



## **Curriculum Policy**

**March 2019**

# **Amberleigh Residential Therapeutic School**

## **Curriculum Policy**

### **Contents**

1. Curriculum Overview
2. Curriculum Aims
3. Curriculum Content

## Curriculum Overview

Amberleigh school caters for the needs of individual boys who exhibit inappropriate sexual behaviours and who may have been subject to abuse and/or neglect, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. Full-time education is provided for up to 15 boys aged 11-18 at Golfa School and up to 10 boys at the Oaks School.

Amberleigh school aims to have a positive ethos based on the principles of a therapeutic community where respect and trust is based on open, shared values; staff act as positive role models and encourage supportive relationships where children feel safe and secure, listened to and involved in decision making.

All children/young people have a right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. The curriculum at Amberleigh school is based firmly within the National Curriculum, but is modified appropriately to meet the specific educational and personal developmental needs of its pupils. Curriculum areas and subjects are a structure for gaining knowledge and where pupils are inspired, challenged and motivated through creative and flexible teaching in the classroom and beyond. Learning is personalised, progressive and structured so that it allows pupils to achieve and develop a sense of satisfaction that helps build their motivation and confidence.

Amberleigh places a high value on academic achievement and inclusion which is reflected in the school uniform and high expectations for classroom work and behaviour. The curriculum at Amberleigh is all-encompassing and encourages pupils to develop skills and interests in lifelong learning. We believe in helping pupils develop and achieve their potential by broadening their experiences and development of capabilities and skills. All pupils are encouraged to:

- Enjoy learning
- Become confident individuals who are proud of their identity and able to make healthy life choices
- Responsible citizens who get on well with others and engage with their community.

## Curriculum Aims

Amberleigh schools aim to facilitate pupils' acquisition of knowledge, skills and personal qualities to help individuals develop intellectually, emotionally, socially, physically, morally and aesthetically, so they may become independent, responsible, confident and considerate members of the community.

Amberleigh school will:

- Create and maintain an exciting and stimulating learning environment
- Ensure that each pupil's education has continuity and progression
- Meet the learning needs of each pupil
- Be nurturing of pupils' talents and skills
- Provide active and experiential learning opportunities
- Recognise the difficulties pupils may have faced prior to admission to Amberleigh
- Provide a broad and balanced curriculum with high expectations for pupils
- Treat pupils in a dignified way

Through the curriculum, Amberleigh school aims for pupils to:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful, well balanced and healthy
- Be enthusiastic and eager to put their best into all activities
- Acquire a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour

- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their innovative skills and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge different cultures and the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

## Curriculum Content

Amberleigh has a curriculum which is based firmly upon the National Curriculum at Key Stages 3 and 4, but it is recognised that, because of the specific criteria attached to pupil admission to the school, various modifications are inevitable to meet the specific learning needs of its pupils. For some pupils their needs may be recognised in, and directed by, their Statements of SEN/EHCP.

The areas of linguistic, mathematical, scientific, humanistic, creative and aesthetic, technological and physical learning are included. Subjects delivered include:

English, Mathematics, Science, Computer Science, Food Technology, Creative Education, Film Studies, Humanities, Physical Education, Citizenship, PSHE & Horticulture.

These subjects are designed to develop skills, knowledge, understanding and attitudes that extend beyond the classroom and contribute to the whole life and ethos of the School.

Teachers prepare Schemes of Work for each term and for each subject taught. They include the key learning objectives, the activities and investigations to be carried out. All pupils' work in each subject is marked according to Amberleigh school marking policy.

Pupil progress is tracked by all teaching staff and shared through discussions at whole school staff meetings and Ambertrack. Ambertrack is a new database/information management system we are developing as a school for on-line paper-free tracking and monitoring system used to monitor the progress of all pupils in a variety of subjects but in particular English and Maths. Ambertrack is used to gain a better understanding of each pupil's progress against personalised targets.

Termly meetings are held at carer's events where teaching staff, link workers and pupils meet to discuss progress within their PCPs and to view some of the work pupils have completed over the academic year.

A careers programme which includes both classroom taught and work experience components, is an integral part of the curriculum, and is augmented by the expertise of external Careers Advisers. Young people are encouraged and supported to participate in voluntary work experience, particularly with local charitable organisations. The pupils' wider developmental needs are additionally catered for by an extra-curricular programme which includes physical activities, off-site visits, visiting speakers and whole school activities e.g. end of year school plays, sports day, football tournaments.

Understanding concepts of citizenship are actively promoted through the School Council in which all pupils participate. Amberleigh school actively promotes the

development of an understanding of sustainability and local/global citizenship and participate in fund raising activities for local and national charities.

As issues surrounding the area of literacy and numeracy, as well as emotion and behaviour development, feature largely within the majority of pupils' needs a concentration upon the development of literacy and numeracy levels, emotional literacy and good behaviour is made across the curriculum. Additional staff support is directed towards pupils with specified literacy, numeracy and personal development needs. Teaching staff work closely with therapy team to support the personal needs of pupils including the development of emotional literacy.

All programmes delivered at Key Stage 4 are accredited- for example with external awarding bodies: AQA, OCR, WJEC and Pearson. Pupils work towards GCSEs, BTECs, Entry Level qualifications and modular/unit awards. The overall aim is for pupils to achieve their potential and gain a range of qualifications appropriate to their level of ability. The range of accreditation available enables outcomes to more closely match the actual performance of pupils with a range of quite specific learning and personal developmental needs.

The curriculum is delivered within a time-table of full time education, with pupils attending school for 25 hours each week for 190 days a year. The week is made up of daily tutor time (15 minutes) followed by lessons. Pupils are taught in small groups for core subjects and larger groups for Social Communication, creative subjects of Performing Arts and Music. Life skills and additional learning support is given on both an extraction (1-1) basis, intervention sessions, as well as within the group itself. Additionally, on four weekdays the school day ends with a community meeting.

### **Therapeutic Community Meetings**

Therapeutic Community Meetings are central to community life, they involve all members of the community (young people and staff) coming together on a regular basis. It provides the forum for any democratic decision making to occur, the opportunity to reflect on recent events in the community, and it enables members to give and receive feedback and to explore the dynamics present within the milieu at any time. Community meetings also allow the opportunity for staff to model appropriate interactions, empathy and perspective taking. This can enhance the development of these skills in young people. They can also aid the development of healthy attachments with both staff and peers.

## **Good Lives Model**

At Amberleigh Care we apply evidence based frameworks to inform our practice. Our approach to understanding and responding to Harmful Sexual Behaviour is the Good Lives Model (GLM). The GLM is a strengths based model of intervention based on the principles of positive psychology. The Good Lives Model conceptualises that individuals are predisposed to seek a number of 'primary goods' (needs) which if achieved will increase their wellbeing. Primary goods are obtained by various means that are referred to as secondary 'goods'(means). For example, a primary good could be the sense of belonging and the secondary good is harmful sexual behaviour.

The GLM identifies the following range (11) of primary needs to be met. The assumption is that people are more likely to function well if they have access to these types of goods. However, when people lack the means or external support to achieve these types of goods they can use inappropriate means to ensure their needs are met. Our aim within this framework is to assist young people in gaining the skills, ability and support to meet their needs in a healthy and pro social way.



<b>Policy Reviewed By:</b>	<b><u>Signature</u></b>	<b><u>Date</u></b>
<b>Next Review Date:</b>		
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