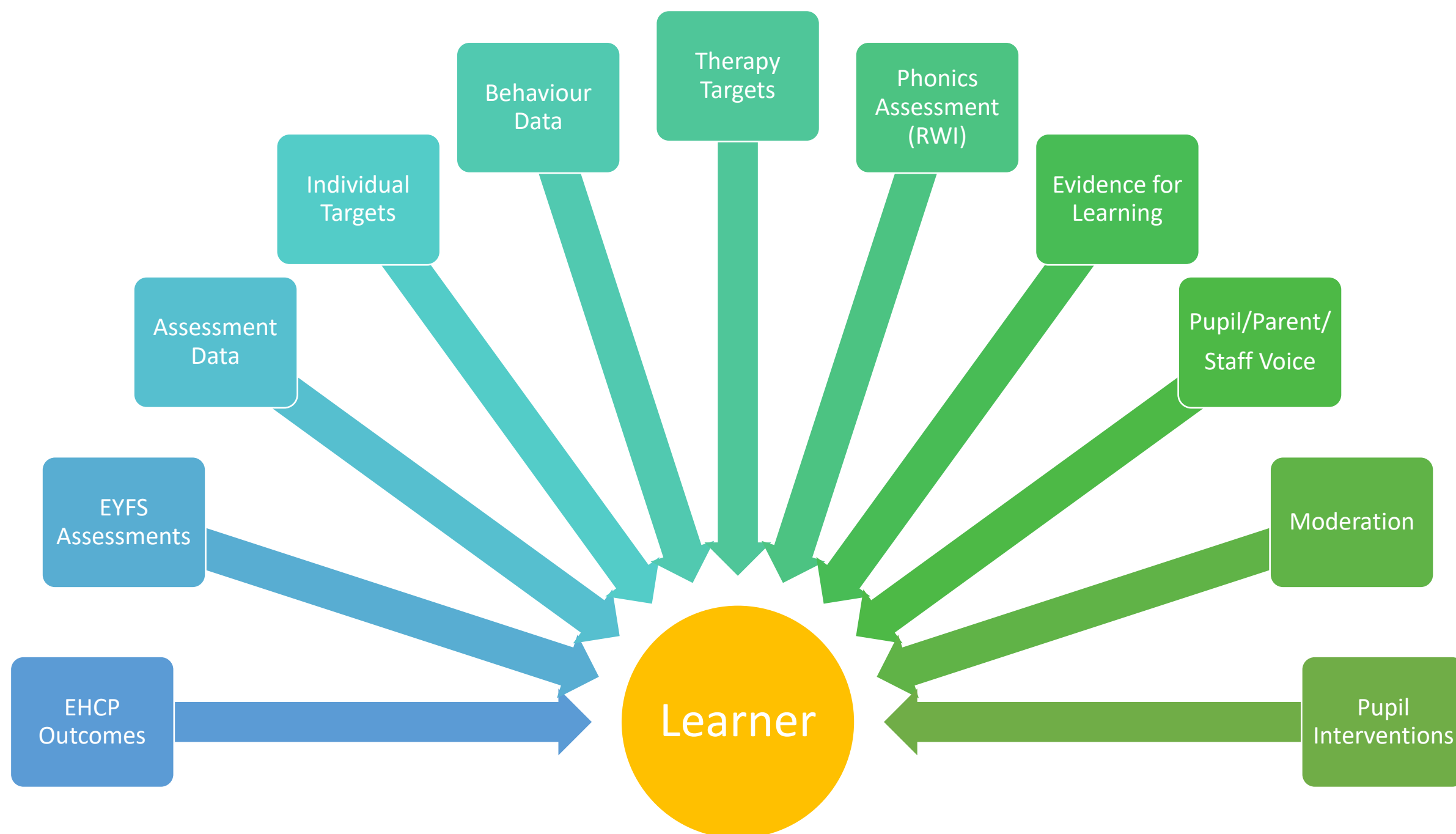
- Literacy
- Numeracy
- Personal Social and Health Education (PSHE)
- The World Around Us (Science, Geography and History)
- Creative and Expressive Arts
- Physical Education
- Food Preparation
- Independence and Community
- Inclusion
- ICT/Computing and Digital Skills

