

# Wood Edge Independent School



## The Curriculum: Rationale and Development

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## Context

Wood Edge Independent School provides care, education, and therapeutic services for students between the ages of 11 – 19 years who have a range of special education needs. Established in 2018, the school is providing for students who have experienced a disrupted and fractured education and are referred to the school because it has a growing reputation for successfully meeting the needs of students who have been unable to access other educational resources and require face to face learning and teaching.

In response to the students social and educational needs, the school is focussed on creating imaginative and flexible approaches to develop self-esteem, confidence and an interest in wider learning and bespoke educational aims. This is facilitated by a flexible and social pedagogical approach which combines care, education, and therapeutic services, within a twenty-four-hour learning curriculum which embraces lifelong learning. Hence the My3 motto to *Live – Learn – Grow*.

See Appendix 1: [SAMPLE 24 hr Learning Planner and Rationale](#)

The work undertaken by My3 staff is at all times underpinned by their shared vision and values to establish fair, respectful, trusting, supportive and constructive relationships. My3 staff believe that nurturing and attuned experiences promote opportunities for growth and development. The My3 therapeutic approach provides the basis of a cultural framework, one that informs not just practice but, everyone's experience of living and working at Wood Edge Independent School.

## My3 Values and Aims

As part of the community of My3 residential care homes, the mission statement for Wood Edge Independent School is grounded in an ethos of **Hope, Respect, Fairness and Togetherness** so that everyone can live and work together in healthy social relationships based on mutual care and respect:

*“Working together to make sense of the world to reach personal goals and life aspirations”*

We believe the ethos and values of My3 Ltd resonate in everything we do to reflect life in modern Britain and to promote the British Values of Democracy, Rule of Law, Individual Liberty and Respect and Tolerance of all religions/faiths or none.

Wood Edge Independent School aims to deliver the highest level of care and education based upon individual needs, in a safe positive and enriching environment, in which every student

is encouraged and supported to achieve their full potential. We strive to ensure the best possible therapeutic care is offered at WEiS. The basis for our approach is heavily grounded in our understanding of attachment and developmental trauma. We recognise that early experiences have a significant impact upon development, and *nurturing care is a powerful therapeutic experience in itself* providing the basis for further development. As such, feeling safe at WEiS, building trusted relationships, feeling adequately supported to express difficult feelings, feeling understood and building skills and resilience are key components that make the culture at in the school and homes a therapeutic one. We have developed a [My3 WEiS Therapeutic Model](#) (Appendix 3) that helps to explain the therapeutic and nurturing approach that the My3 organisation provides and how this is embedded and implemented throughout the school and all services through induction, supervision, PROACT SCIP/ MAPA training and professional learning opportunities.

We have identified 5 factors *Wellbeing, Empowerment Self-awareness, Communication and Participation* as indicators to help make it easier for a young person to discuss how they are doing at a point in time and if there is a need for support or intervention.

At Wood Edge Independent School we offer personal and individual support:

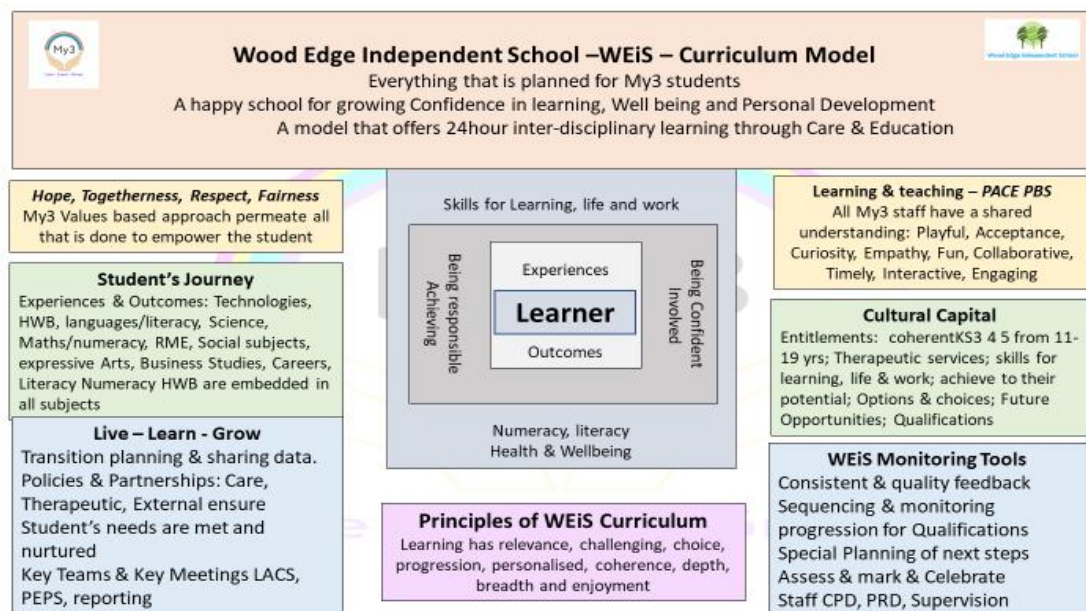
- To support students to be successful in life and awaken their curiosity in learning about themselves, their environment and instil an interest in life-long learning
- To support and prepare them to fulfil their own potential and level of independence
- To support students to find their place in society
- To promote social, mental, emotional, physical and spiritual well-being
- To develop an individual's capacity and resilience to meet change and uncertainty
- To enable students to participate in and contribute to life in Britain and the world wherever is possible

