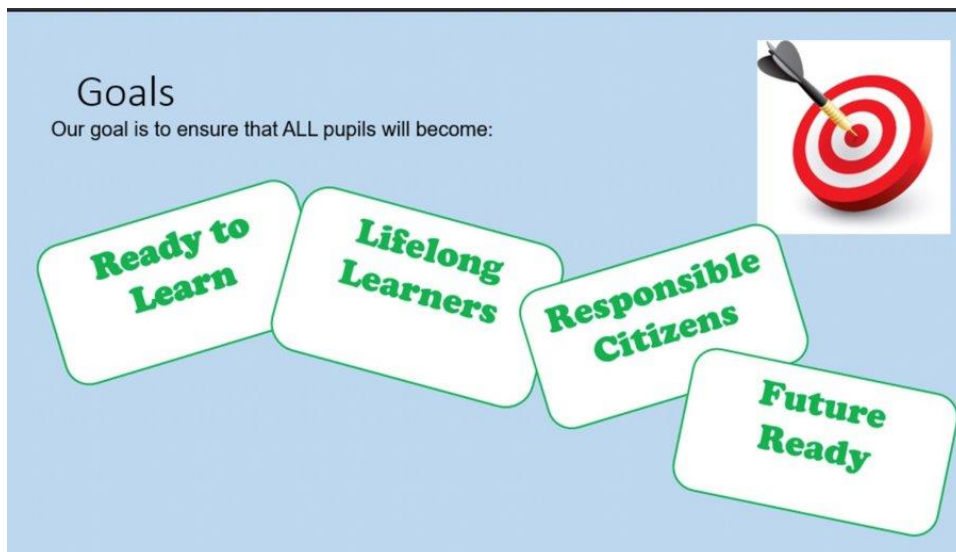


Our Whole School Intent

At Brownhill Learning Community we meet the needs of young people who are unable to access mainstream provision either through our PRS, Year 11 Centre or Specialist Primary and Secondary 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 ambitious, 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.

Our key strength lies in our holistic, multi-disciplinary approach that focuses on making sure all of our pupils are happy, proud and confident individuals as well as taking relevant qualifications to ensure 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
- Develop respect for our environment

- 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 cognition
- Develop functional literacy and numeracy skills to assist in everyday tasks
- Develop the skills and knowledge to keep themselves safe
- Have individual needs, including those set out in their EHCP or health plans, met effectively through differentiation and targeted interventions where needed
- Remove barriers so learners can develop the ability to access formal learning
- Develop the skills, attitudes, knowledge and independence needed to be future-ready
- Demonstrate high quality engagement, achieved through high quality teaching and relationships
- Develop learner social skills to ensure learners can:

- work in pairs, small groups and teams to develop social and emotional skills

- have positive interactions with young people and adults in different environments.

We recognise that learning takes place both inside and outside of the curriculum. Our staff are skilled in modelling excellent personal and social skills and their strong knowledge of each pupil 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 and these are recognised as an important part of our curriculum.

Primary

Our primary learners require a bespoke approach to learning support depending on need. The tier of support offered is regularly reviewed by The BLC and families

Tier 1	NC subject teaching in the morning. Taking into account social, emotional and EHCP needs through afternoon sessions.	Orbit, Stars and Satellite children access the National Curriculum in the majority of subjects with additional biweekly nurture session and remaining afternoon session planned to support emotional and social wellbeing through practical and creative learning.
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Tier 2	NC subject teaching bespoke to learner needs.	The children access the National Curriculum in core subjects based on need. Continuous provision to support social and emotional development.
Tier 3	Learning through a nurture approach – focus on building relationships trust	The children will access a lot of their curriculum through bespoke learning interventions tailored to their ability social and emotional needs (clear plan linked to EHCP target). This is with a view to slowly integrating into full time learning
Tier4 (6- 12 week intervention course with slow integration into the classroom throughout)	‘Getting ready to learn’. A practical based curriculum focusing on outdoor and physical learning. This is a short-term course which the children have access to daily periods 1-3 stemming over six-12 weeks with children being slowly integrated throughout this time.	This course is for the children who are currently unable to feel comfortable learning in the classroom environment. This is a bespoke package focusing on confidence, reducing anxiety and guidance and coaching to encourage re-integration back into the classroom environment.

At Key Stages 1 and 2 our curriculum incorporates the NC subjects of English, Maths and Science and a range of foundation subjects. MFL has been introduced this academic year with initial exposing of language with learners. We use Kerpow for Non-core subjects – NC coverage, split year group and adaptive teaching resources. Progressive with CPD videos for staff to support non specialists.

We use Ruth Miskin for a phonics first approach to the teaching of reading. This is complemented with a wide range of other work designed to allow pupils to develop both love and proficiency in reading. Our Literacy learning journey is based on the national curriculum and expectations for pupils at the end of key stages 1 & 2.

