

## Craven Pupil Referral Service



### Curriculum Policy

2023-24

Approved by:

Date: December 2023

Print: A. Haughey

Last reviewed on:

December 2023

Next review due by:

December 2024

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'R. Bellfield', is written over the text 'Ratified by Governors:'.

Date: December 2023

Print: R. Bellfield

## Curriculum Intent

- **Safety-secure base.** This forms the foundation of our approach as we work tirelessly to build trust and strong relationships with our students. Feeling safe allows children to take control over their own thinking and start to modify their behaviour.
- **Achievement.** All students will focus on English, Mathematics and Science. This is to ensure they do not fall behind and makes sure they are capable of re-joining their home school or finding a new school in which to be successful. This core curriculum is supported with PE, Humanities, Art, RE, CIEAG and PSHCE to secure each student's all-round development.
- **Communication.** Students are guided to develop their ability to recognise meaning, understand written, spoken and nonverbal communication. This is to help them to communicate more effectively with adults that may not understand their needs.
- **Reading.** We intend for every student to improve their reading age significantly whilst at Craven PRS. Students do a benchmark assessment on entry and there is a weekly reading focus as part of the curriculum.
- **Emotion Intelligence.** Understanding emotions is crucial for young people. Craven PRS use a therapeutic emotion coaching model to develop empathy and healthy emotional responses.
- **Doing.** Where possible we help students understand themselves and their future through learning about: careers, health, wellbeing and their own physiology and its relationship with their behaviour. Students have access to a range of coaching models and KS4 students have access to a day of work experience each week, where appropriate.

These curriculum aims are underpinned by our values: Our Community at Craven PRS has six core values, centered around our most important seventh value of GROWTH. We want all our young people to grow and be able to remove or manage the barriers that have resulted in their joining our school.

**G**rit mindset to attain success through endurance, perseverance, resilience, passion, hard work, and practise, practise, practise.

**R**espect for yourself, for each other and for all adults. This value is central all our intervention work on behaviour, communication, and conduct. Especially in respecting diversity and choices of individuals in our community.

**O**bstacles Make us Stronger this mind set is intended to create adaptable learners, who thrive when challenged, regardless of whether the task looks hard or unpleasant.

**W**in or learn there is no such thing as a wrong answer or failure. We either succeed in achieving our goal or learn how to succeed in the future.

**T**eamwork, everyone working together to achieve ambitious goals

**H**onesty with others and always to yourself

Finally, the seventh of Growth, or more specifically,

**“Growth for All”**

## Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## Roles and responsibilities

### The Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Management Committee
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## Organisation and planning

Students can join the PRS in several ways so the curriculum has to be personalised for each one. Placements can be full or part time. Temporary intervention placements last for 12 weeks but can be extended for an additional 6 before returning to their home school.

The school day consists of five lessons and a 20-minute tutor period each morning.

The curriculum has six elements:

- The core curriculum to secure positive outcomes post 16 and close any attainment gap. The curriculum also includes PSHCE, RSE and CEIAG.

- The Heroic Optimize curriculum and coaching to remove barriers to success
- Coaching using our Be Creative Model
- Movement Programme to support emotional regulation through exercise
- Skill Builder curriculum enhancement
- Reflection, journalling and targeted intervention

## Curriculum Implementation

- **P**ersonalisation. Our students often have different starting points, so we ensure that each student has appropriate support and challenge. All students complete diagnostic tests that help our team to target support for each individual. Individuals are supported through SMSC assemblies and lesson content.
- **L**iteracy. Reading and writing is a focus throughout the curriculum and key words are shared in each lesson. Where appropriate the reciprocal reading model is used.
- **A**ssessment of progress and need. We assess need through diagnostic testing, coaching and daily meetings to discuss the day's activities. Students are given verbal and written feedback in each subject.
- **C**oaching and mindfulness. Craven PRS uses a range of coaching models including Emotional Coaching, HEROIC, NLP and BE Creative. These help students to recognise barriers to their progress and to structure their future responses to challenging situations.
- **E**nergy. Craven PRS uses daily exercise and movement to help students regulate their moods and control their emotions. Research show that it is very challenging to move a person psychologically quickly, but it is possible to move a person biologically, allowing them to trigger hormone release and therefore control their reactions.

By implementing the above curriculum, the following outcomes should be achieved:

- **S**elf-Control. Through coaching sessions and how staff model behaviour allows our students to improve their ability to control their thoughts and actions.
- **U**nderstanding of subjects and the world. Academic school learning and progress will decrease the gap to their peers.
- **C**ommunication. Students will have improved their ability to communicate and access learning more easily through reading for understanding.
- **C**onfidence. Students will have increased their self-belief as a learner and a young person who can communicate their needs to others in a positive way.
- **E**ngagement. Students attend lessons and can evidence progress. Their attendance at the PRS demonstrates a positive trend.
- **S**tudent Manual. This manual includes all diagnostic testing, coaching and intervention outcomes. A copy is produced for the home school, parents and for the PRS records. This file explains how to work with the young person, so their progress can be maintained in their new or home school.
- **S**trategies for success for school, home and relationships. Students can make safe and mindful choices, to facilitate them making and maintaining positive relationships when they return to school.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

