



'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'

Curriculum Policy

The Spires School

Policy Owner	Headteacher
Authoriser	Head of Education
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Table of Contents

Table of Contents	2
1. Policy	3
1.1 Policy Statement	3
1.2 Terms and Definitions.....	3
1.3 Data Protection.....	3
1.4 Disclosure of Information	4
1.5 Trauma Informed Education (TIE) Model	4
2. Curriculum Procedure.....	7
2.1 Intent.....	7
2.1.1 Respectful	7
2.1.2 Independent.....	7
2.1.3 Confident	8
2.2 Implementation:	8
2.2.1 Primary Education: Key Stage 1 and Key stage 2 (ages 6-11)	9
2.2.2 Key Stage 3: Years 7, 8 and 9.....	9
2.2.3 KS4: Years 10, 11 and KS5.....	10
2.2.4 ICT	10
2.2.5 Staff ratio	11
2.2.6 Meeting pupils' needs (Creating a hook).....	11
2.2.7 Admissions.....	11
2.2.8 Structure	11
2.3 Impact.....	13
2.3.1 How will we identify the impact?	13
2.4 Organisation and Planning	14
2.5 The Role of the Headteacher	14
2.6 Curriculum Monitoring and Review.....	14
2.6.1 Arrangements for monitoring and evaluation.....	15

1. Policy

1.1 Policy Statement

This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within the Spires 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.

The various curriculums mean that all of 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 nurturing 24-hour 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

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, Health Education
EHCP	Education, Health Care Plans

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

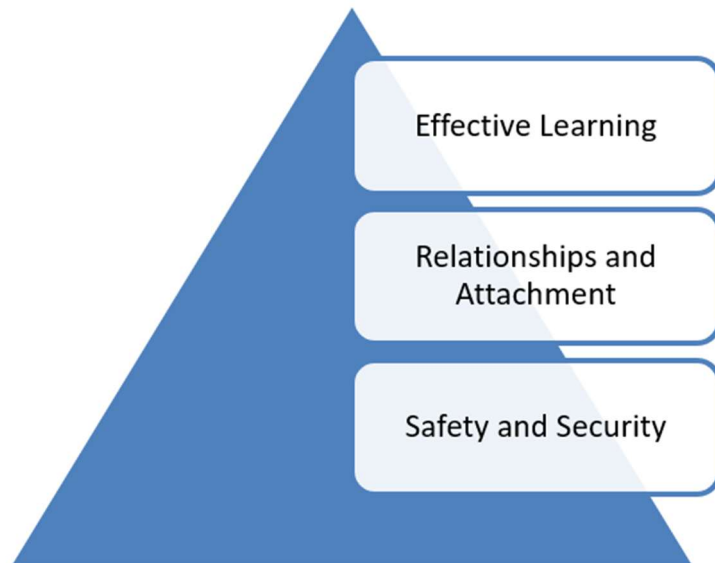
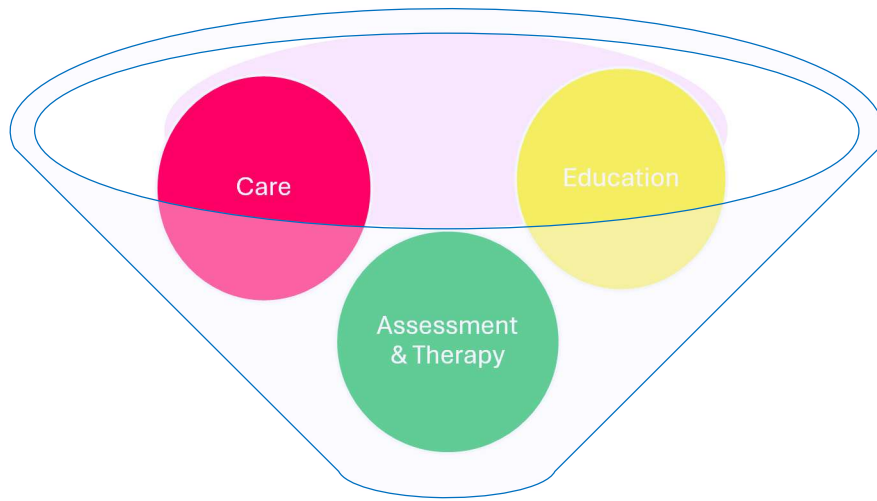
Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

1.5 Trauma Informed Education (TIE) Model

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 and weekly summaries between care and school, weekly joint team meetings and communication around incidents so the pupil can feel the integrated approach. Daily.
- Consistent response to pupil behaviour from education and care in line with individual care plans rather than a standardised approach, these are reviewed weekly.

