

*“Unlocking the undiscovered potential in every child!”*

# Curriculum Policy

## 50-50 SYNC CIC Specialist Education Provider

**Policy Date:** September 2022  
**Date Ratified by Governors:** September 2022  
**Next Review:** July 2023

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## **CURRICULUM POLICY**

Our curriculum aims and values are focused on “releasing the undiscovered potential in every child.”

We want to develop pupils into confident, resilient, secure and motivated learners who will make a positive contribution to society beyond their time at school. We want them to have high aspirations for themselves and believe that anything is possible.

### **Ethos and Vision:**

50-50 SYNC CIC is a safe, supportive, caring and high-quality learning environment for pupils with a range of complex social emotional and mental health needs. Our pupils will often be ones at risk of permanent exclusion from their current schools or they may need specialist transition support due to their significant complex mental health needs.

Through our child centred and individualised approach, we aim to enable every child to return to an identified school or college or remain in their existing educational setting. Our curriculum focuses on developing a pupils ability to develop a recognised set of skills that will enable them to self-manage and emotionally self-regulate successfully to re-engage with education. The LAB intervention framework has been used successfully for over 11 years with transformational outcomes. The data has become more analytical to ensure we can assess, monitor and measure progression and produce well evidenced reports.

At 50-50 SYNC CIC our curriculum encompasses everything that we do – every aspect of our intervention enables pupils to develop skills and access learning opportunities that will support their re-engagement with learning. It enables them to achieve academically, emotionally and socially – supporting them to become positive and productive members of society.

### **We are committed to:**

- respecting the value of all pupils and staff
- providing the highest standards of support, care and learning opportunities
- providing a safe, secure and supportive environment which promotes opportunities for success

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- actively encourage and develop pupils’ social, moral and personal development.
- enable pupils to develop skills of self-reflection and self-regulation through the LAB curriculum that will enable them to learn to manage their behaviour and act responsibly
- enable pupils to acquire new knowledge and make good progress to increase their understanding and develop their skills in the subjects taught- developing speaking, listening, literacy and numeracy strategies

**Aims and objectives of the LAB curriculum are to:**

- Empower pupils to develop strategies that enable them to self-regulate in order that they can re-engage with their learning.
- Provide a broad and balanced and relevant curriculum that enables pupils to acquire the key character and employability skills required for successful transition to school or college or employment.
- To ensure that pupils have a work ready mindset, by continuing with their learning to ensure that they can return to school
- To offer support toward accredited courses which are appropriate to ability levels and individual aspirations.
- To carry out baseline assessment from which future progress can be monitored.
- To develop individualised programmes for pupils.
- To equip pupils with the key skills and opportunities for pupils to appropriately interact positively within their community.
- To develop a sense of personal achievement, self-confidence and raise self-esteem.
- To actively encourage self-motivated learning.
- To prepare students academically, vocationally and socially for adulthood.

**EDUCATION**

Our curriculum is designed to support the young person to improve their attainment, engagement, attitude and effort towards learning. We cultivate and develop their work readiness mindset, whilst reducing their anxieties. We onboard and work alongside teaching staff or with independent tutors and mentors. We can work with pupils face

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	<p>to face as well as using virtual digital platforms if they are supported or taught at home. All tutors and teaching staff underpin their lessons through implementing the 50-50 LAB framework. All aspects of learning incorporate the 18 key character and employability skills.</p> <p><b>Curriculum Offer:</b></p> <ul style="list-style-type: none"> <li>• Primary project-based curriculum</li> <li>• Maths - GCSE and Functional Skills</li> <li>• English - GCSE and functional Skills</li> <li>• Individualised literacy and numeracy interventions</li> <li>• ICT</li> <li>• PSHE/RSE</li> <li>• PE</li> <li>• CIEAG – Mechanism of Change Assessment</li> </ul> <p>Bespoke programmes can be developed in other identified by the referrer.</p>
<p><b>SELF- REFLECTION</b></p>	<p>The objective of the Self-Reflection Programme is to help the young person self-assess and identify gaps in their personal development. We can deliver this programme face to face or remotely. 50-50 LAB enables the young person to assess and evidence character skills employability traits whilst unlocking virtual rewards and achievements. The ‘My Profile’ data enables the tutor to identify and discuss key skills to focus on. This enhances the pupils engagement, knowledge and understanding on how to apply key skills to difficult tasks or to factors impacting their learning.</p> <p><b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Self-reflection lessons highlighting personal achievements</li> <li>• Improving emotion/moods and anger management</li> </ul>

