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Elysium Children and Education (a division of Elysium Healthcare) is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Introduction

- 1.1. This document is provided solely for the purpose of Potters Bar Clinic School (PBCS), a school within Potters Bar Clinic (PBC), a low secure Tier 4 CAMHS psychiatric hospital, part of Elysium Children and Education (a division of Elysium Healthcare).
- 1.2. We recognise that the key to a successful education curriculum lies in being able to motivate and engage the young people it serves. We put the young people at the centre of our provision, and as such, have a curriculum that is broad, rich, balanced and personalised to meet the needs of our young people. Our curriculum is designed and aims to prepare young people for reintegration into school, their community and thus, their next stage of education.
- 1.3. This policy links to other policies within Elysium Children and Education, and within Potters Bar Clinic School, including (but not limited to):
 - Health and Safety (1.4)
 - Risk Assessment (2.3)
 - Attendance (2.2)
 - Admissions, Discipline and Exclusion (2.0)
 - SEND (2.1)
 - Safeguarding and Child Protection (1.0)
 - Assessment (3.1)

2. Intent

- 2.1. Our curriculum rationale is informed by young people's current mental health, previous experiences of education, prior attainment and aspirations. We operate our curriculum based on of the following three principles:

- **Re-engaging**

This focus relates to re-engaging those who have a disruptive period of school absence which relates to a range of different reasons. It is our belief that regular engagement with education provides challenge, structure and routine to the daily experience of hospital life and support the therapeutic work done by the clinical teams. Personalised programmes of study are developed in partnership with parents and carers, home school, the hospital and most importantly your child. Each student is assigned a Key Teacher (similar to a Form Tutor) whose role it is to support that young person throughout their time with us. The Key Teacher is the key contact for parents and carers, the hospital and home schools.

- **Reaching**

Our small yet dedicated and experienced team of educationalists, are able to offer a wide range of subjects at various levels. Specialised subjects such as those studied at A Level, may be facilitated in conjunction with the home school. Our curriculum includes a variety of subjects, based on GCSE, Functional Skills, or ASDAN Short Course qualifications. We want students to find appropriate challenge within our curriculum to encourage the development of aspiration and ambition.

- **Rising**

We work together with all those involved in the care and education of young people whilst they are with us. We provide half termly reports which feed in to each young person's Care Programme Approach (CPA) report and track progress within each subject area.

- 2.2. As a consequence of the above we recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting need, which is consistently changeable. We recognise that as educators our particular skills lay in being adaptable and responsive to an environment which can change frequently, even over a single education session whilst helping all to succeed and make progress in their learning. As a result of our environment and cohort, it is important that our curriculum planning is understood to be flexible and adaptable to young people's mental health needs, their interests, whilst also stretching and challenging them to achieve their best.
- 2.3. Our curriculum is rich, broad and balanced, but also tailored to meet the needs of our young people. Each young person, when admitted, will be placed on an individual education plan (IEP) (Appendix 1), and will have a specific pathway they are placed on.
- 2.4. Our curriculum is unashamedly ambitious and aims to find an appropriate level of challenge for the individual young person, reflecting their views and interests where possible, and aspires to build knowledge, develop skills and inspire students to develop a lifelong love of learning, whilst building the personal characteristics necessary for success in a professional adult life. The latter is reflected in the school's BRIDGES programme.
- 2.5. To ensure that the curriculum demonstrates equality of opportunity without discrimination of protected characteristics and that all will be offered to access the curriculum regardless of their mental health.
- 2.6. In general terms, we engage and motivate young people in a number of ways:
 - Through facilitating continuity and normalisation of a school and classroom environment;
 - Offering new and stimulating opportunities through which to learn and make progress;
 - By responding to and meeting individual student's needs, by, for example, teaching on the ward or personalising lessons and timetables to young people's needs and interests.
- 2.7. Potters Bar Clinic School provides a broad and balanced curriculum for young people with a diverse range of educational needs. The goals of the curriculum offered are:
 - To promote safety and encourage young people to be safe in their learning environment. This is the ultimate goal of every lesson, and our Health and Safety Policy details the measures we take to ensure that young people are in a safe learning environment; whilst also being able to make mistakes. Young people's wellbeing is always the priority of every lesson.
 - To provide access to high quality learning, appropriate to current mental health need;
 - To provide opportunities for progress, achievement and educational success;

