

Brownhill Policy and Procedures

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Our Pupils

Many pupils arrive at Brownhill Learning Community having experienced disruption to their education. Our service provides for vulnerable children and young people, who either have complex special educational needs, have been excluded from full-time mainstream education or whose health has had implications on their schooling.

Our pupils have often experienced a spectrum of difficulties which make it hard for them to make progress in a mainstream school. Their standards in English and Mathematics are often below age related expectations and our aim is to nurture these children and provide them with the confidence and skills to achieve to the best of their abilities both academically and personally.

We have high expectations and aspirations and a profound and well-justified belief that every child and young person can learn and achieve. We assess progress recognising the smallest steps as well as more significant improvements in learning; this helps instil confidence and self-belief in our pupils.

Our Intent

At Brownhill Learning Community we meet the needs of young people who are unable to access a mainstream provision. We pride ourselves on creating a nurturing environment and giving pupils opportunities to develop social, emotional and life skills as well as making academic progression. Developing these vital skills goes hand in hand with ensuring the pupils make academic progress crucial to their future.

The curriculum is personalised, creative, innovative and flexible allowing the needs of all pupils to be met. Our purposeful learning environment puts the individual needs of each pupil at the centre of our decision making. As a school we are committed to lifelong learning; preparing our pupils for a successful transition to mainstream, college or work where they can make a positive contribution to their community and where they can continue to develop.

In years 10 and 11 pupils are also given the opportunity to undertake vocational courses too, which often raises the esteem of pupils who may be less academically inclined.

Our key strength lies in our holistic, multi-disciplinary approach that focuses on making sure all of our pupils are happy, proud and confident individual as well as taking relevant qualifications to ensure future prospects.

How we will achieve our aims

- Engage all pupils and promote a positive attitude towards learning
- Challenge all to reach their potential
- Develop independent learning skills.
- Support spiritual, moral, social and cultural development
- Provide a nurturing and inspiring learning environment
- Nurture the talents of all and celebrate success
- Involve parents/carers and the community
- Offer a timetable that covers a range of subjects and topics that develop social, emotional and learning skills
- Develop core skills in the areas of communication, behaviour and thinking
- Develop functional literacy and numeracy skills to assist in everyday tasks
- Have individual needs, including those set out in their EHCP or health plans, met effectively through differentiation and targeted interventions where needed
- Develop the ability to access formal learning
- Develop the skills, attitudes, knowledge and independence needed to prepare them for the next stage of their education and life beyond school
- Demonstrate high quality engagement, achieved through high quality teaching and relationships
- Develop the ability to work in pairs, small groups and teams to develop social and emotional skills
- Offer formal and informal support to students around keeping themselves safe personally and socially.
- Support to enable confident interactions with young people and adults in different environment.
- Make sure no pupil misses out; we will provide equal opportunities for everyone.

What we teach our pupils

The following highlights what we teach our pupils and to some extent how. Underpinning this are our staff's skills in modelling excellent personal and social skills and their strong knowledge of each pupil which enables them to advise, guide and coach pupils in using these skills inside and outside of lessons. Non-lesson times are important opportunities where these skills continue to be taught and developed. This is still part of our curriculum.

Primary

At Key Stages 1 and 2 our curriculum incorporates the core subjects of English, Maths and Science and a range of foundation subjects. Primary has a heavy literacy focus; Read, Write Inc by Ruth Miskin is followed. Children also access Bug Club, listen to a class read daily and have library time. Literacy is the key to children progressing in all areas of life.

In Maths we use Abacus to deliver interactive Maths lessons and this also informs our planning and assessment. Children who need a more sensory approach use Numicon which provides a more concrete 'hands on' experience. Pupils participate in PSHE which includes a focus on the development of emotional skills, resilience and core British values. Pupils complete topic work on specific themes and this creates cross-curricular work which again has a strong literacy focus. Our aim is to help our pupils to re-engage and enjoy their learning with a view to a returning to a mainstream school setting where appropriate. There is a very rigid morning timetable and a clear rewards and consequence system which enhances learning and progression. As part of our social and communication curriculum children also access

The 'Aquarium' weekly, this is a nurturing environment which focuses on early years basics, social and interactive skills using sand, water, role play and games. For our younger children who are not ready to access a more formal learning environment we have a nurture room where we concentrate on embedding basic skills to prepare the children for learning. The subjects taught across primary all have literacy and numeracy incorporated in their schemes.

