Curriculum Approach at FB PRU

Young people are referred to Francis Barber for a range of reasons including being permanently excluded, not being on a school roll, non-attendance at school and for dual registered placements. All of our pupils have struggled with the mainstream school experience and require a different approach. Many of our pupils have social work involvement and have lived through traumatic experiences including domestic violence and or contextual safeguarding issues, which have had an impact on their school and learning journeys.

We recognise that our pupils have different experiences in education and often a range of complex needs, for example medical, SEMH, trauma, attachment and other needs that are barriers to their learning. In order to meet these needs we have implemented a trauma informed approach for our work with pupils, inside and outside the classroom, and a broad curriculum offer. Many of our pupils have undiagnosed as well as diagnosed needs associated with ADHD, ASC, speech and language difficulties and dyslexic type difficulties when they join Francis Barber. Pupils may also be experiencing significant mental health challenges, such as moderate or severe depression and anxiety, in addition to Special Educational Needs (SEN) and disabilities.

All of our pupils are assessed on entry so we can begin to get to know them as individuals as well as their educational needs. All pupils have a Speech and Language screening and complete an initial assessment of mental health needs (RCADS) by CAMHS. Once we have established the best approach, we allocate pupils a Learning Route best suited to their current needs. All pupils are expected to make progress towards national accreditations and to sit public examinations when ready, however, we balance academic expectation with an approach that engages, motivates and nurtures.

The main ambition is for all pupils to be able to access the Learning Ready Group, however, where the pupil requires a greater level of support then they are supported in a different group. Pupils may change groups during their time at Francis Barber, moving between groups and Learning Routes as appropriate to their needs at any particular time. With a focus on empathy and understanding the Adverse Childhood traumas (ACE's) which negatively impact our young people, positive relationships can be developed. These positive relationships will support the young people to engage in learning at a point in time.

All of these routes aim to improve the self esteem and positivity around the young person supporting them to engage in their learning.

We acknowledge that there may not be a smooth transition between the routes, however, this is not different to pupils arriving to us already with gaps in their learning. These gaps in knowledge will be addressed when pupils are able to engage more fully in their learning.

These Bespoke and Multi-Agency routes will be reviewed formally fortnightly and decisions made about progress towards other routes. However, this must not be a straightjacket ensuring fluidity for pupils to progress from one route to another. As pupils make good progress in their responses they can be moved more swiftly at the agreement of the Head of School.

There are three main Learning Routes

i) Learning Ready Group

Pupils able to access GCSE level work, and able to achieve at least pass grades at GCSE or equivalent.

These pupils will have had ACE's which have led them to Francis Barber and they will have reasons why they cannot manage at a mainstream school at this time.

Intent

These young people will have access to a broad and balanced curriculum designed to help them reintegrate into a mainstream school, special school or post-16 destination.

Implementation

These young people will have access to the core subjects of English, Maths and Science with the addition of PHSCE/SWEET, Art, Performing Arts, PE, and Prince's Trust. Our Year 11 pupils are also offered Childcare, Citizenship and English Literature. Pupils will have mentoring support form their keyworkers and at times from an additional mentor.

This curriculum offer will allow pupils to access a programme of national curriculum subjects which will lead to GCSE courses for our Year 10 and Year 11 pupils. KS3 pupils will be aiming to be reintegrated or will be undergoing assessment towards an EHCNA or EHCP.

ii) Bespoke

Pupils whose needs mean they struggle to maintain engagement in their learning.

Intent

This route is designed to build pupils' resilience and confidence to engage with learning and develop academic skills so they can work towards reintegration to a fuller learning programme. The goal for pupils following this route is to achieve at least a pass grade at GCSE or equivalent in all, or nearly all, of the subjects studied by pupils in Learning Route 1.

Implementation

The Bespoke Curriculum Route will offer a narrower curriculum allowing pupils to establish better routines for school and exposing them to the skills they need to be better able to access a broader curriculum successfully. This route may be a combination of pupils joining groups for some lessons or may include some 1:1 sessions. It will be designed to best meet the needs of pupils and support the timetabling capacity of the school.

A key part of this programme is intense mentoring to help pupils re-engage with learning. Pupils will access learning in a range of lessons bespoke to their individual circumstances, including access to English and Maths sessions. This cohort may have experienced emotional based school avoidance (EBSA), adverse school experiences and mental health issues. Pupils in years 10 & 11 will be able to access some GCSE level courses and Functional skills English and Maths Level 1 and 2 exams.

The school will agree the programme and expectations with parent (s) or carer(s), any professionals working with the pupil, for example social workers, attendance officer, and with the cooperation of the young person themself. Bespoke programmes are monitored closely and changes made when necessary to support pupils to follow the complete curriculum as offered by Francis Barber when they are ready.

III) Multi-Agency Group

Pupils whose needs mean they struggle to develop positive relationships with adults and/or peers and struggle to engage in learning.

Intent

This cohort, due to their SEMH, trauma and attachment needs identified by their previous school, EWO, CAMHS, as well as by Francis Barber, are working towards being ready to learn. These pupils will be supported on a 1:1 basis in order to allow them to build positive relationships with adults and ensure they feel safe on site. In some instances, the pupil being on site may be a significant risk for health and safety reasons.

Implementation

This group has consistent daily sessions with a range of teaching staff with the focus on pastoral care, relationship building, and social emotional resilience. Pupils will be supported through therapeutic conversations, and emotion coaching sessions in addition to accessing learning in core subjects, PSHE and Functional Skills English and Maths, leading to Level one and two qualification for the Year 11 pupils.

This cohort requires high levels of support from a multi disciplinary team. These teams may include learning mentors, teachers, school nurse, social worker, CAMHS, SALT, substance misuse worker, police officers, Evolve and other professionals.