

Curriculum Statement for Alternative Education Providers and Pupil Referral Units in Kent

This statement sets out the aims and minimum expectations for Alternative Education Providers (AP) and Pupil Referral Units (PRU) in respect of curriculum design. It is not intended as an absolute. Provisions are encouraged to develop and bespoke their offer to meet the needs of the young people and the local area.

Introduction

'It is important to note that many children who are referred to PRUs and AP come from the most deprived backgrounds. They often come from chaotic homes in which problems such as drinking, drug-taking, mental health issues, domestic violence and family breakdown are common. These children are often stuck in complex patterns of negative, self-destructive behaviour and helping them is not easy or formulaic. Many also have developed mental health issues. To break down these patterns they need the time, effort, commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems.'

DfE: Charlie Taylor – Improving Alternative Provisions 2012

In Kent we recognise that pupils who attend an AP / PRU exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress. The aim is always to provide them with the highest quality provision.

The AP/PRUs provide a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all young people become:

- successful learners, who enjoy learning, make progress and achieve.
- confident individuals who are able to live a safe, healthy and fulfilling life.
- active and responsible citizens who make a positive contribution to the well-being of present and future generations.

The AP/PRU curriculum seeks to promote values:

- Education as an important and on-going process, which enriches the lives of all members of the community and through this, the society in which they live and to which they contribute.
- Education as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual.
- Education as a route to equality of opportunity for all.
- Education should also reaffirm our commitment to the virtues of truth, justice, honesty, tolerance, trust, respect and a sense of duty.

The curriculum therefore, needs to be flexible, inclusive and offer continuity, coherence and progression. It must motivate and provide challenge for all young people whatever their ability and promote achievement for all.

It is important that schools referring pupils to their AP/PRU support the curriculum offer and where appropriate, work with the PRU to ensure smooth reintegration and transition.

The Aim of the AP/PRU Curriculum

- To provide opportunities for all young people to learn and achieve
- To promote spiritual, moral, social and cultural development and prepare all young people for the opportunities, responsibilities and experiences of life.
- To provide a balanced, accessible and relevant range of learning experiences
- To know our young people - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them
- To develop our young people as learners, such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our young people with the most up to date information, advice and guidance on opportunities that they will have after leaving

AP/PRUs design their curriculum offer to support:

- the skills of literacy, numeracy and ICT.
- creative approaches to motivate pupils to learn.
- development in a range of subject areas.
- a comprehensive PSHE programme, including social and emotional wellbeing and resilience.
- reintegration through good links to the National Curriculum and mainstream school offer.
- enriched links with partners and external providers.

The curriculum offer:

Key Stage 3

Key stage 3 provision in AP/PRUs in Kent provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, mathematics and P.E, but focuses on additional learning and intervention to promote personal development and wellbeing skills. A minimum of 3 further subjects are delivered with the support of the local schools to ensure successful transition and reintegration.

Key Stage 4

'Impact of the number of qualifications taken on a pupil's Progress 8 score

It may benefit some less able pupils to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, rather than to take more subjects but achieve lower grades overall.'

- DfE: Progress 8 and Attainment 8 , Guide for maintained secondary schools, academies and free schools Jan 2017

Whilst pupils attending a AP/PRU are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore AP/PRU's in Kent focus on the following measures:

- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage of pupils achieving the threshold in English and mathematics (grade 5 in the 2017 performance tables)
- Progress, from key stage 2, across 6 qualifications
- Progress, from key stage 2, towards their identified destination pathway (see table below)

The recommended qualification offer for young people in AP/PRUs in Kent is:

- Element 1
 - GCSE English Language
 - GCSE English Literature
 - GCSE Mathematics
- Element 2 and 3
 - 3 qualifications from the DfE approved qualification list.

However, in all cases AP/PRUs act as they judge to be in the best interests of their pupils. Progression into post 16 pathways is a key measure and informs the 14-16 curriculum offer. Literacy and numeracy skills are essential for future employment and where appropriate to the progression route, AP/PRUs will use functional qualifications.

In 2016, 39% of AP/PRU leavers continued their education at College, 20% continued into other training or apprenticeships and 10% attend school sixth forms. Pupils attending a AP/PRU are given high quality CEIAG to inform their destination route. The table below identifies the minimum required qualifications required for each route:

	Post 16 Destination Pathway	Minimum qualifications required for post 16 progression	Suggested 14 – 16 curriculum model
3A	Level 3 Academic	5 x 9-5 GCSEs or equivalent, including English and maths	GCSE provision enhanced by self-learning and independent study, supported by the sending school
3T*	Level 3 Technical/ Advanced Apprenticeship	5 x 9-5 GCSEs or equivalent, including English and maths	GCSE provision enhanced by self-learning and independent study, supported by the sending school. Work placement in technical field to support skills development.
2A	Level 2 Academic	4 x GCSE or equivalent 9 - 4, including either English or maths	GCSE provision, additional support for English and Maths.
2T	Level 2 Technical / Intermediate Apprenticeship	4 x GCSE or equivalent 9 - 4, including either 1 English or maths	GCSE provision, Level 2 technical qualifications. Work placement in technical field to support skills development.
1T	Level 1 Technical / Apprenticeship	4 x GCSE or equivalent grades 9-2, including either 1 English or maths	Combination of appropriate level 1 and 2 qualifications. Work placement in technical field to support skills development. Work ready training. Could include functional English and Maths
1E	Level 1 Entry /Transition	functional English and maths	Functional English and Maths. Some appropriate work ready/ level 1 qualifications. Work placement in technical field to support skills development.

