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Curriculum Policy & Procedure – Park House

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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Contents

1.	Curriculum Policy Park House School	4
1.1	Policy Statement.....	4
1.2	Terms and Definitions	4
1.3	Data Protection	5
1.4	Disclosure of Information	5
2.	Curriculum Procedure Park House School	6
2.3	Trauma Informed Education (TIE) Model for an integrated care and education package	6
2.4	Intent	6
2.5	The Graduated Approach.....	7
2.6	Park House School Applies a Graduated Approach to Curriculums.	8
2.7	THRIVE is an Integral Part in the Curriculums at Park House	8
2.8	PACE in the Curriculums at Park House	9
2.9	The Importance of PACE in the Curriculum	9
2.10	The Graduated Curriculum Approach at Park House	10
2.11	The Graduated Approach: ENGAGEMENT PHASE	10
2.12	The Engagement Phase: Implementation.....	10
2.13	The Graduated approach: TRANSITION PHASE	11
2.14	The Graduated approach: DEVELOPING PHASE:	12
2.15	The Graduated Approach. Developing Phase - Intent	13
2.16	The Graduated Approach: Ammonite Curriculum Implementation	15
2.16.1	Key stage 2, Key Stage 3 and 4 and post 16	15
2.17	Extra-Curricular & PE:	17
2.18	PSHE:	18
2.19	Ammonite (Developing) curriculum timetable:.....	20
2.20	Blended learning:	20
2.21	Impact	21
2.22	2:1 Integrated children, care and education packages, Day Pupils	22
2.23	Organisation and Planning	22
2.24	Admissions	23
2.25	Placements Park House School work towards and access:	23
2.26	The Role of the Headteacher /Curriculum Lead Deputy Head	23

Curriculum Policy and Procedure Park House School

2.27	1 ACE community outreach programme, 1 ACE within Park House and Alternative Provision for Mainstream Schools.....	24
2.28	Curriculum Monitoring and Review	24
2.29	The Headteacher Will Ensure:	25
2.30	The Head of Education Will Ensure:.....	25
2.32	The Curriculum.....	26

1. Curriculum Policy Park House School

1.1 Policy Statement

- 1.1.1 This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Park House School. The policy aims to take into account diversity of beliefs and needs and provide equality of opportunity. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.
- 1.1.2 The various individual curriculums in Park House School mean that all of the planned activities organised are to promote learning and development. It includes opportunities for activities, supports the National Curriculum, as well as essential opportunities to provide a nurturing wrap-around programme, tailored to the complex needs of all pupils.
- 1.1.3 We ensure that all pupils receive an opportunity to settle into a broad balanced education that considers the individual differences of the pupils' backgrounds, abilities and needs, to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people while developing their understanding and skills, so that they can reach their full potential.
- 1.1.4 The breadth of the curriculum at Park House is based around a therapeutic and trauma informed 'Thrive' model and less around the national curriculum. The curriculum is constantly reviewed and adapted to ensure the highest of aspirations in all areas for our young people.

1.2 Terms and Definitions

- 1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural
PSHE	Personal, Social and Health Education
EHCP	Education, Health, Care Plans
SEMH	Social, Emotional and Mental Health

1.3 Data Protection

- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

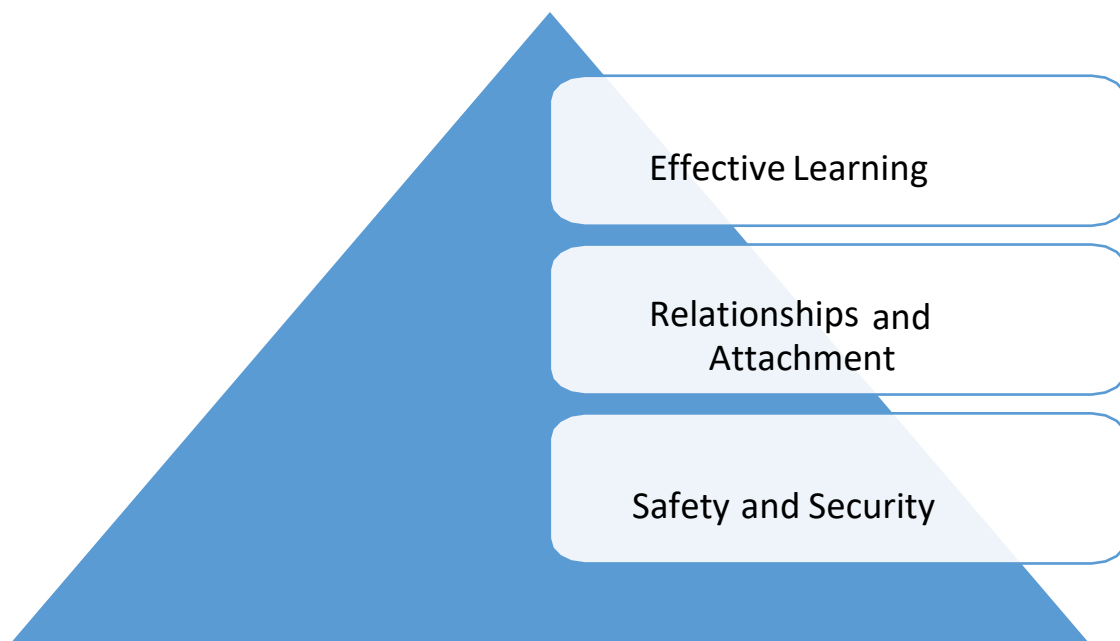
- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

2. Curriculum Procedure Park House School

- 2.1 Park House gains information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one. An A&T clinician provides training for education team in line with care team to ensure consistent understanding of trauma presentations.
- 2.2 Conducting baseline tests when appropriate to their stage of development. Alternative learning provisions incorporated within the personalised timetables to pupil's academic promote long-term engagement abilities.

2.3 Trauma Informed Education (TIE) Model for an integrated care and education package

- 2.3.1 TIE is an integrated approach to providing education to pupils who have had traumatic or adverse life experiences. It centres upon the collaboration between Five Rivers core services; Education, Care and Assessment & Therapy and works from the ground up to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.



2.4 Intent

- 2.4.1 When a curriculum starts for a student, they will learn to feel safe, confident and ready to access the curriculum set for them. With a Thrive curriculum across all the key stages, the curriculum is implemented with a priority placed on the re-engagement of students.

- 2.4.2 These students may have been out of education for a prolonged period, or have had adverse experiences within education, that act as a barrier to them accessing learning.
- 2.4.3 Base line assessment will be completed at the start of the student's time with Park House. This will enable targets to be set to address their SEMH needs and the trauma they may have regarding education. Clinical input will inform their curriculum delivery. Young people will be better able to feel safe, confident, ready and able to learn.
- 2.4.4 A broad-based aspirational curriculum will be individual to the child and their interests and needs. This supports security, engagement, self-esteem, whilst promoting and supporting an interest and joy in accessing learning.

2.5 The Graduated Approach

- 2.5.1 The 1ACE (Another Chance Education) model of education offered at Park House has individual and bespoke curriculums tailored to the needs of each child based around:
- Attachment and relationships
 - Practical support for engagement in learning
 - Development of broad and balanced learning that ensures it never limits pupils' opportunities to study a broad range of subjects, or which fails to prepare them for life in modern Britain and progression for a brighter future
- 2.5.2 The School aims to implement curriculum that will:
- Give priority to re-engaging students so they feel safe, confident and better able to access a curriculum tailored to their needs
 - Cater for the needs of young people of all genders and from all ethnic and social groups
 - Identify SEMH needs and abilities using EHCP documents, Thrive and other relevant documentation.
 - Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, enabling them to become responsible, useful, thinking, confident and considerate members of the community.
 - Create and maintain an exciting and stimulating learning environment, as appropriate within the school or community setting.
 - Ensure that there is a match between the child and the tasks they are asked to perform.
 - Provide a broad, balanced and differentiated curriculum as appropriate for the needs of each individual pupil.
 - Recognise the crucial role which parents and carers play in their children's education and make every effort to encourage parental and care staff involvement in the educational process.

- Respond to a young person's SEMH needs and create individualised timetable to enable them to have high aspirations and show progression.
- Treat children with dignity and respect.
- Develop successful learners and positive, confident citizens.
- Have a positive impact on the outcomes for all pupils

2.6 Park House School Applies a Graduated Approach to Curriculums.

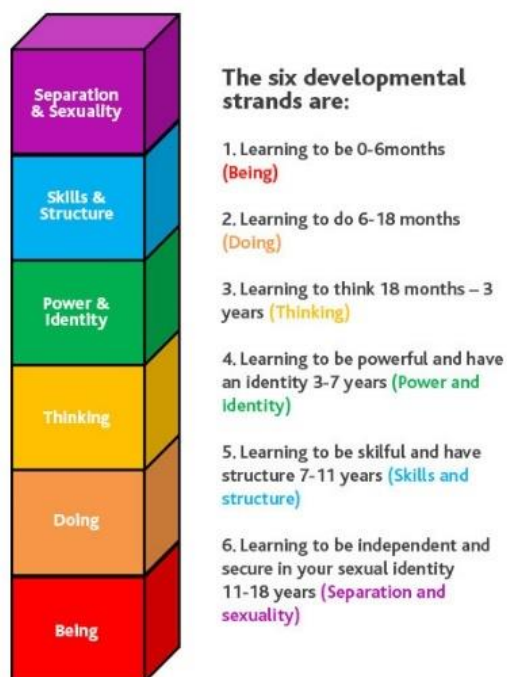
2.6.1 A graduated approach to building the curriculum from the initial engagement phase is used to:

- Form strong trusting relationships.
- Self confidence
- Minimise shame.
- Fill gaps in learning.
- Develop skills.
- Build aspirations.
- Progress resilience and academic ability

2.7 THRIVE is an Integral Part in the Curriculums at Park House

2.7.1 The graduated approach at Park House has 'Thrive' at the core of all the curriculums. Thrive assesses the developmental stage of a young person. This assessment allows Park House teaching team to create an appropriate curriculum for their child taking into account not only their academic ability, gaps in learning, past school experiences but also their current development age in SEMH.

2.7.2 The six developmental stages are:



- 2.7.3 An initial thrive assessment is completed on each child within the first half term at Park House School. This assessment will identify the developmental stage that the child is at on entry. This assessment inputs into the engagement, transition and progression curriculum for that child. Assessments are then held thereafter usually termly. A high percentage of the young people at Park House may enter the school at the `being` stage of development .
- 2.7.4 The aspiration is that each child will progress from Park House at a development age that matches their chronological age.

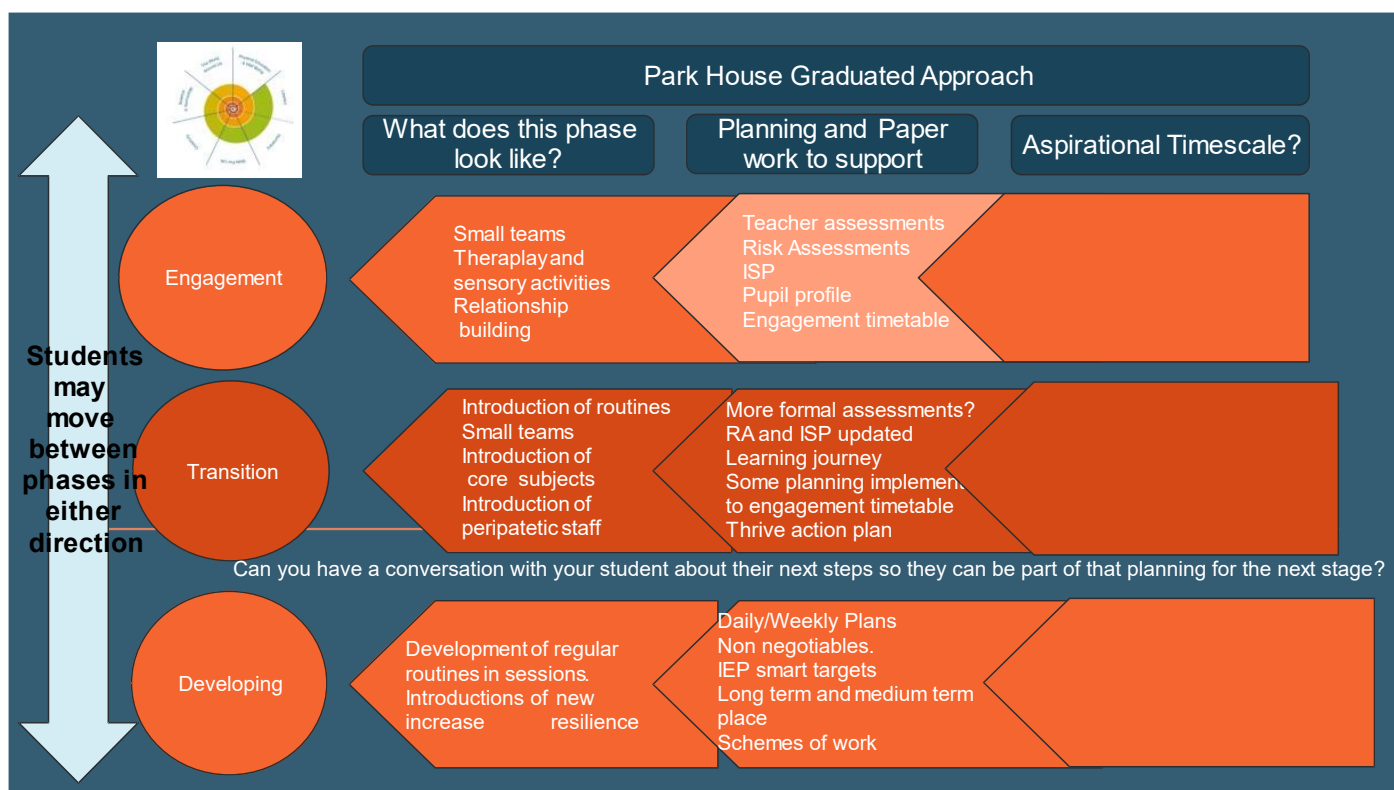
2.8 PACE in the Curriculums at Park House

- 2.8.1 PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness, Acceptance, Curiosity and Empathy**.
- 2.8.2 These principles help to promote the experience of safety in interactions with young people, which supports sequenced and cohesive learning to begin .

2.9 The Importance of PACE in the Curriculum

- 2.9.1 PACE is integral to and underpins every curriculum in the graduated approach at Park House:
- PACE focuses on the whole child, not simply the behaviour.
 - It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying life.
 - The aim is that young people at Park House discover that they are doing the best that they can and avoids labelling themselves negatively.
 - For adults working with the young people at Park House, using PACE most of the time, embedding its use into delivery of curriculums , we can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children.
 - Using PACE to inform the curriculum enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

2.10 The Graduated Curriculum Approach at Park House



2.11 The Graduated Approach: ENGAGEMENT PHASE

2.11.1 The graduated approach to curriculums at Park House enables the child to build relationships that support a secure base for learning.

2.12 The Engagement Phase: Implementation

- Each curriculum and timetable are individual to each child.
- We build on small steps of engagement, refer to small step success. This demonstrates to the young people their progress. Usually, they will, when they are ready, ask us to begin accessing a more formal academic curriculum, when they have been accessing learning all the time.
- The engagement stage of our student's journey with Park House uses Thrive informed activity, with PACE, including physical activity, with literacy and numeracy embedded throughout the individual engagement curriculum.
- Once engaged, the young person can 'see a point' in education and also start to recognise that there is a value to learning and they do have a bright future.

