



The Halifax Academy

Accelerator & Impact

What are Accelerator and Impact classes?

One strand of our inclusion offer is our Accelerator and Impact classes. This provision takes place in the JB building and is targeted towards our students with cognition and learning needs who may not be 'secondary ready' and are working below age related expectations across a number of subjects, particularly English, maths, science, geography and history. Pupils are taught in classes of up to 20 with specialist teachers who adapt the curriculum to meet the needs of their students. These teachers form strong relationships with pupils, enhancing the positive learning environment aimed at accelerating pupil progress.

Additionally, our Impact classes are aimed at pupils who are working significantly below age related expectations and who may have needs across multiple areas. Many students in these classes have an EHCP for their learning needs and may require significant adaptations to the curriculum. Class sizes are much smaller and may provide for up to 10 pupils.

As well as the adapted curriculum, students may be involved in additional intervention to support their learning needs.

Our provision varies year on year, depending upon the needs of pupils in each cohort.

How is the curriculum designed?

All students are taught the full national curriculum as per any other student in our academy. The only difference is that Accelerator & Impact students receive an adapted curriculum, covering the main spine of learning, which better suits their needs and is aimed at accelerating their progress, developing key skills and helping to narrow the gap between them and their peers. Students are still taught creative subjects, the Character curriculum and have their social times with the rest of their year group. It is important that students are fully included across school to ensure they can transition back into main school lessons when they are ready.

Students may move between Accelerator classes and the main school at any point in the school year, depending upon their progress. Progress meetings are held regularly between teachers and faculty leaders to ensure pupils are placed in the classes that best suit their needs.

Strategies to support learning

Adapted curriculum

Students follow the National Curriculum and the main spine of learning is covered. Lessons are adapted to ensure our pupils can fully access the learning at a level suitable to their needs.

Spiral back

Teachers regularly pause during new learning to ensure that pupils can recall prior learning, knowledge and understanding. This ensures that our students know more, do more and remember more.

Voice

To increase pupil confidence and participation we do daily voice activities, giving our students the opportunity to use their voice in a familiar and comfortable environment.

Music in the learning environment

Our classrooms are calm learning spaces that encourage self-regulation. We use music in our lessons, for example during reading and independent working times to create a peaceful atmosphere for our pupils.



Targeted interventions

We support pupil learning with targeted interventions where necessary. These may be for numeracy, reading, phonics, or even handwriting. Some of our pupils may be involved in other whole school interventions such as those that support SEMH.

Parental communication

Communication with parents is key to creating strong learning routines and ensuring high expectations with our students. We offer a number of parent drop-ins and workshops across the year so that parents can support their children at home, as well as encourage the work we do here in school.

Developing skills for life

We support the development of self-regulation throughout each year group, but also provide additional opportunities to develop important life skills. Students in Years 10 and 11 take part in the ASDAN award alongside the national curriculum, ensuring they are ready to move on to their next step as confident, independent young people, with a voice to change the world.

Nurture provision

For some of our most vulnerable students we have our nurture space, providing a reassuring and calming space during social times. This gives our students the opportunity to self-regulate, meet up with their peers or talk to a familiar adult in a relaxed, nurturing environment.

After school intervention/Homework Club

For students struggling to access home learning, as well as the main school homework club, we provide additional opportunities for pupils to meet with their teachers for home learning support. Additional interventions may also take place during this time to further enhance pupil progress.



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