All children partake in phonics screening and SATS at the relevant ages. As a school, we also work in partnership with a range of external agencies to further enhance the curriculum and provide additional support in the area of individual social and emotional development. An example of some of the external agencies we access are: Commando Joe's character curriculum, Skylight Circus developing patience, resilience and confidence, Karate developing focus, Pastures New and swimming lessons.

Key Stage 3

At Key stage 3 our curriculum incorporates the core subjects of English, Maths and Science alongside Humanities, ICT, Art, Food Technology and PE. Pupils continue to study PSHE to further develop their own emotional skills and continue to improve their understanding of being part of British Society. Pupils have a baseline assessment on admission and, if appropriate they will receive additional intervention for literacy and / or numeracy. Similar to the primary curriculum, the KS3 curriculum has a literacy focus; pupils complete daily reading, precision teaching, weekly spelling tests and handwriting practise. Programmes used to support literacy include; the Read Write Inc Scheme, IDL and First News.

Aims of Key Stage 3 Curriculum

The aim of this is to ensure that pupils develop sound literacy skills in order to access all subjects across the curriculum and to prepare them, where appropriate, to return to a mainstream setting. Our students also have access to enrichment activities delivered within the centre and off-site. Examples include: Fire Team (in conjunction with Rochdale Fire Service), Skylight Circus, enterprise with the youth team, work with Vital signs (a Christian rap group) and involvement in raising funds for charity. These enhance confidence, resilience and social skills within our young people as well as encouraging them to work effectively as a team. Pupils work towards nationally recognised qualifications in all core subjects, ICT and PSHE with a view of securing places in further education or apprenticeships.

Social and Communication Curriculum

The majority of our young people have identified difficulties with social and communication skills, therefore we have developed a social and communication skills curriculum to effectively support pupil development. This aims to offer a personalised and relevant curriculum that is engaging and challenging for all pupils. Social and communication skills have been identified as an area in which pupils require intensive and consistent support and interventions in order to enhance and achieve their full potential. The curriculum works in conjunction with the whole-school assessment of Emotional and Behavioural Development scales (EBD) to assess the progress achieved. The social and communication curriculum provides pupils with the opportunity to work both inside and outside of the classroom in a creative learning environment and encourages pupils to participate in activities they may be unfamiliar with.

Key Stage 4

At Key Stage 4 the curriculum is broad and balanced, incorporating the core subjects of English, Maths and Science alongside a wide range of other subjects including; ICT, History, Art, PE, PSHE, Employability and Social and Communication skills.

Nationally recognised qualifications are offered across all subjects including GCSE/iGCSE in Maths, English, Science, PE, History and Art. Further qualifications such as Functional Skills Levels 1 and 2, Entry Level Functional Skills 1, 2 and 3 and EDCL in ICT are also offered.

The vocational offer features a range of subjects such as Cookery, Hair and Beauty, Sports, Motor Vehicle Studies, Painting & Decorating, Building and Joinery, all linked to the potential work areas on offer in the Rochdale and GM area.

Our students also have access to enrichment activities delivered within the centre and off-site. Examples include: Fire Team (in conjunction with Rochdale Fire Service), Vital Signs (a Christian rap group), football/team sports, boxing and involvement in raising funds for charity. These enhance confidence, working as a team, resilience and social skills within our young people and are delivered in accordance with the Social & Communication curriculum.

We have a range of opportunities which also link into the practical and experiential curriculum such as specialist mentoring through The Military School, Industry Work Placements and Fire Team with NW Fire Service linked to the vocational options chosen. These are all designed to give the students a well-rounded informative insight into what they can achieve with the transferrable skills they will acquire such as working as a team, prioritising, reflection on the work and plans needed to achieve an outcome in the workplace. It also gives pupils the opportunity to show future employers/ colleges that they can sustain following a course.

We use tailored packages of education to enhance the experience our students can gain which can include On Line Learning through NISAI, Tailored Work Placements provided by Our Futures and holistic approaches to education through Land Based Learning and Animal Care with Pastures New. These personal pathways are decided through discussion with the pupils, parent/carers, relevant staff and professionals that work with the young people.

Our Gold Standard CEIAG curriculum runs through PSHE, and Employability Skills from Year 8 to 11, with a focus on Information Advice and Guidance in KS4. It prepares our students through individual career interviews to produce forward thinking plans for their future career paths. We also prepare our students by involving them in as many information gathering visits to training providers, colleges and work placements as is possible, using the contacts we build through our in-house and LA Careers Fairs. Across all Key Stages there are regular visits by local employers, giving pupils the opportunity to find out about careers which they may not know about/ may not have considered before.

Home Tuition

Home tuition is provided for those children that are unable to access an educational setting. We provide home education for children who are referred by either schools or medical professionals from key stages 1-4. Each child has their own individual plan which is agreed with the pupil/ parents and professionals; a bespoke package is put together to ensure the future aspirations for each child are catered for. Frequent reviews are held to ensure that the package continuously suits the pupil's individual needs.

Enrichment

The academic curriculum is enriched by educational and rewards trips with visits to the local community and beyond. The youth team and the extended schools programme provide a wide range of activities ranging from kayaking to cooking workshops. We have an excellent welfare team consisting of a school counsellor, family workers and community development officer. Pupils are referred as and when necessary.

We provide a play scheme for our primary age children during the school holidays. We also have a varied range of activities during holiday and term time to engage both students and parents in working as a team. Through these activities they enjoy aspects of social enterprise such as joinery and gardening and visits to various places including; the Lake District on a walking day with the school counsellor, Blackpool illuminations and trips to the beach. These are things that many of our students, and some parents, have never had the opportunity to do.

The Implementation of the Curriculum

Our teaching of the curriculum is designed to help pupils to develop skills, knowledge and understanding for future learning and employment.

Teachers use baseline assessments to identify pupils' starting points and gaps in academic learning. The learning environment is differentiated with a variety of resources and teaching strategies to promote the enjoyment of learning. Work is well matched to the needs of pupils.

Appropriate interventions are put into place. All staff across Brownhill Learning Community use a nurturing approach to develop pupils' confidence and self-esteem.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance this review takes into account best practice within both special needs education and PRUs.

The Impact of the Curriculum

The impact of the curriculum is assessed in many different ways ranging from pupil outcomes in national qualifications to snap shot surveys. Every pupil completes baseline Star Assessments in English and Maths on admission to the school and this is retaken either when moving to an alternative provision or at the end of each academic year to measure progress and also identify individual's strengths and areas to develop. EBD scales focusing on social and emotional development are also assessed termly. Interventions are put in place both socially and academically on review of these assessments if needed.

These interventions range from individual or small academic group work to referrals to our Welfare and Youth teams for individual social and emotional support. Annual EHCP reviews are held for our SEN children; outcomes are reviewed and new targets are set. When necessary interim reviews are also called to ensure that the children are being fully supported through the education provided. Individual academic pathways are also put in place for those individuals that need a tailored, personal, accessible approach for them to make progress. Every child deserves a mainstream education and we are extremely successful at preparing children both socially and academically and reintegrating them into mainstream settings.

National qualifications also inform our curriculum planning and results are analysed to inform planning for future courses and learning. Post 16 destinations are considered and the relevant qualifications are tailored to prepare the pupils for future pathways. We also run schemes throughout the holidays and individual needs are considered when being placed on these programmes to maximise progress for the pupils.

