

CURRICULUM POLICY

‘WHAT WE DO’

Company Operations

ADO SERVICES C.I.C.

Incorporating ADO River Valley

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2023-2024

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1. Policy Overview

This policy document is called the 'What We Do'. It is part one of our Curriculum Policy. On part two of the Curriculum Policy is the 'How We Do It' element. This guide has been created closely following the '**Independent School Standards**' paragraphs 2, 3, 4, 5 and 34 (guidance for independent schools).

The main objective of this curriculum policy is to explain in detail, that we have a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all students to make progress according to their abilities. It is to also outline what our bespoke curriculum actually consists of and what we do to ensure our students gain the highest quality of education throughout their time with us.

This policy content includes, but is not limited to:

- An understanding of our therapeutic ethos.
- Our curriculum intent.
- Pathways.
- Our approach to educating, teaching and assessing.
- What we do to support students with EAL (English as Additional Language).
- Our approach to Linguistics (English).
- Our approach to Mathematics.
- Why we feel that PSHE and RSE are of the highest importance, which is highlighted throughout our curriculum.
- What we do to help students with careers guidance.

This policy closely links to other ADO policies including the **Curriculum Policy Part Two – How We Do It**, **Behavioural Modification Policy**, the **Prevention of Bullying Policy**, the **Online Safety Policy**, and the **Safeguarding Policy**

2. Our Curriculum Intent

At ADO River Valley we are a Specialist Independent School working with students from ages 14-19. We teach several subjects covered within the national curriculum and strictly follow the seven areas of learning as listed within the '**Independent School Standards**'.

We teach linguistic, mathematic, scientific, technological, creative, physical, health and social related subjects along with extra-curricular options for students to meet individual interests and desires.

Our entire curriculum highlights the company ethos and values as a 'Not for Profit' organisation. We want our students to share the same values and beliefs as staff in order to

give them a sense of belonging, and purpose. We have a holistic approach which allows students to feel comfortable, valued and part of our community within our setting.

Throughout our curriculum we pay particular regard to Fundamental British Values and Protected Characteristics, as and where possible highlighting these exact terms to the students when appropriate. It is our duty to help students understand the importance of mutual respect of protected characteristics, and if any issues or conflict were to arise, we would work with each individual in a sensitive way. Each situation may need to be managed with a bespoke approach depending on the narrative.

2.1 Curriculum Overview

We want to ensure that our students are on board with our curriculum and strive to meet the needs of every individual.

We do this by:

- Ensuring that our curriculum is an equal balance of therapy and education. With this approach we feel that we give every student the ability to express themselves in a safe and secure environment, learning coping strategies which they can actively use to develop resilience around education and support them in society.
- We adapt our timetable to individual students. We try as hard as possible to be flexible with our timetables, in order to help a student succeed.
- We offer creative and hybrid timetables when students require it. Our preference is to always have our students with us in school full time, however in some cases that are brought to our attention we will work with families to ensure learning is obtained even if some is done via home study or remote learning.
- We factor in additional support and reasonable adjustments to our teaching and curriculum to be inclusive and open to all individuals.
- Where relevant, we incorporate wider professionals into our school day to help students achieve (such as CAMHS, EPs, SALT and Social Workers).
- We create engaging and interactive lessons that do not remind students of traditional education.
- We have innovative ways of engaging students, often through practical and kinesthetic deliveries, such as experiments.
- We promote efforts, not just achievements. Many of our students are working at a younger age than their biological age and we do not compare them directly to other students and where they 'should be' for their age, as this is an unethical approach.
- We focus on individual 'next steps' as part of our ongoing assessment processes. We treat students as individuals, looking at what we can do within our schemes of work to cover any specific issues that may be impacting the student, such as covering off anti-discrimination in PSHE if a student is displaying racist tendencies.

- Our curriculum schemes of work are based on well-known bodies such as Pearson, Functional Skills, and AQA. We have chosen such organisations and specifications to ensure that our approach and expectations are SMART.
- We ensure that our curriculum helps prepare students for life after ADO and into adulthood. We feel this is incredibly important to help teach the students life skills and we feel our bespoke approach to education achieves this.
- Teachers are called educators, to eliminate fear of past experiences within school
- Staff go by their first names instead of titles- the informal approach works best for our students
- Our educators are adaptable and will alter their approaches dependent on individual students and their requirements. We also set realistic goals for staff to work towards, based on where our student's abilities and capacities are. This provides a more relaxed environment, which aids engagement and overall motivation.
- Our syllabus for each subject has a half-termly or termly rotation of topics. These topics link into our long-term plans and schemes of work. We carry out weekly planning that is flexible and adapted depending on the engagement and success of the week before.
- We give an 'unconditional positive regard' to all students.
- We monitor student's engagement, motivation and overall learning experience on a daily basis. We do this to show progress, set next steps and identify any gaps in learning.
- We offer extra-curricular experiences which include external trips to adventure based places such as to the climbing range, and boating lakes.
- We run extracurricular clubs from 3:00-3:30pm as compulsory. We also run three optional lunch clubs per week. Within these clubs we focus on having fun, team building and exposure to activities that students would otherwise not access. We are piloting the compulsory clubs after school until the end of the summer term.
- We host community events that we encourage the students to join in with. These can be focused on team building, volunteering or fundraising and are delivered periodically throughout the year on weekends or in the school holiday.
- We use Arbor as our MIS system which enables us to magnify students' progress made within incremental steps and allow us to set bespoke tracking for student/subject.
- We ensure that our school day has break times and a longer lunch time. Within these periods, students have access to a magnitude of therapeutic experiences to help them manage on a daily basis. Students also have choices on where they can go and spend their breaks, giving them a sense of freedom and independence.
- Students are made aware at the assessment stage, and throughout their time with us where all of our therapy and break out spaces are. We actively encourage these areas to be used by students throughout the school day.