- To provide opportunities for continuity in learning, including promoting cultural capital and preparation for adulthood;
 - To make learning an enjoyable and a positive experience;
 - To develop motivation and commitment to learning;
 - To nurture and develop skills for independence and co-operation with others;
 - To enable initiative, resilience and self-reliance and enhance student self-esteem and confidence;
 - To explore and celebrate difference, whether of culture, belief or point of view;
 - To make an effective age appropriate careers provision;
 - To work collaboratively with members of the therapy team where applicable in providing a holistic approach to a young person's education, care and treatment plan
 - To provide a range of learning opportunities for post-16 learners that lead to successful community living, a positive contribution to society and the world of work;
 - To promote equal opportunities, SMSC and FBV, and cultural capital to address a young person's SEMH needs.
- 2.8. We offer environments in which debate and discussion can thrive, free of political bias. Any viewpoint, including that of the teacher or other adults, can be the subject of healthy challenge.

3. Curriculum Design and Implementation

- 3.1. Individual Education Plans (IEP's) are our main vehicle to implement a young person's curriculum. They are designed to holistically plan a young person's education for the duration of the time they are with us, and they are reviewed every half term, and updated, at a minimum, on a weekly basis. The IEP includes baseline assessment data and SMART targets (based on a student's attendance and any EHCP/PEP information). Progress on these targets is then monitored weekly by Key Teachers.
- 3.2. In their first stage of admission when a young person is put on roll at PBCS, young people will be introduced to their key teacher, and several admission documents (including but not limited to: Personal Emergency Evacuation Procedure; E-Safety; Student Overview) are completed, as per the admissions checklist. This induction to education is overseen by the key teacher. Young people's parents/carers are contacted, and consultant psychiatrists are consulted to determine where a young person's initial admission and education will be carried out: in school or on the ward. This will be dependent on the young person's needs and risks upon admission to PBC.
- 3.3. Baseline information in this induction process is determined either through:
- BKSBS assessments (English and Maths)
 - In-class assessment
 - Past papers
 - With previously obtained certificates from schools or units

- 3.4. The age and key stage of a young person will then be determined, and a young person put on an appropriate pathway of education.
- 3.5. The pathways, and the process by which young people are put on various pathways, is summarised in Appendix 2.
- 3.6. Where appropriate, a “Communication and Engagement” book will be completed for all work apart from PSHE for a young person. This will be for young people where it has been noted that their engagement is minimal or extensively sporadic, and efforts to engage the young person in education have not worked. It will be for the monitoring of all subjects for the young person, to evidence work and engagement that is being done with them.
- 3.7. This may contain an “Absence from Education” letter signed by the consultant psychiatrist if the young person is not yet on roll due to severe risk to themselves/others and their mental health upon admission; their IEP, their risk assessment, and all engagement detailed.
- 3.8. When a young person is engaging in school regularly then they will come off this intervention.
- 3.9. The Headteacher or Deputy Headteacher will decide if a young person is to go on this intervention.
- 3.10. Pathways detailed in Section 4 will still apply.
- 3.11. Review, Position, Chunk, Chew, Check (RPCCC): In an attempt to implement principles from Cognitive Science including Spaced Learning, Retrieval, Interleaving and Cognitive Load Management, teachers at PBCS will attempt to implement a lesson design model known as RPCC. This is a strategy that works when a young person is displaying a high level of school engagement and helps to build their knowledge and confidence between lessons which will increase the likelihood of them achieving their personal learning goals, such as achieving GCSE qualification, for example.
- 3.12. Therapeutic learning: Students who display a persistent refusal to attend and engage with school will be encouraged to participate in learning where their interests are placed at the heart of their provision. This could involve, for example, supporting a student to participate in a large amount of art work given their passion for the subject, whilst slowly re-engaging them with a more structured curriculum over time, as their confidence in learning grows. We classify this as *therapeutic learning* and consider this strategy to re-engage long-term refusers to education. Teachers will look to utilise opportunities to teach literacy and numeracy where possible in such circumstances. The role of the key teacher will involve supporting students to re-engage with a more formal curriculum and a move away from therapeutic learning as a student’s confidence grows in line with clearer goals in the longer term.

