



VTC Curriculum / SEMH Policy

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The Advisory Board

Date: September 2023

Last reviewed on: September 2023

Next review due by: September 2025

1. INTRODUCTION

This policy has been developed to take account of the changing landscape for developing a process that ensures inclusion access and engagement to meet the needs of the SEMH learners at VTC School.

At VTC we develop the idea of cultural capital within the framework of SMSC alongside the holistic SEMH curriculum. Within this every learner who is enrolled at VTC will have a specific target in relation to cultural development from a personalised point taken from their EHCP:

Spiritual: We encourage learners to explore and challenge their beliefs and attitudes to obtain an accurate image of who they are and what they stand for. Then within this their spirituality can be developed through a range of learning experiences which respect faiths, feelings, and values; enjoy learning about oneself, others, and the surrounding world; use imagination and creativity.

Moral: To understand their own moral compass and develop ongoing dialogue and moral dilemmas to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: To use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer, and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect, and tolerance.

Cultural: To experience and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect, and celebrate diversity. To understand the impact of a culture on 'you'.

Within the concept of cultural capital, we encourage all learners to think beyond their current circumstances to achieve and succeed and not be limited by their current beliefs and situations.

The Vocational input is the main focus of provision in the school.

2. VISION STATEMENT (Intent)

Learners achieving their full potential as active thinkers and self-motivated lifelong learners within a supportive environment.

3. MISSION STATEMENT -Aims

All learners should aspire to be:

- Successful learners who can recognise their strengths and make progress in order to access higher levels of achievement.
- Confident individuals who know their own worth and values and regulate their behaviour accordingly.
- Responsible citizens who are accountable for their actions and can work alongside others in their communities.
- Effective contributors who can participate, involve, support and work within a range of contexts and disciplines.

4. ETHOS -MEETING NEEDS

Creating a culture and environment which is positive, supportive, and non-judgemental. Ensuring all needs (Learning, Social, Emotional and Wellbeing) are met through a range of interventions and strategies allied to an accessible curriculum. Placing a heavy emphasis on understanding the reasons for the way's learners present themselves and staff being able to relate positively. The school will offer specific curriculum which aims to put 'transition into work' as a key priority. The ethos will be underpinned by the values set out below but also the following principles:

- An outstanding, relevant, and inclusive education delivered appropriately.
- Help to build strategies to support individual needs and overcome personal barriers.
- Staff trained to work effectively with learners to actively build confidence and resilience and enable personal effectiveness within school and their local communities.
- An environment that places high value on emotional wellbeing, recognising individuals' emotional needs and placing emphasis on safeguarding and good mental health.
- Individualised and relevant transition planning.
- Close working relationship between family and external agencies.
- Specialist support from an experienced professional team of staff

5. VALUES

The following groups of values are key to VTC.

- Compassion including respect, empathy, tolerances.
- Resilience including capacity for change, integrity, fortitude.
- Innovation including personal responsibility, creativity, problem solving, solution focused activity, collaboration.

These values promote high behavioural expectations that all are intended to follow:

- Responsible for their behaviour and accountable for their actions
- Respectful to:
 - Others and their needs
 - To the learning process
 - To school and others property
 - To yourself (self-respect)
- Involved and participating in your educational plan.
- Safe and ensuring others are kept safe.
- Participating in your agreed personal pathway

6. WHOLE PROVISION FRAMEWORK (Implementation)

The education plan in this section describes how the vision, values, and ethos, together with the academic, vocational, and pastoral aims of VTC, will ensure that every learner is successful in their planned pathway; resourceful, confident, and resilient in their next phase of life and a responsible citizen in their community.

7. CURRICULUM

The school will provide:

- An environment that is positive and builds trust and strong resilient relationships between all stakeholders to nurture learner engagement.
- A curriculum that puts meeting SEMH needs as an integral part of their learning plan.
- A skilled staff team that works towards positive behaviour support to build new personal constructs for each learner whereby they take responsibility for their choices and become more resilient leading to success.
- Differentiated and /or personalised pathways that will meet the range of learner needs that are placed at school, supported by knowledgeable and skilful SEMH staff to ensure high quality provision.

