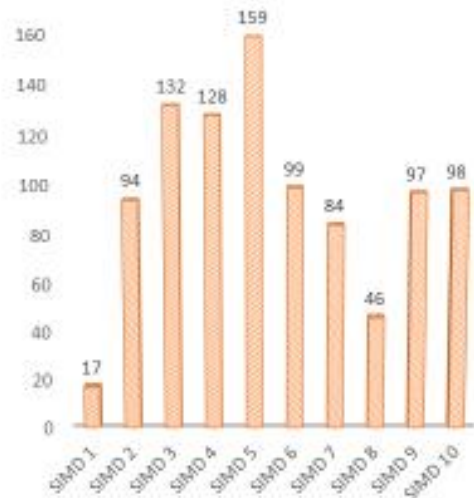




Inclusive Curriculum at Alva Academy

Rosa More, DHT
Jill McCabe, PT of ASN

Respect	Creativity	Focus
Equality	Determination	Service
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Scottish Index of Multiple Deprivation



CARE EXPERIENCED
(including previously)



ASN



YOUNG CARERS



FSM



ASD PROVISION



Our Partners



Our Houses

Roll 963
490 473



Our Background



*Say yes and then figure
out how we are going to
do it.*

Our Curriculum



- All young people can access learning
- All young people have the opportunity to lead
- All young people can create memories and friendships
- All young people can attain and achieve

Alva Academy - All young people can access learning



- Alva Nurture Area (ANA)
- ASD Provision
- ASN Team
- PTPS Team
- No ceiling placed on a learner
- S1-S3 Adapted Curriculum
- Senior Phase pathways for all

BGE Differentiated Curriculum



Primary 7

Robust transition programme identifies pupils who would benefit from accessing a bespoke curriculum with consistent LA support.

S1

Identified pupils are assigned to supported class with an allocated LA from the ASN Department. Pupils receive highly differentiated learning and teaching experiences whilst following a full mainstream timetable like peers.

S2

Pupils in supported class move from S1 to S2 with same allocated LA from ASN department. Pupils continue to access a full time timetable with bespoke curriculum.

S3

Differentiated courses are offered across subjects as part of the S2-S3 options process, e.g. People in Society, Science, Life in Another Country.

BGE Differentiated Curriculum



Primary 7

- DHT responsible for S1, ANA coordinator and PT ASN attend:
 - Staged Intervention meetings for Primary 7 pupils
 - Extended transition meetings with Primary 7 class teachers
- and
- senior leaders
- Additional Support Needs and strategies are shared and support strategies discussed
 - All ASN information gathered is collated into the Alva Academy standardised pupil profile and shared with teachers before transition days in May
 - Bespoke enhanced transition programme for identified pupils

Name of pupil: PTP/Lead Professional: Date:		Receives input from: Primary School: Stage of Intervention:		ANA ASN ASD
Factors Leading to additional support needs:		Literacy level at start of S1:	Numeracy level at start of S1:	
Pupil Strengths:		Additional Information:		
Suggested Support Strategies:		External Agency Involvement: CAHMS Occupational Therapy		
		Support for Assessments:		

BGE Differentiated Curriculum



S1

- Identified pupils are assigned to supported class (Early/First Level Literacy and Numeracy levels) and potential intervention groups
- One Learning Assistant is assigned to this class for consistency
- Pupils receive a full timetable so as not to be different from peers
- Pupils access specialist learning and teaching in all subject faculties (including PSE), but follow bespoke differentiated curriculum
- Specialist ASN teachers aid subject teachers in planning and developing differentiated curriculum
- Specialist ASN teachers help with establishing routines and developing independence skills
- CLPL drop-in sessions are offered to staff focusing on differentiation and making best use of Learning Assistants

Oui ou non?

Are these places that you would find in France?

