

**Policy Group:** College  
**Version no:** 1.0  
**Date of Issue:** December 2020  
**Approved by:** Charity Executive Committee (CEC)

# St Andrew's College Curriculum Policy

## 1. Policy Summary

The purpose of this policy is to ensure that students in St Andrew's College are able to access a bespoke and balanced education and therapeutic timetable which will enable them to:

- Acquire and grow self-motivation.
- Acquire confidence so that they are able to live safe, healthy and fulfilling lives.
- Apply intellectual, physical and creative effort.
- Develop and maintain an interest in their work.
- Gain the ability to think and learn for themselves.
- Become successful students who enjoy learning, make progress and achieve their full potential.
- Become responsible citizens who can make a positive contribution to society.
- Be equipped with the necessary individual skills they need to make successful progress and transitions in their future lives.

### Context

St Andrew's Healthcare's CAMHS inpatient service provides care for up to 30 of the most vulnerable and potentially challenging young people in the country who have a range of mental illnesses, autism and learning disabilities. It is therefore a unique setting for young people detained under the Mental Health Act or Irish High Court order.

Young people are admitted to St Andrew's often due to the high level of risk their challenging behaviour presents to others and themselves. It is common for young people to have been resident in other secure settings and have come to us owing to the previous provision being unable to contain their high levels of risk.

For all our students, whether they operate within a context of developmental delay, lack of consistent schooling and/or significant underachievement we have designed our curriculum Activ8.

### Curriculum Intention

Our Activ8 curriculum intends to help our young people by working with the hospital's Multi-Disciplinary Team (MDT) to aid in their recovery by equipping the young people with the skills they need to make successful transitions in their future lives.

The Activ8 curriculum provides a broad and balanced education for all students, offering a range of pathways for curricular and enrichment activities regardless of starting point, SEND or background. The curriculum aims to be holistic by offering both examined

courses and personal development opportunities, which brings benefits to themselves and the community.

Activ8 is flexible enough to meet the needs of our diverse students and match to the individual needs of each student. It builds upon students' existing knowledge, skills and understanding. This is done by a rigorous baseline assessment, interviews with the student and continual assessment of their academic progress and mental health needs.

Teaching and learning is designed to develop confidence, high self-esteem, independence and respect for other people and the environment. It also prepares students for the opportunities, responsibilities and experience of adult life.

## 2. Links to Procedures

Accessibility Policy  
Admission Statement  
Anti-Bullying Policy  
Assessment Policy  
SEND and Inclusion Policy  
SMSC and British Values Strategy  
Careers Strategy

## 3. Monitoring and Oversight

### Organisation and Planning

The college has identified 8 areas that our students need help with in their daily lives and have produced the Activ8 programme from these. These 8 areas are given equal parity and offer the students a broad range of academic subjects and personal development opportunities.

The Activ8 curriculum provides the same offer to all young people based on subject choices, however, the qualification choice is based on age, aptitude and individual needs including those with an EHCP.

The curriculum is delivered in English and integrates speaking, listening, reading & writing, literacy, numeracy and ICT.

<b>Activ8</b>
Healthy
Cultured
Citizen
Digital
Resourceful
Skilled
Working
Explorer

#### **Awards & Qualifications**

ASDAN  
Life and Living Skills  
Duke of Edinburgh  
Unit Awards  
Entry Level Certificate  
Functional Skills Entry level,  
Level 1 and 2  
Edexcel Levels 1, 2 & 3  
NCFE Levels 1 & 2  
Step Up!  
GCSE  
iGCSE  
A Level  
ITQ

Where a subject offers an examination from an external body, schemes of work must be provided for all its courses/programmes related to the examination board requirements. All staff must follow schemes of work and subject leads will monitor their implementation. Schemes of work must establish how the course content is structured so that students' skills, knowledge and understanding are developed progressively.

#### **PSHE**

The college sets out its PSHE provision in the PSHE Scheme of Work.

The Relationship and Sex Education Procedure (RSE) details the provision and procedures for this aspect of PSHE. Teachers at the college work closely with the hospital's Multi-Disciplinary Teams (MDT), who also carry out aspects of PSHE, to ensure discussions are had regarding the teaching of certain aspects of the RSE content and its suitability for each young person.

PSHE is delivered through timetabled sessions, using the Award Scheme Development and Accreditation Network (ASDAN) as its foundation, either individually or in small groups, and through planned activity weeks/days. The teacher of PSHE at the college also works collaboratively with the St Andrew's Chaplaincy Service, who are trained to work with young people with mental health and developmental disability disorders, to deliver weekly group sessions using the Action for Happiness Programme.

