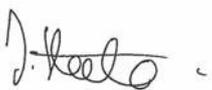




# Curriculum Policy

Version	V5
Last Updated	1 <sup>st</sup> September 2023
Effective until:	31 August 2024 or when there is a change in circumstances or the introduction of legislation or guidance
Lead	Matthew Everson
Ratified	

## Context

At the heart of the school's ethos, "**Freedom to Teach, Learning for life**" is the belief that all young people (YP), whatever their background or ability, will be successful and valued and that their welfare and safety is of paramount importance.

This policy, along with the curriculum map, underpins the school's intent, implementation and impact of the curriculum and its connectedness to assessment and teaching, to secure the best possible outcome for our YP, especially those who have Special Educational Needs and Disability (SEND), are care experienced or in other ways experience disadvantage.

We provide a rich, broad curriculum at an appropriate and challenging level. This supports young people in developing the knowledge and skills that will prepare them for further study, training, and employment. We support YP to attain the highest level of qualifications appropriate to them.

The school is registered to provide education for YP between the ages of 11-25 years, in line with the SEND Code of Practice 2015. There are four elements to our provisions:

- KS3 and KS4 for YP with Education, Health and Care (EHC) plans
- Raise the BAAR our KS3 and KS4 alternative education and Day 6 provision for YP who have been permanently excluded from other schools
- Our 6th form from YP of post compulsory school age, who have (or are being assessed for) an EHC plan
- REACH for young people, who due to their complex needs require a bespoke education, including blended home/community, zoom and site-based learning.

All our education provisions are scaffolded by an innovative fusion of quality education and evidence-based psychology. As a mindful, mental health & trauma informed provider; nurture, empathy, restorative justice, and targeted interventions are embedded within our daily activities. Our highly skilled, emotionally available adults build strong relationships enabling YP to settle to learn. Through the quality of teaching and learning and intentional support, our YP make good progress, achieve positive outcomes, and are prepared for future endeavors and opportunities.

All our young people have individual learning pathways that are underpinned by our three pillars: **Academic Learning, Vocational Learning and Personal Development.**

The quality of our curriculum is judged by how well it meets the educational and personal development needs of our YP. Timetables, schemes of work and medium-term plans are driven by our high expectations. There is a focus on outcomes and positive destinations.

All YP of compulsory school age receive a varied curriculum that gives them experiences in the seven areas of learning and considers their ages, aptitudes, and needs. Through our curriculum we fully embrace the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In addition, YP in our 6 form have a broad, rich curriculum that also prepares them for work and independence in adulthood through academic, vocational, and personal development pathways.

Many of our YP have significant barriers to learning and extensive gaps in their education. Our curriculum, teaching methods and environment encourage young people to settle and become proactive learners, through active participation. Their wellbeing, personal development, and ability to emotionally regulate is enhanced by our highly skilled workforce and innovative approaches.

Our teaching team complete student observation to ascertain preferred learning styles and understand the strengths of our young people (YP). Once identified, these are included within action and learning plans. By using person-centered methods, we have developed a successful track record of engaging YP in learning and enabling them to achieve progression and positive outcomes.

### Key Stage 3 and Key Stage 4 SEMH Provision

KS3 and Key Stage 4 YP have a rich, broad range curriculum that ensures they experience the seven areas of learning, across their timetable. Each learner follows the examination pathway that is appropriate for them, including GCSE's, functional skills (entry level to L2), and vocational skills and qualifications. This gives each person the opportunity to progress and achieve the best possible outcomes.

The seven areas of learning are experienced in a variety of ways, for example:

**Creative education:** Project based learning, Studio RTY, music, media, graphic and website design, photography, drama, arts awards, World of Wonders (WOW) Friday

**Linguistic and communication education:** GCSE English literature and language, functional skills literacy, lyric writing, reading, developing positive affirmations, poetry workshops, phonetic skills, group discussion, debates, writing instructions, video making and student voice.