3. Pathways

We have two set pathways at ADO, which are the 'Core Pathway' and 'Career Pathway'. The core pathway is our mandatory subjects that students will follow as standard during their time at ADO. Our career pathway is accessible from Year 10 and above, it allows the students to have a sense of ownership and control of their education and future careers plans. If a student joins us at any stage and does not have qualifications within traditional based subjects, then they are automatically placed into our 'core pathway' format to ensure that these are achieved. We actively encourage Maths/ English and ICT lessons irrespective of age as we start our functional skills levels at Entry Level 1 and can go all the way through to Level 2. If students achieve Level 2 or have reached their ceiling point, we then discuss them transitioning onto our Career Pathway to focus on their specific interests.

Our core pathway covers:

- Linguistics (English) *Functional Skills*
- Mathematics *Functional Skills*
- Science (General, Animal and Equine Science) *Level 1 Introductory BTEC in General Science*
- Adventure Sport *AQA Unit Awards*
- Creative Education (nature art, drama, photography, bushcraft, outdoor cooking horticulture/ food growing) *Level 1 Introductory BTEC in Art and Design*
- Personal, Social, Healthcare and Economics (PSHE) and Relationships, Sex Education (RSE) *AQA Unit Awards*
- Technology (ICT *Functional Skills* and woodwork *AQA Unit Awards*)
- Land Based Studies (units in animal care, equine studies and environmental) *Level 1 Introductory BTEC in Land Based Studies. Students choose the units of which they wish to study.*
- Geography *AQA Unit Awards*

Within Mathematics, English and ICT, students will work towards the Functional Skills programs from Entry levels to Level Two dependent on the academic abilities of each individual.

We feel confident that the Functional Skills model is adaptable, and achievable for the needs of our students. If a student who was within our cohort wanted to follow an alternative qualification route such as GCSEs, we would review what we could offer at that point in time- ensuring the voices of our cohorts are absolutely heard.

Students who are on our career pathway option still carry out the above topics as standard, but in line with their chosen interests and academic abilities they have the options of a wide variety of qualifications which include:

- Pearson BTEC Level 1-2 First Award- in Animal Care NQF
- Pearson BTEC Level 2 Technical Diploma in Animal Care
- Pearson BTEC Level 3 National Extended Certificate in Animal Management
- Pearson BTEC Level 3 National Foundation Diploma in Animal Management
- Pearson BTEC Level 2 Extended Certificate in Horse Care
- Pearson BTEC Level 2 Diploma in Horse Care
- Pearson BTEC Level 2 Technical Diploma in Equine Studies
- Pearson BTEC Level 3 National Foundation Diploma in Equine Management
- Pearson BTEC Level 3 National Diploma in Equine Management (Yard Management/ Equitation)
- Pearson BTEC Level 3 National Extended Diploma in Equine Management
- Pearson Level 1-2 Tech Award in Sport Activity and Fitness
- Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities
- Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities
- Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities
- Pearson BTEC Level 2 Certificate in Countryside and Environment
- Pearson BTEC Level 2 Extended Certificate in Countryside and Environment
- Pearson BTEC Level 3 Extended Certificate in Countryside Management
- Pearson BTEC Level 3 National Foundation Diploma in Countryside Management
- Pearson BTEC Level 1-2 First Award in Health and Social Care
- AQA Accredited Short Courses in Youth and Community Work
- AQA Unit Awards in Youth and Community Work
- Pearson Level 1-2 First Award in Business
- AQA Accredited Short Courses in Business Studies
- AQA Unit Awards in Business Studies

Students will have a wealth of support from ADO staff and will all have the opportunity to meet with our careers guidance team in which we partner with the Bromley Youth Service Program and we also liaise with each students home borough to organise further careers support. Career's guidance is accessible for students throughout the duration of their education with us, with the team being aware of the GATSBY guidance and are 'Connections Qualified' in line with the Local Authority.

Students will also be involved in 'transition' meetings where relevant. Meetings would include the families, student, ADO Education team, therapy team and external professionals when needed.

In occasions where students refuse or feel unable to meet the careers advisor, they are encouraged to provide a summary to the staff to then meet with the advisor or alternatively we still encourage the relevant caregiver to attend as they can speak for the student.

At the assessment stage, our ADO admissions team will obtain all vital information surrounding the student and if they have any professional involvement input for themselves or for the while family. Information such as this will help ADO to support the student with their pathways, as it will help us gain a wider picture on their abilities and difficulties.

4. Our Approach to Educating, Teaching and Assessing

Every student has their own way of learning. Some of our students have complex needs, which can make their learning experience more difficult. Many of our students have experienced punishment due to their presenting needs often presented as 'challenging behaviour'. This has meant that some of our students have a mental block or barrier, causing them to feel low self-worth and lack of motivation. Our students often feel that they should have made progress in the past, often feeling behind where they should be.

We ensure that all students are aware that when they start with us, the slate is wiped clean. Most of our students come to us after several exclusions from alternative settings or mainstream schools, which can cause them to have low attendance due to their associated needs. Our students often arrive at ADO, downtrodden and feeling 'worthless' or a 'failure', but our approach and reassurance encourages them to see the bigger picture and what they can achieve with the skillsets that they have.

Our job as ADO educators is to help students see their full potential. We display enthusiasm and energy to increase motivation and self-worth amongst the students. We actively and proudly share progress that students have made, irrespective of how big or small it is, encouraging them to see that they are worthy.

