

MY OASIS

Therapeutic Alternative Provision

Curriculum Policy

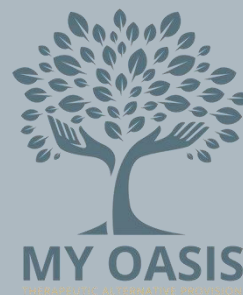
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Curriculum Vision & Ethos

At My Oasis Therapeutic Alternative Provision (TAP) and Independent School we recognise that learning is a lifelong journey. Our curriculum has therefore been developed based on the belief that every young person deserves the opportunity to foster their interests, discover their strengths and achieve the best possible outcomes for them personally. As many of the young people referred to us have become disengaged in education for a long time, they often present with huge gaps in their learning. Consequently, a key focus for us in school is to close these gaps in numeracy and literacy to allow students to progress to the next stage in their education. As well as key numeracy skills, a key literacy target for us in school is to develop each student's skills in reading, writing, spelling, as well as their skills in oracy and handwriting.

Our ethos places relationships at the centre of learning, with staff and students developing positive relationships through offering a trauma-informed, relational approach. We know that most students flourish when they feel safe, understood, and valued. Staff therefore spend time supporting students in feeling confident enough to stretch their window of tolerance and feel motivated to undertake the academic challenge many face with their learning.

Due to being such a small school with maximum class sizes of six students, we offer a personalised curriculum for each young person, with the academic and therapeutic curriculum being delivered through quality first teaching (QFT) and the opportunity for students to access evidence-based psychotherapies and interventions. We value Student Voice and work collaboratively with students, parents and carers to ensure the curriculum offer at My Oasis is ambitious, inclusive, and can meet the needs of all the students referred to us.

To ensure we offer an ambitious curriculum that has high expectations for our students, we promote a love for learning through a range of teaching styles, activities and targeted academic and therapeutic interventions. These all align with the individual needs of each student as we aim to foster their interests and allow them to study qualifications in line with their future career aspirations. We want to equip students with the necessary knowledge and skills to prepare them for adulthood, supporting them in their future development in becoming responsible citizens who feel confident and motivated towards the next steps in their journey.

Statement of Intent

My Oasis recognises the importance of offering a broad and balanced needs-led curriculum which underpins our shared school vision and prepares our students for adulthood.

Our needs-led curriculum is designed to develop:

- Social and Communication Skills
- Emotional Literacy and Self-Awareness
- Self-Regulation Strategies and
- Physical Health and Wellbeing
- Improve Literacy and Numeracy Skills
- Cognition and Learning Skills, including Executive Functioning Skills
- Cultural Awareness including British Values

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2014) The national curriculum in England'
 - Keeping Children Safe in Education 2024
- Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2019
 - Respectful School Communities: Self Review and Signposting Tool

- Behaviour and Discipline in Schools
- Mental Health and Behaviour in Schools
- SMSC requirements for independent schools
- National Citizen Service Guidance for schools
- Careers guidance and access for education and training providers 2023

Curriculum Intent

At My Oasis we deliver an innovative curriculum which is specifically designed to meet the needs of students diagnosed with SEND and/or SEMH issues. The overall purpose of the curriculum is to prepare students for adulthood, ensuring they progress both emotionally and academically during their time with us in school. Through a positive and supportive framework, we assist students in overcoming any barriers to their learning which may have prevented them from making progress, helping them to develop key executive functioning skills needed to cope within a classroom environment. As each student referred to My Oasis often presents with complex needs and have varied experiences in education, the curriculum covered within their personalised timetable is dependent on their individual needs and the specific outcomes specified within their EHCPs.

Given the needs and length of time most students referred have been absent from education, a primary focus in school is to improve their numeracy and literacy skills, filling in gaps for their learning in core subject areas. The academic subjects studied will be decided in collaboration with the student and their parents and carers to ensure they achieve the best possible outcomes for them personally. A student's timetable will therefore consist of a combination of skills-based groups, therapeutic interventions, academic lessons and vocational options in line with their EHCP outcomes and future career aspirations.

