



St Andrew's
C O L L E G E

CURRICULUM POLICY

4th April 2024

APPROVED BY: COLLEGE GOVERNING BODY
NEXT REVIEW DUE BY: SEPTEMBER 2025

St Andrew's College Curriculum Policy

1. Policy Summary / Statement

The purpose of this policy is to ensure that learners in St Andrew's College access a broad, bespoke, and balanced education and therapeutic timetable. This timetable is planned and sequenced to equip learners with the knowledge and skills required for future learning and employment. This will enable them to:

- Feel hope and foster self-motivation.
- Build confidence, empowering them to lead safe, healthy, and fulfilling lives.
- Apply intellectual, physical, and creative effort.
- Develop and maintain a genuine interest in their work.
- Nurture the ability to think independently and learn autonomously.
- Enhance their core numeracy and literacy skills, discovering the joy of reading for pleasure.
- Take opportunities to learn within the community.
- Select subjects that bolster their learning and pave the way for them to achieve their aspirations.
- Evolve into responsible citizens capable of making positive contributions to society.
- Equip themselves with the vital individual skills needed for successful progress and transitions in their future lives.

These curriculum aims are underpinned by our values:

"We provide a safe and caring space where you can experience individualised opportunities to learn, achieve and believe in yourself." Our curriculum aims are met by our four principles:

- An outstanding education
- Opportunities to try new things
- Confidence in your abilities
- Hope for the future

Context

St Andrew's Healthcare's CAMHS inpatient service offers care to some of the most vulnerable and challenging young individuals in the country. These young people grapple with a spectrum of mental illnesses, autism, and learning disabilities. As a result, our establishment becomes a unique environment for those detained under the Mental Health Act or Irish High Court order.

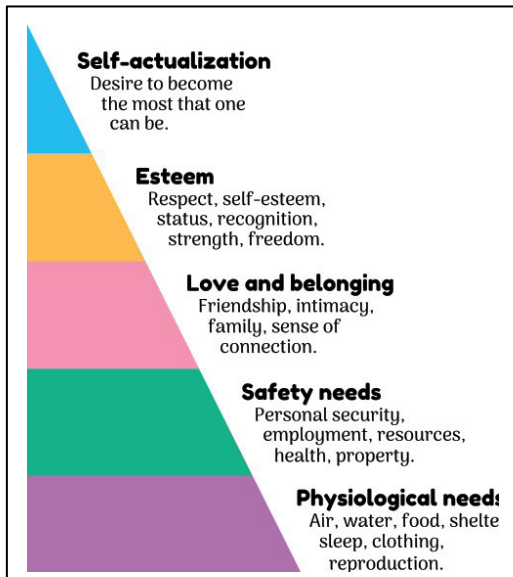
Many of the young individuals admitted to St Andrew's are here primarily due to the heightened risk their behaviours pose to themselves and others. It's not uncommon for them to have previously resided in other secure settings, only to be referred to us when prior provisions could not manage their elevated levels of risk.

Many of our learners have experienced turbulence in their lives, devoid of the stability and routines typical for most young people. This instability often translates into irregular college attendance and a lack of involvement in enrichment activities that promote learning, physical fitness, and cultural understanding.

Recognising these multifaceted challenges – whether they arise from developmental delays, mental illnesses, inconsistent education, or pronounced underachievement – we have meticulously crafted our curriculum, named Activ8, to cater to the needs of every learner under our care.

Curriculum intention

Our Activ8 curriculum is purposefully designed to support our young individuals, working closely with the Hospital's Multi-Disciplinary Team (MDT) to aid in their recovery. The primary goal is to equip them with the essential skills required for successful transitions in their future lives. Given the traumatic experiences our learners have endured, it's paramount to provide a curriculum tailored to their psychological and learning needs. In line with this, CAMHS has integrated the Trauma Informed Care model, which draws inspiration from Maslow's Hierarchy of Needs.



Maslow's Hierarchy of Needs is often represented as a pyramid, with the more basic needs at the bottom.

Maslow's model posits that fundamental human physiological and safety requirements must be addressed before one can attain a sense of belonging, esteem, and self-actualisation. In sync with this philosophy, the College's curriculum employs a Trauma Informed Care, Pathways in Education approach. This model recognises the Adverse Childhood Experiences (ACEs) that our learners have faced, accepting that the journey to recovery might not always follow a straight path. It's constructed in such a way that non-clinicians, parents/carers, and our learners can comprehend how physiological, psychological, and learning needs might fluctuate daily.