#### **Careers**

The college sets out its careers and vocational provision in the documents 'Careers and Vocational Strategy' and the Schemes of Work.

The overall responsibility for the co-ordination of careers education and guidance lies with the Careers Lead Teacher. In addition, all staff within St Andrew's College and, more widely, staff in Smyth House, make a contribution to careers education and guidance through their specific roles. These roles can include teachers (key teachers, subject teachers, TIs), OTs/OTTIs, social workers, psychologists, ward staff (HCAs and nurses), and Arts Award facilitators.

Careers and vocational skills are included as part of the judgement in 'Personal Development' by Ofsted. The strategy put in place by St. Andrew's College prepares our students for their next steps and future success.

### **British Values and SMSC**

The Activ8 curriculum, lessons, enrichment days, Smyth House Forum and associated education activities take into account the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The SMSC and British Values Strategy encompasses what the college promotes.

### **Ethical Education**

This consists of seven key strands, the aim of which is to nurture and develop in the students a caring and responsible approach to society. These strands are contained in the Ethical Education Strategy.

### **Reading**

The college has set a target that 85% of students with reading difficulties will improve by 1 chronological year per academic year. The approach is included in the Reading Strategy 2019 – 2020.

### **Physical**

Physical activity is provided by the college's teachers and hospital's MDT and can take the form of a timetabled lesson or session. The college offers PE as an academic qualification through which certificates and qualifications can be awarded and by the Duke of Edinburgh Bronze Award.

The hospital provides personalised timetabled sessions to improve young people's fitness and address specific health needs e.g. through physiotherapy. The college and hospital co-operate to provide enrichment events for physical activity such as sports days and an annual Health Fair.

### **Responsibility and Accountability**

The St Andrew's Governing Body will:

- Monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.
- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets.

- Ensure that proper provision is made for students with different abilities and needs, including those with special educational needs (SEND).
- Participate actively in decision-making about the breadth and balance of the curriculum.

The Senior Leadership Team will ensure that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the aims of the college and indicate how the needs of individual students will be met.
  - The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
  - They manage requests to withdraw students from curriculum subjects, where appropriate.
  - The college's procedures for assessment meet all legal requirements.
  - The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
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- The Governing Body is advised on whole-college targets in order to make informed decisions.
  - Proper provision is in place for students with different abilities and needs, including those with special educational needs (SEND).

The Curriculum Lead will:

- Write and review the Curriculum Policy each year.
- Share the reviewed policy with the Governing Body.
- Work with the Head Teacher and Subject Leads to monitor the implementation of the Activ8 curriculum.

The Subject Leads will:

- Ensure that their curriculum area is implemented in accordance with this policy
- Ensure that Schemes of Work are provided for all the subject's courses/programmes related to the examination board of requirements.
- Monitor the implementation of their subject's Schemes of Work to ensure that they are being followed.
- Monitor the way in which resources are stored and managed.

The Senior Leadership Team and Subject Leads will monitor the way subjects are taught throughout the college by:

- Lesson Observations
- Monthly Learning Walks
- Book Scrutinies
- Subject Actions Plans
- Management Meetings
- Annual External Quality Assurance.

Teachers will:

- Be aware of the Activ8 programme and understand how their role sits within it and contributes to it.

- Follow the allocated Schemes of Work in the subjects they are teaching.
- Set high expectations for all students.
- Use appropriate assessment to set ambitious targets and plan challenging groups for all students.
- Make a contribution to career's guidance for students, as appropriate through their specific subjects and roles.
- Embed British Values and SMSC into lessons, enrichment days, Smyth House Forum and associated education activities as appropriate.

#### 4. Diversity and Inclusion

St Andrew's Healthcare is committed to *Inclusive Healthcare*. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that *Inclusive Healthcare* is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at [DiversityAndInclusion@standrew.co.uk](mailto:DiversityAndInclusion@standrew.co.uk).

##### **Inclusion in the St Andrew's College Curriculum**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students.
- Students with low prior attainment.
- Students from disadvantaged backgrounds.
- Students with SEND.
- Students with English as an additional language (EAL).

