



CURRICULUM AND ACCREDITATION POLICY & PROCEDURE

DATE CREATED	May 2022	DATE OF NEXT REVIEW	July 2023 July 2024
POLICY OWNER(S)	Head Teacher		
DESIGNATION	School		

Purpose of policy	The School curriculum is designed to meet the complex needs of individual learners, reflecting the St. Elizabeth's Centre's ethos
Intended audience	All staff working in school

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Curriculum and Accreditation Policy & Procedure

1. Purpose of Policy

The School curriculum is designed to meet the complex needs of individual learners, reflecting the St. Elizabeth's Centre's ethos. The curriculum is designed to prepare Students for the next stage of their lives, whether this is further learning, work, volunteering or supported living. The individualised programmes of learning are developed using a framework of learning 'Pathways'. Each Pathway of learning is based on a set of principles that lie at the heart of person-centred learning.

We offer a School and Sixth Form provision for 5-19-year-old students with Epilepsy or complex medical needs. Provision for the ablest learners develops independent living skills; provides work related learning and work experience opportunities; and focuses on relevant English, mathematics and ICT skills. For learners with the most complex needs, the curriculum design ensures learners access provision with therapy at its heart. Independent communication, early mathematics, ICT, health and wellbeing and creative arts are an integral part of the holistic programme, which we aim to deliver in a low arousal setting. For all learners, we also offer a range of social enterprise, vocational learning and where appropriate work placements. We also have many community links that provide a range of opportunities for vocational learning and leisure activities. External accreditation underpins, but does not drive the curriculum.

Staff ensure that learning is fun, innovative, and creative to challenge and stretch students to make at least good progress across the provision. We have a full enrichment programme which is reviewed annually and links very closely to each learner's Education, Health and Care Plan (EHCP) targets; but equally as important to enable them to access real life situations, for example: going to the theatre, having lunch out at a restaurant, having new experiences such as travelling shows, which encourage interaction, the building of confidence, becoming more self-assured, team work and developing peer relationships in a vibrant and exciting way.

The School curriculum offers a holistic programme across all pathways within the umbrella of developing confidence and independent living skills. All learners are entitled to a broad, balanced, relevant and personalised curriculum, which meets their individual needs and provides them with appropriate recognised qualifications to support them in the future.

2. Ofsted – Full Report September 2014 and Short Report May 18

A full Ofsted Inspection of the School last took place in September 2014 and a Short inspection took place in May 18. The School works tirelessly to drive improvement across the curriculum, following a 'Good' outcome from its inspection in 2014. Both inspection outcomes graded the School as 'Good' overall, with the following grade profile:

Overall effectiveness	Previous inspection:	
This inspection:	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

Summary of key findings:

Good leadership and management, with effective support from governors, have ensured that pupils are taught well and make good progress.

- Leaders ensure that pupils' spiritual, moral, social and cultural development is supported well through the subjects taught.
- Improvement since the previous inspection is good. Teaching is now good.
- Assessment procedures are good and assessment is used to set challenging targets. Each pupil has an individualised learning programme that accelerates their learning.
- Teachers plan interesting activities to motivate pupils and build their confidence as learners
- Pupils' behaviour and the school's efforts to keep pupils safe are good.
- Pupils' medical needs are met with great care and dignity.
- The sixth form is good. Some students acquire work-related skills and qualifications to go on to College. The students who have more complex difficulties gain good life skills to prepare them for the next stage in their development.
- Pupils achieve well. They make good progress in developing their communication, literacy and numeracy skills.
- Parents comment that they are delighted with the progress their children make.

It is not yet an outstanding school because

- Teachers do not always use questions effectively to deepen pupils' knowledge and understanding.

- Teachers and other adults do not use observational assessments consistently well to identify the next steps that pupils need to take in their learning.
- Sometimes staff do not give pupils enough time to talk through

To access the full report please click on the following link: Ofsted | St Elizabeth's School, <https://www.stelizabeths.org.uk/media/1554/short-report-ofsted.pdf>

The School has a robust Strategic Improvement Plan, which is reviewed regularly by Senior Leaders and Governors. Continuous quality improvement is monitored in tandem with this policy, to ensure it continues to meet the needs, goals and aspirations of individual learners.

St Elizabeth's School will review this policy before the formal review date, in response to any Ofsted Inspection, within the new Education and Inspection Framework.

3. The Curriculum Offer

3.1 Pathway 1 is designed for the most-able learners working at Entry level 2. Learners may aspire to work (whether this is paid or voluntary), go into further learning and transition into the local community in a semi-independent or supported living environment. The majority of learners follow City and Guilds accreditation in Skills for Working Life and English and Mathematics Themed Award (stepping stone qualification) also accredited by City and Guilds.

This Pathway enables the development of core functional and work-related learning skills and experience needed in preparation for adulthood, at Entry 3. Vocational learning opportunities are embedded in the curriculum through a range of activities.