We will do this by:

- Placing the student at the centre and adopting a holistic, therapeutic, and nurturing approach within My3 care, education, and therapeutic services
- Placing every student at its heart, putting their interests first to enable their specific talents and aspirations to be nurtured and their potential realised and maximised.
- Providing opportunities to meet the educational needs of individuals who require an alternative provision at Wood Edge Independent School; mainstream secondary; further education; vocational work and/or independent living
- Providing a triad of services within the organisation including Education, Care and Therapeutic Services that work together with parents, the community, and other professionals to provide individualised learning pathways to meet the student's academic, social, emotional, and physical needs

## Wood Edge Independent School – WEiS Curriculum Model

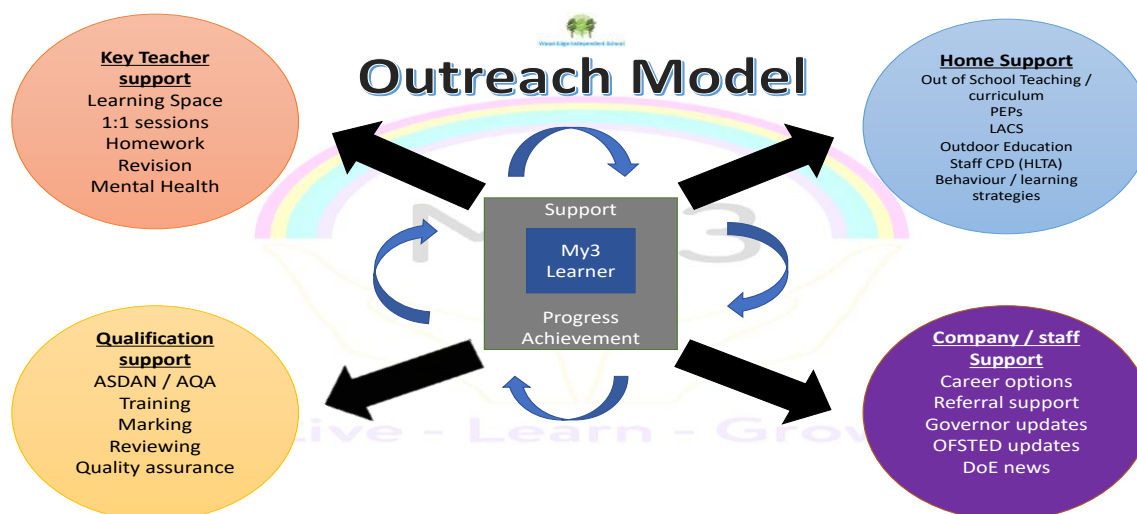
The WEiS Curriculum model is the framework, system and guide to help teachers and professionals plan their practice and is a basis for reviewing, evaluating, and improving the learning and teaching to ensure My3 meets the varied needs of all their young people.



Education outreach model: What we have done to-date and outcomes achieved: The Vision, Strategy, Goals

## Wood Edge Independent School – WEiS Outreach Model

The WEiS curriculum has one goal: *to help students learn*. No matter what their background, abilities or support needs are, the student outcomes start with a solid plan. The 24-hour Outreach Learning Curriculum does much, much more than guide lessons in Literacy, Numeracy, Health and Wellbeing it is aimed at helping and supporting bite sized steps for the young person to become Confident - Involved - Achieving – Responsible.