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 communicating with carers, parents and therapists to show positive relationships between teams.

Effective Learning

- a high ratio of staff 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, group rewards and incentive to learn programme for all pupils to create motivation for learning

Progress and Achievement

2. Curriculum Procedure

2.1 Intent

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

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 knowledge, understanding and skills below:

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

2.1.2 *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.

2.1.3 *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.

2.2 **Implementation:**

Our curriculum is designed to meet both the academic and emotional needs of SEMH pupils, This includes:

- A core curriculum in Literacy and Numeracy which focusses on giving pupils access to fundamental learning
- A personalised curriculum which is assessed continually and updated in response to clear evidence that the learning has been embedded into the pupils' long-term memory
- Foundation subjects which are broken into Topics. Each Topic identifies both the skills and knowledge pupils will learn and how these build upon prior knowledge and progress to ensure sequential learning
- Our Therapeutic approaches which builds upon an ethos of emotional awareness and understanding. Staff build and model secure, healthy relationships that pupils can learn from and recreate in their lives beyond school. On this foundation, pupils can build their learning.

The implementation of this curriculum ensures pupils leave each phase with the following:

- Secure in the basic skills of reading, writing and maths
- Confident problem solvers
- Tolerant and respectful of others
- A developing awareness of their own emotional needs and how to support these
- Prepared for the next stage of their lives

Our Curriculum is designed to engage our pupils in the enjoyment and fun that learning can offer.

We recognise that pupils who join our classes require a curriculum that:

- Priorities emotional development as well as academic development
- Addresses their Special Educational Needs
- Identifies and reduces prior gaps in learning
- Enables pupils to overcome barriers that have previously prevented them from learning
- Prepares them for their next stage in education and lifelong learning

2.2.1 Primary Education: Key Stage 1 and Key stage 2 (ages 6-11)

The Primary curriculum aims to:

- Prioritise the knowledge, skills and understanding we want each pupil to have thoroughly secured by the time they leave The Spires School
- Use Therapeutic curriculum to meet the pupils emotional needs to create a foundation for pupils to build their academic potential
- Identify the Key learning outcomes that we consider most relevant to our pupils, starting at EYFS and progressing to the end of year 6 National Curriculum expectations
- Build pupil progression on secure knowledge; the next step in learning will not be introduced until it is clear that knowledge and understanding has been firmly embedded

The environment is nurture based with a focus on developing social skills, communication, and a love of learning. The curriculum is made relevant to the needs of the pupils and is flexible and adaptable with our seven areas of learning:

- The World Around Us
- Physical Education and Wellbeing
- Literacy
- Science and Technology
- Creativity
- Skills for Life
- Numeracy

In addition to these seven areas of learning we also like to incorporate additional curriculum areas linked to the National Curriculum such as Languages and Religious Education.

We recognise that pupils are active learners, and that they learn 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.

2.2.2 Key Stage 3: Years 7, 8 and 9.

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

- Numeracy
- Literacy
- Science and Technology
- Skills for Life
- The World Around Us
- Physical Education and Wellbeing
- Creativity

A Curiosity for learning is a focus for Key stage 3, Each term has a theme that enhances and encourages learning with enrichment trips or activities. Lessons are adapted for individual learners needs with an emphasis on learning activities that allow pupils to explore and learn at their own pace. There is a focus to develop key skills of reading, writing, numeracy, communication and social skills alongside an interest in the world around us. The curriculum is planned and delivered following an initial induction and baseline academic assessments.

2.2.3 KS4: Years 10, 11 and KS5

Our young people continue to follow a flexible curriculum that provides development and learning opportunities with an emphasis on developing key relationships and security in themselves. The seven areas of learning the curriculum covers are as follows:

- Numeracy
- Literacy
- Science and Technology
- Skills for Life
- The World Around Us
- Physical Education and Wellbeing
- Creativity

Students are expected to follow the core subjects of Numeracy, Literacy, Science and Skills for Life. There are opportunities to access accreditation from Entry Level up to BTEC and GCSE. Students can then chose their preferred path through the other three areas of learning, again there are opportunities to access accreditation from Entry Level up to BTEC and GCSE. Alternative providers will be used to enhance curriculum options as identified in initial and ongoing assessments of the pupil's needs, both SEMH and academic. There are also opportunities to achieve the Duke of Edinburgh Award. Careers guidance is an integral part of the curriculum and this is in line with the Careers, Education, Information, Advice and Guidance policy.

