



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Curriculum Guarantee Policy

Approved by TCES Operational Board on
behalf of Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2025

This policy applies to all The Complete Education Solution
(TCES) schools and services

CONTENTS

TCES Curriculum Guarantee	3
Rationale.....	3
Curriculum Intent.....	3
Schools Proprietor's vision	3
Our Schools and Services.....	3
Journey of Change: The TCES Step Down Model	5
School Step Down Process.....	5
The Curriculum Messages Delivered by the TCES Community Values.....	6
Curriculum Aims.....	6
Our curriculum aims to create:.....	6
● Successful Learners:	6
The TCES Five Part Curriculum	7
1. Academic and Vocational Curriculum	7
2. Enrichment	8
3. Engagement	8
4. Therapeutic	8
5. Pupil Leadership	9
The TCES Big Picture Curriculum	10
Methods of Curriculum Delivery	10
Blended Offer	10
Seamless Learning from School to Home	11
Transition Curriculum Rationale.....	11
Implementation	11
The TCES Transition Curriculum	11
The TCES Big Picture Curriculum [From October to Term 6]	12
Cross Company Timetable	14
TCES Specialisms.....	14
Leadership through the LIFE Programme	14
Leadership Week (Including Careers Guidance)	16
Arts Specialism	17
Curriculum Enrichment	20
Charity Days.....	20
Post 16 Provision	21
Intent	21

TCES Curriculum Guarantee

Rationale

This Curriculum Guarantee sets out to detail the Curriculum intent for the schools and services, the resources, approaches and opportunities for its implementation and the ways that we will measure, recognize, and celebrate the impact.

This curriculum statement derives from the agreements made amongst the School Support Team and constitutes TCES curriculum policy and practice as implemented in all TCES schools. It works alongside our Five Part curriculum and specifies our commitments to our pupils in Academic (including vocational) education. We set out to provide the broadest possible curriculum offer for our pupil cohort whilst considering their complex needs and engagement levels. We offer subjects and experiences beyond the national curriculum that are relevant to preparing our young people to enter the world of work and thrive as adults. Time on these subjects slightly curtails the range of traditional subjects we are able to offer but does not diminish the breadth of the curriculum.

It gives all pupils “experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;” as required by The Revised Education (Independent School Standards) (England) Regulations January 2015.

Curriculum Intent

Schools Proprietor's vision

As TCES' CEO and Schools' Proprietor, my personal vision sees our schools as inclusive, thriving, socially and emotionally healthy communities - this vision is driven by my deeply held belief that human beings thrive in positive environments. These schools and our social enterprise must lead the way 'Towards a National Model of Excellence'. To enable this to happen TCES staff, parents and pupils must be supported to own and deliver the community values of our schools and services, which are:

- We expect the very best from each other
- Develop a strong work ethic
- Respect and appreciate all difference
- Include everyone and exclude no one
- Listen to and involve everyone
- Never give up on each other

Our Schools and Services

Our schools and services are learning communities in which pupils, staff, parents, carers and visitors are made to feel welcome, valued and safe. Many have comorbid diagnoses and underlying speech, language, and communication needs. All have Educational Health and Care Plans, and their needs cannot be met by mainstream provisions.

Every pupil is unique with their own special talents, and we help develop these in a calm and respectful environment, with clear rules and a fair understanding of one another. We provide

every pupil with an individualised programme which will support their transition into the school environment.

Our pupils are provided with opportunities to develop self-esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of school.

We believe it is possible for every pupil, perhaps for the first time, to enjoy their education and achieve their potential, so they can hope and plan for a better future.



TCES East London provides specialist day education across two sites for exceptional neurodiverse children and young people between the ages of 7 to 19 years old. All of them have Education, Health & Care Plans, typically with a diagnosis of SEMH (social, emotional and mental health) and/or ASC (autism spectrum conditions) and associated conditions.



Nurture Primary, part of TCES East London offers a safe, therapeutic and nurturing environment for children aged 7-12 who are likely to have diagnosed mental health conditions relating to relational developmental trauma and attachment difficulties or autistic spectrum conditions including sensory processing difficulties. We are a Nurture International School that has adopted a developmentally led, Trauma Sensitive approach.



A unique Education Other Than At School (EOTAS) provision, whose primary task is to step-down its students from high-intensity Multi-Disciplinary services, beginning in the family home or local community for young people unable to access a school setting. Create in the Community provides education (academic, vocational and LIFE skills building), clinical, therapeutic and family intervention to the most complex and co-morbid ASC and SEMH pupils.



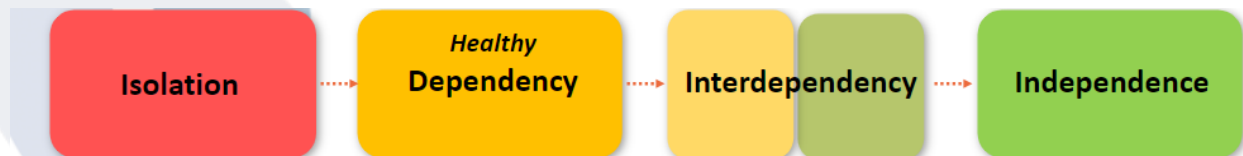
North West London provides full-time education for children and young people between the ages of 7 to 19 years old. All of them have Education, Health & Care Plans, typically with a diagnosis of SEMH (social, emotional and mental health) and/or ASC (autism spectrum conditions) and associated conditions.



TCES NOS offers short-term one-to-one distance or home/community education to children and young people between the ages of 5-25 currently without school-based SEN provision in London. Whether a child or young person is awaiting a placement from a TCES school, another school or service, or is without an integration plan, TCES NOS offers immediate support.

