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1. Aim of the policy

This document aims to outline the Greater Horseshoe School's Policy for the Curriculum in line with the schools' vision:

The Greater Horseshoe School has a simple vision; to provide “the best education for every child”. We recognise that this is different for every child that we work with but this vision frames everything that we do. We want GHS to provide the best environment both physically and emotionally to ensure that our children get the best outcomes.

2. Policy

2.1. Curriculum Statement the Greater Horseshoe School

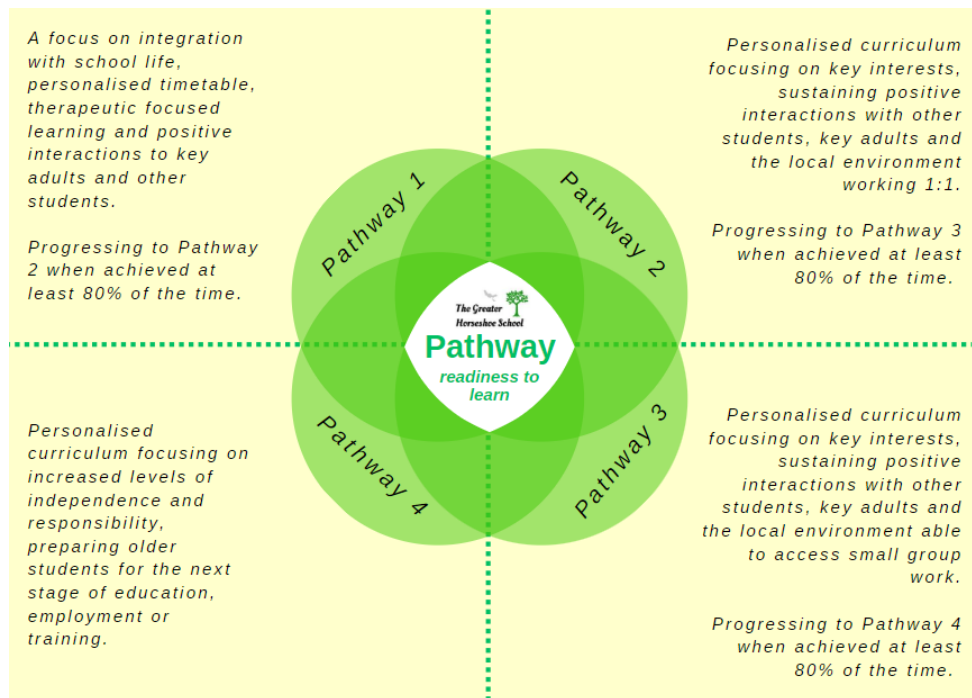
The Greater Horseshoe School is registered by the DfE to provide education for students between the ages of 8-18. Our curriculum covers Key Stages 2,3, 4 and 5. This policy sets out the curriculum through all key stages.

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. We offer a broad and balanced curriculum ensuring students access appropriate statutory curricula. In addition, we provide relevant information to foster safer choices and start to develop the

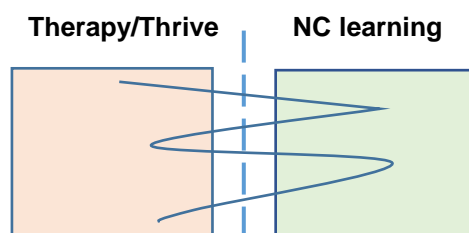
vocational skills that will enable our students to live independently and succeed in the world of work.

