



**Outcomes
First
Group.**

Curriculum Policy

Policy Folder:

Curriculum 2023-24

1. Aim of the policy

This document aims to outline The Holden School's Policy for the Curriculum.

2. Policy

2.1. Curriculum Statement the Holden School

The Holden School is registered by the DfE to provide education for students between the ages of 4-18. Our curriculum covers EYFS and Key Stages 1 to 5.

At The Holden 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 The Holden School is principally designed to reengage 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 skills that will enable our students to live independently and succeed in the world of work. Our curriculum also incorporates our school mission statements:

- It's OK to be me
- Children at the heart of everything we do
- Being the best I can be
- Nurturing strengths, diversity and independence
- Learning to regulate my emotions
- Developing emotional resilience

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 life in modern Britain.

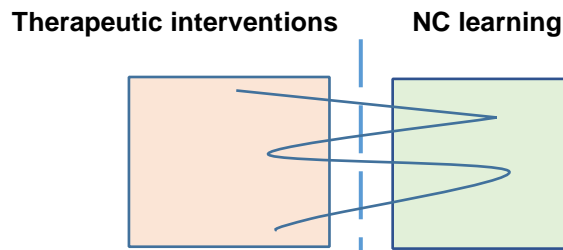
The curriculum is planned to independence and group learning opportunities via a full range of experiences and activities that are appropriate to each student's age, entitlement, needs,

abilities and choice. Upon arrival to the school, students are placed on to one of three pathways, assessed through baselining as the most appropriate pathway to meeting the students' needs. The pathway reviews are ongoing and are adjusted according to student's assessment, engagement or progress in attainment or readiness for the next pathway. The pathway model is discussed and agreed in the annual Educations Health Care Plan (EHCP) review and forms the basis for the provision the school provides.

Pathways at The Holden School



The agreed pathway is the pathway where students are most often assessed at. It is inevitable that students are likely to move between pathways at different stages of their time at school and even day to day or time. As such our approach accounts for this.



The highly experienced, committed and specialist staff team at The Holden 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 The Holden School with an EHCP providing the basis for their Individual Learning 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.

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 as their states of regulation and needs change.

Our curriculum is broad and balanced and provides students with a relevant learning journey which progresses towards clearly defined aims and outcomes. We work alongside our learners to create a programme that consists of initial engagement closely linked to their pathway. 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

Following our initial assessment process, teacher assessment provides a baseline assessment for all curriculum areas. This is used to evidence progress and identify intended outcomes and progression pathways utilising Solar (online assessment framework). 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.

Through analysis of progress data and understanding the needs of our students, the best route for learning is developed with them towards the reaching the best possible outcomes for each young person taking into account individual interests and choice. Further to this, students have the opportunity to gain Entry Level Certificates, Functional Skills, GCSE, BTec and ASDAN awards in a range of curriculum areas, depending on individual needs and aptitudes. Currently, The Holden School has approval as an exams centre from AQA and Pearson/Edexcel but are open to be considered for approval for other exam centres to support pupil's interests and needs.

Our pupils may need to be grouped with reference to their needs and cognitive ability, rather than strictly on their chronological age. Approaches used to plan and deliver the curriculum are devised to meet the needs of individual learners, for some this will be through specialist subject focused approaches.

Alongside an academic curriculum, all pupils have an Individual Learning Plan. This was something we developed to facilitate the planning, assessment and recording of progress in relation to an individual learning programme. Our Individual Learning Plans are a person-centred needs-led approach rather than a subject-based and content-driven approach, which has been developed in order to facilitate the planning and assessment of learning for young

people to address those need identified in their EHC plans and who don't make progress in a neuro-typical way.

The overall design of our Individual Learning Plan addresses some key issues relating to appropriate learning approaches for young people with learning difficulties. It is made up of five main cross-curricular areas; communication and interaction (which includes literacy, cognition and learning (which includes numeracy), personal, social and mental health, sensory and physical (including occupational therapy), and preparing for adulthood. These areas correlate directly to the young person's EHC planning document, and aim to work towards outcomes that are decided upon by a multi-disciplinary team.

Learning intentions are then assessed and progressed upon using a 4-scale approach of development- specifically Prompting, Fluency, Maintenance and Generalisation.

Our Individual Learning Plans ensure that learning is centred on what that person needs and wants at its very core, and means progress is achievable for all.

The Early Years Foundation Stage

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are communication and language, physical development, personal, social and emotional development. Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are literacy, mathematics, understanding the world and expressive arts and design.

The Rainbow Pathway

The Rainbow Pathway at The Holden School is for children and young people with more complex learning difficulties. Our rationale is based on the extensive research of respected educationalists in the world of SEN including Peter Imray, Penny Lacey and Barry Carpenter, the SEND code of practice, the national curriculum and the recommendations of the Rochford review (October 2016).

The students on our Rainbow Pathway follow a curriculum that is based around the EQUALS curriculum supports the development of communication, functional literacy and numeracy, problem solving, awareness of the community and world around them as well as social skills and citizenship.

Each student's Individual Learning Plan places an emphasis on addressing the core characteristics and challenges associated with autism by offering a timetable designed to

promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.

We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a predominantly thematic focus
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home, care-setting and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible
- is broken into small steps and provides frequent opportunities to repeat and practice skills
- has an emphasis on experiential and sensory learning,

The implicit curriculum includes all routines of the school day such as transition time, lunchtime, snack time, leisure time etc. These occasions are regarded as an integral part of the curriculum for students with autism and complex needs.