**Mathematical education** – GCSE mathematics, functional skills numeracy, Shape, space, and measure, managing money, budgeting, problem solving, collecting data, map skills, time, probability

**Scientific** – GCSE science, integrated science – learning about the human body and mind, horticulture, food tech, group and intervention-based substance misuse sessions, wilderness therapy, forestry school

**Technological** – ICT, using multimedia equipment, communication technology, photography

**Human and Social** – developing positive thinking, problem solving, promoting altruism, SEAL, PSHE Sweet, Health and Social care qualifications, WOW Friday, student voice.

**Physical and aesthetic** – groundwork and environmental work, vocation skills including construction, graphic design and artwork, painting and decorating, woodwork, the beauty of the world and spirituality, mindfulness, physical education including understanding the body, mind, and the external world.

#### **Vocational Learning:**

In recognition of the career choices of many of our YP and in the context of the local skills shortages, we offer a range of vocational learning opportunities. These are delivered by qualified teachers and tutors, including those with extensive sector specific experience and knowledge and are accredited up to Level 2. Our YP can experience a number of these options on a carousel basis. An example of the current offer includes, construction, graphic design, art and design, media and music, dance and health and social care.

Beginning in Y9 YP receive independent careers advice and guidance, including use of **Kudos Inspire**, an on-line platform that identifies the numerous pathways and opportunities available to them. With support this helps them to navigate the complex academic and career landscape and create career plans. <https://www.cascaid.co.uk/kudos/>

### **Personal Development:**

Underpinned by our extensive PSHE (personal, social, health and economic), SMSC (spiritual, moral, social and cultural) development and SEAL (social, emotional aspects of learning) programmes, YP develop their skills and knowledge to become positive British citizens. Through tailored support they address some of the underlying issues that may be limiting their progress and attainment.

Our specialist pastoral and intervention team which includes psychologists, mindfulness teachers, trauma and mental health informed practitioners, Thrive practitioners, health intervention specialists, substance misuse specialists and wilderness therapists work alongside our teachers to deliver the programme that includes:

### **Thrive**

Play is essential for healthy brain development. It improves the cognitive, physical, social and emotional wellbeing of children and young people.

Creative play promotes social and emotional development by integrating feelings with activities and relationships.

For good mental and physical health and to learn life skills, children and young people need a variety of unstructured play opportunities from birth through to adolescence.

Thrive uses the creative arts and play to help children and young people explore their emotions without the need to use words.

The Thrive Approach incorporates arts and play-based activities as a way of building the supportive relationship a child or young person needs to become more open to learning.

The use of the Thrive online tool we identify social and emotional needs of our young people and profile both groups and individuals allowing us to provide targeted action plans drawing on thousands of strategies and practical activities to engage and support healthy social and emotional development. This tool ensures our Thrive Practitioners deliver bespoke learning sequences to each of our young people and our classes group only those who are assessed to function at the same Thrive level.

**Mindfulness in Schools Projects (MiSP).** We follow internationally renowned evidence based Mindfulness in Schools psychosocial education curriculum. Our qualified mindfulness teachers deliver this to our YP, supporting them with self-care and strategies to cope with stress and emotional triggers.

<https://www.raisetheyouth.co.uk/b-mindfulness/>

**SEAL** aims to provide a curriculum that develops social and emotional skills within a structured and progressive framework, that supports KS3 and KS4 YP to develop self-awareness, managing feelings, self-motivation, empathy, and social skills.

These interpersonal and intrapersonal skills have been shown to improve learning and promote emotional health and wellbeing, alongside a range of other benefits to YP, families, and schools.

<http://www.sealcommunity.org/node/356>

The Provision places additional emphasis upon building emotional resilience, promoting good emotional health and improving YP' ability to self-regulate. This is achieved through detailed assessments, including learning assessments currently IDL, Lexia Power Up and MY Maths. Emotional wellbeing assessments include Motional, Thrive, PASS (YP' attitude to self and school) and Outcome Stars. Clear learning pathways are enhanced by structured, evidence-based interventions and frequent monitoring and reviewing of the impact.

