**Curriculum Policy**

**The Haven School**

 

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| **Approved by:**  Jane  Spensley  |   | **Date: Feb 2020**  |
| **Last reviewed on:**   | Oct 20  **Next Review:** Oct 21 |

**The Haven School Curriculum Policy**

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(Please also refer to the Haven School’s Teaching and Learning Policy and Online Learning Policy)

**The Haven School Curriculum Statement**

Learning at The Haven School focusses on educational achievement within a therapeutically informed environment. It stimulates and encourages a desire in pupils to achieve their potential free from stress and anxiety. This empowers students to develop positive learning behaviours enabling them to achieve their potential.

At The Haven we believe in delivering a broad and balanced curriculum so that students have experience of a wide range of subjects and topics for as long as possible to promote a broad range of knowledge and skills. This allows students to discover and pursue their own particular interests and passions. A combination of teaching skills and knowledge, the technical and the non-technical, the academic with the creative and the challenge with the accessible ensures our curriculum has balance.

The programme that students follow at The Haven is bespoke to their needs and is informed by their Education, Health and Care Plan (EHCP). Each student has an Individual Learning Plan (ILP) that ensures their curriculum allows them to achieve individual goals and the outcomes required on their EHCP.

Personal, Social, Health and Economic education (PSHE) threads through the whole curriculum at The Haven. All students are encouraged to access this through a variety of means including during assemblies, form times, Skill Building sessions and Key Worker sessions. (Please refer to the PSHE policy for further information.) English, Maths, Science and Computing are fundamental core subjects which Key Stage 3 and 4 study as part of their bespoke programme. Other GCSE subjects are available to study through the partnership with our co-located high school. The curriculum is enriched with foundation subjects such as the creative arts, humanities and technology alongside offsite activities such as Bushcraft, farming, animal care and outdoor education. In addition, we value learning experiences outside of the classroom which are used to enhance learning through visits and trips. (Please refer to the diagram in Appendix 1- ‘Curriculum Vision at The Haven’.)

**Sixth Form Curriculum- Pathway to success**

Alongside their English, Maths, PE and PSHE sessions 6th form students at the Haven also follow a Pathway to success course. This course enables the students to develop the skills they will need to make the transition into adulthood and to enable them to be able to make a positive contribution to society.

Course objectives can be met through many routes, these include; ASDAN short courses/PSD, Skill building sessions, work experience and specific pathway sessions in school. The 5 strands to this course are:

* Independent Travel
* Social skills for the work place
* ICT for employment
* Looking at next steps
* Independent living skills
* Building resilience and self-belief

(Please refer to the 6th From Curriculum – Pathway to success document for full unit details)

**Accredited Courses**

All students at The Haven work towards nationally standardised summative assessments. Depending on ability these are at Functional Skills Level and/or GCSE Level. GCSEs currently being offered in-house are English, maths, chemistry and biology. Other subjects are available to study through the partnership with our co-located high school. In Science students can also do entry level qualifications (single or double) and the Crest award. In addition, students can achieve a range of ASDAN courses including; Sport and Fitness, Foodwise, Animal Care and PSD. Outdoor Education qualifications include British Trampolining, Canoeing, Swimming and Climbing. During Bushcraft sessions students have the opportunity to achieve the John Muir award. Opportunities to develop specific vocational skills are available to students through a local college provider. These include hairdressing and childcare.

(Please also refer to The Haven’s Assessment Policy for more information.)

**Use of the Golden Circle Ideology in Curriculum Development at the Haven School**

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| **Golden Circle** | **Description** | **How this will be developed into the curriculum** |
| **Why we do what we do? Our purpose, cause, or belief.** | To make education accessible, achievable and fun for young people with significant SEMH difficulties. To raise the aspirations they set for themselves so they can learn to see that academic, personal and social goals are achievable and that they can go on to make a positive contribution to society. | Need a wow factor/engaging practical subjects. Offsite activities/visits clearly linked into in-school learning (they have a clear purpose).Skill based work to explicitly teach social skills/life skills preparation for life after school. Clear planned activities to demonstrate/practice these skillsBig focus on PSHE- Thematic curriculum and every other wed on the timetableCurriculum is bespoke to individual students needsBreadth and depth of subjects stretch and challenge our learners. |
| **How we do it/what sets us apart from other schools.** | CurriculumBespoke/needs led curriculumOpportunities for offsite activitiesSkill based/practical learning opportunitiesExplicit sessions to support behaviour modificationEnvironmentPupils feel safe and valued in school-A safe nurturing community is essential for academic success. Group sizes are small (2/3). High staff to pupil ratio. Classrooms support independent learning but are not too cluttered.RelationshipsStrong staff, pupil relationships are established based on mutual respect and trust.Strong relationships with parents/carers/other professionals to ensure the appropriate support is in place and communication channels are open.A therapeutic, reflective approach is fostered with use of restorative practices and mediation to re-build relationships.School ValuesMaking mistakes is okay- Pupils are encouraged to try tricky tasks and stretch themselves to make mistakes and learn from them.Learning is possible-Every pupil is supported and any barriers to learning minimalised so that they can fulfil their potential. We don’t judge you because of your past- Be who you are now.Be kind-Service to others is a basic duty of all our communityLearn to trust- Developing trust in each other is at the heart of our work | Subjects delivered to different levels (entry level/functional skills/GCSE).ASDAN short courses delivered linked to students hobbies/interests/skills setsFocus on relationships and nurture (keyworker sessions tutor time activities) |
| **What we do** | Provide an outstanding education for young people with SEMH difficulties | Need core subjects Eng/Maths/Sci/PSHE (for all).Foundation subjects such as: ICT/Humanities/PE/Art/DT/Food Tech (ASDAN short courses to supplement)Woven into their timetables.Alternative provision such as Bush Craft/Adventurous Activities/CARE/Farm offered to support some students therapeutic needs. |