1. Key Stage Three

- 1.1. **HOME3 Pathway:** Key Stage 3 students will be placed on the relevant curriculum from the point of entry in the year that they are admitted. If a young person is enrolled in a school, we will follow their home school's curriculum. Specific Learning Plans will be created to personalise learning to young people where necessary. PSHE, and Careers, will continue to be led by PBCS' curriculum and timetable.
- 1.2. **STARTER Pathway:** If a young person is not on roll at a school, then a young person will be on our Key Stage 3 Curriculum. Specific Learning Plans will be created to personalise learning to young people. The subjects that are offered for Key Stage 3 are as follows:
 - Linguistics
 - ◇ English
 - Mathematical
 - ◇ Maths
 - Scientific
 - ◇ Science
 - Technological
 - ◇ ICT Functional Skills
 - Human and Social
 - ◇ Humanities
 - ◇ PSHE
 - ◇ Careers
 - Physical
 - ◇ Sports & Fitness (see "Sports and Fitness", Section 8)
 - Aesthetic and Creative
 - ◇ Art
 - ◇ Music

2. Key Stage Four

- 2.1. Key Stage Four is from Half Term 4 until the end of Year 11.
- 2.2. **HOME4 Pathway:** Young people who have a home school and are planning to go back to their home school will be on this pathway. Key Teachers will contact the young person's home school and ensure that the home school's schemes of work are followed, with the intention of catching up any work that has been missed and continuing education to re-integrate them back into their home school upon discharge. PSHE, Careers and Sports & Fitness, will continue to be led by PBCS' curriculum and timetable. Specific Learning Plans will be completed from the young person's scheme of work to personalise the learning.
- 2.3. **HIGHER Pathway:** Young people who do not have a home school but who will be following a GCSE curriculum in which they are accessing GCSE level work (whether this is Higher tier or Foundation tier) will be on this pathway. This will be PBCS's curriculum. Subjects will be

from the list in 5.5 below. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/SLP format.

2.4. **FUNCTIONAL Pathway:** Young people who do not have a home school and will be accessing a curriculum which will be more geared towards vocational subjects. Young people will mainly be completing Functional Skills level Maths and English at a level appropriate to them, determined by their baseline assessment. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/SLP format.

2.5. The subjects that are offered for KS4 for the Higher and Functional pathways are as follows:

- Linguistics
 - ◇ English Functional Skills
 - ◇ English Language GCSE
 - ◇ English Literature GCSE
- Mathematical
 - ◇ Maths Functional Skills
 - ◇ Maths GCSE
- Scientific
 - ◇ Biology GCSE
 - ◇ Chemistry GCSE
 - ◇ Physics GCSE
 - ◇ Food and Nutrition Level 1 Award
- Technological
 - ◇ ICT Functional Skills
- Human and Social
 - ◇ RE GCSE
 - ◇ Geography GCSE
 - ◇ History GCSE
 - ◇ Health and Social Care Level 1 Award
 - ◇ Psychology GCSE
 - ◇ PSHE
 - ◇ Careers
- Physical
 - ◇ Sports & Fitness (see “Sports and Fitness”, Section 8)
- Aesthetic and Creative
 - ◇ Art (Peripatetic)
 - ◇ Art GCSE
 - ◇ Music (Peripatetic)
 - ◇ Music GCSE
 - ◇ Animal Care ASDAN
- *There are also a number of ASDAN Short Courses that are facilitated throughout all areas of the curriculum and at all key stages.*

