

Curriculum Policy Statement

The primary goal of the curriculum offered to the students at Smallbrook School is to present an engaging curriculum that will enable students, who have frequently become disaffected from the education process, to regain self-belief and a curiosity to learn. Once reengaged in education, our aim is to offer a curriculum that strengthens a student's sense of self-efficacy, a deficit of which often underlies challenging behaviour.

Practical curricula that have tangible results are essential in achieving this and a range of such opportunities are offered through vocational options, art, craft and music. In addition to these, our younger students and if appropriate, older students have weekly opportunity to succeed in adventurous activities such as skiing, snowboarding, climbing, mountain biking, canoeing and kayaking. In all of these the students are given as much agency as possible in selecting their own projects and activities in order to develop an intrinsic motivation on which we can build.

Opportunities for students to develop appropriate social skills and cooperation are made available through the Forest School provision and group expeditions that seek to combine Forest School and Outdoor Education.

From this position of increased resilience, we aim to provide a curriculum that will gain recognised pre-requisite qualifications for further education in mainstream post 16 education provisions. Alongside these curricula, a range of vocational training options are available which provide foundation studies for further education, but also maximize a student's opportunity for future employment.

Smallbrook School aims to provide 25 hours of education per week either on or off site, inclusive of a range of PE and Outdoor Education activities and Independent Study projects.

The current provision offered covers a wide remit including on-site full time support, vocational training, college placements, training providers and work experience placements on a very individual basis. Support for individuals is paramount.

Initial learning targets are carefully planned and tailored to meet the individual's needs. Targets may also consider attendance, behaviour, motivation to learn, communication skills and participation. The National Curriculum is currently followed for those students who come to us at the appropriate Key Stage and an 'Alternative Curriculum' is designed as and when the National Curriculum is not accessible by students with extreme Special Educational Needs.


Prior to attending Smallbrook School's main site some students come onto our school roll at The Meadows or Calcott Farm assessment centres. Young people who attend these provisions undergo a thorough initial assessment of educational needs. This assessment is undertaken in close consultation with the clinical and care teams. This assessment considers the following factors and their implications for a student's educational, care and therapeutic needs.

- Education History
- Existing diagnosis of conditions influencing education
- Formal Academic Assessment
- Special Educational Needs

- School Attendance Assessment
- Intrinsic/extrinsic motivations to learning
- Peer Influence
- Verbal Communication
- Aural Comprehension

This assessment then informs the introduction into a full-time timetable that is sensitive to a student's emotional well-being. This admissions plan is documented in the admissions policy and approval is sought from the students placing authority. An Individual Learning Plan (ILP) which identifies the targets for the term is then produced. If an EHCP is in place, these outcomes are taken into account along with the learning objectives of the curricula being followed when drawing up the ILP.

Accredited Learning Programmes

	
Accredited Learning Programs 2020/21 (The current exam board is stated, but others will be used for continuation of qualifications partially completed)	
<u>Programme Title & Awarding Body</u>	<u>Level of Award</u>
English & Literacy	
CIE iGCSE English Language	GCSE (A-G)
AQA GCSE English Literature	GCSE (1-9)
OCR Functional Skills English	Entry Level 1, 2, 3 Level 1 and 2
Mathematics & Numeracy	
Pearson GCSE Mathematics	GCSE (1-9)
OCR Functional Skills Mathematics	Entry Level 1, 2, 3 Level 1 and 2
Information Technology	
OCR Functional Skills ICT	Entry Level 1,2,3 Level 1 and 2
Citizenship	
AQA GCSE Citizenship	GCSE (1-9)
Science	
Pearson iGCSE Science	GCSE (1-9)
Pearson Science Entry Level Certificate	Entry Level 1,2,3

Music	
GCSE Music	GCSE (1-9)
BTEC Level 1 Introductory in Performing Arts (Level 2 coming in 2021)	Level 1
Art & Design	
ABC Art and Creative Studies	Entry Level 1,2,3 Level 1 and 2
AQA Art & Design GCSE	GCSE A - C
Hair and Beauty	
City & Guilds An introduction to the Hair and Beauty Sector	Entry Level 3 Level 1
Motor Vehicle	
ABC Vehicle Maintenance	Entry Level 3 Level 1, Level 2
Construction	
BTEC Level 1 Introductory in Construction and the built environment. (Level 2 coming in 2021)	Level 1
Hospitality and Catering	
AQA GCSE Food and Nutrition City & Guilds An introduction to the Hospitality and Catering Sector	GCSE Level 1
Employability Skills	
City & Guilds Employability Skills	Level 1 and 2
Sport	
BTEC Level 1 Introductory in Sport (Level 2 coming in 2021)	Level 1

Group sizes are kept to a minimum and the majority of teaching is carried out in groups of 2 to 3 students within the school. Due to the trauma suffered by our students, they suffer from low self-esteem and feel intimidated and anxious in larger groups.

