

**“Excellence, from Enrolment to Graduation”**



# Serenity School

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## **CURRICULUM POLICY**

### **A Holistic Approach to Education and Childhood Development**

We specialise in academic and therapeutic methods to motivate SEND students who struggle to engage with mainstream school. We also excel in re-engaging students who for some reason have become a school non-attender, or home tuition. Our curriculum offer will both motivate and inspire new confidence and great a sense of belonging within a special school setting.

Reviewed: 5<sup>th</sup> January 2020  
Next Review: September 2021

## Explanation of How the Curriculum Works

### Rationale and Aims:

At Serenity School, We Care, Value and Challenge every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to Inclusion, Independence and Self Worth for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development.

Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

**We look after Ourselves:** This part of our curriculum focuses on equipping pupils with the skills they need to become healthy and independent individuals able to care for themselves. Pupils are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted through rewards to encourage an active lifestyle, improve self-esteem and social skills and increase competency in gross motor skills. Pupils also participate in Life Coaching to help them better manage their emotions and behaviour and consequently become more authentic and independent.

**We look after each Other:** Students achieve more when they learn to care for each other. Hence this part of our curriculum aims to help pupils understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop skills and behaviours needed to lead others and work as part of a team. They will participate in organising a coffee morning at the local hospice and in the planning and running of an enterprise activity within the school.

**We look after our Learning:** We have very high expectations of our pupils and strongly believe that they should gain the relevant currency which they will need to participate fully in today's rapidly changing society. As such, pupils are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Entry Level or Level 1, by the end of Year 9. By the end of Year 11, they are expected to further gain a minimum of 5 more qualifications at Level 1/2 or GCSE level depending on their ability. They are also incentivised to develop a love of reading as well as positive behaviours for learning.

**We look after our School, Community and World:** This part of our curriculum encourages pupils to care for our school community. They also begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. They will learn about the changing nature of society in the UK by examining the impact of migration and the benefits of cultural diversity. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

**We look after our Futures:** Pupils will be introduced to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably. They will also develop problem solving skills to help them to tackle problems in their daily lives. Through our unique Careers Matrix, pupils will be gradually exposed to careers information to help them develop career awareness and assist them in making informed choices about their future. At KS4, they understand why certain mindset qualities are attractive to employers and participate in work experience to enable them to see for themselves, what working in different careers could be like. We expect that they apply and gain a post 16 education or apprenticeship place of their choice before they leave us.

## KEY STAGE 3 SET SAIL CURRICULUM

### **We look after Ourselves**

- Healthy Living (PSD)
- Attendance at PE - (70% Bronze, 80% Silver, 90% Gold)
- Cookery Skills (F&C)
- Developing Self (IL)
- Star Life Coaching (60% Bronze, 70% Silver, 80% Gold)

### **We look after each other**

- Supporting Others (PSD) – Coffee morning for local Hospice
- Developing leadership skills (SL)
- Working as part of a group (PSD)
- Planning and running an enterprise activity (PSD)

### **We look after our learning**

	Literacy/Numeracy	Science & Hums	Vocational	Life Skills	B4L	Reading for Pleasure
Bronze	<i>Teacher evidenced progress across both</i>	<i>Teacher evidenced progress across both</i>	<i>Pass in 1 Voc area</i>	<i>Pass 1 course at Entry Level</i>	<i>100+ points</i>	<i>Complete reading log to appropriate level.</i>
Silver	<i>Gained expected level of progress across both &amp; E Level Q</i>	<i>Teacher evidenced progress across both</i>	<i>Pass in 2 Voc areas</i>	<i>Pass in 2 areas</i>	<i>250+ points</i>	<i>As students move through bronze - gold, they achieve reading related tasks, and these increase in level of challenge.</i>
Gold	<i>E3 or above in Maths and English</i>	<i>Teacher evidenced progress across both</i>	<i>Merit/Distinction in 1 Voc area Pass in 1 Voc area</i>	<i>Pass 3 of 4 areas; LiFE IT Sports Leaders PSHE (PSD) Independent Living</i>	<i>400+points</i>	<i>Working towards or at 85&gt; standardised score</i>

### **We look after our School, community and world**

- Myself within the community (IL)
- Environmental Awareness (PSD and Science)
- Rights and responsibilities/The changing nature of society in the UK/Understanding personal identity (PSD)
- Design/create craft items for school display (Art and Craft)

### **We look after our futures**

- Manging money (IL)
- Dealing with problems in everyday life (IL)
- Attendance (87% Bronze, 90% Silver, 92% Gold)
- Careers matrix (60% Bronze, 75% Silver, 90% Gold)

**% of standards met:**

Bronze = 60%

Silver = 70%

Gold = 80+%

## KEY STAGE 4 Vocational Baccalaureate

### We look after Ourselves

- Healthy Living (PSD)
- Attendance at PE - (70% Bronze, 80% Silver, 90% Gold)
- Cookery Skills (F&C)
- Developing Self (Emp)
- Star Life Coaching (60% Bronze, 70% Silver, 80% Gold)

### We look after each other

- Supporting Others (PSD) – Visit to care Home
- Developing leadership skills (Sports Leaders/CMI L2)
- Working as part of a group (PSD/Sports Leaders)
- Planning and running an enterprise activity (PSD/CMI L2)

