

HAVEN PATHWAY

Curriculum Policy



Pupils accessing support through the Haven pathway will do so through one of three strands detailed in Table 1.

Table 1: Haven pathway structure

Category	Single Permanent Exclusion	Single Permanent Exclusion with ECHNA	Double Permanent Exclusion and/or Complex CiC
Title	Haven 1	Haven 2	Haven 3
Pupils	KS3 – KS4	KS3 - KS4	KS4
Primary SEND	SEMH	Communication and Interaction	SEMH
Staffing	To be determined during induction	1:1	1:1
Duration	12 – 24 weeks	Up to 1 year	Up to 2 years

Pupils will access their curriculum offer through 1:1 teaching for 15 hours/week. Timetable delivery is agile and learning may occur on a Raedwald site (if appropriate), in the community or in the pupil’s home. Pupils will not have an on-roll mainstream school therefore placement agreement and collaboration throughout the placement is between Raedwald Trust, SCC Alternative Tuition Service (ATS) and SCC Education Access Team (EAT).

Origins of the curriculum

Throughout their placement, pupils will access a curriculum derived from the National Curriculum that follows on from a robust admissions and induction process. Decisions have been made regarding prioritisation of Key knowledge and skills which have been mapped through from Key Stage 3 to Key Stage 4. Due to the nature of the pathway certain aspects have been omitted which are outlined in the programmes of study. The curriculum develops understanding from Key Stage 3 and guides learners on a journey towards the understanding they need to succeed at Key Stage 4. Pupils that arrive on any curriculum pathway at any point within Key Stage 3 and 4 are supported based upon their referral information and outcomes of their induction.

The curriculum offered through the Haven pathway has been consciously selected, dependent on strand, and utilises existing curriculum structures in place within Raedwald Trust. Learning may be delivered concentrically or sequentially, depending on the subject, pupil and/or intended outcome of the placement. The purpose of this pathway and all associated curriculum structures is to equip pupils with strong foundations in developing their core knowledge and skills in English, reading and maths. But, alongside this, this pathway seeks to address and support the wider complexities of pupils who have been permanently excluded from mainstream education.

The fundamental aims of our Haven pathway curriculum are to ensure that all pupils:

- enjoy learning, have confidence to learn and experience a sense of success and progress;
- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- develop and embed functional numeracy skills that will support curriculum access as well as

wider skills in the future

- develop their understanding of how to stay safe and develop healthy relationships
- support pupils to explore habits for healthy living and well-being
- deepen or broaden their curriculum access to areas of the curriculum that hold their particular interest or skill

- support pupils to think about their future and wider transition into post-16 and adulthood

Induction

At the heart of the Haven pathway is a curriculum structure that is deliberately designed to be individualised to each pupil. Through a robust induction, pupils will be guided through a Trust level Induction programme that is used to unpick the needs of each pupil in order to construct a curriculum that is bespoke and personalised. The induction process allows staff to conduct initial baseline assessments to determine gaps in knowledge but also explore the wider educational experiences of each pupil and avenues for moving forwards. The induction process is therefore flexible but will last no longer than 3 weeks for each pupil admitted onto the pathway.

Core Subjects

On all strands of the Haven pathway, pupils will access a minimum of English, reading, maths, science, PSHE, RE and P.E./well-being. The strand of Haven accessed will determine the specific curriculum programme of study used to deliver the curriculum. A summary of the specific curriculum structures allocated to each strand are detailed in Table 2.

