**Wessex Lodge School Curriculum Policy**

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| Policy Number: | C01 | Originator: | Kate Stradling |
| Issue Number: | 4 | Authoriser: | Mike Deacy |
| Issue Date: | 01/09/2023 | Service Type: | Curriculum |
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1. **Aim of the policy**

This document aims to outline Wessex Lodge School’s Policy for the Curriculum.

**SCHOOL ETHOS:**

* **An individualised curriculum for all students**
* **A bespoke timetable that meets individual needs**
* **Specific measured starting points**
* **Improve life outcomes**
1. **Policy**
	1. **Curriculum Statement Wessex Lodge School**

Wessex Lodge School is registered by the DfE to provide education for students between the ages of 8-18. Our curriculum covers Key Stages 2, 3, 4 and 5.

At Wessex Lodge School, we recognise that every individual is unique. We aim to provide a bespoke education programme for our students which encourages and supports their participation in learning and which builds confidence and self-esteem. Our curriculum enables our students to value and enjoy education, whilst striving to maximise their potential.

The enhanced curriculum at Wessex Lodge School is principally designed to re-engage our students with learning thus starting to provide them with opportunities to prepare for successful adult life. Typically, our students have had their learning significantly disrupted and they often struggle to remain focused on learning within the confines of a school environment. Early year traumas may create barriers to success in education and we aim to provide a curriculum that supports students to make real progress in developing the core skills of

Literacy, Numeracy and science. In addition, we provide relevant information to foster safer choices and start to develop the vocational skills that will enable our students to live independently and succeed in the world of work.

Particular emphasis is placed on the school’s curriculum, communication and self-directed behaviour strategies for a lifelong learning programme. Wherever possible we aim to provide access and inclusion opportunities to mainstream education and other community-based leisure and social activities geared towards the promotion of independent living.

The curriculum is planned to promote individual and group learning opportunities via a full range of experiences and activities that are appropriate to each student’s age, entitlement, needs, abilities and choice. The highly experienced, committed and specialist staff team at Wessex Lodge School will initially work with each student to identify individual interests and strengths, as well as the particular challenges to be overcome in order to access learning; therefore, our approach is patient, flexible and based on unique individual needs, which are formulated into an Individual Learning Plan. We provide a safe, secure and stimulating learning environment wherein our staff actively seek opportunities to engage and work with students whenever their emotional state enables progress in learning to be achieved. Beyond this, staff will aim to promote independent learning, with the belief that every student has the right and ability to achieve and develop a love for learning. We uphold a culture of high expectation, which supports every member of the school community to grow, develop and maximise their achievement. We aim to establish and maintain positive, dynamic and purposeful working relationships across the school.

All students enter Wessex Lodge School with an EHCP providing the basis for their Individual Support Plan. This is a tool by which the school establishes what and how targets are to be achieved. In addition to educational targets other development parameters are set, monitored and reviewed regularly. After a careful initial assessment, including liaison with parents/carers, healthcare professionals, previous educational placements and the local authority, we begin a phased curriculum to enable a structured progression from disengagement and low self-esteem through to confidence and independence. Students are placed on to pathways appropriate to meeting their needs regularly reviewed according to their assessment of THRIVE strand, engagement and progress.