Journey of Change: The TCES Step Down Model

At TCES we recognise that Inclusion must be integrated through everything that we do for the young people we work with to reach their full potential. Our Inclusion Model is based on the assertion that 'together we're better' and we aim to get all young people to a place where they are learning independently in a group.



The model above shows the journey of change from Isolation to Dependency to Inter-dependency to Independence. Young people join us at all different stages of their own journey, and we aim to support them in progressing towards independence. 'Every child in full time group education or working towards it' is our motto.

The following diagrams show in more detail the pathway that a young person might take from referral to being fully immersed into a TCES school.

School Step Down Process



Pupils may join a school or service at any point in the Step-Down Model and their holistic journey will be tracked through their individual Pathway Plan.

The Curriculum Messages Delivered by the TCES Community Values

TCES Community Values:

We expect the best from each other

- Develop a strong work ethic
- Respect and appreciate all differences
- Include everyone and exclude no one
- Listen to and involve everyone
- Never give up on each other

We have high expectations of all pupils' success in every aspect of learning and achievement and firmly believe that expectations shape performance. Our pupils have a broad range of backgrounds and abilities and every single one of us contribute to the personal development, progress, and experience of the pupils in our schools and services. We do this by ensuring that our pupils have a meaningful voice and fully participate in all aspects of the running of our schools and by the example we set not just in lessons but around our schools or services and in all our dealings with the pupils. It is vital that we treat each other with integrity and respect and are fair and consistent in our approach to everyone in the community. We pride ourselves on the positive relationships that exist in the schools and services and on the creative environment in which we work. We believe that all our pupils have hidden talents that need to be found, nurtured, and supported. Our respect, integrity, behaviour, ambition, resilience and humour all form part of the curriculum diet offered to all our pupils.

Everything that we do, along with each decision that we make, must be centred on the pupils' learning and achievement, as we seek to enable every pupil to meet and exceed their apparent potential. We never give up on a pupil and we have never permanently excluded a pupil. We believe in every pupil's ability to succeed in our schools and services and our Therapeutic Educational approach ensures the very best of education, inclusion, and clinical input to make this vision a reality – truly Integrated Services.

We are all privileged to be working with the pupils at our schools and services and to have the opportunity to make a significant contribution to their future life choices. Our pupils have an enormous amount of potential, and we are all part of an incredibly dedicated and talented staff team who all ensure that we support this potential through to fruition.

Curriculum Aims

Our curriculum aims to create:

○ **Successful Learners:**

Who enjoy, make progress, achieve and 'love to go to school'.

○ **Young Leaders:**

Who lead themselves, lead others and lead in their communities.

○ **Confident Individuals:**

Who can live safe, healthy, and fulfilling lives.

○ **Responsible Citizens:**

Who can make positive contributions to society.

○ **Independent Adults:**

Who can work with others and be healthily independent when required.

Our curriculum will:

- Address disadvantages and disruptions
- Be engaging and enjoyable
- Be broad and balanced and promote community and environmental values
- Be supported by a therapeutic milieu and our 10 Principles of Therapeutic Education
- Address each pupils' own level of need and ensure best safeguarding practice
- Enable pupils to negotiate independent pathways from social isolation to independence

The TCES Five Part Curriculum

Our Five Part Curriculum is designed to meet the educational, therapeutic, social, emotional, and mental health needs of our pupils.

It is the policy of TCES that all pupils will have access to a broad and balanced curriculum that addresses the difficulties that have caused them to be referred to us.



1. Academic and Vocational Curriculum

We have very high expectations of our pupils and as such - our schools and services offer a wide range of nationally accredited courses including, but not limited to:

- A Levels; GCSEs
- BTECs
- Entry Levels
- Functional Skills in Literacy and Numeracy
- English Speaking Board Assessments in Speaking, Debating, Communication and Interview Skills
- AQA Awards
- ASDAN Bronze, Silver and Gold Awards
- ASDAN Award / Certificate in Personal Effectiveness Levels 1,2 and 3; and
- Prince's Trust

As well as a wide range of shorter courses, for example: Food Hygiene, Food Studies, First Aid, Sports Leadership UK, Virtual College Courses and Driving Theory etc.

2. Enrichment

Our pupils benefit from participating in a variety of activities designed to enrich and enhance their TCES experience. Our enrichment curriculum is intrinsically linked to elements of spiritual, moral, social, and cultural (SMSC) education as well as our own Community Values, Community Cohesion, British Values including Britishness, Public Institutions and Every Child Matters.

The added element of our enrichment curriculum aims to find and nurture the often-hidden talents of each pupil. The enrichment curriculum responds to the interests and aspirations expressed by our pupils, including charitable endeavours and community-based service, and opportunities for genuine leadership roles within and beyond school. This last element is supported by regular and frequent training of a high standard, often leading to accreditation, such as our Level 2 qualifications for Peer Mentoring, traineeships, and apprenticeships. Their enrichment opportunities can lead to career pathways for our pupils to move from entrant to employment within TCES.

3. Engagement

A significant percentage of our pupils are able to join our schools after a short internal induction however, some of our pupils may require individualised support to enable them to flourish in small group full time education. We take a whole school approach to monitoring pupil engagement (attendance, behaviour, engagement with learning and therapy) and respond to instances of poor engagement with appropriate strategies tailored to pupils' individual needs.

In line with our Community Value that 'we never give up'; we never permanently exclude our pupils. Neither do we fixed term exclude. For those pupils who either need a brief respite from the stresses of group education or who need a re-engagement/refocus programme back into our school or services, we provide in school, community, or home-based refocus programmes.

