



Curriculum Policy

Context

PRISM Independent school provides alternative education to pupils aged 11 to 19 [Key stages 3, 4 and 5]. The pupils are referred from schools and the Local Authority; most pupils have experienced significant barriers to learning in mainstream settings and demonstrate social, emotional and/or behavioural difficulties. Therefore our curriculum at PRISM is designed to engage and support and stretch pupils, offering them the opportunity to put in place the personal and educational building blocks that will help them progress onto further education, training and employment.

PRISM Independent School operates over two sites. each one providing specialist facilities and opportunities for different courses of study. Both sites will offer functional English and Maths to all pupils.

Our Intention

To create a school environment that has the following characteristics:

- Based upon clear practice and values
- Pupil centred approach
- Safe environment where wellbeing of pupils and staff are a priority
- Separate key stage curriculums
- Delivery of interesting, challenging and stretching sessions
- To have a curriculum in place that is relevant, enjoyable and motivates pupils to learn.
- To ensure Prisms curriculum offer embraces the protective characteristics-Age, Disability, Sex, Gender reassignment, Race, Religion, Sexual Orientation, Civil Marriage, Pregnancy.
- The curriculum will contain embedded scientific, technological, human and social aspects, along with aesthetic, physical and creative elements. These elements are evidenced in Schemes of work and session plans.
- To raise personal aspirations and care about supporting others
- Offer pathways to make positive progressions

Key Stage 3 curriculum offer will contain:

- F/S
- PHSE
- Enrichment/Intervention
- Vocational subject[sport, animal care or construction]

Key stage 4 curriculum offer will contain:

- F/S

- Enrichment/Intervention
- PSD [Inc. Workskills]
- Vocational Qualification [sport, Animal Care or Construction]

Key stage 5 [specific] curriculum offer will contain:

- F/S
- PSD
- Vocational Qualification [Animal Care or Workskills]

Implementation

At PRISM Independent School, a dynamic creative curriculum creates opportunities for pupils to develop self-esteem, confidence, life skills, teamwork, leadership and communication alongside a vocational subject, which allows the young people to achieve their potential.

PRISM Independent School's curriculum enables all pupils to become:

- Successful learners – who enjoy learning, make progress and achieve;
- Confident individuals – who are able to live healthy, safe and productive lives;
- Responsible citizens – who make a positive contribution to society.

Areas of Learning

Over the course of a placement at PRISM, it is expected that all pupils of statutory school age will experience the following areas of learning: linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative, embedded within the core curriculum and vocational areas and in some cases (sport and creative arts), through explicit subject teaching. There is a particular emphasis on acquiring and developing basic functional skills in English and Maths. The range of experiences that exist within the core curriculum will help to prepare students for the opportunities, responsibilities and experiences of adult life, including acquiring a knowledge of public services in England and developing an understanding and appreciation of social, moral, spiritual and cultural issues.

SEN and Requirements of EHCPs

Where a learner has an EHCP, special consideration is given to the special educational provision the LA considers necessary to meet the child's needs as detailed in the EHCP. Key staff from PRISM takes part in review meetings.

During the referral process, discussion takes place with the referrer to ensure a placement at PRISM is appropriate. Pupils are placed at the site that will best meet their learning, social and emotional needs.

Copies of EHCPs, ILPs and review documentation are kept on file at the Main Site. Staff are made aware of pupils individual needs and action points for planning in a number of ways:

- Individual needs, including pupils' EHCP are discussed regularly at staff team meetings which take place at least once a week;
- 'Differentiation registers' are compiled and used by staff when planning lessons. These contain a summary of specific learning needs, support needs and action points that need to be taken into consideration by staff when planning and working with their learners. These are updated whenever a new pupil joins the group or when an EHCP review has taken place.

Suitability for Ages/Aptitudes of all Learners, Differentiation and Progression

Most pupils tend to be around the range of Entry 3 to Level 1 and the main courses PRISM has adopted reflects this, however, with extra one-to-one support, pupils are able to access courses from Lower levels through to Level 2 if appropriate. Information on attainment at entry is also used to help with planning.

