

Aim

Engaging Potential (EP) offers its young people a broad-based skills curriculum which combines formal and informal education. Delivery of this curriculum comprises tutoring, mentoring and participation in a wide range of activities which together promote spiritual, moral, social, cultural, mental and physical development. Through this we aim to prepare them for the opportunities, uncertainties and responsibilities of adult life.

This policy is supported by exam specifications, individualised planning and lesson plans. Reference should also be made to the Teaching and Learning Policy.

Regulatory Context

This policy has been written in accordance with the requirements set out in Schedule 1 (Parts 1 and 2) of The Education (Independent School Standards) (England) Regulations 2014.

This policy is reviewed annually by the Lead Teacher as part of EP's Quality Assurance (QA) Cycle.

The Curriculum

EP provides 25+ hours of supervised education for up to 14 young people of compulsory school age and above compulsory school age, all of whom have Special Educational Needs due to Behavioural, Emotional and Social difficulties.

EP gives young people experience in Linguistic, Mathematical, Scientific, Technological, Human and Social (covering SMSCE, Humanities, Lifeskills and Citizenship), Physical and Aesthetic and Creative education. This is done through offering a stimulating, broad and balanced curriculum, including a range of subjects, accredited courses, awards, and activities which are commensurate with their peers.

The timetable supports cross-curricular themes:

- Personal and Social Development
- PSHEE
- Citizenship
- Literacy
- Communication
- Numeracy
- ICT
- Science
- Humanities
- Art/Media
- Music Workshops
- Outdoor pursuits and survival skills
- Vocational mechanics
- Food Technology/cooking/food hygiene
- Physical Education/Sport & Fitness- Team building
- Social activities-Team building

Individual timetables are developed with each young person. These are centred on their age, aspirations, needs, aptitude and learning style. This is formalised through standardised assessments and developed through conversation between the tutoring and mentoring teams

All young people at EP have an Education, Health and Care Plan (EHCP). Each student has a Student Profile, which as a dynamic document contains all information relevant to their stay at EP, based around their EHC plan requirements and targets.

EP provides personal, social and health education to all young people. This includes sessions on:

- Emotional wellbeing
- Keeping safe and healthy
- Social media
- Alcohol, tobacco and drug awareness
- Sex education
- Relationships
- Diversity
- Anti-bullying
- Preparation for Working Life
- Work Experience
- Reducing offending behaviour
- Behaviour and social skills.

For those young people that are in Years 10 and 11, EP provides sessions to help with the transition to the world of work. This is supported by the provision of work experience placements where appropriate and further support with career choices which is personalised according to individual interests and needs. EP also provides support in looking for and securing places in further education.

Spiritual, Moral, Social and Cultural Development

Throughout their time with EP, each young person works closely with a mentor. Mentoring is all about building positive relationships based on value, integrity and mutual respect. These relationships provide a safe environment for change giving young people the time to build the confidence to make positive choices in their lives.

Through dealing with the holistic needs of individuals and working on an action plan, a mentor can encourage a greater sense of self-esteem in the young person, which can help remove barriers to learning and raise confidence and aspirations which can lead to more fulfilling lives.

In partnership with a tutor, the mentor is able to help the young person to:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the law
- accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- develop a broad general knowledge of public institutions and services in England, including democracy and lawmaking
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- The introduction of the ASDAN award scheme which both Tutors and Mentors engage the young people in, supports and enhances this approach to Citizenship and enables the young people to gain knowledge and skills in a more systematic and accountable way.

The SMSC plan introduced in September 2019 also provides a range of flexible opportunities for staff to enhance Spiritual, Moral, Social and Cultural learning for each young person at Engaging Potential.