4. Therapeutic

We offer a wide range of Therapeutic, Clinical and Inclusion interventions including Occupational Therapy, Speech and Language Therapy, Art Therapy, Drama Therapy, Relationship Mentoring, Leadership and Life Skills Coaching, Sensory Profiling and Group Process. Additional therapies including Counselling, Music, Equine Therapy etc. can be made available upon request, for specific pupils as identified in their EHCPs.

The therapeutic educational approach creates emotionally healthy communities that encourage pupil and parent voice and participation and provide frequent opportunities for group work. Our quality therapeutic learning environments support pupils to address barriers to learning in a healthy and safe manner.

All our schools and services use a unique educational tool called the Boxall Profile to monitor, review and support children's emotional and social development. This resource improves knowledge and understanding relating to the child's emotional and social development. It helps staff to apply this understanding to set developmentally appropriate goals for our pupils in emotional and social domains and provides a framework to monitor emotional and social development.

PRINCIPLES OF THERAPEUTIC EDUCATION

- 1 We understand neurodiversity
- 2 We understand attachment
- 3 We use relationships for recovery
- 4 We are consistent & predictable
(Expectations, rewards and consequences)
- 5 We view behaviour as communication
(Emotional, sensory and physical needs)
- 6 We have unconditional positive regard for pupils
- 7 We co-regulate and role-model for pupils
- 8 We demonstrate inclusive, strengths-based practice
- 9 We develop emotional literacy
- 10 We develop leadership & life skills

TCES

THE COMPLETE
EDUCATION SOLUTION

CREATING POSITIVE JOURNIES FOR LIFE AND LEARNING

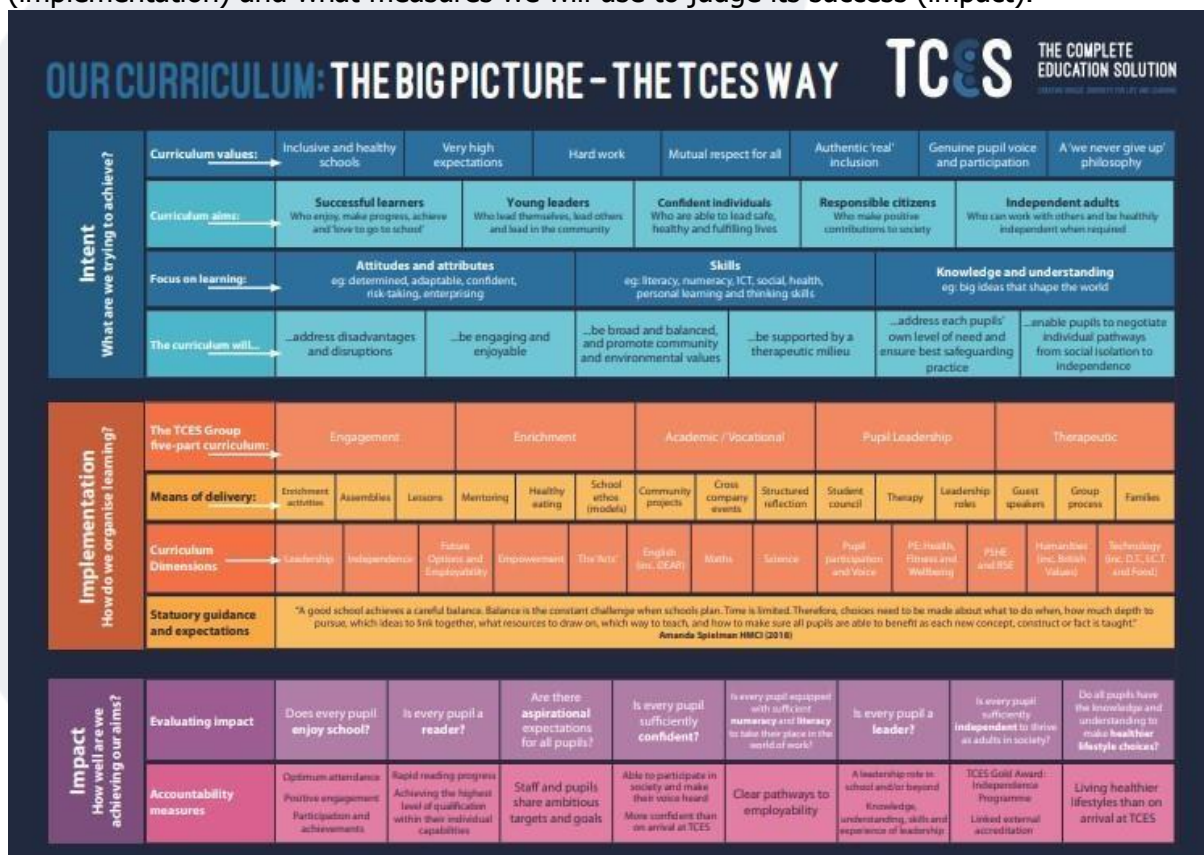
Our academic offer is underpinned by our 10 Principles of Therapeutic Education which pervade all that we do in school and is embodied by all staff at every level.

Leadership, through the LIFE Programme, gives students a sense of pride and responsibility, which are often rare feelings for excluded pupils. Developing leadership potential has benefits for the individual, their group, the whole school, and their communities beyond TCES. Leadership development for pupils can shape the positive and promote harmony. Leadership development is simultaneously an end in itself, by promoting healthy pupil development, and a means to an end as pupils make valuable contributions to the life and the culture of the school through their participation. Pupils will benefit from support in their role and will be empowered further to inspire and motivate themselves and others to effect positive change.