The College's Pathways in Education model represents the importance of promoting stable relationships between learner and teacher. It reflects the daily changes in the learners' recovery journey.

The essence of the Activ8 curriculum is to ensure a broad and balanced education for all learners. It presents pathways for curricular and enrichment activities, unbounded by the learners' initial position, SEND, or background. The curriculum aspires to be comprehensive, offering both examination-focused courses and avenues for personal development that yield benefits both to the individual and the wider community.

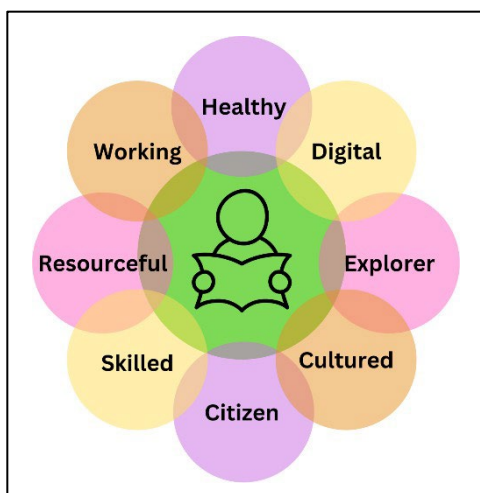
Activ8 has flexibility, adjusting to cater to the unique needs of our diverse learner population. It seeks to enhance learners' existing knowledge, skills, and understanding. This is facilitated through rigorous baseline assessments, direct interviews with the learners, and ongoing evaluations of their academic progress alongside their mental health needs. Recognising that our learners might have fragile resilience due to their past experiences, the trauma-informed curriculum remains empathetic to their needs while also providing spaces for them to explore new horizons safely.

In essence, our teaching and learning ethos is geared towards fostering confidence, bolstering self-esteem, promoting independence, and cultivating respect for others and the environment. Additionally, it equips learners with the tools and insights they'll need for the varied opportunities, responsibilities, and experiences that adult life offers.

The Activ8 Sectors

At St Andrew's College, we are fortunate to have a team of highly skilled specialist teachers and therapists. Their expertise lies in supporting learners with complex mental health needs. We believe our learners are constantly learning, and it's our shared responsibility, between the College and Hospital, to harness and optimise these opportunities throughout their time at St Andrew's Healthcare.

The Activ8 curriculum provides our learners with a structured learning environment. It ensures they engage in learning experiences, whether during formal academic lessons, care routines, therapy sessions, or social interactions. To address the diverse needs of our learners, the curriculum is split into eight sectors: Healthy, Digital, Explorer, Cultured, Citizen, Skilled, Resourceful, and Working. Importantly, these sectors are interconnected and often overlap, reflecting the integrated nature of real-world skills and knowledge.



The Activ8 Curriculum promotes hope for our learners and represents The College's goals: Learn, Achieve and Believe.

Healthy

At St Andrew's College, we actively promote healthy lifestyle choices to enhance our learners' health and wellbeing. Recognising that many have previously embraced unhealthy lifestyles, ranging from skewed perceptions about food and exercise to drug use and risk-taking behaviours, we offer an array of wellbeing enrichment activities. These include physical education, yoga, horse riding, and participation in The Duke of Edinburgh's Award.

Digital

It's essential for our learners to have equitable opportunities, akin to their peers outside hospital environments, to safely and proficiently navigate the digital realm. To this end, we provide courses in ICT and internet safety, ensuring they can competently and safely engage with online platforms.

Explorer

The Duke of Edinburgh's Award empowers our learners across four distinct pillars: physical, skills, volunteering, and expedition. Such exploration-oriented pursuits ensure they're not confined merely to their hospital experiences but are encouraged to venture beyond.

Cultured

Artistic endeavours resonate deeply with many of our learners, either as hobbies or as skill sets to harness for future prospects. The College proudly upholds a rich tradition in visual and expressive arts, fostering spaces where learners can both academically and recreationally hone their artistic talents.

Citizen

Our learner cohort showcases a diverse array of sentiments concerning civic responsibilities and interpersonal relations. Thus, the College has rolled out a robust PSHE (personal, social, and health education) curriculum, supplemented by resources from the chaplaincy, Action For Happiness, and ASDAN (Award Scheme Development and Accreditation Network). Integral to this curriculum is RSHE (Relationships, sex and health education), steered collaboratively by the Science and PE teams, with the MDT determining appropriate learner readiness. Furthermore, SMSC is woven seamlessly into every lesson, supplemented by many enrichment activities throughout the academic year.

