



**Rossmere
Academy**
ENRICHING EDUCATION

Adapted Curriculum Handbook

Learning without limits.

Every child. Every pathway. Every success.



Introduction

At Rossmere Academy, we believe that every child deserves a curriculum that enables them to flourish.

Our Adapted Curriculum has been carefully designed for children whose learning needs require a personalised approach beyond the expectations of the National Curriculum. Through specialist teaching, nurturing relationships and ambitious expectations, we ensure that every child develops the communication, independence, knowledge and life skills needed to achieve their fullest potential.

Our pathways provide carefully sequenced learning experiences from Early Years through to Key Stage 2, recognising that children learn at different rates and in different ways. Each pathway balances academic learning with communication, emotional development, independence and preparation for adulthood.

Whether children are learning within Lion Cubs, Bear Cubs, Butterflies, Dragonflies, Ladybirds, Pandas or within mainstream classes with adapted support, they remain part of one Rossmere family, where inclusion, belonging and success are at the heart of everything we do.



Our Vision

"To provide an ambitious, nurturing and highly personalised curriculum that enables every child to communicate, become independent, develop confidence and achieve meaningful success throughout school and beyond."

Our curriculum is built around five principles



Communication

Building understanding, interaction and expressive language.



Independence

Developing confidence, resilience and life skills.



Meaningful Learning

Learning through practical experiences and carefully adapted teaching.



Wellbeing

Supporting emotional regulation, belonging and positive relationships.



Preparation for Life

Preparing every child for successful participation in school, their community and adult life.



Rossmere Academy
Enriching Education



Our Vision

At Rossmere Academy, we believe every child can learn, communicate, belong and succeed.

Our Adapted Curriculum provides ambitious, highly personalised learning pathways for children whose needs require an approach beyond the National Curriculum. Every pathway is carefully designed around each child's developmental stage, communication needs and strengths, enabling them to achieve meaningful success whilst preparing for the next stage of education and life.

Children learn within nurturing environments where relationships come first, wellbeing is prioritised and high expectations remain at the heart of everything we do.

Our Vision

"To provide an ambitious, nurturing and highly personalised curriculum that enables every child to communicate, become independent, develop confidence and achieve meaningful success throughout school and beyond."



Our Five Principles



Communication

Developing expressive and receptive communication through speech, visuals, Makaton, PECS and AAC where appropriate.



Independence

Building confidence, resilience, self-regulation and life skills so children become increasingly independent.



Relationships

Creating safe, nurturing environments where every child feels valued, understood and ready to learn.



Meaningful Learning

Providing practical, engaging and carefully adapted learning experiences that build knowledge and understanding.



Preparation for Life

Developing the communication, confidence and skills children need for successful participation in school, their community and adult life.

Our Adapted Curriculum

is designed around:



Personalised learning pathways



Specialist teaching



Therapeutic approaches



Inclusive practice



Ambitious expectations for every learner



Preparation for adulthood

Our curriculum is informed by Speech & Language Therapy, Occupational Therapy and Educational Psychology where appropriate, ensuring a holistic approach to every child's learning and development.

Different pathways. Shared ambition. Every child belongs.

The Rossmere Adapted Curriculum

One curriculum. Seven personalised pathways.



At Rossmere Academy, children access the curriculum through carefully designed pathways that match their developmental stage, communication profile and learning needs.

Children may move between pathways as they develop, ensuring the curriculum remains ambitious, personalised and responsive.

Every pathway aims to maximise **communication**, **independence**, **wellbeing** and **academic success** whilst preparing pupils for adulthood.

Our Seven Pathways



Lion Cubs

Reception – Key Stage 1

Early Communication & Interaction

Children with complex communication needs following a highly adapted, play-based curriculum supported through Attention Autism, Makaton and PECS.

- Attention Autism
- Makaton
- PECS
- Play-based learning
- Communication first



Pandas

SEMH Assessment & Specialist Provision

Social, Emotional & Mental Health

Developing emotional regulation, relationships, resilience and positive behaviour through therapeutic practice and personalised learning.

- Trauma-informed practice
- Emotional regulation
- Therapeutic curriculum
- Social skills
- Resilience



Bear Cubs

Key Stage 1

School Readiness

Play-based learning that develops communication, routines, confidence and early learning behaviours.

- Play-based curriculum
- Communication
- School routines
- Social interaction
- Early learning skills



Butterflies

Years 2–5

Early Academic Learning

Children working within EYFS and early National Curriculum expectations with a strong emphasis on phonics, communication and number.

