




Curriculum Policy

Our goal is to ensure that each student thrives in all aspects of learning, personal development, and life: at the heart of the school's ethos, "Freedom to Teach, Learning for life" is the belief that all young people, whatever their background or ability, will be successful and valued and that their welfare and safety is of paramount importance.

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Leads:	Louise Bridge & Douglas Walmsley
Ratified:	



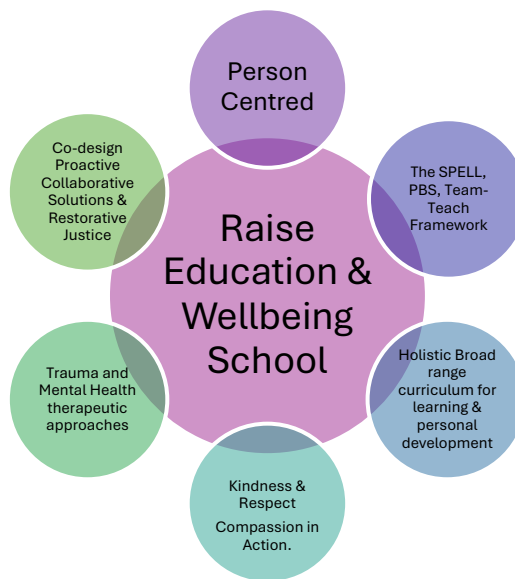
Freedom
to teach



Learning
for life



Welcome to Raise Education and Wellbeing School offer



Ethos

We have unified a community of passionate, caring, highly skilled, and experienced professionals dedicated to doing our very best for our students. Our commitment is to be a school that not only promotes the **wellbeing of all its stakeholders** but also ensures that children and young people remain at the centre of everything we do.

At the heart of our mission lies a steadfast commitment **to bringing people, communities, partnerships, and industry together to raise the youth and invest in the future. Our school community and collaborative partnerships offer and provide our students with a holistic programme of learning, personal development, and therapeutic activities.** This comprehensive approach is designed to empower our students at every level.

- **Be Safe & Feel Safe:** Ensuring a secure environment that nurtures the sense of safety among all students, and where safety is paramount allows our students to thrive without concerns about their well-being.
- **Promote Their Health & Wellbeing:** Implementing practices that support physical, mental, and emotional health. Our programmes are infused with initiatives that promote health and wellbeing. From physical activities to mindfulness sessions, every aspect is designed to forge strong bodies and resilient minds because we recognize that a healthy student is a flourishing one
- **Have Fun & Experience Happiness:** We believe that learning should be enjoyable. Our curriculum includes fun activities that contribute to a happy school and creating opportunities for joy and positive experiences within the school community. We strive to infuse fun and happiness into the educational journey, crafting moments of laughter and awe that ignite passion and foster lifelong memories.
- **Learn & Develop Essential Knowledge, Skills, and Attitudes:** Our tailor-made curriculum equips students with the critical tools needed to succeed in all facets of life. Providing educational experiences that foster growth, resilience, and a readiness for future challenges and opportunities.

Understanding Our Students at Raise Education and Wellbeing School

At Raise Education and Wellbeing School, we are acutely aware of the rich diversity of our students and the array of factors that can influence their attendance, readiness to learn, and engagement with the educational and social aspects of their lives. We recognize that a number of our pupils have faced substantial educational and social challenges, alongside prolonged periods of missed learning opportunities throughout their academic journey.

The Challenges Our Students Face

A significant portion of our student body has been permanently excluded from various educational settings, including mainstream schools, Pupil Referral Units, and Specialist Education Placements. Many are managing Social, Emotional and Mental Health (SEMH) needs, are in the care of the Local Authority (Looked After Children or LAC) and have encountered Adverse Childhood Experiences (ACE).

These students often have multiple agencies involved in their lives, such as Children’s Social Care, Child and Adolescent Mental Health Services (CAMHS), and connections with the Criminal Justice System. Against this backdrop of complex and multifaceted challenges, **Raise Education and Wellbeing School** pledges to:

- Offer extensive support tailored to the unique needs of each student.
- Prevent further adverse experiences where possible.
- Improve the life trajectories of our students by addressing the root causes of their difficulties.

