

TRADED SERVICES



Curriculum Policy

Pupils accessing support through Traded Services will do so through one of three strands detailed in Table 1.

Table 1: Traded Services Structure

Category	Package 1: 1:1 Support in Mainstream School (or other TPP)	Package 2: 1:1 Teaching not in Mainstream School	Package 3: Small Group not in Mainstream School
Title	Transition Support	Curriculum Support	Small Group Curriculum
Pupils	KS1-KS4	KS2-KS4	KS3 - KS4
Primary SEND	All	All	SEMH
Curriculum	Mainstream School (working alongside students to support access to mainstream lessons)	Raedwald Trust	Raedwald Trust

Table 2: Traded Services Curriculum Proportionality by commissioned hours

Package 1	1:1 Support in Mainstream School (or other TPP)						
Hours Commissioned	2.0 max (subject to staff travel)	4.0 max (subject to staff travel)	6.0 max (subject to staff travel)	8.0 max (subject to staff travel)	10.0 max (subject to staff travel)	12.0 max (subject to staff travel)	14.0 max (subject to staff travel)
Please note, for travel beyond an RT base, 30 mins 1:1 time may be deducted to accommodate staff travel time.							
Core Curriculum	Mainstream curriculum support (in class) as per hours commissioned by school.						
Wider Curriculum Options	As above.						

Package 2	1:1 Teaching not in Mainstream School						
Hours Commissioned Please note, for travel beyond an RT base, 30 mins 1:1 time may be deducted to accommodate staff travel time.	2.0 max (subject to staff travel)	4.0 max (subject to staff travel)	6.0 max (subject to staff travel)	8.0 max (subject to staff travel)	10.0 max (subject to staff travel)	12.0 max (subject to staff travel)	14.0 max (subject to staff travel)
Core Curriculum <i>Proportionality hours per week.</i>	Maths x 45 min English x 45 min Carousel: (½ termly) PSHE x 0.5 Reading x 0.5	Maths x 1.5 English x 1.5 PSHE x 0.5 Reading x 0.5	Maths x 1.5 English x 1.5 Reading x 0.5 Science x 1 PSHE x 1	Maths x 2 English x 2 Reading x 0.5 Science x 1 PSHE x 1	Maths x 2 English x 2 Reading x 0.5 Science x 1 PSHE x 1	Maths x 2 English x 2 Reading x 0.5 Science x 1 PSHE x 1	Maths x 2 English x 2 Reading x 1 Science x 2 PSHE x 1
Wider Curriculum Options <i>Proportionality hours per week.</i>			RE x 0.5	RE x 0.5 PE x 1	RE x 0.5 PE x 1 Food Tech x 1.0 Art x 1.0	RE x 0.5 PE x 1 Food Tech x 1.0 Art x 1.0 <u>Options:</u> Geography/History x 2.0 OR Citizenship x 2.0 OR Other Third Party Provider X 2.0	RE x 0.5 PE x 1 Food Tech x 1.0 Art x 1.0 <u>Options:</u> Geography/History x 2.0 OR Citizenship x 2.0 OR Other Third Party Provider X 2.0

Package 3	Small Group not in Mainstream School	
Hours Commissioned	15.0 (this includes 45 minutes each day for pupil break and lunchtime)	
Core Curriculum	Subject	Hours per Week

	English	2.25
	Maths	2.25
	Science	1.5
	Reading	1.5
	PSHE	1.5
Wider Curriculum Options	Subject	Hours per Week
Proportion of hours for each subject to be determined at admission.	R.E.	0.75
	P.E.	0.75
	Food Technology	1.5
	Art	0.75
	Other Third Party Provider (TPP) (Use of TPP will be considered if additional therapeutic intervention is appropriate/required).	

Pupils will access their curriculum offer through 1:1 teaching for up to a maximum of 14 hours/week. Timetable delivery is agile, and learning may occur in the mainstream school, a Raedwald site (if appropriate), the community or in the pupil's home. Pupils will not integrate into any SCC commissioned services or groups. Pupils will have an on-roll mainstream school and will remain as single registration status throughout the duration of support provided by Raedwald Trust. The terms of services are outlined in the Service Level Agreement (SLA) and associated Engagement letter for each individual pupil. Pupils will access support in-line with the number of hours commissioned by their mainstream school. This will therefore impact the curriculum the pupil accesses and is detailed in Table 2. Mainstream schools must commission support for a minimum of 1 term.

Origins of the curriculum

Through direct school commissioned support, pupils will access a curriculum that follows from a robust admission and induction process. Key knowledge and skills derived from the National Curriculum have been identified and progression mapped through from Key Stage 2 to Key Stage 4. The curriculum develops understanding from Key Stage 2 and guides learners on a journey towards the understanding they need to succeed at Key Stage 4. Pupils arriving at any age or stage can be supported into curriculum planning based on their referral information and outcomes of the induction.

The curriculum offered through Traded Services has been consciously selected, dependent on total hours commissioned, 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 support. This curriculum seeks to equip pupils with strong foundations in developing their core knowledge and skills in English, reading, maths and PSHE. But, in line with the total hours commissioned, it also seeks to address and support the wider complexities of pupils who are struggling to access mainstream education.

The fundamental aim of Traded Services is 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 our Traded Services is a curriculum structure that is deliberately designed to support pupils' engagement, ensuring gaps are quickly identified, with a robust curriculum model, which is derived from the National Curriculum. Through a robust induction, pupils will be guided through a Trust level Induction programme that is used to unpick the needs of each pupil to construct a curriculum that offers core subjects and broadens in offer based on total commissioned hours by the school. 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 2 weeks for each pupil admitted onto the pathway.

