



Respite 'Refocus' Curriculum

Covid-19 impact statement: due to the challenges of Covid-19, the respite curriculum has been further reviewed to allow us to address the gaps which may have been created by the missing of formal education and the lack of engagement in home-schooling. We have also taken into consideration that some of the trips, visits and sessions we would normally undertake would not be sensible in the current climate and therefore are not planned for this year. As ever, our curriculum is under constant review, particularly with our ever changing cohort of respite students and their individual needs.

As part of the school recovery plan, risk assessments have been completed, as has a plan for localised lockdown and the further impact this will have on schooling. The other aspect of this curriculum design is how it could be taught through either a blended learning approach or home schooling. We feel confident we have selected the best range of subjects to allow a broad and balanced curriculum to remain while addressing both the gaps created during the Covid-19 crisis and the SEMH skills we know our students need.

The Respite 'Refocus' Curriculum aims to ensure that high aspirations and ambitions are set for each and every student, breaking down barriers across all aspects of their learning allowing them to reintegrate successfully to mainstream school.

Reintegration:

The main aim of the 'Refocus' curriculum is to support our respite students to address the challenges they face, develop their skills and successfully reintegrate to mainstream school. We utilise Boxall to help identify the main SEMH needs and address them in each and every session.

Qualifications:

Where possible we find options for the respite students to gain a qualification. We want them to move on from us with the self-belief that they can achieve, supporting them to go on to be successful in future qualifications. Subjects that lead to a qualification are highlighted.

Destinations:

We aim to re-engage the students with learning to ensure they go on to become life-long learners who have a belief that they will go on to be successful in future life.

(Expanded on the following pages)

**Identify,
boost and
secure progress**

Core – Boost

Purposeful
assessment

High Quality Teaching and Learning

Maths sessions: focused on teaching key skills to allow them to access maths lessons in mainstream.

English sessions: focused on the key skills required to have a functional level of literacy for life.

Reading sessions: a dedicated session for students to listen to a book being read to them and engage with the world of literature.

Finance: allows the students to see the real life need for their maths key skills.

Clear pre-admission process provides comprehensive information about the young

Academic progress;
identified barriers and
strategies to overcome;
and developing learning
skills.



Re-engage, reward and build success

Reward – Life skills

Develop, grow and inspire

Intervention

person to secure high quality teaching and learning. Assessments consider both academic measures as well as those looking at their SEMH needs.

Concise and well planned formative and summative assessments undertaken by teachers and the SEND team ensure the provision continues to match the students' needs.

STEM: hands-on practical learning, aimed at developing problem solving and logic while engaging students in the learning process, covering science, technology, engineering and maths projects.

Coding: focusing on logic based problem solving and process skills which develop resilience as well as linking to technology uses.

Cookery: allowing the students to engage in the learning process and develop life-skills through a practical approach.

Prince's Trust: an accredited programme focusing on developing students as confident members of the community. A qualification can be achieved in this subject.

SMSC sessions: focused on addressing respect and tolerance of others to ensure the students' value each other. Exploration also takes place of the key ideas around sex and health relationships as well as key drug and alcohol issues.

Politics Project: project based learning around democracy and having a voice in the modern world. Led by the 'Politics Project' who organise sessions for politicians to undertake Digital Surgeries with the students, a web based question and answer session.

Intervention days: providing the students' with an opportunity to spend a full day off-site experiencing challenging activities they may not otherwise experience, with a focus on developing their resilience and problem solving.

Apprentice challenge: team challenges which focus on problem solving and collaboration.

Art: led by draw and talk trained teachers, it offers a therapeutic approach to a practical and engaging session. A qualification can be achieved in this subject.

PE sessions: focused on developing students' physical and mental well-being as well as re-engaging them in a subject with which they often struggle.

Inspiration weeks: building the students' culture capital by focusing for a week on science, art, black history, music, sport and British values.

Improved behaviour for learning; increased attendance; and a portfolio of success.

Successful reintegration to mainstream.

Leading to successful outcomes and destination for future success.