Incentive systems are in place, alongside opportunities to achieve both within the school setting and in the community. 1-1 therapeutic support can be accessed should a student choose to explore their life story, or work on a specific area that may require a more intensive intervention. Any transition from Wood Edge Independent School is well supported, highlighting their future needs and working closely with partners to achieve the best possible outcomes.

### **The Curriculum at Wood Edge Independent School - KS3, KS4, KS5**

We have a holistic approach, and the school curriculum is divided into 3 stages - appendix 2:

- [KS3 Curriculum Booklet](#)
- [KS4 Curriculum Booklet](#)
- [KS5 Curriculum Booklet](#)

WEiS is Ofsted registered from 11-19 years, to include a Senior Phase where pupils can gain qualifications and continue to develop social and vocational skills. The curriculum emanates with expectations of high-quality teaching and learning, encouragement and engagement, accurate assessments and feedback, planned and sustained progression and personalisation.

We believe that education is for life learning and that all students should be helped to develop as successful and confident learners, responsible and contributing individuals and that we need to be creative and flexible in finding ways of making learning meaningful and accessible for all.

The WEiS curriculum model and framework covers all the curricular areas, and also allows the teacher, in both class and outreach, that is, off-site in the home or community, considerable freedom in how the associated experiences and outcomes will be interpreted and organised.

Although Key Teachers and teams are encouraged and expected to be creative and innovative in their approach, they are responsible to the Head Teacher and meet on a weekly basis to work on curriculum development, to share best practice, and to plan themes and topics for each term.

A central aspect of curriculum delivery is linking the Individual Care Plan to the Local Authority Personal Education Plan (PEP). This is compiled at bi-annual review meetings with SMART aims being chosen, worked on, and assessed, on a termly basis. The SMART aims and related achievements are brought to the 6 monthly reviews attended by the student, parents / carers, key worker, key teacher, therapeutic services and other relevant professionals.

### My3 Principles

The benchmark around which projects and activities are arranged form the principles of our curriculum design. We believe that the in-depth and comprehensive experience of working with specific projects over a period, will help to deepen understanding and provide pupils with:

- support to develop as individuals and social beings who will be capable of having positive futures and responsible roles as adults in the wider community
- opportunities for developing skills for learning, life, and work, with a continuous focus on literacy, numeracy and health and well-being
- opportunities to achieve the highest levels they can through appropriate personal support and challenge
- supportive relationships which help them to grow and develop
- opportunities to move into positive and sustained destinations beyond school

### Arrangements – Monitoring and Tracking

Tracking and assessment of progress is undertaken as a cyclical process so that information about student's achievements, including attainment, are gathered, and tracked daily throughout the academic year:



Diagnostic support is also provided from other My3 meetings with the Operations Director to include SLT; Board of Governors; Therapeutic services; Managers; Care staff teams; Education team. For every student there is wrap around support, incentives and planning:

- SENCo, Key Teacher, Key Worker, MDT meetings are regularly held or as and when required to inform Care Plan, individual and personalised timetable, PEP, EHCP
- Marking System and Incentive Rewards – *ABLE Attendance- Behaviour- Language- Effort* - at the discretion of Head Teacher, education team, key worker and managers - to support positive behaviours
- Certificates, are presented at coffee mornings/ community meetings
- Prize giving events for each student at appropriate stages. Carers with parents / family, and social workers are invited as appropriate
- Personal Education Plan - 6 monthly reviews with local authority
- Individual Care Plan (to include social and behavioural profiles)
- Personal Learning Profile - Therapeutic Services
- Daily teacher feedback
- Subject flight paths
- Termly Progression Reports with SMART aims
- Annual School Reports
- AQA, Pearson, ASDAN and other Amazing Awards

Support for post school transition starts early and involves:

- Collaborative work with all other professionals through the Review process
- Contributing to assessments for Adult Services
- Acting as advocates for students
- Key Worker, Key Teacher, Therapeutic Services work closely with students to gain their views on the future
- Accompanying students on transition visits
- Celebrating success and maintaining contact once the student has moved on from education or the My3 organisation



