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1. Aim of the policy

This document aims to outline the Greater Horseshoe School's Policy for the Curriculum.

2. Policy

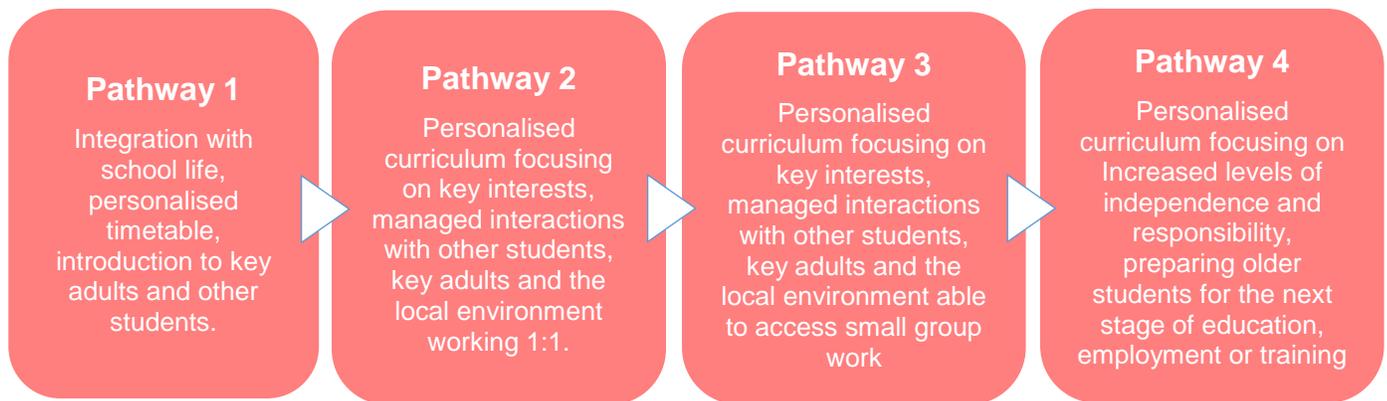
2.1. Curriculum Statement the Greater Horseshoe School

The Greater Horseshoe School is registered by the DfE to provide education for students between the ages of 8-18. Our curriculum covers Key Stages 2, 3, 4 and 5.

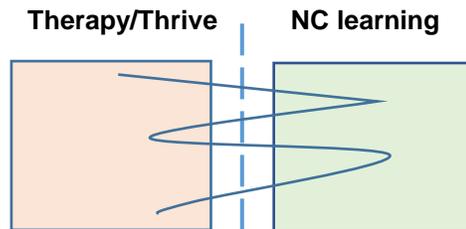
At the Greater Horseshoe School, we recognise that every individual is unique. We aim to provide a bespoke education programme for our students which encourages and supports their participation in learning and which builds confidence and self-esteem. Our curriculum enables our students to value and enjoy education, whilst striving to maximise their potential. The enhanced curriculum at the Greater Horseshoe School is principally designed to re-engage our students with learning thus starting to provide them with opportunities to prepare for successful adult life. Typically, our students have had their learning significantly disrupted and they often struggle to remain focused on learning within the confines of a school environment. Early year traumas may create barriers to success in education and we aim to provide a curriculum that supports students to make real progress in developing the core skills of Literacy, Numeracy and science. In addition, we provide relevant information to foster safer choices and start to develop the vocational skills that will enable our students to live independently and succeed in the world of work.

Particular emphasis is placed on the school's curriculum, communication and self-directed behaviour strategies for a lifelong learning programme. Wherever possible we aim to provide access and inclusion opportunities to mainstream education and other community-based leisure and social activities geared towards the promotion of independent living.

The curriculum is planned to independence and group learning opportunities via a full range of experiences and activities that are appropriate to each student's age, entitlement, needs, abilities and choice. Upon arrival to the school, students are placed on to one of four pathways, assessed through baselining as the most appropriate pathway to meeting the students' needs. The pathway reviews are ongoing and are adjusted according to student's assessment of THRIVE, engagement or progress in attainment or readiness for the next pathway. The pathway model is discussed and agreed in the annual Educations Health Care Plan (EHCp) review and forms the basis for the provision the school provides.



The agreed pathway is the pathway where students are most often assessed at. It is inevitable that students are likely to move between pathways at different stages of their time at school and even day to day or time. As such our approach accounts for this.