Staff are asked to complete curriculum surveys to ensure the correct support and guidance is being given and in the academic year 19-20 this is being rolled out to pupil voice. Learning walks and book scrutinies take place termly for quality assurance. Children also have individual small, achievable social and academic targets which are celebrated when achieved. We are constantly reviewing the curriculum to suit the needs of our children and young people to ensure maximum impact on their lives both socially and academically.

Roles and responsibilities

The Head teacher will ensure that they:

- Lead, create and maintain a climate to secure good teaching, effective learning, high standards of achievement, positive behaviour and enable teachers and other staff to meet standards.
- Determine, organise and implement the curriculum and its assessment as well as monitoring and evaluating them.
- Lead, monitor and evaluate the quality of teaching and standards achieved by all students, within delegated areas and meet challenging and realistic targets for improvement.
- Lead, create and promote strategies for developing inclusion practice, including those involving race relations and gender and other vulnerable groups.
- Ensure that improvements in literacy and numeracy are priority targets for all students.
- Ensure that students develop study and personal, social and emotional skills in order to learn more effectively and with increasing independence.

Deputy Head teachers will ensure that they:

- Create and maintain a climate to secure good teaching, effective learning, high standards of achievement, positive behaviour and enable teachers and other staff to meet standards.
- Assist the Head teacher in determining, organising and implementing the curriculum and its assessment as well as monitoring and evaluating them.
- Monitor and evaluate the quality of teaching and standards achieved by all pupils, within delegated areas and meet challenging and realistic targets for improvement.
- Create and promote strategies for developing inclusion practice, including those involving race relations and gender and other vulnerable groups.
- Assist the Head teacher in ensuring that improvements in literacy and numeracy are priority targets for all pupils.
- Ensure that pupils develop study, and personal social and emotional skills in order to learn more effectively and with increasing independence.
- Regularly attend cross-site Curriculum Lead meetings. To act on and disseminate information to other members of staff about curriculum developments.

Assistant Head teachers will ensure that they:

- Assist the Senior Leadership Team to create and maintain a climate to secure good teaching, effective learning, high standards of achievement, positive behaviour and enable teachers and other staff to meet standards.
- Assist the Senior Leadership Team in determining, organising and implementing the curriculum and its assessment as well as monitoring and evaluating them.
- Assist with the monitoring and evaluating the quality of teaching and standards achieved by all pupils, within delegated areas and meet challenging and realistic targets for improvement.
- Create and promote strategies for developing inclusion practice, including those involving race relations and gender and other vulnerable groups.
- Assist the Senior Leadership Team in ensuring that improvements in literacy and numeracy are priority targets for all pupils.
- Ensure that pupils develop study, and personal, social and emotional skills in order to learn more effectively and with increasing independence.

Curriculum Leads will ensure that they:

- Liaise with Deputy and Assistant Head teachers to ensure that a curriculum area/key stage provides a range of teaching strategies and learning opportunities which complement the BLC's strategic objectives.
- Support curriculum development and change to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the BLC's mission and strategic objectives.
- Keep up to date with national developments in the subject area and teaching practise and methodology.
- Monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- Assist the Senior Management Team in ensuring that improvements in literacy, numeracy and are priority targets for all pupils.

Teaching staff will ensure that they:

- Assist the Senior Management Team to ensure that a curriculum area/key stage provides a range of teaching strategies and learning opportunities which complements the BLC's strategic objectives.
- Assist in the process of curriculum development and change to ensure the continued relevance to the needs of all pupils, examining and awarding bodies and the BLC's mission and strategic objectives.
- Follow the target setting system and complete termly assessments with middle leaders.
- Keep up to date with curriculum knowledge, skills and pedagogy.
- Participate in high quality professional development, working with colleagues to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Learning support staff will ensure that they:

- Work alongside teachers to ensure that the school curriculum is implemented in accordance with this policy.
- Share and exchange information about best practice amongst their colleagues.
- Participate in high quality professional development, working with colleagues to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them