2.2.4 ICT

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.

2.2.5 *Staff ratio*

The need for a high staff/pupil ratio at the school 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.

2.2.6 *Meeting pupils' needs (Creating a hook)*

Tasks and activities are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to 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. An example of this, is the times tables initiative. From previous experiences, we know that the majority of pupils with concentration and behavioural issues, find learning their times tables very frustrating, which can lead to confrontational situations. Therefore, we are flexible to adapt to individual needs to 'hook' a pupil's interests to enhance engagement, as well as increase attainment.

2.2.7 *Admissions*

We also have a very careful admissions policy allowing us to collect as much information on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

2.2.8 *Structure*

The School is divided into departments for key areas. Students are taught in mixed age classes with abilities matched as close as possible.

We start and end the day in a structured manner which allows for the transfer of information from the residential 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 an agreed activity 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.

It is intended that all core and foundation subjects take place in the morning. However, certain lessons maybe re-shuffled/imbedded at different times, due to the nature and concentration levels of our pupils. This will vary, depending on the pupils present at

the Spires School. Each classroom at the Spires School, has its own timetable. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.

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.

As a part of our pupils' timetables, Outdoor learning and Physical Education are embedded in the area of Health and Wellbeing. Each half term, the pupils undertake a variety of different activities, that stretches their physical, mental well-being, creating more confident, well-rounded and physically healthy young people. The activities include: swimming, football, kick boxing, climbing, canoeing, navigation, forest school and horseriding, to name a few.

PSHE is an integral part of the curriculum offered at The Spires School through the Skills for Life curriculum area. the PSHE Scheme of Work has been designed with consultation with the PSHE Association, to cover the key areas of: Health and Wellbeing, Living in the Wider World, Relationships. PSHE is taught both explicitly and Implicitly throughout the school day, e.g. specific lessons, alongside activities during breaktime, tutor time and circle time. We believe at The Spires School that it is extremely important to support and prepare our pupils for changes and the next stage of their lives, for example, moving on to College.

SMSC and British values are an integral part of the school community and are reflected throughout the curriculum. for more information please refer to the SMSC policy.

The timings of the school day are:

Monday – Friday	Time:
Tutor	9:30 - 09:45
Lesson 1	9:45 – 10:30
Lesson 2	10:30 – 11:15
Break time	11:15 – 11:30
Lesson 3	11:30 – 12:15
Lesson 4	12:15 – 13:00
Lunch	13:00 – 13:30
Lesson 5	13:30 – 14:15
Lesson 6	14:15 – 15:00

We work alongside young people for whom mainstream, specialist settings and 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.

Five Rivers education currently operates 1ACE in Somerset, Dorset and Wiltshire. 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 and, alongside our Spires base, can support a 'step up' to group work or working alongside others.

2.3 Impact

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 the therapists within the Spires School.
- 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.

2.3.1 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 to be replaced in sept 24 with Arbor. This information is reported on termly to highlight areas of progression and areas of need.*
- 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, 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 schools marking policy and EBI's are set/communicated.*
- Pupil voice – *All pupils are asked on a daily, weekly and on a half termly basis, on their thoughts and feelings, relating to how they feel in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the assemblies, various topic and themes are covered, ranging from what's going on around the world, to what's happening in school, that week.*
- Pupils using their knowledge in the wider setting – *From what the pupils have learned, they are then able transfer their knowledge/skills developed. For example:*

'Hygiene' (PSHE); from the associated lessons, they are then 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.
- Achievement of AQA unit awards and ASDAN Unit Certificates
- Achievement of Awards, such as Duke of Edinburgh or the RLSS Bronze Medallion
- Achievement of Entry level, Functional skills, BTEC and GCSE Qualifications

2.4 Organisation and Planning

The curriculums have been 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

Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages 1,2,3,4 and 5 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.

Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

2.5 The Role of the Headteacher

The role of the Headteacher:

- 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 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.

2.6 Curriculum Monitoring and Review

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, and Educational Psychologist, in consultation with all Spires School staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.

The Headteacher will ensure that:

- 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/ies, 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 Schools 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

The Head of Education will ensure that:

- 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.

2.6.1 Arrangements for monitoring and evaluation

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

The standards achieved and the progress of each pupil in key stages to cover;

Attendance

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