### We look after our learning

	Literacy/Numeracy	Options for More Able at GCSE	Vocational	Life Skills	B4L	Reading for Pleasure
Bronze	<i>Gained expected level of progress across both at EL or L1</i>	<i>On track for 1 or more in Science, Hums, Eng Lit</i>	<i>Pass in 1 Voc area L1</i>	<i>Pass 1 course at Entry L1 (IL or Emp)</i>	<i>100+ points</i>	<i>Complete reading log to appropriate level.</i>
Silver	<i>Gained expected level of progress across both at L1 or L2</i>	<i>Grade 2/3 or better</i>	<i>Pass in 2 Voc areas at L1/L2</i>	<i>Pass in 2 areas at L1 (IL or Emp) +1</i>	<i>250+ points</i>	<i>As students move through bronze - gold, they achieve reading related tasks, and these increase in level of challenge.</i>
Gold	<i>GCSE Maths and English at Grade 4+ or L2 in at least 1 subject</i>	<i>Grade 4/5 or better</i>	<i>Distinction in 1 Voc area at L1/2 Pass in 2 Voc areas at L2 Award or L1Cert</i>	<i>Pass 3 of 4 areas; Employability LiFE, ICT Sports Leaders, PSHE (PSD) Independent Living</i>	<i>400+points</i>	

### We look after our School, community and world

- Myself within the community (IL/Work Experience)
- Environmental Awareness (PSD/Science)
- Rights and responsibilities/The changing nature of society in the UK/Understanding personal identity (PSD)

### We look after our futures

- Complete Careers Programme – IAG Interviews, CV, 3 visits to Post 16 providers & 3 Applications sent
- Careers matrix (60% Bronze, 75% Silver, 90% Gold)
- Managing money (LiFE)
- Dealing with problems in everyday life (PSD/Life Coaching Targets)
- Attendance (87% Bronze, 90% Silver, 92% Gold)

**% of standards met:**

Bronze = 60%

Silver = 70%

Gold = 80+%

## An Organic Curriculum

Each of the five component sections of the curriculum is designed organically to develop each pupil at an individual level to ensure each one has a curriculum offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make **progress at Bronze – Silver - Gold Standards** in their overall Key Stage Curriculum. Each pupils timetable and progression pathway are set by SLT after they complete a series of assessments. Once the data is available an **Academic Flightpath** is put in place and shared with parents and staff. Pupils, parents and staff are therefore held to account to ensure standards of progress is achieved along the way and measured termly. We call this process; **Stepping Stones to Milestones**.

Key Performance Indicators are strategically tracked for each pupil, and therefore, with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum with the Accelerated Reader Programme we guarantee a minimum of five accredited outcomes in years 9 & 11.

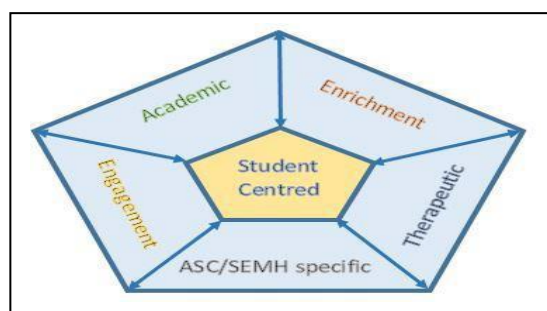
Academic progress is tracked alongside SEND targets and when combined, contribute to the overall achievement of our **Socio-Education Model** for each pupil.

Our curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. It has been designed to weave the Independent Schools Standards together and in doing so offers a curriculum that develops the whole child.

Our schools are committed to providing a broad and balanced curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the Independent Schools Curriculum core themes. Some subjects are taught discretely while others are covered via a creative curriculum approach.

Throughout learning and teaching we offer a five-part curriculum model that consists of the following:

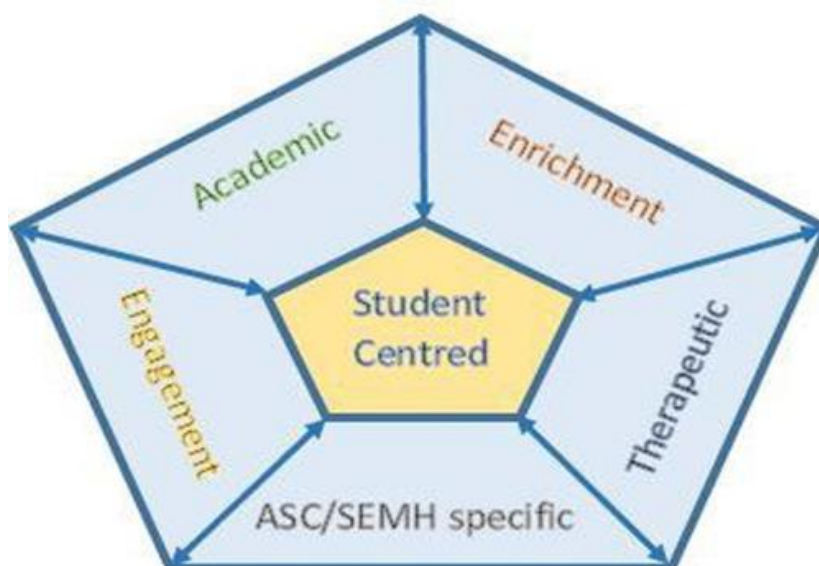
- Academic;
- Therapeutic;
- Enhanced Enrichment;
- Engagement and;
- ASC/SEMH-specific elements.



Through this combination, we deliver highly-personalised learning programmes which meet the specific needs of each pupil based on their EHCP.

Our curriculum has been developed and implemented in line with three strategic statements: The Independent School Standards; Every Child Matters; and Removing Barriers to Achievement.