We do this by:

- Demonstrating the best possible environment for learning. We are privileged to be based within a stunning outdoor setting which allows us to promote a positive and relaxed atmosphere, allowing the students to feel a sense of space and freedom, something which students greatly appreciate due to restrictions in previous settings. Our setting enables students to take safe risks in order to learn from mistakes whilst developing fundamental life and social skills.
- We make our classrooms an enjoyable place to be. Our classrooms are therapeutically designed and display an innovative approach. Our classrooms are surrounded by nature, which helps to create a calm setting and we ensure that our classrooms do not represent a traditional classroom, as this could cause triggers for our students. We ensure that students have the opportunity to display their work regularly. We actively promote displays that promote social mobility within a stratified society (Culture Capital). We also ensure that students embrace individual liberty and mutual respect for one another, throughout the work that they do (British Values).
- We ensure our students feel heard. We ensure that each student feels a sense of control over their learning. Our students have a desire to feel involved and in control of situations, we ensure they have an active responsibility in their own learning

through Individual Learner Plans (ILPs) and us allowing them to act as 'educating mentors'. Students as standard have allotted time with our pastoral team to work through Liberal Education factors, learning preferences, goal setting and SMART target strategies throughout the ILP document but not inclusive just to this, they also have regular opportunities to complete student evaluation forms relating to education, well-being, beliefs, all of which can then be shared via the student council meetings.

- We work with our Occupational Therapist to break down EHCP outcomes into smaller tasks for each individual student to ensure that we are also working through them whilst delivering the curriculum. Regular meetings and check ins are carried out and our paperwork is updated with 'next steps progress or efforts'.
- We teach dependent on student learning styles. Due to the complexed difficulties our students have, they would work less effectively on the Lecture Approach and Individual Work Time delivery. Learner centred approaches with us are absolutely key and they are at the forefront of our whole ethos. Whether a student is visual/auditory/ kinaesthetic/ are considered, and lessons are adapted as best as we can.
- We ensure that our lesson outcomes are 'achievable for all'. Within each of our lessons, we ensure that the approach is adapted or expanded to meet individual needs of students. We also work closely with individual students to gain an understanding of their interests and preferences and adapt this into our formalities. Our subjects also contain precise learning objectives with a differentiated success criterion. We promote team building and critical thinking to improve social skills through group work, pair work, role play, student led approaches. Some students may find socialising with peers difficult, so we support them with our bespoke approach and ensure that this is considered within individual 'next steps'.
- We praise progress and efforts, however big or small. Our students have often come from experiences of low self-worth and purpose. This usually leads to them feeling unwilling or not motivated to commit to learning. We ensure that we give constant praise, encouragement and positive uses of our reward systems as elements to drive students to keep trying (and that learning can be fun)!
- We are diverse. We are fortunate to have an expansive space, providing students to access a versatile curriculum based on their likes and interests. Our setting enables us to expose students to alternative learning experiences that could help them choose career paths that they had not previously considered. Our approach to teaching is through experiencing risk, allowing students to have a sense of responsibility with the view that it will help keep them safe in society.
- We encourage home learning. Our students are actively encouraged to complete self-study at home. Through pathway homework, to self-exploration-based study. We liaise frequently with parent-carers on how to support their child/ young person (CYP) at home with study
- We involve care givers. We truly feel that parents and carers are an imperative part of student success, and this is why we ensure that we keep them informed with company updates, community events and invite them to two parent events per year. We work closely with parent-carers to support student self-study and exploration for educational and therapeutic sessions.

- We allow students to focus on their 'career pathway'. We ensure that students spend a third of their time in subjects that they are passionate about, in line with their career pathway. We ensure that our students not only learn the topics within their subjects, but also help to prepare them for the world of work and learn skills that will promote employability.
- Within 2023-2024 we would like to build strong network relationships with nearby organisations so we can ensure that students access external 'working placements' to help them gain experience in a workplace of their interest.
- Students are able to work closely with our career's guidance support, helping to plan 'next steps' such as post-16, college, apprenticeships all which could lead them to accreditation of their chosen specialism.
- In line with the Independent Standards, we follow a holistic curriculum for both History meaning that we deliver a 'Project Based Approach' to these subjects throughout the full school year. This means we do not deliver specific History lessons within our timetable. History is combined within everything that we deliver and believe. We educate our young people on topics in a way that feels enriching, engaging and motivating for them. Our delivery of these subjects are often interlinked with our core/career pathways through cross curricular learning. We operate our History lessons in this way due to student and staff feedback surrounding previous approaches and this is felt the most suitable and manageable for our students (given the nature of some of the topics that can arise). We do this through our Calendar of Culture.
- We deliver weekly geography lessons.
- We involve external bodies as part of our Quality Assurance. We believe it is of the highest importance to seek clarity from wider professionals such as education consultants, committee members or local authority members. This is why we regularly hold external quality assurance appointments allowing them to be part of a learning walk, lesson observations, curriculum reviews, policy reviews and other various areas.
- We let our educators be taught. We provide continual staff training in a wide variety of areas to ensure that we are continuing our professional development, all in aid of supporting students as much as possible.

4.1 How We Support Students with English as an Additional Language (EAL)?

Being the largest city in the UK, London is also home to one of the most ethnically diverse populations in the world. Approximately 1/3 of Londoners were born abroad and over 200 languages are spoken in the capital. With this in mind, we are fully prepared to support students who do not have English as their first language. We ensure that our environment is warm, open and approachable causing a student to feel safe. We allow the student to work closely with our Teaching Assistants, working through visual aids to help communication, we make sure that classrooms display current learning topics which can be a reference point for EAL CYP. We to recruit or upskill a current educator who is experienced in

teaching/supporting integral ESOL at all levels within 2023-2024 (in line with school growth and income). If a student required a translator, we would put this in place.

If we have an EAL CYP within our cohort we would ensure that we allow them thinking and processing time, and we speak slowly and clearly (repeating and praising as much as possible) to help ease them.