**students who want to progress from technical awards level 2 to 3. AP/PRUs should be aware that not all colleges see a direct progression route from 2 to 3 due to the requirement to specialise in a specific discipline i.e. professional cookery and construction.*

When identifying the progression route, AP/PRUs will consider both prior attainment and access to education in the year subsequent to the referral. For example, a pupil may have the academic ability to complete A Levels, as identified by prior attainment in KS2, but due to personal circumstances is unlikely to have had enough access to education to stay on this pathway. In this instance, AP/PRUs consider progression routes which enable catch up rather than directing to level 1 provision.

The following case studies give examples of how curriculum solutions could be developed:

Case study 1: Level 3 route

Pupil A wants to study A levels the suggested curriculum would be at least 5 GCSE provision. The AP/PRU supports the pupil by delivering their core GCSE offer. In addition, the pupil is able to make additional or alternative subject choices through self-study and independent learning, supported by the home school. The home school supports by providing resources, additional coaching (on or off school site) and assessment.

If Pupil A wanted to do a level 3 technical qualification or advanced apprenticeship, work placement would also be a suitable option.

Case Study 2: Level 2 route

Pupil B has missed significant education and it is likely that they will not have completed their level 2 study by the age of 16. The AP/PRU offers a GCSE programme focusing on fewer GCSE's. The AP/PRU may choose not to offer both English qualifications at this stage. In addition the AP/PRU considers the delivery of functional skills alongside the GCSEs to support development.

Pupil B has identified a level 2 College course they wish to follow. The College and the home school work with the AP/PRU to ensure experiences and work placements support skills needed for transition.

Case Study 3: Level 1 route

Pupil C has low prior attainment and wants to consider a level 1 apprenticeship. The AP/PRU prioritises basic skills including functional English and maths and work ready training. In addition Pupil C may study a combination of appropriate level 1 or 2 qualifications. Pupil C completes regular work placement in their chosen technical field.

Pupil D has low prior attainment, or has missed significant education. The AP/PRU prioritises English and maths at the appropriate level; this is likely to include functional skills. Pupil D is given a range of work related experiences which support work readiness and career choices. Pupil D is likely to require a transition year before continuing onto a post 16 provision.

Where there is outstanding practice, AP/PRUs work closely with post 16 providers (schools, Colleges and destination providers) to support a seamless 14-19 curriculum offer.

It is recommended that the AP/PRU communicates with the local sixth forms and Colleges to ensure the qualifications they deliver provide a progression route. Collaborative and supportive transition programmes should be developed to prevent AP/PRU leavers dropping out and becoming NEET post 16. A transition model could provide

- further literacy and numeracy skills development including English and maths for those without GCSE at level 2 threshold.
- work placement at an appropriate level .

- development activities such as digital skills, study skills, problem solving and team building.
- personalised support .
- assessment and guidance to make decisions about next steps .
- the knowledge, skills and behaviours needed to progress.
- progression to further education, traineeship, apprenticeship or employment with training.

For further advice guidance and support in AP/PRU curriculum design, please contact Celia.Buxton@kent.gov.uk

For guidance and support with the development of post 16 programmes, please contact the Participation and Progression manager for your area:

South Kent	Jonathan.smith@kent.gov.uk
North Kent	Simon.Bounds@ kent.gov.uk
East Kent	Rob.Williamson@kent.gov.uk
West Kent	Mike.Rayner@kent.gov.uk

For bespoke apprenticeship advice for young people:

North and West Kent	Vicky.Lawrence@kent.gov.uk
South and East Kent	Craig.Barden@kent.gov.uk

Directory of Kent support:

www.apprenticekent.com
www.readytoworkkent.co.uk
www.ucas.com

If you require additional support with online learning – sep@kent.gov.uk

Further sources of information:

- DfE: Alternative Provision Statutory guidance for Local Authorities Jan 2013
- DfE: Improving Alternative Provision – Charlie Taylor Report 2012
- DfE 2017 Keystage 4 performance tables: qualifications in the technical awards category
- DfE: Progress 8 and Attainment 8 - Guide for maintained secondary schools, academies and free schools Jan 2017
- DfE: Pupil referral units: Establishing successful practice in pupil referral units and local authorities Sept 2007
- <http://www.kelsi.org.uk/skills-and-employability/14-to-19-25-curriculum-pathways/conference-documents>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493452/16_to_19_study_programmes_departmental_advice_Jan_2016_update.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536068/56259_Cm_9280_print.pdf

