



The Shepwell School Curriculum Intent Vision

The Shepwell School Curriculum is underpinned by the principles outlined in the DfE statutory guidance for Local Authorities, January 2013: 'Ensuring a good education for children who cannot attend school because of health needs':

The Government's policy intention is that all children, regardless of circumstance or setting should receive a good education to enable them to shape their own futures. Therefore alternative provision and the framework surrounding it should offer good quality education on a par with that of mainstream schooling, along with the support pupils need to overcome barriers to attainment. This support should meet a pupil's individual needs, including social and emotional needs, and enable them to thrive and prosper in the education system.

Every child should have the best possible start in life through a high quality education, which allows them to achieve their full potential. A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.

The graphic below outlines **what** principles underpin the curriculum, **why** we believe these are important and **how** these will be delivered.

What?

- Personalised, high quality education with an holistic, child centred approach.
- Is broad and balanced; that promotes character and personal, social, physical, spiritual, moral and cultural development of our students and prepares them for the opportunities, responsibilities and experiences of adult life.
- A high quality core offer of Maths, English and Science whilst ensuring; pupils develop essential skills in reading, writing, oracy and numeracy.
- A progressive sequence of key skills and knowledge responsively matched to each individual pupil's age, stage and abilities – this will always be very bespoke to the needs of the individual.
- A broad range of additional aspirational and bespoke opportunities which are rich in creativity and develops essential skills, including providing wider opportunities and experiences outside of the classroom.
- Promotes a healthy lifestyle.
- Support for longer term learning ambitions and careers with a commitment to learning that will last a lifetime.
- Promotes community cohesion and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Delivers high quality in all learning and teaching.

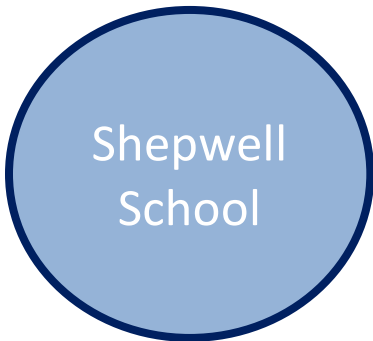
Why?

- To recognise and value each individual's unique abilities and needs so that they can thrive, prosper and be ambitious.
- To ensure equality and inclusion for all.
- To support young people to enjoy school and develop a motivation to learn and achieve.
- To ensure that pupils are well equipped for a seamless transition back to their home school or into further education, employment or training.



How?

- Bespoke learning programmes led by highly experienced teaching staff and delivered through individual and small group teaching.
- Targetted and specific intervention to support learners.
- Partnership working with home schools wherever possible.
- A responsive approach to curriculum planning and review with pupils at the heart of decision making e.g. pupil progress meetings, key teacher meetings.
- Engaging and inspiring opportunities for pupils to foster key life skills and personal development skills through the tailored curriculum and designated pathway.
- Opportunities for pupils to explore their own values, value the beliefs of others, respect diversity and to understand their personal rights and responsibilities.
- Preparation for the world of work.
- Collaboration with home schools on the facilitation of public examinations and promotion of other recognised and meaningful accreditation opportunities e.g. functional skills and ASDAN awards.
- Embedded & bespoke systems across the school for pupils to proactively shape their own learning e.g. pupil voice, school council, self-review in lessons.
- Use of innovative technology to support access, inclusion and engagement in learning.
- Broad network of successful collaborations and external partnerships to enrich and enhance the curriculum.



The Shepwell School curriculum is designed to meet the needs of a diverse pupil cohort across its settings; these pupils have personalised requirements and the Shepwell School curriculum flexes in order to maintain a well matched offer in line with each individual pupil's presenting need. Each pupils individual curriculum offer is regularly reviewed and there are embedded system across the school for this to happen; there is a flexible approach to the curriculum and the maon focus is the needs of the pupil

Our onsite provison has 30 on roll places for young people with high functions autism who also have an EHCP. These pupils are usually working at or slightly below age related expectation but there has to be flexibility here and the curriculum offer has been amended to cater for all needs of our pupils. There is also 30 places for medical pupils who are referred to Shepwell School from their mainstream school due to medical or mental health needs. These pupils will remain dual registered and there is a strong partnership working approach with these schools. The medical provision is a short stay provision, all decision about reintegration to mainstream schools are taken in collaboration with pupils, parents and mainstream settings. Shepwell School have a reintegrating team who support transition for all pupils.

The curriculum offer has been designed to be accessible for a range of learners and their acadmeic abilities. Shepwell School adapts a forward thinking approach and we support pupils to plan for their life after Shepwell School, either through re-integration or careers planning. Whilst the curriculum offer is streamlined in compariosn to the one on offer in mainstream schools, pupils are offered a broad and balanced range of subjects that will meet their needs whilst supporting their mental wellbeing.



Home Teaching

Young people who are referred for Home Teaching are those pupils who are unable to attend school in the short or long term due to a medical need. These young people are educated with guidance from their mainstream settings. The intent of home tuition is to work with mainstream schools, and other settings, to ensure the young person is not at an educational disadvantage due to their medical need.