- Read Write Inc.
- Early maths
- Communication
- Independence
- Problem solving



Dragonflies

Years 3–6

Developing Core Skills

Children requiring significant curriculum adaptation whilst developing reading, writing, mathematics and independence.

- Reading fluency
- Writing
- Mathematics
- Independence
- Life skills



Ladybirds

Key Stage 1

Communication Through Play

Highly supported communication-rich provision focusing upon language, play and early learning.

- Early phonics
- Communication
- Choice making
- Adult-supported play
- Early learning



Mainstream Pathway

Reception – Year 6

Inclusive Mainstream Learning

Children access the National Curriculum through adaptive teaching, scaffolding, reasonable adjustments and specialist intervention where appropriate.

- Adaptive teaching
- Quality First Teaching
- Targeted intervention
- Inclusive practice
- High expectations

All Pathways Share



Communication
We build expressive and receptive communication.



Relationships
We create safe, nurturing relationships where every child belongs.



Independence
We develop confidence, resilience and life skills for the future.



Ambition
We provide meaningful, engaging learning experiences.



High Expectations
We have high aspirations for every child, every day, in every pathway.



Preparation for Life
We prepare children for successful lives in school, community and adulthood.

Different starting points. Shared destinations. Every child belongs.



Lion Cubs

Reception – Key Stage 1

Early Communication
& Interaction

Lion Cubs is for children with severe and complex communication needs who benefit from a highly adapted, sensory-rich, play-based curriculum.

We focus on communication, connection and exploration to help children develop their attention, interaction and early learning skills in a nurturing and structured environment.



Our Aim

To develop attention, communication and interaction skills through meaningful, sensory-rich experiences that build confidence, independence and readiness to learn.



Who is this for?

Children in Reception and Key Stage 1 with:

- Severe and complex communication needs
- Autism and/or social communication difficulties
- Developmental delay
- Sensory processing difficulties
- Additional physical and medical needs



Our Approach

- Communication first
- Attention Autism
- Makaton
- PECS
- Intensive interaction
- Sensory integration
- Play-based learning
- Structured routines
- Visual supports
- Positive relationships



What Learning Looks Like

- Building attention and engagement
- Developing communication through symbols, signs and language
- Exploring through sensory and play
- Following routines and transitions
- Developing independence in personal care
- Early academic exploration linked to individual needs



Outcomes

- Improved attention and engagement
- Increased communication and interaction
- Greater independence in daily routines
- Progress in social and emotional skills
- Readiness for learning across all environments
- Preparation for the next stage of education

Key Strategies We Use



Attention Autism

Engaging children through attention building and fun, motivating activities.



Makaton

Using signs and symbols to support understanding, expression and choice.



PECS

Developing functional communication through picture exchange.



Sensory Play

Providing rich sensory experiences that promote exploration, regulation and calm.



Structured Routines

Predictable routines and visual timetables to support security and learning.



Family Partnership

Working closely with families to share strategies and celebrate progress.

“ Every small step in communication is a giant leap in confidence.
We celebrate every success. ”



Pandas

SEMH Assessment & Specialist Provision

Social, Emotional & Mental Health

Our Pandas provision is a specialist SEMH class commissioned by Hartlepool Council for children across the town.

Children may have been at risk of suspension or permanent exclusion in their previous school and are likely to present with significant emotional regulation, trauma and challenging behaviours.

We provide a safe, nurturing environment where children can rebuild trust, develop emotional resilience and the skills needed to re-engage with learning and eventually return to mainstream classes successfully.



Our Aim

To nurture, restore and empower children to develop emotional regulation, positive relationships and the skills needed to access learning and successfully transition back to mainstream education.



Who is this for?

Children with significant SEMH needs who may have:

- Experienced trauma
- Persistent and challenging behaviours
- Difficulties regulating emotions
- Social communication difficulties
- Been at risk of suspension or exclusion
- Low self-esteem and anxiety
- Barriers preventing access to mainstream learning



Places are commissioned by Hartlepool Council for children across the town.



Our Approach

- Trauma-informed, relational practice
- Attachment-aware nurture
- Emotional regulation strategies
- Consistent routines and boundaries
- Behaviour as communication
- Restorative practice
- Individualised support plans
- Collaboration with families, schools and external agencies



What Learning Looks Like

- Developing self-awareness and emotional literacy
- Building coping and regulation strategies
- Strengthening relationships and social skills
- Rebuilding confidence and self-esteem
- Personalised academic learning linked to individual needs
- Developing independence and resilience
- Preparing for successful transitions back to mainstream



Outcomes

- Improved emotional regulation and self-management
- Reduced incidents of challenging behaviour
- Increased engagement in learning
- Stronger relationships and communication skills
- Improved attendance
- Successful reintegration into mainstream classes
- Positive life skills for long-term success

Key Strategies We Use



Nurture & Relationships

Building trust, attachment and positive connections.