The highly experienced, committed and specialist staff team at the Greater Horseshoe School will initially work with each student to identify individual interests and strengths, as well as the particular challenges to be overcome in order to access learning; therefore, our approach is patient, flexible and based on unique individual needs, which are formulated into an Individual Learning Plan. We provide a safe, secure and stimulating learning environment wherein our staff actively seek opportunities to engage and work with students whenever their emotional state enables progress in learning to be achieved. Beyond this, staff will aim to promote independent learning, with the belief that every student has the right and ability to achieve and develop a love for learning. We uphold a culture of high expectation, which supports every member of the school community to grow, develop and maximise their achievement. We aim to establish and maintain positive, dynamic and purposeful working relationships across the school.

All students enter the Greater Horseshoe School with an EHCP providing the basis for their Individual Support Plan. This is a tool by which the school establishes what and how targets are to be achieved. In addition to educational targets other development parameters are set, monitored and reviewed regularly. After a careful initial assessment, including liaison with parents/carers, healthcare professionals, previous educational placements and the local authority, we begin a phased curriculum to enable a structured progression from disengagement and low self-esteem through to confidence and independence.

Throughout this process, students are provided with a high level of therapeutic support and a consistently broad, rich range of learning experiences. Students may temporarily move between pathways within a lesson or the day as their states of regulation and needs change.

Our personalised learning programmes provide students with a relevant learning journey which progresses towards clearly defined aims and outcomes. This is a nationally recognised framework for learning programmes aimed at students who are working predominately towards Entry Level, Level 1 and Level 2. Thus, we work alongside our learners to identify personal progression pathways and create a programme that consists of initial engagement closely linked to their pathway, Vocational learning, Personal and Social Development and Functional Skills (English, Maths and Science). Throughout these programmes, students receive ongoing support, advice and guidance. In line with national expectations, our learning programmes work to enable students to progress towards relevant and realistic outcomes;

1. Further Education – GCSEs, A Levels, or college courses
2. Employment with training
3. Apprenticeship or Employment
4. Independent Living
5. Supported Internship (new from September 2022)

Following our initial assessment process, the B Squared assessment programme provides a baseline assessment for all curriculum areas. This is used to evidence progress and identify intended outcomes and progression pathways. Flightpaths use this information to track and report progress and aspiring destinations. Our students will work towards a suite of accreditation based on prior achievement and ability to learn. The 'building blocks' in our range of accreditation are the AQA Unit Award Scheme (UAS). These provide certification for student achievement in a vast array of learning opportunities across a broad range of curriculum areas; both practical and academic. Since students can join the school at any point in the academic year, the UAS enables accreditation to be gained for short pieces of learning and achievement.

Through analysis of progress data and understanding the needs of our students, the best route for learning is developed with them towards an Entry Level, Level 1 or Level 2 programme comprising of English, Maths, Science, Steps4Life (Connecting STEPS), Creative Arts, Vocational Studies, Physical Education, Outdoor Education, Music, Media, ICT or Food Technology and Learning outside the Classroom dependent on individual interests and choice. Further to this, students gain GCSE awards in a range of curriculum areas, depending

on individual needs and aptitudes. The Greater Horseshoe School has approval as an exams centre from; AQA, Pearson/Edexcel, CIEH, Rockscool Learning (RSL) and City & Guilds.

As well as providing a safe and secure base at our school in Heathfield, we are very fortunate to be able to offer students learning at one of our other sites according to their needs and interests. We are able to provide a broad range of learning opportunities at our nearby Care Farm (ChIPLEY Mill) or at Musers located on the Kind Charles estate in Heathfield a short walk from the school.

ChIPLEY Mill has enabled the school to extend its' curriculum provision into the fields of Animal Care, Horticulture, Land-Based Studies and Discovery and Project, together with an appreciation of our natural environment and sustainability. ChIPLEY Mill Farm also provides enormous therapeutic benefits for many of our students and in future, we hope to develop this facility further in order to enrich our curriculum offer in the areas of; construction, enterprise and retail.

Musers is our Media, Music and technology hub located a short walk from the main school site. Students may spend some or much of their time there, where the site is suited to media and technology but forms the best learning environment for some individuals who thrive in this environment, therefore used by all subjects as a learning space.