### Approaches to T & L

- promotion of communication skills with ability to use AAC as required
- consolidation and generalisation of learning
- developing problem solving and thinking skills
- creative teaching approaches
- learning is relatable with opportunities to apply to a real world setting
- multi-sensory approaches (where needed)
- developing positive relationships with adults and peers
- making requests/choices
- promoting interests /motivators
- acquiring knowledge and applied skills
- building resilience



We use a **'basket of indicators'** to capture and **triangulate** the full picture of **pupil progress**. The range of measures and assessments include:



We use a bespoke assessment system which we have created for our pupils. Pupils are set targets which are then planned for through their personalised curriculum. Progress on each target is measured and typically as part of our summative assessment we always baseline at the start of the year and review progress in January and July.

Some targets may take longer than others to achieve. Once a target has been achieved, a new target is set that often builds on the previous target to promote consolidation of learning and sequence.

We use both internal and external moderation to ensure that our judgements are accurate.

## Personalised Teaching Strategies

We aim to develop skills in order that our pupils will be able to function as independently as possible and not always rely upon others to organise and direct them. It is therefore essential that we establish and maintain ways of working as early as possible. This enables our pupils to be able to organise themselves (over time) and gives meaning and understanding to their world. To do this, we use:

- Visual timetables
- Separate work areas and individual workstations where appropriate
- Individual daily schedules with a defined start and finish through transitions cues
- PECS, Objects of Reference, Communicate in Print, Communication Books, Assisted Learning Displays
- Social stories – to promote understanding and improved behaviour/social skill.
- Sensory stories
- Intensive Interaction
- Motivators and incentives
- Movement programmes
- Read, Write Inc, See and Learn (Literacy), Numicon (mathematics)
- Positive behaviours rewards system
- Work/choice systems



## Reading Programme:

Pupils at Kingsbury Academy access reading through either a synthetic phonics phase 1 level (Twinkl) or a synthetic reading programme (Read, Write, Inc). We provide pupils with the skills they need to develop their literacy skills. Pupils will access a wide range of symbols, pictures, and text, develop their ability to recognise and use symbols and sight vocabulary leading to improved vocabulary knowledge (receptively and expressively) that is used in a functional way. Any pupil that we feel needs additional support in their reading is quickly identified with further interventions put in place and monitored.

Throughout all the reading opportunities, a learners' readiness to read will be assessed, recognising a learners' ability to maintain concentration and attention, display positive dispositions and attitudes to learning and engages with environmental sounds and visual or tactile cues. Reading skills are implemented within all areas of the curriculum provision, across all pathways, to promote fluency, frequency, and access to information, as well as developing enjoyment of reading and supporting learning beyond the classroom

### **How is reading at home supported?**

We invite all parents and carers to join us for parental coffee mornings each half term where we hold workshops and share strategies and resources to support reading. We send home resources such as communication aids, symbols, task cards/books and visual aids.



Personal, Social, Health and Economic (PSHE) and Relationship Health Education (RHE) development is at the core of the curriculum within Kingsbury Academy. We equip pupils to have an awareness of self and individual identity, whilst developing their understanding of the world around them and how to engage and interact safely and effectively within it.

Within Early Years Foundation Stage pupils will engage in Personal, Social and Emotional Development and the health content is delivered through Physical Development. PSED content is delivered through three areas: making relationships, self-confidence and self-awareness and managing feelings and behaviours. Physical Development focuses on developing pupils gross and fine motor movements and provides the foundation for developing healthy bodies, understanding of their own bodies and promotion of self-care, enabling them to pursue happy, healthy, and active lives.

Within Key Stages 1 and 2 pupils the PSHE curriculum is delivered through 'My Care and Life skills' and 'Physical Development' within the ASC stand or PSHE (Including RHE) within the SLD strand. Learning opportunities are delivered through the following themes: Relationships, Health and Wellbeing and Living in the Wider World. Learning is part of a well-planned sequenced scheme meeting statutory requirements whilst providing breath and balance within our offer.