Skilled

A testament to a learner's proficiency in academia in the form of qualifications, awards, and certificates. Catering to this, we provide a comprehensive academic curriculum spanning disciplines like maths, English, science, numeracy, and literacy, enabling learners to accrue recognitions for their knowledge.

Resourceful

Empowering learners with the confidence to seek information and request assistance is an important skill. To this effect, we have reading programmes in place, ensuring learners can adeptly navigate academic curricula, literature, and online platforms. We have well-stocked libraries and technology to support this and teach our learners life skills.

Working

As learners move closer to their discharge they begin to ask about their future, especially concerning their vocation or career. We offer dedicated career counselling, allowing them to practice requisite skills for job-seeking. Furthermore, both the Hospital and College offer vocational opportunities, providing many with their first foray into a workspace.

2. Links to Procedures

This policy links to the following policies and procedures:

College Accessibility Policy

College Admission Statement

College Anti-Bullying policy

College Assessment policy

Careers Strategy

College SEND and Inclusion Policy

College SMSC and British Values Strategy

College Relationships and Sex Health Education policy

College Reading Statement

Subject Visions

3. Monitoring and Oversight

Organisation and planning

The College has identified 8 areas that our learners need help with in their daily lives and have produced the Activ8 programme from these. These 8 areas are given equal parity and offer the learners a broad range of academic subjects and personal development opportunities. The Activ8 curriculum provides the same offer to all young people based on subject choices, however, the qualification choice is based on age, aptitude and individual needs including those with an EHCP. The curriculum is delivered in English and integrates speaking, listening, reading & writing, literacy, numeracy and ICT.

Awards & Qualifications

ASDAN

The Duke of Edinburgh's Award

AQA Unit Awards

Entry Level Certificates

Functional Skills Entry level, Level 1 and 2

Edexcel Levels 1, 2 & 3

GCSE

iGCSE

A Level

Where a subject offers an examination from an external body, schemes of work must be provided for all its courses/programmes related to the examination board requirements. All staff must follow schemes of work and subject leads will monitor their implementation. Schemes of work must establish

how the course content is structured so that learners' skills, knowledge and understanding are developed progressively.

PSHE

The College sets out its PSHE provision in the documents PSHE Vision Statement and the PSHE Scheme of Work. The Relationship and Sex Education Policy (RSE) details the provision and procedures for this aspect of PSHE. Teachers at the College work closely with the Hospital's Multi-Disciplinary Teams (MDT), who also carry out aspects of PSHE and to ensure discussions are had regarding the teaching of certain aspects of the RSE content and its suitability for each young person. PSHE is delivered through timetabled lessons, using the Award Scheme Development and Accreditation Network (ASDAN) as its foundation, either individually or in small groups, and through planned activity weeks/days. This includes the introduction to world religions and festivals through our Culture Club lessons. The PSHE team at the College also deliver weekly lessons using the Action for Happiness Programme and the Protective Behaviours process to promote the importance of personal safety.

Careers

The College sets out its careers and vocational provision in the documents 'Careers and Vocational Strategy' and the Schemes of Work, adhering to recognised standards such as the Gatesby Benchmarks for good careers guidance.

The overall responsibility for the co-ordination of careers education and guidance lies with the Careers Lead. In addition, all staff within St Andrew's College and, more widely, Smyth House make a contribution to careers education and guidance through their specific roles. These roles can include: teachers (Ward Link teachers, subject teachers, TIs), OTs/OTTIs, social workers, psychologists, ward staff (Doctors, HCAs and nurses), physical health teams, hotel services, grounds keepers, administrators, and Art facilitators.

Careers and vocational skills are included as part of the judgement in 'Personal Development' by Ofsted. By aligning with best practices, including the Gatesby Benchmarks, the strategy put in place by St. Andrew's College prepares our learners for their next steps and future success.

British Values & SMSC

The Activ8 curriculum, lessons, enrichment days, Smyth House Forum and associated education activities take into account the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The document 'SMSC and British Values Strategy' encompasses what the College promotes. A series SMSC discussions aims to develop learners' understanding of spiritual, moral, social, and cultural topics while complementing PSHE and RSHE programmes, thus equipping them to navigate complex subjects confidently.