## Socio-Educational Model



Socio- Education Model	Performance Outcomes
<b>Academic</b>	<ul style="list-style-type: none"> <li>• SS Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs including Maths and English</li> <li>• 80% of pupils making substantial and sustained progress in year</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>• 100% of pupils making expected progress of EHCP targets</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• 90+% Attendance guaranteed</li> <li>• 0% NEET</li> <li>• 90% positive Destinations Report – 1 year later</li> <li>• 100% of pupils complete a minimum of 1 Character Education Programme</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• 100% pupils completing bespoke curriculum offer</li> <li>• 100% of pupils completing a Leadership Qualification for improved self confidence</li> <li>• 100% of pupils accessing SMSC curriculum</li> </ul>
<b>Therapeutic – SEMH</b>	<ul style="list-style-type: none"> <li>• 100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit</li> </ul>

# Adapted and Differentiated

## Meeting the needs of pupils within a richly imaginative, creative, exciting, inspiring, challenging, fun & dynamic curriculum

### Formal Curriculum

#### Academic Including Vocational Curriculum

We have the highest expectations of our pupils and as such our schools offer a wide range of nationally accredited courses including GCSEs, Entry Levels, and Functional Skills in Literacy and Numeracy. We follow NCFE programmes of study as well as WJEC and London Institute of Banking and Finance. Qualifications in Life Skills, technology and vocational related subjects when added to math and English ensure our learners achieve national qualifications at the end of Year 9 and Year 11, graduating with a minimum of five inclusive of math and English.

### Enhanced Curriculum

#### Creative & Nurture Curriculum –

Our pupils benefit from participating in a variety of activities designed to enrich and enhance the school experience. Our enhanced Curriculum is intrinsically linked to elements of social, moral, spiritual and cultural (SMSC) education as well as Community Cohesion, Britishness, Public institutions and Every Child Matters. The added element of our enhanced curriculum is the school's aim to nurture the often-hidden talents of each pupil. The enhanced curriculum responds to the interests and aspirations expressed by our pupils and include charitable endeavours and community-based service as well as daily afternoon programmes to develop social and emotional enhancement such as Sports Leaders Award.

Furthermore, nurture work focuses on raising self- esteem and reducing anxieties within a calm and low-stress environment. Strategies used for individuals and small groups include 'Volcano in my Tummy' for anger management, 'Drawing Therapy' for anxiety and 'Special Person' books for raising self- esteem.

### ASC/SEMH Specific

By addressing individual needs in relation to a pupil having an ASC or a SEMH issue, we create learning environments and take informed approaches to ensure the development of each pupil's capacity to learn. Although we offer core subjects within each of our services, we also can adapt our curriculum to cater for the needs and interests of our pupils to ensure they are engaged and excited to learn and this can be unique learning experiences availing of AP settings such Motor Mechanics at a neighbouring SEMH School, Fire and Rescue, Animal Care Centres and Landscaping Providers to name but a few.

### Engagement Curriculum

Some of our pupils may require individualised support to enable them to flourish in full time education. This engagement support is delivered through our school teams internally.

### Therapeutic Curriculum

We underpin our academic offer with a wide range of therapeutic interventions including CBT, REBT, speech and language therapy, drama therapy, art therapy, nurture group, SEAL Group, and counselling for pupils. Our therapeutic provision is managed, supported, and quality assured by our lead psychologist.

## **Our Curriculum**

The curriculum at our school is complex, however despite its complex structure; our curriculum ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum we ensure they have opportunities to achieve by promoting our core values of positive attitudes, supportive relationships and respect for everyone. Our curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes and values, to their fullest potential.

### **Our curriculum is based on:**

- The National Curriculum
- A Creative Curriculum
- Accreditation at an appropriate level at Key Stage 3 and 4

We are totally committed to the development of our pupils holistically, to offer them the best start to their formal education - an education that is rich in opportunities & experiences; one that positively influences & ensures lifelong learning, broadening the aspirations, values and opportunities for every child as they grow & develop with us through key stages of learning into adulthood and a chosen career pathway after their post 16 education.

The curriculum forms the basis for the learning & experiences our pupils enjoy during their time at school. To us, our school curriculum goes far beyond the required elements of the National Curriculum, its strategies & frameworks, & involves richly imaginative, creative, exciting, inspiring, challenging, fun & dynamic opportunities, with the development of communication skills at the core. As a specialist school for ASD and SEMH this enables teachers and therapists to work collaboratively - bringing the two disciplines together in new and innovative ways. This significantly impacts on their communication skills, pupil voice, and the development of personal autonomy promoting improved self-worth and stronger relationships built on mutual respect.

Our curriculum uses the national frameworks to ensure that every child has opportunities to develop the key learning steps defined within that documentation, but our curriculum provides a much more expansive approach to its delivery that ensures pupils receive experiences & opportunities to develop their knowledge, acquire new skills & attributes in ways that will guarantee that learning is relevant with respect to SEND needs. Our curriculum effectively promotes pupils' holistic development, enhances their self-esteem, & enables them to celebrate & feel pride in achievement gained from the acquisition of new skills, & a desire to succeed.

At Serenity School, we recognise that there are pupils of widely different abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks with a varying degree of challenge, some children not completing all tasks;
- Grouping children by ability and setting different tasks to each ability group;
- Providing resources of different complexity;
- Using Progress Partners to support the work of individual pupils or small groups.

Pupils of all abilities have the opportunity to develop their skills, knowledge and understanding, through planned progression throughout their school career, and by offering them an increasing challenge as they move up through each key stage.



## **We deliver a curriculum which provides:**

- first-hand experiences
- practical activities
- creative opportunities
- pupil independence and choice
- opportunities to work in depth
- visits and visitors
- fun and enjoyment

## **Curriculum – Statutory Requirements from September 2014**

As an independent special school, we work towards the principles of the National Curriculum and commit fully to offering a curriculum which is balanced and broadly based and which:

1. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
2. prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum however we do this in a local way that recognises the required personalization to ensure ASD/SEMH pupils excel at our school.

We aim to publish information in relation to each academic year, relating to the content of the school's curriculum for each subject and details about how additional information relating to the curriculum may be obtained and how we meet the Independent Schools Commission Education Standards.