3.2 Pathway 2 is aimed at learners whose ability is lower than learners on Pathway 1, however are able to engage in vocational and work related learning opportunities, both on and off site. Learners develop their communication, English and mathematics and follow an accredited course regulated by City and Guilds in Personal Progress.

Pathway 2's curriculum is similar to that of Pathway 1 and specifically designed for learners at Entry 1.

3.3 Pathway 3 is designed to meet the needs of the most complex learners who benefit from a sensory curriculum, delivered in a low arousal learning environment with a therapy driven approach. Pathway 3 embeds therapy as the learning tool, developing communication with accessible resourcing, core functional skill development with multi-sensory and low arousal learning. Learners, if appropriate, follow units of accreditation through City and Guilds in Personal Progress.

3.4 English and mathematics

The School achieved approval to deliver City and Guilds' Themed Award in English and mathematics from September 2021.

Each Pathway now includes relevant and, if appropriate for the individual learner, accredited routes for both English and mathematics.

NB: All students are able to access health, therapy, positive behaviour specialists and care teams/resources, enabling them to develop strategies to help manage their anxieties, needs, independence, health and access learning.

3.5 Pre-Assessment

Every application or consultation will be reviewed upon receipt, the details received will inform the next stage of the process which would require assessment of need. This process will identify whether the child / young person is a suitable candidate for School and whether the School is able to meet their individual educational needs. Assessments from the multi-disciplinary team approach will also take place to identify and determine care, health, behaviour and therapy needs.

Final assessment and arrangements for placement will be in accordance with the Centre Admissions Policy.¹

3.6 Placement and assessment

During the first six weeks of the placement, students will be continuously assessed to ensure the provision is meeting their individual needs, goals and aspirations for the future, from a multi-disciplinary team approach.

Assessment and progress will be continuous by:

- target setting
- progress tracking
- Termly reviews and measuring progress
- Termly reviews and measuring progress in English and mathematics
- Termly reviews and target setting within Individual Education Plans
- Annual Reviews
- End of Year Reports

All of the above will inform progress in relation to the outcomes identified in the individual's Education and Health Care Plan (EHCP) and formal reporting embedded through the School's 'Quality Cycle'.

As and when required/necessary, additional measures will be implemented.

Students who are making less progress than expected, or are likely to be at risk of not succeeding, will be monitored and where appropriate adjustments to targets and/or a review of programme will take place.

4. Curriculum Development Principles

All pupils will have full access to the curriculum, irrespective of gender, SEND, ethnicity, academic ability, religion and / or belief, sexuality and social background.

The curriculum will embed Religious education, health, safety and safeguarding at the heart of delivery and actively promote the 'Prevent' agenda, through active citizenship sessions and using the framework of British Values.

All pupils will engage in specific provision in relation to:

- Personal development (spiritual, social and cultural development); and
- Behaviour and attitudes (spiritual, social and cultural development).

We will develop areas of 'good' provision to 'outstanding'

We will develop new curriculum or subjects to meet the national and local changing needs / profiles of our students, ensuring access to our diverse specialist provision.

Development of additional qualifications will be undertaken to support appropriate progression routes if required.

We will plan provision to help maximise admissions.

All students will, as a minimum, maintain the current volume of School required hours.

The curriculum will support the transition of pupils into and out of School. Destination data will be captured at regular points throughout the year to evidence the impact of the School placement in securing positive outcomes for individuals.

We will review annually our partnership service level agreements, to ensure they continue to be fit for purpose, meet our quality standards and are financially sustainable to include in the curriculum offer.

5. Accreditation

The School aspires to equip all children and young people with essential skills for life and offers a diverse range of provision, including accreditation. It is important to recognise that accreditation underpins but does not drive the curriculum offer. These include:

- City and Guilds Personal Progress 3803
- City and Guilds Skills for Working Life 4807
- City and Guilds Entry Level English and Mathematics 3847

5.1 Destinations

All outcomes of qualification data will be captured to evidence student progress over time. Qualifications will provide them with recognised certification of their achievements and will support them to achieve their goals and aspirations for the future. This data will also inform the transition process and destination outcomes.

We aspire to equip all pupils with the skills they need to prepare them for adulthood during their School placement. Once they have moved on, we plan to keep in contact with them, their parents and their carers to find out how well they are doing. We do this through a number of methods, namely telephone, e-mail, letter or on occasion if leavers are visiting St. Elizabeth's during one of its many fun events/activities.

6. **Quality Assuring Accreditation**

The School is committed to delivering the highest standards of learning opportunities. Internal review and monitoring of the standards of students' work, assessment, planning and review and standardisation are embedded within the Quality Cycle.

Planned standardisation meetings, training and development and internal verification are in place and robustly managed. Staff are clear about what is expected of them and any areas of improvement are managed through supervision and appraisal.

All staff will adhere to the relevant City & Guilds Handbooks, for delivery and quality assurance.

The School will work collaboratively with internal and external verifiers at all times.

7. **DfE (Department for Education), ESFA (Education and Skills Funding Agency) Funding**

7.1 Fees

Funding is provided through the DfE and Education and Skills Funding Agency and Local Authorities.