



Bradford Central PRU

Curriculum Policy

Policy agreed by Staff on:	9 May 2017
Ratified by full Management Committee:	9 May 2017
Review Date:	Summer 2018
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	MC can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	

Background / Purpose

The curriculum at Bradford Central PRU reflects the role it plays in providing short-term prevention placements for pupils at risk of permanent exclusion. Many pupils entering the centres have experienced difficulties making educational progress in their mainstream school. It is evident that for some pupils, their individual learning needs have not been met, they have low self-esteem in relation to being a successful learner and their behaviour has presented challenges to the support systems in school. Pupils are expected to return to their referring school; consequently the curriculum experience provided within the centres must facilitate this aim.

Policy Objectives

- To provide a personalised learning experience which effectively responds to the profile of needs of each pupil specifically in areas of oracy, literacy and numeracy.
- To ensure continuity and coherence allowing pupils to successfully transfer between their referring school and centre.
- For pupils to develop and apply the knowledge, skills and understanding that will enable them to become successful learners, confident individuals and responsible citizens.

Procedures and Practices

The curriculum available at Bradford Central PRU is all that we intend to provide, either directly or indirectly, as a learning experience for all pupils. It incorporates both the formal subject-related academic programmes of study and the social, emotional aspects of learning (SEAL) which permeates throughout the school day.

The curriculum will provide high standards, stimulate the mind and set aspirational learning outcomes. It will build upon skills identified in base-line assessments and require the personalisation of learning in response to individual needs.

The curriculum will support the special educational needs of pupils and specifically address the attitudes, behaviours and learning difficulties which resulted in their subsequent placement at the centre.

The curriculum will provide learners with progression towards a planned return to mainstream education. Careful consideration will be given to synchronising key elements of the curriculum between the centre and referring school to achieve this.

Should a pupil's response to the curriculum indicate that their learning needs may be beyond the scope of mainstream education, then appropriate special educational needs assessment procedures must be actioned to determine future specialist provision.

Considering the high level of support and specialist resources available within the centres, it is anticipated that the majority of pupils will make accelerated progress in key subjects during their short-term placements.

The structure of the curriculum will mirror that of mainstream schools, providing the core areas of English and Maths. Other subjects will be covered through the non-core and practical rotation offers to create a broad and balanced curriculum. SMSC and British values will form an integral part of the whole curriculum. Pupil's work is formally planned for and organised by the Class Teacher. Pupils attend on a full-time basis.