



Resicare Alliance

Curriculum Policy

Document Control

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Overview

Blossom Rose School is for young people in residential care aged from 7 – 11yrs old who are unable to attend mainstream education. Blossom Rose School is attached to the registered home and will offer education for up to 6 young people.

We believe in giving looked after children the same opportunities for their education and futures as any other children.

We will help our looked after young people with SEMH and trauma to access ability appropriate education and qualifications and move successfully to their next place of learning, be it a return to mainstream education or a similar secondary setting.

We offer a therapeutic approach with teaching staff joint trained as therapeutic practitioners. We will help our young people disengaged from education to re-engage, increase their attendance and develop a love of learning through a nurturing environment, a bespoke tailored curriculum and access to outdoor learning.

Purpose and Vision

Blossom Rose School will provide a specialist therapeutic and holistic curriculum to support its students who have experienced trauma and are full time residents in the home aged between 5 – 11yrs of age.

For many young people, mainstream educational is not the best option due to extensive risk factors. Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Blossom Rose School and so they often begin their education here with attainment levels and skills that are significantly below average.

Our curriculum promotes academic progress, life skills development, and emotional well-being, helping each student achieve their full potential in a safe and nurturing environment. Our guiding principles are **Inclusivity, Engagement, Flexibility, and Growth**.

Curriculum Aims

Our aim and values are focused on maximising every pupil's potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible. We provide a tailored curriculum that aligns closely with our pupils' abilities, interests, and aspirations. It is broad, balanced, and responsive to individual needs, incorporating therapeutic support where necessary. The curriculum emphasises resilience-building and prepares pupils for the next stage of their lives. A 'golden thread' will be on mental health issues, trauma and anxieties addressing manifestations such as self-isolation, and communicative behaviour indicators that may seem threatening in mainstream settings.

The curriculum at Blossom Rose School is designed to:

- Provide personalised and accessible learning experiences that account for individual strengths, needs, and learning styles.
 - Develop essential skills in literacy, numeracy, and communication to support independence and future opportunities.
 - Encourage social and emotional development, fostering self-confidence, resilience, and positive interactions.
 - Equip students with practical life skills, preparing them for the next stages of education, employment, or daily living.
 - Support creativity, physical health, and personal interests through a range of subjects and activities.
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- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for return to external/mainstream education and/or skills and future learning and employment.
 - Tailor individual learning to ability levels with the key stages rather than expected age/year levels which may be unachievable.
 - Allow time in the timetable for therapy sessions and off-site therapeutic interventions, including alternative provisions.
 - Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
 - Support pupils' spiritual, moral, social and cultural development. • Support pupils' physical development and responsibility for their own health and enable them to be active.
 - Promote a positive attitude towards learning.
 - Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
 - Equip pupils with the knowledge and cultural capital they need to succeed in life.
 - Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
 - Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
 - Promote the learning and development of our youngest children and ensure they are ready for secondary school.
 - Work towards each pupil's next steps for when they leave the residential provision.

Intent

Our curriculum will provide our young people a broad and balanced education, ensuring comprehensive coverage, meaningful experiences, and continuous progression. We support a diverse range of learners, creating opportunities for every young person to grow into independent, confident, and happy individuals, enabling them to reach their full potential and prepare for their future.

Alongside academic achievement, we will promote a nurturing learning environment that prioritises well-being and engagement, tailored to each child's age and stage of development. There will be scope and opportunities for each young person to work on their own individual outcomes throughout their learning journey.

There will be a focus on quality of education and providing education based on ability not just chronological age group due to SEMH needs and gaps in learning. The curriculum offer will therefore be adapted to our young people and also invite input from the professionals of each young person.

We will also be able to offer some of our education off-site for PE and projects and we will also work with Virtual Schools to outsource some of the timetable to local therapeutic Alternative Provisions, if required, so that education is not limited to classroom settings.

Therapy sessions will also be given precedence of being included within the timetable.

Implementation

Our curriculum is built on the principle of flexibility, ensuring it adapts to the needs, interests, aspirations, and strengths of our pupils. Rather than expecting pupils to conform to a rigid model, our approach is designed to fit around them

So that we provide our pupils with the best opportunities, we will offer a curriculum that draws from the National Curriculum.

Learning levels will be assessed and the implementation of learning will be by ability, need and achievement rather than on traditional age and year group. This will enable us to work with each pupil at a level which nurtures and improves their learning rather than setting unrealistic expectations.

‘This also applies to any pupils who are in the gifted and talented bracket – allowing a degree of flexibility to collaborate with virtual schools to introduce accelerated learning pathways and offer additional teaching, tutoring and support to achieve their specific goals.’

Due to our small number of pupils, tailored approaches and curriculum flexibility, we will be able to meet the needs of all our learners.

All our pupils will have termly PEPs during which goals will be set and pupil premium may be available for any additional interventions.

Many of our pupils will have EHCPs which will be incorporated into each learning plan and adhered to for any interventions and teaching adaptations.