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	<ul style="list-style-type: none"> <li>• Helping to embed a ‘work ready mindset’ by identifying gaps in their skills or capabilities</li> <li>• Helping to address areas of concern or poor behaviour and establish positive appropriate behaviour strategies</li> <li>• Helping the pupil to embed better reasoning and decision-making skills</li> <li>• Developing and embedding emotional self-regulation and emotional resilience skills and techniques</li> </ul>
<p><b>COMMUNITY INTEGRATION</b></p>	<p>The objective is to engage and empower the young person through the 50-50 LAB framework. They will develop ‘leadership’ attributes and create a ‘work readiness’ mindset. We use a variety of physical challenges (sports orientated) and mental challenges (board-games and logic orientated games).</p> <p>We engage their parent/carer to utilise or create opportunities at home to increase the level of engagement. The 50-50 LAB framework can be delivered ‘face to face’ or remotely at their school, home or within the community.</p> <p><b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Learning and practicing responsible behaviour</li> <li>• Helping others and developing a ‘giving’ mentality</li> <li>• Improving their physical health and mental wellness</li> <li>• Developing key skills such as tolerance and empathy and respectfulness.</li> <li>• Embedding emotional self-regulation and emotional resilience processes.</li> <li>• Evidencing their learnt skills for future careers pathway, CIEAG and Gatsby Benchmark criteria</li> </ul>

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	<ul style="list-style-type: none"> <li>Evidencing community awareness and engagement</li> </ul>
<p><b>HOME</b></p>	<p>Forming and enhancing parent/carer engagement and involvement is a core area of achieving successful outcomes. Parent/carer support is an important element for our intervention process to achieve a more likely successful outcome. Parent/carers gain more insight about their child’s skills, abilities and needs. They benefit from being part of their child’s development and progress.</p> <p><b>We help them find positive ways to support their child by using the same methodology.</b></p> <ul style="list-style-type: none"> <li>They complete the 6 Mechanism of Change assessment about where they believe their child is from their perspective.</li> <li>They provide daily contact either face to face, by phone and WhatsApp to give feedback and discuss their child's progress at school and at home.</li> </ul> <p><b>Parent/carers can be involved in delivery of:</b></p> <ul style="list-style-type: none"> <li>LAB Sport ‘process’ – they can give LAB scores for their child's engagement in clubs attended outside of the school day.</li> <li>LAB Home ‘process’ - they can give LAB scores for their child completing agreed home-based tasks/activities e.g. tidying cooking and or other responsible tasks such as gardening, shopping.</li> <li>LAB Capture ‘process’ – they can take pictures of their child's positive engagement outside of school. These images are solely used as evidence of engagement and used in their child's LAB Progress Report.</li> </ul>
<p><b>TRANSITION</b></p>	<p><b>Successful transition outcome can be:</b></p> <ul style="list-style-type: none"> <li>Short-Term <b>onsite</b> and <b>offsite</b> placements for pupils with challenging behaviour.</li> </ul>

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School teaching staff are onboarded to use the 50-50 LAB framework with the pupil during selected targeted lessons. The pupil will also attend a preselected time at 50-50 SYNC CIC provision.

- Short-Term **offsite** placement at 50-50 SYNC CIC provision for pupils with EHCP's with extreme challenging behaviour remaining on their school roll.
- Short Term placements for pupils transitioning to a new school placement.
- Short Term placements for new pupils with EHCP's waiting for confirmation of an available local school placement.
- Placements for pupil's with EHCP's seeking an out of borough specialist school placements.
- Placements for pupil's with EHCP's seeking a long-term placement in a residential school.
- Specialist KS4 and Post 16 placements for disengaged pupils with EHCP's transitioning into further educational placements or employment.

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