



Elemore Hall School

Area Overview

PACC Curriculum

INTENT

The aims of the PACC curriculum are to:

- offer a personalised learning experience, matched to the needs, interests and ability of the learner;
- ensure all learners possess key literacy and numeracy skills;
- prepare learners and support transition into further education, training and the world of work;
- develop emotional resilience and social skills;
- offer a broad and balanced curriculum in the context of an alternative KS4 SEMH provision;
- promote health and wellbeing;
- raise the aspirations of young people who have previously disengaged from education.

IMPLEMENTATION

Personalised Learning

PACC recognise that learners who are referred to the provision are likely to have complex needs, have disengaged from education, and struggled with the structure and demands of the school day and curriculum.

Pupils will be offered a personalised timetable designed to meet their social and emotional needs, address gaps in knowledge and understanding and reduce barriers to learning.

The PACC cohort is small, but reflects a wide range of learning needs, abilities and behavioural difficulties. To reflect this the curriculum offer is broad enough to meet the needs of pupils working at Entry Level 1, up to L2 and GCSE.

Pupils who are struggling to engage in a typical school curriculum may also need something different. Where possible pupil interests are an important part of developing individual timetables. This may include personalised elements of: vocational placements and work experience; curriculum subjects; the topic and focus of lessons, where appropriate; activities and the enrichment curriculum.

Literacy and Numeracy

Essential, basic literacy and numeracy skills are vital for life and work. Many pupils referred to PACC do not possess the foundation skills which enable them to access the wider curriculum. PACC should seek to narrow the gap and equip pupils with the skills they need to progress.

All pupils should be given an initial assessment on referral to identify their levels of numeracy and literacy, and specific gaps in their learning. PACC can then offer small group, or 1:1 teaching, a high level of adult support, and targeted intervention.

Pupils will be able to work towards a wide range of qualifications in both Maths and English, from Entry level, to L2 and GCSE. Pupils are encouraged to progress and move

up to higher level qualifications. Every pupil, regardless of ability is expected to achieved a qualification in Maths and English and these are one of the few elements of the programme that are compulsory for all.

Transition

It is vital that PACC prepares pupils for moving on to further education, training or employment at the end of Key Stage 4, as well as equipping pupils with the resilience and social skills to function as adults.

PACC will support this through: careers education; offsite vocational placements and work experience; the enrichment curriculum and activity programme to develop social skills in other contexts; supporting visits and interviews with post-16 providers.

Social Development

PACC aims to develop pupils academically, but also recognises that social, emotional and mental health needs are often most critical and present the most substantial barriers to success in education and adult life.

Individual mentoring programmes, both on and off site to work with pupils on a 1:1 basis will provide opportunities to develop interpersonal skills, discuss and address issues and introduce pupils to different settings, situations and expectations.

The enrichment curriculum and culture programme also provides pupils with the opportunity to develop confidence, resilience, understanding of their own needs and those of others, engage in teamwork, and experience challenge and success outside of the classroom.

Unlike on other sites, the aspects of the culture programme are embedded into the wider curriculum, and delivered across the week, rather than as part of a weekly timetabled session.

Transferrable skills developed support and enable pupils to succeed academically and lead to achievement, accreditation and successful post-16 transition.

A Broad and Balanced Curriculum

While it is recognised that PACC pupils often require something more bespoke or different, it is also important that they are given access to a broad and balanced curriculum which reflects the learning opportunities that peers in other settings are offered.

English and Maths are core subjects that must be accessed by all pupils. All pupils (other than those with the most significant learning needs) should also be working towards a qualification in Science.

Pupils should also be offered a range of other academic and vocational subjects, access to physical education/sport (either accredited or non-accredited) and creative subjects.

Where possible and appropriate, PACC pupils follow the same accreditation pathways as pupils on our other sites. This provides continuity and supports transition to PACC for pupils from the Windlestone and Pitlington sites, ensures parity of opportunity for all Elemore Hall pupils, and supports cross-site working and collaboration between teaching staff.

Health and Wellbeing

Ensuring pupils understand how to maintain good physical and mental health is an important part of the PACC programme.

All pupils should be offered education around healthy lifestyles, sex and relationships, emotional wellbeing, drugs and substance misuse, and sport and exercise, linked to relevant accreditation where possible.

It is recognised that PACC pupils may present a greater need for support in these areas. Personalised learning, mentoring and additional learning can be offered, and where necessary, PACC will work with other professionals and external agencies to support pupils with this aspect of their education.

While PACC currently does not offer any accreditation in areas such as art, pupils can access creative activities as part of the enrichment curriculum and are encouraged to do so for the therapeutic benefits.

Raising Aspirations

Pupils referred to PACC often display a lack of confidence, low self-esteem and have little belief in their own ability to succeed. They often have few aspirations or longer-term goals.

The PACC curriculum should provide opportunities for pupils to succeed in small ways, both in and out of the classroom, in order to develop self-belief and motivation. It should also expose pupils to a range of settings and broaden their experiences of education and the wider world through learning outside of the classroom, the enrichment and culture programmes and offsite visits.

IMPACT

- PACC pupils leave school with a wide range of qualifications including GCSE English Language, GCSE Maths, Functional Skills Maths, Step Up to English, BTEC Sport, BTEC Land-based Studies, BTEC Home Cookery Skills, Entry level Science and Entry Level History which are offered across sites. Pupils also access qualifications specific to the PACC programme including the Prince's Trust Personal development and Employability Skills, a Level 1 Award or Certificate in Personal Wellbeing, BTEC Health and Safety in a Construction Environment and the CSCS card.
 - A number of pupils, particularly those who gain a CSCS card have entered employment directly from leaving school.
 - The number of pupils who become NEET post 16 has reduced over time and PACC continue to work with pupils, families and external agencies to support positive post16 transition.
 - A number of pupils who were school refusers and had not accessed education for significant periods have re-engaged with education and attended well. Pupils who have experienced anxiety and were not leaving their homes for long periods have gained social skills, confidence and qualifications and successfully gone on to post16 education.
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Evidence

- Lesson observations, work scrutiny as part of wider whole school monitoring processes
- Academic outcomes for pupils
- Tracking and recording of the enrichment curriculum
- Alternative Provision monitoring documents
- Pupil work

Self-evaluation

The PACC curriculum has developed over time and falls broadly in line with the wider school, while still offering more bespoke and different options to engage pupils.

Pupil outcomes in English and Maths are broadly in line with the wider school, with pupils achieving grades 3 and 4 in Maths. Most pupils leave PACC with a wide range of academic and vocational qualifications.

Some qualifications offered are limited or require significant adaption due to the facilities available on the PACC site.

The PACC curriculum is broad and allows for a personalised approach.

Suggested areas for inclusion in future School Improvement Plan

- Developing stronger links between accreditation offered in PACC and vocational placements.
- Explore options and introduce accreditation in creative subjects.