Within each taught session, a tutor is supported by other support staff, who are available to give intensive support to pupils and aid with differentiation where required. Where course requirements allow (i.e. in non-accredited pathways), activities are sensitively differentiated in expectation and outcome to take account of the needs of individuals within the group. Where course requirements do not allow (i.e. where the assessment criteria of accredited courses are very prescriptive) it is expected that the level of learning has been appropriately selected for each learner and support can be given to help them achieve this.

During all Functional Skills sessions, all pupils are working on individual plans (ILP) that have been specifically tailored to their needs, allowing each pupil to progress in their key areas of weakness and at the correct level.

Progression is at the centre of each learner's curriculum. During the entrance interview, staff and new pupils discuss long-term aspirations, review prior learning and plan progression routes that will allow them to achieve their goals. Creating an IAG plan. This helps to direct the courses they undertake while at PRISM and forms the basis of target setting that is reviewed at regular intervals.

Curriculum Structure and Content

All areas of learning are taught on a rolling basis over the course of a year and all courses are unit and credit based. This allows pupils whose placements at PRISM begin and end at different points in the year to gain full and immediate access to the curriculum. It also allows them to build up portfolios of work unit by unit. Pupils placed at PRISM for a number of years have the opportunity to progress up through the levels within core and vocational subjects or can move from one site to another to experience a greater range of areas of vocational learning.

Core and Vocational Curriculum

Pupils across the two sites access a curriculum made up of accredited courses and non-accredited areas of learning. These are:

- **Functional Skills – English, Maths** : Functionality in English, Maths is concerned with the practical application of skills in these subjects in everyday contexts and help pupils develop the skills they need for adult life and work. The functional elements of English and Maths are embedded into all Curriculum subjects.

At PRISM learners develop their functional skills using a generic learning package. This combines baseline and diagnostic testing with an individually tailored program of study, focusing on areas of weakness at a level appropriate to the learners' needs

- **Other non-accredited areas of learning:** These include PSHE, team-working, communication, animal care, farm maintenance, performing arts, issue-based work, cooking, volunteering, looking at local and national issues such as grooming, forced marriages first aid, animal cruelty, art and film studies.

Vocational Curriculum

In addition to the core areas of the curriculum, all pupils engage in vocational learning, leading to approved qualifications that carry performance points. Each site specialises in one or more vocational subject area. Pupils are placed according to their individual needs and interests. Vocational subjects offered are:

- **BTEC Sport** Accredited through Edexcel, pupils engage in practical and portfolio based activities.
- **BTEC Construction (Farm Site):** This is accredited through Edexcel at Level 1. Pupils spend lessons developing practical skills and generating a portfolio of evidence.
- **BTEC Land-based Studies/Animal Care (Farm Site):** This is accredited through Edexcel at Level 1. Pupils spend lessons developing practical skills and generating a supporting portfolio of evidence.
- **BTEC Workskills** –This is accredited through Edexcel and requires the development of a portfolio of evidence.
- **BTEC Animal Care**-This is a level 2 qualification offered through Edexcel and is practically based programme that requires a portfolio of evidence.
- **Enrichment**

Providing pupils with opportunities for personal and social development is at the centre of PRISM Independent School's overall aims and ethos. All pupils are able to access enrichment through elements of the Curriculum, and structured 'issue based' sessions, as well as the day-to-day interactions that take place between staff and pupils.

Specific topics covered within the Enrichment Curriculum include 'Managing Social Relationships', 'Individual Rights and Responsibilities' and 'Healthy Living and Eating'. PRISM staff and visiting experts (such as MEZMAC and the Local Authority Drugs and

Alcohol Team) deliver structured sessions on issues such as weapons, drugs and alcohol, sex and relationships, sexual health, exploitation and personal safety and linking with National initiatives such as Anti-Bullying Week and Black History Month. The 'BABIES' (Borrow a baby in educational setting) programme has been developed by PRISM staff and is used to help prepare learners for the reality of parenthood. We also use interactive games and film studies to encourage engagement and discussions.

Staff constantly monitor, challenge and support pupils in their social interactions and behaviour, modelling appropriate positive relationships. Behaviour is reviewed and targets set with each pupil daily. Pupils can share concerns and discuss issues with staff informally throughout each day.