Emotional Regulation

Teaching strategies to manage feelings and behaviour.



Safe & Calming Environment

A predictable, supportive space where children feel secure.



Restorative Approach

Repairing relationships and building empathy and accountability.



Personalised Learning

Tailored curriculum to meet individual needs and interests.



Transition Support

Carefully planned pathways back to mainstream success.



When we nurture today, we empower tomorrow.

Every child can succeed.





Dragonflies

Years 3–6

Developing Core Skills

Dragonflies is our full-time, flexible provision that supports children across Years 3–6 who need significant adaptation to the curriculum.

Children access Dragonflies at different times throughout the school day, depending on their individual needs. The provision is designed to build core academic skills, independence and confidence so children can succeed in school and beyond.

We work closely with families, mainstream teachers and external professionals to support every child to make progress and re-integrate fully where possible.



Our Aim

To develop essential academic skills, independence and resilience so children can access the curriculum, participate confidently in school life and achieve successful transitions into mainstream lessons and future opportunities.



How Our Day Works

MORNING

Focused academic time

Children access either:

- Maths Group
- English Group

Small group teaching, targeted interventions and individualised support help children build understanding and confidence in core skills.

AFTERNOON

Personal development and curriculum time

Children follow the same curriculum as Pandas, focusing on social, emotional and mental health, independence and life skills.

Children across Dragonflies and Pandas may work together in the afternoon.



A full-time provision with flexible access throughout the school day.



Who is this for?

Children in Years 3–6 who may:

- Have significant gaps in learning
- Need a highly adapted curriculum
- Experience social, emotional or behavioural difficulties
- Find the classroom environment challenging
- Require support to re-engage with learning and peers



Our Approach

- Individualised learning plans
- Highly adapted curriculum matched to need
- Small group teaching
- Focus on reading, writing, maths and communication
- Behaviour as communication
- Restorative and relational practice
- Building independence and self-regulation
- Positive relationships and high expectations
- Collaborative working with staff, families and agencies



What Learning Looks Like

- Securing skills in reading, writing and maths
- Improved understanding and application of key concepts
- Developing vocabulary and communication
- Building independence in learning and daily routines
- Engaging in practical and sensory-rich activities
- Social and emotional learning and reflection
- Preparing for successful re-integration into mainstream lessons



Outcomes

- Improved attainment in core subjects
- Increased independence and resilience
- Better emotional regulation and behaviour
- Stronger confidence and self-esteem
- Improved engagement in learning
- Successful re-integration into mainstream lessons and school life

Key Strategies We Use



Small Group Teaching

Targeted support in maths and English to accelerate progress.



Individualised Learning

Learning tailored to individual needs, strengths and starting points.



Practical & Engaging Curriculum

Hands-on, meaningful activities that build skills and motivation.



Relationships First

Building trust and positive connections that unlock learning.



Restorative Practice

Repairing relationships and building empathy and accountability.



Re-Integration Focused

Preparing for and supporting successful transitions back to mainstream.

“ Small steps today build strong foundations for tomorrow.
We believe in every child's potential. ”





Butterflies

Years 2–5

Early Academic Learning

Butterflies is a morning provision for children in Years 2–5 who need targeted support in their early academic learning.

Children access specialist teaching in maths, English and phonics in small groups with highly personalised support.

In the afternoons, children transition to their mainstream classes to follow the full curriculum with appropriate adaptations, scaffolding and support to help them succeed.

This blended approach builds confidence, strengthens core skills and supports independence, resilience and engagement across the school day.



Our Aim

To build strong foundations in reading, writing, phonics and maths so children can access the full curriculum with confidence and achieve success across all areas of learning.



How Our Day Works

MORNING – With Butterflies
Focused learning in:

- Phonics
- English
- Maths

Small group teaching and individual support to build skills, confidence and progress.

AFTERNOON – In Mainstream Classes

Children join their class to access the full curriculum with:

- Adaptive teaching
- Scaffolds and resources
- Targeted interventions
- Specialist support where needed



Butterflies operates in the mornings only.



Who is this for?

Children in Years 2–5 who may:

- Have gaps in early reading, writing or maths
- Need additional phonics support
- Struggle to access whole-class teaching at times
- Need small group teaching and more repetition
- Benefit from a structured morning to build confidence and skills



Supporting success in the morning. Building confidence for the afternoon.