	✓	Or	✗
			
			
			
			
			

BGE Differentiated Curriculum



S2

- Pupils in supported class move from S1 into S2
- Where possible, the same LA will follow the class from first year
- Specialist ASN teacher input is offered to all subject faculties for aid in further course development and differentiation
- Lessons continue to be visual, active and offer opportunities for challenge
- Before S3 options process begins, pupils receive PSE lessons exploring the most appropriate options available where pupils can achieve



Formation of a volcano Create a poster that explains how volcanoes are formed.		
Bronze	Silver	Gold
<ul style="list-style-type: none">• Include a diagram of a volcano	<ul style="list-style-type: none">• Include a diagram of a volcano, with labels showing the main features	<ul style="list-style-type: none">• Include a diagram of a volcano, with labels showing the main features
<ul style="list-style-type: none">• Describe 2 steps that have to happen to make a volcano erupt (use the previous task to help)	<ul style="list-style-type: none">• Describe 3 steps that have to happen to make a volcano erupt (use the previous task to help)	<ul style="list-style-type: none">• Explain 4 steps that have to happen to make a volcano erupt (use the previous task to help)
<ul style="list-style-type: none">• Include at least 3 facts about volcanoes	<ul style="list-style-type: none">• Include at least 4 facts about volcanoes	<ul style="list-style-type: none">• Include at least 5 facts about volcanoes

BGE Differentiated Curriculum



S3

- Pupils complete S3 option choice forms along with peers
- Pupils complete choices supported by the ASN Department and the LA who has supported them since S1
- Pupils are informed about courses on offer to ensure they make the best choices
- New differentiated courses such as general Science, People and Society, and Life in Another Country are offered to bridge the jump into National 4/5 classes

Alva Academy S2 into S3 Final Option Choice Form - March 2023

Name: _____ Intended Destination: _____

Please circle one subject in each of the columns. Please do not choose the same subject in more than one column.

A	B	C	D	E	F	G	H
English	Maths	Biology	Admin and IT	Art	Art	Admin and IT	French
		Chemistry	Art Health and Social SPA Safety	Dance	Geography	Biology	Spanish
		Geography	SPA Safety	Early Learning and Childcare	History	Business	Art Health and Social SPA Safety
		History	Biology	Modern Studies	Modern Studies	Chemistry	
		Modern Studies	Business	Fashion and Textiles	Music	Computing and Digital Media	
		Physics	Computing and Digital Media	Music	PE	Design & Manufacture	
		Maths	Engineering Science	PE	Maths	Engineering Science	
		Science	Graphic Communication	Practical Cooking		Physics	
		People and Society	Practical Cooking			Science	
			Practical Woodworking			Art Health and Social SPA Safety	
			Enterprise and IT				

Parental Signature: _____ Date: _____ Guidance Teacher Signature: _____

Alva Academy S2 into S3 Final Option Choice Form – March 2023



Name _____	Intended Destination _____
------------	----------------------------

Please circle one subject in each of the columns. Please do not choose the same subject in more than one column

A	B	C	D	E	F	G	H
English	Maths	Biology Chemistry Geography History Modern Studies Physics RMPS Science People and Society	Admin and IT N3 Health and Food /NPA Bakery Biology Business Computing and Digital Media Engineering Science Graphic Communication Practical Cookery Practical Woodworking Enterprise and IT	Art Dance Early Learning and Childcare Fashion and Textiles Music PE Practical Cookery	Art Geography History Modern Studies Music PE RMPS	Admin and IT Biology Business Chemistry Computing and Digital Media Design & Manufacture Engineering Science Physics Science N3 Design and Technology	French Spanish N2/3 Life in Another Country

