



# ELS Curriculum Approach

## Curriculum Approach

At ELS Education, we recognise that every child is unique and has been on a personalised learning journey and our curriculum is tailored to match their needs and aspirations and goals for the future. All our pupils have an EHCP and a range of learning needs, sensory needs, medical needs, physical disabilities and often a secondary diagnosis of Autism. Our curriculum has been designed to suit the personalised needs of all learners and is achieved through:

- A **clear understanding** of each learner's interests, learning needs, starting point, prior knowledge and aspirations for the future.
- A **relationship-based approach** achieved through forming signification and secure relationships with our students.
- A **reflexive curriculum** that allows our students to have a say about the issues that affect them as individuals and collectively make sure they receive the help and support they need to achieve their potential.
- A curriculum predicated on a **therapeutic framework** that underpins all our interactions with young people in our care.
- A curriculum centred on the five measurable aims of **Every Child Matters legislation**:

(Refer to ELS Curriculum Policy)

ENTHUSE	ENGAGE	ENABLE
Home Visits   Play	Lessons	Accreditation
Networking	Accreditation	Life Skills   Independent Living
Family   Carer Work	Vocational	Transition Planning
Learning to Fail Gloriously	Self-Awareness	Awareness of Other



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ENTHUSE		
<b>Home Visits   Play</b>	<ul style="list-style-type: none"> <li>▪ Working informally at home or another place where students will engage.</li> <li>▪ Working outside of allocated hours to manage initial anxiety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating routines</li> <li>▪ Familiarizing with home environment</li> <li>▪ Intro to boundaries</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>▪ Building relationships with professional working with client</li> <li>▪ Interdisciplinary approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gathering the relevant information</li> <li>▪ Attending all meetings</li> </ul>
<b>Family Work</b>	<ul style="list-style-type: none"> <li>▪ Regular home visits</li> <li>▪ Phone Contact</li> <li>▪ Online Meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gaining wider understanding of needs</li> <li>▪ Family dynamics</li> <li>▪ Individual work with carer/carers/extended family</li> </ul>
<b>Learning to Fail Gloriously</b>	<ul style="list-style-type: none"> <li>▪ Intro to accepting and learning through failure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop trust.</li> <li>▪ <b>Reduce anxiety</b></li> </ul>



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<b>ENGAGE</b>	
<b>Lessons</b>	<ul style="list-style-type: none"><li>▪ Attending regularly on site and within allocated hours</li><li>▪ Wider selection of subjects</li><li>▪ Semi- formal to formal lessons</li><li>▪ Can sustain concentration for a significant period</li></ul>
<b>Accreditation</b>	<ul style="list-style-type: none"><li>▪ Functional Skills: Entry 1 – Level 2</li><li>▪ GCSEs</li><li>▪ Vocational qualifications</li><li>▪ Any other accreditation that might be available and relevant to the student</li></ul>
<b>Vocational</b>	<ul style="list-style-type: none"><li>▪ Attending courses/programmes with external providers as part their transition plan.</li><li>▪ Extending and trialing social skills</li><li>▪ Always escorted by ELS staff</li></ul>
<b>Self-Awareness</b>	<ul style="list-style-type: none"><li>▪ Beginning to take more responsibility for their actions</li><li>▪ Better awareness of context and diagnosis</li></ul>



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ENABLE		
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>▪ Pushing for maximizing accreditation opportunities</li> <li>▪ Opportunity for academic as well as vocational accreditation</li> </ul>	Able to feel successful and believe in ability to achieve
<b>Life Skills</b> <b>Independent Living</b>	<ul style="list-style-type: none"> <li>▪ Travel Training</li> <li>▪ Hygiene</li> <li>▪ Cooking</li> <li>▪ Budgeting</li> </ul>	Working closely with carers to embed practical skills and routines
<b>Transition Planning</b>	<ul style="list-style-type: none"> <li>▪ Attending tasters and short courses</li> <li>▪ Annual Review</li> <li>▪ Progress meeting with carers</li> </ul>	Careers Guidance Planning with Referrers/carers
<b>Awareness of Other</b>	<ul style="list-style-type: none"> <li>▪ Better able to interact and consider other needs/ boundaries</li> </ul>	Able to interact effectively in public and professional spaces with minimum or no support