



# PYRLAND SCHOOL

**Enhanced Learning Provision (ELP)**

**Curriculum Booklet for 2025 - 2026**

**Subject Lead: Mrs L Gold**

## **Enhanced Learning Provision (ELP) Curriculum Intent:**

*"I believe that every person is born with talent."*

*Maya Angelou*

Our goal in the ELP is to provide tailored educational experiences for students who require support beyond what is offered in our mainstream classrooms. The primary intent is to help these students overcome barriers to learning, engage with education and achieve their full potential. We foster resilience, self-esteem and a positive attitude to learning. Through small classes and personalised support, we build confidence, raise aspiration, and cultivate ambition—ensuring every student has the opportunity to succeed and thrive. Planning for successful transitions back into mainstream school is a crucial part of our intent.

We are ambitious for our students, and we help them to be ambitious for themselves. Our curriculum enables access to the same high-quality learning as mainstream provision, while specifically addressing gaps in knowledge and skills needed to succeed at KS3 and beyond. We provide a nurturing and stimulating environment where students can grow academically, socially, and emotionally.

Our ELP classes are taught by qualified teachers who have experience of both primary and secondary education. We follow mainstream learning, encompassing the same content and cultural capital as experienced by their peers but with a greater emphasis on closing gaps in their knowledge and skills in verbal and written communication.

## **Enhanced Learning Provision Curriculum Implementation:**

### Year 7 ELP

In the ELP, Year 7 students will be taught English, Maths, History, Geography and French. In addition to these subjects, the students will be taught a bespoke curriculum in computer literacy. The time allocation for each subject is in line with their peers. At Pyrland, we recognise the difficulties experienced by students with SEND in their transition from primary to secondary school. For these students, building strong relationships between staff and students is a key part of a successful secondary experience. In the ELP, Year 7 students will have their lessons delivered in small groups by a maximum of two teachers, ensuring a comprehensive knowledge of the needs of each child. At the same time, we acknowledge the importance of not being isolated from the mainstream school which is why students will remain with their peers for all other lessons. We teach the mainstream curriculum but provide the additional care and support needed to enable every student to thrive. Any move out of the ELP into mainstream lessons will be fully discussed and will involve supported trial lessons.

## Years 8 and 9 ELP

For a small number of students, the need for small groups and more tailored instruction will continue beyond Year 7. Students in Years 8 and 9 will be taught English, Maths and French in the ELP, building on the strong relationships formed with the ELP teachers in previous years. The time allocation for each subject is in line with their peers. In addition to these subjects, the students will be taught a bespoke curriculum in computer literacy.

## Teaching Approaches

Lessons in the ELP will place an emphasis on reading fluency and written accuracy. While following the mainstream curriculum and the Learning Cycle structure, more time is spent upon the building of skills through guided practice, as well as ensuring that scaffolding is in place to allow students to successfully apply their knowledge. Additionally, there is a focus on speed and legibility of handwriting. Lessons make use of modelling, videos and other visual and practical aids to enhance the learning experience. In the ELP, there are clear and consistent routines and expectations across all lessons. This consistency, along with fewer teachers and smaller class sizes, significantly reduces the cognitive load placed on the students.

For more information on the content taught, please refer to the individual subject curriculum booklets.

## Additional Support in the ELP

Phonics – where necessary, phonics instruction will be delivered through lessons and through 1-1 teaching intervention. Progress is assessed through the phonics scheme as well as reading and spelling standardised tests.

Reading fluency – additional 1-1 reading fluency intervention will be used where appropriate.  
Handwriting – 1-1 handwriting intervention will be planned where needed.

## Assessment in the ELP

Phonics assessment

Reading fluency

NGRT Reading comprehension assessment, in line with their peers.

For curriculum subjects, students will be assessed in line with their peers in order to establish their achievement against age-related expectations. Any assessments will be completed in a way that is sensitive to the individual's needs, acknowledging their barriers to learning and implementing agreed access arrangements.