



**Timeout
Education**

CURRICULUM POLICY



Curriculum Policy

Our Curriculum Policy Statement

At Timeout Education we strive to provide a caring, structured learning environment in which all pupils can develop socially, emotionally, morally and to their individual academic potential.

All pupils, irrespective of their age, aptitude, attainment level, ability or social circumstance are entitled to an education of the highest quality. Education is intrinsically valuable, and so we seek to encourage all pupils to learn at school, outside school and to continue this beyond their school years.

We are an inclusive school and are proud to have staff who can support the varying and challenging needs of all our learners including children with special education needs and social, emotional and mental health difficulties. Our education team work closely with our clinical therapists and senior leaders to support all our children to thrive academically and personally.

At Brearley Hall School we have designed a curriculum that is ambitious and accessible to ensure all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) are embedded with the knowledge and cultural capital with which they will utilise as they develop and succeed in life

The intent of all of our school's curriculum is to deliver a creative curriculum which is accessible to all and that will maximise the development of every child's ability and academic development. In our curriculum, there is a carefully planned series of learning opportunities and experiences that develop every child's sense of curiosity, awe and wonder. It develops learning and the acquisition of knowledge, building on prior learning so that children know more, remember more and understand more.

The school has the same academic, technical, or vocational ambitions for all learners. Where this is not practical – for example, for some learners with prominent levels of SEND – its curriculum is designed to be supportive and creative to meet their individual needs.

Learners study curriculum, that has an emphasis on the core subjects being taught daily and the foundation and vocational subjects being taught weekly. Teachers ensure that learning is maximised by immersing the pupils in the richness of each subject for as long as possible, 'specialising' only when necessary. At Brearley hall, we offer an environment where teachers can deliver our exciting and innovative curriculum through our small, targeted groups with high pupil to staff ratios to ensure all pupils have 1:2:1 access to the support which they need. Our hands on afternoons encompassing horticulture, forest school, swimming and physical development provide opportunities for all children to succeed.

All pupils attending Timeout Education have emotional, social and/or mental health difficulties that has meant that their educational needs cannot be successfully met within a traditional mainstream setting.

Pupils enrolling at Riverbank Primary School, Brearley Hall or Brookland School will typically have:

- Been excluded from one or more schools.
- Had a sporadic attendance in previous schools, or periods of extended absence.
- Received a minimum of 1-1 support either at home or in a previous school, on a reduced timetable.
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their behaviour.
- Low expectations of the opportunities that is likely to be available to them when they leave school.
- Barriers to learning such as ASC, ODD, Specific Learning Difficulties such as dyslexia and dyscalculia and ADD/ADHD
- Many of our students have had Adverse Childhood Experiences, or medical conditions which have
- affected their ability to regulate their behaviours and ability to form appropriate relationships with Peers.
- Our students often need to be grouped with reference to their pastoral and/or emotional needs, rather than on their chronological age.

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group, whilst ensuring we still have high standards and expectations of all pupils so that all pupils can access a broad and balanced curriculum.

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in:



Curriculum Implementation

The school uses a range of pedagogical approaches, each closely aligned to the project being used as a stimulus and the skills being developed by the lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

All of our schools will ensure that each pupil's EHCP outcomes and educational provisions are incorporated into the delivery of lessons, through scaffolding and differentiation and effective sharing of ECHP aims, which are monitored and assessed by the SENCo (Special Educational Needs Co Ordinator).

Schemes of work are designed to support the sequencing of the development of knowledge and skills, allowing children to reinforce, develop and build on this knowledge as they progress through school. Schemes of work are designed so that children who are new to the school or may have missed periods of education, are able to be supported to become fully engaged in the school's curriculum, the assessment embedded into area of subject planning and the schemes of work used, will also help to identify gaps in students' knowledge, and inform the school on the most prudent forms of intervention to effectively address those gaps.