Our pupils have often had to experience many issues in their lives and their ability to withstand these issues, often including multiple changes of placement and / or adults, means that they develop and have many hidden skills and talents including leadership skills. Channelling these potential leadership talents in a positive direction is our challenge within TCES. Developing leadership skills in our pupils is a challenging, complex but vital task for the whole school team. The skills which enable effective leadership to have a broader significance beyond their potential to prepare pupils to take on formal leadership roles.

The TCES Big Picture Curriculum

The Big Picture is the result of an effort by TCES to capture in one diagram: what we are trying to achieve with our curriculum offer (intent), how we will set out to achieve that (implementation) and what measures we will use to judge its success (impact).



Methods of Curriculum Delivery

Blended Offer

Our curriculum is designed to be accessible to all pupils attending our schools and services. The Blended Offer ensures inclusion at every level for every pupil and is a combination of onsite and online learning.

We understand that to prepare our pupils for further study, the world of work, or indeed another local lockdown or school closure, it is imperative that we teach them the skills and behaviours to enable them to participate appropriately and function effectively online and in virtual classrooms.

After signing a Code of Conduct (by pupils and parents/carers) which highlights online safety and promotes the positive use of technology, every TCES pupil receives a laptop, pupil email address and access to the Microsoft Office 360 platform for Education.

Each school and service has a virtual classroom on Microsoft Teams which mirrors their class group, timetable and the curriculum of their onsite provision. Whether school-based or not, all pupils join their virtual classroom, where they can attend and participate in lessons, view

resources, submit assignments, receive feedback from staff, and collaborate with peers via Teams.

When arranged in advance, live lessons delivered onsite can be attended virtually through Teams or viewed (at a later stage) on demand by class members who are not able to attend onsite educational provision. This mode of curriculum delivery is particularly useful for pupils preparing to join an onsite class from the Create or Home Learning services. Pupils can meet their teachers and peers virtually, participate in online learning experiences, and feel they are part of the class group long before physically entering the school building.

Seamless Learning from School to Home

Pupils are encouraged to continue their learning outside of the school day through their virtual classroom and additional learning platforms, including but not limited to:

- 1-1 support onsite or online
- Access, onsite or online, to educational platforms such as:
 - Literacy – Zaprendo (Phonics), Lexia (Reading) and Bedrock Learning (Vocabulary)
 - Mathematics – My Maths
 - BKSB Individualised Programmes for Functional Skills and GCSE English and Maths
 - Individual project work
 - Home learning packs

Transition Curriculum Rationale

Prior to and following the Coronavirus Pandemic between, TCES pupils experienced a disjointed learning journey which may also have been further impeded by trauma and increased mental health issues. Pupil spent extended time attending our schools and services via our Distance Learning Programme. This involved a combination of hard copy resources and virtual learning through Microsoft Teams with pupils following a daily timetable including PE and Wellbeing, English, Mathematics, Creative Arts, and the Independence Skills Challenge (as part of the LIFE Programme).

Using advice from the DfE, Ofsted, NAHT and other professional bodies, as well as internally from our TCES Therapy and Education teams, TCES developed a Transition Curriculum to restore the 'mental wealth' of our pupils whilst meeting the emotional, social, mental, physical and academic needs that have occurred as a result of the Pandemic.

Implementation

The TCES Transition Curriculum

After much research throughout the summer term in 2020, the whole company devised a Transition Curriculum to successfully reintegrate school-based pupils back to full time, onsite education before returning to the Big Picture Curriculum in term 2. After careful evaluation, feedback from stakeholders and review, the School Support Partnership has agreed that a

The Complete Education Solution (TCES)

Curriculum Guarantee Policy – v6 – DOC042

Last Reviewed: September 2024

two-and-a-half-week Transition Curriculum should remain in place in Term 1 to support pupils to transition into their new classes, bond with their staff and peers and prepare for Leadership Week in October.

The Transition Curriculum is specifically designed to support each pupil's re-engagement with group-based learning and assess the impact of the last few months both on their academic progress and on their well-being. The intention is that the Transition Curriculum is to support pupils to re-focus on their interests, their potential, and their future.

To achieve this, we have adopted a cross-curricular approach to the first two and a half weeks of school in September. The cross-company timetables will be followed with an emphasis on English, DEAR and Maths, but the remainder of each day will be a fusion of subject content delivered through key projects and enrichment activities. For example, from week one, all pupils will be supported to prepare for their school's Leadership Week in October. This will require them to work on:

- speaking & listening
- presentations using Office applications on their laptops
- writing for specific audiences and for persuasion
- budget management
- British Values
- PSHE
- graphic art for posters/fliers
- goal setting ○ reflection
- motivation techniques and identifying strengths in themselves and others, to name just a few.

The TCES Big Picture Curriculum [From October to Term 6]

After the Transition Curriculum we return to our Big Picture Curriculum. As Independent Schools, we are not obliged to follow the National Curriculum. However, at TCES, we aim to keep our TCES Curriculum as close to the National Curriculum as possible, all the while considering our pupils' difficulties in accessing education and making progress.

We offer 8 key subjects that are included on all school timetables to ensure that our pupils are accessing, not only the offsite enrichment activities, but the core curriculum subjects also.

These subjects include:

- English and DEAR
- Maths
- Science
- Humanities including British Values
- The Arts
- PE: Health, Fitness and Wellbeing
- LIFE including PSHE and RSE
- Technology including (DT, ICT and Food)

TCES provides the optimum amount of lessons for each subject based on recommended guided learning hours for the qualifications we deliver. There is room for a small amount of variation and adaption across different sites dependent of individual needs and courses required. For example: There is an option cross company to have a Spanish Lesson or an extra Lesson of English depending on interests and needs.

	KS2	KS3	KS4	KS5
Maths	4	4	5	5
English	4	4	5	5
Spanish (NWL)	1	1		
Science	2	2	3	
Art	2	2		
Music	2	1		
PE	1	2	2	
Humanities	1	2		
Digital Skills	1	1		
Food Technology	1	1		
PSHE	1	1	1	1
LIFE	1	1	1	2
Careers			1	2
Enrichment	2	2		
Choosing	1			
OPTIONS A			3	5
OPTIONS B			3	5
Group Process	2	2	2	2
Assembly	3	3	3	2

Options at NWL: Art, PE, Music, Food Technology and Spanish

Options at ELIS: Art, PE, Music, History, Geography, Food Technology and Computer Science

Cross Company Timetable

All TCES schools follow a cross -company timetable which synchronises our schools and services from break time until the end of the school day allows lesson times to line up so that classes may work collaboratively across the company. It also allows for the opportunity for all schools and services to participate in cross company assemblies, enrichment activities and celebrations.

TCES Specialisms

Each of the TCES schools and services has two specialisms: **LIFE** and **Arts**. Every pupil has the unique opportunity at TCES to select curriculum pathways that will lead to Level 2 (GCSE or equivalent) qualifications in two specialist areas.

TCES has an extremely strong history of delivering Level 2 and Level 3 outcomes in the **Arts** for our pupils. Recent successes include A levels and many GCSEs, ranging from Photography to and Art & Design. This year all pupils will have pathways that will include the Arts, but their options will be extended to include Music.

Outside of TCES, **Leadership** as a taught subject is absent from almost all mainstream and special schools to our knowledge. We recognise that all our pupils have enormous potential for Leadership, and each has a curriculum pathway to Level 2 qualifications in this area. They will not achieve this just through taught lessons, so training and opportunities for leadership are a right for all pupils throughout their time at TCES. We are currently developing our capacity for potential traineeships and apprenticeships as part of this leadership specialism, so that our current pupils might have the option to form a significant proportion of our future workforce.

Leadership through the LIFE Programme

LIFE is:

- **Leadership.**
- **Independence Skills.**
- **Future Options**
- **Employability and Empowerment**

Through the LIFE Curriculum we expect our pupils:

- To learn, succeed and flourish in school.
- To be suitably prepared to thrive as adults.
- To develop skills that underpin future resilience.
- To provide a real voice for all pupils.
- To be inspired to become values-based active citizens, now and for the future.

Through the Leadership Curriculum, we aim to enable their:

- **Confidence.**

- Raise their aspirations.
- Recognise their talents.

Identify their leadership qualities and go on to lead:

- Lead themselves.
- Lead others.
- Lead the community.

It could be easy to skip over the first of these and focus on the traditional view of Leadership regarding leading others and communities. Leading oneself is a pre-requisite of good leadership in other situations and for our pupils the challenges are significant.

At TCES, leading oneself can take the form of recognising when they are being influenced by their peers and others, in social and family situations as well as online. It will also be about modulating their sensory needs and associated behaviour, leading to increased pro-social behaviour patterns. We will discourage 'followers' and teach pupils the signs of influence by others as well as the skills to avoid it and change it.

Opportunities for leading others come in many forms in TCES schools and services, but perhaps our commitment that EVERY pupil has a responsibility, or role in school, provides a starting point. To supplement this, TCES offers pupils real training in this area with accredited peer mentoring courses.

Through our enrichment programme, we expect all pupils to become involved in matters that are important to them, to TCES and to British Values. As a result, pupils become fully engaged in Black History month, LGBT month, charity fund raising and other community leadership events.

Other areas of learning within the Leadership Curriculum are:

- Belief in self (Learning to 'Lead' yourself).
- Resilience.
- Setting goals.
- Planning tasks and activities to meet these goals.
- Communicating with teams and individuals.
- Recognising the strengths and potential of others.
- Inspiring others to meet goals.
- Organising work and delegating.
- Reviewing performance.
- Resolving problems.
- Maintaining a 'can do' attitude.
- Seeing the Big Picture.

This Curriculum Guarantee identifies a minimum of one lesson a week dedicated to Leadership development and one PSHE/RSE lesson which embeds LIFE for pupils of all ages.

Each September pupils applications for the Student Council roles and for other roles and responsibilities throughout the school. This will require the development of ICT-based

presentation skills as well as work that will contribute to external accreditation, such as English-Speaking Board qualifications.

As part of the Curriculum Guarantee, we aim for every pupil to study an appropriate Leadership option throughout their education. This will be supplemented by leadership development activities and additional support through:

- Leadership and Life Skills Coaching.
- Motivational speakers (both regular and guest speakers).
- Peer mentoring opportunities.
- School council tasks.
- Community projects and other leadership roles.

Other curriculum options, without the word 'leadership' in their title, will be optimised to develop further leadership skills. For example, first aid, food hygiene and debating through English-Speaking Board, all require pupils to gain knowledge that provides them with the capacity to guide others in those specific areas.

Mentoring features highly in the curriculum offer with pupils gaining Level 1 and 2 Peer Mentoring qualifications yearly. Ultimately, as mentors work through a ladder of qualifications, they will have the opportunity to take-up traineeships (14-16) and apprenticeships (16+) within TCES, in addition to the Alumni Mentor roles already being filled by past pupils. This forms part of the unique 'entrant to employee' plan for our pupils.

As part of their bespoke Pathway Plan, each pupil will be offered their appropriate leadership development starting point. This will be determined by their prior experience, potential and aptitude.

All staff are expected to positively promote the LIFE programme as well as advocate for it in all aspects of school life.

To facilitate this leadership, offer each site will have two members of staff appointed to act as a Lead for our LIFE Programme. These leads have agreed to the 'The TCES Way:

- Pupil Leadership (L.I.F.E) Lead- Commitment to Excellence' statement and will champion the programme in their schools and services.

The Deputy Head on each site is ultimately responsible for the success of the Leadership and LIFE Programme delivered through a comprehensive LIFE offer on each site. They will register as Approved Assessment Centres with all the appropriate awarding bodies. ASDAN, English Speaking Board, Sports Leaders UK, BTEC, NCS, British Cycling. etc. and ensure that training and registration for Verified Tutors and Assessors are in place. Specific details of the centres' registration to the individual awarding bodies and the availability of verified tutors are both kept by the site administration team.

Our Post 16 provision provides a progression on from LIFE into the LIVE life programme which is further explained in the Post 16 section of this document.

Leadership Week (Including Careers Guidance)

Leadership Week will take place cross company during the first term in Autumn as highlighted in the TCES Calendar and will showcase the newly appointed Leadership Council representatives. Enrichment activities and visits will be planned for this week including guest

speakers, local business people and opportunities for pupils to 'Step Up' into staff roles within the schools.

Arts Specialism

The Arts specialism provides access to engaging and exciting learning experiences that encourage all pupils to get active, have fun and to be creative. It is yet another opportunity to discover the hidden gifts and talents of our pupils.

All pupils will experience Arts subjects in each year they attend a TCES school. This will be delivered through a mixture of a timetabled lessons and option blocks, a carousel of experiences, as well as scheduled events throughout the year. A range of opportunities will be provided so that all pupils are involved in a variety of enrichment activities including clubs, external/community projects, competitions, and events. Pupil's work will be presented frequently, through showcase evenings, exhibitions, and virtual galleries.

There will also be considerable opportunity for the 'Leadership' element of the TCES LIFE Programme to be delivered through 'Arts' subjects, when older and/or more talented pupils share their learning as part of a deliberate plan for mentoring, peer assessment, learning and teaching.

Arts Week

The Arts week has been devised as a way of showcasing the creative subjects of our TCES Curriculum. The Arts Week is for every pupil in every school to get involved with. Arts week is in July.

Some of the creative activities that could fall into Arts week, as a way of introducing our pupils to the subjects are:

- Dance/Drama – performers in the school / production / workshops.
- Music – performers in the school / production /concert.
- Art – posters / flyers / invitations.
- Photography – pupils to photograph / video school production.
- Art exhibition – open day / morning showing off all art produced.
- School play /Talent show /X Factor – invite parents/carers/Local Authorities.
- Food Technology – baking treats / refreshments for Art exhibition/school production / cooking dinner for pupils and staff.
- Design Technology – prop making for school production / classroom decorations.
- Enrichment - trip out for pupils – musical / concert /play.

Teaching British Values

A few years ago, TCES was extremely excited to see the introduction of British Values from the Department of Education. We had been teaching our pupils about these initiatives for a long time, and this Government guidance gave us real clarity around a framework with which to do so. British Values are the glue that underpins our Community Values, our SMSC teaching, our Leadership Curriculum, and our Emotionally Healthy schools initiative. British Values form a crucial part of all teaching in TCES schools and services.



All children must be taught about the 4 British Values of:

- Democracy.
- The Rule of Law.
- Individual Liberty.
- Mutual respect and tolerance for those with different faiths and beliefs or those with no faiths.

Typically, these are introduced through assemblies and group process sessions, allowing the pupils to explore the meaning behind each one. Pupils will then be encouraged to explore how each of the British Values is represented in their own school or service, and their own contribution to achieving these.

According to the Department of Education guidance, “actively promoting the values means challenging opinions or behaviours in school that are contrary to British values. Attempts to promote systems that undermine British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining British values”.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting British values:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) will be accepted and tolerated and will not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils, staff, and external stakeholders.
- Use opportunities such as general or local elections to hold mock elections to promote British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting British values.

Black History Month (BHM)

Perhaps the most significant whole-school curriculum focus period is Black History Month. Black History Month always provides a fantastic opportunity for us to recognise the outstanding contributions people of African and Caribbean descent have made to our country over many generations. From business, law and education to technology, sport and the creative arts, Black British people continue to leave an indelible mark upon every sphere of life in Britain.

TCES schools and the Central Services team come alive with activities including artwork, poetry competitions, performances, debates, visits, and visitors. Nobody will be left in any doubt as to the achievements and potential. Our BHM activities will have a particular significance given the world's reaction to events in the USA, resulting in the global BLM demonstrations of unity. TCES recognises that we must support pupils from BAME backgrounds to understand the inequality that exists in society and how we can help these pupils to develop pro-social personal agency and community activism to speak out and have a real impact against the social inequalities and systemic discrimination that forms part of our society and its institutions today.

Cultural Week

TCES recognises that our greatest strength lies in the fact that a very significant percentage of our managers, staff and pupils come from diverse backgrounds representing multiple races, cultures, religions and nationalities and we celebrate and seek to learn even more about that diversity in our Cultural Week, which takes place in term 4/6. Our Curriculum Group agreed that the pupils, with the support of the SLT, will decide on a continent they wanted to focus on during this week, and the staff would include elements of History, Geography, Religious Education and Design Technology into that chosen topic. It gives the pupils a chance to study a continent in detail, and the weeks' activities are to be focussed on it.

- Start by choosing which continents each class group or Key Stage will study. Student Councils can play a role in this decision-making process – think democracy!