READY INTERDEPENDENT

**Skills for Preparing to learn**

**Encountering new people, new experiences.**

**Engaging in nurture activities and relationship building**

PREPARE

**Skills for being Ready to**

**learn Engagement and**

**participation in education, AQA, applied core subjects, nature/farm/creative based learning**

**Skills for being an Interdependent learner**

**GCSE, BTEC, NVQ,**

**Functional skills. Preparing for post 16**

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| **Skills for Preparing to learn Encountering new people, new experiences. Engaging in nurture activities and relationship building** | **Skills for being Ready to learn Engagement and participation in education, AQA, applied core subjects, nature/farm/creative based learning** | **Skills for being an Interdependent learner****GCSE, BTEC, NVQ, Functional skills.****Preparing for post 16** |
| **BEING****Can be confident and appropriately trusting****Becomes receptive to new experiences and relationships****Starts to become aware of their own needs and can signal distress/ask for help****Doing****Curious and creative, takes initiative Is active and easily stimulated, seeks sensory experiences****Enjoys investigating and getting involved** | **Thinking****Name, express and handle feelings Understand rules and cause and effect****Think for themselves – can say ‘no’****Power and identity Positive sense of self and individual****identity****Adapt to different roles and relationships****Understand consequences and context** | **Skills and structure Enjoys diversity, difference and****acquiring new skills Possesses internal/external structures: values and rules****Developing a confident gender identity****Interdependence****Enjoys individuality and periods of independence****Developing a confident sexual identity****Engages with new opportunities and challenges** |

Therapy/ Thrive NC learning

P

Reparative Right time (Age)

R

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Throughout this process, students are provided with a high level of therapeutic support and a consistently broad, rich range of learning experiences. Students may temporarily move between pathways within a lesson or the day as their states of regulation and needs change.

Our personalised learning programmes provide students with a relevant learning journey which progresses towards clearly defined aims and outcomes. This is a nationally recognised framework for learning programmes aimed at students who are working predominately towards Entry Level, Level 1 and Level 2. Thus, we work alongside our learners to identify personal progression pathways and create a programme that consists of initial engagement closely linked to their pathway, Vocational learning, Personal and Social Development and Functional Skills (English, Maths and Science). Throughout these programmes, students receive ongoing support, advice and guidance. In line with national expectations, our learning programmes work to enable students to progress towards relevant and realistic outcomes;

* + 1. Further Education – GCSEs, A Levels, or college courses
		2. Employment with training
		3. Apprenticeship or Employment
		4. Independent Living

Following our initial assessment process, the B Squared assessment programme is used to record learning and identify intended outcomes and progression pathways. Flightpaths use this information to track and report progress and aspiring destinations. Our students will work towards a suite of accreditation based on prior achievement and ability to learn. The ‘building blocks’ in our range of accreditation are the AQA Unit Award Scheme (UAS). These provide certification for student achievement in a vast array of learning opportunities across a broad range of curriculum areas; both practical and academic. Since students can join the school at any point in the academic year, the UAS enables accreditation to be gained for short pieces of learning and achievement.

Our students will then follow an Entry Level and/or Level 1 programme comprising of English, Maths, Science, Steps4Life (Connecting STEPS), Creative Arts, Vocational Studies, Food Technology and Learning outside the Classroom dependent on individual interests and choice. On successful completion of these programmes, students may progress onto Level 2 accreditation, depending on their particular interests and abilities. Further to this, students will be provided with the opportunity to gain GCSE awards in a range of curriculum areas, depending on individual needs and aptitudes. Wessex Lodge School has approval as an exams centre from AQA (unit award scheme), Pearson/Edexcel and ASDAN.

Our overarching aim at Wessex Lodge School is to provide the highest quality education where inclusion, enrichment and progression enables personal achievement for all students in preparation for the responsibilities, experiences and opportunities of adult life (with appropriate levels of support). We actively support British values such as; democracy, law and order, individual liberty and freedom of speech, together with mutual tolerance and respect for race, culture, gender and religious belief through our curriculum and its’ delivery.

All teachers are responsible to teach and role model these British values and Cultural Capital, as we aim to promote cohesion and prepare our students for life as good citizens in a modern, multi-cultural United Kingdom.

We wholeheartedly believe that our curriculum actively promotes personalised learning and holistically prepares students to experience success and achievement every day, whilst developing the life skills required for a safe, healthy and aspirational independent future

**Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Kate Stradling, Head Teacher Date: 01/09/2023

Signed: **Kate Stradling**

This policy is quality assured by Mike Deacy, Regional Director Date: 01/09/2023.

Signed: 

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This policy is written by Kate Stradling, Principal Date: 01/09/2022

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This policy is quality assured by Mike Deacy, Regional Director. Signed: Date: 01/09/2022