Like all schools we make provision for personal, social, health and economic education (PSHE), drawing on good practice. This curriculum is also embedded across all subject SOL to reinforce SMSC and British Values

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The curriculum at Serenity School is designed to ensure it meets the needs of the individual child first and foremost and therefore students' timetable and curriculum offer will be be-spoke and differentiated across the school community.

**Please refer to Appendix 1 – How we meet the Independent Schools Commission curriculum criteria**

## Curriculum overview to support ASC/SEMH pupils

The Curriculum applies the new National Curriculum, reflecting statutory content, though is applied as a local curriculum that is a relevant curriculum for our learners.

### The Curriculum:

- Is a balanced curriculum
- Has clear foci
- Supports the continuity of learning throughout the day/ week/month/ term/ year
- Addresses skills teaching and knowledge development as integral to its success
- Ensures functional skills teaching supports pupils' application of theory to practical situations
- Has reduced unnecessary transitions between lessons and staff

To enable our school to deliver a meaningful curriculum to our pupils the Classes in Years 7 -11, pupils are grouped flexibly. This organisation allows pupils to work with a range of other pupils, students & adults, and thereby to develop their interpersonal skills. In addition to building on the main features of the primary curriculum, an age-appropriate curriculum is offered through which pupils can continue to learn new skills whilst maintaining & generalising existing ones. This achieved through the topic outlined above and this hidden curriculum is an expectation in most lessons and all schemes of learning.

Our mission aims of a safe and assured learning environment that all pupils can realise their full potential.

The following features are included:

- Emphasis on the development & application of literacy & numeracy skills in a range of practical, real life situations & further opportunities to be out in the community e.g. shopping, cooking, leisure activities
- Options for some achievements in Literacy & Numeracy to be accredited through Functional Skills
- Exciting cross-curricular Topics, draw from the key stage rolling programmes
- Wide use of ICT across the curriculum
- A well-developed PSHE curriculum through which issues such as relationships, advocacy, safety of self and citizenship are addressed.
- Work-related learning opportunities within the school and WEX within the community
- Options for more achievements across National Curriculum subjects to be accredited via recognised bodies such as CMI Leadership Award and IT.

## How we enhance the Curriculum offer;

### Subject Skills and Thematic Learning

Some of the ways that learning is organised in our schools are in many ways different to other schools in that we seek to achieve a balance between teaching basic skills, subjects and thematic learning. We aim to achieve this in many ways;

- Our curriculum is carefully planned as a **mix of integrated and discrete elements**. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.
- We plan for **progression in all subjects** to ensure challenge. We also agree on ways to extend and deepen learning through topics and themes in long term planning.
- Everything is **interlinked**. Subject specific language, ideas and skills are taught and a cross- curricular approach is used, especially when this makes learning more meaningful.
- To ensure progression we have essential skills of literacy and numeracy **mapped across the curriculum**. The skills map is constantly revisited. We have termly curriculum days to monitor.
- All literacy is linked with **thematic work alongside** reading workshops. We carefully map literacy and numeracy skills across the whole curriculum. We also have themed weeks, such as climate week. There is a toolkit with advice on how to plan these weeks so that they have real rigour.
- We really **emphasise the basics** as a strong foundation. We then build a **rich curriculum** on top of this. For example, we may have an art day or week where we train teachers to focus on skills, such as observational sketching, and this leads to high quality work and displays.
- We adjust the **balance** between a focus on basic skills and other subjects to meet the needs of children if we feel gaps need filling.
- Our medium-term plan identifies the skills and knowledge and how they are targeted at different groups. **Teachers always know where their children are** with regard to what they know, can do and understand. They use this knowledge to plan next steps.

## Our many different approaches taken to using TIME creatively and effectively to deliver an outstanding curriculum

- We use time **flexibly** and **creatively** to suit our learning intentions and maximise learning. This includes a mix of traditional lessons, integrated days and themed weeks, such as Book week. Whatever we feel drives learning best!
- We have a fixed timetable for our **specialist rooms** and spaces. Teachers review their use of time as a response to feedback from pupils. We are receptive, modifying what we do to best meet their needs.
- We punctuate our timetable with the use of **immersion days** for specific curriculum areas. Children enjoy digging deeper into subjects and topics for full days to deepen learning and to apply skills purposefully. These days are also used to assist transition to secondary school.
- We have created a **culture** of using time wisely and productively. We use phrases such as 'making every second count' or '60-minute lesson = 60 minutes learning'. In classrooms, we also encourage independence, for example, children know to go straight to the 'daily task'.
- We **block topics** across the year to make the most of planning time, resources and expertise. For example, Autumn is more humanities based with an emphasis on geography and history across the curriculum. In spring our key themes are science and technology based. This is linked to a skills map to show how children are making progress throughout the year.
- We build in explicit **reflection** time at the end of the day. Children reflect on their days learning and talk about what and how they have been learning. We organise deep learning days to make learning to learn skills sessions explicit to children.
- **Flexibility** is the key. Within our overall timetable, we build in time for themed weeks, subject weeks, such as Creative Arts Week. We also have blocked units of study in DT and Art. We have the freedom to organise the day as appropriate but there is an entitlement to daily reading, handwriting and story.

## Making the most of People and Places

- This section illustrates some of the many ways **people** and **places** are used to enhance learning opportunities at our schools.
- Art galleries, theatres, museums, local areas, parks, e-learning centres and sport venues are all regarded as part of our **school's learning space**.
- Inspiring guest speakers visit the school to **enhance learning** in our topics. We make good use of contrasting locations to develop learning in a variety of subjects as well as PSHE.
- We use **external expertise** to add to our in-school specialisms. For example, we make use of the range of local expertise within vocational subjects to motivate and inspire, focusing on a 'Can Do Attitude'.
- We make an **audit of the skills of the community** and use them to help support learning across the curriculum.
- We develop life and entrepreneurial skills by having strong links to **business and enterprise**, involving parents, trade leaders as well as teachers.
- **Older children** support learning of younger pupils. We use, for example student learning mentors to support with literacy and numeracy.
- We work in **partnership** with other schools to share expertise.
- **Learning outside the classroom** is an important feature in our curriculum. We have activities called trailblazers, outdoor classrooms and other learning environments.
- We believe in **rich first-hand experiences**. We take our pupils on residential trips, including destinations. Year 11 take a three-day residential excursion and achieve CMI L2 Leadership, a GCSE equivalency.
- We have been **creative with space** by, for example, creating quiet corners for learning. We feel this has had a positive impact on reading, literacy standards and independent learning"
- We try to make our **displays interactive**, using technology and other activity-based approaches.
- We make sure that every topic is launched with a **stimulating event**, involving artists, actors or other experts, to excite and inspire children. We seek to conclude the theme with a memorable performance, exhibition or purposeful activity.
- We adapt the curriculum to respond to **current events** and things happening nationally and locally. In the past, we have used events such as the Jubilee and the Olympics to **connect learning to life** beyond the school.

## Technology enabled Learning

Some of the many ways **technology** is being used to enhance learning;

- We use technology to present, share and reflect on our learning. We make use of class pages on our virtual learning environment. Pupils have a blog and contribute to a school magazine. Technology is integrated in all classrooms.
- Our children use technology to complete their own learning journals to record, enhance and improve their learning. Each class has a blog and children use this to share their learning. It gives them an audience and a purpose. All our classrooms have at least 8 devices so that technology is always at hand to enhance learning and consolidate skills.”
- We have a principle of not using technology just for the sake of it. It is used in an integrated way to enhance and support learning as part of a wide range of approaches to learning. We make sure children understand how to stay safe online
- We encourage children to use authoring tools because we all learn from doing and making. In our school, we make films and presentations. For example, on this site you can see our pupils making class videos using various technology.
- We use technology to take learning beyond the classroom. For example, we have regular video links with enterprise projects.
- We use technology to support teacher professional development. For example, we video teachers in action across the teaching school alliance to support teaching and learning discussions.
- We use technology to support links with parents and reflection on learning. For example, foundation stage pupils take photos of their learning for discussion. Other children make presentations about their learning to share with families at Learning Review meetings. Our children write their own reports and upload photos for an electronic dialogue with their teacher. Such evidence can be seen on Doodle and Behaviour System.
- We use technology to support collaborative learning. Every classroom incorporates the use of technology so that all pupils have ready access to support their learning.
- Technology and its use in our schools are therefore used for planned design of curriculum that will enhance the student experience by the following:
  - Research skills
  - Critical thinking
  - Creativity
  - Computational thinking and logical reasoning
  - Communication and presentation skills
  - Reflection, evaluation and improvement.

## **Children talking about their Curriculum**

- Some of the questions we ask regularly include,
- what do children think about their experience of learning?
- What do they enjoy?
- What could be better?
- What do they find really challenges them?
- How well do their teachers help them learn?

Using reflective thinking models such as De Bono 6 Thinking Hats we look at our curriculum through the eyes of our students with the aim of giving us another perspective on what we might want to develop in our schools.

With a focus on these key principles of curriculum structure and design we can offer an exciting and unique curriculum that ultimately leads to better attendance across all key stages, motivated learners and improved outcomes.

## **Therapeutic Curriculum**

### **Therapeutic Intervention Model to ensure Engagement and students Accessing Education**

Meeting pupils' most basic physiological, safety and belonging needs, through intensive individual support, before pupils can move towards independent learning in groups is a core aim of Serenity School. Our pupils face multiple obstacles to engagement; this may include long-established treatment resistance to academic and clinical assessment which has prevented their underlying mental health needs from being identified.

### **Our Six Part Cycle**

1. Engagement – we work 1-1 on understanding a pupil's interests, strengths and abilities to form a strong, functional relationship with the child.
2. Stabilisation - Our staff may need to stabilise pupils and ensure attendance through our transitional learning package pre enrolment and continues throughout the placement.
3. Assessment - Once a secure attachment has formed with their tutor and teachers, pupils are more willing to engage in formal assessment with our clinical team, exploring and validating the initial hypotheses. Our assessments include well- established and evidence-based tools.
4. Treatment Phase - Through the assessment phase, clarity has been brought to the complexity of co-morbid risks and needs. We recommend a bespoke treatment and monitoring package for the pupil and, where necessary, family members. Where the pupil is treatment resistant, work will initially centre on encouraging active participation in school life and life coaching.
5. Integration - We work carefully at each stage of the process to introduce pupils to working with another individual, and later in small groups. Confidence and self-esteem are developing and pupils are increasingly motivated to achieve. This is the stage where realistic prospects of successful transitions and outcomes emerge, towards a wider social cohesion and personal resilience. At this stage a curriculum and timetable is complete and outcomes set
6. Pathways - We work to ensure every pupil leaves our service with a level of relational and emotional stability, together with a lifelong enthusiasm for learning which allows them to function effectively in all social situations. Ultimately graduating with a minimum of 5 GCSE qualifications or equivalences.

### **Why our Socio-Educational Model works:**

We offer a comprehensive clinical service, guided by our clinical psychologist and psychotherapists. We also work with more specialized practitioners such as behaviour analysts, speech and language therapists, occupational therapists and creative arts therapists.

Our integrated approach is drawn from relational and neurodevelopmental perspectives to meeting needs. We use therapists trained in cognitive- behavioural, systemic, psychodynamic and neurodevelopmental modalities tailored to the needs of each pupil and their family.



