

Curriculum Policy

Aims

To develop a holistic approach to increase participation and reduce barriers to learning through an inclusive approach to ensure that ALL pupils gain enjoyable and accessible educational experiences. We aim to ensure every child makes progress and reaches their full potential.

Our work ethic is based on:

- Responsibility
- Accountability
- Flexibility
- Personalisation

The Model

The team operates on the 3I model:

- Identification of need
- Intervention through personalisation
- Impact

Identification This is based on data. Students who have the highest level of Special Educational Needs are identified and assessed to identify how they work to provide the most suitable curriculum.

Interventions These are based on the data and through discussions and collaboration with skilled and trained members of staff. Students are also interviewed to contribute to areas that they have interests in to tailor make the curriculum offer. A wide range of interventions take place that aim to narrow the gap for the particular student. A range of specialist interventions are offered and are taught in small group/individual situations as required.

Impact -Once interventions are offered, the impact is measured through data analysis and the evidence informs the impact they have had to enable either a change of interventions, a change in personalised curriculum or re-integration into mainstream lessons if they have met the threshold criteria and all stakeholders believe it is in the best interests of the child.

A child centred approach which:

- Diagnose any additional needs
- Baseline assessments Including CAT 4, WRAT 4, DASH, SDQ, NGRT, Salford spelling, BPVS
- Design the curriculum and Interventions
- Literacy and Numeracy Intervention where appropriate
- Build relationships with a core team of staff
- Allocates a key worker for each child
- Staff training
- Flexible curriculum that can be personalised to best meet the needs of the individual
- Parental/Carer engagement

- Building family links to fully support the child
- Team Around The Child meetings to support the holistic approach
- 1:1 mentoring where appropriate
- Circle time
- Social skills as a vehicle for language development
- Liaise with outside agencies
- Liaise with specialist providers for example Speech and Language Therapists, CAHMS and Educational Psychologists

KS3	KS3 A (Year 8 & 9)		KS3 B (Year 8 & 9)		
	English Maths Science ICT PHSE Therapeutic ART Therapeutic Play OAA Technology Project		English Maths Science ICT PHSE Therapeutic ART Therapeutic Play OAA Technology Project		
Y10	Y10 A (Blue Pathway)		Y10 B (Amber Pathway)		KS4 Nurture (Green Pathway)
	English Lang & Lit Maths Science GCSE I Media Princes Trust PHSE Vocational 1 Vocational 2		English Lang Maths Science ELC F-Skills ICT Princes Trust PHSE Vocational 1 Vocational 2 Vocational 3		
Y11	Y11 A (Blue Pathway)	Y11 B (Blue Pathway)	Y11 C (Blue Pathway)	Y11 D (Amber Pathway)	~ English ELC Maths ELC Science ELC F-Skills ICT Princes Trust PHSE T ART Vocational 1 Vocational 2
	English Lang & Lit Maths Science GCSE I Media Princes Trust PHSE Vocational 1 Vocational 2		English Lang Maths Science ELC F-Skills ICT Princes Trust PHSE Vocational 1 Vocational 2 Vocational 3		

BLUE PATHWAY	
Vocational 1	Vocational 2
Construction	ART
MVR	Hair & Beauty
Catering	Childcare
Business	Sport

AMBER PATHWAY		
Vocational 1	Vocational 2	Vocational 3
Construction	Construction	MVR
MVR	Hair & Beauty	Hair & Beauty
Childcare	Childcare	Catering
Sport	Sport	ART

GREEN PATHWAY	
Vocational 1	Vocational 2
Childcare	Catering
Sport	Hair & Beauty
	Construction

Curriculum hours

Subject	Blue Pathway	Amber Pathway	Green Pathway	KS3	Total
MATHS	20	10	5	8	43
ENGLISH	20	8	5	8	41
SCIENCE	12	4	2	4	22
ICT	12	4	2	4	22
PHSE	4	2	1	2	9
P- TRUST	8	4	2	-	14
VOCATIONAL	24	18	6	-	48
PROJECT	-	-	-	4	4
T ART	-	-	2	4	6
T Play	-	-	-	2	2
OAA	-	-	-	10	10
Technology	-	-	-	4	4
	100	50	25	50	225