

Local Procedure/Protocol	
School/Home Name:	Elmbank Learning Centre
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	Claire Dinsdale
Procedure/Protocol Sponsor:	Hayley Dorian – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

1.1 Elmbank Learning Centre is an independent special school and part of the Witherslack Group. Our pupils are aged 7 to 18, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Elmbank Learning Centre have invariably experienced disrupted education placements, and all pupils are in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. Some pupils have EHCPs. All of the pupils at Elmbank Learning Centre are females and have been victims of or exposed to CSE.

1.2 Elmbank Learning Centre benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Elmbank Learning Centre a small centre for 5 pupils. It is well-resourced for it's size with large interactive whiteboards in each room, access to iPads and Laptops. A science space, cooking facilities, a warm therapeutic environment with the issues around trauma considered when designing the space and furnishings. Class sizes are deliberately very small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff. Pupils are staffed in the classroom in at least a 1:1 ratio at all times.

2. VISION, AIMS AND INTENT

2.1 We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. The curriculum at Elmbank embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the requirements of the National Curriculum but also the wide range of activities that the school provides in order to enrich the experience and learning of the children. What the children learn from the way they are treated and expected to behave is also part of the curriculum. The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress.

At Elmbank Learning Centre, we aim to teach our students how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Within the highly therapeutic environment, students at Elmbank access a wide curriculum tailored to each student's specific areas of need. The curriculum within Elmbank Learning Centre precludes the promotion of partisan political views in the teaching of any subject.

Elmbank Learning Centre provides a broad and rich curriculum, which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. The curriculum provides opportunities, experiences and develops responsibilities for later life.

We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas

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- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Elmbank Learning Centre
- Supporting pupils to be caring, capable and confident in all aspects of their life
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Elmbank Learning centre ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *The teaching staff at Elmbank Learning ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Subject leads provide support and advice for colleagues, and monitor progress in their subject area

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3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

Our learning centre timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. All pupils are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. Each pupil has their own personalised curriculum and pathway that is bespoke to their needs and abilities. This can be flexible as needs change and evolve.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their current stage and close any gaps in knowledge, so they are prepared for the next stage and transition. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

4.2 *Key Stage 2 (Years 4 - 6)*

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Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 access National Curriculum subjects with a continued focus on reading. Pupils are taught English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include humanities, Catering, PE/Sport, Separate Science and Computing. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Key Stage 5 (Years 12 – 14)

Elmbank Learning Centre can provide a bespoke Key Stage 5 provision for pupils who may be in a position to have to re-sit KS4 qualifications as a transition to a college placement. Coverage is detailed in subject files alongside KS4 provision. The Learning Centre supports pupils who continue to reside on site with transition to college and supporting college placements as required.

We may also support where:

- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.6 Residential Pupils

Whilst Elmbank Learning Centre is not a residential school, pupils live on the same physical site in a children's home linked to the school. Home, school and therapy work seamlessly together to provide a holistic approach to learning.

4.7 Homework

At Elmbank Learning Centre, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

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4.8 **Reading**

At Elmbank Learning Centre, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 **Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide therapeutic interventions and guidance around regulation for learning, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils are offered individual therapeutic sessions, as appropriate to their needs.

4.10 **Physical Education**

All pupils access PE lessons at Elmbank Learning Centre with physical well-being being seen as a priority. Lessons mostly take place at a local sports charity with half termly focus on different sporting activities for example field hockey, archery, football, fitness etc. Some may also take part in swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification eg Sports Leaders.

4.11 **PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Elmbank Learning Centre and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Tees Valley Collaborative Trust. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 **Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Elmbank Learning Centre, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons. Pupils at Elmbank Learning Centre follow our 'Peek in the Week' themes where different aspects of SMSC are covered each week in tutor time.

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We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At Elmbank Learning Centre, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Elmbank Learning Centre is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

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Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Elmbank Learning Centre will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

GCSE route

	English	Maths	Science	RE	Geography	History	Computing	Creative	Food Tech
Qualification	AQA GCSE English Language	AQA GCSE Maths	AQA GCSE Science Synergy		AQA GCSE Geography	AQA GCSE History	NOCN Functional Digital Skills Level 1 and 2	Arts Award Bronze/Silver/Gold	
How many sessions?	3	3	3	1	3	3	1	1	1
Additional Qual running alongside	NOCN Functional Skills Level 1 and 2 English Reading, Writing and Speaking and Listening	NOCN Functional Skills Level 1 and 2 Mathematics	Functional Skills?		NOCN SETPD Level 1 Group and Teamwork Communication Skills. Presentation Skills Level 2 The Tourism Industry. Group and Teamwork Communication Skills	NOCN SETPD Level 1 Discover Local History. Local History Creative Project Level 2 Presentation Skills. Research Skills	NOCN SETPD Level 1 [J]. Communication Fundamentals. Understanding IT in the Workplace Level 2 IT Communication Fundamentals	NOCN SETPD Level 1 Creating 2D Artwork Level 2 Making a Garment	NOCN SETPD Level 1 Basic Food Preparation and Cooking. Making and Storing Baked Products Level 2 Kitchen Skills. Making and Storing Baked Products

	PSHE	Careers	Forest School	Community and Leisure	PE	PT	vocational
Qualification	NOCN SETPD Level 1 and 2	NOCN SETPD Level 1 and 2	NOCN SETPD Level 1 and 2	NOCN SETPD Level 1 and 2	Sports Leaders	No Qualification	NOCN Vocational Studies Level 1 and 2.
How many sessions?	2	1	2	2	2	1	4
Which units	NOCN SETPD Level 1 Emotional Intelligence. Understanding Rights and Responsibilities of Citizenship Level 2 Young People, Law and Order. Personal and Social Responsibility	NOCN SETPD Level 1 Building a Personal Career Portfolio. Exploring an Occupational Sector Level 2 Building a Personal Career Portfolio. Investigating a Career	NOCN SETPD Level 1 Ecology and Conservation Level 2 Group and Teamwork Communication Skills		NOCN SETPD Level 1 Taking part in a Sport Level 2 Taking Part in a Sport		Individual for each pupils area of interest

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NOT GCSE route

	English	Maths	Science	RE	Geography	History	Computing	Creative	Food Tech
Qualification	Functional Skills Entry Level 1,2,3	Functional Skills Entry Level 1,2,3	Functional Skills Entry Level 1,2,3				NOCN Functional Digital Skills Entry Level 3	Arts Award Bronze/Silver/Gold	
How many sessions?	3	3	3	1	3	3	1	1	1
Additional Qual running alongside					NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE

	PSHE	Careers	Forest School	Community and Leisure	PE	PT	Vocational
Qualification	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	No Qualification	
How many sessions?	2	1	2	2	2	1	4
Which units	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE	NOCN SETPD Entry Level 3 AoPE or CoPE		Individual for each pupils area of interest

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

None

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