**The Haven School – Social and Emotional Curriculum**

As a school specialising in social, emotional and mental health needs we believe that this area of our curriculum is integral to the success of our pupils. We see our daily processes and procedures and the relationships that are formed within school as a vital part of this curriculum in addition to taught lessons (skillbuilding) and the contribution of Camhs.

Daily Procedures

These should assist a pupil to come to school free from anxiety so that they are able to focus on learning. Pupils are received into school each morning with a warm greeting and social conversation with staff. There is a breakfast club available from 8.45 until 9.05 where pupils can have tea and toast and socialise with other pupils and staff. Break and lunch times are other opportunities to socialise and board games are available to promote easy relationship building. There is a 15 minute tutorial session at the end of each day when pupils are encouraged to reflect on their progress that day and report any problems or issues that trouble them. The appropriate actions can then take place to reassure or follow up issues raised.The aim is for pupils to go home without concerns so that they will be happy to attend school the next day, thus improving attendance and progress.

Skillbuilding Lessons

These lessons are compulsory for all pupils and have been carefully developed to boost confidence and teach discrete social skills. Skills build up over time from basic e.g. listening, to complex e.g. negotiating or responding to failure. Lessons take place in a circle time format and include fun activities and games to reduce stress and help pupils take part. All staff take part in skillbuilding lessons and the feedback sheets that they give out during the week add to the monitoring process of behaviour change.

Mentoring

All pupils have individual mentoring sessions with the pastoral manager as part of their individual learning plan. During these sessions pupils are encouraged to reflect on their progress and air any issues of concern. Progress is recorded using the transtheoretical model of behaviour change. We had long discussions about how to evaluate behaviour progress and decided to use this model – which is now widely accepted by health and social care organisations as an effective way to describe and evaluate behaviour change. Parents are regularly informed about this and particularly when their child “moves up” a stage.

Camhs

We have a chartered clinical psychologist in school on 2 days a week. This gives plenty of time for her to work with each pupil and, when desired, parents and carers. Pupils will more readily engage with the psychologist when they see her regularly and as part of the school staff. She is highly skilled at encouraging reluctant young people to discuss their thoughts and feelings and help them develop resilience.

**How we work with young people at The Haven School**

The vast majority of our pupils want to behave well, learn successfully and thrive. However, their mental ill health or emotional distress interferes with this.  We use a medical model to support our pupils to improved health.  This can prove more complex than when helping someone get better from a physical illness because mental ill health does not necessarily make linear progress.  Sometimes we see great improvement which can be sustained for weeks or even months but then an event can occur which knocks the pupil off course again.  For our young people who are LAC this could be a change of home placement; for children who have suffered trauma or family breakdown there are multiple scenarios that can occur – the return of a long lost family member, the disappearance of a parent or another event that retriggers the trauma etc. Sometimes there is no obvious reason for the return of emotional instability. However, pupils need intensive support at these times. This is where the importance of positive relationships with staff, built up over time, can have a big impact. A pupil will often confide in a trusted adult and, by talking through their trauma, make steps towards improvement. At these times it may be necessary to modify the programme that the pupil is following and adaptations are made to their timetable, allowing more time for calming and reducing either academic or social pressure. We are experienced in monitoring and managing emotional distress and mental ill health and work with the family and other professionals to agree steps which support the young person. Our records prove that this approach works. Some pupils who have not been to school for years remain on roll at The Haven and achieve success in examinations and move on to other educational destinations.

As with other forms of ill health, when a pupil is suffering from emotional distress they made need time out of school to access medical appointments, or to recover enough to be able to re-engage with school. This can impact on their attendance. However, we work closely with all professionals and parents/carers to ensure pupils are back in school as soon as they are ready and able to manage. When a pupil has suffered significant distress, we may use the principle of gradual exposure to re-integrate them back into the school. This model has been successful with many of our students. Timetables are reviewed weekly, with the aim being for them to be in school, as close to full time as possible, as soon as they are able.

We do not underestimate the effort it takes for some young people to navigate their way through the school system. Emotional distress and associated issues of low self-esteem, low mood, fear of failure etc. are very hard to live with and manage. Our staff are very aware of this and our training and procedures ensure that all our young people are very well supported at The Haven.

**Appendix 1- Curriculum at The Haven**

**English**

**Maths**

**Science**

**Computing**

**Music**

**Photography**

**Horses**

**Arts**

**Humanities**

**Outreach**

**CARE**

**Bushcraft**

**Farm**

**Swimming**

**ASDAN**

**PE**

**DT**

**Food Tech**

**Activity Days / trips**

**Workshops**

**Outdoor Education**