5. Our Approach to English

We feel very strongly that literacy is of the highest importance. Literacy skills enable us to communicate and get our points across throughout society. Overall, our students have missed significant periods of time out of education which has impacted their confidence levels when it comes to reading, writing and conversing. We ensure that we do not 'benchmark' students against one another by age, because each individual is on their own journey, have their own learning needs and strengths, and simply should not be compared to one another. Each student has their own skillset, one may be stronger in English than another, but our inclusive approach helps students to demonstrate encouragement and kindness to one another which in turn promotes confidence and willingness to keep trying. It is one of our biggest responsibilities to facilitate linguistic based learning that will allow for achievement in all areas of literacy.

With the above in mind we provide:

- **A relaxed and encouraging approach to English lessons** - We are fortunate enough to be situated within an abundance of woodland and wildlife, allowing English to be taught outside of the classroom and linking into students' wider interests.
- **Therapy dogs that students can practice their reading with** - Our therapy dogs can be the only species that a student will read to, but this is not a problem. It allows the student to feel a sense of empowerment, with no judgement- just love.
- **Follow the functional skills model** - Functional Skills provide students with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently within their personal life and future careers.
- **Regular English lessons** - As part of our 'core-curriculum' we ensure that English is at the forefront of our minds in order to help students in society.
- **Regular formative assessments** - We ensure that we carry out frequent formative assessments to help track progress and identify any new learning needs and development for us to support.
- **Students with external reading opportunities** - We work closely with organisations such as 'The National Literacy Trust', to encourage students to read motivational books and articles written by stars who are role models to our students. We feel that a non-fiction approach to literacy is the more successful route for our students, as many of them are wider before their years and have a thorough understanding of 'the real world'. We then incorporate this as part of our curriculum and teach writing lessons surrounding what they have read, which peaks student interest and

improves communicative skills as they often want to share information that they have learned about their role model.

- **Display books that promote inclusivity, and diversity** - In our classrooms we have a wide variation of books that are accessible to all students.
- **We use technology too!** - We ensure that students who may be unable to read or write in the traditional format or have learning needs such as dyslexia have access to technology to help them achieve. We actively use a wide variation of 'reasonable adjustments' to help students feel worthy and motivated.
- **Provide additional support** - We put extra support in place for students who may be struggling with a topic, the extra support may be given by an educator, teaching assistant, SENCO, or therapist depending on the area of difficulty.
- **Reading is encouraged at break times** - We provide students the space and resources to read at lunch time, giving them a sense of calm and relaxation before the next lesson.
- **Reading is given a high profile** - We ensure that reading is part of everyday life for students. Reading is a perfect example of cross-curricular working. For example, students will be encouraged to read information sheets surrounding animal welfare within science lesson which means that the student is learning the topic whilst practicing their English (reading) skills.
- **Efforts are recognised** - We embrace students who have not only achieved, but who have tried. Hard effort is one of the biggest things that we recognise and deliver incentive awards on. It is not about what has been achieved, but the efforts that have gone into the achievement. We do celebratory events, to promote student's self-esteem, however in some cases this will be discreetly managed if praise can be a trigger for them.
- **Assessing is important**- We liaise directly with the provision of which the student was on roll prior to ADO, asking for their previous reports and levels as to where the individual students are at for English. With this information, we provide our own bespoke baseline assessments accordingly to the level suggested. Furthermore, we will utilise resources such as the Functional Skills CGP English books throughout as a formative assessment to ascertain our students understanding of a topic. In some subjects for our Career Pathways we also do an initial baseline/fact find with the students at point of enrolment. This fact find requests the students to list down any information they already know about a given subject, for example Equine Studies. At the end of that school year, students will be asked to complete the same task which will enable us to see if learning has taken place. We can also assess their writing skills within this informal bespoke assessment. Conducting such assessments enables us to identify gaps in learning, we would then arrange additional support such as bespoke intervention lessons. We work closely with individual students to obtain their feedback on their strengths and areas of difficulty through Individual Learner Plans, ensuring that we come up with solutions to help support them to achieve their goals.

6. Our Approach to Mathematics

This area of learning is commonly the most challenging area to approach with our students. We feel that this is based on their varying degrees of competency, with them often having large areas of the subject missing from their learning, and them being aware of this. We ensure that students are encouraged to take on a 'growth mindset', to help them learn that they may not know something now, but it does not mean they are never going to know it. Some of our students have raised anxiety surrounding the term 'maths', and in some cases, we do adapt our approach to the term and lesson formation.

Many students have been through periods of long-term unsettlement, so through no fault of their own are then behind on their learning. We reassure students and promote efforts and success every step of the way.

To help students within this subject area, we ensure that:

- **We teach maths in a fun and engaging way** - In order to heighten the interest of students, we focus our maths lessons often out of the classroom. We utilise nature, and our animals as mathematical tools to help students see that maths can be fun- and that many aspects of maths is helpful within everyday life. For example, this could be learning fractions through feeding our animals, or measurements through using a tree as the tool. Our approach to maths has a physical element, which is great for students who struggle with ADHD or loss of focus.
- **We link maths discreetly into other subjects** - We promote key areas of maths within other areas of teaching (such as measuring food for outdoor cooking). Ensuring that students have as much indirect access to this paramount subject.
- **We follow the functional skills model for maths** - This model is ideal for students who may have educational related anxiety. It helps students to make sense of a situation and represent it mathematically, it helps them to analyse and process using maths, and lastly interpret and communicate using the results of analysis.
- **We use Numicon** - Numicon is used with students in order to help them develop a concept and understanding of standardised life skills which can include, counting, ordering, addition, subtraction with a wide variety of resources that are suitable for those with sensory needs. There is something for every student within our Numicon set.
- **We use visuals** - We ensure that the learning areas have soft and unassuming reference guides to mathematics, allowing students to use them without feeling overwhelmed. We also display specific learning concepts for students to see, which helps to scaffold students. We feel that our approaches provide a rich environment within this subject.
- **We promote problem solving and core skills** - Within our curriculum, we ensure that lessons have an element of problem-solving. We often carry this out through PSHE in areas such as budgeting, as a cross-curricular element.
- **We use technology** - Although we are an outdoor setting, we see the wealth of benefits that technology can offer within subjects such as maths. Technology is often the starting point that encourages a student to engage in a maths topic. We have a

selection of educational games on our devices, in order to promote maths learning. These are frequently used to help a student who may otherwise disengage.