8. CURRICULUM COVERAGE

The curriculum will be designed to ensure that the school develops successful learners who enjoy their work, make good progress and gain confidence in their abilities and skills, while being tailored to aptitudes and

requirements of the individual's learning needs. This is essential as the range and complexity of needs coming through in the SEMH category is vast and needs careful planning.

Implementation of the curriculum will be based on the various headings in the curriculum matrix:

9. PLANNING AND DELIVERY

The school curriculum is defined using the curriculum matrix (appendix) which outlines the intent, the implementation and the impact of the overarching curriculum offer.

Curriculum planning is used to effectively turn the intent into implementation through:

Long term overview: these set out the coverage of the Curriculum across the year groups to ensure curriculum breadth, balance, entitlement, continuity, sequencing, and progression.

Medium term plans: these set out the termly coverage and content for each curriculum area or subject at a class, year, or Key Stage level. Again, sequencing and progression is key to defining a pathway for progress which is underpinned by high quality teaching. These plans will highlight intended end points for the group.

Short term plans: (lesson plans)- these detail the learning intentions for individual lessons or sessions on a daily or weekly basis and specify differentiation, access and engagement for individual learners or groups. These plans should highlight sequencing milestones (based on starting points and end points) for the class and learners to ensure progress can be made.

Individual plans (provision plans/ behavioural plans): – these detail overall objectives set out in the EHCP, the annual provision plans with specific targets to be delivered and monitored as well as the range of strategies and interventions needed to allow learners to access opportunities through positive behaviour for learning.

10. PATHWAYS:

4 pathways are recognised to ensure each learner can access and engage in their learning depending on their presenting needs. Where learners are struggling, a review can sometimes change the pathway to see if the issues can be tackled. The pathways are:

1. **Vocational 14-16** – A vocational offer that takes up 30% of the timetable supported with a range of core academic/ life skills sessions all based in school.
2. **Blended learning** – A mixed approach to learning through a range of offsite, e-learning and school-based provision for those learners who find the school environment challenging.
3. **Alternative curriculum** – An alternative approach using various providers and enrichment activities and mentoring off-site but at the same time part of the school.
4. **6th form** – For 16-18 years wanting to specialise in a key vocational area (currently 'welding' and 'catering') in order to access future traineeship or apprenticeships.

11. BARRIERS:

All 4 pathways will ensure, wherever possible, to ensure learners needs and barriers to learning are mitigated through 5 key elements which will allow them to develop skills to access and engage in learning to be able to cope with challenges that they may face in future. The areas include:

- Providing a positive environment
- Positive behaviour support
- Therapeutic interventions

- Careers guidance and mentoring
- Safeguarding support

12. SUBJECTS TAUGHT:

The core timetable in addition to the vocational and enrichment activities that will be taught by staff:

- Maths and English
- Science and ICT
- Humanities and Arts
- PSHE and Life skills

13. APPROACHES

A range of different approaches that will support the learning process that can be highlighted in their pathway profiles so that the most focussed interventions are made available for the individual learners within their personalised pathway.

14. IMPACT

These will be varied and all link into the learners' age and outcomes within their EHCP's, together with the need to highlight the important spiritual, moral, social, and cultural values associated with the wider community. However, generally the outcomes should highlight their improved ability to socialise, communicate and make positive contributions in different contexts, hence becoming more independent and successful. Outcomes should link to EHCP targets, the stated aims of the provision for each class as well as the improvement of individual's progress in core subject's year on year as well as national accreditation at the appropriate level.

External accreditation will also measure impact from learner to learner, centre to centre, and against all other provision.

Engage in a meaningful pathway that ensures they are developing new knowledge and skills and for future success and leads to access to onward destinations/ career pathways.

Be able to show progress in social, emotional and wellbeing development thus improving confidence, success, personal responsibility, and esteem.

Complete various accreditation opportunities at levels commensurate with their personal pathway, from starting points to agreed end points.