The learning found in the enrichment programme will be supported by AQA unit awards this allows for pupil and staff to be involved in its design. On successful completion of work pupils will be issued with certificates of learning. This will support pupils to have confidence in their own ability to achieve.

Information Advice and Guidance (IAG)

At PRISM there is a clear focus on supporting learners to engage in appropriate progression pathways that will lead to employment in the long-term. This begins with discussions during the entrance interview and continues throughout the duration of a placement. While at PRISM learners are able to access IAG both through the taught curriculum and through individual sessions with specially trained advisors. They also create a personal IAG plan.

Social, Moral, Spiritual and Cultural Education (SMSC)

Within the curriculum, aspects of SMSC education will be addressed directly as part of the Enrichment programme - Managing Social Relationships and through issue-based sessions on subjects such as cultural awareness. Young people's SMSC development also takes place directly and indirectly through a range of other experiences and situations at PRISM, that are designed to be fully inclusive and to promote the building of confidence and self-esteem.

Knowledge of Public Institutions and Services

- PRISM Independent School has established links with a number of public institutions and services including: West Yorkshire Police, Fire and Rescue Service, , local health services (including the PCT) and the Army. Pupils are able to develop their knowledge of public institutions and services through taught sessions involving visitors from these organisations. Pupils also have the opportunity to take part in offsite activities to these and other public services, including local parks, museums, field studies and leisure facilities.

Preparation for Adult life

- Participation in all aspects of the curriculum at PRISM Independent School will help to prepare pupils for adult life.

Staff plans for teaching will include:

Group Timetables: This gives an overview of all the courses/units of work to be covered with each group and on each day of the week.

Scheme of works (SoW) for each of the courses/units of work on the timetable: Overview plan including how pupils will advance through learning objectives and how progress will enable access to the curriculum requirements. OR.

Session Plans for each lesson/session in the course/units of work: Plans in detail the content of each lesson/session, including the statement of objectives, structure of teaching and learning activities, differentiation for individual needs, resources, and methods of assessment. Group Sheets will be used to guide staff when planning to ensure individual needs are met.

Assessment for learning

See 'Assessment Policy and Framework' for details of how pupils progress is assessed, recorded and reported and how this information is used to inform planning and further improvement.

Use of Visitors and Specialists

PRISM encourages the use of visiting speakers who have particular areas of expertise and experience when planning units of work and projects. This includes Connexions Advisors, Local Policing Teams, the Health Worker or representatives from within specific organisations or professions that are of interest to the young people. Staff are required to follow procedures for child safeguarding whenever visiting speakers are used.

Off-site Visits

PRISM encourages relevant off-site visits that will enhance areas of learning. Staffs are required to follow procedures set out in the Health and Safety of Pupils on Educational Visits Policy and to complete risk assessments for all activities that take place off-site.

Practical work

Prism pupils will be encouraged where ever possible to engage in practical work. This method will reinforce demonstrations and theoretical inputs from tutors.

Group work

In both indoor and outdoor sessions pupils will be encouraged to work together and explore the benefits of working in a team. This group work will be supported with discussions and demonstrations by specific tutors. Pupils will be encouraged to use Prism resources in a safe environment, by identifying and controlling risks. Peer education will be encouraged. This will make the learning of pupils even more effective.

Universal/Targeted approach

Prism as stated in their Practice and Values document will create a school environment that collectively and independently meets their needs.

IMPACT

PRISM will provide a safe, supported environment where all pupils are able to develop the skills and attitudes which will facilitate continuous personal development, including:

- Improving pupils working knowledge of literacy, numeracy and ICT;
- Providing opportunities that build knowledge and skills relevant to adult life;
- Encourage personal, moral and social values alongside a respect for other cultures and religions;
- A better understanding of the area in which they live, both locally and the wider world;
- Being better equipped to take their place in society as informed, confident and responsible citizens.
- To stretch pupils to ensure they are able to gain relevant accreditation
- Raise pupils levels of self-esteem confidence and aspirations as they progress through and out of Prism Independent school.

Monitoring/analysis

Interventions

Curriculum action plan