Reading

The College has set a target that 85% of learners with reading difficulties will improve by one chronological year per academic year. The approach is included in the document 'Reading Statement'.

Physical

Physical activity is provided by the College's teachers and Hospital's MDT, this can take the form of a timetabled lesson or session. The College offers PE as academic qualifications through which certificates and qualifications can be awarded and by The Duke of Edinburgh's Bronze Award. The

Hospital provides personalised timetabled sessions to improve the young person's fitness and address specific health needs e.g. through physiotherapy, trampoline and swimming. The College and Hospital co-operate to provide enrichment events for physical activity such as sports days, Water Safety Week and an annual Health Fair.

Responsibilities

The Governing body will:

- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets
- Ensure that proper provision is made for Learners with different abilities and needs, including children with special educational needs (SEND)
- Participate actively in decision-making about the breadth and balance of the curriculum

The Senior Leadership Team will:

- Ensure that this policy is adhered to and that:
 - all required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the aims of the college and indicate how the needs of individual Learners will be met
 - the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
 - they manage requests to withdraw children from curriculum subjects, where appropriate
 - the college's procedures for assessment meet all legal requirements
 - the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
 - the governing board is advised on whole-college targets in order to make informed decisions
 - proper provision is in place for Learners with different abilities and needs, including children with SEND

The curriculum lead will:

- Write and review the curriculum policy each year
- Share the reviewed policy with the full governing board
- Work with the Headteacher and subject leads to monitor the implementation of the Activ8 curriculum (see below)

Subject leads will:

- Create and review the annual Subject Action Plan
- Ensure that their curriculum area is implemented in accordance with this policy
- Ensure that schemes of work are provided for all the subject's courses/programmes related to the examination board of requirements
- Monitor the implementation of their subject's schemes of work to ensure that they are being followed
- Monitor the way in which resources are stored and managed

The Leadership Team and Subject Leads will:

- Monitor the way their subject is taught throughout the College by:
 - Lesson observations
 - Learning walks
 - Book scrutiny
 - Subject actions plans
 - Management meetings
 - External Quality Assurance

Teachers will:

- Be aware of the Activ8 programme and understand how their role sits within it and contributes to it
- Follow the allocated schemes of work in the subjects they are teaching
- Set high expectations for all learners
- Use appropriate assessment to set ambitious targets and plan challenging lessons for all learners
- Make a contribution to career's guidance for learners, as appropriate through their specific subjects and roles
- Embed British values and SMSC into lessons, enrichment days, Smyth House Forum and associated education activities as appropriate

4. Diversity and Inclusion

St Andrew's Healthcare is committed to *Inclusive Healthcare*. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that *Inclusive Healthcare* is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at DiversityAndInclusion@stah.org

Inclusion in the St Andrew's College Curriculum:

Teachers set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with SEN
- Learners with an EHC plan
- Learners with English as an additional language (EAL)

Most lessons are delivered on a one to one basis to our learners, this is done for several reasons, such as the learner:

- Needs particular focus from other members of the MDT before they can access education at the College, consequently the learners’ lessons are delivered on the ward.
- Has particular needs meaning they can’t interact with their peers.
- Prior attainment is particularly high, low or are from a disadvantaged background so need intensive strategies to meet their needs.
- Has particular barriers to overcome such as their SEND. Teachers will plan lessons so that Learners with SEND can study every part of Activ8, wherever possible, and ensure that there are no barriers to every Learner achieving.
- Language skills (EAL) are limiting their access to Activ8. Teachers will take account of the needs of Learners whose first language is not English. Lessons will be planned so that teaching opportunities help Learners to develop their English, and to support Learners to take part in all subjects.
- Mental state is very fragile and creates obstacles to engagement

5. Training

The College will hold regular Teacher Training days in which information about the Activ8 curriculum and its implementation will be updated, reviewed, reflected upon and adapted as appropriate.

6. References to Legislation and Best Practice

Ofsted Non–maintained independent colleges Framework 2019

Education and skills act 2008

Education (independent college standards) regulations 2014

7. How to request a Change or exception to this policy

Please refer to the exception process [Policy and Procedure Exception Application Link](#)

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	Sept 2020	Rewritten and formatted on new Charity Template
2.0	Dec 2021	Update to include acknowledgement of the link between suicide and bullying
3.0	March 2024	New College template