For some of our KS4 Pupils, they may follow a curriculum based around ASDAN schemes of work and functional skills in Maths and English where appropriate.

The Pastoral Pathway

As well as providing a safe and secure base at our school in Leigh, we are very able to provide a broad range of learning opportunities utilising other providers. This pathway offers a way of combining classroom based learning objectives in functional contexts. They are planned with students and include elements of Transition Action Plans, LA advice, ILP targets, hobbies, interests, work experience, spiritual and cultural events and community access.

Carrington Stables delivers a programme which meets the needs of young people, to change their lives through the development of key life skills and help to engage them back into learning. The success of the programme is measured through the evidence of change within key skill areas reflected in ILP assessment. The programme is led by the following core principles:

- To change lives through horses, dogs, small animals, and the outdoors
- To be sustainable
- To build effective partnerships to create a world class education initiative
- To be knowledge based

- To nurture now for the future

The main aim of the programme is to develop the young person across six key life skill areas: Communication, Confidence, Teamwork, Building Relationships, Perseverance, and Responsibility.

Creative Hub is a unique, relaxed environment for students to develop their passions and raise their aspirations. Students work toward a Level 2 Bronze or Silver Arts award dependent upon their current ability. Arts Awards are flexible, portfolio-based awards. The units cover practical skills, research skills, planning, and presentation. All arts awards are assessed in-house by trained Arts Advisors and moderated by Trinity Guild Hall Arts Awards.

AppleCast offers a safe environment for young people to achieve through a wide range of options. They have now developed horticulture, conservation, fish breeding, aquaponics, agriculture and bespoke woodwork shops complement the existing fishery management qualifications and angling tuition. All the education stems from the angling aspect of the program and allows young people to make options on the desired learning direction. All literacy and numeracy is embedded into the portfolio work completed and compliments the practical side of the project. This enables young people to complete task to develop work base learning skills along with a good work ethic. In addition to the various qualifications and accredited certificates the young people have the opportunity to gain, they will also learn key life skills including confidence, respect, patience and perseverance. Students have the opportunity to work towards Open Awards.

Music For Young People provides students with opportunities around Music Technology, Construction and Art. Music for Young People is based around 3 sites in Bury. The music hub is the main office and they utilise a unit for construction and mechanics and The Zone for fitness suites to cater for the health and fitness accreditations that they can offer. Students work towards AQA Unit Awards.

Curriculum Enrichment

In line with the 1988 Education Reform Act, The Holden School strives to promote the spiritual, moral, cultural, social, emotional and physical development of all students in school and society. Through themed days and weeks a selected theme is threaded throughout the curriculum to promote and develop this entitlement. Developing student's spiritual, moral, social and cultural awareness is at the heart of our curriculum and learning outside the classroom is a key area in our work to encourage personal development. Teacher's planning will seek opportunities for students to work together and learn in the surrounding community.

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Consequently, we accompany students on a wide range of out of school activities including; bowling, Graffiti Workshops, Games Loft, Costa Coffee, Book Cycle, cinema and visits to local places of interest. We are also continuously working to develop a network of suitable employers to increase our provision of work experience placements.

The 'enhanced' curriculum offered at The Holden School enables access to a range of therapeutic professions and services through which our students can begin to identify and understand their particular barriers to education, work to increase self-esteem and confidence and reduce any anxieties which may have a damaging effect on progress and future life chances.

Our overarching aim at The Holden 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 in modern Britain (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. A very small minority of pupils may stay on at The Holden School after Year 11. These pupils benefit from a continued KS4 curriculum as they have significant gaps in education or to support them with transition to their next steps of education.

2.2. Curriculum subjects

Subjects are accessible to all students, at appropriate levels according to their age and ability. The main focus of the teaching is on developing functional skills and applying them to real situations throughout each students programme. They can be accredited via **AQA Unit Awards** and build towards **AQA Entry Level Certificates, Pearson/Edexcel Functional Skills Entry Level, Level 1 and Level 2, GCSE's, BTEC** and **ASDAN** entry where appropriate.

These subjects are:

- English
- Maths

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- Science
- ICT
- Art & Design
- Basic Cooking Skills
- Vocational Studies

2.3. Foundation Subjects

Subjects are included in programmes of study and are accessible according to ability, need and age. These can include:

PSHE (incl. RSE, citizenship)
Computing
Humanities including History, Geography and RE
Art & Design Technology including Food Technology
Physical Education

PSHE (Personal, Social, Health, Economic Education), (covered in more detail in its own policy) is embedded within the learning at the school. Whilst students access PSHE through dedicated timetabled times, PSHE themes form a central key to the learning experience at the school. PSHE support plans drive the needs of students to provide individual PSHE curriculum support alongside the main curriculum. Relationships and Health Education (RSE), also covered by its own policy in more detail is planned in to the curriculum schedule and is planned to meet the statutory frameworks in place, providing students with a sensitive but effective understanding of their bodies, healthy relationships, healthy and safe understanding of sex and health.

Supplementary subjects and therapeutic experiences are available for students to access based on their ability, need, age and preference. These include:

- Creative Hub
- Music Technology
- Outdoor Education
- Animal Care
- Construction
- Work Experience
- Duke of Edinburgh (DofE)

Our Careers provision provides careers advice and guidance to students from at least Year 7, to best prepare students for the future at an early age including work experience. A bespoke programme is made for students supported by our independent Careers Advisor, Anna Featherstone.

3. 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.

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