What Learning Looks Like

- Daily phonics teaching and reading practise
- English skills: sentence structure, vocabulary and comprehension
- Maths: place value, number sense, fluency and problem solving
- Small group teaching targeted to individual need
- Regular assessment and rapid feedback
- Preparation for application of skills in the afternoon
- Transition routines to mainstream classes



Outcomes

- Improved reading accuracy and fluency
- Stronger writing confidence and skills
- Secure understanding of maths concepts
- Increased independence in learning
- Improved engagement across the curriculum
- Successful access to mainstream learning
- Positive attitudes and greater self-belief

Key Strategies We Use



Small Group Teaching

Targeted support that meets individual needs and builds confidence.



Phonics Focus

Daily systematic phonics to build reading and spelling fluency.



Core Skill Development

Explicit teaching in English and maths to close gaps and build strong foundations.



Adaptive Teaching

Scaffolds, resources and strategies that help children access learning successfully in afternoons.



Positive Relationships

Building trust, encouragement and a love of learning.



Smooth Transition

Clear routines and support to move confidently from Butterflies to mainstream classes.

“ Strong starts in the morning. Bright futures in the afternoon.
Building skills today. Achieving success tomorrow. ”





Ladybirds

Key Stage 1

Building Strong Foundations

Ladybirds is a morning provision for children in Key Stage 1 who are at the very early stages of phonics and maths.

We provide highly personalised teaching in small groups to help children develop the essential early skills they need to grow in confidence.

In the afternoons, children join other small groups for targeted support or access mainstream classes for a range of curriculum subjects with appropriate adaptations.

Our warm, nurturing environment and consistent routines help children feel safe, secure and ready to learn.



Our Aim

To build strong early foundations in phonics, reading and maths so children develop confidence, make progress and are ready to thrive in their learning.



How Our Day Works

MORNING – With Ladybirds

Focused learning in:

- Phonics
- Maths

Highly personalised small group teaching with practical, play based activities.

AFTERNOON – Flexible Pathways

Children may:

- Join other small groups for targeted support
- Access mainstream classes for some curriculum subjects with adaptations
- Take part in wider learning experiences linked to the whole-school curriculum



Morning focus.
Afternoon flexibility.



Who is this for?

Children in Key Stage 1 who may:

- Be at the very early stages of phonics and maths
- Need small group, intensive support to build basic skills
- Benefit from a structured morning routine
- Need time to build confidence and independence



Focused support in the mornings to build the foundations for success.



Our Approach

- Phonics taught using systematic, synthetic approaches
- Maths taught through practical, concrete resources
- Short, focused sessions in small groups
- High repetition and opportunities for practice
- Play-based and multi-sensory learning
- Positive relationships and nurturing support
- Clear routines and visual structure



What Learning Looks Like

- Recognising and forming letters and sounds
- Blending and segmenting simple words
- Reading simple words and sentences
- Counting, number recognition and basic number facts
- Using language to explain thinking
- Building independence and confidence



Outcomes

- Improved phonics and early reading skills
- Stronger number sense and early maths skills
- Increased confidence and self-belief
- Greater independence in learning
- Successful transition into broader curriculum learning
- Positive attitudes and engagement in school

Key Strategies We Use



Small Group Teaching

Highly personalised support to meet individual needs.



Systematic Phonics

Structured, daily phonics teaching to build early reading skills.



Practical Maths Learning

Hands-on resources to build strong number foundations.



Nurturing Environment

Safe, supportive spaces where children feel secure to learn.



Flexible Pathways

Afternoons tailored to individual needs and curriculum access.



Confidence Building

Celebrating progress and encouraging a love of learning.



Strong starts build bright futures.
Every child has the potential to shine.





Bear Cubs

Year 1 Afternoons

Learning Through Play

Bear Cubs is an afternoon-only provision for Year 1 children who did not achieve a Good Level of Development and still need significant play-based learning.

Based within our 'Sparkles' 2-year-old nursery provision, Bear Cubs offers a nurturing environment where children continue to develop their foundational skills through purposeful play and hands-on experiences.

In the mornings, children may access their mainstream Year 1 class or take part in small group learning. In the afternoons, they join Bear Cubs to build confidence, strengthen key skills and prepare for success across the curriculum.

We celebrate small steps forward and support each child to become curious, independent and ready for the next stage of their learning.



Our Aim

To build strong early foundations through play, so children develop the confidence, skills and readiness to access the full curriculum and thrive in Year 2 and beyond.