## Appendix 1: SAMPLE: 24 hour Learning Planner and Rationale

SAMPLE of a 24 hour 'Personalised and Flexible Learning Planner' *Live-Learn-Grow*



Equals Curriculum model <https://equals.co.uk/>

Within the timetable below the colours indicate what areas of the curriculum are particularly progressed during the session



SAMPLE of a 24 hour 'Personalised and Flexible Learning Planner' *Live-Learn-Grow*



Sam's 24hour learning	8:00 – 10:00	10:00 – 11:00	11:00 - 13:00	13:00 – 14:00	14:00 – 17:00	17:00 – 19:30
<b>Monday</b>	Preparation for the day (wash, Dress)  <i>My independence</i>	Breakfast & staff communication  <i>Comms, P &amp; S Needs</i>	Core education Session (AM WEIS)  <i>AQA Cognition &amp; Creativity</i>	Dinner Time  <i>P &amp; S needs, independence</i>	Trip, visit and explore  <i>My World, P &amp; S needs</i>	Food and Hobby  <i>Communication, my World Visit to Crosby beach</i>
<b>Tuesday</b>	Preparation for the day (Wash, Dress)	Breakfast & staff communication  <i>Ipad music</i>	Core education Session  <i>AQA</i>	Dinner Time	Trip, visit and explore  <i>Smyth hills farm</i>	Food and Hobby  <i>Mindfulness</i>
<b>Wednesday</b>	Preparation for the day (Wash, Dress)	Breakfast & staff communication	Core education Session  <i>AQA</i>	Dinner Time	Trip, visit and explore  <i>Albert dock</i>	Food and Hobby  <i>Swimming</i>
<b>Thursday</b>	Preparation for the day (Wash, Dress)	Breakfast & staff communication	Core education Session  <i>AQA</i>	Dinner Time	Trip, visit and explore	Food And Hobby
<b>Friday</b>	Preparation for the day (Wash, Dress)	Breakfast & staff communication	Core education Session  <i>AQA</i>	Dinner Time	Trip, visit and explore	Food and Hobby  <i>Making own pizza</i>



## SAMPLE of a 24 hour 'Personalised and Flexible Learning Planner' *Live-Learn-Grow*



### KEY



= ASDAN short courses being taught, or is an opportunity to be taught in this session(PDP)



= AQA units being taught (Art, numeracy, shapes, literacy)

### Rationale and Additional Notes

- The personalised 24-hour learning programme for Sam has been developed in collaboration with My3 care and education services and to specifically include the My3 Home and Wood Edge Independent School <https://www.my3ltd.co.uk>
- The learning programme has been adapted from Sam's home activity planner that has been implemented since Sam started placement May 2022.
- The Timetable ensures Sam's educational entitlements are met and embeds all the *Functional Skills* and *Daily Life Learning Experiences* that is carried out with the wrap around care team at White Meadow
- The implementation and impact of the learning and teaching is based on the 6 point *Equals Curriculum* <https://equals.co.uk/> and adapted from the formal National Curriculum that works on milestone statements and specifically supports pupils that have complex SEN: 6 point *Equals Curriculum* .....My Learner Outcomes and Experiences ...Independence; Communication; Cognition; Creativity; Physical and Sensory Needs; Wider World
- This model will be embedded into the My3 Outreach education model and the My3 Model *live learn grow*. All learning is triangulated and evidenced with Quantitative, Qualitative and Observational data to include reports, photos, paintings, discussions etc.
- All learning will go towards achieving the wider qualifications – ASDAN short courses and the PDP programme; AQA single units
- This programme will support any yp with complex SEN in a transition into a mainstream school



## Appendix 2:

The school curriculum is divided into 3 stages KS3 KS4 KS5 ranging from 11-19 years

- [KS3 Curriculum Booklet](#)
- [KS4 Curriculum Booklet](#)
- [KS5 Curriculum Booklet](#)

### Mapping the curriculum onto EHC areas of need:

Students at Wood Edge Independent School follow a multi-faceted curriculum which is highly personalised in nature, meeting the student at an appropriate developmental level, particular learning priority and differentiated to individual learning preferences. Below are some ways in which the 4 EHC areas of need are addressed within the school curriculum.

