

“Empowering success through holistic and individualised learning”



## Curriculum Framework

September 2021

We specialise in academic and therapeutic methods to motivate learners with SEND who struggle to engage with mainstream school. We also excel in re-engaging students who for some reason have become a school non-attender, or tuitioned at home. Our curriculum offer will both motivate and inspire new confidence and great a sense of belonging within a special school setting.

## Explanation of how the Curriculum works

### Rationale and Aims:

Our vision is to be an exceptional provider of SEN focussed education with all learners making outstanding progress academically and socially. In order to achieve this vision, our **intent** is:

- to have a bespoke, impactful and well implemented curriculum resulting in demonstratable academic progress and social development.
- build effective partnerships with schools, businesses and parents to further develop our learners future prospects.
- grow a therapeutic ethos that allows communication and personal development to thrive.

Therefore, our Curriculum intends to develop the **5 core principles** of positive behaviour and action in everyone.

**We look after Ourselves** : This part of our curriculum focuses on equipping learners with the skills they need to become healthy and independent individuals able to care for themselves. learners are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted to encourage an active lifestyle, improve self-esteem and social skills and increase competency in gross motor skills. Learners can also participate in Counselling and Wellbeing sessions to help them better manage their emotions and behaviour and consequently become more authentic and independent.

**We look after each Other** : Learners achieve more when they learn to care for each other. Hence this part of our curriculum aims to help learners understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop skills and behaviours needed to lead others and work as part of a team. They will participate in organising events over the year linked to charities and in the planning and running of an enterprise activity within the school.

**We look after our Learning:** We have very high expectations of our pupils and strongly believe that they should gain the relevant currency which they will need to participate fully in today's rapidly

changing society. As such, learners are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Entry Level or Level 1, by the end of Year 10. By the end of Year 11, they are expected to further gain a minimum of 5 more qualifications at Level 1/2. They are also incentivised to develop a love of reading as well as positive behaviours for learning.

**We look after our School, Community and World:** This part of our curriculum encourages pupils to care for our school community. They also begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. This journey is further catalogued through our ArtsMark pathway. They will learn about the changing nature of society in the UK by engaging in the enrichment calendar of events. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment through our work within our Forest School provision.

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**We look after our Futures:** Learners will be introduced to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably. They will also develop problem solving skills to help them to tackle problems in their daily lives. Through our unique Careers pathway, learners will be gradually exposed to careers information to help them develop career awareness and assist them in making informed choices about their future, this begins within our primary cohort. At KS4, they understand why certain mindset qualities are attractive to employers and participate in work experience to enable them to see for themselves, what working in different careers could be like. We expect that they apply and gain a post 16 education or apprenticeship place of their choice before they leave us.

In Primary, learners have distinct curriculum pathways which encompass the following areas for learning: My Communication; My Life, My Community; My Movement; My World; My Creativity; My Maths and My Computing. Our 5 core principles and our distinct primary pathways are intrinsically linked.

## An Organic Curriculum

Each of the five component sections of the curriculum is designed organically to develop each pupil at an individual level to ensure each one has a curriculum offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make **progress at Bronze – Silver - Gold Standards** in their overall Key Stage Curriculum. Each learner's timetable and progression pathway are set by SMT after they complete a series of assessments. Once the data is available an **Academic Flightpath** is put in place and shared with parents and staff. Learners, parents and staff are therefore held to account to ensure standards of progress are achieved along the way and measured termly. We call this process; **Stepping Stones to Milestones**.

Key Performance Indicators are strategically tracked for each pupil, and therefore, with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum with the 'Reading Routes' programme we aspire to support learners to achieve a minimum of five accredited outcomes in years 10 & post 16.

Academic progress is tracked alongside SEND targets and when combined, contribute to the overall achievement of our **Socio-Education Model** for each learner.

Our curriculum is individualised, creative, innovative and flexible allowing for the needs of each learner to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. It has been designed to weave the Independent Schools Standards together and in doing so offers a curriculum that develops the whole child/young person.

Our schools are committed to providing a broad and balanced curriculum for those learners of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a creative curriculum approach and in line with nationally accredited qualification standards.

