

The Roaches Farm School Network CURRICULUM POLICY

The School Curriculum is designed to be sufficiently flexible to meet the individual needs of all our pupils. All activities that take place during the school day are part of our 'Whole School Curriculum'.

Each pupil has a Personal Education Plan (provided initially by the placing authority). Some pupils have current statements of Special Educational Needs (SEN) or are on the special needs register; and all would have an Individual Education Plan (IEP). These documents are formulated by the teacher in consultation with guardians/ carers, social workers and outside agencies and incorporate educational and therapeutic support. The plan contains individual objectives and targets, which are regularly monitored and updated by staff. Pupils' progress is reviewed through teacher assessment and is reported formally via, School Reports, Review Meetings, End of Placement reports and statutory review reports.

For our pupils we are delivering qualifications achievable between six weeks (unit award courses) and up to three years (GCSE courses). This is to accommodate pupils on short term and long term placements. Our assessment model combines the National Curriculum, spiritual, educational, personal, social and health education and citizenship education with a comprehensive Outdoor Education programme of study.

We currently have an education team including qualified teachers and teaching assistants, all teaching a variety of subjects in line with the National Curriculum. Subjects covered include English, Mathematics, Science, Outdoor Education, RE, Citizenship, ICT, ASDAN, History, Design and Technology and Art and Design.

We use the life skills syllabus of ASDAN as well as their bronze award. The ASDAN provision is set to increase within the school to enable as much transferable work and qualifications to be achieved. Currently we teach English, Mathematics, Science, History, P.E and Design and Technology to entry level, Art and Design to GCSE level and Outdoor Education to unit awards certificates with the intention of building credits towards completing a BTEC Sports Certificate/ Diploma.

We have our own Outdoor Education teacher who oversees various offsite outdoor activities, including kayaking, orienteering, rock climbing and a variety of water sports. He incorporates other subjects within these sessions to teach the pupils the transferable learning skills e.g. map reading (Geography and Mathematics) or team work and problem solving (PHSE and English: Speaking and Listening).

We also use the services of our own music teacher. He uses song writing, music production, teaching instruments and dancing as a means to engage our young people.

We have set up additional support for pupils in terms of literacy booster sessions and soon will be introducing numeracy booster sessions too.

The curriculum also reaches out to external bodies such as the police and the LAC nursing to provide enhancement to sexual education, drug education and personal safety.

Occasionally Bradshaw Farm pupils are offered in house work experience at the lower school. This is due to the risk assessments in place for the pupils and their interest in working with younger children. We work with the local colleges and work placements to arrange work experience for Old Sam's Farm, Bradshaw Farm, Evergreen Farm

School, Parkgate School, Lower Pastures School and Amber Valley School. The college programme will be designed to allow pupils who might otherwise struggle to integrate in to large groups to begin the process to familiarise with a college placement.

Our main focus of learning is through practical and creative subjects and programs. We believe that raising pupils' self-esteem through the non-academic subjects will encourage them to attend and engage in education and enjoy learning.

Each school site is tailored towards meeting the differing needs of children within that age range. Roaches Lower School and Amber Valley School are designed to deliver a curriculum that offers parallels with mainstream schooling and yet provide access to specialisms to re-engage disaffected children, emotionally stabilise angry and frightened children or support the re-inclusion of children who have found security and are ready to take the step back into mainstream education. As well as delivery of core and foundation subjects the Lower School provides specialist music tuition in electric guitars, drums and brass instrumentation. The music curriculum is tailored to allow pupils' fast access to instruments, as the main emphasis is to enable children to work in a group setting and undo any sense of alienation that has often been acquired through past experience. Once children have established rudimentary skills on electric guitar or drums, they are encouraged to take up a brass instrument and follow a more classical programme.

The school as a whole has its own outdoor education equipment (canoes, cycles, climbing gear) and the use of it is monitored by the independent body ALAA. Although the primary reason for outdoor education in the curriculum is to offer children opportunities to challenge self-preconception, the school provides a curriculum that instructors follow which aims to dovetail outdoor education into an academic framework that has a relevance and relationship with the wider timetable. Each child has access to outdoor education for a one half day bi-weekly. The Lower School is set in the Dark Peak Moorland and an understanding of habitat is a strong theme in the curriculum. Pupils are provided with 1:1 booster sessions to support/extend their learning and also to fill gaps in their learning that are causing them difficulties. These are completed by the Teaching Assistants in consultation with teachers. With close liaison with our in house Art psychotherapist pupils are also offered the opportunity to access 1:1 Emotional Literacy sessions allowing them to work through difficult issues or personal struggles such as low self-esteem/anger. These are carried out by a nominated Teaching Assistant for day pupils and keyworkers for residents.

Our extensive withdrawal programme provides access to Art therapy, Literacy and Numeracy Withdrawal, Enhanced keyworking, Anger Management and Positive Intervention programme. Assessments have taken place recently to determine the appropriate nature of withdrawal intervention for our children and scales such as Kidscreen have been utilised to make a quantitative judgement about whether Art therapy or Anger management would best meet the needs of our young people. We target Literacy and Numeracy withdrawal at the children with most need academically and have paid/designated co-ordinators to deliver the academic withdrawal programme and anger management programme. One of our TAs is qualified to counsel and supports the therapeutic team in developing a pastoral care programme which includes working through packs that have been devised by the school psychotherapists to cover CSE, Self-Esteem, and Emotional Literacy. Incorporated in the pastoral care programme is our outreach programme that works toward working collaboratively with families. Our aim is to be able to offer a more systemic therapy for pupils still living in the family home, offering therapy to both the parent and child thus improving relationships at home which in turn would improve the child's relationship within school and their learning ability.

Subject specialists offer 'advanced' one to one sessions in core subjects for GCSE students at a grade boundary.

To be reviewed annually - Reviewed July 2021