Cognition and Learning	Communication and interaction
Core and Foundation National Curriculum Subjects	Morning routines Intensive interaction

Educational Visits/Field Trips	Guest Speakers
<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory</b>
Celebration assemblies Structured breaks Community engagement School reward systems Work Experience	Physical Education Horticulture Trips

<b>Key Stage 3 (Ages 11-14)</b>
<p>The Wood Edge Independent School Key Stage 3 curriculum aims to build on the learning experiences that students bring from their primary school years. It aims to support the empowering of our students to achieve their potential, and to make informed and responsible decisions throughout their lives. The learning opportunities provided should help our students to develop as individuals, contributors to society and contributors to the economy and environment. With work alongside the care team and therapeutic services it supports our students grow and progress positively into their teenage years.</p> <p><b><u>KS3 subject curriculum list</u></b></p> <ul style="list-style-type: none"> <li>· Maths (National Curriculum)</li> <li>· English Language &amp; Literature (national curriculum)</li> <li>· ICT</li> <li>· Humanities</li> <li>· PSHE</li> <li>· P.E</li> <li>· Technology (Food)</li> <li>· Art</li> <li>· ASDAN—Bronze</li> <li>· Science (national curriculum)</li> </ul>
<b>Key Stage 4 (Ages 15-16)</b>

The Wood Edge Independent School Key Stage 4 curriculum aims :

- To provide a balanced, accessible and relevant range of learning experiences
- To know our students - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them
- To develop our students as learners and as people such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our students with the most up to date information, advice and guidance on opportunities that they will have after leaving

#### **KS4 subject curriculum list**

- Maths FS and EDEXCEL GCSE
- English Language & Literature FS and EDEXCEL GCSE
- ICT / Business Studies BTEC or AQA units
- Humanities AQA units
- PSHE AQA Units
- P.E
- Technology (Food) Short Course BTEC
- Art AQA Units
- ASDAN—Silver (if completed bronze)
- Science AQA Units

### **Key Stage 5 (Ages 16-19)**

The aim of the Key Stage 5 curriculum at Wood Edge Independent School is to prepare students to access ambitious destinations. Through diving deep into the knowledge skills and understanding of subject area, we aim to motivate students to gain a thorough grasp of what it means to be a academic within subject disciplines.

The curriculum is designed to build on the learning that pupils have already had in Key Stage 3 and 4 and elevate their understanding to new heights. We aim for our pupils to have mastery or aboard range on topics within the subject, of a contextual and conceptual nature.

#### **KS5 subject curriculum list**

- BTEC (L1 & 2)
- Functional Skills (L1, 2)
- GCSE (Maths & English)
- Art
- Food Technology
- Outdoor Education
- Careers
- ASDAN Gold (if passed silver)

**In addition to the above, all young people at Wood Edge Independent School will additionally have access to:**

- Weekly themes for PSHE/SMSC/Citizenship and intervention work
- Deeper Learning Days based upon subject based projects – 1 per half term
- Key Teacher Time – to foster a positive professional relationship with a key member of staff to support their learning
- Access to impartial and independent careers advice

### APPENDIX 3

### My3 WEiS Therapeutic Model



My3 Therapeutic Model: *Live – Learn – Grow*







Here at My3 we provide the hands that can work with individuals, teams and across entire organisations to support strategic, purpose-driven change and cultural transformation so that a young person can live, learn and grow into their full potential.

We wanted to provide a model of care that helped to explain the therapeutic value of the service the organisation provides and how this is embedded and implemented throughout the process.

We have identified 5 factors Wellbeing, Empowerment Self-awareness, Communication and Participation as indicators to help make it easier for a young person to discuss how they are doing at a point in time and if there is a need for support or intervention.

**Wellbeing** of is at the heart of the My3 approach so that a young person can grow up feeling cared for, safe, respected and can realise their full potential.

My3 believes that every young person should be **empowered** to be **self-aware** and have the confidence to **communicate** and **participate** at home, in school and the wider community.

As each young person is unique there is no set level of wellbeing that should be achieved – every person is helped to reach their full potential as an individual.

The 5 factors indicated help make it easier for everyone to be consistent in how they consider the quality of a young person's life at a particular point in time.

My3 staff and young people can use these factors to identify what help a young person needs to access the right support or advice.



## Wellbeing:

To encourage a balanced lifestyle which will create positive wellbeing with the young people we support.

