

Nova Training (a division of Staff Select Ltd)

Introduction

Nova Training is a company that offers education and support to young people who are unable to access education in mainstream or other settings. We are working to be recognised and respected as a leader in individualised education for young people with and without special needs. The purpose of Nova's Independent Special School Curriculum is to provide pupils with a broad, balanced and well differentiated curriculum that accesses the National Curriculum as appropriate. The Curriculum will meet pupil's needs for developing and extending their skills socially and academically, provide opportunities for compensatory experience, address their learning or communication difficulties, help them to learn to manage and take responsibility for their behaviour, and give them a strong basis on which to make choices and decisions for adult life.

Aims

The aims of our Independent School Curriculum are that every pupil attending our school will have:

An **assessment** that, on entry, identifies individual educational needs, any SEN and/or other potential barriers to learning and identifies their learning preferences.

A **broad and balanced curriculum** that focuses on:

- Assisting pupils to recover and develop functional skills such as literacy and numeracy that have been lost or under-developed as a result of absence or exclusion and, thus, to experience success and enjoyment where, previously, failure and disaffection has been the norm.
- Opportunities for, immersion in specialist subjects, themed weeks and hands-on vocational training in a work placement.
- A variety of work related opportunities.
- A wide range of sporting and leisure activities.
- Validation of achievement through a range of accreditation and awards
- A well differentiated curriculum designed to enable all pupils to progress and achieve.
- A safe and individually focused environment, based on small group learning with clear consequences, in which both vulnerability and challenging behaviours can be worked with and addressed
- A staff team that are committed to their own learning and continuing professional development
- The benefits of partnership working with a range of organisations and individuals such as Connexions, Children's Services including; Youth Offending Services, Education Welfare, Sexual Health Workers and Drug and Alcohol services.
- We aim to enable our pupils to enjoy their education and use their talents to the full, to have experiences that challenge them and are fun; and to share with every pupil's parents/carers their child's achievements and accreditations gained.

- A vocational and personal and social development curriculum that will help to promote resilience, restorative justice, profile pupils in relation to relationships, classroom behaviour, acceptance of authority, emotional control and growth, self esteem, self responsibility and task orientation.
- Opportunities to address long-standing difficulties that act as barriers to learning through individual work with their Personal Tutor.

Nova Training - School Ethos

Our school ethos and values are informed and guided by our Vision and Values and by the Every Child Matters agenda and in particular, our Mission which states:

“To create and sustain a safe environment where staff can deliver an innovative, challenging, quality, exciting, safe and inspiring learning experience that meets the needs of learners, non-learners and employers in our local communities.”

Our school is a learning centre where we want everyone; pupils, staff, parents/carers and visitors, to feel welcome, valued, feel safe and be always ready for the work we share. We believe each individual is unique and has their own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules, and where the consequences of actions are accepted by all. With these elements in place we believe it is possible for every pupil, perhaps for the first time, to enjoy learning, to achieve to their potential and to feel that the problems that have led them to us can be worked with and their lives changed so they can hope and plan for a better and more fulfilling future. Nova aims to make learning “life relevant” and engaging to learners in meeting their vocational and career aspirations.

Our Offer

Nova Training is a KS4 Independent Special School based in Netherton, Dudley. At our existing site we can currently teach up to 15 pupils, all of whom will be referred to us by local and neighbouring Education Authorities/Councils. Our pupils will be grouped into Personal Tutor groups with about 7/8 pupils per group. Each group has a lead vocational tutor who is supported by a personal and social development and functional skills teacher. Tutors are also supported by guest curriculum tutors (e.g. specialist teachers, instructors, coaches, etc), and the Centre Manager and Head Teacher.

Our Values

Maximising learner’s success and achievement through innovative delivery to improve individual’s life chances, in a safe, secure and nurturing learning environment underpinned by our specific values of:

“Respect, honesty, trust, openness and equality of opportunity for all.”

