



Appendix 2

Bespoke Curriculum

The school provides three alternative routes for students who have found it difficult for one or more reasons to access the main school environment. This is part of our mission to ensure that we are a fully inclusive school.

The school has a number of different strategies to try and ensure that all students access the main school environment; when a student is vulnerable and/or having difficulties, the school will work with the student and parents and put in place as much support as possible to help the student be happy and successful.

Difficulties may include

- EBSA – Emotionally Based School Avoidance
- Repeated truancy
- Repeated and/or severe poor behaviour and disruption
- Poor mental health and anxiety

The school may use these routes to help a student feel more confident with their learning and to re-engage in main school.

Learning Development Centre

This bespoke area of the school exists for students finding it too challenging to follow the normal timetable in the main school environment. Students in the LDC may have severe anxiety or current difficulties due to mental health, and/or may be school refusers identified as having EBSA.

An outreach teacher is attached to the LDC for students with severe anxiety (EBSA) who are not attending school at all; this teacher will go to students' homes to start the process of reintegrating them into school, through teaching them at home, building relationships and slowly reducing anxiety about school, increasing their confidence.

Students in the LDC follow the full curriculum, as if in main school:

- English
- Maths
- Science
- Geography
- History
- French or Spanish
- Physical Education
- RE
- IT
- Art



AMBITION



RESILIENCE



COURTESY



KINDNESS



- Music
- Drama
- Technology
- Values in Practice (PSHCE)

KS3 are taught together as a mixed age group; KS4 are taught both separately as Y10 and Y11 or together. KS4 students have access to the full range of option subjects.

As part of their reintegration, all KS3 & KS4 students will be encouraged to start accessing some lessons in main school. KS4 students have the opportunity to attend lessons in main school for core and option subjects if appropriate to their individual needs.

An individual plan is put in place for each student and reviewed once per half-term. It is always the intention that a placement in the LDC is a temporary measure to encourage the students to eventually participate fully in the mainstream school.

CONNECT AND BRIDGE

We also have a separate area of the school for students who are not coping in a main school environment due to repeated or extreme poor behaviour and repeated disruption to their classes and the smooth running of the school. For some students, the alternative exists as a preventative and inclusive measure because they are at risk of permanent exclusion.

CONNECT

Connect is for Key Stage 3 students, and allows students to be taught in a small group setting with additional support and a high student:adult ratio.

Students in the LDC follow a full curriculum which is broad and balanced.

- English
- Maths
- Science
- Geography
- History
- Physical Education
- RE
- IT
- Art
- Music
- Drama
- Technology
- PSHCE, including CEIAG (through VIP sessions)



A Behaviour Support Programme to help the students learn and develop expected behaviours is also part of their taught curriculum. This is delivered through their VIP sessions by the Connect Manager.

KS3 are taught together as a mixed age group; students may start to access mainstream provision as part of a reintegration back into mainstream provision. An individual plan is put in place for each student and reviewed once per half-term. For some students, a short period of time in Connect enables them to have a phased return into mainstream. For others, a longer period of time is necessary following these reviews.

BRIDGE

This alternative exists for KS4 students who, despite a range of interventions and support, have shown that they cannot access the main school environment due to repeated or extreme poor behaviour and repeated disruption to their classes and the smooth running of the school. This alternative exists as a preventative and inclusive measure because they are at risk of permanent exclusion.

Bridge allows students to be taught in a small group setting by BBEC teachers with support and a high student:adult ratio.

Students in Bridge follow a broad and balanced curriculum pathway leading to 9 GCSEs or equivalent, which is equitable with students in mainstream provision. Thus, they follow all the Ebacc Pillars within the Progress Measures:

- English Language and Literature
- Maths
- Combined Science
- Geography
- BTEC Sport
- BTEC Enterprise (Y11)
- Art GCSE (Y11)
- BTEC Health & Social Care (Y10)
- BTEC Travel & Tourism (Y10)

Year 10 and Year 11 are taught separately. The progress (both academic and behavioural) of individual students is reviewed once per half-term and for some this may mean a return to mainstream provision.

As with Connect, a Behaviour Support Programme is also part of their taught curriculum. This is delivered through their VIP sessions by the Bridge Manager through VIP sessions. Bespoke CEIAG sessions also take place, tailored to the aspirations and interests of the students.