Our Commitment to Support

Our framework is designed to cater specifically to children and young people who have been impacted by adverse childhood experiences. Through our SEMH framework, we aim to provide intensive and specialist support. This ensures that our students who have Special Educational Needs and Disabilities (SEND)/SEMH or who are looked after can thrive in a safe environment, make educational progress, and receive the support necessary to foster wellbeing.

We approach every situation mindfully, focusing on being present and engaging with our students through compassion, love, forgiveness, and a deep understanding of trauma and attachment theories. Restorative justice principles guide our operations, facilitated by a multi-disciplinary team comprised of dedicated adult professionals. These individuals bring exceptional skills, knowledge, and experience to the table, helping our children and young people:

- Stay safe and feel nurtured.
- Achieve their academic and personal goals.
- Be well-prepared for life beyond school, including work and active citizenship.

Addressing Diagnosed Needs

It's important to note that the vast majority of our students come with diagnosed conditions such as Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), and Autistic Spectrum Disorder (ASD).

In addition, many students who have not yet obtained a formal diagnosis are involved within or awaiting on referrals/assessment for a neurodivergent pathway.

Facing Ongoing Adversity

Our students frequently face trauma induced by ACEs, with many continuing to encounter recurrent trauma arising from familial issues, peer conflicts, disruptions in their care arrangements, involvement with the legal system, absences from home, and homelessness. These factors, though not an exhaustive list, contribute to highly risky situations including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). As a result, these young individuals are exceptionally vulnerable, presenting us with a tapestry of complex needs to address.

It is within this context that **Raise Education and Wellbeing School** dedicates itself to fostering an environment where our students can overcome their challenges, fulfil their potential, and confidently step into the world as resilient and empowered individuals.

Our Vision and Commitment at Raise Education and Wellbeing School

At **Raise Education and Wellbeing School**, we are deeply rooted in a philosophy that emphasizes **compassion, personal growth, and community engagement**. Our mission is to cultivate an environment where pupils not only learn but also embody the principles of kindness, compassion, and respect for themselves and others.

Our Educational Approach

We are dedicated to nurturing self-confidence in our pupils, empowering them with the belief that they can achieve greatness, maintain wellness, and make significant contributions to society. We understand that young people are the architects of our future, which is why we invest in their potential by providing:

- A high-quality, person-centred curriculum
- Co-designed and individualised learning experiences
- A diversified program that equips them with essential skills, knowledge, values, and experiences

Our goal is to ensure that each student thrives in all aspects of learning, personal development, and life.

Nurturing Relationships

We pride ourselves on fostering nurturing relationships built on mutual respect, high expectations, and trust. Our team of emotional available adults supports each pupil's learning journey, personal development, and wellbeing. We believe in:

- Fostering attitudes of compassion
- Implementing skilful means of discipline and support
- Holding a high regard for pupils' learning experiences and achievements

Collaboration with pupils and parents/carers is key to promoting a positive attitude towards learning and enabling the development of knowledge, skills, and values necessary for making positive behavioural choices.

Safe and Nurturing Environment

Our caring and committed team comprises highly qualified, trained, and experienced individuals who create a safe and nurturing environment for children, young people, and staff. We are dedicated to ensuring the safety and development of everyone as British citizens. In line with this commitment, we:

- Adhere to the principles outlined in Children and Young People's legislation
- Stay updated and implement best practices from 'Keeping Children Safe in Education' (DfE 2019/20)
- Implement policies and practices that safeguard and promote the welfare of our community

Curriculum and Personal Development

Our broad curriculum includes formal academic learning including the seven areas of learning, core subjects, vocational learning and psychosocial education, social-emotional literacy, and health and well-being support. We aim to:

- Enable students to acquire vital skills, knowledge, and values for personal safety
- Enhance personal, social, physical, and emotional development
- Support and enhance overall learning, personal development and well-being

We prepare young people for adult life, focusing on independent living, citizenship, and personal and professional relationships. Our teaching, care, and support efforts are designed to enable young people to actively participate and contribute to a safe, healthy, cohesive, and prosperous society.