- **Assessing is important-** We liaise directly with the provision of which the student was on roll prior to ADO, asking for their previous reports and levels as to where the individual students are at for Mathematics. With this information, we then provide our own bespoke baseline assessments accordingly to the level suggested. Furthermore, we will utilise resources such as the Functional Skills CGP Mathematics books throughout as a formative assessment to ascertain our students understanding of a topic. Conducting such assessments enables us to identify gaps in learning, we would then arrange additional support such as bespoke intervention lessons. We work closely with individual students to obtain their feedback on their strengths and areas of difficulty through Individual Learner Plans, ensuring that we come up with solutions to help support them to achieve their goals.

7. Our Approach to Personal, Social, Health and Economic (PSHE) Studies

At ADO we truly believe that PSHE as a subject is one of the highest importance, not only for our students, but for every person. PSHE is a huge subject to cover, and one that we continually learn throughout adulthood. Through our PSHE curriculum we allow our students to learn important skills which surround 'cultural capital' so that they know what to expect through 'preparing for adulthood' in modern Britain. We teach PSHE as compulsory, irrespective of age and whether a student is on the 'Chosen Pathway'.

This subject is incredibly wide ranging, with some topics needing to be handled sensitively due to them being a trigger for past traumas. PSHE educators work part in parcel with our therapeutic team to ensure learning experiences are managed carefully so not to cause distress, but still to teach and allow students to learn these fundamental life skills. We conduct twice weekly PSHE lessons as we simply do not feel that one lesson a week is enough in a therapeutic school like ADO. Educators work together to promote cross-curricular PSHE based learning within other subjects, it is at the forefront of our ethos and holds a strong purpose for why we do what we do.

7.1 What is covered in PSHE lessons?

- Personal- Teaching the students about how to care for their own personal well-being. Understanding how to be flexible and adaptable in society.
- Social - Educating students on how to have effective communication, understand empathy, and manage conflicts and consent appropriately.
- Health - Help the students learn the importance of self-care, how to look after themselves in areas such as hygiene, and sleep.
- Economics - Encourage students learning through numeracy and problem-solving which is linked into our mathematics curriculum.

Within the four factors above are a multitude of sub-categories that are also covered. These include:

- Spiritual - Helping students to see the greater good, a sense of purpose and inner peace.
- Moral - Exposing students to factors such as learning the difference between right and wrong, that there are consequences of behaviour or actions. This section also actively promotes British Values by teaching students about the 'rule of law'.
- Cultural - Giving students culturally specific knowledge, embracing one another as a whole without bias or discrimination through mutual respect (British Values). We also teach about different faiths and cultural diversity.
- Citizenship - Which includes group working, accepting one another, and teaching students the importance of being fair and patient.
- Relationships and Sex Education (RSE) - We provide a relaxed and mature approach to this subject, ensuring that students learn the importance of a healthy relationship, and how to keep themselves safe. Please see our **Relationship and Sex Education Policy** that outlines how RSE is delivered at ADO.

7.2 How is PSHE Embedded into Our Timetable?

PSHE is one of our 'core subjects' within our curriculum. This means that it is mandatory for all students. We teach PSHE lessons once per week (formerly twice per week per group however in line with our students voice we have made some adjustments). PSHE is now not only delivered to groups once per week but also on the last Friday of every half term we do a PSHE practical day. We have done this to ensure that PSHE is as engaging as possible for students, and to ensure we are giving the right amount of time to cover important topics, some of which are better as one big group at the end of each half term. Within the weekly lessons, the topics adjust slightly every half term, however this links in to our long term schemes of work and we ensure that every student has the opportunity to 'Do More Remember More'.

Within our timetable, aside from the PSHE subjects we:

- **Are part of the Jack Petchey award scheme.** This scheme enables students to recognise and vote for peers who they feel are deserving of an award and understand the importance of giving back to the community.
- **Have a school council.** Where students can come together to discuss key factors about school life in order to give them a sense of responsibility. Student councils promote the student's voice and help them to feel part of a community and improve the learning environment. Our students have found areas of this difficult, so we are working with them currently to ensure they are comfortable but that we are still covering off important factors that they should be involved in.
- **Have basecamps (circle time).** This is where students come together to share day to day experiences and updates around a fire, giving a sense of relaxation, whilst enjoying one another's company.
- **Embrace cultural celebrations.** As part of our standard curriculum, we actively embrace cultural celebrations in order to widen student experiences but to also

promote mutual respect. Celebrations include Diwali, Chinese New Year, St Patricks Day, My Family Week, and Autism Awareness Week, for example.