Particular emphasis is placed on the school's curriculum, communication and self-directed behaviour strategies for lifelong learning. 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 for independence and group learning opportunities via a full range of experiences and activities that are appropriate to each student's age, needs, abilities and choice. Upon arrival to the school, students are placed on to one of four pathways based on referral guidance and are 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. Students usually progress across pathways when they achieve 80% of their current pathway. The pathways reflect the stage of 'readiness' for learning,



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 personalised learning. We provide a safe, secure and stimulating learning environment wherein our staff actively seek opportunities to engage and work with students. 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 the support and provision put in place. This is a tool by which the school establishes what and how target outcomes 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 and balanced, 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

Assessment

Students will be assessed in the school using assessment systems appropriate to the subject and course requirements, in line with schools' *Marking Policy (SU16)*. Assessment is ongoing,

as formative and summative. School staff assess progress and report using the school's systems as well as bought in assessment programmes including Bsquared Connecting Steps. Progress data is analyzed and reported each term, sending reports home to parents and carers for the Autumn and Summer terms. Interventions and catch ups are informed from this information along with 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 Entry Levels, Level 1, Level 2 or Level 3 programmes. The Greater Horseshoe School has approval as an exams centre from; AQA, Pearson/Edexcel, CIEH, Rock School Learning (RSL), City & Guilds, ASDAN and Arts Award.

The registered address for examination providers is The Greater Horseshoe School, Little Bovey Lane, Heathfield, Newton Abbott, Devon TQ12 6RH and is the site where external examinations covered under external examination requirements will be held. This is to uphold examination requirements and security. Support for students to access examinations at the school site are covered under access arrangements and reasonable adjustments including preparation transition visits where required.

Our provision

As well as providing a safe and secure base at our school in Heathfield, we are able to offer students learning at one of our other sites according to their needs and interests. Students learning at our Care Farm site (Chibley Mill) or at Musers continue to access our broad and balanced curriculum in an approach appropriate to the environment, suiting and meeting students' needs.

Chibley Mill has enabled the school to extend its' curriculum provision into the fields of Animal Care, Horticulture, Land-Based Studies, Design technology and Forest School together with an appreciation of our natural environment and sustainability. Chibley Mill Farm also provides enormous therapeutic benefits for many of our students.

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.

Students will follow the school INTENT planning set out across all three sites, led by curriculum Heads of Faculties. The specific intents for subjects are found in the individual

subject policies. Our overall intent is as per the schools' vision is to provide "the best education for every child". We recognise that this is different for every child that we work with but this vision frames everything that we do. We want GHS to provide the best environment both physically and emotionally to ensure that our children get the best outcomes.

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.

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). The promotion of British values and Cultural Capital is achieved through school assemblies and school information. Personal, Social, Health, Economic (PSHE) Education at the school ensures the students have access to statutory and more content and experiences, learning fundamental life skills and enhancing the school's culture and ethos. PSHE includes Relationships and Sex Education (RSE) to assure students with the knowledge and skills for healthy and safe lives. School life promotes 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 **Entry Level Certificates, Functional Skills** and **GCSE** exam entry where appropriate.

All subjects have a curriculum intent statement setting out the learning

2.3. Curriculum Foundation Subjects

Subjects are included in programmes of study and are accessible according to ability, need and age. Learning is adjusted to meet the needs of students, personalising learning and accounting for the pathway the student is on. Heads of Faculties are in place for each of the following areas with responsibility for the subject areas and those associated. All subjects have their own individual policies.

- English (including Drama)
- Maths
- Science (including Geography, Environmental)
- Personal, Social, Health, Economic (PSHE) education and Relationships, Sex, Health Education (RSHE) (including Independent Living Skills, Careers)
- Performing Arts (including Media, Music, Art and Design, Media)
- Physical Education/Outdoor Education (including Forest School Bush craft)
- Vocational (including Animal Care, Food technology, Design technology, BTEC Sport, Horticulture)

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

- Construction
- Nurture groups
- 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 ASDAN Award. These topics whilst discrete are also linked to Personal Health and Social Economic Education 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 and include 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 all protected characteristics. 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.

This policy is written by Chris Clements

Date: 1st September 2024

Signed:

This policy is quality assured by Tracy McEwen, Regional Director.

Signed:

Date: 1st October 2024

The policy is quality assured by Governor:

Date:

Signed: