

**Five
Rivers®**

**FIVE RIVERS
CHILDCARE LTD**

**Curriculum
Policy &
Procedure -
Clannad**

'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	Head Teacher
Authoriser	Head of Education
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1. Curriculum Policy Clannad

1.1 Policy Statement

- 1.1.1 This document is a statement of the aims, values and strategies used for the development of the curriculums undertaken within Clannad. 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 curriculums mean that all the planned activities organised are to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a 24-hour nurturing programme, tailored to the complex needs of all pupils. We ensure that all pupils receive 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, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

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
EBI	Even Better If
EHCP	Education, Health, Care Plans

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

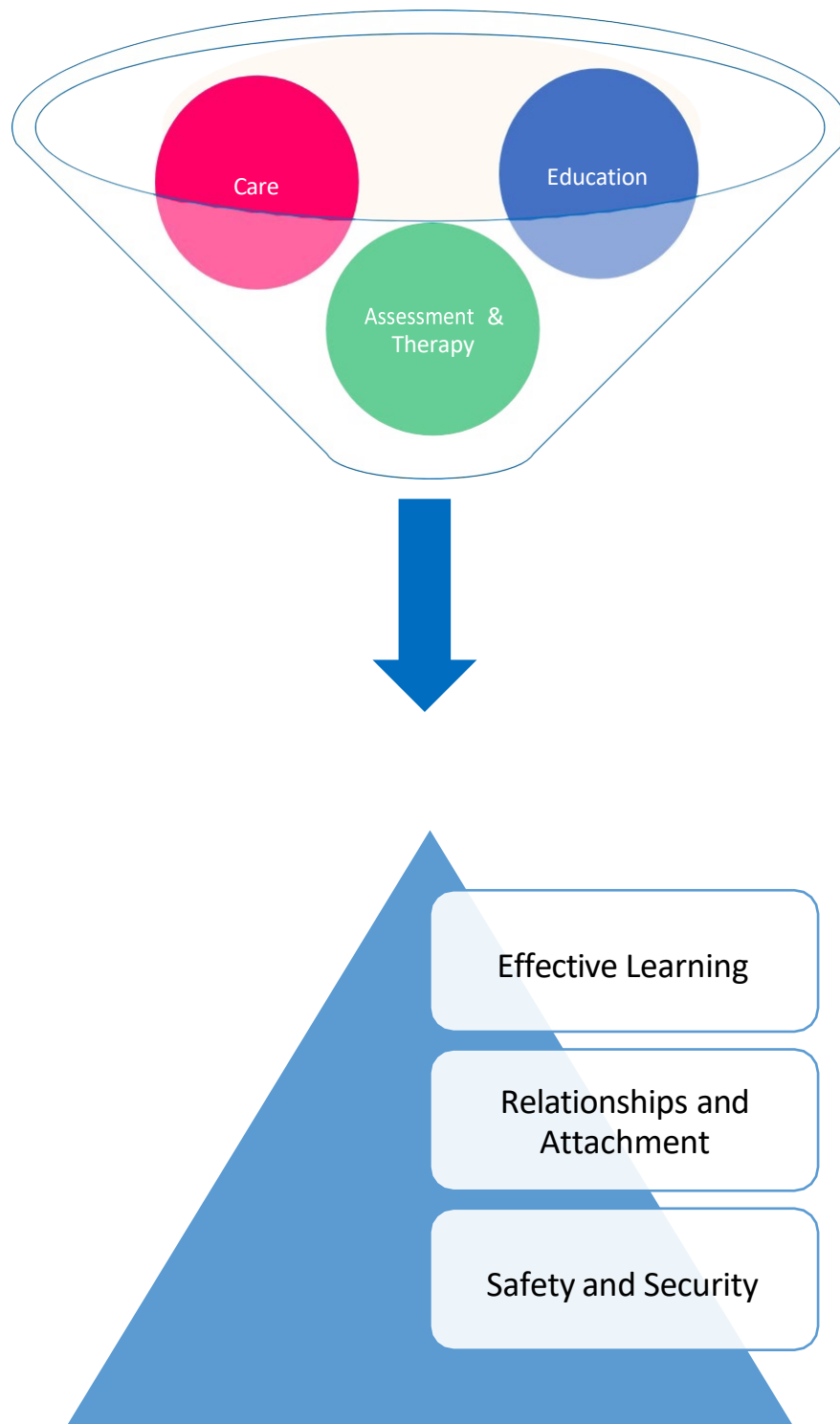
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

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).

1.5 Trauma Informed Education (TIE) Model

- 1.5.1 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.



Safety & Security

- Gain information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one
- A&T clinician to provide training for education team in line with care team to ensure consistent understanding of trauma presentations
- Regular communication between all three teams around the presentations of the pupil including daily handovers between care and school, weekly joint team meetings and communication around incidents so the pupil can feel the integrated approach
- Consistent response to pupil behaviour from education and care in line with individual care plans rather than a standardised approach

Relationships and Attachment

- Meet the pupil prior to first day at school to begin the process of relationship development and ease potential anxiety
- Initial induction plan to support the transition of the Pupil into a new education environment which can then inform the creation of a formal bespoke timetable
- Consistent and predictable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance
- Quality time spent with pupils to build relationships through activities and play
- Visibility of education team within the care environment and vice versa (even if only for short periods of time) to show positive relationships between teams

Effective Learning

- 1:1 support for all pupils to ensure a high level of support that is tailored to their needs
- Bespoke timetable to meet the needs of the pupil
- Conducting baseline tests to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development
- Alternative learning provisions incorporated within the personalised timetables to promote long-term engagement
- Individual rewards and incentive to learn programme for all pupils to create motivation for learning

Progress and Achievement

1. Curriculum Procedure Clannad

2.1 Intent

2.1.1 Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

2.1.2 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

2.2.1 We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills:

2.2.1.1 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

2.2.1.2 Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

2.2.1.3 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.

2.3 Implementation

Key stage 1 & Key stage 2

Our curriculum inspires our pupils and provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with NC documentation. The seven areas of learning within our curriculum cover are:

Numerical

Linguistic

Technologic

Scientific

Physical

Aesthetic and Creative and

Human and Social opportunities

It is also divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). 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.

2.3.1 Timing of the School Day:
09:00 -14:45

2.3.2 Timetable example:

Visual Timetable | Autumn 1 |

Day	EMA (09:00- 09:30)	Lesson 1 (09:30 -10:15)	Break 10:15 10:30	Lesson 2 (10:30 -11:15)	Lesson 3 (11:15 -12:00)	Lunch (12:00 13:00)	Reading 13:00 13:15	Lesson 4 (13:15-14:10)	Lesson 5 (14:10 -14:45)	End of Day
Mon	 Maths Games	 Maths		 English	 RSE		 Reading	 PE	 PE	
Tues	 Sensory Circuits	 English		 Maths	 History		 Reading	 Computing	 Online Intervention	
Wed	 Board Games	 Outdoor Learning		 Outdoor Learning	 Outdoor Learning		 Outdoor Learning	 Outdoor Learning	 Outdoor Learning	
Thurs	 Therapy	 English		 Maths	 Science		 Reading	 Swimming	 Swimming	
Fri	 Assembly	 PSHE		 Cooking	 Art		 Reading	 Choosing Time	 Choosing Time	

2.4 Impact

2.4.1 Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation
- Increase social and emotional awareness
- Pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- Pupils will be able address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist (one a week).
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers
- 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.

2.4.2 How will we identify the impact?

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

- **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 "BSquared". This is then recorded/monitored on each pupil's 'Pupil Profile'.*
- **Pupils attitude towards learning** – *Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.*
- **Work produced in books/lessons** – *The marking that is undertaken provides staff with the opportunity to assess each pupil's effort and the presentation of their work. This is then marked, according to the school's marking policy and EBI's are set/communicated.*
- **Pupil voice** – *All pupils are asked on a daily/half termly basis, about their thoughts and feelings, relating to how they feel in school and what resources/activities they would like the school staff to purchase/create for future use.*
- **Pupils using their knowledge in the wider setting** - *Pupils are able to transfer the knowledge/skills that they have acquired to other settings. For example: 'Hygiene' (PSHE); from the associated lessons, they are able to understand why it's key to remain clean and lead/maintain a healthy lifestyle.*
- **Review of objectives and targets set from PEPs and annual EHCP reviews.**

2.5 Organisation and Planning

- 2.5.1 The curriculum is planned to ensure that all National Curriculum requirements are met, and that progress is made in the key areas of learning:
- Communication, language and literacy
 - Mathematics
 - Personal, social and emotional development
 - Knowledge and understanding of the world
 - Physical development
 - Scientifically
- 2.5.2 Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages 1 & 2; medium term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully planned through schemes of work and mapped across the curriculums.
- 2.5.3 Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

2.6 The Role of the Head Teacher

- 2.6.1 The role of the Head Teacher:
- 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 Clannad staff informed of short, medium and long-term plans, developments and strategies across all key stages.

2.7 Curriculum Monitoring and Review

- 3 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, head of education, residential manager and clinical lead, in consultation with all Clannad staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation will be taken whenever possible.

