

## Engaging Potential Curriculum Policy

### Aim

Engaging Potential (EP) offers its young people a broad-based skills curriculum which combines formal and informal education. Delivery of this curriculum comprises of teaching, 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.

### Regulatory Context

This policy has been written in accordance with the requirements set out in Parts 1 and 2 of The Independent School Standards Guidance 2019.

This policy is reviewed annually by the SEN Lead 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 Social, Emotional, Mental Health and Behavioural 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. Our offering is flexible and will change to meet the needs of individuals as and when necessary.

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 teaching, learning support mentoring team and the young person.

All young people at EP have an Education, Health and Care Plan (EHCP). Each 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:

- Growing up
- Relationships
- Sex, sexuality and sexual health
- Alcohol, tobacco and other drugs
- Emotional wellbeing and mental health
- Healthy lifestyle
- Risk and safety
- Identity
- Communities
- Planning for the future
- Money and me
- Emotional wellbeing and mental health
- Finance
- Business and enterprise

For young people in Years 10 and 11, EP has dedicated sessions to look at 'next steps' this may be further education and/or the world of work. Personalised support is offered depending upon individual interest, needs and aspirations – these include but are not exhaustive, open days, work experience, letter writing, CV writing as well as soft outcomes including self-esteem, awareness and confidence .

### Spiritual, Moral, Social and Cultural Development

Throughout their time with EP, each young person works closely with a Learning Support Mentor (LSM). Part of the work of the LSM is to build positive relationships with young people based on our core values, 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 LSM 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 the teacher/s and LSMs are 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

Our SMSC plan provides a range of flexible opportunities for staff to enhance Spiritual, Moral, Social and Cultural learning for each young person at Engaging Potential. Our plan has themed weeks embedded which include Sexual Health, Careers, Mental Health, Outdoor Activities as well as an Alternative Curriculum Week.

### **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 core aspects of learning are supported by gaining qualifications in English and Maths. This includes Entry Level, Functional Skills and in exceptional circumstances and where appropriate GCSE qualifications. Young people also have access to the Asdan Scheme.

Version	Date	Description	Initials
1	30/11/2011		TW
2	30/05/2012	Revised and Updated	TW
3	30/11/2012	Revised and Updated	TW
4	30/12/2013	Revised and Updated	TW
5	30/07/2014	Revised and Updated	TW
6	30/07/2016	Revised and Updated	TW
7	30/07/2017	Revised and Updated	TW
8	30/01/2018	Revised and Updated	JM/ TW
9	30/08/2019	Revised and Updated	JM/ TW
10	30/11/2019	Revised and Updated	JM/ TW
11	25/06/2021	Revised and Updated	TW/PB/LH
12	19/07/2023	Revised and Updated – removed YAA and updated Accreditation guide	LH/HH

## Engaging Potential Accreditation

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)			Level 1-3 College Courses  Traineeships  Apprenticeships  Employment
Literacy	Functional Skills (Pearson) AQA – Step Up to English (Silver L1)	Functional Skills (Pearson) AQA – Step Up to English (Silver L2)	Functional Skills (Pearson) AQA – Step Up to English (Gold L3)	Functional Skills (Pearson)	Functional Skills (Pearson)		GCSE English Language (AQA)			
ICT			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 Biology Foundation Tier (AQA)		ASDAN Science/ Animal Care	
Art/Photography/Media						Art Awards				
Food Technology/Cooking									ASDAN Foodwise	
Humanities and Personal Development (Geography, History, Citizenship, RS)									ASDAN Citizenship Environmental History Geography Uniformed Services	
Life Skills									ASDAN Careers and Experiencing Work	
Sport/Outdoor Education						Outdoor Academy Qualifications (Various exam boards)			ASDAN Sport and Fitness	
Other										