In line with the 1988 Education Reform Act, the Greater Horseshoe School strives to promote the spiritual, moral, cultural, social, emotional and physical development of all students in school and society. Through themed days and weeks a selected theme is threaded throughout the curriculum to promote and develop this entitlement. Developing student's spiritual, moral, social and cultural awareness is at the heart of our curriculum and learning outside the classroom is a key area in our work to encourage personal development. Teacher's planning will seek opportunities for students to work together and learn in the surrounding community. Consequently, we accompany students on a wide range of out of school activities including; trampolining, rock climbing, go-karting, dog-walking, bowling, sea-life centre visit, zoo visit, caving, cinema, horse-riding, ice-skating, pottery and visits to local places of interest. We are constantly working to develop a network of suitable employers to increase our provision of work experience placements. Most recently, our students have benefitted from work placements in; Office Administration, Painting and Decorating, Animal Care and in nearby nursery.

The 'enhanced' curriculum offered at the Greater Horseshoe School enables access to a range of therapeutic professions and services through which our students can begin to identify and understand their particular barriers to education, work to increase self-esteem and confidence and reduce any anxieties which may have a damaging effect on progress and future life chances. The school liaises closely with the Residential homes in which our students live on a daily basis and elements of our 'Readiness to Learn' strategy are developed between the homes and school, resulting in a 24/7 curriculum which aims to address individual needs and prepare students for positive learning experiences.

Our overarching aim at the Greater Horseshoe School is to provide the highest quality education where inclusion, enrichment and progression enables personal achievement for all

students in preparation for the responsibilities, experiences and opportunities of adult life (with appropriate levels of support). We actively support British values such as; democracy, law and order, individual liberty and freedom of speech, together with mutual tolerance and respect for race, culture, gender and religious belief through our curriculum and its' delivery. All teachers are responsible to teach and role model these British values and Cultural Capital, as we aim to promote cohesion and prepare our students for life as good citizens in a modern, multi-cultural United Kingdom.

We wholeheartedly believe that our curriculum actively promotes personalised learning and holistically prepares students to experience success and achievement every day, whilst developing the life skills required for a safe, healthy and aspirational independent future.

2.2. National Curriculum Strategy

Subjects are accessible to all students, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each students programme. They can be accredited via **AQA Unit Awards** and build towards **AQA Entry Level Certificates, AQA Functional Skills Level 1 and Level 2** and **GCSE** exam entry where appropriate.

These subjects are:

- English
- Maths
- Science
- ICT

2.3. National Curriculum Foundation Subjects

Subjects are included in programmes of study and are accessible according to ability, need and age. These can include:

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| Computing | History | Art & design |
| Food technology | Geography | Design technology |
| PSHE (incl. RSE, citizenship) | Religious education | Languages |
| Music | Physical education | |

PSHE (Personal, Social, Health, Economic Education), (covered in more detail in its own policy) is embedded within the learning at the school. Whilst students access PSHE through dedicated timetabled times, PSHE themes form a central key to the learning experience at the

school. PSHE support plans drive the needs of students to provide individual PSHE curriculum support alongside the main curriculum. Relationships and Health Education (RSE), also covered by its own policy in more detail is planned in to the curriculum schedule and is planned to meet the statutory frameworks in place, providing students with a sensitive but effective understanding of their bodies, healthy relationships, healthy and safe understanding of sex and health.

Supplementary subjects and therapeutic experiences are available for students to access based on their ability, need, age and preference. These include:

- BTEC Vocational Studies
- Horticulture/Land-based Studies City & Guilds
- Forest School
- Outdoor Education
- Animal Care
- Construction
- Drama Group (Inclusion project)
- Work Experience
- Supportive college placement
- Supported Internship
- Duke of Edinburgh (DofE)

2.4. Independent Living Skills activities are included in programmes of study. These activities are wide ranging and structured to allow for incremental steps in achievement. Activities are grouped into main areas and can be individually accredited through the **AQA Unit Award Scheme and Bsquared STEPSforLife**. These topics are covered in Personal Health and Social Education lessons and further developed in all curriculum areas whenever there is the opportunity to do so. Issues are also addressed in tutorials with individual students.

Our Careers provision provides careers advice and guidance to students from at least Year 7, to best prepare students for the future at an early age including work experience. A bespoke programme is made for students which could be in school or in other employment, supported by our experienced in-house Careers team along with support of Careers Southwest.

2.5. Personal Projects offer a way of combining classroom based learning objectives in functional contexts. They are planned with students from 14+ years and include elements of Transition Action Plans, LA advice, ISP targets, hobbies, interests, work experience, spiritual and cultural events and community access.

3. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

Curriculum Policy

This policy is written by Chris Clements

Date: 1st May 2022

Signed:

This policy is quality assured by Mike Deacy, Regional Director

Date:

Signed:

The policy is quality assured by Governor:

Date:

Signed: