

# CSS Curriculum Offer

## 2024/2025

Embedded throughout our curriculum offer are our values of:

Compassion and Kindness  
Hope  
Connection and Belonging

### INTENT

At CSS, we want to provide our pupils, regardless of their needs, backgrounds or previous experiences, with **hope for the future** - whether that be with a successful return to mainstream school, to an identified special school, or a Post 16 move to education, employment, and training.

It is our intention that ALL pupils develop the skills and knowledge for lifelong learning and good mental health, where they contribute to society, and build **positive connections** with others.

### IMPLEMENTATION

**CSS will provide a broad, balanced and blended curriculum** that considers the needs of all learners.

Each curriculum area will be reviewed on an annual basis to ensure it is planned and well sequenced, in order to meet the needs of all pupils, ensuring coherence, coverage for support and challenge, and access to appropriate resources.

Assessment will be used to inform planning and delivery of the curriculum.

Lessons will be sequenced carefully to address gaps, or revisit previous learning, in order to consolidate memory and knowledge. **Opportunity for reading is a priority.**

Teaching will be adapted to the needs of pupils, and will link to the hopes, interests and aspirations of all learners.

Provision may be a blended offer of **academic and vocational learning**, depending on the needs of the pupils.

### IMPACT

Pupils achieve what they need to take the next step. **Learners will be ready for the next stage of education, employment or training.**

Outcomes will be measured through:

- Internal monitoring of academic progress
- Progress in reading
- Internal monitoring of behaviour and attitudes
- Attendance data
- Formal data around behaviour incidents and FTE
- Externally set assessments
- Pupil destinations (including a return to school, or transfer to Post 16 education, employment or training)
- Pupil feedback and learning conversations

## Provision and Timetables

All pupils have access to a full provision. Each timetable will be considered in response to the needs, interests and aspirations of our young people. Most pupils access their provision on site; some receive a more 'blended' offer of academic and off-site vocational learning.

Most children will start on an adapted timetable in order to build a sense of connection with staff, and to facilitate assessments, and sometimes travel arrangements. Experience shows that this provides the highest rate of success in quickly moving to, and sustaining, a full programme. In addition to the academic provision, all pupils receive pastoral support and access to wider services, where needed. Timetables are reviewed on a regular basis.

### Our 'core' subjects are English, Maths, Science and PSHE.

Further foundations subjects, as well as the vocational programmes, further support the breadth of curriculum coverage.

Core (Primary and Secondary)	Foundation	Vocational
English	Art (inc. photography)	Motor Mechanics and Maintenance
Maths	PE	Hair and Beauty
Science	Food and Nutrition	Trade Skills
PSHE	Design Technology	Animal Care
	Construction	Radio broadcast
	Princes Trust	
	ICT	

NB. If a subject is not covered, and is key to obtaining an outcome, staff will aim to support completion by liaising with the referring school, and continuing with the programme of study.

### Accreditations

The curriculum offers the opportunity for pupils to attain a number of accreditations, which reflect the range of need of our young people.

iGCSEs	GCSEs	Btecs	Entry Levels	Functional Skills	AQA Awards/Certificates and Diplomas	ECDL (IT)

## CSS staff

We have a number of staff who work in centres, and across the service. All are integral to ensuring our young people, and their families, feel supported, and access high quality learning.

ALL staff reflect our values of:

**Kindness and Compassion**

**Hope**

**Connection and Belonging**

<b>Head of Centre/Team</b>	Each centre has a 'Head of Centre' or 'Head of Team', who oversees the provision – either on site, or through our outreach provision.
<b>Deputy Head of Centre</b>	Each centre has a 'Deputy Head' who supports with the provision, and also teaches in the classroom.
<b>Business Manager</b>	The Business Manager works across the service, ensuring financial planning and compliance, as well as managing matters of HR and Health and Safety.
<b>SENCo</b>	The Special Educational Co-Ordinator (SENCo) works across the Service, identifying and assessing the individual needs of pupils, and ensuring appropriate support and reasonable adjustments are in place, to enable our young people to succeed.
<b>Assistant SENCos</b>	The Assistant Sencos support the SENCo and work directly with pupils and staff to facilitate learning for young people with SEND.
<b>Teachers</b>	Class teachers work across the curriculum, delivering a wide range of academic subjects.
<b>Personal Tutors</b>	Each pupil will be appointed a Personal Tutor. This is usually a teaching member of staff, who will contact the pupil's family, on at least a weekly basis, to provide updates on behaviour, attendance and learning. They will also act as a point of contact and support for the pupil.
<b>Teaching Assistants (TAs)</b>	Teaching Assistants support all operations in the centre - supporting behaviour, attendance and learning both in and out of the classroom. They support teaching staff and may often cover lessons in their absence.
<b>Engagement Mentors</b>	Engagement Mentors provide support to pupils on personal, social, health and emotional issues. They liaise with outside agencies, including Social Care, and access wider, specialist, support when needed. They touch base with pupils on a daily basis and work collaboratively with families in supporting their child.
<b>Administrative Staff</b>	Admin staff keep all teams and business operations, and help to keep the centres running smoothly. They are often the first point of contact for pupils as they arrive in centres, and they provide a friendly welcome to all who visit CSS. Admin staff provide support to staff, pupils and families, by ensuring key issues are clearly communicated and all operations are monitored and adhered to.

<b>IT Staff</b>	<p>A number of staff work across the service in supporting the IT infrastructure of CSS. They are on hand to troubleshoot IT issues, and to support with access to devices and remote learning. <b>The Data and Network Manager</b> actively develops our service to maintain safeguarding, and to reflect current technological developments.</p>
<b>Catering Staff</b>	<p>In centres, our catering staff prepare delicious, nutritious snacks and meals to staff and pupils. We encourage pupils to eat on site, and we actively promote social learning, through staff and pupils eating and talking together.</p>
<b>Site Managers</b>	<p>Site staff operate across all centres, and support with the maintenance, and health and safety of our buildings.</p>

## CSS KS3/4 Accreditation Offer 2024.2025

English	Entry Level Certificate 1, 2, 3
	Functional Skills Level 1
	Pearson Edexcel GCSE 2.0
Maths	Entry Level Functional Skills 1, 2 and 3
	Functional Skills Level 1 and 2
	Pearson Edexcel iGCSE
Science	AQA GCSE Biology
PSHE/ Prince's Trust	Entry Level 3, Level 1 and 2 Award in Personal Development and Employability Skills
	Entry Level 3, Level 1 and 2 Certificate in Personal Development and Employability Skills
	Entry Level 3, Level 1 and 2 Extended Certificate in Personal Development and Employability Skills
ICT	Entry Level 3 Digital Functional Skills
	Level 1 Digital Functional skills
	BCS ICDL Level 2 Award in IT User Skills
Art	GCSE Art, Craft & Design
	GCSE Art & Design: Photography
DT	WJEC Eduqas Level 1 / 2 Award in Construction and the Built Environment
	GCSE product design or RM Design and Technology (in response to need)
PE	WJEC Eduqas GCSE (Short course)

Food and Nutrition	BTEC Level 1 and 2 Award in Home Cooking Skills
Land-Based Studies	BTEC Level 1 Award in Land-Based Studies
DofE	Bronze Award