Primary learners at ALP are offered a broad curriculum in line with their specific needs and attainment levels. The core subjects of English, Maths, Science and PSHE are taught using a variety of methods and where appropriate, incorporate individuals interests - often being taught discretely. Pupil progress is not monitored using dated linear measures, but rather with a focus on the 'seven aspects of engagement', which focuses on pupils skills and abilities around responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation. In line with this model and individual interests, pupils also have access to a range of enrichment activities, practical subjects such as construction and art as well as fishing, cycling and music. Where appropriate learners are able to gain qualifications in these subjects, as well as benefiting from the therapeutic attributes associated with them.

Throughout learning and teaching we offer a five-part curriculum model that consists of the following:

- Academic;
- Therapeutic;
- Enhanced Enrichment;
- Engagement and;
- ASC/SEMH-specific elements.

Through this combination, we deliver highly-personalised learning programmes which meet the specific needs of each pupil based on their EHCP.

The curriculum at our school ensures that our learners have the very best opportunities, as is appropriate to their age, ability and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum we ensure they have opportunities to achieve by promoting our core values of positive attitudes, supportive relationships and respect for everyone. Our curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes and values, to their fullest potential.

#### **Our curriculum is based on:**

- The National Curriculum
- A Creative Curriculum
- Accreditation at an appropriate level at Key Stage 3/4/5

We are totally committed to the development of our learners holistically, to offer them the best start to their formal education - an education that is rich in opportunities & experiences; one that positively influences & ensures lifelong learning, broadening the aspirations, values and opportunities for every child as they grow & develop with us through key stages of learning into adulthood and a chosen career pathway after their post 16 education.

The curriculum forms the basis for the learning & experiences our learners enjoy during their time at school. To us, our school curriculum goes far beyond the required elements of the National Curriculum, its strategies & frameworks, & involves richly imaginative, creative, exciting, inspiring, challenging, fun & dynamic opportunities, with the development of communication skills at the core. As a specialist school for ASD and SEMH this enables teachers and therapists to work collaboratively - bringing the two disciplines together in new and innovative ways. This significantly impacts on their communication skills, learner voice, and the development of personal autonomy promoting improved self-worth and stronger relationships built on mutual respect.

At ALP Leicester, we recognise that there are learner of widely different abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks with a varying degree of challenge, some learners not completing all tasks;
- Grouping learners by ability and setting different tasks to each ability group;
- Providing resources of different complexity;
- Using progress steps to support the work of individual pupils or small groups.

Learners of all abilities have the opportunity to develop their skills, knowledge and understanding, through planned progression throughout their school career, and by offering them an increasing challenge as they move up through each key stage.

**We deliver a curriculum that enhances cultural capital by providing:**

- first-hand experiences
- practical activities
- creative opportunities
- learner independence and choice
- opportunities to work in depth
- visits and visitors
- fun and enjoyment

**The Curriculum:**

- Is a balanced curriculum
- Has clear foci
- Supports the continuity of learning throughout the day/ week/month/ term/ year
- Addresses skills teaching and knowledge development/progression as integral to its success
- Ensures functional skills teaching supports learners' application of theory to practical situations
- Has reduced unnecessary transitions between lessons and staff

To enable our school to deliver a meaningful curriculum to our pupils the Classes in Years 7 -11, pupils are grouped flexibly. This organisation allows learners to work with a range of other learners, and adults, and thereby to develop their interpersonal skills. In addition to building on the main features of the primary curriculum, an age-appropriate curriculum is offered through which learners can continue to learn new skills whilst maintaining & generalising existing ones.

Our mission aims of enabling every learner to use education to help them achieve their full potential no matter what their ability is achieved by:

- Emphasis on the development & application of literacy & numeracy skills in a range of practical, real life situations & further opportunities to be out in the community e.g. shopping, cooking, leisure activities
- Options for some achievements in Literacy & Numeracy to be accredited through Functional Skills
- Exciting cross-curricular topics, drawn from the key stage rolling programmes and curriculum links.
- Wide use of ICT across the curriculum
- A well-developed PSD curriculum through which issues such as relationships, advocacy, safety of self and mental health are addressed.
- Work-related learning opportunities and experiences within the community