<b>Socio- Education Model</b>	<b>Performance Outcomes</b>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• SS Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs inc. M/E</li> <li>• 80% of pupils making substantial and sustained progress in year</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>• 100% of pupils making expected progress of EHCP targets</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• 90+% Attendance guaranteed</li> <li>• 0% NEET</li> <li>• 90% positive Destinations Report – 1 year later</li> <li>• 100% of pupils complete a minimum of 1 Character Education Programme</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• 100% pupils completing bespoke curriculum offer</li> <li>• 100% of pupils completing a Leadership Qualification for improved self confidence</li> <li>• 100% of pupils accessing SMSC curriculum</li> </ul>
<b>Therapeutic – SEMH</b>	<ul style="list-style-type: none"> <li>• 100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit</li> </ul>

Our **Socio-Education Model** develops the whole of the young person. We are totally committed to the **five core elements** so that learners leave us with the skills and qualifications to make a positive impact in society and within their families.

We expect the highest expectations from all of our staff, pupils and parents, so that our **performance outcomes** are delivered year in and year out. Our specialist team have the experience and skills to deliver the highest standards and expectations in special education. In doing so together we build future career pathways and improved social and emotional well-being moving forward into adult for all our learners.

## **Accreditation and Qualifications through our Curriculum Offer**

### **Rationale and Aims:**

Each student upon arrival at Serenity School will firstly undertake a period of assessment to baseline a range of socio-educational indicators that when analysed enables staff to design in collaboration with the pupil and family a personalised curriculum and timetable to make rapid and sustained progress.

### **Accreditation framework:**

We always ensure there is challenge within all accreditation routes identified for our learners which is determined through our accreditation framework. This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation, ensure appropriate levels of challenge and all learning is meaningful via our accreditation map.

### KS3 Curriculum Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not unitised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not unitised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not unitised
NCFE Functional Skills Maths 603/5055/6	L1	0	55	Not unitised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not unitised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not unitised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not unitised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not unitised
WJEC Independent Living	E3	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life (H/502/0454)-20hrs Managing Money (F/502/0462)- 20hrs
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) <b>Mandatory</b> H/506/2655 - Explore craft ideas (4 credits/30 hrs) L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)	L1	18	180/120	Unit 01 Preparing to cook (H/506/7550) – 30hrs <b>Mandatory</b> Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs
Sports Leaders SL1 601/8579/X	L1	3	31/23	Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session – 20hrs
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	L1	7+	70/70	Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Individual Rights and Responsibilities (K/502/0472)- 10hrs Unit 16 The changing nature of society in the UK (K/600/3164) 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1	5	52/45	Information and Communication Technology

### KS4 Curriculum Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not utilised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not utilised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not utilised
NCFE Functional Skills Maths 603/5055/6	L1	0	55	Not utilised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not utilised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not utilised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not utilised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not utilised
NCFE Functional Skills English 600/0140/9	L2	0	54/45	Not utilised
Edexcel Literature	GCSE			4ET0
WJEC Independent Living	E3/L1/2	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life (H/502/0454)-20hrs Managing Money (F/502/0462)- 20hrs
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs)
NCFE Level 2 Award in Creative Craft 601/3232/2	L2			L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs) L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 2 Award in Creative Craft 601/3232/2	L2	15	150/110	Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674) Investigate Creative Enterprise and Employment Opportunities (K/506/2673) Develop Craft Ideas (H/506/2672) Create, Present and Evaluate Final Craft Item (T/506/2675)
NCFE Entry Level 3 Award in Employability Skills (601/4678/3)	E3	6	60/36	Unit 01 Understanding mindset (F/506/7216) - 12hrs Mandatory Unit 06 Work awareness (Y/506/7254) - 20 hours Unit 21 Understanding money at work (A/502/4316) - 20 hours

NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)	L1	18	180/120	Unit 01 Preparing to cook (H/506/7550) – 30hrs Mandatory Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs
Sports Leaders SL1 601/8579/X	L1	3	31/23	Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session 20hrs
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	L1	7+	70/70	Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Unit 6 Individual Rights and Responsibilities (K/502/0472) Unit 16 The Changing Nature of Society in the UK (K/600/3164) – 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Level 1 Certificate in Personal and Social Development (501/0591/7)	L1	15	150/150	Unit 11 Preparation for work (J/502/0477) – 20 hrs Unit 18 Understanding Personal Identity (M/600/3134) – 10hrs Unit 19 Investigating a vocational area (T/600/3250) – 20HRS Unit 20 Preparing for your next steps (L/601/0110) – 40HRS
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1	5	52/45	Information and Communication Technology
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5966/X)	L1	45	495/450	Engine systems 1 Chassis systems 1 Vehicle systems practical 1

This highly effective model delivers a minimum of 5 good GCSE qualifications and sustained improvements in SEND for ALL our learners.

**KS4:** Students choose a minimum of 2 Core, minimum of 3 Vocational and or Life Skills over a 2-year KS4 GCSE Programme.

**KS3:** At Key Stage 3 there is a strong emphasis on developing the students' literacy and numeracy skills in order to allow them to access all areas of the curriculum yet accredited outcomes in year 9 are the building blocks for further success at KS4.

For all our students the purpose of the bespoke timetable and accreditation routes offered aims to:

- Recognise students' aspirations
- Identify the appropriate curriculum route which supports individual learning needs
- Provide a curriculum which fully considers destination planning and the relevance of accreditation being undertaken
- Ensure a commitment to raising attainment for all learners via their curriculum/accreditation offer
- Provide challenge within all learning opportunities presented which is supported through identified accreditation pathways
- Ensure that accreditation is used to recognise achievements within this
- Celebrate achievements and successes every day
- Provide opportunities to pursue appropriate routes of accreditation (Qualifications and awards) which provide value and meaning to learning
- Ensure that accreditation and associated credits awarded are transferrable and support future learning and success

We always ensure there is challenge within all accreditation routes identified for our learners which is determined through our accreditation framework (see below). This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation ensure appropriate levels of challenge and all learning is meaningful.