We ensure that the fundamental British Values/SMSC are introduced, discussed, and lived out through the ethos and work of the school. These aspects are embedded throughout the school ethos and our curriculum and is integral for the development of our learners becoming good citizens in complex and changing communities. Individual liberty, democracy, respect, tolerance, rule of law, are all threaded through the work of the school and covered at a developmentally appropriate level. Pupils also can generalise their learning through their community participation sessions. All curriculum areas provide a vehicle for furthering understanding of these concepts. PSED, assemblies and reflection time provide opportunities to deepen and develop understanding.

We encourage our children to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community, and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible, and tolerant individuals who make a positive difference to British Society and to the world.

#### RE:

To support pupils' awareness and mutual respect of the wider world, pupils take part in events to learn about different places, faiths, and cultures in our world each term. This gives our pupils valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development and supports and understanding of the spiritual, moral, social, and cultural elements in their lives. It contributes to the culture and ethos of the school, promoting genuine inclusion within our school community. The RE element of our curriculum is about exploring human experiences, learning from other cultures, views, and beliefs, whilst developing a sense of identity. Each of our learners, regardless of their pathway can further develop their curiosity of experiences within assemblies and have opportunities to visit places of worship. We follow the Coventry Agreed Syllabus for Religious Education, and their qualities which include creativity, compassion, passion, community, and commitment and are embedded within our curricular offer.

#### Positive Behaviour Support (PBS) to support curriculum implementation:

At Kingsbury Academy we use a PBS approach which is embedded through the curriculum as a vital part of learning. PBS aims to improve quality of life and ensures learners' needs are at the heart of what we do. As part of our curriculum, we teach vital skills such as communication, personal skills, and coping strategies to ensure our learners are as independent as they can be.



### Capable environment:

Adapting the environment (both the social and physical environment) has been shown to improve quality of life and therefore we ensure elements noted below are embedded into our daily practice and curriculum provision. This also forms part of the universal Positive Behaviour Support provision.

- Capable Environments (McGill, Bradshaw, Smyth, Hurman and Roy, 2020)

Communication	Cognition	Physical Wellbeing	Reflective practitioners
<ul style="list-style-type: none"> <li>• Positive social interactions</li> <li>• Support for communication</li> <li>• Support to establish and maintain relationships with others</li> <li>• Provision of opportunities for choice</li> </ul>	<ul style="list-style-type: none"> <li>• Support for participation in meaningful activities and learning</li> <li>• Provision of consistent and predictable environments with personalised routines and activities</li> <li>• Encouragement of more independent functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Personal care and health support</li> <li>• Provision of acceptable physical environment (sensory aware)</li> </ul>	<ul style="list-style-type: none"> <li>• Mindful and skilled staff</li> </ul>

### Multi-disciplinary support:

At Kingsbury Academy we pride ourselves in meeting the individual needs of our learners and our therapeutic provisions are a key aspect in achieving this. The following therapeutic provision is in place to support learning and wellbeing:

#### Communication and Interaction/Speech and Language Therapy: Communication and Interaction/Speech and Language Therapy:

We have a dedicated Communication and Interaction lead who is both a qualified teacher and Speech and Language Therapist. Through this, we provide a total communication environment where all staff members are upskilled, through regular CPD, to enable them to provide consistent communication support throughout the curriculum.

The Lead supports the implementation of the communication and interaction strategy at Kingsbury Academy and provides regular speech, language, and communication support within classes, as well as coordinating the NHS Speech and Language service, providing specialist individualised support, ensuring that all pupils have the means, reasons, and opportunities to communicate.