Parental Signature _____ Date _____ Guidance Teacher Signature _____

Alternative Pathways in the Senior Phase



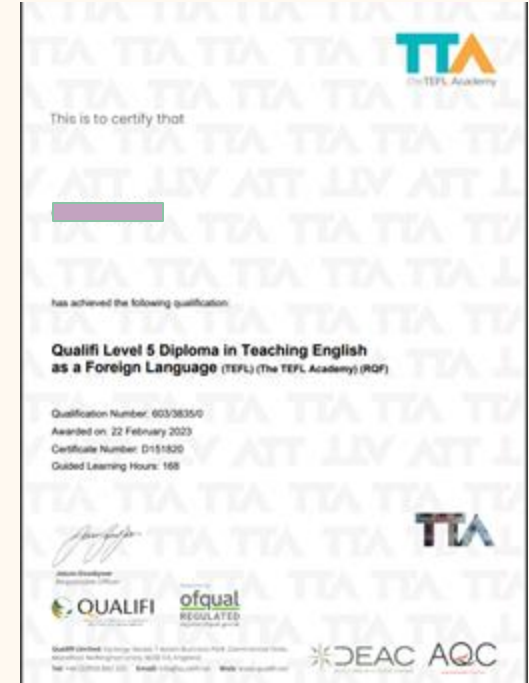
- Each Faculty across the school has developed new courses to meet the needs of these learners in the senior phase (eg Volunteering Award, Wellbeing Award, Natural Health Award, School link college, Play Alloa, Practical Woodworking, Business with IT (NPA), Bakery, Languages for Life and Work)
- LA support is targeted.
- Pupils have the same element of choice as their peers.
- 72 senior phase pathways available in school



Supporting EAL Learners



- Working in partnership with EAL teachers from the Education Refugee Team, two 1:1 English language sessions per week are allocated to EAL pupils
- Two pupils are supported to attend Nat 4 and Nat 5 supported ESOL courses are Forth Valley College two afternoons per week
- One teacher and Learning Assistant from ASN Department were trained in the Level 5 Diploma in TEFL
- 1 additional conversational and social session is delivered by trained LA each week



Success Looks Different at Alva



We were honored to be the first secondary school in Scotland to be awarded the Children in Scotland's Success Looks Different Award in 2022.



Challenges



Skillset and confidence

- Staff unsure about planning and delivering courses at Early, First and Second Level
- High level of SEBN need
- Anxiety around ability to meet the needs of all in class

Solutions

- Specialist ASN teacher input offered. Two/Three periods in class and one period dedicated to planning
- ASN Drop-in CLPL sessions offered - differentiation, EAL, Best Use of Learning Assistants
- Learning Assistant allocated to class for consistency
- Awareness raising activities

Challenges

Time/Financial

- Extensive time required to create and develop an engaging curriculum for young people with significant needs.
- Staffing implications
- Resources for new course
- Travel arrangements
- Demand for LA support



Solutions

- Commitment for senior leaders
- Allocated and protected time for collaboration between class teacher, support staff and specialist ASN teachers
- Prioritising deployment of LAs across the school
- Making Best Use of LAs training

What our pupils have said



“Our class had a helper and she was really amazing. Once you start having the same helper over and over you get really used to them and then you have a bond. I still see her around sometimes now I am in S3.” - CB (S3)

“I like the all different classes and people who help you. At primary school I was in the class sometimes and outside the class a lot. I like it here because I’m always in the classroom.” - JM (S3)

What our staff have said



“Teaching these classes is hard but rewarding work. We have had to completely differentiate our courses which has added hugely to our workload. We even found we had to differentiate between this year's second year supported class and lasts as this is not a "one size fits all" situation. It has taken 3 years of trial and error to try and deliver abstract concepts and complicated geographical theory while dealing with young people who are still trying to grasp basic literacy skills. However, the reward of watching the young people develop and start improving academically makes it worthwhile. The ASN team have been an invaluable resource in helping me develop my confidence with this level of differentiation. I have found it particularly helpful bringing specific lessons or tasks to them for advice to more directly and effectively differentiate. Their expertise is an amazing tool that they are so happy share when you ask for help.” KW, Geography Teacher

What our parents have said



"I can't believe how cared for my child is in such a big school. Staff have gone out of their way to make sure that he is happy and have taken his interests on board." - Carer of S1 pupil

"I'm happy that French has actually been positive for him, and that he's happy to come to school every morning and is not anxious or stressed. I found that the communication book became invaluable." - Parent of S3 pupil

"It feels like there is individual care centred around my child and their needs." - Parent of pupil

Finally...



- Be bold
- Be brave
- Take risks
- Keep the young people at the heart of everything you do

Thanks!

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