2.13 The Graduated approach: TRANSITION PHASE

- 2.13.1 Progressing from the engagement period of intensive support and education needs to be very flexible and fitted around the needs of the child and involve different aspects of a social, emotional and behavioural timetable.
- 2.13.2 We aim to ensure all of our children after progressing from transition period have emotional stability to be better able to make minimum expected levels of progress in core subjects every term. Our aspiration is that they will exceed the minimum:
- Once the young person is secure in the engagement curriculum transition to the full Park House (ammonite model) curriculum will begin.
 - A child may travel up and down from engagement to transition and back again depending on life events, trauma and other influences.
 - A return to the engagement phase, should it be appropriate, will support re-engagement, re-building relationships and trust. Further developing strategies to support underlying trauma that can be a barrier to learning.
 - Park House has the aspiration that each child will transition from their engagement timetable within two terms. Park House understands that the length of time each child accesses the engagement phase is individual to the child and their needs and barriers to learning.
 - The transition phase blends a mixture of the engagement phase activities, with the full Ammonite curriculum model (explained below) in small steps to ensure security in accessing academic topics that may have previously been a trigger for dysregulation, disengagement and anxieties around learning.
 - Progress in this phase is recorded in thrive and beginning progression steps within B squared or Functional skills steps depending on age and ability.
 - Park House has the aspiration for every young person, at whatever part of the graduated approach they are accessing. Every child has the opportunity to access as appropriate, Functional Skills, GCSE's, vocational qualifications (such as City and Guilds ASDAN) AQA unit awards, Arts mark awards or any other qualifications or recognition of learning that supports their aspirations, interests, job or further education choices.
 - The aspirations for the child are not limited by the graduated stage they are accessing. A young person can sit a functional skills exam whilst on the engagement phase. This builds confidence in learning and their future.
 - Social and emotional growth profile can record progression in this area.

2.14 The Graduated approach: DEVELOPING PHASE:

THE AMMONITE CURRICULUM



- The ammonite curriculum at Park House has the child at the centre.
- As relationships with staff develop and trust grows in the engagement and transition phase of the graduated approach, the young person will increasingly access learning.
- Each child will have a learning journey which acts as their individual curriculum. It explains the barriers to learning, preferred learning styles and the development of all the areas of learning in the ammonite curriculum as they become better able to access them .
- Each child will have a reading journey in place to encourage and support this vitally important foundation of learning.
- As they progress, further literacy journeys will be put in place, as well as a numeracy journey. These Maths and English curriculums are also tailored to each child.
- Evidence of sequencing and progression in the curriculum is recorded in Bsquared. Thrive developmental progression is evidenced in graphs and charts. Evisense evidencing learning against progression steps or functional skills. Books or work are evidenced in folders.

2.14.1 The Ammonite curriculum will work to narrow the attainment gap that disengagement with the child's previous education will have inevitably occurred.

- 2.14.2 Once the child has evidenced sustained progress at this stage a transition plan will be formulated for access into a mainstream , alternative specialist school ,further education or work provision as appropriate.
- 2.14.3 The ammonite curriculum model supports a broad-based curriculum that ensures all seven areas of learning are accessed.
- 2.14.4 The desired and aspirational outcome for every child is to return into mainstream education within their peer group.

2.15 The Graduated Approach. Developing Phase - Intent

- 2.15.1 Our curriculum Intent at Park House school is to provide the best quality of education and care for vulnerable and challenging children through a vibrant personalised curriculum which fully prepares pupils for their future economic wellbeing and to nurture outstanding personal development.
- 2.15.2 We are dedicated to the educational and emotional success of children and to ensure that their timetable is tailored to meet their individual needs, to enable them to reach their full potential.
- 2.15.3 Educational attendance and success are the underpinning values for positive change in the child's development which leads to a positive integration into the community and adulthood.
- 2.15.4 The ammonite (developing) curriculum element of the graduated approach enables and ensures each child continues to access a rich varied and broad-based curriculum tailored to their needs .
- 2.15.5 Upon entry to the school, each child is assessed as to their emotional needs with a thrive assessment and academic ability, either by teacher led assessment where assessment has caused trauma and anxiety or formative assessment if the child is able
- 2.15.6 This assessment continues inform the curriculum across all elements of the graduated approach. It is a core element of the Ammonite curriculum, which underpins the child's SEMH and `ability to access all the areas of learning.
- 2.15.7 The Park House clinician also inputs in to the delivery of curriculum for a care and education package student, so that all professionals involved in the care of the child and the child themselves know the short and long term aims of the education programme.
- 2.15.8 The emotional and academic progress of the child and individual programme are discussed weekly at teaching team meetings.

- 2.15.9 Half termly reviews of the curriculum are held with the Deputy head /Curriculum lead. This ensure the curriculum is aspirational, stretches and challenges our young people when they are able and meets the needs of the young person and progress is being made.
- 2.15.10 For a care and education package child this will be led by our psychologist. This ensures a holistic approach to education and that all involved in the care of the child are working consistently in their approach to ensure the child is supported to reach their optimum potential.
- 2.15.11 At Park House school the graduated approach, phased programme, is developed to enable the child to access education in manner that suits them, with an aspiration to return to mainstream education if possible. Our school and education bases offer a nurturing and holistic environment, to stimulate and encourage a passion to learn.
- 2.15.12 The teaching methods and the physical environment are designed to assist in the therapeutic care of emotionally traumatised children. Each part of the school day responds to their learning style and needs.
- 2.15.13 As a Gold level Attachment and trauma sensitive school (ATTSA) Park House is proud of the way in which our curriculum supports young people to again access learning.
- 2.15.14 Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens. The core values upon which we have based our curriculums on are as follows:
- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
 - We will provide a personalised curriculum that teaches co-operation, friendship and respect for each other, and the wider community
 - Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop confident and successful citizens
 - To help each pupil to develop intellectually, emotionally, physically, socially and morally in order to become independent, successful, confident, responsible and considerate members of society
 - To provide a happy and safe learning environment where pupils can develop key skills such as thinking, reasoning and questioning and not be afraid to join in
 - To develop pupils' confidence, self-esteem, self-image and resilience so that pupils can progress through education with the necessary life skills to become successful adults
 - To promote a positive attitude towards learning to ensure continued progress and achievement towards academic and life goals
 - To encourage respect for oneself and others, regardless of individual beliefs, cultures, and backgrounds, to work co-operatively and live happily alongside one another
 - To support a desire to learn and address anxieties around education a graduated approach is used.

- 2.15.15 We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant.
- 2.15.16 Pupils will develop knowledge, key skills and understanding at a level appropriate to their stage of emotional development and ability, in each of the following areas:

Respectful

- Understand own and other cultures, beliefs, and traditions
- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge these
- Develop respect for self, as well as others and use encouraging vocabulary for all

Independent

- Become problem solvers, and learn to support others
- Develop thinking and planning skills
- To be able to keep themselves safe
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

Confident

- Develop emotional awareness
- Develop safe and secure friendships and relationships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle

2.16 The Graduated Approach: Ammonite Curriculum Implementation

2.16.1 Key stage 2, Key Stage 3 and 4 and post 16

- 2.16.2 Our offer opportunities inspire our pupils and provide development and learning opportunities, in a manner tailored to them. It ensures learning takes place; key relationships are developed. The curriculums ensure children feel secure in accessing learning in all seven areas of learning when appropriate.
- 2.16.3 GCSE's, Functional Skills, ASDAN courses, NCFE vocational qualifications, Arts mark, sports and AQA awards, amongst other qualifications can be achieved, dependent on age and attainment.
- 2.16.4 The ammonite curriculum is divided into seven areas which encompasses: Communication and Language, Personal, Social Emotional Development, (SMSC PHSCE and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World).

- 2.16.5 We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.
- 2.16.6 English, Mathematics and Science would be delivered as part of the curriculum in stand-alone lessons and/or embedded within other subjects (Cross Curricular).
- 2.16.7 The use of ICT is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which may often result in behaviour problems. This is evident in the schemes of work and short-term planning.
- 2.16.7 AQA unit awards will be encouraged throughout the curriculum to recognise achievement and development of skills.
- 2.16.8 Each student is taught 2:1 on a 1ACE package in a community base and can be taught 1:1 or 3:2 within the Park House school building if the individual risk assessment for the child meets these criteria. This ensures all needs are met and that staffing is in line with Risk assessments for pupils on roll with 1ACE Park House School.
- 2.16.9 The need for a high staff/pupil ratio at the school and bases, is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us, during the school day.
- 2.16.10 All core and foundation subjects take place at varied times of the day. However, certain lessons maybe re-shuffled/embedded at different times, due to the SEMH needs and concentration levels of our pupils.
- 2.16.11 This timetabling of subjects will vary, depending on the pupils present at Park House School and the resilience and engagement of the young person. Each pupil at Park House School, has their own timetable. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.
- 2.16.12 Alternative providers who are our 'partners' in education, will be used to enhance and develop curriculums as identified in initial and ongoing assessments of the pupil's needs, SEMH, vocational and academic.
- 2.16.13 All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff must make amendments to planning to optimise learning opportunities when they arise. Management

and allocation of resources as well as whole school curriculum enrichment opportunities are the responsibility of the Headteacher and Deputy headteacher.

- 2.16.14 Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for life skills, work experience, embedding of maths and English, historical, geographical and religious research and investigation.
- 2.16.15 Personal, social, health education, and relationships and sexual education are an integral part within our curriculum for all key stages and will be taught as stand-alone lessons in addition to being embedded in other activities will be taught to all following statutory guidance.
- 2.16.16 Career's guidance will be in line with the Careers, Education, Information, Advice and Guidance policy, work experience opportunities will be available across all the key stages, where appropriate.
- 2.16.17 Tasks and activities are planned with reference to the pupils' needs, interests, and abilities. How they may engage in learning is identified in the engagement phase.
- 2.16.18 The challenge is to re-engage disaffected and insecure pupils in education. Therefore, we must choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies, even when it becomes challenging for them.
- 2.16.19 An example of this, is the 100-word challenge. From previous experiences, we know that most pupils with trauma, concentration, and behavioural issues, find reading and writing very frustrating, which can lead to confrontational situations.
- 2.16.20 Therefore, we look for the best way to engage following an interest or passion of the child; The 100-word challenge is tailored the child's interests needs and abilities and reward is given for achieving their own personal reading target.
- 2.16.21 Park House School has a very careful admissions policy, allowing us to collect as much information on each pupil as possible. A visit between the headteacher and the student will take place prior to placement, giving us (and the pupil) time to get to know them in more detail through staged entry into the school and a settling in induction timetable, which concentrates on meeting SEMH needs. This also allows us to prepare an individual support plan which relates clearly and directly to their abilities, needs and interests.

2.17 Extra-Curricular & PE:

- 2.17.1 The school staff team also offer the opportunity for any extra-curricular activities, which the pupils wish to embark upon. One example of this, is the opportunity young people must access the Duke of Edinburgh Award Scheme.

- 2.17.2 This enables the young people to experience a variety of activities within the Duke of Edinburgh award such as community volunteering, which is embedded into their educational timetable.
- 2.17.3 Bike- ability allows the young people to experience learning all the skills for safe riding of a bike in the community encouraging sustainable transport and physical fitness.
- 2.17.4 As a part of our pupils' eclectic individual timetables, PE is also embedded and covered on a weekly basis, in subjects such as trampolining, tennis, the daily mile and walking football and boxing. Physical education can take place with a personal trainer to encourage a feeling of self -worth and physical fitness. The pupil's undertake different activities, to suit their needs and interests, that stretches their physical and mental well-being, creating more confident, well- rounded and physically healthy young people.

2.18 PSHE:

- 2.18.1 There is a comprehensive PSHCE RSE curriculum, which covers a multitude of areas from festivals (Eid al-Fitr) and celebrations (Christmas, Easter) to peer abuse, safeguarding and prevent issues (extremism and knife crime). This will be appropriate to their age and SEMH needs.
- 2.18.2 We believe at Park House School, that is extremely important to prepare our pupils for the real world and give them an insight into what happens and what to expect when they join in social situations and as a cohesive member of the community, during the next phase of their life, outside of their time with Park House School. The curriculum is utilised in an individual timetable each week. The themes/topics change regularly.
- 2.18.3 Moreover, in order to promote SMSC and British Values further, we enable a number of opportunities, to allow our pupils experience the local community and wider world and to encourage and exercise the freedom of speech. These are as follows:
- Lunchtimes and breaks are spent by staff with the young people, conversations are encouraged on a multitude of relevant subjects to strengthen SMSC and Fundamental British values understanding.
 - Opportunities for discussion whilst travelling are logged in the SMSC log.
 - Virtual visits to faith sites around the world or to experience diverse cultures in a realm of virtual reality VR headsets.
 - Student voice allows the young people at the end of every teaching session to offer opinions and ideas that could enhance their learning and gives them opportunities to create space in their own curriculums to become an advocate for causes such as LGBTQ, transgender awareness and equality; to become eco warriors, community volunteers, and to have an input into creating a space they want to feel safe and learn in.
- 2.18.4 Our overall goal is to create an environment which allows our pupils to achieve their own academic and vocational targets, as well as PHSE understanding and SMSC values. (This includes working in an integrated way, with care and clinical teams with our integrated care/education placements).

2.18.5 Park House aims to ensure pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, with opportunities to study within the 7 areas of learning where they will be better able to:

- Progress towards their academic age-related expectations and formal exams where appropriate
- Increase social and emotional awareness
- Address previous trauma and plan for a positive future (mentally and emotionally), by following Thrive or ATIC identified strategies
- Be allowed to build and maintain positive and meaningful relationships with both staff and peers in the school and at our `partner` provisions
- Re-establish trust in adults and their intentions
- Increase self-esteem and belief in their abilities
- Develop further communication skills and the ability to verbalise needs.

2.18.6 The timing of the school day is individual to each child's needs, a typical day for an individual may look like the example below, but timings and content vary for each child.

Time	Activity
10.00am	Greet and recap on previous day
10.15	Maths
11.00	Break with staff
11.05	English
12.00	Lunch with staff (cooked by student to gain AQA awards NCFE cooking skills)
1.00	Science/ICT
1.50	Break with staff
2.00	PE/ Art
2.55	Student voice
3.00pm	Home

2.19 Ammonite (Developing) curriculum timetable:

Day	Morning	Lunch	Afternoon
Monday 9.30-2.30	AEC or Project 1 vocational education Including working in groups, carpentry metal work bricklaying	With staff	AEC or project 1 vocational education
Tuesday 10am start 3pm finish	Core education informed by Thrive, welcome and catch up 15 minutes English 45 mins, break Maths 45mins	With staff	Art 45 mins break PE with personal trainer or walking football 45 Mins Student voice
Wednesday 10-3pm	Reach (PHSE and group work)	With staff	Reach (PHSE and group work)
Thursday 10-3pm	Core education informed by Thrive, welcome and catch up 15 minutes English 45 mins, break Maths 45mins	With staff	Science 45 mins; break; ICT 45 mins student voice
Friday 10-3	Core education informed by Thrive, welcome and catch up 15 minutes Art 45 mins SMSC (trips and activities)	With staff	SMSC/ Work skills/ work experience PE trampolining 1 hr

2.20 Blended learning:

- 2.20.1 Following covid 19 and the necessary use of remote learning to support young people. During the development phase young people have the opportunity to support anxieties around face to face academic learning by utilising blended face to face and remote learning which can be if appropriate be supported by the 1ACE virtual school.

2.21 Impact

2.21.1 How will we identify the impact?

2.21.2 The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, using the following methods:

- Thrive – progression in developmental age compared to chronological age is evidenced in regular Thrive assessment and action plans. Development in this area underpins ability to access academic learning.
- Assessment and attainment – staff are able to link each lesson's success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through the assessment tool B Squared. Additional evidence is held in Evisense, within schemes of work, workbooks and work folders. Additional annotations on schemes of work supports the above.
- Pupils attitude towards learning – Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed. It will be noted at which point a learner starts in B-squared and their progress will be recognised.
- Work produced in books/lessons/work folders – The marking that is undertaken, will provide staff with the opportunity to assess each pupil's efforts and the presentation of their work. This is then marked, according to the school's marking policy and feedback given. Marking is individualised to each child.
- Pupil voice – All pupils are asked on a daily basis on their thoughts and feelings, relating to how they feel the lessons went. In addition, their opinions on the development of their school day are listened to.
- Pupils have an opportunity to complete a formal pupil voice document which gives feedback to staff and the Headteacher termly.
- Pupils using their knowledge in the wider setting - Skills that the pupils have learned are then able to be transferred in a practical way. For example: a hygiene topic, once completed as part of the PHSE curriculum will enable students to understand why it's key to remain clean and lead/maintain a healthy lifestyle.
- Review of outcomes and targets set from PEPs and annual EHCP reviews if applicable. Targets and objectives set in Pep reviews and EHCP's are reviewed and assessed for progress within an Individual education plan (IEP) for each child.

2.22 2:1 Integrated children, care and education packages, Day Pupils .

- 2.22.1 For a care and education package child the child is introduced to the home and the school with a structured routine. This starts within the home i.e. up and ready on time.
- 2.22.2 Close communication with the home, is key to the young person and the support they need to access learning. Close working with the home team ensures that they are aware of the child's needs, each day .
- 2.22.3 All of our children are baseline assessed when it is appropriate. Information from previous placements and education provisions are also taken into account.
- 2.22.4 The engagement phase timetable at this stage primarily covers their emotional needs which will change after a settling in period. The timetable, which is individual to each child, will primarily focus on their SEMH needs, developing to continue with an academic focus.
- 2.22.5 The children on a combined (integrated) education and care package are continually assessed throughout their schooling by both the clinical, educational and residential team. This ensures a continual, fully integrated service.
- 2.22.6 Day pupils will have clinical input and support into the teaching team and input into therapeutic activities and timetabling within the curriculum.
- 2.22.7 For a child on an integrated care and education package we start and end the day in a structured manner which allows for the transfer of information from the home setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of activity for reward or for therapy, or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.
- 2.22.8 For a day placement, communication with the home environment is essential and handovers are made where possible to parents and carers daily. Each child's timetable reflects their interests and abilities and may encompass a wide range of activities.

2.23 Organisation and Planning

- 2.23.1 The curriculums have been planned to ensure that opportunities to access all areas of learning in a broad and balanced manner. Supporting that progress is made in the key areas of learning:
 - The world around us
 - Physical education and wellbeing
 - Science and technology
 - Creativity

- Skills for Life
- Numeracy
- Literacy

2.23.2 Planning is organised on several levels; long term curriculum planning to ensure once settled there is progression in all curriculum areas throughout Key Stages 2 and 3, 4 and beyond; .

2.23.3 Medium term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed on a termly basis. Each subject is carefully planned through schemes of work and mapped across the curriculums. Short term plans may be for a week, a day, or a lesson. Planning is adapted on a regular basis to take into account the individual needs of the pupils.

2.24 Admissions

2.24.1 At Park House School we offer placements to young people aged from 8 to 19. Where required, social emotional and mental health additional needs will be suitably met alongside specific learning needs. We offer individual, responsive and flexible, academic, vocational and SEMH packages.

2.25 Placements Park House School Work Towards and Access:

- Transition (entry to college, mainstream, etc)
- Formal Functional skills and/ or GCSE qualifications
- Vocational qualifications, i.e., ASDAN and AQA unit awards
- Mentoring/nurture
- 1:1, 3:2 and 2:1 tuition
- Employability supported programme
- Apprenticeships (as an aspiration).

2.26 The Role of the Headteacher /Curriculum Lead Deputy Head

- Ensure appropriate coverage of the curriculums
- Monitor pupil progress
- Keep up to date with national developments
- Regularly review planning, progression and teaching strategies
- Manage resources and appropriate differentiation
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs.
- Keep Park House School staff informed of short, medium and long-term plans, developments and strategies across all key stages.
- Ensure that each pupil has a voice via the numerous pupil voice opportunities.
- Ensuring the safety of all staff and young people.

2.27 1 ACE community outreach programme, 1 ACE within Park House and Alternative Provision for Mainstream Schools

- 2.27.1 A school without walls, imagine a future where there is a place for your true abilities and talents to shine through. This is 1ACE.
- When appropriate the young person will follow a bespoke outreach or alternative provision programme with partner provisions on community bases.
 - When appropriate, the student will undertake a specifically designed programme through work experience within local businesses and the community in order to offer activities and work awareness and job opportunities.
 - Pupils of all abilities are encouraged to achieve and become confident in their abilities and their achievements.
- 2.27.2 The requirements of the National Curriculum are taken into consideration as far as that pupil proceed through the examination system appropriate to their abilities and needs
- 2.27.3 We work alongside young people for whom mainstream, specialist settings and other alternative provision have not worked. We support them to get back on track, to explore their own identity, their strengths - identifying next steps and a way to achieve them.
- 2.27.4 Five Rivers education currently operates 1ACE in Somerset, Dorset and Wiltshire London, Rochdale, Doncaster and Leeds . 1ACE can provide a high-level ratio of support and a bespoke, personalised timetable suited to the needs of the pupils. We identify local provisions (vocational, sporting, therapeutic and artistic) to work with in 'partnership'. These opportunities are targeted to address barriers to learning . The Park House school base can support a 'step up' to group work or working alongside others.

2.28 Curriculum Monitoring and Review

- 2.28.1 Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our curriculums are regularly reviewed by the Headteacher, Deputy Headteacher Head of education, (as well as the residential manager and clinical lead when a child is on an integrated care and education package) in consultation with all Park House staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.
- 2.28.2 In 2022-2023 curriculum development will take place following a reflective process, ongoing reviews and an audit of the curriculum at Park House This process is aimed at identifying areas of strength and further development.
- 2.28.3 This development of the curriculum will continue throughout 2022-2023.

2.28.4 At Park House we have very high aspirations for our young people , we never limit, we encourage, scaffold and support. This exciting further development of curriculums will ensure we are ever growing and developing, aspiring for the highest outcomes for the children at the centre of everything we do .

2.29 The Headteacher Will Ensure:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate
- Where appropriate, the individual needs of pupils' requiring therapy, and/or medical support or interventions are met, and the curriculum adapted to meet these needs
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve
- The Headteacher is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- It is the responsibility of the Head of Education to ensure that reference is made to this policy in other associate policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended
- Other staff will ensure that the school curriculum is implemented in accordance with this policy

2.30 The Head of Education Will Ensure:

- They consider the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- National Curriculum tests (where appropriate) and teacher assessment results are published in the prospectus and in the report to parents/carers and social worker and progress towards meeting agreed targets is described.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Issues are always presented to pupils in a balanced way.

2.30.1 Arrangements for monitoring and evaluation; Curriculum Monitoring and Review.

2.31.2 The Head of Education will receive a termly report from the Headteacher / Deputy on:

- Attendance
- Academic progress
- Progress in other areas
- Patterns in crisis incidents
- Other areas of performance as needs arise.

2.31.2 The standards achieved and the progress of each pupil in key stages to cover; Data and analysis of outcomes (including any concerns) relating to QA events:

- Planning Scrutiny
- Lesson Observation
- Peer Observations
- Pupil Voice
- Pupil Data &/or Reports
- Work Scrutiny
- Planning scrutiny
- School Forum
- Analysis of All Available Data Sets
- Appraisal/Performance Management
- Evidence of the impact of any intervention packages
- The views of the staff team about the action required to improve standards.

2.32 The Curriculum

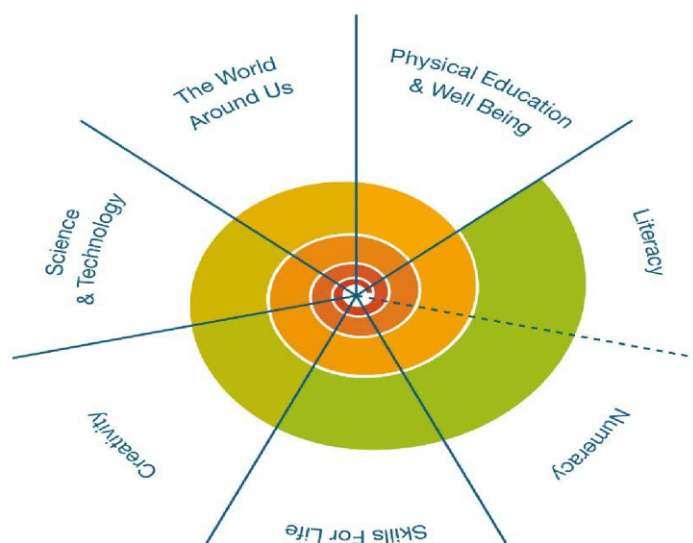
2.32.1 Each pupil at 1ACE will follow a graduated curriculum which gives them access to engagement, transition and identified aspects of the ammonite curriculum.

2.32.2 Access will be through discrete subject areas e.g. English and Maths; some access will be in through cross curricular programmes e.g. scientific through projects at partner provisions at Forest schools and The Alternative Education Company; Human and Social through targeted ASDAN/PHSE work or work with Reach, Physical with a personal trainer or Quayside Gym.



The
Five Rivers
Curriculum

The ammonite diagram represents the education curriculum for Five Rivers Child Care. Our children have been impacted by trauma and we place them at the very centre of the curriculum spiral. We segment our curriculum into seven key sections and support each child to progress through each, building the skills and confidence for them to access life and learning beyond their time in our schools or 1 ACE alternative education outreach provision.



Physical Education and Well Being	<ul style="list-style-type: none"> Physical activity timetabled into every timetable e.g., daily mile, football, cycling, scootering bike ability Personal trainer available on a 1:1 basis. - gym work for KS4 pupils and general sporting activity for younger ones. Opportunities for outdoor adventurous activities - Kilve Court, Wimbleball lake, fishing coaching. Bike ability delivered by council coaches annually. Duke of Edinburgh award scheme available for KS3/4 students. Horse riding at Conquest. Trampolining coaching at Quayside Trampoline Centre. Walking football , boxing Forest school.
The World Around Us	<ul style="list-style-type: none"> SMSC – e.g., visits to religious and cultural venues PSHE and RSE personal, social, health and economic education which– <ul style="list-style-type: none"> reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act. Career's guidance.
	<ul style="list-style-type: none"> Learning about the human body. Horticulture.

Science and Technology	<ul style="list-style-type: none"> • Food tech - Functional skills and ASDAN. • General engineering taught through AEC and Project 1. • Natural science through Forest School. • Science taught in the curriculum - see schemes of work. • Vocational ICT at Project 1 and AEC.
Creativity	<ul style="list-style-type: none"> • Music – individualised lessons in music skills, technology, singing and instruments if appropriate. • Photography – AQA's, NCFE Level 1 Award. • Arts Mark Award – workshops and involvement in community art projects. • Drama through role play, plays and poetry.
Skills for Life	<ul style="list-style-type: none"> • Functional use of English and maths. • Speaking and communication with staff and peers. • Debate and discussion around topical issues. • Activities in the community- shopping, budgeting, litter picking, gardening, charity work.
Numeracy	<ul style="list-style-type: none"> • Mathematics study - appropriate to age and ability. Focus initially on number and mental maths. • Mathematics within everyday teaching – see schemes of work. • Functional skills/ GCSE from many different boards available. • Assessment to support teaching and learning. Assessment reports to support any teaching interventions. • Additional assessments for screening if required.