Support to make this offer successful:

We know this curriculum offer will only be successful if it supported by the following aspects:

- SEND foundation offer, offering tiered levelled supportive interventions to ensure SEND needs are not a barrier to aspirational success.
- An understanding of the need to build both skills and knowledge, working towards a flow between the two aspects
- Support from the Middle and Senior Leadership of the school who review and improve the specific subjects as well as the whole curriculum offer. They also identify CPD needs for individuals as well as the wider staff team.
- Triangulated learning walks, work sampling and observations, to inform actions from the Leadership Team.
- Whole school teaching improvement project; we are currently working on a whole school teaching improvement project based around the Walk Thru's book by Tom Sherrington. This is led by our Assistant Headteacher.
- Analysis of reintegration data and attendance data to ensure all lessons can be learnt to improve curriculum offer.
- Analysis of Boxall and other SEND data to ensure all lessons can be learnt to improve the curriculum offer.
- Consistent behaviour policy which sets high expectations for students, looking at both the triggers for their behaviour and strategies to deescalate.

This means this curriculum offer is regularly reviewed and improved, this is a working document showing our current offer.

Reasoning:

We are aware that when joining our service for respite provision the relationship between students, their families and education services has broken down. They often feel let down and like it is impossible for them to be successful. There can also be a stigma linked to a referral to our service as a Pupil Referral Unit. As stated in the House of Commons Education Committee in their 2018 report 'Forgotten Children' we aim to offer 'a more tailored, more personal education that is suited to their needs'. Our focus is on the success of the student as an individual.

We are the educational champion for our respite students and their return to mainstream schools.



Consideration:

Identify

We aim to identify any barriers the students' have to success. This means we consider their needs across SEND, SEMH as well as wider contextual barriers. The intent of the curriculum is to create a clear journey for a student from the use of purposeful assessment to identify these barriers to high quality teaching and learning to allow them to address and overcome these barriers.

Boost

We recognise that respite can feel like a pause in their learning journey, removing them from the lessons, learning and options they have chosen. We therefore aim to boost their study skills to allow them to have strategies to succeed when accessing new learning and see it as a positive challenge. This has been identified as particularly important for our Year 10 pupils.

Secure Progress

We recognise that having key maths and English skills not only secure success across other subjects but also allow for success in life. We have identified the progress in these key skills as being one of the key determinants of a students' success when returning to mainstream. We therefore put this at the heart of our respite offer.

Re-engage

We recognise that students have often used behaviour as a way to show they are disengaged in the learning process. Often students' attendance has reduced prior to attending respite. We aim to create an engaging curriculum offer that makes them want to be at school. We want to show them that the learning process has purpose and is of interest to them.

Reward

We aim to create a positive experience of school for these students. Our behaviour policy focused on positive reinforcement of behaviour for learning and we want to use our curriculum offer to reinforce the value in this. We also recognise that our students often don't have access to wider opportunities and experiences and use this to address this.

Build Success

We recognise that respite students often join us with lowered self-confidence and belief. We want our respite curriculum to support the students in being successful, creating a record of their success and then using this success to build their belief in themselves. We have seen that students are more successful in reintegration when they can articulate their own achievements.

Develop

We aim to develop a desire to learn and be successful. We recognise that the students don't always see the value in education. We want to create a respite curriculum that develops and builds an intrinsic desire to learn and be successful. We also want to develop the students' trust and belief in professionals and the support they can offer.

Grow

We recognise one of the biggest barriers for our students is that they haven't been given the opportunity or support to develop their skills of resilience, self-belief, team work and problem solving. We want our respite curriculum to discretely teach those skills as well as allow the students the opportunity to refine those skills in all aspects of their school experience.

Inspire

We always return to our three aims for students – reintegration, outcomes and destinations. We want our respite curriculum to ensure that students become life-long learners who want are able to achieve their qualifications and secure a clear destination for their future success. We recognise that our respite curriculum is a small aspect of their school experience but we keep these aims at the core of our offer as a service.