How Our Day Works

MORNING – Flexible Learning

Children may:

- Access their mainstream Year 1 class
- Take part in small group learning for targeted support

AFTERNOON – With Bear Cubs

Focused learning through:

- Play-based activities
- Practical exploration
- Small group teaching
- Story, song and talk



Afternoon provision based within 'Sparkles' 2-year-old nursery.



Who is this for?

Year 1 children who may:

- Not have achieved a Good Level of Development
- Need more time to secure early skills
- Benefit from play-based learning approaches
- Need additional support to build confidence and independence



Small steps. Big impact.
Building confidence every day.



Our Approach

- Play is at the heart of learning
- Hands-on, practical experiences
- Focus on communication, language and interactions
- Early reading, writing and number through play
- Opportunities for choice, exploration and creativity
- Nurturing relationships and emotional support
- Consistent routines and visual supports



What Learning Looks Like

- Developing early phonics through play and stories
- Building vocabulary and speaking skills
- Early writing through mark making and experiences
- Number sense through games and real-life contexts
- Developing independence in self-care and routines
- Social skills and turn taking
- Curiosity, imagination and problem solving



Outcomes

- Improved early reading, writing and maths skills
- Increased confidence and independence
- Stronger communication and social skills
- Greater engagement in learning
- Smooth transition into Year 2
- A love of learning and resilience to succeed

Key Strategies We Use



Play-Based Learning

Hands-on activities that make learning meaningful and engaging.



Small Steps Teaching

Short, focused sessions to build essential skills and confidence.



Communication Rich

Talk, stories and songs to develop language and understanding.



Nurturing Relationships

Strong, caring relationships build trust, security and self-esteem.



Continuous Provision

Child-initiated play combined with adult-led learning opportunities.



Transition Ready

Building skills and confidence for success in Year 2 and beyond.

“ Learning through play today. Achieving tomorrow.
Every child has untapped potential. ”





Adapted Mainstream Provision

*Inclusive. Flexible. Supportive.
Every Child, Every Day.*

At Rossmere Academy, the majority of our children learn in mainstream classrooms. We are committed to removing barriers to learning and providing the right support at the right time so every child can access a rich curriculum and achieve their potential.

Through quality teaching, thoughtful adaptations and specialist support, we create an inclusive environment where all children feel valued, supported and challenged to succeed.



Our Commitment

We adapt the curriculum, environment and resources to meet individual needs, build independence and empower every child to thrive.

Specialist Support and Partnerships



Place2Be

Emotional Wellbeing Support

Our in-school counsellor provides a safe, confidential space for children to talk, build resilience and develop emotional wellbeing.

Supporting:

- Emotional regulation
- Mental health and wellbeing
- Social skills and relationships
- Self-esteem and confidence



Future Steps

Occupational Therapy

Our in-school OT supports children with sensory processing, fine motor skills and physical development to help them access learning successfully.

Supporting:

- Motor skills and coordination
- Sensory needs
- Equipment and environmental adaptations
- Independence in self-care



Educational Psychology

Specialist Guidance

Our Educational Psychologist works with staff, children and families to understand needs and shape effective strategies for learning and wellbeing.

Supporting:

- Learning and behaviour assessments
- Advice for school and home
- Strategy development
- Targeted interventions



Other Specialist Support

We work closely with a range of professionals to ensure children receive the support they need.

This may include:

- Speech and Language Therapy
- Pastoral Support
- CAMHS and Early Help
- School Nursing Service
- Vision and Hearing Support

How We Adapt and Support



Quality First Teaching

High quality teaching is the foundation for all learning. Lessons are engaging, inclusive and adapted to meet individual needs.



Curriculum Adaptations

We adapt content, delivery and expectations so all children can access the same learning in ways that suit them best.



Additional Support

Targeted interventions, small group work and individual support help children make progress and build confidence.



Environment and Resources

Classrooms are organised to reduce barriers and provide visual supports, aids and sensory tools where needed.



Every Child is Known

We know our children well, celebrate their strengths and understand their needs. Through strong relationships, regular assessment and collaboration with families, we ensure every child has the right support to learn, grow and succeed.

*Small steps today,
bright futures tomorrow.*



Success Looks Like...

- ✓ Children are happy, confident and engaged in learning
- ✓ They make progress from their starting points
- ✓ They can access the curriculum and achieve their goals
- ✓ They develop independence and resilience
- ✓ They feel safe, supported and part of our school community

**“ We believe in every child. We adapt. We support. We empower.
Together, we help every child shine. ”**