Curriculum Aims

At Timeout Education, our aim is to develop a broad and balanced curriculum that provides young people with the requisite knowledge, skillset, and confidence to help them become successful learners, confident individuals and responsible, contributing members of society. The curriculum is differentiated to a pupil's individual abilities and capabilities, increasing self-esteem and personal development. We aim to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the school supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

- Satisfy the requirements of legislation relating to the National Curriculum and Religious Education (RE), relationships, sex education and health education (RSE) ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills, especially literacy, numeracy and the use of information and communications technology (ICT).
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum.
- Set high standards and ensure pupils make good/excellent progress, in line with their abilities.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers and effectively address pupil's gaps in knowledge.
- Be challenged and stretched to achieve their potential.
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for and ensure a successful transition from the primary school to secondary school or from Brearley Hall School to mainstream school.
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways.
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- Show commitment to all pupils. We believe that each individual matter, and our curriculum and delivery supports this.
- Value their learning outside of the curriculum.
- Relate to the taught curriculum.



The focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and their desire to follow a course like those of their peers in mainstream school and achieve similar leaving outcomes to their mainstream counterparts. Whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the differing emotional, pastoral and mental needs of our pupils. Subsequently, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognise the value and importance of education in their lives.

Curriculum Outcomes

Our school's curriculum will:

- Meet the social, emotional and behavioural needs of our pupils
- Support our pupils in a return to mainstream school or the next stage in their education
- Lead to qualifications that are useful for both employers and further education.
- Enable our pupils to fulfil their potential meet the needs of pupils of all abilities.
- Provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- Prepare our pupils to make informed and appropriate choices at points of transition with the requisite guidance and planning through the carers programme.
- Help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- Ensure pupils are given the opportunity to enhance their literacy and numerical skills throughout the breadth of the curriculum.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help our pupils understand the world in which they live.

SMSC within the curriculum

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g., empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school, background checks withstanding.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.



- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring, Evaluation and Review

Assessment information from KS1, KS2 and base line testing enables flight paths to be used as guide in KS3 targets towards an outcome that is both challenging and achievable.

Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining records in a good order. A quality assurance programme ensures that progress and achievements are true reflections of a pupil performance.

Curriculum Offer

Classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, taking into account, their baseline assessments and social and emotional needs. This can mean that some children who are at a developmentally lower age than their chronological one, will experience the curriculum through approaches that are tailored to their learning style, which may be experiential or through continuous provision.

Children are provided with opportunities to achieve GCSE's (KS4) Functional skills, ASDAN qualifications and AQA unit awards.

Pupils will receive lessons in Maths, English, Science, History, Geography and R.E. (Which sometimes may be delivered through a topic or thematic based scheme of work) as well as access Forest school, horticulture, PE (including swimming) computing and art/design.

Emphasis is placed on pupils working towards their EHCP targets, as well as developing their phonetic knowledge, reading skills and numeracy.

There is a key focus on the social and emotional development of all pupils. Many of our children struggle to regulate their emotions. Our pedagogy and teaching approaches are developed to aid children firstly to be ready for learning, and secondly, for the learning to occur at the pace at which an individual child can manage successfully.

The development of social and interpersonal skills are also taken into consideration, with many children finding school difficult due to barriers within these areas. Children are assigned to their form groups and have daily tutor time.

As much as possible, we look to provide an engaging curriculum that considers the interests and aspirations of pupils, helping them to succeed academically. We also look to support the independence of our learners to prepare them for their next steps, as well as their social skills, encouraging them to take responsibility for their learning and actions.

The policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others.

Rationale

The school will be admitting pupils with a range of special educational needs (SEN) and an Education, Health and Care Plan (EHCP) which notes the nature of these difficulties.

The type of pupil we accommodate include diagnosis of SEMH and/or ASD (Autistic Spectrum Disorder). Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of a medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

Monitoring and Review

This policy is subject to annual review unless changing circumstances require an earlier review.

Approved by:	Dani Worthington - Director of Education	Date:	01/09/25
Last Reviewed on:	01/09/25		



Next Review due by:	01/09/26
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