Monitoring and assessment of young people's progress

EP continually monitors, assesses and measures young people's progress through:

- Attendance
- Lesson observations
- Displaying pupils' work
- Work scrutiny
 - Marking
 - Feedback on young person work/evaluation
 - Quality Assurance/Internal Verification
- Testing
 - Baseline testing
 - Termly Assessment in core subjects
 - Recording on pupil progress data on Central Assessment System
 - Gathering data on progress through both summative and formative marking
- Feedback on pupil progress
 - Daily debrief
 - Written reports (twice in the academic year, with the opportunity for parents and carers to discuss the reports in January and June at Open Afternoons)
 - Reports to parents /Local Authority /Outside Agencies
 - Risk assessment scaling
 - Positive Observation Statements, recorded on the MIS

Addressing Emotional Needs

EP recognises that emotions can be huge barriers to learning. We strive to support the young people's emotional needs through:

- Mentoring
- Working closely with parents / carers
- Partnership work with exterior agencies
- Accessing counselling / support agencies

Expectations

It is essential to support EPs mission, vision and values that young people and parents / carers have realistic expectations about what EP curriculum offers. This is an on-going process and includes the following:

- Initial Home Visit – Parent / Carer Pack
- Young Person Induction – Young Person Pack
- Contracts between young people, parents/carers and EP
- Lead in period to support re-integration into education / employment / training

Accreditation

As each young person has an individual timetable, based on differentiation, accreditations will vary according to particular need and aspirations.

We seek to address disaffection and behavioural barriers to learning by providing a range of opportunities to develop skills, by introducing enjoyment at the core of our lesson planning and by seeking to provide as many practical learning activities as possible to reinforce the core curriculum. This means the range of accreditations available is appropriately broad. (See table below)

All aspects of learning are supported by gaining qualifications in English, Maths and ICT. This includes Entry Level, Functional Skills and GCSE qualifications as appropriate for each young person. BTEC First qualifications are also available in some subject areas for learners who have an interest in gaining vocational qualifications. Young people also have access to the Youth Achievement Award Scheme, which is very much young-person led and encourages them to choose and follow through particular areas of interest.

The ASDAN award scheme has also been introduced to secure short course accreditation in Citizenship, PSHEE and Foodwise. Additional courses are also available in Science, Geography, History, English, Maths, Sports and Fitness if appropriate for a young person to follow throughout their time at Engaging Potential. These short courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development.

Engaging Potential Accreditations

Subject Area	Entry Level 1	Entry Level 2	Entry Level 3	Functional Skills Level 1 (50% of GCSE at Grades 3-1)	Functional Skills Level 2 (50% of GCSE at Grades 9-4)	Level 1/2 Awards and Certificates	GCSE 5-1 (Level 2)	GCSE 9-4 (Level 2)	Other Qualifications	Beyond Engaging Potential (Post-16)
Numeracy	Entry Level Certificate (AQA)	Entry Level Certificate (AQA)	Entry Level Certificate (AQA)	Functional Skills (Pearson)	Functional Skills (Pearson)		GCSE Maths Foundation Tier (Pearson) iGCSE Maths Foundation Tier (Pearson)	GCSE Maths Higher Tier (Pearson) iGCSE Maths Higher Tier (Pearson)	ASDAN Maths	Level 1-3 College Courses Traineeships Apprenticeships
Literacy	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)		GCSE English Language (AQA) GCSE English Literature (AQA)		ASDAN English	Employment
ICT	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)	Functional Skills (Pearson)					
Science	Entry Level Certificate (AQA/OCR)	Entry Level Certificate (AQA/OCR)	Entry Level Certificate (AQA/OCR)				GCSE Combined Science Foundation Tier (AQA) GCSE Biology Foundation Tier (AQA)	GCSE Combined Science Higher Tier (AQA) GCSE Biology Foundation Tier (AQA)	ASDAN Science/Animal Care	
Art/Photography/Media						Art Awards	GCSE Media Studies (AQA)			
Food Technology/Cooking							GCSE Food Preparation and Nutrition (AQA)		ASDAN Foodwise	
Humanities and Personal Development (Geography, History, Citizenship, RS)	Entry Level Certificate (OCR)	Entry Level Certificate (OCR)	Entry Level Certificate (OCR)				GCSE Geography, GCSE History (AQA/Pearson)		ASDAN Geography/History Citizenship	
Life Skills									ASDAN Life Skills Challenge/PSHE/Sex Education and Relationships	
Sport/Outdoor Education						Outdoor Academy Qualifications (Various exam boards)			ASDAN Sport and Fitness	
Other						Youth Achievement Awards (YAA)			BTEC Qualifications (Pearson)	