The Home teaching team are skilled teachers who are flexible in their approach. The team prides itself on the relationships it builds with pupils, their families and schools. Staff also work alongside any other professionals who may be involved with the young person in order to support and guide them successfully back into school (when appropriate).

Walsall Manor Hospital

We are privileged to work with Walsall Manor Hospital with the intent of providing education to children who are having to stay in hospital. These are children who may be under CAMH's assessment, admitted for observation or undergoing surgery. A member of the teaching staff (allocated to the hospital) visit each day and to lessons at the bedside or in one of the allocated play/school rooms. Staff are driven in supporting these vulnerable young people in filling any gaps in learning due to their hospital admission. Lessons are adaptable and flexible to meet the needs of the pupil and planned specifically to the individual. All lessons taught are collated and reviewed. Resource development is under constant evaluation and review, so that teachers are able to deliver as many interactive and accessible lessons, within the environment that children will enjoy.



KS3 Curriculum Pathways

GCSE English Language
and English Literature (Entry level where necessary)

GCSE Maths (Entry level where necessary)

GCSE Science (Entry level where necessary)

ICT

Arts Rotation which includes experience in;
Art, Photography, Music and Cooking

Humanities Rotation which includes experience in;
History, Geograph, Religious Studies

British Values including careers and Health relationships
education

Aspirations, a skill based programme designed to give students
experiences and skills that will enhance their life chances.

Mentoring which assists pupils to understand other people and
themselves to help build resilience.



KS4 Curriculum Pathways

Blue- 7 GCSE (9 – 1 Qualifications)

Purple-5 or 6 (GCSE 9 – 1 Qualifications)

Orange- 3 Entry and 2 Level 1

GCSE English Language

GCSE English
Literature

GCSE Maths

GCSE Science (Double
Award)

GCSE Food and
Nutrition

GCSE Music *or*
OCR National Health
and Social Care *or*
Eduquas GCSE Art and
Design

WJEC Level 1/2 Award
in Hospitality and
catering

ECDL ICT

British Values

GCSE English Language

GCSE Maths

GCSE Science (Double
Award)

ECDL ICT

GCSE Music *or*
OCR National Health
and Social Care *or*
Eduquas GCSE Art and
Design

WJEC Level 1/2 Award
in Hospitality and
catering

British Values

Entry Level 1/2/3
English (moving to
functional skills as
appropriate)

Entry Level 1/2/3
Maths (moving to
functional skills or
GCSE as appropriate)

Entry Level 1/2/3
Science

ASDAN CoPE Level 1

WJEC Level 1/2 Award
in Hospitality and
catering

British Values

Optional ECDL



These pathways are enhanced by creative opportunities to join with pupils across the school in wider, motivational whole school curriculum led competitions and proposals such as poetry competitions, mental health day event, special days and Safer Internet talks.

The Shepwell School British Values curriculum is a key element of our Curriculum vision of 'providing opportunities for pupils to develop as healthy, confident, resilient and successful learners'.

- **Social skills & communication** - demonstrating an increased awareness of the consequences of actions on themselves and others and acquiring a better ability to work cooperatively
- **Managing risk & decision making** - identification, assessment & management of positive & negative risk to self & others, assessing the validity & reliability of information & identifying links between values, beliefs, decisions & actions.
- **Motivation & concentration** – participating in exploratory learning and focusing on specific tasks for extended periods of time
- **Confidence & self-esteem** – having the freedom, time and space to learn, grow and demonstrate independence
- **Careers and next steps** – planning for moving on from Shepwell School. Many visits are made to work place settings and Post 16 providers. Careers 1:1 sessions take place to support learners. Careers is delivered in line with the Gatsby Benchmark requirements.
- **Health and Relationships education** – Statutory health and relationships education is delivered across the school. The education and promotion on healthy relationships is paramount to the key principles of health and relationships education at Shepwell school.



Shepwell School Curriculum Impact

The impact of the **Shepwell School curriculum** on the progress of long term pupils is tracked and measured three times during the academic year. The data that is generated takes into account Pupil Progress, relevant assessments as necessary, teacher assessment based on day to day work, attendance and the impact of medical interventions on presence in lessons.

The primary aim of the data is to ensure pupils are:

- Following the correct pathway.
- Are in the correct ability set to meet their needs.
- Identify any issues with accessing the curriculum and making the relevant changes to support pupils.
- Identifying intervention, whether this be social, emotional, mental health or academic.
- Enables teachers to assess whether Year 11 pupils are on target to achieve their required qualifications for post 16.

Destination data and the subsequent follow up and support to leavers of Shepwell school will also allow us to assess the impact of the curriculum and post-16 choices and transition support. We monitor closely our school leavers in an aim to prevent them become NEET.

Wider curriculum impact is measured through a range of approaches:

- Progress against learning aims and lesson objectives
- Curriculum mapping/monitoring
- Pupil progress meetings
- Work scrutiny
- External accreditations, including public examinations
- Achievement of ASDAN qualifications and ARTS award
- Pupil voice measuring engagement and enjoyment of learning experiences
- Attendance to school and lessons.