## How we enhance the Curriculum offer;

### Subject Skills and Thematic Learning

Some of the ways that learning is organised in our schools are in many ways different to other schools in that we seek to achieve a balance between teaching basic skills, subjects and thematic learning. We aim to achieve this in many ways;

- Our curriculum is carefully planned as a **mix of integrated and discrete elements**. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.
- We plan for **progression in all subjects** to ensure challenge. We also agree on ways to extend and deepen learning through topics and themes in long term planning.
- Everything is **interlinked**. Subject specific language, ideas and skills are taught and a cross-curricular approach is used, especially when this makes learning more meaningful.
- To ensure progression we have essential skills of literacy and numeracy **mapped across the curriculum**. The skills map is constantly revisited. We have weekly standardisation meetings to ensure this continuity.
- All literacy is linked with **thematic work alongside our** 'reading roots' program in KS3/4/5.

We carefully map literacy and numeracy skills across the whole curriculum. We also have themed weeks, enrichment weeks that map across to curriculum areas.

- We really **emphasise the basics** as a strong foundation. We then build a **rich curriculum** on top of this.
- We adjust the **balance** between a focus on basic skills and other subjects to meet the needs of learners if we feel gaps need filling.
- Our medium-term plan identifies the skills and knowledge and how they are targeted at different groups. **Teachers always know where their learners are** with regard to what they know, can do and understand. They use this knowledge to plan next steps.

### Making the most of people and places (Cultural Capital)

This section illustrates some of the many ways **people** and **places** are used to enhance learning opportunities at our schools.

- Art galleries, theatres, museums, local areas, parks, e-learning centres and sport venues are all regarded as part of our **school's learning space**.
- Inspiring guest speakers visit the school to **enhance learning** in our topics. We make good use of contrasting locations to develop learning in a variety of subjects as well as PSD.
- We use **external expertise** to add to our in-school specialisms. For example, we make use of the range of local expertise within vocational subjects and careers to motivate and inspire, focusing on a 'Can Do Attitude'.
- We develop life and entrepreneurial skills by having strong links to **business and enterprise**, involving parents, trade leaders and businesses.
- We work in **partnership** with other schools to share expertise.
- **Learning outside the classroom** is an important feature in our curriculum. We advocate outdoor classrooms and other learning environments not only through the curriculum but through our Forest School provision
- We believe in **rich first-hand experiences**. We take our pupils on trips, including destination linked to careers and future aspirations
- We make sure that every topic is launched with a **stimulating event**, involving artists, actors or other experts, to excite and inspire learners. We seek to conclude the theme with a memorable performance, exhibition or purposeful activity.
- We adapt the curriculum to respond to **current events** and things happening nationally and locally. In the past, we have used events such as the Olympics to **connect learning to life** beyond the school.



## Adapted and Differentiated

**Meeting the needs of learners within a richly imaginative, creative, exciting, inspiring, challenging, fun and dynamic curriculum.**

### **Formal Curriculum: Academic including Vocational Curriculum**

We have the highest expectations of our learners and as such our schools offer a wide range of nationally accredited courses including pre GCSE, Entry level and Functional Skills in literacy, numeracy and ICT. We follow NCFE/CACHE programmes of study as well as ASDAN. Qualifications in life skills, technology, science, and vocational related subjects when added to literacy and numeracy ensure our learners achieve nationally recognised qualifications through years 9 to year 13. Furthermore our careers program provides access and avenues into engagement activities that support meaningful and equitable work (paid/unpaid) opportunities

### **Enhanced Curriculum: Creative & Nurture Curriculum**

Our learners benefit from participating in a variety of activities designed to enrich and enhance the school experience. Our enhanced curriculum is intrinsically linked to personal and social development (PSD) and social, moral, spiritual and cultural (SMSC) education as well as online safety/safeguarding education, and british values. The added element of our enhanced curriculum responds to the interests and aspirations expressed by our pupils and includes charitable endeavours, fishing and work experience opportunities. Furthermore our nurture work in our Forest school provision, Counselling and Wellbeing focuses on raising self- esteem and reducing anxieties within a calm and low stress environment.

### **ASC/SEMH**

By addressing individual needs in relation to a learner having a ASC or SEMH issue, we create learning environments and take informed approaches to ensure the development of each pupil's capacity to learn. Although we offer core subjects, we also can adapt our curriculum to cater for the needs and interests of our learners to ensure they are engaged and excited to learn and this can be unique learning experiences availing of alternative provider settings such as therapeutic farming, motor mechanics, and horse riding.