Curriculum Implementation

Following the assessment period, students initially access the therapeutic curriculum which provides opportunities for them to develop key skills needed to access their learning and to cope within a classroom environment. We aim for students to build confidence in relation to their learning through accessing the therapeutic curriculum and studying subjects of interest to them, facilitating the re-engagement in a student's education and hopefully re-igniting their love for learning. Once students are ready to engage with the academic

curriculum, a student's needs and interests, the outcomes specified on their EHCPs, as well as the assessments completed will determine which academic pathway a student will follow.

At My Oasis staff recognise that it is essential for students to feel safe and secure before they can learn in anyway. Students need to be able to self-regulate and possess the skills needed to cope within a classroom environment prior to them re-engaging in their learning. Subsequently, students generally access the therapeutic curriculum before being introduced to academic subjects to learn. In addition, students are taught various strategies and techniques to develop their executive functioning skills and support with their learning, ensuring they achieve the best possible outcomes for them personally.

Both the academic and therapeutic curriculum taught to students is dependent on various factors and which results in a personalised timetable being offered to each young person which is in line with their individual needs. Lessons are taught in small groups with a maximum of six students in each class and a high staff to student ratio. Adaptive teaching approaches are used across school, using various QFT classroom strategies and interventions to meet the needs of neurodiverse young people. Teachers have vast experience of teaching students with a diagnosis of SEND and/or SEMH issues and staff ensure classrooms are neuro-diverse friendly, with trauma-informed audits being carried out on the teaching and learning provided.

Through our curriculum we meet the individual needs of our students by providing appropriate adaptations to enable all students to thrive. All students at My Oasis subsequently have access to:

- An individualised and supportive transition process.
- A personalised timetable developed in line with their individual needs.
- Various academic pathways and therapeutic approaches individualised to their needs.
- A robust therapeutic and Preparing for Adulthood (PFA) programme.
- Access to numerous health and educational professionals.
- A nurturing and therapeutic environment which celebrates success in all its forms.

Due to the design of the curriculum being needs-led, all students are provided with a personalised timetable in line with the future aspirations and the outcomes documented within their Education, Health, Care Plan's (EHCP). Students access the academic and therapeutic curriculum to support with their learning, improve their mental health and wellbeing, as well as provide opportunities for them to develop key skills needed for them to follow the academic pathway most suitable for them.

Both the academic and therapeutic curriculum promote equality and are inclusive to the needs of all students, ensuring they allow for young people to achieve the best possible outcomes for them personally. The number and range of academic subjects a student studies depend on various factors, such as the length of time a student has left in

education, their needs and the outcomes specified in their EHCP, the length of time they have been absent from education, along with the gaps in their learning identified following the academic assessments completed.

Although we try to provide students with the same opportunities as their mainstream peers by offering a broad and balanced curriculum, much of the curriculum offered is therapeutic in nature and subsequently students cannot cover the same subjects as they would do in a mainstream school. For students wanting to sit five or more GCSEs, there will be a requirement for a lot of work to be completed independently outside of school to ensure we are able to cover the entire curriculum content.

To ensure we offer a curriculum which meets all student's needs, various academic pathways are provided, with the pathway a student decides to go down being dependent on their needs, long-term aspirations, as well as the outcomes specified within their EHCP.

Subject areas offered to KS3 students as part of their core curriculum offer are listed below. We aim to offer them enough of a broad and balanced curriculum to allow them to make informed choices as to what they would like to study in KS4:

- English
- Mathematics
- Science (Biology)
- PSHE/RSE/Citizenship
- Physical Education (PE) and outdoor learning
- Food Technology
- Computing
- Humanities offered on a rotation basis (History, Geography and Religious Studies)
- Expressive Arts on a rotation basis (Art, Expressive Arts and Music)

Students in KS4 tend to work towards their English, maths and biology, either going down the GCSE route, or Functional Skills/Entry Level qualification pathway. As well as PHSE and PE, students are also encouraged to study for two further qualifications in subjects of interest to them personally. As detailed below, students also access the Career's Programme and Preparing for Adulthood (PFA) from Year 9.