Quality resources and materials are continuously being introduced to support individual student needs within their structured timetable to help them achieve appropriate accreditation. The quality of the personalised learning offered, the capacity of the whole school programme and the monitoring and tracking of individual students supports the nature and ethos of the school and encourages positive results. This enables the most challenging students to access the provision at crucial points in their education.

The quality and flexibility of the provision to provide access to individual learning programmes that are tailored to needs and interests of our students give them the best opportunity to succeed.

Healthy living is promoted through the Home Cooking Skills, Science, Outdoor Education, Forest School, Tutor sessions and PSHE lessons. The school curriculum and ethos is underpinned by a range of policy documents that clearly set out the schools strategy and targets.

'Inclusive Learning'

Curriculum Inclusion Policy

Statement

All curriculum areas involved with the delivery and implementation of education and learning programmes at Smallbrook School are committed to providing a provision that is socially inclusive and affords each individual student the opportunity to access learning on terms that are accessible to all.

Smallbrook School will actively seek to achieve best-fit opportunities and practice between the needs and aspirations of each individual student and the curriculum provision offered.

How will we measure the effectiveness of the Inclusion Policy?

- Regular needs analysis and surveys of the curriculum provision
- Student needs analysis (Literacy and Numeracy)
- Identify scales of need to match the provision
- Termly curriculum reviews
- Initial induction records
- Sample pathways, targets, progression routes and outcomes
- Accessibility through admissions
- Student Surveys
- Carer Surveys
- Student profiles – age, ability, ethnicity
- Records of Special Educational Needs
- Positive Dyslexia Indicators

Whole School Overview and Curriculum Ethos

Smallbrook School is an Independent Secondary School based in Wem, Shropshire. It delivers Independent educational provision to students who's needs make education in a mainstream setting inappropriate. Where progression to mainstream College is inappropriate, students can also continue to access a full time education at Smallbrook beyond year 11. The underpinning ethos of the school is based on a student centered curriculum framework that is currently expanding to encompass a broad, balanced and alternative learning provision that provides flexible learning opportunities. The curriculum has been designed and tailored to meet individual learning needs in line with the National Qualifications Framework, DfE and Ofsted recommendations.

Admissions to the school come through Bryn Melyn Care, to whom the school belongs. Most students who attend are in residential care or foster placements and have often been permanently excluded, are at risk of exclusion or are currently without a school placement.

Students on roll are years 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13. The school provides 25 hours of education per week either on or off site, inclusive of a range of Vocational Training, Forest School, Outdoor Education activities and School Trips.

The provision offered covers a wide remit including on-site full time support, College Placements, Vocational Training and Work Experience Placements on a very individual basis. Support for individuals is paramount and a framework for a multi-disciplinary partnership is currently being developed which takes an innovative, flexible approach to individual needs and educational progression.

Initial learning targets are carefully planned and tailored to meet the individuals' needs. Targets may also consider attendance, behaviour, motivation to learn, communication skills and participation. A range of experienced and suitably qualified teaching staff are timetabled to work on and off site in a variety of flexible ways to support all students.

The school has a bank of resources that are continually being built up and refreshed to support the delivery of the curriculum. A mixture of 1:1 teaching and small group work is carried out within the school. Students are strongly encouraged to participate in group learning which aims to develop social interaction, working with others, group and team work and turn taking.

The school fully supports individual students at all stages in their learning through a flexible approach to the curriculum. This flexibility is necessary due to the fact that the young people come to us with complex social, emotional, personal and behavioural issues that require considerable specialist and intensive support over a period of time. Our practise is underpinned by the 'House Model of Parenting' and all our staff have undergone 'Foundations for Attachment' training.

Policy Reviewed By: Craig Seretny	Signature	Date
Next Review Date: 19/07/19	C Seretny	19/07/2018
Interim Review Comments: Amended years of school to the curriculum policy		
Policy Reviewed By: Craig Seretny	C Seretny	25/11/19
Next Review Date:		25/11/20
Interim Review Comments: Amended with qualification update		
Policy Reviewed By: Andrew Huxley	A Huxley	25/11/20
Next Review Date:		25/11/21
Interim Review Comments: Amended qualifications to include new BTEC courses and humanities.		
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		