Impact / Intended Outcomes

Due to offering a personalised and adapted curriculum, it is intended that Templecroft School will:

- Address and implement the specific needs of individual pupils as outlined in their EHCP by delivering appropriate teaching, interventions and learning opportunities.
- Engage pupils with development opportunities and encourage learning.
- Create a positive and nurturing learning environment.
- Allow pupils to be children and enjoy learning and activities after potentially having to deal with issues beyond their years.
- Give pupils opportunities to develop their skills and close any gaps in learning.
- Empower pupils to reach their full potential and achieve personal successes.
- Enable pupils to move successfully to their next place of learning, be it a return to mainstream education.

Curriculum Structure

Throughout our curriculum offer we will focus on subjects from the National Curriculum. Whilst independent schools are not obliged to follow the national curriculum, each school must deliver a broad and balanced curriculum including English, Maths and Science, as appropriate to each key stage. We aim to give young people a Key Stage appropriate curriculum which will be adapted to their needs.

Our curriculum is structured around **Core Subjects**, **Specialised Subjects**, and **Life Skills and Personal Development**.

Core Subjects

These subjects focus on essential academic skills, adapted to each student's learning level and pace:

English will be delivered at each Key Stage in line with the National Curriculum. The focus will then be on developing communication skills and increasing the command of language through listening, speaking, reading and writing throughout every subject. Particular attention will be given to the enjoyment of reading throughout every key stage with reading time at KS2.

Maths will be delivered at each Key Stage in line with the National Curriculum. The focus will be on developing calculation skills, recognising relationships and patterns in numbers and space, and enhancing pupils' logical thinking and clear expression. Mathematical knowledge and understanding will be developed through diverse approaches, including hands-on activities, exploration, and discussion.

Science will be delivered at each Key Stage in line with the National Curriculum, however we recognise that this can be a difficult subject to catch-up if content has been missed. Science is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. For example: observing, forming hypotheses, conducting experiments and recording their findings.

Specialised Subjects

These subjects help students develop an understanding of human societies, cultures, and environments, fostering critical thinking, analytical skills, and a broader perspective on historical and contemporary issues.

History will be delivered at each Key Stage in line with the National Curriculum.

Geography will be delivered at each Key Stage in line with the National Curriculum.

PSHE will be delivered at each Key Stage in line with the National Curriculum. The curriculum for Personal, Social and Health Education will encompass guidance and understanding of moral values, family life, citizenship, sex and relationship education and also spiritual and religious beliefs.

Art and Design / Expressive Arts subjects will be delivered with a more project-based approach to enable a therapeutic delivery. Projects will be devised using age-appropriate materials from the key stages without putting pressure on pupils and time can therefore be taken to enjoy the experiences in a mindful way as well as find achievement and success in end results. Each key stage will experience a varied curriculum of arts, crafts, music, drama and design. Extra-curricular activities will also be encouraged at all levels in these subjects.

Physical Education seeks to enhance pupils' physical control, co-ordination and skills whilst encouraging creativity in movement. Pupils will also be able to gain knowledge and understanding of fundamental fitness and health principles. PE will be timetabled at all Key Stages twice a week and physical movement will be encouraged during the day and extracurricular. Being outdoors has a range of health benefits and the grounds of the property are able to be used for individual, team games and sports. Furthermore, there will also be opportunities to use local sports clubs and facilities.

Cooking is offered at KS2 to promote nutritional awareness, practical life skills, healthy living, independence and food preparation techniques. KS1 & 2 embeds all of these skills into projects.

SMSC

Blossom Rose School will be supporting and engaging SEMH pupils who have experienced trauma and potential education disengagement. The culture of the school will reflect the investment into SMSC for all pupils. The school is non-denominational and pupils of all faiths and beliefs will be encouraged to respect each other and work together whilst still on their individual journeys. SMSC will be embedded into all aspects of the curriculum including PSHE, assemblies and themed days and be at the forefront of enrichment and project topics.

- Developing positive relationships and teamwork skills.
- Learning respect, cooperation, and conflict resolution.
- Participating in community activities and leadership roles.
- Understanding democracy, rights, and responsibilities in society. Pupils will be encouraged to:
 - Reflect on personal beliefs, values, and experiences.
 - Develop curiosity and a sense of wonder about the world.
 - Engage in discussions on faith, meaning, and purpose.
- Explore creativity through arts, literature, and philosophical thinking. Pupils will learn to:
 - Distinguish between right and wrong and make responsible choices.
 - Understand the consequences of their actions.
 - Develop respect for the rule of law and ethical responsibilities.
 - Engage in discussions on moral dilemmas and social justice.

Sub Note - parental right to withdraw from sex education and religious education is done so in writing or through the social worker if on a full care order.