At **Raise Education and Wellbeing School**, we are more than just an educational institution; we are a beacon of hope and guidance, illuminating the path to a brighter future for every student under our care.

Our Multidisciplinary Team & Collaborative Delivery Partners

At Raise, we take pride in our multidisciplinary team's professional expertise, which encompasses a broad spectrum of knowledge, skills, and experience. Our community of professionals is not only robust but also supported by contracts and service level agreements with highly skilled and qualified external delivery partners. These arrangements ensure that our students receive the necessary support to feel safe, protected, cared for, educated, as well as providing them with an assessed comprehensive package of education and wellbeing support.

Our founding directors bring a wealth of experience from various fields including Education, Psychology & Mindfulness-Based Approaches, Social Work & Youth Justice, Accountancy, Business, and Social Enterprise. We boast a cadre of experienced school leaders and managers who are experts in education, training, social care, and psychological and therapeutic services.

Our Specialised Departments and Professionals Include:

- **SEND Department:** Staffed with highly experienced and qualified SENCOs, deputy SENCOs, and SEND administration management,
- **Teaching Department:** lead teachers, senior teachers, and broad range of subject specialist teachers.

- **Vocational Skills Tutors:** Offering expertise in various trades, life skills, and professions.
- **Sports & Fitness Coaches:** Fostering physical education, health and well-being.
- **School Social Worker:** leading and supporting student voice, safeguarding, early help, and providing student welfare and social support within the educational environment and across our school community.
- **Trauma and Mental Health Informed Practitioners:** Providing psychological and social support for our students with complex psychological needs related to adverse child experiences and ongoing emotional and psychological difficulties.
- **Thrive Practitioners:** Promoting emotional and social growth through the development of effective learning strategies.
- **Pastoral Professionals including our youth champions (pastoral practitioners):** Ensuring the welfare and personal development of our students are central throughout our work.
- **HLTAs, TAs, and Intervention and Learning Support Workers:** Assisting in educational delivery and student support.

Collaborations and Contracted Services:

Beyond our internal team, we have established collaborations and contracted services with leading entities in education, health, and therapeutic psychology to deliver:

- **Clinical Assessment & Intervention**
- **Plans, Reports & Review**
- **Professional Consultations**
- **Solution Circles**
- **CPD for Our Whole School Team**

Our Psychology Assessment & Diagnostic Services & Intervention Provision:

- **Horizon Psychology:** HCPC-registered practitioner psychologists offering clinical supervision, health and therapeutic planning, compassion-focused therapies, training, assessing, and monitoring progress.

Re-Connect Now: Specialists in psychological therapies such as Cognitive Behavioural Therapy, Person-Centred Therapy, Integrative Psychotherapy, Play and Art Therapies.

- **Foxfield Riding Centre & Eqwise Riding School:** Providing therapeutic horse riding, equine therapy, and animal care.
- **Ladywood Outreach Services:** Delivering CELF sessions, ADHD and BSCIP observations and write-ups, SPLD assessments, and access arrangements.
- **Bolton MBC Education Psychology Services:** Expertise in assessment and plans, consultation, and training and support.

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

Together, we offer wrap-around care, education, and support to our students, their parents, and carers. This comprehensive holistic package aims to meet their diverse needs and promote overall health, education, personal development, and wellbeing.

Our evidence-based approaches

Raise Education and wellbeing adopt the following theory to inform our knowledge base, practice, and working together to support the meeting of students needs and promoting their wellbeing:

Basic universal human needs (Maslow 1943; Glasser 1998)
 (Choice theory – proposed all behaviour is in the service of one of five main needs: survival, fun, love, power, and freedom)

Survival	Fun	Love and belonging	Freedom	Power
Food Health Shelter Warmth Water Safety Security Protection Rest Air	Play Entertainment Excitement Laughter Passion Enjoyment Learning Growth Mastery Teaching	Connection Trust/Honesty Empathy Appreciation Community Family Friendship Respect Affection Purpose Meaning	Autonomy Independence Individuality Self-empowerment Solitude Choice	Influence Achievement Recognition Competence Efficiency Value

Adapted from Glasser (1998)

Trauma and mental health informed UK

Trauma Informed Schools UK has provided us with an evidence-based framework, which draws together many of the existing aspects of our setting, whilst adding interventions and practices from the ACE study* and protective factors model, the neuroscience of mental health and mental ill-health, particularly Panksepp's emotional systems, and the PRRR model. Together we can build secure attachments, promote prosocial chemicals such as dopamine and oxytocin and reduce toxic stress from excess noradrenaline and cortisol. This framework will help us to fully implement the models for the benefit of our C&YP and staff, to make us a truly trauma-informed organisation.