Most lessons are delivered on a one to one basis to our students, this is done for several reasons, such as the student:

- Needs particular focus from other members of the MDT before they can access education at the college, consequently the students lessons are delivered on the ward.
- Has particular needs meaning they can't interact with their peers.
- Prior attainment is particularly high, low or are from a disadvantaged background so need intensive strategies to meet their needs.
- Has particular barriers to overcome such as their SEND. Teachers will plan lessons so that pupils with SEND can study every part of Activ8, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Language skills (EAL) are limiting their access to Activ8. Teachers will take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Accessibility Policy and in our SEND and Inclusion Policy.

## 5. Training

The college will hold regular INSET days in which information about the Activ8 curriculum and its implementation will be updated, reviewed, reflected upon and adapted as appropriate.

## 6. References to Legislation and Best Practice

Ofsted Non-maintained Independent Schools Framework 2019  
SAH Diversity and Inclusion policy  
Education and Skills Act 2008  
Education (Independent School Standards) Regulations 2014

## 7. How to request a change or exception to this policy

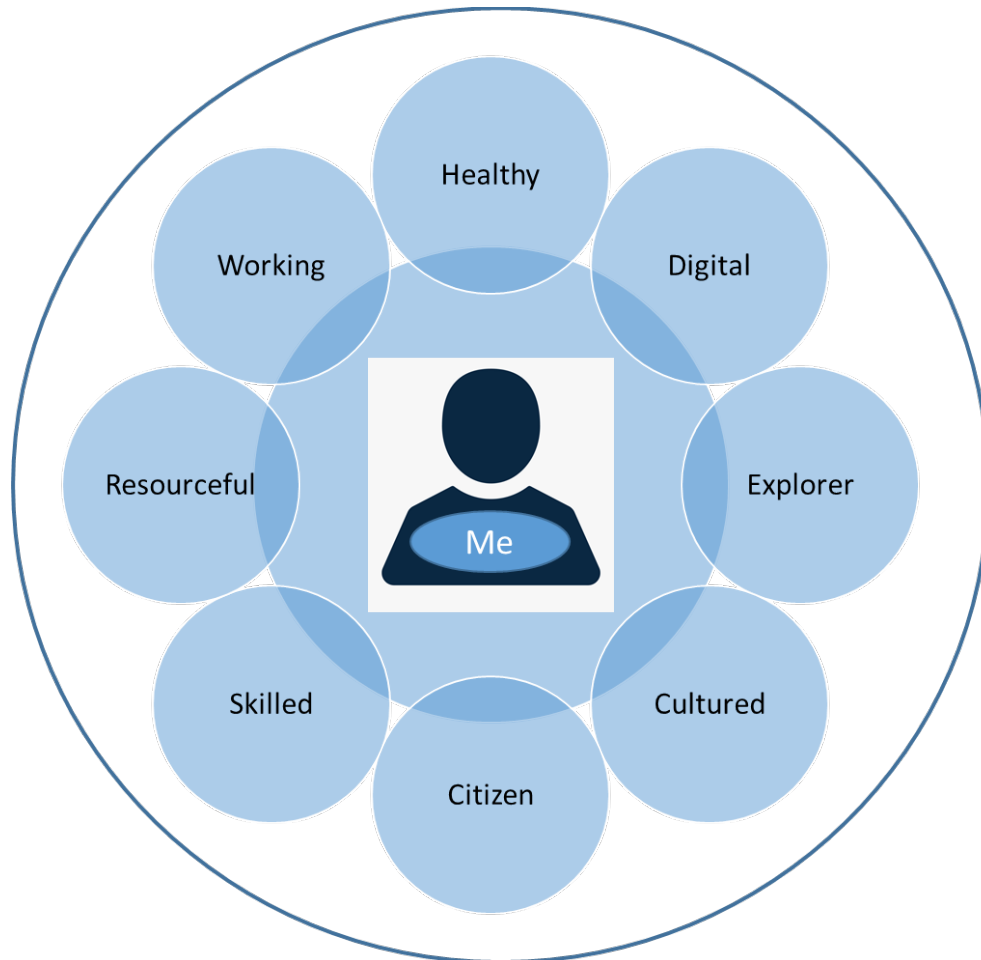
Please refer to either the [Policy and Procedure Update Application Link](#) or the [Policy and Procedure Exception Application Link](#)

## 8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template



## Addendum



Healthy - e.g PE, horse riding, guided meditation	Digital - e.g ICT, internet safety, smart phones.
Explorer – DoE ie physical, skills, volunteering & expedition	Cultured - e.g Art & design, drama, music.
Citizen – PSHE, RSE, citizenship, British values, SMSC	Skilled – e.g English, literacy, maths, science
Resourceful – e.g library, reading, google apps, paying bills	Working – Careers & vocational