- **Promote acts of kindness.** As part of society and 'cultural capital' we teach our students the importance of kindness and politeness through skills such as holding a door open, giving lost property back to its owner, which are incredibly important things that any young person should learn. Not only to be polite, but this will also help them to stay 'safe' in society.
- **We respect each other.** We ensure that we promote mutual respect throughout everything that we do, however as an addition we also have specific lessons within our schemes of work that put an emphasis on role-play, team-work, and self-expression. By carrying out lessons such as these, we encourage confidence, embracing one another, prepare for the students to play an active role in society (and having a positive impact on it). We help the students to form and maintain healthy relationships, getting to know one another and accepting that we will not always agree with one another, but that is fine.
- **We teach online safety.** We feel that in order to keep safe in society students of all ages should be made aware of online safety. For more information please revert to our **Online Safety Policy**.
- **We recognise and celebrate effort.** Many of our students have never had the opportunity to be recognised for effort, some of them say that they have never achieved a certificate before. At ADO we quickly turn this around for students, through celebratory events where families are welcome to visit to view 'positivity display boards', making the most of student ability and encouraging further efforts, steps and progress.
- **Our curriculum includes drug and alcohol awareness.** Many of our students have had direct access to drugs and alcohol, with some who have been exposed to this since pre-birth. We feel it is important for us to help students understand the dangers surrounding these factors. We encourage the students through our PSHE curriculum to obtain AQA Unit Award Qualifications on these topics, to help them take pride and ownership of their safe choices. We cannot stop the easy access to drugs and alcohol, but we strive to nurture the students away from it.

7.3 Why Do We Educate Against Discrimination?

Discrimination can come in many forms. It is a sad and unfortunate way of society however, we are fortunate enough to live in a generation where people are standing up to discrimination of all forms and this is having a positive impact on laws and legislations. We strive for our students to be members of equality during adolescence and adulthood, and it is our responsibility as a school to educate them on how to achieve this.

Within our PSHE sessions, and throughout standard ADO approaches we:

- Focus on developing social skills.
- Help students to understand how to manage their anger and emotions towards conflict, or how they perceive themselves.

- We talk openly about what we can do as a Therapeutic School Community Interest Company to fight against discrimination.
- We develop anti-discriminatory understanding for things such as bullying, cyber-bullying, religious and ethnic beliefs, racism, sexism, homophobia and transphobia.
- We help our students to become aware of the skills they will need to survive living in London, and modern Britain through teaching Fundamental British Values and Cultural Capital. This includes embracing our cultures, celebrating our differences, having mutual respect, individual liberty, and understanding democracy and rule of law.
- Educating our students about the importance of following rules. This is incredibly important, helping them to build the life skills to stay safe living in London, avoiding crime and gangs. We are the first step to guiding our students away from danger, helping them to choose a safer healthier life.
- We carry out debates, and restorative justice meetings between groups to help them grasp differing viewpoints accepting that we all have different thoughts, feelings views and actions. We have also been known to do dummy elections, helping to prepare students for adulthood and having the power to vote.
- We involve students in fundraising events, and community events to help them learn the importance in helping one another and wider acts of kindness to the wider, less fortunate society.
- We celebrate key cultural events, to ensure that our students from all walks of life feel part of our therapeutic school community.
- We actively embrace our own lifestyles and celebrate 'My Family Week'. My family week helps students to talk openly about where they live (flat, house, caravan, do they have a garden, balcony etc). We explore our parents, are they from split families, same sex parenting, LAC CYP. With our specialist team we help the students to accept the difference in lifestyles and see the positives within their own experiences to promote mutual respect.
- Use external organisations to help students feel part of a wider community.
- We raise awareness about how to stay mentally and physically healthy in order to encourage students to take ownership in their own wellbeing and the wellbeing of each other.

7.4 Students Who May Struggle with PSHE Related Topics

Due to the difficulties or adverse childhood experiences (ACE) that many of our students face, or have historically faced, they can find specific PSHE related topics incredibly difficult to explore. With this in mind, we have actions and strategies that we access and tap in to in order to help them within these periods.

In order to help students develop their PSHE skills, we:

- Support students through specific topics that could be a trigger for them through therapy. The student may have some therapeutic sessions to work through the difficult subject, or the therapy team can support the educator in order to manage the topic sensitively in the classroom.

- If a student accesses therapy, we are able to signpost to the most relevant therapy to the topic. For example, if a student was struggling with a health or hygiene topic, we could assign/signpost them to Occupational Therapy, or if it was a phobia they could work with our Cognitive Behavioural Therapist.
- We manage each sensitive situation on a 'case by case' basis. For example, a student may benefit from accessing the topic on a 1:1 basis with the educator, or perhaps with a friend or a small group. We meet the needs of what each individual student requires throughout any topic or situation.
- We directly expose our students to different external experiences that they perhaps have not had access to before. By doing this and taking them out of their comfort zone can help them to relate to an associated topic that perhaps they are finding difficult, or not taking seriously. Helping our students to be more streetwise and improve their instincts and common sense, as this is something that every individual need growing up in modern Britain.
- Where relevant, we help students through exploring legislations and government decisions to help them to understand why rules are in place and that the decisions are not ours to make. This is good for students who feel they can take on the world and do anything they desire with rigidity.
- We support students to express themselves through 'Zones of Regulation'.

8. Our Therapeutic Approach

At ADO, we have ensured that holistic therapeutic interventions are embedded in every area of our educational practice.

As a 'Specialist Further Education Setting' for students with Social, Emotional and Mental Health (SEMH) needs, we feel it is paramount to provide a therapeutic approach to the school day.

Our students have an Educational Health and Care plan (EHCP). Our students are all on their own journey, some have been (and still are) victims of trauma and abuse which are adverse childhood experiences (ACEs).

We believe that expecting students to achieve in education, without having therapeutic support is unrealistic and unethical. *'Educating the mind without educating the heart is no education at all'*.

We have created a fantastic working relationship between our educational and therapeutic teams, making sure that we all work as 'one'. This approach ensures that we are providing the highest level of support for our students, working collaboratively with individuals, families and wider professionals to meet individual student needs.

