



Teenage Works Curriculum Plan

Our teaching is centred on individual learners, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart. Often when children arrive here, they are at risk of permanent exclusion and they have missed opportunities to make the progress made by their peers because of the barriers put up by their social, emotional and mental health needs. We believe that children learn best and develop improved self-esteem in a nurturing climate of structured learning designed to meet their individual needs.

Children referred to us often have large gaps in their education due to long periods out of school. Consequently, programmes of study will need to fill these gaps but at the same time remain suitably challenging for children who are often still very capable. For less able children who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show what they can achieve. In some cases, this may mean children not being able to receive all their age-related programmes of study.

This is particularly true for children who have moved schools regularly or have been internally or externally excluded from mainstream provision. There is a danger that children in these circumstances find themselves repeating previous learning which provides little challenge with no evidence of progression. It is important, therefore, that programmes of study are monitored and reviewed regularly to provide both regular opportunities for success as well as suitable challenges and progression routes. Contact with their mainstream school setting is vital in ensuring progression and continuity within the national curriculum to support reintegration into mainstream education.

In addition, we offer a wide range of therapeutic interventions, including music therapy, counselling, speech and language therapy, structured play and parent programmes. We also work closely with Early Help, Parent Partnerships and multi agency teams in the local authorities to identify and resolve issues in the family and the community that may be creating barriers to success for children.

Curriculum Overview Key Stages 3 and 4

All young people admitted to Teenage Works have been removed from mainstream schools and are at risk of permanent exclusion or long-term absence. Teenage Works aims, therefore, to balance the teaching of national Curriculum subjects with other work to support young people in their personal, social and emotional development. Many students referred here arrive part way through their mainstream schooling and our aim, where possible is to customise learning so that students transferring in and out of mainstream education are able to maintain progress and continuity.

We work with each student to identify their priority needs in terms of learning and social development and to provide a tailored curriculum which best meets these needs and where possible builds on and progresses their achievements from mainstream.

The curriculum at Teenage Works provides students with the opportunities to be prepared for their future, to uncover and nurture their talents and to excel in core subjects that provide them equitable opportunities for further study and success.

We aim to promote their spiritual, moral, social and cultural, as well as academic and physical development. Our students face real challenges in their lives and circumstances and we actively work with them to address the choices they make through the provision of mentoring, counselling, therapeutic interventions and close cooperation with parents. In addition, we encourage students to take part in a range of enrichment activities, trips and visits.

We pursue opportunities to gain accreditation matched to ability whenever appropriate and available; for example, through AQA or Arts Awards, and prepare pupils for the opportunities, responsibilities and experiences of adult life.

Our curriculum seeks to offer flexibility to young people to enable them to tailor their learning to their needs and aptitudes, allowing them to develop at a pace consistent with their abilities. Our aim is to help young people at Teenage Works to fulfil their potential and support them to prepare for the next steps in their education. Much of the curriculum content is delivered through on-line learning packages with individual and small group support from teachers, tutors, teaching assistants and mentors. Teenage Works also ensures that literacy and numeracy skills are addressed both through individual subjects and through intensive catch up courses where students have missed large amounts of schooling prior to admission.

All students are also supported by their mainstream schools, with resources, online learning, tutors and assessment activities to ensure that they stay in touch to ease transition.

Key Stage 3

Our curriculum in Key Stage 3 follows the requirements of the national curriculum, developed to harness the strengths, talents and interests of students whilst ensuring they do not fall behind their peers in mainstream school settings. We ensure that they have access to a broad and balanced curriculum and all its experiences regardless of gender identity, race or disability.

As well as focusing on core subjects of English, Maths, ICT, PE and Art, we offer opportunities to acquire and develop key skills which equip our young people for the future.

Key Stage 4

Many pupils referred to Teenage Works arrive part way through their GCSE years and we work with each young person, and their mainstream teachers to identify their priority needs in terms of learning and social development to provide a tailored curriculum which best meets these needs.

In Key Stage 4 a range of vocational courses is offered in addition to the core subjects of English, maths and ICT and we aim to balance the teaching of national Curriculum subjects with other work to support young people in their personal, social and emotional development. Where possible GCSE courses are offered in line with mainstream provision and specialist tutors are employed to ensure compliance with exam board requirements, supported by the feeder schools. Students are entered for external exams through their mainstream school where they remain on roll and assessment activities and modular submissions are moderated by mainstream colleagues.

The vocational courses include hairdressing, beauty, catering, construction, child care, music and enterprise, which are taught in specialist facilities at Teenage Works or delivered through external providers. The options are linked to career ambitions and include work and college placements in years 10 and 11. Teenage Works has good links with a number of accredited providers including The Skills Company. These connections enable progression to further education, training and employment post 16.

All students follow a personalised programme which aims to meet their individual needs. Where appropriate at Key Stage 4 they follow accredited courses in English, Maths, and ICT and most students have a reduced academic offer with a greater focus on personal and social development. On initial referral to Teenage Works all students are expected to be able to achieve a GCSE unless their prior attainment levels suggest this is unlikely. If students are unlikely or unable to achieve a full GCSE other alternatives such as Functional Skills or Entry Level qualifications are offered alongside the GCSE. The details of the range of qualifications offered are in the table below:

KS4 Externally Validated Qualifications:

Subject	Awarding Body	Qualifications offered
English	AQA/Edexcel	Functional Skills/GCSE
Maths	AQA/Edexcel	Functional Skills/GCSE
ICT	Duke of York	DoY in ICT