The Thrive Approach

The Thrive Approach (<https://www.thriveapproach.com/services/whole-school-approach>) draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour.

Working with parents and class teachers, our Thrive practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

The Thrive approach is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through trillions of brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections and sustain negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, Thrive aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn.

Thrive-Online

Central to the effectiveness of the Thrive Approach is Thrive-Online, an online assessment, action-planning and measurement tool.

Thrive-online enables us to:

- Clearly and systematically identify social and emotional needs.
- Profile whole groups as well as individual pupils identified as having additional needs.
- Action-plan at a group and individual level with a raft of strategies and age-appropriate activities that support social and emotional development.
- Measure and report on the progress of whole groups and individuals over time.

SEAL

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>

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:

PACE: Playfulness, acceptance, curiosity and empathy.

[PACE \(Play, Acceptance, Curiosity, Empathy\)](#) is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore. With PACE, troubled children can start to look at themselves and let others start to see them; get closer emotionally and start to trust.

At Raise Education & Wellbeing School we have provided training, resources, time, and direction to enable our managers and leaders to apply emotionally available adult and PACE approaches to help support and listen to young people in need.

We have transformed our youth champion role (key workers) and form teachers within our school/college to become the main emotionally available adults for their children and young people and develop and master their own skills in listening, PACE, and being able to relate and support children and young people.

We have ensured that all adults around raise including business team, facilities manager, and catering staff are aware and able to be emotionally available adults.

The National Autistic Society's SPELL Framework

Raise Education & wellbeing School have been trained and adopt the approaches within the SPELL framework to ensure we can provide and deliver the best practice for our students and staff with diagnosis of ASD/ASC and those on the ASD pathways.

'SPELL is the National Autistic Society's framework for understanding and responding to the needs of autistic children and adults. It focuses on five principles that have been identified as

vital elements of good practice when working with autistic people and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

The SPELL framework recognises the individual and unique needs of each child and adult and emphasises that planning and intervention be organised on this basis. The SPELL framework can be used with all autistic people, regardless of age or level of support needs.

SPELL stands for:

Structure

Positive (approaches and expectations)

Empathy

Low arousal

Links

Structure

Structure makes the world a more predictable, accessible and safer place. We can support autistic people by creating structured environments using visual information. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. Environments and processes can be modified to ensure each person knows what is going to happen and what is expected of them, thereby reducing anxiety.

Positive (approaches and expectations)

We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interests and abilities.

Expectations should be high but realistic and based on careful assessment. Assessments should be made from as wide a perspective as possible and should include a view of the barriers in accessing opportunity. For example, some autistic people may have difficulty with verbal communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech, but this may mask other difficulties.

Understanding each person's skills and strengths is vital when considering how to support the person with what they find challenging.

Empathy

We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

Making efforts to understand, respect and relate to the experience of the autistic person must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible, paying attention to noise levels, colour schemes, odours, lighting and clutter, for example. Some people may need more time to process information, especially speech. Clear information should be given in the medium best suited to the individual, with care taken not to overload or bombard.

Low arousal should not be confused with 'no arousal'. It is of course desirable that people are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled. Supplementary relaxation and arousal reduction therapies, multi-sensory rooms, music and massage, sensory diet etc. may be helpful in promoting calm and general well-being, and in reducing anxiety.'

(<https://www.autism.org.uk/what-we-do/autism-training-and-best-practice/training/the-spell-framework>)

Positive Behaviour Support (PBS) – The Association for Psychological Therapies

Raise have been trained and have adopted the Values, theory, and processes of the PBS approach. Positive Behavioural Support (PBS) is recognised as an evidence based, effective and ethical way of supporting people with learning disabilities across the lifespan, who are at risk of behaviour that challenges. PBS and/or its components has been recommended in several recent policy documents and professional guidelines including the NICE guidelines for Challenging Behaviour.