Core Subjects

Within traded services, pupils will access a minimum of English, maths and PSHE, with subsequent commissioned hours used to build up wider curriculum elements as detailed in Table 2. This includes priority for reading, science, RE and P.E./well-being. The total weekly hours commissioned will determine the specific curriculum programmes of study used to deliver the curriculum.

English and Reading

English lessons will focus equally on the importance of oracy, reading and writing skills. 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 the number of hours of commissioned support available. It is important, therefore, that this policy is read in conjunction with relevant English Programmes of Study and policies.

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 relevant to our pupils. This 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 most commissioned support is delivered on a 1:1 basis, most pupils will have an opportunity to read to an adult and explore any underlying difficulties with reading not already identified at induction. If accessing small group support at KS4, pupils will be supported by a high adult to pupil ratio and therefore will have ample opportunities where staff can identify and support any wider reading needs.

Maths

The Maths Curriculum ensures pupils will have access to the three statutory aims, Fluency, Reasoning and Problem Solving. The breadth and depth of coverage detailed within programmes of study will vary depending on the total weekly hours being accessed per commissioned support. As such, it is important that this policy is read in conjunction with the relevant Maths Programmes of Study and policies.

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 the opportunity to apply their skills and knowledge through real life contexts and problem solving.

Science

Pupils will have access to varying components of the science curriculum dependent on the total number of hours of commissioned support. 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 relevant Science Programmes of Study and policies.

PSHE

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. Elements of the programmes of study have been carefully selected to support the vulnerabilities of the cohorts Raedwald trust serve.

Religious Education (R.E.)

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 everyone's contribution to the school community, is an integral part of our ethos. The specific knowledge and skills selected will be relevant to individual pupils and determined through the use of specific curriculum programmes of study.

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. 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 believes 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.

Wider Curriculum and Character Education

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

Pupils accessing Traded services may also have access to wider curriculum areas, dependent on total commissioned hours, that include:

- History, Geography, citizenship, Art and Design

As this support is often through 1:1 teaching for up to 14 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 are referred, significant gaps in knowledge may be present. However, another core aim of this work is to ensure that pupils can access some curriculum areas that align with their personal interests and/or previous course selection whilst in mainstream school. In addition to this, some pupils may 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 are supported 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.

Curriculum Deviation

There may be some instances whereby a specific deviation from our published curriculum offer is required for students accessing our pathways. For identified students, the following process will be applied to implement curriculum deviation on a case-by-case basis. This is not a reduced timetable offer but rather a deviation that will still fulfil all commissioned hours with a specific curriculum adjustment.

Please see Appendix 1: Raedwald Trust Curriculum Deviation Process

Assessment

Assessment and progress will be measured against learning objectives taught through a RAG rating system. Learning objectives are RAG rated for 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.

Appendix 1:

1. When is a deviation process used?

The deviation process will be followed when any change from the normal operating rubric is required. For example:

- A pupil on an existing pathway requires a pathway change or a pathway extension.
- A school has submitted a pathway extension request directly to Suffolk County Council.
- The curriculum structure usually offered to all pupils on a given pathway or package needs to be reviewed in response to the pupil's presenting needs. This could also be appropriate for pupils who, following a Raedwald Trust induction phase, are identified as requiring an enhanced level of safeguarding support and/or those who require a more targeted curriculum offer due to their particular circumstance or time of referral.

2. What could a deviation include?

- Deviations could include changes to the programmes of study delivered to specific pupils or the inclusion of wider intervention strategies not otherwise implemented. For pupils requiring an enhanced level of deviation, this could also include those pupils who require targeted safeguarding input who are otherwise unable to access the full breadth of their curriculum offer at the current time. This is not a reduced timetable offer. If a reduced timetable is being sought, leaders must follow the Raedwald Trust Reintegration timetable policy <https://www.raedwaldtrust.com/wp-content/uploads/2023/11/Reintegration-Timetables-Policy-2023-2024-1.pdf>
- A time-limited extension to an existing offer of support.
- A change to the current method of delivery of support (ie. a change of pathway or package).

3. Agreement for deviation

Any request for deviation must follow an agreed process that involves discussions between the pupil's Head Teacher and members of the Raedwald Trust central team. Final agreement for deviation can be given by the Deviation meeting chair only. This includes any changes to curriculum, pathway and/or extension requests.

4. The deviation meeting structure

Date:				
Meeting Chair:				
Meeting attendees:				
Name of Student:		Year Group:		
Name of Home School:		Pathway/Package type		
What is the agreed package (Traded only)? i.e. 7.5 hrs incl. English, Maths , Reading and RE				
Does travel impact the current offer (all pupils)?				
Type of Deviation being requested (delete as appropriate)				
Pathway/package extension	Pathway/package change	Curriculum	Other	
Questions/Discussion: For completion by Head Teacher				
(Only complete the sections relevant to the deviation being requested).				
Deviation area				
All	What (if any) information on the referral documentation indicates deviation is appropriate?			
All	Areas of strength? Areas of weakness?			
Curriculum	How does the induction information support a deviation decision?			
All	What is their current curriculum timetable? (Raedwald Trust and/or home school) Is it reduced?			

Curriculum	What is the suggested deviation (subjects and number of hours)?	
Curriculum	What will be the impact of this deviation?	
Pathway extension	What is the recommended length of extension?	
Pathway change	Any additional factors that need to be considered?	
For completion by meeting chair:		
Meeting Outcome:		
Agreed review date:		
Review Meeting Notes and Actions:		
Agreed review date:		
Review Meeting Notes and Actions:		