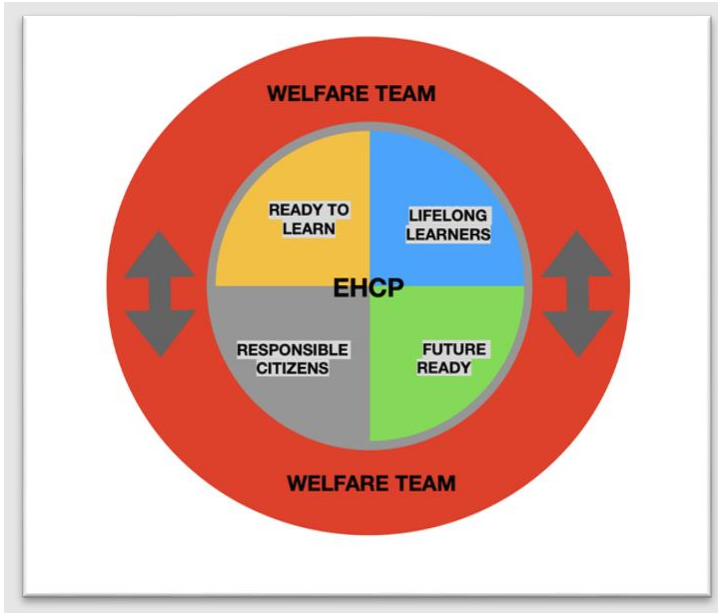
In Maths our long-term plan ensures that all key areas are covered. During each term, number is revisited in order to embed the fundamental foundation for mathematical progression. Using a long-term focus in Maths allows the children to gain a level of mastery in a particular field. It also allows for intervention so that pupils with significant gaps can receive personalised and individual support. We use maths 'no problem'

Pupils participate in PSHE which includes a focus on the development of emotional skills, RE 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 returning to a mainstream school setting where appropriate. There is a very structured morning timetable and a clear rewards and consequence system which enhances learning and progression. 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. There is dedicated curriculum time for enrichment, ensuring that our students experience success through a range of activities and learning experiences. These activities are vital in building cultural capital, developing relationships, providing children with real world experiences all of which fill gaps and provide opportunities for their personal and **social development.**

Nurture

Nurture curriculum features for all our Primary learners depending on need ID through SNAP and BOXALL. (See tiered approach.) Our main aims are to make learners feel comfortable, content, safe and have a sense of belonging within a group. In some classes we have to respond and adapt not only on a class-by-class basis but at times hourly.

Brownhill School Curriculum



At Key Stage 3 our curriculum incorporates the core subjects of English, Maths and Science alongside literacy, PE, ICT, Humanities, Art, citizenship, employability and PSE. Pupils continue to study PSHE to further develop their own emotional skills and continue to improve their understanding of being part of British Society. Prosocial sessions daily to support learners based on SnapB analysis.

Pupils will have a baseline assessment on admission and, if appropriate, they will receive additional intervention for literacy and / or numeracy. Like the primary curriculum, the KS3 curriculum has a literacy focus; pupils complete daily reading, precision teaching, weekly spelling tests and handwriting practice. Programmes used to support literacy include; the Read Write Inc Scheme, IDL and First News.

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 to securing places in further education or apprenticeships.

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, Citizenship, History, Art, PE, PSHE, Employability and Social and Communication skills.

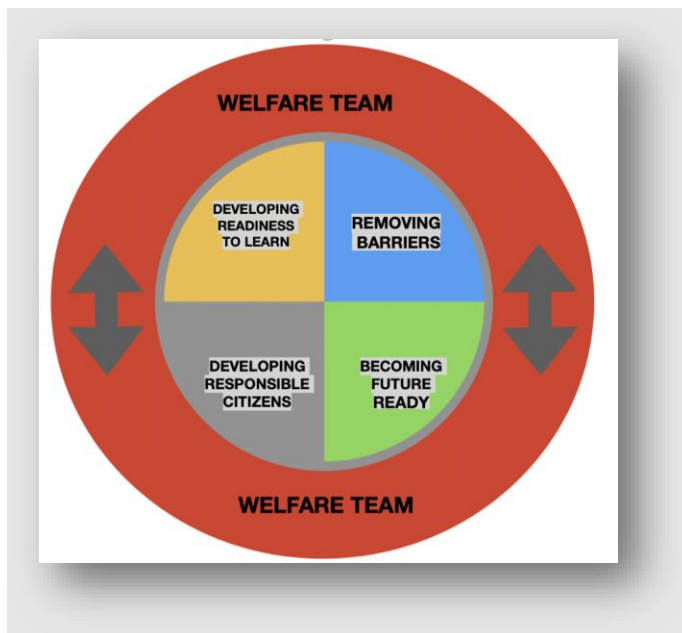
Nationally recognised qualifications are offered across all subjects including GCSE/iGCSE in

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 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.

Curriculum PRS



Learners attending the PRS are at different stages of their learning journey. At the BLC we recognise that all learners deserve a bespoke and high-quality approach to ensure they achieve not just academically but also socially and emotionally. Although our curriculum is based upon the National Curriculum for maths, English, ICT, Science and PSHE, it is adapted to meet the needs of all our learners. We aim for all our learners to move back to mainstream education or post 16 provision and we ensure that we work closely with our mainstream colleagues to

ensure our curriculum enables learners to make this transition successfully. Our enrichment curriculum builds on core skills such as teamwork, resilience and independence. Allowing learners to grow in confidence and prepare to be lifelong learners and responsible citizens.

