



Curriculum Policy

2023/24

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Edison Pace Curriculum Intent

Providing Young People with a Brighter Future

'We provide a broad and creative curriculum for those young people who have high anxiety and are socially reserved.

Within a specialist setting, through our curriculum and in preparation for adulthood, we develop resilience, celebrate success and build confidence'.

Introduction

Edison Pace School caters for children aged 13 to 16, in receipt of an EHCP, with specific needs in communication difficulties and social, emotional and mental health.

Rationale

Our curriculum is flexible, adaptable and robust enough to meet the ever-changing demands of the modern world, and best prepare our students for a life within it.

On entry to Edison Pace, we respect that:

- Many of our students may have missed significant amounts of their education and important curriculum elements previous to joining.
- Our may need to be grouped with reference to their needs, rather than based on their chronological age.
- All students are in receipt of an EHCP which maps out their individual education, health and care needs.

1. Curriculum aims

Our curriculum both inspires and challenges all learners. The curriculum builds on students' experiences and assists them to become successful lifelong learners, confident individuals and responsible citizens. All students have a fundamental understanding of core British values, including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The Edison Pace curriculum is designed to:

- Re-engage students with learning through a flexible curriculum approach.
- Understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Achieve personalised targets.
- Enable those not achieving expectations to narrow the gap and meet chronological age expectations and/or personalised targets.
- Enter students for public examinations when knowledge readiness is identified.
- Encourage independent learning skills.

- Develop reading, literacy and numeracy skills.
- Challenge and stretch students to achieve their potential through adaptive teaching and learning.
- Promote enjoyment and commitment to learning.
- Allow students to value their role within the wider school community.

2. Curriculum outcomes

The curriculum will:

- Fulfil Independent School Standards.
- Be based on National Curriculum definitions of subject breadth and progression wherever possible.
- Lead to qualifications that are useful for employment and Further Education.
- Enable students to fulfil their academic and personal potential.
- Meet the needs of students of all abilities.
- Be delivered in a supportive and professional environment.
- Prepare students to make informed and appropriate choices at points of transition.
- Help students to develop enquiring minds, a healthy curiosity and an ability to reflect.
- Provide continuity and progress.
- Help students to develop their communication and interaction skills.
- Actively develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life through a thematic approach.

3. Curriculum access

As an SEN school, providing for the needs of children with a range of complex social, emotional and communication learning difficulties and associated challenging behaviour, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

Addressing special educational needs (SEN)

As part of the admissions process and after a place has been confirmed, a range of data and information is shared with staff prior to the young person commencing their placement. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies.

Access

The school uses personalised programmes and strategies to ensure that all students are engaged in their learning.

Equality of opportunity

All subject leaders are aware of and plan in accordance with the Equality of Opportunity policy and in line with the Equality Act 2010. They actively promote equality of opportunity in the curricular work of the subject. As a school we regularly explore the range of opportunities available to ensure that all curriculum areas engage students by showing respect for their cultural and personal identities. Teaching staff are expected to devise appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

4. Curriculum structure

The school operates a 25 lesson week. There are 5 lessons per day – three in the morning and two in the afternoon. The final two periods on a Friday are used to support the school's extended curriculum by offering a range of activities both on and off site. Tutors meet with their form groups twice daily and are named key workers for their form members.

Curriculum offer

Students are encouraged to develop and consolidate their key skills in core subjects and are also provided opportunities to prepare for examination courses. In addition, areas of study include English, Maths, ICT, Science, The World Around Us (Humanities, PSHE, RSE), Physical Education and Home Cooking.

When knowledge readiness is identified within the subject areas, students may be entered for approved qualifications.

Post-16 school leavers

In preparation for adulthood, the careers curriculum provides a pathway that ensures all students have a post 16 transition plan to prepare for either training, employment or further education.

Post-16 students sometimes require extra support to succeed in their transition and this is maintained by regular contact between providers and the school. Advocacy and mediation are offered to Post 16 leavers during their transition towards adulthood.

Out of school/off-site experiences

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips, Duke of Edinburgh Award trips and excursions and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported through the main curriculum subjects and also the more vocational options available.

5. Outdoor learning

Outdoor learning promotes physical health and wellbeing. It is important to enable children to use the outside environment as a context for learning, including the Duke of Edinburgh Award and outdoor education programmes of study.

6. Monitoring, evaluation and review

As part of the school governance process, Edison Young People will receive a termly report from the Headteacher on:

- The evaluation of the Quality of Education
- Progress of learners and engagement in learning

7. Online learning

On the rare occasion that the school has to close to students, they will be provided with a bespoke, individualised online learning package, using software which provides resources tailored to match individualised targets.

8. Approved qualifications

Students at Edison Pace School have the opportunity to study a range of courses and gain accreditation in the following:

Course	Level	Awarding Body
English Language	GCSE	AQA
Maths	GCSE	AQA
Science	Entry Level	OCR
Maths	Functional Skills	Pearson
English	Functional Skills	Pearson
ICT	Functional Skills	Pearson
Duke of Edinburgh	Bronze	Duke of Edinburgh
Home Cooking	Level 1	Pearson
Physical Education	Entry Level	OCR

Students will also follow several other courses, which are currently not accredited. These are:

The World Around Us

Personal Development

Reading Intervention and Phonics

Creative Therapy

Performing Arts