3. Key Stage Five

- 3.1. **HOME5 Pathway:** Young people who are on roll at a home school and are following their home school curricula, (either A-Levels or Vocational), will be on this pathway. Key Teachers will be in contact with the home school and young people will follow their home school schemes of work, with the exception of PSHE, Careers and Sports & Fitness, which will be led by PBCS' curriculum and timetable. Specific Learning Plans will be created to personalise learning to young people where necessary.
- 3.2. **ACADEMIC Pathway:** Young people who are not on roll at a college, but have passed their GCSE's and are would otherwise be doing A-Levels, will be following the Academic pathway. Young people will have subjects taught or facilitated (*) by PBCS. Specific Learning Plans will be made from the Schemes of Work. PSHE, Careers and Sports and Fitness will be in all young people's curricula. The subjects taught/facilitated at A-Level (*) are:
- English Language
 - English Literature
 - Maths
 - Biology
 - Chemistry*
 - Physics*
 - Psychology
 - Sociology*
 - Art
 - Music*
 - *There are also a number of ASDAN Short Courses that are facilitated throughout all areas of the curriculum and at all key stages.*
- 3.3. **VOCATIONAL Pathway:** Young people who are not on roll at a college, but have passed their GCSE's and would otherwise be doing vocational subjects (e.g. a Diploma or an Extended Diploma), will be following the Vocational pathway. Young people will have subjects taught or facilitated (*) by PBCS. Any subjects that young people want to study that are not able to be taught or facilitated will be explored through online tuition and independent research, led by the key teacher. PSHE, Careers and Sports and Fitness will be taught from our curricula. Specific Learning Plans will be created to personalise learning to young people where necessary. No subjects at this time are able to be examined whilst at PBCS. The subjects taught/facilitated (*) are (in addition to Peripatetic Music and Art):
- Health and Social Care BTEC Level 3 National Diploma/Extended Diploma (with the exception of work experience)
 - Children's Play, Learning and Development BTEC Level 3 National Diploma (with the exception of work experience)
 - Applied Psychology BTEC Level 3 National Extended Certificate
- 3.4. **RESTART Pathway:** Young people who are not on roll at a college, and have *not* passed their GCSE's but have plans to resit them at another educational establishment, are therefore on

this pathway, where they will be studying *only* their subjects for GCSE resits. The subjects as outlined in 5.5 stand.

3.5. **EXPLORATION Pathway:** Young people who are not on roll at a college, and have not achieved their Maths and English GCSE's (or have only achieved one of them), will be on this pathway. They are likely to not have been in school for a long period of time. These young people we will focus on completing their Maths and/or English Functional Skills examinations, starting with the level young people are baselined at. In addition to this, young people will do PSHE, careers and Sports and Fitness; and explore other subject options from sections 5.5, 6.2 and 6.3 that they may want to do at college or post -16.

3.6. **ASPIRE Pathway:**

3.7. **DISCOVER Pathway:**

4. Occupational Therapy/Hospital Collaboration

4.1. Young people being functional in their day to day lives is a core aspect of their treatment whilst an inpatient at PBC. The school recognise that collaborative work with the OT department is essential to young people's health and wellbeing. Thus there are sessions within the school timetable where school work with the OT department. These include (and are evaluated throughout the year):

- Cooking/Food Technology
- Community Integration
- Community Sports (see section 8)
- Ward Sports (see section 8)
- Selected Home Leave

4.2. To ensure the progress of these sessions are measured, the above sessions are all linked within a unit of the Level 1 Award for Personal and Social Development as part of the PSHE programme entitled "Healthy Living for Families". Feedback and progress is gathered from various adults working with young people including: the OT team, Healthcare Assistants, Nurses and family/carers.

5. Sports & Fitness

5.1. Sports and Fitness is led by the Occupational Therapy department and facilitated within the school timetable. A company called Psychesoma are employed to lead on physical activities for all young people in the hospital.

5.2. Due to the low secure setting, there is a limited space in which young people can engage in Sports and Fitness. Sports and Fitness will be carried out on the ward each week by the Occupational Therapy Team, and in addition to this, there will be a dedicated Community Sports session for young people who are granted Section 17 leave.

5.3. Ward based sports will include team and individual games, and the OT department measure young people based on their MOHOST assessment data (not included in education progress data).

5.4. PBCS gather information and data on: attendance and engagement to ward sports; and engagement through the “healthy Living” unit of the Personal and Social Development Level 1 Award (part of PSHE).