Table 2: Raedwald Trust curriculum (programmes of study) allocation to Haven pathway

Category	Single Permanent Exclusion	Single Permanent Exclusion with ECHNA	Double Permanent Exclusion and/or Complex CiC
Title	Haven 1	Haven 2	Haven 3
Pupils	KS3 – KS4	KS3 - KS4	KS4
Raedwald Trust Curriculum Programme of Study	KS3/KS4 Springboard (core curriculum) KS3 Building/KS4 Focused curriculum used for wider offer or for pupils studying GCSEs in Year 11.	KS3 Unite curriculum (core English/maths/science/learning essentials) KS4 Focused curriculum (core English/maths/science + Unite Learning essentials) KS3 Building/KS4 Focused curriculum used for wider offer	KS4 Focused curriculum + Unite curriculum (core and wider offer + learning essentials)

		or for pupils studying GCSEs in Year 11.	
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English and Reading

English lessons will focus equally on the importance of oracy, reading and writing skills. Pupils will access two 1 hour lessons of English each week. Pupils are encouraged to develop their thinking and understanding through sustained and productive dialogue with adults. The specific details of each programme of study for English will vary depending on which Strand of Haven a pupil is accessing. It is important therefore that this policy is read in conjunction with English Programmes of Study and policies detailed below:

Haven 1: KS3 Building English Programme of Study and Policy; KS4 Springboard English Programme of Study and policy; KS4 Focused English Programme of Study and Policy

Haven 2: KS3 Unite English Curriculum Programme of Study and Policy; KS4 Focused English Curriculum Programme of Study and Policy

Haven 3: KS4 Focused English Programme of Study and Policy, or Unite KS2/3 curriculum depending on pupil's presenting needs

Across all strands of Haven, the Reading curriculum is supported by a strong and diverse literature spine. This forms the foundations of the Raedwald Trust Readers for Life Curriculum - a bespoke Reading curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. High quality texts are used to explore topics and themes that are relevant to our pupils. This daily taught curriculum uses explicit fluency instruction, explicit vocabulary instruction and structured book talk (comprehension support) to help pupils develop their skills and enjoyment for reading. As this pathway is delivered on a 1:1 basis, all pupils will have an opportunity to read to an adult and explore any underlying difficulties with reading not already identified at induction.

Maths

The Maths Curriculum ensures pupils will have access to the statutory three aims, Fluency, Reasoning and Problem Solving. Pupils will access two 1 hour lessons each week of maths. The breadth and depth of coverage detailed within programmes of study will vary depending on the strand of Haven being accessed. As such, it is important that this policy is read in conjunction with the Maths Programmes of Study and policies detailed below:

Haven 1: KS3 Building Maths Programme of Study and Policy; KS4 Springboard Maths Programme of Study and policy; KS4 Focused Maths Programme of Study and Policy

Haven 2: KS3 Unite Maths Curriculum Programme of Study and Policy; KS4 Focused Maths Curriculum Programme of Study and Policy

Haven 3: KS4 Focused Maths Programme of Study and Policy or Unite KS2/3 curriculum depending on pupil's presenting needs.

Teaching of Maths is through the concrete-pictorial-abstract (CPA) modelling approach, as appropriate to age, stage and previous knowledge. This approach encourages a deep and sustainable understanding of Maths in pupils. Pupils are given opportunity to apply their skills and knowledge through real life contexts and problem solving.

Science

Pupils will access one 1-hour lesson of science each week. Pupils will have access to varying components of the science curriculum dependent on the strand of Haven accessed. This will include skills and knowledge for working scientifically alongside consciously selected topics within Biology, Chemistry and Physics. As such, it is important that this policy is read in conjunction with the Science Programmes of Study and policies detailed below:

Haven 1: KS3 Building Science Programme of Study and Policy; KS4 Springboard Science Programme of Study and policy; KS4 Focused Science Programme of Study and Policy

Haven 2: KS3 Unite Science Curriculum Programme of Study and Policy; KS4 Focused Science Curriculum Programme of Study and Policy

Haven 3: KS4 Focused Science Programme of Study and Policy or Unite KS2/3 curriculum depending on pupil's presenting needs

PSHE

Pupils will access two 1 hour sessions of PSHE each week. Pupils will explore key core themes of Health and Well Being, Relationships and Living in the Wider World (including careers). The specific knowledge and skills selected will be relevant to individual pupils and determined through the use of specific curriculum programmes of study. As such, it is important that this policy is read in conjunction with the PSHE Programmes of Study and policies detailed below:

Haven 1: KS3 Building PSHE Programme of Study and Policy; KS4 Springboard PSHE Programme of Study and policy; KS4 Focused PSHE Programme of Study and Policy

Haven 2: KS3 Building PSHE Curriculum Programme of Study and Policy; KS4 Focused PSHE Curriculum Programme of Study and Policy

Haven 3: KS4 Focused PSHE Programme of Study and Policy

Religious Education (R.E.)