### **Engagement Curriculum**

Some of our learners may require further individualised support to enable them to flourish in full time education. This engagement support is delivered by organised using our staff resources and can form interventions such as 'team around the learner', 'graduated responses' or links to outreach programmes.

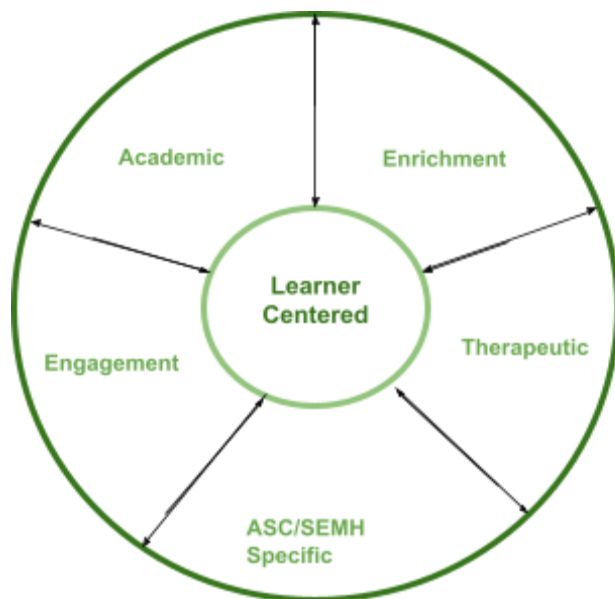
## **Therapeutic Curriculum**

We underpin our academic offer with a wide range of therapeutic interventions such as counselling, wellbeing support (ELSA) speech and language therapy, art therapy and lego therapy. We liaise closely with local authority educational psychology teams to ensure our provision is supported by their knowledge.

### **Our 5 part cycle:**

1. Engagement – we work 1-1 on understanding a pupil's interests, strengths and abilities to form a strong, functional relationship with the child.
2. Stabilisation - Our staff may need to stabilise pupils and ensure attendance through our transitional learning package, pre enrolment and continues throughout the placement.
3. Assessment - Once a secure attachment has formed with their tutor and teachers, pupils are more willing to engage in formal assessment. Our assessments include well- established and evidence-based tools.
4. Integration - We work carefully at each stage of the process to introduce learners to working with another individual, and later in small groups. Confidence and self-esteem are developing and learners are increasingly motivated to achieve. This is the stage where realistic prospects of successful transitions and outcomes emerge, towards a wider social cohesion and personal resilience. At this stage a curriculum and timetable is complete and outcomes set
5. Pathways - We work to ensure every pupil leaves our school with a level of relational and emotional stability, together with a lifelong enthusiasm for learning which allows them to function effectively in all social situations. Ultimately finishing with a minimum of 5 qualifications or equivalent at secondary/post 16.

## Socio-Educational Model



Socio-Educational Model	Performance Outcomes
Academic	<ul style="list-style-type: none"> <li>• 100% of Year 11/12/13 learners achieving 5 qualifications including Maths, Eng and Vocational qualifications.</li> <li>• 80% of learners making substantial and sustained progress in year including 'Reading Routes' and 'Lift Off'</li> </ul>
SEND	<ul style="list-style-type: none"> <li>• 90% of learners making expected progress of EHCP targets</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Overall attendance 90%</li> <li>• 0% NEET</li> <li>• 90% positive Destinations Report- 1 year later</li> </ul>
Enrichment	100% learners completing bespoke curriculum offer 100% of learners accessing Enrichment programme
Therapeutic-SEMH	100% of learners improving their understanding of SEMH barriers using Counselling, Wellbeing, SLCN and DT LAC approach and services.

## Accreditation and Qualifications through our Curriculum Offer

### **Rationale and Aims:**

Each student upon arrival at ALP Leicester will firstly undertake a period of assessment to baseline a range of socio-educational indicators that when analysed enables staff to design in collaboration with the pupil and family a personalised curriculum and timetable to make rapid and sustained progress.