Our Vision

Through a socially inclusive approach, we will provide high quality learning and training support, to equip individuals with the skills for further skills development, future employment, and/or to move into Further Education.

Nova Training are committed to delivering excellent education and training, providing the best possible experience and effective IAG for all of our learners and staff alike; with a strong emphasis on Equality and Diversity and a commitment to Safeguarding all of our learners to ensure they feel and are safe. We aim to remain a high-performing organisation with a passion for learning and a dedication to become the training provider of choice in the communities we serve.

Our Curriculum

We seek, through the richness of our curriculum, to address the many disadvantages and disruptions that most of our pupils will have experienced within their education.

Our curriculum will give pupils a broad and balanced learning offer that encompasses 3 vital strands;

1. vocational education,
2. functional skills,
3. personal and social development.

These skills will equip them to meet the challenges awaiting them as they take their place in the adult world.

We will differentiate our curriculum in order to enable all pupils to progress and achieve and to have their achievement accredited.

Our curriculum by being varied and all encompassing enables our pupils to enjoy their education and develop their talents, to have experiences that challenge them and are fun and to share with every pupil's, parents/carers the achievements and accreditation gained.

Our curriculum seeks to promote self-confidence, self-motivation, ambition, relative skills, acceptable behaviour, acceptance of authority, emotional control and growth, self esteem and acceptance of responsibility for, and consequences of, one's own actions.

It is the policy of Nova Training that all pupils, no matter what their starting point, will have access to a broad and balanced curriculum that addresses the difficulties that have caused them to be referred to us by recognising and valuing their personal characteristics and strengths, assessing and recognising their prior learning and offers them opportunities, challenges and experiences that will build on their strengths and enable them to meet the demands of adult life.

Our curriculum also promotes the values of integrity, honesty, sharing with and caring for others, it operates always in a fair and consistent manner by setting clear boundaries with explicit consequences and measurable rewards.

Our curriculum is developed and implemented in line with 3 main considerations as guidance, these are:

1. Independent school standards,
2. Every Child Matters, and;
3. Removing Barriers to Achievement – The Govt’s Strategy for SEN.

Our curriculum will ensure that all pupils are enabled to achieve the 5 outcomes of ECM:

1. **Being Healthy** – have access to regular exercise, know about and make healthy lifestyle choices, understand sexual health risks and the dangers of smoking and substance abuse. All are encouraged to eat and drink healthily, recognise the signs of personal stress and have available strategies to deal with it.
2. **Staying Safe** – display concern for others, refrain from intimidating and anti-social behaviour; feel safe from bullying and discrimination; feel confident to report bullying and racist incidents; act responsibly in high risk situations
3. **Enjoying and achieving** – have positive attitudes to education, behave well and have a good attendance record
4. **Making a positive contribution** – understand their legal and civil rights and responsibilities; show social responsibility, and refrain from bullying and discrimination; express their views at school and are confident their views and “voice” will be heard; initiate and manage a range of organised activities within school and community organisations
5. **Achieving economic and social well-being** – develop basic skills in literacy, numeracy and ICT; develop their self-confidence and team working skills; become enterprising, able to handle change, take initiative and calculate risk when making decisions; become financially literate and gain an understanding of business and the economy and of their career options; develop knowledge and skills when they are older, related to workplace situations

Finally, it will support and enable the 4 key areas of the national strategy for SEN:

1. **Early Intervention** – ensuring every pupil is assessed within 15 days of admission and teaching and learning will be informed by the assessment
2. **Removing barriers to learning** – ensuring every pupil has an Individual Education Plan and is encouraged and enabled to progress and learn by giving all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as required by The Education (Independent School Standards) (England) Regulations 2003.

3. **Raising expectations and achievement** – by ensuring all teaching teams have access to appropriate and on-going CPD so they have the skills and strategies to personalise learning and measure progress through on-going assessment
4. **Delivering improvements in partnership working** – we will work closely with parents, the LA and other organisations to ensure the needs of all our pupils are addressed

Our Standards

The following standards set out clearly the responsibilities of managers and staff for the development of the curriculum in the school and for planning, implementing and evaluating all aspects of the curriculum as the heart of all that happens in the school.