Pupils will access one 1 hour session of R.E. each week. R.E. teaching will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all pupils feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to as well as respecting the identity of others within and beyond school communities. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community, is an integral part of our ethos. It is important that this policy is read in conjunction with RE Programmes of Study and policies detailed below:

Haven 1: KS3 Building RE Programme of Study and Policy; KS4 Springboard RE Programme of Study and policy; KS4 Focused RE Programme of Study and Policy

Haven 2: KS3 Building RE Curriculum Programme of Study and Policy; KS4 Focused RE Curriculum Programme of Study and Policy

Haven 3: KS4 Focused RE Programme of Study and Policy

Physical Education (P.E. and Well-Being)

The aim of the PE curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their self-confidence through participation in physical activity. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. All pupils will access 1.5 hours of P.E. and well-being curriculum teaching each week. Specific curriculum focus areas have been consciously chosen in response to the cohort we serve and this is supported by our broader P.E. and wellbeing curriculum, where appropriate, to individual pupils. Raedwald Trust believe that a holistic approach to P.E. and wellbeing is particularly important for pupils who have experienced the challenges associated with receiving a permanent exclusion from mainstream education. The specific knowledge and skills selected will be relevant to individual pupils and determined through the use of specific curriculum programmes of study. As such, it is important that this policy is read in conjunction with PE Programmes of Study and policies detailed below:

Haven 1: KS3 PE and Well-Being Programme of Study and Policy; KS3 Building PE Programme of Study and Policy; KS4 Springboard PE Programme of Study and policy; KS4 PE and Well-Being Programme of Study and Policy; KS4 Focused PE Programme of Study and Policy

Haven 2: KS3 PE and Well-Being Programme of Study and Policy; KS3 Building PE Programme of Study and Policy; KS4 PE and Well-Being Programme of Study and Policy; KS4 Focused PE Programme of Study and Policy

Haven 3: KS4 PE and Well-Being Programme of Study and Policy; KS4 Focused PE Programme of Study and Policy

Wider Curriculum and Character Education

Character Education remains a key influence in the development of the curriculum offered by Raedwald Trust.

Pupils accessing the Haven pathway will also have access to wider curriculum areas that include:

- History, Geography, Art and Design, Music

As this pathway offers 1:1 teaching for 15 hours/week, our curriculum does not aim to cover all subjects. There is a focus on securing key knowledge and skills in core subject areas as there is a recognition that, for many pupils who become permanently excluded, significant gaps in knowledge may be present. However, another core aim of this pathway is to ensure that pupils have the opportunity to access some curriculum areas that align with their personal interests and/or previous course selection whilst in mainstream school. In addition to this, pupils will have access to a programme of Life Essentials which is written to address gaps in key life skills knowledge. This could include exploring many wider life skills such as: opening a bank account, washing laundry, understanding credit and credit cards, planning a weekly budget, etc. For pupils who access Haven in Year 11 or who are Looked After Children, this wider education will ensure that they have access to valuable support for Life Skills into post-16. Based on individual need, pupils may also access specific support from on-site Speech and Language Therapists or wider interventions such as Drawing and Talking.

Assessment

Assessment and progress will be measured against learning objectives taught through a RAG rating system. Learning objectives are RAG rated each lesson by the pupil and the adult supporting their learning. Concluding each half term, teachers review pupil progress towards objectives covered and record current attainment on learning objectives. This data is used to inform planning and learning for subsequent units of work.