6. NCFE Exams

6.1. Young people are able to sit nationally recognised Qualifications as we an approved centre for the Northern Council for Further Education. The examinations we are approved to deliver include:

- Functional Skills Maths and English from Entry Level 1 to Level 2;
- Level 1 Award in Introduction to Health, Social Care
- Level 2 Certificate in Health and Social Care

6.2. We are continually monitoring and improving our qualification offer.

7. Social, Moral, Spiritual and Cultural Aspects of the Curriculum (SMSC) & Fundamental British Values (FBV)

7.1. We recognise the importance of SMSC development and highlight opportunities within each curriculum subject offered to address, explore and teach these aspects and values accordingly. The Fundamental British Values of: democracy, the rule of the law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are also addressed and embedded in the curriculum.

7.2. The PSHE & RSE Policy details the practice and processes within PBCS in line with it’s statutory duty.

8. Curriculum Organisation

8.1. Potters Bar Clinic School is not legally obliged to follow the National Curriculum but we adhere to it, wherever appropriate, for individual students and the group as a whole. We recognise the importance of keeping abreast of curriculum development and opportunities that we develop and exploit to promote and extend young people’s learning.

8.2. The curriculum is delivered individually within small groups, noting that chronological age is not an indication of students’ academic, personal and social development.

8.3. We recognise that many students that we work with may have had significant gaps in their education due to illness, exclusion and other associated difficulties. For these reasons we personalise work as much as possible using information taken from assessments; formal and informal, and from liaison with multi-disciplinary colleagues (both in the community and within Potters Bar Clinic), families and carers, and previous schools, to work to student strengths and addressing deficiencies or gaps in learning. We differentiate for learning in individual lesson planning so that all learners can experience success and make progress, and place young people on the appropriate pathway as mentioned above.

9. PSHE Curriculum

9.1. Our PSHE curriculum is designed to be appropriate and personalised to the young person’s mental health needs. The PSHE curriculum is taught in modules, covering a wide range of topics.

- 9.2. The PSHE Instructor is in charge of delivering the PSHE and RSE curriculum as outlined in their job description and the PSHE/RSE Policy for PBCS.
- 9.3. Alongside this PSHE personalised curriculum, there will also be various external providers that will be commissioned in to talk with young people on various PSHE key topics, for example Sex and Relationships, Drugs and Alcohol use, and First Aid short courses. In addition, there is a Theme of the Week that educates young people on key events throughout the year and provides opportunity for young people to discuss current themes within the news and media.
- 9.4. Young people will work towards a Level 1 Award in Personal and Social Development in line with the collaborative work outlined in section 7.
- 9.5. A dedicated Careers Lead will also take on the scheme of work for Careers across KS3,4 and 5. The Careers Policy for PBCS details the arrangements for Careers in line with the Gatsby benchmarks.

10. Cultural Capital

- 10.1. Taken from the Non-Association Independent School Inspection Handbook, May 2019, Cultural Capital is *“the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement”*.
- 10.2. Cultural Capital is embodied in Potters Bar Clinic School’s ethos, its collaboration with the multi-disciplinary team at all levels in delivering a holistic package of care and education. This education will empower young people to be on a pathway to become safe, responsible and resilient members of society.
- 10.3. The cultural capital of young people at Potters Bar Clinic School will be delivered through lessons, their PSHE curriculum, community integration (delivered in collaboration with the Occupational Therapy team) and through key teacher/key student meetings. Every opportunity to embrace cultural capital for the young people will be made throughout their admission at Potters Bar Clinic School. A Cultural Capital Lead has been appointed to ensure that this aspect of the curriculum is covered across all subjects and within the school’s ethos and approach in all areas of education.
- 10.4. We recognise that being an inpatient in hospital can be somewhat isolating, therefore we provide opportunities to maintain contact with the outside world through means of ‘The Day’ publications, Newsround and general awareness of current affairs throughout the curriculum.