## High Achieving Pupils

We aim to create opportunities for all pupils to achieve their full potential – “*Care and Excellence for All*” through our More Able Framework. There are arrangements in all subjects in order to identify talent and provide our most able pupils with the chance to achieve even more highly. See More Able Policy for more detail.

We also have one member of staff with responsibility for providing extra-curricular activities which stretch and challenge our most able pupils.

## Science in the Curriculum

Themed weeks to run in line with School Calendar as follows:

Term 1	Energy, Waves and Radiation
Term 2	The Study of Living Systems
Term 3	Electronics in Action
Term 4	Healthy Living
Term 5	Forensic Detection
Term 6	Carrying out a Science or Technology Project

## British Values

Our curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos which celebrates every child and marks significant events. Refer to Policy

Aspect	Coverage in the curriculum
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Democracy in Britain is explored from different viewpoints throughout the curriculum at Key Stage 3 and 4.</li> <li>• Democracy and Parliament are studied in detail as one of our stand-alone Personal Development Days and PSHE.</li> <li>• We run an annual trip to the Houses of Parliament</li> <li>• We run our own General Election in Personal Development as well as for student council</li> </ul>
<b>The rule of law</b>	<ul style="list-style-type: none"> <li>• Units of learning in humanities examine what it means to be British in the 21st century.</li> <li>• The important of abiding by the law is covered in several of our Personal Development units such as “Substance Abuse” and “Justice and Democracy”</li> </ul>

<b>Individual liberty</b>	<ul style="list-style-type: none"> <li>• Various committed promised across the schools to promote individual liberty</li> </ul>
<b>Mutual respect</b>	<ul style="list-style-type: none"> <li>• As a school, we encourage pupils to show mutual respect to each other constantly. Our Bully Charter and Step Programme ensures mutual respect and tolerance amongst everyone across the school community</li> <li>• This is a regular theme in assemblies.</li> </ul>
<b>Tolerance of those with different faiths and beliefs</b>	<ul style="list-style-type: none"> <li>• This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school.</li> <li>• The Personal Development Unit “Diversity” deals with many issues to do with tolerance and respect for people’s differences.</li> <li>• We host a variety of multicultural events to bring the community together.</li> </ul>

## Statutory teaching of PSHE and sex and relationship education at

	<b>Key stage 3</b>	<b>Key stage 4</b>
Age	11-14	14-16
Groups by Stage	7-9	10-11
PSHE	✓	✓
Sex and relationship education	✓	✓

**Refer to PSHE Policy & Scheme of Learning for full details**

# Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide, and we meet the Gatsby Benchmark.

Careers advice begins in year 8 with units in the personal development days. In year 9 we have a full programme of events to support the pupils as they make their option choices.

Overall, we offer at 11-16 years a total careers and employability package with strong foundations on ensuring that pupils are very well prepared for the next phase of their life. Refer to CEIAG Policy and Scheme for further details

## General careers advice provision

- Gatsby Benchmark
- IAG Bronze Accreditation Year 1
- Associate member of CMI, an accredited Apprenticeship provider ( nationally)
- Job explorer database available from the school website
- We are a member of Speakers for Schools – a national charity which provides talks in schools from successful business people.
- We are a member of Clarion Group – National Apprenticeship Group
- We have a number of curriculum links in subjects such as construction with local companies such as Triumph, The National Grid and other local businesses
- We promote national conferences and fairs to broaden aspirations in areas such as STEM

### Year 8

- Enterprise personal development programme
- Careers personal development programme introducing the pupils to the world of work. The programme includes regular guest speakers from local companies.

### Year 9

The careers programme in year 9 begins with a self-review session using the JED job explorer database. The young people are asked to answer a series of questions. The answers eliminate careers in response to these answers, leaving a selection of ideas that may be explored in detail. The year 9 programme also includes:

- All pupils registered and supported to complete carers matrix
- All pupils are offered a careers interview by an independent trained careers advisor
- All pupils are also given the option of individual options advice from senior members of staff
- Options Events at Academic Review Days for parents and carers
- Visit to the regional careers fair
- Optional visit to the National skills show at the NEC and other subject specific
- Detailed options booklet which includes guidance on future options

