



## Intent, Implementation & Impact Statement



### Intent

At The Gillford Centre / School 180, our curriculum and support model aim to re-engage, nurture, and empower vulnerable pupils who have experienced exclusion, trauma, or disruption in mainstream education. We intend to build resilience, emotional wellbeing, and engagement through a richly differentiated and therapeutic learning environment that values every student's potential.

### Implementation

- Therapeutic, trauma-informed pedagogy: Staff use emotional regulation strategies, nurturance, and relationship-building in every interaction.
- Personalised learning plans: Each pupil works with a key adult to co-create an adaptive learning pathway with clear academic and emotional targets.
- Integrated support: Partnerships with CAMHS, Educational Psychologists, and multi-agency services ensure holistic intervention and timely review.
- Inclusive, flexible timetabling: Mixed-mode delivery (e.g., one-to-one, small group, in-school) supports transitions and attendance re-engagement.
- Continuous staff development: Regular training and reflective supervision equip staff to respond to SEMH needs effectively.

### Impact

- Improved engagement: Higher attendance, lower exclusion rates, and active participation signal growing trust and connection.
- Positive academic progress: Skill development is tracked across key areas, showing measurable growth even in shorter placements.
- Enhanced emotional wellbeing: Pupils show improved self-regulation, emotional literacy, and readiness to learn—reflected in observations, staff feedback, and pupil voice.
- Successful reintegration: Pupils are better prepared to re-enter mainstream settings or transition to the next stage with confidence.

### **Why this Matters**

This III framework reflects our commitment to meaningful inclusion, recognising that for our pupils, emotional safety and relational support are foundational to learning. It ensures clarity for parents, partners, and inspectors about what we do, how we do it, and the difference it makes.