11. Timetable Levels

- 11.1. In recognition of the wide-ranging presentations of our students, there are six timetable levels that have been developed in line with the Curriculum Pathways, these are set out in Potters Bar Clinic School’s Attendance Policy:
 - Level One: 15 Minutes AM and 15 minutes PM
 - Level Two: 30 Minutes AM and 30 Minutes PM

- Level Three: 1 Hour AM and 1 Hour PM
 - Level Four: Three lessons a day, 900 minutes a week
 - Level Five: Four lessons/day, 1050 minutes a week
 - Level Six: Full Timetable (5 lessons/day), 1275 minutes a week
- 11.2. Teachers/HLTA's/TA's are all responsible for delivery of subjects offered, and are responsible for maintaining the progress outlined in Potters Bar Clinic School's Assessment Policy.
- 11.3. These timetable levels are in line with Potters Bar Clinic School's Attendance Policy. They are designed as a minimum standard for which young people to aim for, but not limited to. Young people will have a full timetable offered to them for the school day.

12. Impact of the Curriculum

12.1. The impact of our curriculum will be measured on a three-tier basis:

12.2. Tier 1

- Intention: Attendance and engagement in learning will increase from admission to discharge.
 - ◇ Intended Impact: Young people will increase their attendance at school, thereby having the opportunity to engage in more and achieve intended qualifications that young people are entered for. Their curriculum level will also increase so it can be demonstrated they are completing more challenging work within the subject over their admission.
 - ◇ Measure: Baseline attendance will be received from either the young person's previous unit, previous home school, or if neither of those are available, from parents/carers. The young person's mental health will be taken into consideration when placing them on a timetable level when they are admitted, and if necessary, work completed on the ward until a young person is safe enough/able enough to complete work in school. Their timetable level will then be reviewed and increased as appropriate with the vision to see an increase in engagement through the number of minutes they are doing each week in school. An attendance graph is completed each week showing the overall trend in young people's attendance over the space of their admission.

12.3. Tier 2

- Intention: To build confidence in learning and to develop a curiosity for education and knowledge, making sustained progress over time and leading to gaining a qualification by discharge.
 - ◇ Intended Impact: To prepare young people for the wider world by enabling them to have a qualification that they can take forwards to future placements and/or school/college. Many of our young people have little confidence in their ability to complete school work and achieve qualifications, so through our methods of

re-engagement and the curriculum pathways progression, we aspire to give our young people the belief they can achieve.

- ◇ Measure: Progress will be monitored on a half-termly basis through data analysis in addition to learning walks, observations and book looks. Young people are discharged with a functional skills maths, functional skills English, other NCFE level 1 or 2 qualification, or an ASDAN short course qualification.

12.4. **Tier 3**

- Intention: To develop young person's cultural capital, so that they are prepared for the wider world upon discharge, with a clear pathway of what they want to achieve, go on to and aspire to be.
 - ◇ Intended Impact: The nurturing of our young people in school includes enabling them to access current affairs, a fully bespoke PSHE curriculum and skills in communication, resilience and independent learning, so that they are able to appreciate and have a positive attitude towards all aspects of school life. Young people develop a respectful and mature relationship with adults that extends from the school staffing to the wider staffing body and into the community. Young people also become safer due to being fully integrated into an environment in school that is not categorised as "low secure" (there are far higher risks in school than in the rest of the hospital). Young people are resilient in their nature and develop an ability to continue to do work even though they are struggling.
 - ◇ Measure: Feedback in ward rounds and CPAs mentions young people's aspirations and wellbeing in their reports. Young people express a desire to want to learn, engage in careers and vocational workshop sessions, make plans for the future, and 6 month checks show them continuing in their education. Young people are safe in school and outside on external visits, and on section 17 leave.

13. Monitoring for Quality Assurance

13.1. SLT will:

- Have oversight of Potters Bar Clinic School's curriculum, conducting learning walks, and ensuring young people are on appropriate (yet challenging) pathways and timetable levels that are considerate of the young people's mental health.
- Have responsibility for ensuring that the curriculum is being implemented effectively through high quality teaching and learning which will include access to regular CPD; regular work scrutinies; learning walks and lesson observations (as part of annual appraisals).
- Senior Leaders will share good practice and be role models to staff in the delivery of the curriculum.