Preparing for Adulthood (PFA)

From Year 9 onwards all students attending My Oasis access our Preparing for Adulthood (PFA) programme. This involves students taken part in a variety of lessons and activities aimed at helping them develop the life skills, independence and the confidence to prepare them for the next steps in their journey. Students are supported in various ways, such as by offering them opportunities to undertake vocational placements, apply and visit local

colleges, visit workplaces and apply for apprenticeships, write their CVs and personal statements, as well as foster their personal interests and long-term career aspirations. Staff at My Oasis also support students through activities such as carrying out skills-based assessments to determine possible career pathways for them or undertaking mock interviews to help develop student's confidence and reduce any possible anxieties felt towards future interviews.

For students attending My Oasis on an alternative provision (AP) basis, the curriculum will be planned in line with outcomes specified on their referral form and the aim will be to reduce any gaps in their learning to support with their reintegration back into mainstream education. My Oasis staff collaborate closely with SENDCo's at the student's mainstream schools to ensure a student's needs are being met and continuity of curriculum content to make the transition back to school as easy as possible.

Curriculum Impact

We define impact as the measurable and observable outcomes demonstrating that students:

- know more, do more, and remember more.
- are emotionally regulated and become increasingly independent.
- have secured essential literacy and numeracy skills, reducing any gaps in their learning.
- make progress from their starting points.
- develop positive attitudes to their learning and feel motivation to access post-16 education.
- reduce anxiety, improve their mental health and wellbeing and increase participation.
- build resilience, confidence and self-belief, pushing themselves out of their comfort zones by being willing to take risks.
- transition successfully to further education, training or employment.
- acquire life skills, social skills and cultural capital to become successful members of society.

Impact is seen not only in academic achievement but is very individual for each student and based on witnessing improvements in their mental health and wellbeing, communication and social skills, their attendance, behaviour, engagement in their education, as well as their personal development. Seeing achievement and progress being made for each young person would be witnessing them achieve the best possible academic and therapeutic outcomes for them personally.

Personal Development and Wellbeing

The personal development and wellbeing of students is promoted in numerous ways across school. Although the therapeutic curriculum covers these topics in great depth, the personal development and wellbeing of students is also taught through the academic curriculum. Students are taught how to keep themselves healthy and safe both on and offline. My Oasis also supports students' personal development and wellbeing through our enrichment programme, educational visits and trips, as well as through and the extra-curricular activities offered in school. We work collaboratively with local businesses and public services to ensure students learn about the society they live in and grow to become successful members of society.

British Values are embedded across the curriculum through promoting democracy, such as via the school council and student voice; reinforcing the rule of law through clear expectations and restorative approaches; supporting individual liberty by encouraging choice, safe risk-taking, and self-advocacy; and fostering mutual respect and tolerance through PSHE, RE, and community learning. These are just some examples of how the teaching of British Values is embedded within both the academic and therapeutic curriculum.

Assessments

Assessments at My Oasis are carried out with students for various reasons in school. This includes to identify gaps in a student's learning for core subject areas, to measure and monitor a student's academic and therapeutic progress, for diagnostic purposes or to identify and learning needs. Due to the cohort of students that are referred to My Oasis, we capture progress using an eclectic range of approaches, not only through data collected by formative and summative means. The Assess-Plan-Do-Review (APDR) cycle is also used with students to review their targets and ensure they are making progress towards the outcomes specified within their EHCP.

Information outlining the academic and therapeutic assessments completed with students in school are detailed within the My Oasis Assessment Policy.

Roles and Responsibilities

The headteacher and governing board oversee the curriculum design and implementation, ensuring it is sequenced and well-planned, that it complies with the Independent School Standards, and is broad and balanced enough to meet the needs of all students. Regular quality assurance of the curriculum, teaching and learning is subsequently carried out by the

senior leadership team (SLT) to ensure a quality, needs-led curriculum is being offered to students attending My Oasis.

To ensure the above is adhered to, quality assurance of the curriculum, teaching and learning is undertaken in various ways. This includes through learning walks, workbook scrutiny, lesson observations, student progress reviews and feedback provided by students, through curriculum planning reviews, behaviour and engagement data, as well as through feedback gathered from parents or carers or any external agencies requested to carry out quality assurance checks. Findings from the quality assurance is used to inform staff CPD and where support might be required, as well as included within the School Development Plan (SDP) and School Evaluation Framework (SEF).

Policy Review

This policy is reviewed annually or sooner if required by statutory change or school development priorities.