We provide group therapeutic sessions as our last 'lesson' of every day. This lesson is called 'mindfulness'. By ensuring that our last lesson consists of mindfulness and therefore focusing on the present moment, ensures that our students have the opportunity to re-ground and prepare themselves for home time, which for some can be a difficult

experience. If the term mindfulness is daunting for the students, we will not use this phrase but will encourage them to come and engage in the activity that is being carried out.

Our staff ensure that they inform each other of any essential information surrounding the students needs, triggers, emotions, progress and difficulties on a day-to-day basis.

Our school SENCO works closely with all staff who are working with students and families, providing frequent meetings keeping everyone up to speed on key information such as EHC/CIN/CP updates and organising further support as and where required.

We ensure that our approach to the curriculum is holistic, and based around students interests to encourage motivation, engagement and therefore 'success'.

9. The Process for Students to Access Therapeutic Support

We ensure that as standard, students get access to group therapeutic experiences on a weekly basis. However, we are also equipped to deliver a wide range of 1:1 therapy interventions. Students can be signposted for 1:1 therapy at ADO in many ways, such as, professional referral, for example, an external professional such as a Social Worker or EHCP Co-ordinator. These requests for therapeutic support can be made on our **ADO Referral Form** when joining the school.

Additionally;

- **Multi-Team Agency Working** - At ADO we work closely with external organisations such as CAMHS. We often work alongside them to deliver whatever therapeutic intervention is required for students. It is common that young people do not wish to engage with formal settings such as CAMHS, so CAMHS work with our specialist care team to ensure therapy can be delivered with us but ensuring that they are involved in reviewing outcomes and setting 'next-steps'. Where relevant, CAMHS professionals are welcomed to work directly with students on site at ADO too.
- **Internal Request** - Staff members at ADO can advise if they feel that a student would benefit from a form of therapeutic support. For example, if our sports educator noticed that one of the students was having continual difficulty with tying shoelaces or balancing, they could suggest that the individual has access to Occupational Therapy.
- **Self-Request** - Students themselves can voice if they wish to access a form of therapy.
- **Parent-Carer Suggestion** - Parents can approach us if they feel that their CYP would benefit from a therapeutic intervention. This suggestion would then be discussed with relevant external professionals and the student themselves prior to any confirmation.

9.1 Consent

It is apparent from the point of referral when joining ADO, that we are a holistic therapeutic provision, and therefore there is an underlying assumption that consent is given for therapeutic interventions due to the fact that external professionals, parents and carers know and accept our ethos and approaches from the beginning. However, we would liaise with caregivers and the wider network if we felt that outcome therapy was required with a student to obtain views and avoid any conflicting information for the students prior to this commencing.

We also feel it is fundamental for the student to be on board with any therapeutic decisions that are made, as it is them that will need to explore the sessions and partake in homework and strategy practice. A student has to feel on board with therapy, in order for it to have the chance to succeed.

9.2 Therapy Services We Offer

Below we have listed the current therapy interventions that we offer. However please note that this is 'ever-evolving' and we will do all that we can to include a specific therapy type that we do not offer to a student if it was required. We will also continue to work with external professionals such as CAMHs for guidance and support.

- Cognitive Behavioural Therapy (CBT)
- Occupational Therapy (OT) *re-recruiting for Full Time OT – February 2022*
- Animal Assisted Therapy/ Activities (AAT/AAA)
- Equine Assisted Therapy/ Activities (EAT/EAA)
- Basic Counselling
- Relaxation Therapy (RT)
- Eco-Therapy
- We utilise strategies from 'Neuro Linguistic Programming' (NLP)

9.3 Therapy Session Times?

Sessions are delivered on a weekly basis for specific students as part of their timetable. We will work with individual students as much as possible to determine when would be best for them to access their therapeutic session within the school day, but the availability of the therapist they require has to also be considered.

To benefit from outcome focused therapies and the associated techniques we recommend a minimum of 12-24 sessions for each student. This can however vary from case to case, and the therapy type being carried out.

We are fortunate enough to be based within 6.4 acres of stunning woodland and small holding, feeling completely emersed in nature. With this in mind, our therapeutic delivery is not based within the traditional four walls, meaning that our relaxed approach allows

students to feel a reduction of pressure during sessions, therefore, they are more effective. We utilise a blend of skillsets within sessions to include animal-equine and nature-based activities, which allows the student to work through key coping strategies, whilst having a physical therapeutic experience, reducing anxiety and giving comfort throughout. Within sessions the student will learn how they can practically apply these techniques in daily life in between sessions and after treatment ends.

Students who do not currently require 1:1 outcome therapy still have 'embedded therapy' throughout every school day. We ensure that every student gains a wide insight into mindfulness, re-grounding and understanding emotions as part of our standard curricula. We also ensure that on occasions our therapists facilitate group lessons in subjects such as 'Creative Education', as this can help students understand how to express themselves and communicate more effectively, thus improving social skills.

We are proud to deliver a holistic approach to our subjects, always incorporating student's viewpoints. Students can expect ADO staff to treat everyone in the class equally. We actively follow pedagogical approaches such as, collaborative, reflective and inquiry-based learning, all of which empowers students to speak their views which increases their self-esteem.

Our curriculum does not promote partisan political views in the teaching of any subjects in our school. Staff are supported through our policies, CPD and internal training to ensure that teachers or other visitors are not actively encouraging support of a particular political viewpoint.

Therapists and educators work closely together to ensure that the individual needs of learners are met, causing therapy sessions and education sessions to work in tandem.