The core aim of PBS is

1. the prevention and reduction of challenging behaviour by improving the quality of life of the person and those around them.
2. It works by developing and building skills of the person and of those who support them rather than using aversive (i.e. unpleasant) or restrictive (i.e. limits the person's movement or activities) interventions.
3. Practitioners work in partnership with the person and all those who are important to them including family and friends, caregivers, and other professionals and actively include them in assessments, defining targets, implementing interventions, and reviews. [The Association for Psychological Therapies | APT](#)

Sensory Needs practitioner – making Sense (BSensory)

Our school have our very own sensory needs practitioners that work within and with our SEND department to support our students and staff team to meet the sensory needs of our students.

Our Sensory Practitioners are able to:

- Assess and understand the Sensory Processing Difficulties (SPD) of our students and how it presents in individuals
- Sensory integration and how sensory seeking and sensory avoiding behaviour presents itself and the complex relationship they can have
- To understand the different senses, and the key terms used to describe the condition
- How to recognise signs of sensory distress within individuals and how to respond in these situations
- To gather data or profile children's SPD needs and write a Sensory Diet considering the data trends gathered
- The theory behind sensory diet and how to plan your own sessions, assess and group children according to individual needs
- The theory behind sensory circuits and how to plan your own sessions, assess and group children according to individual needs
- Health and safety information in carrying out 'Sensory Circuits' as a planned intervention
- Additional specific sensory issues that need to be considered whilst profiling and designing interventions
- Practicalities of setting up an intervention and the role of a 'sensory needs' practitioner in your setting

Team-Teach

Our School train all our staff members in the specialised de-escalation and positive behaviour and physical handling strategies adopted by Team-Teach training programmes. These approaches to support the care, education and support of our students are for school leaders, managers, and staff members on how to effectively manage incidents within the school that require our team to undertake positive handling interventions using best practices. Our approach is based on psychological, biological, and neuroscientific evidence, which informs us that individuals need time, space, and support to regulate their emotions and restore a sense of safety after experiencing dysregulation. Therefore, it is crucial for our school to handle incidents mindful of these factors and to take proper care for the well-being of our child or young persons based on our behaviour policy and up-to-date evidence-based practices as well as our staff's wellbeing.

When a child or young person enters a crisis state and becomes dysregulated, they may exhibit socially, emotionally, and morally challenging behaviours, such as breaking school rules, engaging in illegal activities, and acting in a manner that may cause them to harm themselves and or others. Staff members may be exposed to these powerful emotions and witness the inability of the child or young person to communicate and manage them effectively. As a result, the child or young person might display anger, rage, and aggression verbally or physically towards themselves, other young people, and or staff and school visitors.

Our main duty is to ensure the safety of all children and young person and our staff members. Therefore, if a child or young person is losing control and poses a risk to themselves or others due to their inability to regulate emotions, we must intervene in their best interest, as well as for the safety of other children and staff members. It is critical to

prevent harm from occurring. In situations where staff members have to dynamic risk assess and manage a child or young person 's crisis state, it is essential that the adult helps and supports the child or young person to remain safe, avoid causing harm to themselves or others, and assist them in co-regulating and self-regulating wherever possible. If all de-escalation and verbally and emotionally approaches of support are not successful and the child or young person requires further help and support the school will follow our policy on using positive handling techniques taught and trained using Team-Teach training.

Mindfulness-Based Approaches for Health and Wellbeing

Raise deliver the following Mindfulness in Schools Project (MISP) programmes:

- **b (dot b)**
- **Paws**
- **Dots**
- **Breathe**
- **. b foundation**

<https://mindfulnessinschools.org/train/mapping-our-curricula/>

Mindfulness-based approaches are essential in promoting self-awareness and awareness of others, as well as the world we live in. These approaches encompass a variety of techniques that help individuals to be present in the moment and engage with their surroundings in a kind and non-judgmental way.

