



Curriculum Policy

St Edward's is a charitable trust providing day and residential placements for pupils aged 9-18 years who exhibit behavioural difficulties associated with their Social, Emotional and Mental Health (SEMH) needs.

Pupils are referred by Local Authorities and come to us, in many cases, having experienced significant levels of disruption to their schooling, principally on account of their challenging behaviour. In most cases, pupils have struggled to meet the demands of education in mainstream schools and in other special education settings. Pupils are referred to the school as a result of:

- placement breakdown in a previous setting(s), either mainstream or other specialist provision;
- a reassessment of need;
- a natural transition;
- a Special Educational Needs Tribunal.

Pupils are deemed to require an appropriate context for living and learning so as to more positively affect their personal, social and emotional development.

We attempt to meet a wide range of special educational needs - including specialist literacy support, speech and language therapy, occupational therapy, therapeutic counselling and the development of an in-reach provision to support pupils who are struggling to achieve success in the classroom. We maintain a fundamental commitment to providing pupils with a broad and balanced curriculum.

The school's Catholic faith underpins our teaching, which thus may further promote pupils' spiritual and moral development, often in intangible ways.

"The knowledge which the pupils acquire of the world [and] of life is seen in the light of faith."

The Sisters of Our Lady of Providence

Aims

The planning and implementation of a politically unbiased school curriculum, which strives

- To provide opportunities for all pupils to learn, achieve and make progress in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education according to their ability.
- To provide subject matter which is appropriate for the ages, aptitudes and needs of all pupils, accounting for their Education, Health and Care plan (EHCP).
- To promote pupils' spiritual, personal, moral, economic, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of adult life. As a Catholic school we will create opportunities for staff and pupils to take a pro-active role in combatting some of the worst effects of climate change through a sensitively constructed

Outdoor Education curriculum. Pupils will take an active part in projects that speak of a preferential option for the poor at home and abroad, champion the rights of the persecuted and demonstrate an awareness of the dignity and rights of those around them.

- To ensure that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is not undermined and that teaching does not discriminate against pupils contrary to the Equality Act 2010.

In interpreting these aims within our school, we strive to ensure that each pupil shall make good progress and,

- fulfils his God given potential, to His greater glory
- develops as a rationally autonomous, thinking individual
- is equipped to play a full and active role in the communities and society to which they belong
- is well prepared for the next stage of his educational journey (through the development of greater independence, self- esteem and a love of learning, as well as specific provision such as impartial careers guidance, exam preparation, mock interviews and advice on transition).

As a Catholic school, our concern goes beyond the development of each individual in our care, and looks to the Common Good of the communities and society to which we aim each pupil will uniquely contribute.

“For a true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies of which, as man, he is a member, and in whose obligations, as an adult, he will share.”

(Gravissimum Educationis)

Principles of the Curriculum

The National Curriculum, modified to meet the needs of our cohort of pupils, provides the basic framework for the learning experiences we offer at St Edward’s School. A common curriculum of English, Mathematics, Science, Religious Studies, Art, Design Technology, ICT, Humanities, Physical Education, PSHE, and outdoor education constitutes a fundamental entitlement. This core entitlement is supplemented by vocational opportunities through ASDAN with a focus on life skills related experiences. The school provides a variety of enrichment days.

A proven whole school focus on improving pupils’ reading levels underpins all our efforts to enable them to experience success across the curriculum. This is achieved through a daily emphasis on independent reading using a formal accelerated reading programme.

Some pupils present as still more vulnerable on account of their specific learning difficulties, sensory integration needs, lack of emotional resilience and maturity. These pupils access their learning in a specifically nurturing environment – Middle School. Pupils can thus make progress through an individualised curriculum, bespoke to their needs. Our aim is to enable pupils to effect successful transitions into the Upper School environment or to develop skills within a Key Stage 4 class, where there is an emphasis on preparation for adulthood.

The balance of our curriculum reflects our pupils' special educational needs as well as the importance attached to vocational preparation in Key Stage 4. While there is a strong emphasis placed upon acquiring fundamental access skills, personal and social development and vocational competencies, the core subjects of English, Maths, Science and Religious Studies retain a central place and a suitable weighting is accorded to the foundation subjects.

Within subject teaching and curriculum enrichment (Wider Horizons), pupils have access to impartial, accurate and up-to-date careers guidance which enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

In collaboration with local authorities, the school can continue to accommodate pupils into post-16 placements. Courses for post-16 pupils are bespoke - devised for pupils, based on individual aspiration and need. Pupils may pursue college-based courses, where they are supported by a post-16 learning mentor. Alternatively, post-16 courses can be delivered in school, enriched by elements of supervised work experience, with a view to increased independence and preparation for adulthood.

The experience of success is part of an organised attempt to enhance self-esteem and self-confidence. We view learning to work together in co-operative activities as a valuable life skill and as fostering a positive attitude towards others.

Pupils are supported by teachers and care professionals to maintain an awareness of their progress, using assessment tools. Gap analysis assists teaching staff in planning for compensatory learning in the core subjects.

Pupils' attainments are celebrated through weekly awards assemblies, the school's annual awards for progress and school newsletters.

There is a statutory requirement to consider at each Annual Review the pupil's needs as they are described in his EHCP. We ensure that every pupil's achievements are fully reflected and duly celebrated at their Annual Review, so as to provide encouragement for a more promising future and affirmation when pupils have attained in ways that may have previously eluded them.

For young people whose difficulties endure into the closing stages of statutory education, a programme emphasising personal and social development, together with vocational preparation, experience of work and opportunities to participate in various and numerous certificated schemes, serves to prepare them to better meet the very real social and vocational demands when they take their place in the world beyond St Edward's School.

In summary, St Edward's School aims to provide an inclusive, structured, outward looking curriculum, with an emphasis upon a body of knowledge that will prepare pupils for the next stage of their education. We offer our service within a caring and therapeutic environment, characterised by high standards, a fundamental respect for pupils' rights as individuals and regard for the wellbeing of others.

The delivery of the school's curriculum is described in further detail in other documentation including the Teaching and Learning policy, RSHE policy and subject handbooks.

This review: GM/AB/AS November 2023