We use indicators of wellbeing to give a comprehensive overview of how a young person is doing across all aspects of their emotional and physical health and wellbeing, and to identify if there is a need for support. Where a specific need is identified, we support young people to access relevant local services, and also provide support via our own therapeutic services.

This can be achieved by:

- Providing a safe and nurturing environment which promotes healthy personal development. Ensuring protection from abuse, neglect or harm. Access to positive relationships and support.
- Maintaining good physical health – ensuring access to the appropriate health services such as doctors, dentist, opticians etc.
- Promoting healthy and nutritious lifestyle- nutritious eating plans, physical activity programmes, sleep hygiene plans.
- Balanced lifestyle- support to engage in a range of purposeful and meaningful activity in areas of self-care, productivity and leisure.
- Development of clear understanding of roles and responsibilities and support to meet these.



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## Empowerment

To support the young people within our care to recognise they are empowered and achieve independence where possible.

We aim to work alongside young people in a collaborative way; ensuring that they have involvement in and ownership of their plans. We aim to increase independent living, problem-solving, and thinking skills in order to improve quality of life and reduce the impact of barriers. We celebrate every success; giving young people a feeling of pride and achievement, and improving their confidence and self-esteem.

This can be achieved by:

- Supporting development of independence skills – self-care, domestic skills, preparing for employment.
- Encourage the young person to take responsibility and be accountable for their own choices and decisions.
- Reflective practice- used to explore past experience and considering what can be learned from these and used to improved future experiences (careful not to step into the realms of therapy).
- Promote creativity- help the young person to learn how to adapt and problem solve to overcome barriers.
- Improve Self Esteem and Confidence – effectively expressing their wants and needs, and ensuring these are met safely.
- Resilience building – learning to cope with and overcome disappointment, changes in plans, breakdown of relationships.



## Self-awareness

To foster self-awareness and allow the young people to develop skills in self-regulation.

We aim to provide an environment in which young people can explore their identity and feel proud of their differences, without pressure to mask or try to fit in. We support young people to develop their self-confidence and resilience, and we adopt a collaborative approach to risk management; teaching young people skills which allow them to be aware of their own needs, preferences, and differences so that they can learn to self-regulate and manage their own risks.

This can be achieved by:

- Educating in emotion regulation- being able to recognise and label emotions and build skills in how to effectively respond to and manage these.
- Providing a nurturing home within a family setting and with additional help if needed – modelling and fostering appropriate and effective relationships.
- Self-identity – building confidence in their own identity and how to safely and effectively express this. Explore and expand leisure interests and peer relationships.
- Sensory aware – understanding of sensory needs and recognise potential trigger, exploring how to effectively plan for and manage sensory experiences.



## Communication

To promote the achievement of effective social communication and interaction skills in the young people we support

We recognise all forms of communication as valid and aim to ensure that all young people have the tools to make their needs, wishes, and feelings known as well as being able to engage in reciprocal social discussion. Our staff are trained in a variety of different communication approaches so that they can successfully support young people whatever their preferred method of communication.

This can be achieved by:

- Providing the opportunity to be heard and be involved in decisions about themselves.
- Respecting their opinion and decisions even when these may not be the ones we would make for them (considering competence in the process)
- Support improvement receptive skills – considering how best to share important information and ensure that the message is understood.
- Encouraging collaborative engagement to build skills in social skills.
- Utilising alternative and augmented communication (AAC) where appropriate – such as forms of gestural or sign supported communication, visual rather than verbal.



## Participation

To inspire the young people we support to participate as fully as possible in society and attain their full potential

We aim to support young people to participate fully in their chosen education or training pathway, and to find meaningful work experience or employment as appropriate. We support young people's engagement in leisure and social activities and staff will try out new things with young people to help expand their experiences. We encourage young people to participate in reviews and meetings about their care, education, and therapy at a level which is relevant and meaningful to them.

This can be achieved by:

- Providing help to overcome social, educational, physical and economic inequalities.
- Identifying opportunities and encouragement to choose and play active and responsible roles with guidance and support as needed – community engagement where appropriate.
- Promote inclusion – actively engage in a range of identified leisure interests and support exploration of a broader range of interests.
- Provide support so the young person can manage transitions and successfully adapt to change manage uncertainty
- Identify the best education opportunities and support achievement of qualifications that will support life aspirations.
- Encourage the young person to effectively contribute to society through engagement in the community.