The **Head Teacher** will ensure that the school has a culture that promotes the curriculum by:

1. Ensuring the curriculum meets the requirements of The Education (Independent School Standards) (England) Regulations 2003/4 and 2006, ECM, and the Government strategy for SEN and by the terms of our contracts between Nova Training and Local Authorities.
2. Ensuring that the school responds positively to national curriculum developments such as the new 14-19 curriculum
3. Ensuring all staff are fully aware of the school curriculum and work within it and that this is reflected in the subject policies and plans, schemes of work, lesson plans and lesson evaluations that they use
4. Ensuring there is an annual audit and plan for the curriculum that covers all aspects of it as set out in the definition above, that promotes ECM outcomes for pupils and that demonstrates the added value of the curriculum to the pupils
5. Ensuring all new staff are aware of the curriculum
6. Ensuring that there are plans in place for the ongoing development of the curriculum and for individual subjects within the overall school curriculum
7. Ensuring that teachers with particular areas of responsibility for the curriculum are up-to-date in their knowledge and are able to advise their colleagues in an effective and productive manner
8. Ensuring that staff are kept up-to-date with regulations, research and legislation in relation to the curriculum
9. Ensuring the school has adequate resources for curriculum delivery and that systems are in place for measuring the Value for Money of curriculum delivery activities and processes

10. Ensuring that all external consultants and trainers assisting in the development of the curriculum have clear guidelines regarding what is expected of them and required of them to set out how their input will improve outcomes for pupils

Our Teachers must ensure:

1. They play a full and active part in the development of the curriculum
2. They deliver the curriculum in a manner that promotes the learning of each pupil
3. They keep up-to-date, are aware of and incorporate as planned all relevant curricular developments i.e. the 14-19 curriculum
4. They are clear about the relationship between the curriculum, schemes of work, lesson planning and outcomes for pupils and how each informs and supports the other

All staff must ensure that they:

1. Maintain an up to date knowledge and understanding of their professional duties and the statutory framework within which they work.
2. Must work within those aspects of the curriculum that impact on their role
3. Must contribute to the development of the curriculum as appropriate to their role
4. Work as a team member and identify opportunities for working with colleagues to promote the curriculum, managing their work where appropriate and sharing the development of effective practice with them

The needs of our Pupils:

Pupils attending the school will have a wide range of needs and these should be addressed through their Individual Education Plans (IEP's). However, the prime needs of all pupils are social, emotional and behavioural development (SEBD) needs. We recognise that SEBD needs lay on a continuum from normal, albeit unacceptable, behaviours through to behaviours indicative of severe mental illness (DfE definition). Many of our pupils may be towards the severe end of this continuum.

Generally pupils with SEBD needs are characterised by:

- Low self esteem;
- Unlikely to make academic progress commensurate with their ability;
- Presenting exceptional and/or extreme behaviours persistently over time;
- Associated learning difficulties
- Display sometimes extreme but essentially "normal" behaviours

In addition, the majority of our pupils have had significant gaps in their education and are often resistant to re-engage with learning. Consequently, the curriculum model outlined below focuses on their prime needs, which are generally in the areas of:

- Confidence and motivation;
- Literacy and numeracy;

- Learning skills;
- Vocational skills;
- Relationships with peers and adults;
- Collaborative and team working; and
- Readiness for post-16 learning and employment opportunities.

We also recognise the importance of ICT in the modern world and its effectiveness as a motivational tool for reluctant learners.

Many of our pupils may have statements of SEN, many of which specify access to a broad and balanced curriculum, including the National Curriculum. As a result, our School Development Plan sets out the timescale for moving to a position where our pupils can access the Key Stage 4 curriculum within the National Curriculum.