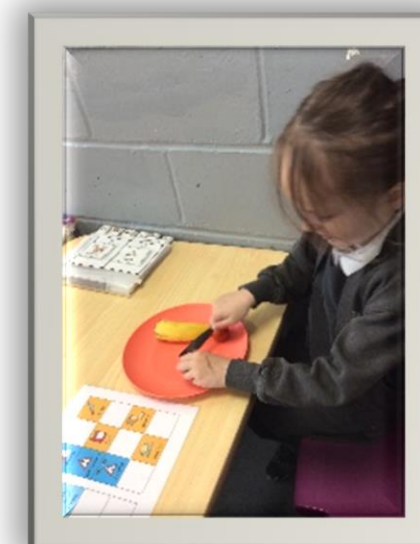
#### Communication strategy to support curriculum implementation:

Our ultimate vision for all pupils is that they will establish a functional system of communication in whatever form is appropriate to them. The method of communication can take many forms, and all pupils are supported and given the opportunity to develop their communication through understanding of language and use of language whether verbal or non-verbal. At Kingsbury Academy we recognise that it is everybody's responsibility to understand and recognise the different methods of communication, to value them and to support pupils using them.

Communication happens throughout the day, and we believe that every situation should be used as an opportunity to practise and enhance communication skills for every pupil. It is important to support all pupils in using their skills in a functional way in different contexts and situations and that communication opportunities should be integrated into all aspects of the curriculum. We recognise that communication is the foundation that allows pupils to access learning and develop social relationships.

#### We want all learners to have:

- Means - way of communicating.
- Reason – something to communicate for
- Opportunity – when they can communicate.



**Receptive language:** Objects of reference/symbol timetable, now and next, symbol support, Makaton (where appropriate), Aided Language Displays, Communication books, Language for thinking, Concept Cat, Living Language

**Expressive language:** Intensive Interaction, aided language displays, PECS, Makaton (where appropriate), Colourful Semantics, Communication books, objects of reference, Tac Pac, Attention Autism

**Transitions:** Objects of reference, now and next boards, symbol support (timetables and lanyards)

Our job is to show the children that communicating is worthwhile and fun! Most of our children find communicating tricky, so we have lots of ways to help them talk and reduce their frustration. For example, we use symbols to help children understand and help them ask for things they want.

**Occupational Therapy:** The Occupational Therapist supports staff in creating a sensory aware learning environment to meet learners' sensory needs. The therapist supports the development of sensory circuits and provides guidance for teachers when developing individual sensory profiles. The therapist also provides regular support in classes to offer advice and guidance relating to the implementation of sensory profiles.

**Music Intervention:** Music intervention is available for learners to access a block of sessions to support with engagement, psychological, emotional, cognitive, physical, communicative, and social needs. The aim is to use shared musical experiences to facilitate wellbeing and positive changes in engagement or achievement, rather than musical ability. As appropriate, teaching assistants access sessions to support the learner and continue to utilise these strategies into their classroom practice.

#### **Additional Support:**

In addition to the therapies listed above we also liaise with Educational Psychologists, School Nurses, Teacher of Visual Impairment and Teacher of hearing Impairment.

#### **Enriched Curriculum**

The school is committed to promoting a healthy lifestyle. To promote independence, socialisation and essential components of fitness, the school provides a range of activities.

- Adventure Trail
- Life Skills Hub
- Sensory Studio
- Sensory Corridor
- Walking – Kingsbury Academy has over 5 acres of private land.
- Gardening in one of our on-site allotments in the Kingsbury Gardens
- Forest School
- Bikes
- Music
- Swimming off-site
- Education Visits off-site
- 

There are opportunities for a residential trip for our Year 6 pupils that includes an overnight stay.

These opportunities enable learners to:

- develop new learning
- embed / generalise existing learning in a variety of different contexts,
- promote skills for independence





### Wellbeing through the curriculum:

Our curriculum enables learners the opportunity to:

- Recognise own strengths
- Build suitable interactions/respectful friendships
- Learn how to respect themselves and others
- Develop self-esteem and confidence in their abilities
- Follow their own interests and be themselves
- Learn in a supportive environment
- Be supported to learn how to self-regulate when anxieties become heightened
- Find a way of being active that they enjoy
- Support others in the school community and wider community



### Further Information

For further information on the curriculum please contact Zanna Roberts (Deputy Headteacher) at [enquiry@kingsbury.thrive.ac](mailto:enquiry@kingsbury.thrive.ac)