**Accreditation framework:** We always ensure there is challenge within all accreditation routes identified for our learners which is determined through our accreditation framework. This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation, ensure appropriate levels of challenge and all learning is meaningful via our accreditation map/curriculum pathways. As a school our qualifications are accredited by, NCFE, CACHE, ASDAN, AQA UAS and Pearsons.

Please see pathways plan for Primary and Secondary/Post 16

## British Values

Our curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas, PSD lessons and enrichment activities/weeks.

Aspect	Coverage in the curriculum
Democracy	<ul style="list-style-type: none"> <li>● Democracy in Britain is explored from viewpoints throughout the curriculum.</li> <li>● We run our own General Election in school to vote for members of the school council</li> <li>● Key policies reviewed by learners</li> </ul>
The rule of law	<ul style="list-style-type: none"> <li>● The importance of abiding by the law is covered in several of our PSD units and is also covered in 'Substance and Alcohol Misuse' qualifications</li> <li>● Vocational rules within curriculum areas such as Hygiene and Health and Safety are adhered to</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>● Individual liberty is promised and promoted by staff towards and for learners in relation to the choices offered within curriculum areas</li> <li>● Artsmark aims to 'encourage reflection on self identity and future aspirations'.</li> </ul>
Mutual respect	<ul style="list-style-type: none"> <li>● As a school, we encourage learners to show mutual respect to each other, especially within lessons and giving feedback.</li> <li>● Our restorative justice approach to managing behaviour ensures mutual respect and tolerance amongst everyone in the school community</li> <li>● A key focus for in behaviour for learning and restorative justice practices in school.</li> <li>● Anti Bullying week focus on national</li> </ul>

	<p>themes</p> <ul style="list-style-type: none"> <li>• Mutual respect is practised in speaking, listening and communicating tasks whereby learners are taught to listen and consider other people's points of view and respect the turn taking rights of others</li> </ul>
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> <li>• Morals and Values covered in ASDAN units within Keysteps</li> <li>• Our enrichment calendar includes religious festivals and historical events to ensure a variety of multicultural activities and trips are on offer. These are then reflected in curriculum areas such as cooking and construction with celebration foods and items</li> <li>• Equality, diversity and culture themes within literacy lessons across school</li> <li>• Topic themes in Primary cover and focus on cultural diversity in society</li> </ul>

**Statutory teaching of PSD and Sex and Relationship Education**

	Key Stage 2	Key Stage3	Key Stage 4/5
<b>Age</b>	7-11	12-14	15-19
<b>Groups by stage</b>	3-6	7-9	10-13
<b>PSD</b>	✓	✓	✓
<b>Sex and Relationships education</b>	✓	✓ (Level 1)	✓

## Careers programme -

### Intent Statement:

**To work towards independent living and working, choice, hope, optimism, adaptability and resilience, access to and engagement in meaningful and equitable work in all forms both voluntary and unpaid, opportunities to learn and make progress, and the pursuit of well being and happiness.**

**Our aim is to identify how our learners can access these intentions, what they need in order to access these intentions and what their priorities within these intentions need to be.**

**Primary** - have a careers lesson once a week. It is linked to the CDI framework and I link it to the IPC (International Primary Curriculum).

We run educational trips and employer encounters. These introduce Primary learners to working life early on and help to create a welcoming culture towards working life.

**Secondary** - Employer encounters can help identify and address any gaps in skills and knowledge. Social background has a profound effect on progression in learning and work. Expanding employer encounters broadens learners horizons for action and can help create working relationships through networking and providing options when considering work experiences and such like. This is a vital part of career education.

### Qualifications achieved for learners

Careers Pathways - the pathway is bespoke to our learners to ensure they achieve within an individualised timeline.

**Primary** - No qualification

### **Secondary:**

ASDAN Careers

NCFE Enterprise

NCFE Employability

## Sport/PE

ALP Leicester has a total commitment to sporting participation and excellence and recognises the benefit sport can make to the lives of our young people. We offer the chance for learners to take part in a wide variety of sports.