### Year 10 & 11

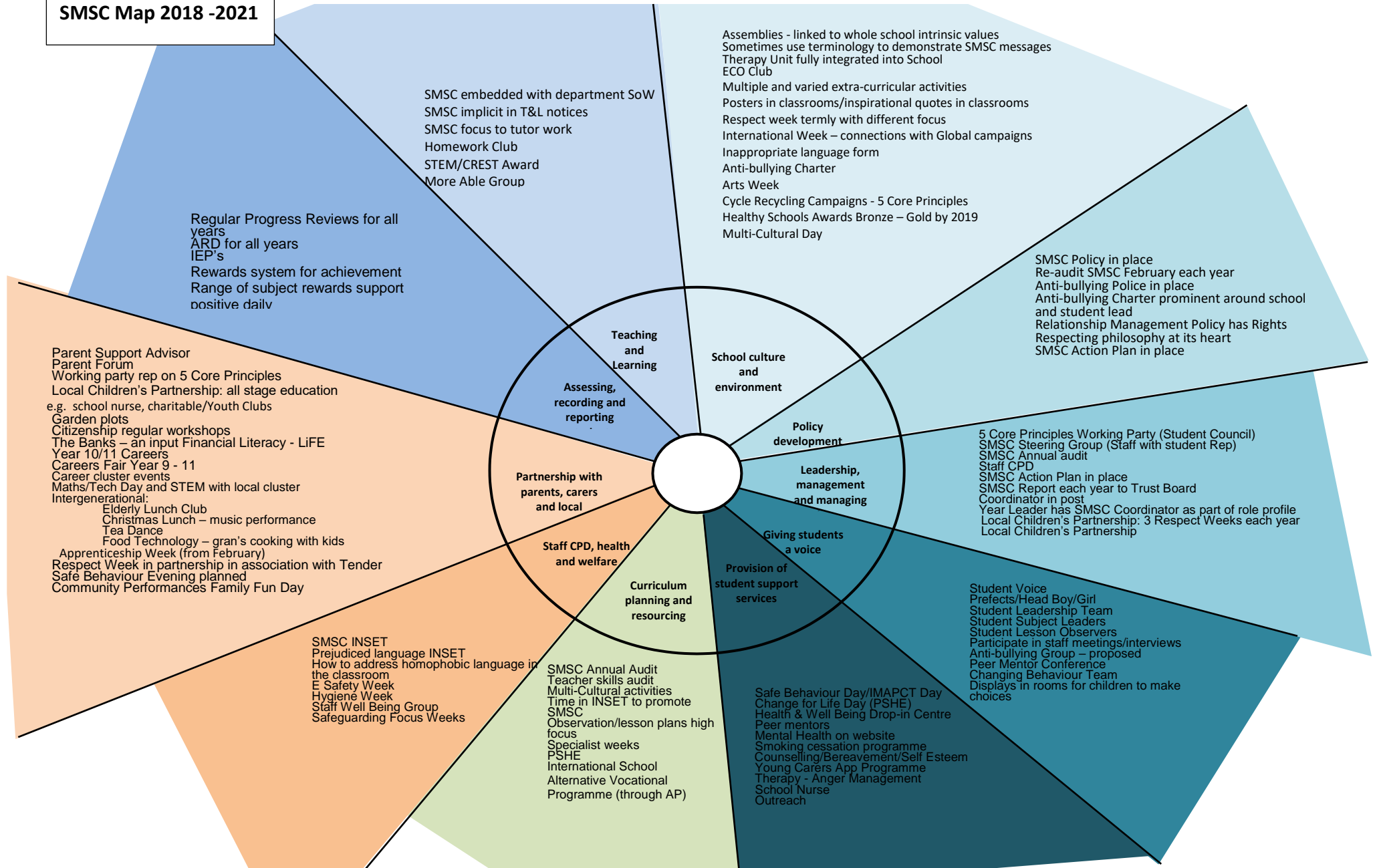
- L2 Qualification in Employability
- We have a work experience in year 10 & 11 for pupils to sample a real working environment and gain experience for FE and Apprenticeships. Further detail for Year 11 is on the PSHE CEIAG Scheme of Learning

**Refer to PSHE Scheme for further details on internal CEIAG Provision**



# SMSC MAP

SMSC Map 2018 -2021



## **SPORT**

Serenity School has a total commitment to sporting participation and excellence and recognises the benefit sport can make to the lives of our young people. We offer the chance for pupils to take part in a wide variety of sports and see significant value in pupils taking part in after school physical education.

The following is a list of the sports for which we typically offer through our afternoon enrichment curriculum as well as entering teams into competitions:

- Cycling
- Football
- Rugby
- Basketball
- Badminton
- Table Tennis
- Tennis
- Cross country
- Athletics
- Rounders
- Cricket
- Rowing
- Swimming
- Motocross
- Archery

This range of sports is delivered through core PE, Sports Leaders Award as well as school competitions. We have a SSCO leading on sport to coordinate weekly plans to ensure high impact activities to build leadership, confidence and self-worth in all our pupils. We have trips out each day to enhance the educational experience for our learners and in doing so they improve emotionally and socially.

### **Enrichment Week**

Each year in July, we hold an Enrichment Week. During this week the normal timetable is suspended and all pupils choose to take part in one of a range of activities. Pupils work in mixed age groups and can gain new skills and knowledge.

The enrichment week acts as a chance to develop their personal, learning and thinking skills and to develop their spiritual, moral, social and cultural education.

## **Enrichment Clubs**

We want pupils to enjoy school and to learn skills for life. With this in mind we offer a number of enrichment clubs at lunchtime and after school which are beyond the confines, or in addition to, the normal curriculum. The list changes each year but these are clubs we have offered in the past:

- Collectables Club
- Film Club
- A range of Design Technology clubs throughout the year (Cross Curricular)
- Arts Award club
- Radio Club
- Library (open every lunchtime and breaktime) for private study and reading
- Drama Club
- Dance club
- Book Club
- Warhammer Club

## **Monitoring and Evaluation**

The Head teacher and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

### **Resources:**

Resources are allocated in line with the priorities indicated in the School Development Plan.

### **CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

### **Equal Opportunities:**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

## ICS Standards Grid – How we meet the Independent Schools Standards

Year Group	Subject	Independent Schools Guidance Areas							
		Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 7	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓		✓	✓	
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓		✓	✓	✓		✓
	IT	✓	✓	✓	✓			✓	✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 8	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓		✓	✓	✓		✓
	IT	✓	✓	✓		✓	✓	✓	✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
PSHE	✓	✓	✓	✓	✓		✓	✓	

Year 9	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓			✓	✓		✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓		✓			✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
Independent Living	✓	✓	✓		✓			✓	



	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 10 & 11	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓			✓	✓		✓
	Science	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓		✓	✓		✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Independent Living	✓	✓	✓		✓	✓	✓	✓
Employability Skills	✓	✓			✓	✓	✓	✓	