Key Benefits:

- Enhances the ability to notice and manage powerful emotions
- Encourages self-regulation and co-regulation
- Develops skills and attitudes for a mindful life
- Increases flexibility and resilience
- Equips individuals to handle life's challenges effectively

Implementing Mindfulness in Schools:

1. **For Children:** Integrate mindfulness exercises into the daily curriculum to help children learn how to focus, calm down, and reflect on their feelings and actions.
2. **For Staff:** Provide training sessions for teachers and staff to incorporate mindfulness strategies into their teaching methods and personal wellbeing practices.
3. **For the School Community:** Organise workshops and events that promote mindfulness-based life skills, ensuring that the entire school community benefits from these practices.

By teaching children and the school community these valuable mindfulness-based life skills and attitudes, we lay the foundation for a more emotionally intelligent, resilient, and compassionate society. <https://mindfulnessinschools.org/the-evidence-base/>

Our Holistic Curriculum Offer/ Policy

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
- Provision for KS3 and KS4 alternative education and Day 6 provision for YP who have been permanently excluded from other schools
- Our KS5 Provision for 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 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 post-16 provision 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 approach

KS3 & 4 Offer

Our comprehensive curriculum is designed to foster holistic development in our students, providing them with a wide range of personal development programs and therapeutic activities and interventions. In addition to the seven areas of learning, our offer includes:

- **Circle Time:** Extended daily form time focusing on:
 - Settling the amygdala
 - Preparing to learn
 - Gaining support
 - Nurture
 - Mindfulness
 - Zones of regulation
 - Votes for schools
- **Assembly:** Covering SMSC/SEAL themes and votes for schools.
- **Core Academic Subjects:** Tailored to individual characteristics, needs, and aptitudes, offering experiences through various syllabuses and accreditations including AQA functional skills, GCSEs, BTEC, and NOCN awards.
 - Maths
 - English
 - ICT
 - Science
 - PSHE
 - Global Understanding
 - Arts Award
- **Outdoor Education:** Focused on building confidence and competence through activities such as:
 - Team building
 - Orienteering
 - Sailing
 - Kayaking / canoeing
 - Archery
- **Health & Fitness:** Including diverse physical activities like:
 - Gym – cardio, circuits, resistance training, programming and fitness assessment
 - Athletics
 - Bat and Ball Games (football, Rugby, Basketball, Cricket & Rounders)
 - Boxing
 - Biking and BMXing

- Climbing wall
- Staying safe, self-defence and boxing coaching
- **Personal Development & Independent Living**
- **Mindfulness-based Programmes:** Utilizing Mindfulness in Schools Project curriculums.
- **Therapeutic Art and Music**
- **Therapeutic Dance**
- **Wilderness Therapy**
- **Equine Therapy**
- **Skills for Employment**
- **Vocational Skills:** Covering essential skills for various fields:
 - Functional skills (Literacy, Numeracy, ICT)
 - Health & Safety
 - Construction & Environment
 - Health & Social care
 - Hair & Beauty
 - Catering & Food Safety

The subjects mentioned fit into the seven areas of learning in the following ways:

Creative education: Project based learning, Studio RTY, Music, Media, Graphic and Website design, Photography, Drama, Arts awards,

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, and 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 Xello 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://xello.world/en-gb/>

The KS3 & 4 Provision places additional emphasis upon building emotional resilience, promoting good emotional health and improving YP' ability to self-regulate and settle down to learn. 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.

Post-16

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 Xello, 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://xello.world/en-gb/>

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 and volunteering, with advice and guidance in relation to business planning, funding applications, governance and service development.