The following is a list of the sport for which we typically offer through our curriculum:

### **Primary Mondays:**

- Term 1 - Tennis / Badminton
- Term 2 - Walking outdoor or biking and Dodgeball
- Term 3 - Hockey
- Term 4 - Swimming (ASA Accredited)
- Term 5 - Football
- Term 6 - Goldhills - outdoor play

### **Primary Fridays:**

- Fundamental skills;
- Term 1 - Multisports
- Term 2 - Athletics
- Term 3 - Gymnastics
- Term 4 - Throw catching and balancing
- Term 5 - Dance
- Term 6 - Teamwork games

### **Secondary:**

#### **All level 1 Sports (Accredited)**

- Term 1 - Football and Basketball
- Term 2 - Leisure activities;  
Badminton, Rock climbing  
Outdoor pursuits - shooting
- Term 3 - Boxing and Dodgeball
- Term 4 - Boxing and Hockey
- Term 5 - Rounders and Tennis
- Term 6 - Team games - recap all sports

The range of sports is delivered through core PE and accredited NCFE qualifications. We have a PE specialist leading on sports to coordinate termly plans to ensure high impact activities to build leadership, confidence, mobility and self worth in all our learners.



## Enrichment

We have changed the delivery of Enrichment for the 2020/2021 academic year. We are now embedding Enrichment into other sessions/curriculum areas -

- Core curriculum subjects (English, Maths, ICT, and Science)
- Vocational subjects (ASDAN, NCFE qualification)
- Creative subjects (Art, Cooking, Music, and Construction)

We hope that this change will positively impact our learner's learning by showing them that Enrichment is relevant in all aspects of their lives, promoting awareness, and giving them the opportunity to form their own opinions.

## Enrichment Calendar 2020/2021

Term	Weeks	Dates	Activity
A U T U M N	1	24-28th Aug	
	2	31-4 Sept	
	3	7-11 Sept	
	4	14-18 Sept	
	5	21-25 Sept	
	6	<b>28-2 Sep/Oct</b>	Healthy Living week (28th Sep) Black History month(1-31st Oct)
	7	<b>5-9 Oct</b>	
	8	<b>12-16 Oct</b>	National Democracy week
	9	<b>19-23 Oct</b>	<b>HALF TERM</b> <b>(Navratri celebration start)</b>
	10	<b>26-30 Oct</b>	
	11	<b>2-6 Nov</b>	Bonfire/ Guy Fawkes (5th Nov)
	12	<b>9-13 Nov</b>	Remembrance Day (11th Nov)
	13	16-20 Nov	Diwali Celebration start (14th Nov) Anti-Bullying Week (15th-20thNov)
	14	23-27 Nov	

	15	30-4 Nov/Dec		
	16	<b>7-11 Dec</b>	Human Rights Day (10th Dec) Christmas celebrations	
	17	14-18 Dec		
<b>S P R I N G</b>	18	<b>21-25 Dec</b>	<b>END OF TERM 1</b>	
	19	<b>28-1st Dec/Jan</b>	<b>END OF TERM 1</b>	
	20	4-8 Jan		
	21	11-15 Jan 18 - 22 Jan		
	22	25-29 Jan		
	23	1-5 Feb	LGBT Month E-safety Week (2nd Feb)	
	24	8-12 Feb	Chinese new year (12th Feb)	
	25	<b>15-19 Feb</b>	<b>HALF TERM</b>	
	26	22-26 Feb		
	27	1-5 Mar	Careers week World book day ( 4th March)	
	28	<b>8-12 Mar</b>	Comic relief (12th March)	
	29	<b>15-19 Mar</b>	Science week(15th March)	
	30	<b>22-26 Mar</b>	Easter celebrations	
	31	<b>29-2 Mar/Apr</b>	<b>END OF TERM 2</b>	
	32	<b>5-9 Apr</b>	<b>END OF TERM 2</b>	
	33	12-16 Apr	Ramadan month	
	34	19-23 Apr		
	35	26-30 Apr		
		36	3-7 May	
		37	10-14 May	

<b>S U M M E R</b>	38	<b>17-21 May</b>	World Mental Health (18 -24 May)
	39	24-28 May	
	40	<b>31-4 May/Jun</b>	<b>HALF TERM</b>
	41	7-11 Jun	
	42	<b>14-18 Jun</b>	<b>Community and me week</b>
	43	21-25 Jun	
	44	28 -3 Jun/July	
	45	<b>5-10 July</b>	<b>ALP sports day</b>