Our KS5 caters for post 16 YP who have a range of social, emotional, or mental health needs. The current YP range in age from 16-24 years old. Each student has a bespoke learning pathway based on their age, characteristics, needs, aptitudes, employability or future aspirations. Each individual pathway is designed using Work Star, a holistic tool linked to employability skills and progress towards employment and/or volunteering. In addition to academic and vocational learning opportunities, our PSHE and SMSC personal development program's prepare young people for independence and appreciation of leading a positive life in modern Britain. Impartial careers advice, employment skills, work experience, and support accessing independent travel helps to prepare our young people for work. Independent living skills which include healthy living, wellbeing, connections to support services and pre-tenancy are key focuses within this provision. For many of our YP developing friendships and experiencing working within peer groups away from their family or key significant others, builds the confidence that enables them to explore the wider world and reach their full potential.

### **Academic Learning:**

In line with the student's assessed academic levels, which are regularly tracked and monitored, their career or further education aspirations, a range of accredited qualifications and pathways are offered. These pathways may include GCSE Maths, English, science PSHE Sweet. Functional skills: Maths and English from entry level to level 2. A Level Maths and English.

All Students have a key mentor and regular reviews alongside access to additional education interventions including 'catch up and recovery', 'stretch and challenge,' short bursts of intensive work, 1-1 learning support including reading and comprehension, which enable YP to reach their full potential.

Our ability to provide bespoke, needs led, and personalised programmes alongside effective assessment, tracking and monitoring of SMART targets with detailed feedback and marking supports our young people to make good to outstanding progress.

### **Vocational Learning:**

In recognition of the importance of providing blended vocational opportunities which meet expectations for employability, life skilling, and future aspirations, we offer a range of vocational learning opportunities. These are delivered by qualified teachers and tutors, including those with extensive sector specific experience and knowledge and are accredited up to Level 2. Our current offer includes construction skills such as bricklaying, joinery, plastering, cycle maintenance, CSCS cards, food safety, food and catering, health and social care, Health & Fitness, Leadership in coaching, Hair and Beauty, and Arts Award qualification.

All YP receive independent careers advice and guidance, including the use of *Kudos Inspire*, an on-line platform that identifies the numerous pathways and opportunities available to them. With support this helps them to navigate the complex academic and career landscape and create career plans. <https://www.cascaid.co.uk/kudos/>

Work placement and gaining experience of real-life careers is an important part of our post 16 offer. All our students undertake a Level 1 employability pathway which leads into gaining practical experience within workplaces. This experience is individualised to each student and can be made up of volunteering placements, career linked work placements, or longer-term formal work opportunities and training. Within this pathway students are mentored by experience careers tutors and undertake preparatory tasks such as completing application forms, interview preparation, and workplace shadowing support. Alongside this employability support we engage with a range of partner agencies, predominantly focused around the area local to each student to ensure sustainability and ease of access, some of these partners include CVS organisations, charity groups, and public services such as the fire service.

We acknowledge that employment isn't always achievable or suitable for some of our learners so within our pathway we provide a range of projects themed around enterprise, community groups or 'start-up' social enterprise or community businesses, with advice and guidance in relation to business planning, funding applications, governance and service development.

### **Personal Development:**

**Mindfulness in Schools Projects (MiSP)** We follow internationally renowned evidence-based mindfulness in Schools psychosocial education curriculum. Our qualified Mindfulness teachers deliver this to our YP, supporting them with self-care and strategies to cope with stress and emotional triggers. <https://www.raisetheyouth.co.uk/b-mindfulness/>

We adopt a multi-agency approach to improving outcomes for our young people and their families. This includes social care, Early Help referrals, LA SEND and educational psychology teams, CAMHS and other mental health services, clinical psychologist, substance misuse services and early intervention psychosis team.

## **Provision overview: Raise the BAAR- Key stage 3 and Key stage 4**

Key stage 3 and 4 YP can be referred to Raise through the FPS Framework following an exclusion from mainstream education. It is acknowledged that the YP referred to Raise will need assessment to begin an EHCP application, coordinated by our SENCo team.