- Plan the week around the pupils researching and finding out as much as they can about that continent.
- Explore the history of the continent, including their Governance and/or Monarchy.
- Explore the geography of the continent, and the differences across the continent.
- Explore the cultures of the continent – consider dress, religion, cultural events, language, and education.
- Consider art projects around buildings, wildlife, or geography of that continent.
- Consider cooking activities and cultural lunches in school to explore the food of the continent, and for pupils to experience the food of other continents.
- Plan trips out to see venues that may link to the continent, such as The Commonwealth Institute or embassies.
- End the week with each class group or Key Stage giving a presentation on their continent – this can even be linked into the English-Speaking Board wherever possible.

Our Curriculum Group will continue to develop ideas for this, and each school will start thinking about planning for the Cultural Week from the end of January. Weekly Senior Leadership Team meetings will have this on the agenda, as will the Student Council.

Curriculum Enrichment

It is the expectation that all TCES pupils have access to the TCES Big Picture Curriculum, but that they will also benefit from a wide range of Curriculum Enrichment activities. The Curriculum Group has defined these as the following activities:

Charity Days

We have identified 5 days per academic year that will be charity focus days, and these are all diarised on the TCES calendar. They are:

- Macmillan Coffee Morning – September.
- Children in Need – November.
- Childline Charity Day – January.
- Red Nose Day – March.
- Sport Relief – March.

It is expected that all schools and services will observe these days and plan interactive activities for the pupils and staff to raise money for charity during the activities. All events will be planned in conjunction with the Student Council and will be well documented on the school Charities wall display.

Black History Month – October – This, falls in October every year, and the expectation is that all schools and services will focus all learning around this event. A fuller description of events and planning can be found earlier in this document.

Anti-Bullying Week – November – Every school and service is expected to observe antibullying week each year. We would expect that there are assemblies, group process and relationship mentoring sessions, all linked to anti-bullying and led by the Student Council and/or the Anti-Bullying council where appropriate.

The Complete Education Solution (TCES)

Curriculum Guarantee Policy – v6 – DOC042

Last Reviewed: September 2024

LGBTQ History Month – February – Every school and service is expected to address LGBT history throughout the month of February. There will be assemblies, group process and where possible, external speakers, coming to talk to the pupils about LGBT history and rights. We want to encourage all pupils in TCES Schools and services to feel that they can openly discuss LGBT issues in a supported forum and remind them of our zero tolerance towards LGBTQ discrimination.

Inter-School Football Tournament – May – Our schools and services come together to compete in the inter-school football tournament. This happens in May and involves trophies for winners, runners-up, and player of the match awards.

Celebration Day – July – Each year, the company holds a Celebration Day for all pupils at the end of the summer term. This involves all pupils and staff attending an “away-day” that involves all children taking part in sport activities, group learning and teamwork. Some of the activities include raft building, climbing, abseiling, archery, canoeing, kayaking, and sailing.

Days to Observe – Throughout the TCES School Calendar, there are a wide variety of days that are highlighted for schools to observe. These are marked in orange text. Some examples of these days are Remembrance Day (11th November), Holocaust Remembrance Day (2nd May) and Nelson Mandela Day (18th July). These days will, wherever possible, be discussed with the pupils through assembly, group process and tutor time, with real clarity given around the meaning behind each one.

Post 16 Provision

TCES Sixth Form pathways offer a personalised, specialist education for students aged 16+. At the end of year 11, the many options open to these students may not quite fit their needs and they may be uncertain about what to do next in terms of further education, training, or employment. Often, their route through education has not followed ‘typical’ pathways. This group of pupils may, therefore, need a more considered transition to adult life, using a scaffolding approach, where a greater number of shorter steps are taken and the help and support available is more focused on the personal needs of each individual.

We work closely with each young person and their family to understand the hopes and dreams they have for their future, what they would like their adult life to look like and then we work collaboratively to design a programme to enable them to start that journey.

Intent

All students in Post 16 will be offered the LIVE- Life programme. The course provides a linked next step from the LIFE programme which is provided to all pupils in TCES schools and services.

Where **LIFE** offers opportunities to develop skills for **Leadership, Independence, Future Options and Employability and Empowerment-** **LIVE Life** offers students opportunities to start applying those skills within **Leadership, Independence, Vocation and their Environment**. Students will receive training in child protection, mental health awareness, resilience, first aid and assertiveness.

The LIVE life curriculum will include all statutory elements of Government guidance for Careers, PSHE, RSE and preparation for adulthood as well as adapted and bespoke learning and development for our specific students.

The course will provide all students with life skills and strategies to embark on their adult lives with maximum independence in planning and managing their own future timetables.

There will be an **alumni mentorship programme** which follows on from our peer mentorship and leadership programme in our schools. Every student will have the opportunity to train and apply to work for TCES as an employee mentor for other young people.

This is the TCES Way where intentions and actions merge, and we live our inclusive values.

Implementation

All students will take part in LIVE Life lessons and skills challenges to provide them with opportunities to experience personal development within the four key areas of LIVE Life- **Leadership, Independence, Vocation and Environment**. The curriculum covers CIAG and the PSHE and RSE curriculum

The course will provide a framework for the whole post 16 curriculum map based on EHCP destinations and will take two years to complete. Within the third year, students should be working within their destinations but will have a chance to revisit any missed sections of the LIVE Life course in order to gain their full diploma.

Year 1 course will begin with a two-week induction covering an overview of the four areas and a check of foundation knowledge. This will qualify students with a LIVE Life certificate.

This will be followed by a course in each of the four topics **Leadership, Independence, Vocation and Environment** culminating in four weeks of challenges and evaluation at the end of the topic. The listed challenges are suggestions, ideally these should be decided and planned collaboratively. After successful completion of year 1, students receive a LIVE Life award

Year 2 will begin with two weeks of revision of the topics from year 1. This will be followed by the same courses and challenges in each area, but each course will directly link with ECHP destinations for home, health, further education, friendships and work. After successful completion of year 2, students receive a LIVE Life diploma

The Course will be RARPA assessed and result in a TCES internally accredited award. Completion of the course will depend on success within units and challenges over the four areas.

The course will link in the Gatsby benchmarks for careers and the guidance from The Career Development Institute [Home \(thecdi.net\)](https://www.thecdi.net).

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil

4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

There will be an opportunity to complete mental health first aid and digital skills qualifications as well as Maths and English level 2 if not yet achieved.

There will be a chance to complete a Business Enterprise course with a chance to obtain a BTEC Level 2 qualification.

Alongside this, students will choose one specialist qualification related to their chosen pathway. This should relate to the EHCP outcomes. This may be carried out at a separate further education college with TCES support.

Impact

All students will develop personal, professional, social and independence skills to empower them to fulfil their dreams and ambitions. They will be able to take leadership in all their activities and decisions with confidence and enthusiasm.

Students will understand how to manage their lives safely, effectively, and positively. They will know their rights and responsibilities as citizens, workers and as part of their communities.

They will have smooth transitions from TCES Post 16 into the world of work, further education, independent living, or community engagement.

Students will achieve a RARPA assessed LIVE Life certificate, award or diploma, qualifications in Digital Skills, Business Enterprise, Mental Health First Aid as well as one specialist qualification linked to their EHCP.

.....
 The TCES LIVE life Certificate Award and Diploma is made up of 36 units and 32 Challenges

To achieve the:

Certificate = 8 Induction Units

To achieve the:

Award = Completion of **Certificate** plus 12 units and 12 Challenges of Yr1

To achieve the:

Diploma = Completion of **Certificate** and **Award** plus 12 Units and 12 Challenges of Yr2

Evaluating Impact on Pupils

To evaluate the impact of our Big Picture curriculum, we must answer the following questions against our accountability measures:

- **Does every pupil enjoy school?** † Optimum attendance.
 - Positive engagement.
 - Participation.
 - Achievements.
- **Is every pupil a reader?**
 - Rapid reading progress.
 - Achieving the highest level of qualification within their individual capabilities.
- **Do we have aspirational expectations for all pupils?**
 - Staff and pupils share ambitious targets and goals.
- **Is every pupil sufficiently confident?**
 - Able to participate in society and make their voice heard.
 - More confident than on arrival at TCES.
- **Is every pupil sufficiently equipped with numeracy and literacy to take their place in the world of work?**
 - Clear pathways to employability.
- **Is every pupil a leader?**
 - A leadership role in school and / or beyond.
 - Knowledge, understanding skills and experience to be a leader.
- **Is every pupil sufficiently independent to thrive as adults in society?** † TCES LIFE/LIVE life Award † Linked external accreditation.
- **Do all pupils have the knowledge and understanding to make healthier lifestyle choices?**
 - Completed PE, Health, Fitness and Wellbeing Passport. † Living healthier lifestyle than on arrival at TCES.

In addition to their bespoke Pathway, each pupils' progress is tracked within a highly flexible assessment system which is monitored, analysed, and reported on.

Success for our Pupils

Success for our pupils at the TCES is multi-faceted. If our pupils leave a TCES school or service with a wide range of qualifications and accreditations, at age-appropriate levels, based on their hard work and abilities and if they can foster a positive sense of lifelong learning, then we can feel a real sense of achievement. However, more than that, a significant part of our

roles at a TCES is to prepare our pupils for when they leave us, to make and sustain long term appropriate relationships, and to have an ability to manage in future groups at work, training, or further education.

EVALUATING CURRICULUM IMPACT

The Curriculum Committee Group

The Curriculum and Assessment Committee is made up of the CEO, Executive Headteacher, Clinical Lead and Therapy Service Manager and Education Governor. The group aims to meet termly.

The Curriculum and Assessment Steering Group

The TCES Curriculum and Assessment Steering Group is formed from the education senior leaders from the School Support Partnership and include Head Teachers, Deputy Headteachers, SENCOs, Head of Teaching, Learning and Curriculum, Head of Inclusion, Head of Careers and SENCOs. The group aims to meet half termly.

Teaching and Learning Mondays

Teaching and Learning Mondays include fortnightly meetings to support the development of the curriculum and teaching and learning within each school and across TCES. The sessions are a mixture of the following:

- School-based Teaching and Learning meetings/training sessions.
- Learning Walk focus sessions.
- Pedagogy sessions.
- Internal T&L and curriculum training/sessions.
- Work Scrutiny sessions.
- Internal data analysis.
- Cross Company Teaching and Learning meetings/training sessions in curriculum groups:
 - Curriculum planning: vision, rationale, long term planning, subject budgeting.
 - Curriculum monitoring, evaluation, and review.
 - Marking Marketplaces to support best practice.
 - Cross company subject data analysis and evaluation.
 - Curriculum specific sessions/training.
 - Deep dive training. ○ Qualification/National Curriculum training.
 - Subject specific professional development.

Cross Company Moderation and Data Analysis Meetings

These meetings are an opportunity for colleagues to quality assure each other's marking. Typically, teaching teams bring a selection of their books/exam papers/course work to the meeting, where they are swapped with colleagues and the marking/data scrutinised. It gives teaching staff an opportunity to look at how colleagues are marking books, assessments, and course work, as well as reviewing pupil outcomes within their subject. It allows teachers to reflect on the quality of their own marking, assessment, and pupil outcomes.