13.2. The Headteacher will:

- The Headteacher is responsible for reviewing and evaluating the curriculum for the school, and liaising with consultants and ward staff about how the curriculum is

implemented, ensuring the Independent School Standards continue to be met in this area

- The Headteacher will ensure that the evaluation takes into account the needs of the young people, and is responsive to the feedback that is received by staff. This will be reviewed on a regular basis to ensure all young people are able to access the curriculum.
- It is the responsibility of the Headteacher to ensure that the curriculum policy is monitored and updated at least once a year.

13.3. The Management Committee will:

- Be responsible for monitoring this curriculum policy's effectiveness and holding the Headteacher to account for its implementation.
- Take a close and regular interest in curriculum issues and should ensure that responsible staff are taking appropriate and timely action to develop young people's progress.
- Ensure that staff are supported in being able to balance the high needs of these young people and their education.

14. Appendices

- 14.1. Appendix 1 - Individual Education Plan
- 14.2. Appendix 2 – Curriculum Pathways

Individual Education Plan & CPA Report for: Name of Student								
Key Teacher								
Year Group								
Key Stage								
Age								
Ward								
Consultant								
EAL (if yes give details)								
LAC (if yes give details)								
SEND (if yes give details)								
EHCP (if yes give details)								
Young Person's View	Likes: •			What helps you to learn? •				
	Dislikes: •			What are your barriers to learning? •				
Diagnostic Assessment Summary	Young Person Education History (schools previously attended & how long for; attendance and subjects studied etc)							
	Spelling Age	Reading Age	English Baseline BKSB	Maths Baseline BKSB	ICT Baseline BKSB			
	Readiness for Re-Integration Scale (RRS)			A	B	C	D	E
	This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.			Self Control & Management of Behaviour	Social Skills	Self Awareness & Confidence	Approach to Learning	Skills for Learning
	(On Admission) Half Term	1	2	3	4	5	6	%
			%	%	%	%	%	

	(Current) Half Term	1	2	3	4	5	6	%	%	%	%	%
Curriculum (Subjects studied and Level)	CURRICULUM PATHWAY											
	Linguistics											
	Mathematical											
	Scientific											
	Technological											
	Human & Social											
	Physical											
	Aesthetic & Creative											
Exams Plan (TS/SR)												
Risk Management	Current risk as communicated by clinical team						Action taken to minimise risk in education					
	Date DD.MM.YY – INSERT CHANGE IN RISK OF YOUNG PERSON HANDED OVER IN MORNING MEETING/ FROM CLINICAL TEAM						Date DD.MM.YY – WHAT WE ARE GOING TO DO TO MINIMISE THE RISK					

HALF TERMLY TARGETS & WEEKLY PROGRESS

SMART Targets	S = Specific M = Measurable A= Achievable R = Relevant T = Time based
	1. TARGET BASED ON EHCP/PEP (If no EHCP/PEP then use criteria for target 2)
	2. TARGET BASED ON ENGAGEMENT IN SUBJECTS AS A WHOLE OR A SUBJECT SPECIFIC TARGET

Weekly Review
Weekly reviews are to be completed holistically with ALL education staff concerned to ensure meaningful and informed reflection of the young person's progress.

Key	
N	No progress made
B	Beginning to progress with targets
I	Improved progress with meeting targets
M	Target Met

Progress to meeting targets		N	B	I	M
WEEK 1 (DATE)					
	Timetable Level this week				
	Attendance % end of week				
Intervention Needed <small>(This should be implemented when attendance drops below 80%)</small>	Yes/No				
Intervention Detail if appropriate (to be communicated to teachers for SLP's)	If 'no' above, please write N/A in this box				

[Repeat above table for as many weeks as there are in a half term]

CPA Summary Report for <Insert Student Name>

Date of CPA:

Keyteacher Summary (progress since last CPA, including progress across subjects and action points)

Reports from Subject Staff

Linguistics – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Mathematical – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Scientific – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Technological – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Human & Social – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Physical – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:

Other – Subject Name – Teacher Name

Baseline Grade:
Current Grade:
Target Grade:
Subject Summary:



What year group is the young person in?