At the PRS, pupils will be allocated provision dependent on the support they require based on readiness to learn and engage. The tier of support offered is regularly reviewed between the BLC and families.

Tier Provision	Description	Aims/ Focus
1	<ul style="list-style-type: none"> • Engagement with the BLC PRS curriculum • Address barriers to accessing a mainstream curriculum through accessing the PRS BLC SEMH curriculum • Enrichment curriculum that builds on core skills such as teamwork, resilience and independence • 	Removing barriers <ul style="list-style-type: none"> • Return to mainstream • Aspirational about their future plans • The development of the skills and qualities that are required to progress to the next stage of education/ employment
2	<ul style="list-style-type: none"> • Re-engage positively with learning • Address historic low prior attendance and attainment • Gain resilience and other key skills 	<ul style="list-style-type: none"> • Personalised timetable e.g satellite provision • Personalised interventions • External service support

	<ul style="list-style-type: none"> • Enrichment curriculum that builds on core skills such as teamwork, resilience and independence 	
3	<ul style="list-style-type: none"> • Learners have significant barriers to learning • Practical and experiential curriculum such as specialist mentoring through, UK Military Mentors, ACE, Industry Work Placements and Rochdale football club to the vocational options chosen • Develop numeracy and literacy skills 	<ul style="list-style-type: none"> • Learners will develop 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. This also gives pupils the opportunity to show future employers/colleges that they can sustain following a course.

Social and Communication Curriculum

The majority of our learners across the whole school 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 pro-social assessment (SnapB) 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.

Support for Learners with SEND

ORDINARILY AVAILABLE PROVISION

- a. Knowledge organisers for each topic
- b. Use different colours when writing on the board to allow students to retain their copying place.

- c. Pastel coloured backgrounds on slides (colour may be dictated by a particular learner in your class)
- d. Minimum size 12
- e. Sans-serif fonts (Comic Sans is usually good)
- f. Consistent fonts
- g. Pictures used to dual-code information

Education Tuition

Home tuition is provided for those learners that are unable to access an educational setting due to poor health. We provide home education for learners 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 (40 Things)

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 to these services as and when necessary.

We provide a play scheme for our primary age learners 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 and increase the cultural capital of our pupils.

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 considers best practice within both special education and PRUs.

Every Lesson Approach

Every lesson at the BLC should include the following elements

- Strong start
- High expectations for behaviour
- Links to previous learning.
- Differentiated for all learners.
- Engaging and relevant to pupils.
- Promotes independent learning.
- Includes a range of activities.
- Incorporates assessment for learning.
- Opportunities to develop social and emotional
- Ends with a plenary to consolidate learning.
- Rewards learners via Class Charts system.

The Impact of the Curriculum

The impact of the curriculum is assessed in many different ways ranging from pupil outcomes in national qualifications. Every pupil completes baseline GL assessment for CATS4, English, Maths and Science on admission to the school to identify gaps and ensure our curriculum addresses learner need. Snap B and Snap SpLd screens are also carried out annually to allow holistic target setting and inform intervention. Interventions are put in place both socially and academically on review of these assessments if needed.

Termly, class teachers will make a holistic assessment of each learner against a subject's outcomes.

Annual EHCP reviews are held for our SEN learners; outcomes are reviewed and new targets are set. When necessary interim reviews are also called to ensure that the learners 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 learners 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 maximize progress for the pupils.

Learning walks and book scrutinies take place termly for quality assurance. Learners 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 learners and young people to ensure maximum impact on their lives both socially and academically.

Roles and responsibilities

The Headteacher and SLT Curriculum Team

- Determine and organise the curriculum to maximise outcomes for learners
- 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 professional standards.
- Support the implementation of 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 'ready to learn' 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.
- Create and promote strategies for developing inclusion practice, including those involving race relations and gender and other vulnerable groups.

Curriculum Leads :

- Liaise with Deputy and Assistant Headteachers 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 practice and methodology.

- Monitor actively and respond to curriculum developments e.g. GL assessment outcomes/ gaps in learner knowledge
- Assist the Senior Leadership Team in ensuring that improvements in literacy, numeracy and are priority targets for all pupils.
- Lead curriculum team meetings for your curriculum area. To act on and disseminate information to other members of staff about curriculum developments.
- Ensure members of your curriculum team have the knowledge to accurately assess learner progress and meet key assessment deadlines.
- Maintain curriculum evidence folders that include:

-Action Plan

- Deep Dive Review Document

-LTLP- with rationale

-MTLP

-Examples of resources that include how they promote literacy, numeracy and LGBTQ+

-subject monitoring forms

Teaching staff :

- Assist the Senior Leadership 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 LTLP and MTLP
- Follow the target setting system and complete termly assessments with curriculum lead support.
- 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 your learners and how best to address those needs and engage them.

Learning support staff:

- 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 your learners and how best to address those needs and engage them