Curriculum Pathway Overview 2024

	Inspire	Experience	Activate
Overview	<p>This pathway is suitable for student(s) who can be expected to work in small group classrooms. Student(s) can be in Key Stage 3,4 and 5. Student(s) can be expected to sit formal qualifications from Entry Level to GCSE and A Levels. Student(s) may have a range of prior attainment and may have a range of additional needs. The educational curriculum is supplemented by personal development and therapeutic activities.</p>	<p>This a key stage 4 and 5 student(s). The pathway is suitable for student(s) who can be expected to work in small groups. Student(s) will typically have gaps in prior education therefore it is appropriate to focus on core learning, employability and social development. Student(s) will be expected to engage in core learning of Functional Skills maths, English, ICT, employability and PSHE. Student(s) will select at least one further vocational subject aimed at future employment. Student(s) will be educated at our Skill Centre, primarily.</p>	<p>Pathway for Students with Acute Complex SEMH Needs</p> <p>This pathway is designed for student(s) with acute complex SEMH (Social, Emotional, and Mental Health) needs that present as a barrier to learning in small groups and at times within the school environment.</p> <p>The primary focus is to:</p> <ul style="list-style-type: none"> ● Support the learner to feel safe and well ● Re-engage the learner in learning either within the Inspire or Experience pathway <p>There may be instances where it becomes necessary to integrate and embed the 7 areas of learning into an intensive therapeutic and practical learning offer including our bespoke PSHE: Get RIPPED programme. This approach aims to:</p> <ul style="list-style-type: none"> ● Promote safety and wellbeing ● Enhance engagement ● Make every effort to enable the student to return to engaging in more formal aspects of learning at the earliest opportunity <p>Significant time will be dedicated to supporting the student at home and community venues when required due to the acute and presenting complex social, emotional, and health difficulties these students face.</p> <p>In the best interest of the student, their timetable may be adapted to include part-time hours for a fixed period as an</p>

			<p>intervention. This adjustment is agreed upon with the child, their parents/carers, the LA education department, and where appropriate, social care representatives.</p> <p>Key Aspects of the Pathway:</p> <ul style="list-style-type: none"> • All student(s) require a minimum of 1:1 support from the Intervention Support Team. • Students will have access to a school team around them to ensure they receive the necessary care, education, and support. • Student(s) needs, progress, and capacity to reengage are regularly monitored. • Decisions on when to integrate back into group learning and full attendance within school classroom learning are made based on regular assessments to determine the most appropriate time for return to group learning within their form groups.
Intent	<ul style="list-style-type: none"> • -A broad & balanced curriculum at KS3 & KS4 following the National Curriculum. • -At KS5 the curriculum focuses on gaining employability experience, skills and qualifications in vocational subjects. • -We strive to prepare students for employment, further education and/or supported living opportunities. • -In addition to the core education programme as detailed in the Curriculum expectations policy all student(s) have an extensive personal development programme based around actions plans generated using Outcome Star and SNAP-B assessments. 	<ul style="list-style-type: none"> • The primary focus is to ensure student(s) are prepared for future education or employment post 16. • The curriculum is designed to ensure student(s) are prepared with the relevant literacy, numeracy, ICT, employability and PSHE education to move into further study and employment. • Student(s) select vocational curriculum from a range of hair and beauty, construction, health and social care, sport and fitness. • In addition to the subject specific and vocational education all student(s) receive an extensive personal development programme. 	<ul style="list-style-type: none"> • The primary focus is to support student(s) experiencing acute SEMH to re-engage in either the inspire or vocational pathway. • Promotion of inclusion and social integration. • Accelerate progress within the personal development curriculum. • Multi-agency approach to provide the required level of support. This may include clinical support. • Adapt the curriculum to provide a greater therapeutic and wellbeing focus. • Remove barriers to social interaction to allow group learning.