Life Skills and Personal Development

These components are integral to fostering independence, social awareness, and emotional resilience:

- **Social and Emotional Learning (SEL):** Lessons and activities focusing on self-awareness, emotional regulation, empathy, and positive relationships, helping students develop social competence.
- **Life Skills Training:** Practical skills such as personal hygiene, money management, cooking, and household tasks, preparing students for increased independence.
- **Work-Related Learning and Transition Skills:** For older students, introducing skills related to the workplace, such as communication, punctuality, teamwork, and vocational exploration.

Teaching and Learning Approaches

- **Individualised Learning Plans (ILPs):** Each student has a customized plan that outlines specific goals, strengths, and needs, regularly reviewed and updated in consultation with teachers, therapists, and families.
- **Differentiated Instruction:** Lessons are adapted to various learning levels, using multi-sensory approaches, visual aids, and technology to meet individual needs.
- **Small Group and One-to-One Support:** Students benefit from small class sizes, with additional one-on-one support from specialized teachers and support staff where needed.
- **Use of Assistive Technology:** Technology such as text-to-speech software, communication devices, and interactive learning tools is integrated to enhance accessibility and engagement.

Assessment and Progress Monitoring

Assessment at Blossom Rose School is tailored to reflect each student's progress in a meaningful and supportive way:

- **Baseline Assessments:** Initial assessments help establish each student's starting point in core areas, forming the foundation for ILPs.
- **Formative Assessments:** Ongoing, informal assessments such as observations, portfolios, and quizzes are used to monitor progress and inform adjustments in teaching approaches.
- **Progress Reviews:** Formal progress reviews occur termly, involving teachers, students, parents, and other relevant professionals to assess growth and set new goals.
- **Celebrating Achievements:** Achievements are celebrated through awards, certificates, and displays, focusing on individual growth and personal milestones.

Supporting Students with Additional Needs

Blossom Rose School recognises the unique needs of each student, especially those with more complex learning difficulties. We provide:

- **Access to Therapies:** Speech and language therapy, occupational therapy, and behavioural support are available as needed, integrated into each student's ILP.
- **Behavioural Support:** Individualized behavioural plans, focusing on positive reinforcement and understanding each student's triggers, are created to ensure a supportive learning environment.

Sub note –

Although the school does not currently have any students with an identified EAL profile, we recognise the importance of having robust provision in place to meet the needs of any future learners for whom English is not their first language.

Our curriculum is designed to be inclusive, accessible, and adaptable. Should an EAL student join the school, targeted support will be implemented promptly, including:

- Initial assessment of language proficiency
- Access to differentiated teaching materials and strategies
- Staff training on EAL pedagogy and cultural inclusion
- Collaboration with parents/carers and, where appropriate, external agencies

By maintaining this readiness, we ensure that our curriculum complies with statutory requirements and can respond swiftly to changes in the school's demographic profile, ensuring equality of access and opportunity for all learners.

Extracurricular Activities

To support a well-rounded education, Blossom Rose School can look at supporting students to attend a number of enrichment opportunities:

- **Extracurricular Activities:** Clubs and activities in sports, arts, gardening, and more, allowing students to explore new interests.
- **Community Engagement:** Community outings, field trips, and partnerships with local organizations help students connect with the world around them and practice social skills.

Curriculum Review and Development

The curriculum is reviewed annually to ensure it remains responsive to the evolving needs of our students. Feedback from staff, students, and external agencies is incorporated into updates and adjustments.

Roles and responsibilities

The Local Governing Body (LGB)

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LGB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the assessment procedures.
- It participates actively in decision-making about the breadth and balance of the curriculum.

The Head of Education / Headteacher

The Head of Education is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils 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 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-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Teaching Staff

Teachers and support staff will ensure that the school curriculum is implemented in accordance with this policy and take on responsibilities for development and management of key curriculum areas and subjects.

Care Staff

Will support teachers and support staff during education for pupils who need additional help.

Care staff will receive in-house LSA training by the Head of Education.

Pupil Progress

For looked after children, education targets are set termly within PEP meetings attended by the Care Home Manager or Deputy, the Head of Education, Social Care and Virtual Schools as well as the pupil who should have an active voice in their learning.

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is reviewed and moderated monthly.

This is further outlined in our Pupil Assessment procedures.

Monitoring arrangements

The Head of Education will monitor the way the subjects are taught throughout the school by:

- Holding planning sessions during inset days and scrutinise throughout the year.
- Conducting learning walks and following a robust Quality Assurance Calendar and this is supported by the external QA team for the organisation.
- The analysis of classroom documentation and materials, such as forward plans, schemes of work, learning or lesson plans, pupils' work, homework and classroom display.
- Supporting teachers and HLTAs and providing relevant CPD as well as annual appraisals against the teaching, TA and HLTA standards
- Other monitoring such as health and safety, financial management, attendance, staff development, child protection, ethos, partnership with other agencies will be in their relevant policies.
- Overall monitoring of the provision will be led by the school development plan and yearly review. In the first year, reviews will be held termly.