Curriculum Model

Core	Foundation	Specialist Support
English/Literacy: Mathematics/Numeracy Science ICT Personal Development	Arts Humanities Technology	Speech and Language Therapy Educational Psychology Social work services Health Service Mental Health Service Individual counselling Looked after children services Connexions Service

The needs of every pupil, as described above, will be detailed and targeted in their **Individual Education Plans** to address priority individual needs and adjust curriculum balance to meet their individual needs.

Core Curriculum: Components

English/Literacy:

- Speaking and listening
- Reading
- Writing

Mathematics/Numeracy

- Number and algebra
- Shape, space and measures
- Handling data

Vocational Science

- Materials and their properties
- Physical processes

ICT

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

Personal Development

PHSE

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Step-Up – Headstart for life and work
- Health & Safety at Work

Citizenship

- Knowledge and understanding about becoming informed citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action

RE

- Learning about religion
- Learning from religion

PE

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health
- Through at least two of the following:
 - Games activities
 - Swimming
 - Outdoor and adventurous activities

Sex and Relationships Education (SRE)

Careers education (IAG)

Work-related learning, including:

- Enterprise and employability skills
- Work experience
- Understanding how businesses work
- National and local labour markets
- Career choices
- Tasks/activities in work-related contexts (link to work experience)
- Contact with employers
- Working practices and environments (e.g. work place visits, time in

- work placement)
- Business challenge (e.g. problem-solving)

Accreditation

English

- Entry Level (C&G)
- L1 (C&G)

Maths

- Entry Level (C&G)
- L1 (C&G)

ICT

Entry Level (C&G)
L1 (C&G)

Science

- Entry level (C&G)
- L1 (C&G)

Vocational

Motor Vehicle Maintenance E3 – L1 (C&G)

Personal Development

Step-Up: Entry 3 – L1 (NOCN)

Certificate of Health & Safety at Work - L1 (British Safety Council)

This policy is derived from:

- The Education (Independent School Standards) (England) Regulations 2003, particularly regs 1(2)(a-j)
- The National Professional Standards for Head teachers – Leading Learning and Teaching, particularly „Curriculum Design and Management“.
- Professional Standards for Teachers – C15 and C16 Subjects and Curriculum
- New Overarching Professional Standards for Teachers in the Lifelong Learning Sector
- Meets all 5 outcomes Every Child Matters

As well as the independent school standards and professional standards the policy has been informed by the following guidance and advice

- Planning the curriculum for pupils with SEN (2004) Byers R and Rose R, David Fulton Publishers
- The Essential Guide to Teaching, (2006) Davies S., Pearson-Longman

- Every Child Matters – A Practical Guide for Teachers (2006) Chemais R, David Fulton Publishers
- Therapeutic Education, (2006) Cornwall J. and Walter C., Routledge
- Higher Standards Better Schools for All, DFES (2005)
- Making Great Progress, DFES (2007)
- Essential Pieces: the jigsaw of a successful school, (2006) Brighouse T., RM Publishers,;
- Reflective Teaching 2nd edition, (2005) Pollard A., Continuum Publishers
- The Intelligent School 2nd edition, (2004) MacGilchrist B. et al, Sage
- Professional Values and Practice, (2005) Cole M ed, David Fulton Publishers

The Curriculum Offer should be read in conjunction with the following Nova Training policies and guidance:

- NTS5 Health & Safety Policy
- NTS5a Quality Policy
- NTS441 Child Protection Policy
- NTS470 Behavioural Management Policy
- NTS470a Behavioural Management Guidance
- NTS611 Single Equality Policy
- NTS624 Additional Learning Support Policy
- NTS627 Exam Invigilation Policy
- NTS645 Communication Strategy
- NTS657 Anti Bullying Policy
- NTS659 Observation of Teaching and Learning Policy
- NTS717 Safeguarding Policy
- NTS718 IAG Policy

Staff, pupils, parents/carers, other stakeholders and our SMT are all invited to comment on this policy and to suggest ways in which it may be improved, by contacting the Head Teacher who will discuss this with the SMT.