



Stony Dean School

Working to Inspire

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Personalised Curriculum Policy

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



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Vision

Personalised provision is an educational provision for students who are unable to access full-time mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer.

Sony Dean School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognises the need to offer the type of provision that allows students to achieve their potential.

Purpose

The purpose of the Personalized curriculum activities is to:

- Raise achievement;
- Raise levels of self-confidence and motivation;
- Develop social education and citizenship;
- Promote health and fitness
- Ensure that every activity within the Personalised curriculum has a specific and stated objective;
- Provide staff who lead activities with clear procedures to ensure the activity is safe and successful;
- Reassure parents all reasonable care, safety and well-being of pupils throughout the course of the activity is not compromised.

Objectives

The objectives of the policy are:

- To outline the reasons why students might be offered an Personalised provision
- To ensure that Personalised provision is offered to suitable students in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students.
- To outline the monitoring of students' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of students accessing an Personalised provision.
- To highlight the end goals/purpose of Personalised provision at St Peter's.



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Reasons

There are a variety of reasons why a student is referred to an Personalised provision. Some of these may be;

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Students needs are not being met through the curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not be attending regularly and is at risk of becoming NEET. An Personalised provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment.
- Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.
- A referral has been made by the pupil's Head of Year/OT/SALT team or through Behaviour intervention meetings.
- Pupils are struggling to attend Stony Dean School via a referral from another provision and the Personalised curriculum allows a pupil led intervention programme and approach.

Responsibilities

Governing Body

- Monitor and review the Personalised provision on a regular basis

Senior Leaders

- Responsibility for the implementation, monitoring and evaluation of the Personalised provision
- Report to stakeholders on the effectiveness of the provision.



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Personalised Provision Lead

- Where appropriate the Personalised Provision Lead will liaise with Heads of Department and examinations and data team to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations.
- Personalised Provision Lead will plan and support the resourcing of appropriate curricular.
- Where appropriate the Personalised Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis.
- Undertake monitoring and quality assurance processes for all aspects of Personalised provision.
- With appropriate Heads of Year, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With Heads of Year, to maintain accurate records evaluations of students' progress with regards to: attendance, behaviour, academic progress and students' emotional well-being.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- With the SLT, accurately inform professionals where multiple agencies are involved with a student and their family.

Teaching staff

- Teaching staff are to be aware of pupils on the Personalised curriculum.
- Teaching staff are to be flexible and understanding of the nature of the Personalised provision and its outcomes.
- Staff are to be told in advance (ideally 1 week) if any pupils that they teach will be absent from lessons due to accessing the Personalised provision.



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Referral Process

- Heads of year will provide detailed frameworks to outline the students' needs and observed behaviours. This will also detail the interventions that have been implemented and evaluate the successes of each.
- Year teams will liaise with the Personalised Provision Lead, where appropriate, about the continuing interventions for students. A collective view will be taken when Personalised provision is offered. This will include consultation with the safeguarding lead. The senior leadership will sanction this offer.
- Parents / carers will be fully informed of the transition to an Personalised provision.
- At behaviour meetings and in collaboration with Heads of Year, SALT and the HUB/PTT teams' referrals will be made. From this a further meeting will be called to discuss the intended interventions and strategies to be used.
- A review of this provision will be agreed in this meeting.
- Targets will be set and regularly reviewed.

Provision

- The HUB offers a Personalised provision in school, mainly dealing with pupils who display negative interactions and behaviours with staff and peers.
- PTT offers a Personalised provision in school, dealing with pupils with severe anxiety, complex medical needs and sensory difficulties.
- Flexi schooling programme offers a bespoke transition in returning/accessing school or bespoke personal curriculum