The aim of this process is to support the YP and their family in attaining the required level of support to access and engage in the curriculum. During this assessment time all YP benefit from the therapeutic, academic and pastoral support available to all our YP. This can include 1:1 support, bespoke timetable plans, therapeutic and clinical support. Our curriculum offer supports each young person to their permanent educational destination, whether to stay at Raise, another SEMH school provider or a return to mainstream.

To this end the curriculum is structured to continue this learning by focusing on the core subjects supplemented by a varied PSHE and SMSC.

YP access specialist interventions and personal development support to help them to overcome barriers to engagement and learning and to develop emotional and wellbeing skills that prepare them for life in modern Britain. The aim is to integrate them into group learning to improve social interaction and communication skills, wherever possible.

Learning assessments such as IDL, Lexia Power Up and MY Maths, in conjunction with our wellbeing assessments ensure that all YP have an individual Action Plan tailored to their EHCP needs. Thus, ensuring that the curriculum is sufficiently challenging, including for the most able YP.

The effectiveness and relevance of our curriculum and progress made are tracked and monitored by the teacher to ascertain understanding and engagement through stop and check, verbal and written feedback and engagement within practical tasks. Overall progress is overseen by the form teacher and SENCo.

We are fully committed to ensuring that our YP access a rich, broad curriculum. For those YP in KS3 and KS4 they experience the seven areas of learning and access independent careers advice and guidance. In KS5 additional attention is also given to preparation for work and adult life.

### **Academic Learning**

At KS3 YP prepare for GCSEs by studying English, Maths, Science and PSHE whilst also covering a range of other subject areas including Physical Education and Art and Humanities.

In KS4 the focus is on securing accreditation at an appropriate assessed level for each pupil. This includes Level 1 and Level 2 qualifications. For those for whom GCSE's are assessed as appropriate YP can attain these in English literature and language, mathematics, science, and PSHE Sweet. Bespoke sessions in Health and Social Care and Physical Education also feature.

Extra attention is given to improving literacy skills, across the provision.

Targets for attainment will be agreed at the time of referral and will take in to account the pupil's age, characteristics and aptitudes, current assessment of levels and any gaps in learning, timing of the referral, anticipated length of within the provision and whether a part-time or full-time placement.

### **Vocational Learning**

In recognition of the career choices of many of our young people and employment sectors where there are skills shortages, we offer a range of vocational learning opportunities.

An example of the current offer includes construction, graphic design, art and design, electronics and health and social care.

Beginning in Y9 YP receive independent careers advice and guidance, including use of **Kudos Inspire**, an on-line platform that identifies the numerous pathways and opportunities available to them. With support this helps them to navigate the complex academic and career landscape and create career plans. <https://www.cascaid.co.uk/kudos/>

**Personal Development:**

Underpinned by our extensive PSHE, SMSC development and SEAL programmes, YP develop their skills and knowledge to become positive British citizens. Through tailored support they address some of the underlying issues that may be limiting their progress and attainment.

Our specialist pastoral and intervention team which includes psychologists, mindfulness teachers, trauma and mental health informed practitioners, Thrive practitioners, health intervention specialists, substance misuse specialists and wilderness therapists work alongside our teachers.

## REACH

We understand that at times some young people are unable to access learning within a classroom-based setting. Our REACH service enables continued engagement with education by offering home, community, and virtual learning opportunities where this most appropriately meets the needs of our most complex young people. Many of our REACH YP are our most disadvantaged, all have SEND and many are care experienced.

YP access specialist interventions and personal development support to help them to overcome barriers to engagement and learning and to develop emotional and wellbeing skills that prepare them for life in modern Britain. The aim is to integrate them into group learning to improve social interaction and communication skills, wherever possible.

Learning assessments currently IDL, Lexia Power Up and MY Maths, in conjunction with our wellbeing assessments ensure that all YP have an individual Action Plan tailored to their EHCP needs. Thus, ensuring that the curriculum is sufficiently challenging, including for the most able YP.

The effectiveness and relevance of our curriculum and progress made are tracked and monitored by the teacher to ascertain understanding and engagement through stop and check, verbal and written feedback and engagement within practical tasks. Overall progress is overseen by the form teacher and SENCo.