<p>Implementation</p>	<ul style="list-style-type: none"> • Student(s) are grouped considering their key stage, primary SEND / SEMH need and their prior attainment. • This group learns in a secondary model using subject specialist teachers. • Student(s) have access to a nurturing form tutor. The form tutor monitors their overall educational and personal development. • Each learner is allocated a champion who delivers and monitors their personal development against the targets set within their EHCP and Action plan. • Most of the formal academic learning takes place within AM periods allowing for personal development, therapeutic activity and co-curricular engagement to take place in PM periods. • Key Stage 4 and 5 student(s) may also access vocational learning within our skill centre to support future employability. • Key stage 4 and 5 student(s) are offered option subjects to tailor their education towards their interests and future employability aspirations. 	<ul style="list-style-type: none"> • Student(s) have a form tutor who monitors overall progress and provides their PSHE education. • Specialist teachers deliver all aspects of the curriculum. • Student(s) are expected to work in small groups. • Student(s) are grouped considering prior attainment and their primary SEND / SEMH need. • Each learner is allocated a champion who delivers and monitors their personal development against the targets set within their EHCP and Action plan. • Most of the classroom education takes place at our Skill Centre. • Functional skills are delivered from Award, Entry Level to Level 2. 	<ul style="list-style-type: none"> • Student(s) will work on a 1:1 basis with an allocated carousel of school teaching and support staff. • Targeted work may take place across Raise school sites and in community venues. • Learner's timetable may be adapted using part-time hours during a phase of integration. • Student(s)' plans will range from more embedded practical learning with intensive therapeutic activity to include aspects of formal education as the targeted personal development sessions take effect. • Senior Intervention specialists will deliver aspects of the personal development programme. • At set intervals progress is monitored to determine when a learner is ready to integrate in to the inspire or Experience pathway. • Student(s) may move from the inspire or Experience pathway in periods of crisis or post major incident. • There is no limit to the number of times a learner may need to enter the Activate therapeutic pathway throughout their education.
<p>Impact</p>	<ul style="list-style-type: none"> • Progress within all subjects is monitored using our central assessment tracking system and is completed and reviewed each half term. 	<ul style="list-style-type: none"> • Progress within all subjects is monitored using our central assessment tracking system and is completed and reviewed each half term. 	<ul style="list-style-type: none"> • The key indicator(s) of progress within this pathway is that of the safety, engagement, SEMH needs and wellbeing of a young person.

	<ul style="list-style-type: none"> • Year 7-9 students are assessed against the appropriate key stage NC markers. This may be key stage 2 or 3 depending upon prior attainment. • In key stage 4 Student(s) are expected to gain formal qualifications in functional skills or GCSE maths, English and Functional skills ICT. In addition, student(s) select academic and vocational qualifications option subjects. • Progress is monitored against EHCP targets using Evidence for Learning. 	<ul style="list-style-type: none"> • From key stage 4 onwards Student(s) are expected to gain formal qualifications in functional skills maths, English and ICT. • In addition, student(s) aim to gain formal qualification in skills for employment and a range of vocational subjects. • Progress within each aspect of the Outcome Star is reviewed each term. Personal development is delivered by a nominated champion from the Intervention Support Team. 	<ul style="list-style-type: none"> • Progress is evidenced as we expect to see students' plans shift to include greater group education and social interaction. • Student(s) are better able to demonstrate expected values and behaviour in educational settings. • A reduction in anti-social behaviour. • Improved attendance and engagement.
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What about those student(s) not engaging in any of the pathways detailed?

The Attendance and Engagement Pathway (A&E) is designed to support those individuals who are disengaged with all aspects of education.

As a school we understand the diverse nature of our students and the intrinsic and extrinsic factors that can affect attendance, readiness to learn and engagement in both education and social situations. At **Raise Education and Wellbeing School** we provide a specialist team offering bespoke support to all those students who are not fully engaged in their pathway in line with the 3I's below:

Overview	For individuals not engaged in any aspect of education a specialist team are dedicated
Intent	<ul style="list-style-type: none"> • The primary focus is to ensure safety and wellbeing of those student(s) who are persistently struggling with their health and wellbeing and do not engage in any aspect of education. • Establish positive working relationships. • Provide each young person with a trusted and emotionally available adult. • Provide support to families and make appropriate referrals with signposting and support. • Work collaboratively with education departments, virtual schools, social care and other statutory agencies • Increase attendance and engagement with the appropriate curriculum pathway.
Implementation	<ul style="list-style-type: none"> • A dedicated team have a shared caseload of young people. • Home visits are made daily and more intensively periodically to establish positive communication with the learner and their families. • Individual plans are created to engage in known interests, thus providing opportunity to build relationships. • Both student voice and family choice are taken into consideration throughout the implementation phase.
Impact	<ul style="list-style-type: none"> • Greater understanding of factors effecting attendance and engagement • Positive relationship development with student and their support network • Improved attendance and engagement. • Reduction in emotional school avoidance figures. • Improved engagement from parents and carers.