



Curriculum Policy



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1. Statement of Intent

At SWRAC, leaders, managers and staff will:

- Put the young person at the heart of their education, designing the education and curriculum opportunities for individuals rather than providing a one-size-fits-all system.
- Ensures that each student's unique support needs are met.
- Challenge and support our students to be confident in recognising their own and each other's strengths and talents across the curriculum.
- Have the highest expectations of all students across all areas of their education and development, whilst providing a flexible approach.
- Encourage students to be responsible respectful citizens, independent explorers, team players, problem solvers, creative thinkers, and reflective individuals.
- Encourage students to make healthy and safe choices in their lifestyle and help them understand how to develop and maintain healthy relationships.
- Support students to develop independence and progress into volunteering, employment or meaningful activity.
- Support students to develop personally and socially, and to enable them to contribute positively to their communities and local economies.
- Acknowledge that, for some, learning can be difficult and reassure our students that making mistakes is part of the journey of learning.

2. Introduction

We believe that education should provide the essential tools for lifelong learning and prepare young people for the opportunities, responsibilities, and experiences of later life. To achieve this, we have created a curriculum that enables all students to develop personally as well as academically.

3. Curriculum Intent

Our intention is to help students develop the behaviours, attitudes, skills, and knowledge needed to lead fulfilled lives and to deal with everyday life experiences.

The curriculum is centred around learning that helps students progress and prepare for their next step. It also aims to reduce barriers and issues created by social disadvantage.

The curriculum is designed to meet the needs of individuals by providing an appropriate mix of mandatory and personalised units. Units are selected to meet outcomes identified in students Education, Health and Care Plans (EHCP), and considers student aspirations. Starting points are identified through completion of baseline assessments.

The curriculum is intended to provide breadth, balance and choice while at the same time promoting learning as well as personal and social skills development.

4. Curriculum Implementation

We will:

- deliver progressive and engaging programmes which promote the enjoyment of learning and are appropriate to the developmental stage of the individual.
- plan and deliver learning that is individualised and ensures that each student's unique support requirements, and progress towards, or achievement of EHCP outcomes.
- ensure equal access and opportunities for all students to learn and advance.
- support the development of maths, English and IT to enable the students to access wider opportunities in life and in employment.
- enable students to develop and apply independent skills for life and learning, which can be applied in a wider context at work and within their local communities.
- provide all students with impartial, good quality, careers information and guidance to enable them to know their next steps and how to progress
- ensure that students are provided with meaningful and valuable work experience opportunities.

- promote the importance of making responsible and safe choices, maintaining a healthy lifestyle and developing healthy relationships.
- provide opportunities for students to develop and take part in activities, hobbies and interests, to enhance their physical and mental health and wellbeing.
- encourage students to respect society values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

We encourage students to take responsibility for their own learning and progression through the Individual Learning Plan (ILP) review process, regularly reviewing and reflecting upon their learning experiences.

To achieve the above, we recognise the need to implement a wide range of teaching and assessment of learning strategies across the curriculum delivery, to ensure that effective learning is taking place. As well as the need to have an effective internal quality assurance process.

5. Curriculum Impact

The planned curriculum aims to provide students with the skills, knowledge and experience required to:

- maintain good physical and mental health.
- develop healthy friendships and relationships.
- contribute to their local communities.
- to live independently where possible.
- to engage in paid or voluntary employment, further education or training and meaningful activity.

6. Roles and Responsibilities

It is the responsibility of the Director of Education, Regional and Centre Managers to stay abreast of both local and national developments in curriculum areas.

It is the responsibility of the Director of Education, Internal Quality Assurance Team Regional and Centre Managers to ensure that this policy is adhered to.

7. Reviewing the policy

The policy will be reviewed every two years, and more frequently if there is a change to national or local requirements, funding or SWRAC curriculum strategy, its organisation or its implementation.