We are fully committed to ensuring that our YP access a rich, broad curriculum. For those YP in KS3 and KS4 they experience the seven areas of learning and access independent careers advice and guidance. In KS5 additional attention is also given to preparation for work and adult life.

### **Academic Learning**

In-depth assessments benchmark and monitor academic levels. Experienced and qualified teachers and teaching assistants offer home/ community based 1-2-1 academic sessions which supplement digital learning opportunities linking YP to on-site classroom sessions enabling them to take part in group learning. Challenging targets are set, including for the most academically YP.

For YP who have fallen behind, a catch-up and recovery curriculum is designed to ensure that REACH YP are delivered English and math's skills builder sessions to support any gaps in learning and aid future academic and personal development achievements.

A range of qualifications are delivered at KS4 and KS5, including functional skills, GCSE's, and A levels.

The seven areas of learning are experienced in a variety of ways, for example:

**Creative education:** Project based learning, design, photography, arts awards, WOW Friday

**Linguistic and communication education:** GCSE English literature and language, functional skills literacy, lyric writing, reading, developing positive affirmations, poetry workshops, phonetic skills, group discussion, debates, writing instructions, video making

**Mathematical education** – GCSE mathematics, functional skills numeracy, Shape, space, and measure, managing money, budgeting, problem solving, collecting data, map skills, time, probability

**Scientific** – GCSE science (Biology and Physics), integrated science – learning about the human body and mind, horticulture, food tech, group and intervention-based substance misuse sessions, wilderness therapy, forestry school

**Technological** – ICT, using multimedia equipment, communication technology, photography

**Human and Social** – developing positive thinking, problem solving, promoting altruism, SEAL, Health and Social care qualifications, WOW Friday

**Physical and aesthetic** – vocation skills including construction, joinery, artwork, painting and decorating, the beauty of the world and spirituality, mindfulness, physical education including understanding the body, mind, and the external world.

Beginning in Y9 YP receive independent careers advice and guidance, including use of Kudos Inspire, an on-line platform that identifies the numerous pathways and opportunities available to them. With support this helps them to navigate the complex academic and career landscape and create career plans. <https://www.cascaid.co.uk/kudos/>

### **Vocational Learning**

Our fully equipped Skills Centre offers REACH YP vocational learning opportunities in Construction (including CTIB Health, Safety and Environment Tests, required to then qualify for a CSCS card), graphic design, art and design, food safety and health and social care.

Learning takes place in 1-2-1 and small hub settings for YP with complex social needs to allow more focussed, productive learning.

Work and volunteering experience opportunities, along with approved educational visits enable young people to experience different workplaces and careers options. Visits to local FE colleges and training providers also enable young people to explore additional opportunities to continue their education in their chosen career pathway.

### **Personal Development**

Underpinned by our extensive PSHE, SMSC development and SEAL programmes, YP develop their skills and knowledge to become positive British citizens. Through tailored support they address some of the underlying issues that may be limiting their progress and attainment.

Our specialist pastoral and intervention team which includes psychologists, mindfulness teachers, trauma and mental health informed practitioners, Thrive practitioners, health intervention specialists, substance misuse specialists and wilderness therapists work alongside our teachers to deliver the programme that includes:

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These interpersonal and intrapersonal skills have been shown to improve learning and promote emotional health and wellbeing, alongside a range of other benefits to YP, families, and schools.

<http://www.sealcommunity.org/node/356>

The Provision places additional emphasis upon building emotional resilience, promoting good emotional health and improving YP' ability to self-regulate. This is achieved through detailed assessments, including learning assessments currently, which measure reading, spelling, comprehension, and math skills and IDL, Lexia Power Up and MY Maths. Emotional wellbeing assessments include Motional, Thrive, PASS (YP' attitude to self and school) and Outcome

Stars. Clear learning pathways are enhanced by structured, evidence-based interventions and frequent monitoring and reviewing of the impact.

**Related documents:**

- Curriculum Map
- Curriculum Ethos
- SEND policy
- Literacy policy
- Math's policy
- Qualification Provision Offer