9.4 Why Choose Therapy?

Our students all have SEMH or associated difficulties which often causes high levels of stress and low levels of self-esteem. Some of our students have 'lost hope' but accessing therapy can be a great way of working closely with our therapists in order to accept that the past cannot be changed, but they can learn the skills to not focus on the past. Students can learn to change their thought processes to help them move forward positively throughout life, thinking positively about the future. To coincide with our explanation, we have listed below some statistics taken from young minds. ***young people's mental health statistics*** (youngminds.org.uk)

- Mental health is a big issue amongst young people. 1 in 8 CYP have a diagnosable mental health disorder, that's roughly 3 in every mainstream classroom! However, all students at ADO are battling a mental health condition in some form.
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder.

- Half of all mental health problems manifest by the age of 14, with 75% by age 24.
- In 2020, suicide was the most common cause of death for both boys (16.2% of all deaths) and girls (13.3%) aged between 5 and 19.
- Nearly half of 17-19 year olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women.

Accessing therapy and speaking out about our mental health has become more normalised over recent years, and it is more important than ever for students to have the opportunity to have therapy if they wish due to the increased pressures they face on a daily basis through social media, peer pressure, cyber bullying, radicalisation and trafficking.

9.5 What Will Students Gain from Therapeutic Support?

- Accessing therapy provide students with a safe and secure environment to talk through their thoughts' feelings and experiences.
- Allows students to feel 'safe' with an adult and build on a professional relationship of trust.
- Review thoughts, feelings and actions, learning the importance of balancing statements.
- Explore and improve a students Negative Automatic Thoughts (NATs)
- Learn lifelong strategies to manage their thoughts, feelings and behaviours which in turn will improve their actions, and overall consequences.
- Increase confidence and self-worth and love.
- Help to remove mental blocks and barriers to learning and encourage a more positive engagement with the curriculum.

10.How We Support Families

At ADO we strive to support our families in every way possible. When required, we carry out regular 'welfare calls' to parent-carers of our students as we know the strong link between their mental health and the wider family impact.

We ensure that our families feel comfortable with reaching out to ADO, causing them to feel part of the organisation which is hugely important as a 'Not for Profit Community Interest Company'.

We aim to carry out 'parent workshops' again at some point within 2023-2024 throughout the school year which helps parents to feel that they are not alone, and other parents are going through the same. Previous workshop topics have included: understanding ASD, basic counselling, emotional resilience, and how to manage separation anxiety.

We have held 'Family Therapy' sessions historically which has allowed us to help work through restorative justice techniques, to then allow all parties to share positive experiences and improve relationship building. We have also delivered sessions for siblings as a form of respite and reprieve in some cases.

We invite families to attend ADO community days on site and attend student ceremonies. We help our families to understand the importance of building links with CAMHS and social care. We also host a wide variation of meetings to help benefit the 'whole family'. Lastly, we also request parents to complete relevant evaluation forms based on their experiences at ADO and where they feel we could improve and support them more.

11. Ethics

ADO therapists all follow the National Institute for Healthcare Excellence (NICE) guidelines, and as standard have confidential supervision in which they discuss and monitor their own practice. ADO therapists, and wider staff have access to our senior psychotherapist via telephone as wider emotional support as and when required. ADO therapists have direct access to our external occupational therapist who has a masters, with her specialism being mental health in adolescents. The purpose of this access is to support the staff members with directive activities in order to meet individual needs of students.

12. Confidentiality

At the outset, therapists explain to students that all session content is kept confidential in order to maintain trust within the therapeutic relationship, thus making the student feel as comfortable as possible. However, students will also be told that therapists are unable to keep secrets and if they have a concern about the individual, they will break confidentiality in order to adhere to our safeguarding policy. Students will be told that breaking confidentiality is not taken lightly and it will always have the students (and those surrounding them, for example, family and friends) best interests at heart. Where possible, the therapist will seek consent from the student prior to making an external disclosure unless there is a significant reason as to why they cannot, such as their being an immediate risk of harm.

Therapists will work closely with the SENCO, and the educators to teach them strategies and next steps to support individual students, but the content and reasoning behind it will be kept confidential.

As part of their practice, therapists make notes on sessions in order to track progress, triggers, plan next steps and conduct end of term reports. Therapists notepads are kept in a

locked therapy cabinet away from any educational or wider staff. Initials of students are used as opposed to full names, in line with GDPR.

13. Promoting Self-care, and Care for Others

Some of our students have been (and still are) in situations that have caused them trauma. Many arrive with us and do not know how to care for themselves. They can punish themselves over situations are out of their control, thus finding care for themselves and others very difficult.

In most cases, the journey of self-kindness is a long process for our students. It takes great length of time, and lots of trial and error. Staff are realistic in knowing that we may not be able to fully change a student's approach to self-care, but we strive to make as much impact as possible to improve their wellbeing and mental health.

Our animals give students a sense of purpose and belonging. We are fortunate enough to have several species of animals which help the students to take a sense of responsibility of the care and wellbeing of others. We use the animals as a form of role-play, with the viewpoint that if they learn about animal welfare, they can then recognise their own health needs. We often say, how are you going to have the energy to look after the horses if you don't eat before? So, the sense of belonging expands and allows them to use new skills to care for others.

We take bullying very seriously, and the animals are also utilized as a role-play aid in bullying situations. Students will often see things in a more empathetic approach if the scenario is based around an animal being bullied.

With our students, having natural distraction techniques at break times is key. If our students do not have the things to focus on within their break times, they can present as challenging. Maintaining focus, and engagement choices during their free time can enable them to stay grounded and reduce challenges. During break times, we promote extra-curricular activities and ensure they are available at all times. These extra-curricular tasks offer individual and peer-based options, to help develop social skills.

We regularly carry out team building activities, and do not carry out competitive based sports. Our adventure sport curriculum promotes non-competitive outcomes which allows the students to feel a reduction of pressure and frustration and ultimately allows them to enjoy the experience more. Our curriculum holds risks, and we help the students to see through risks the importance of looking out for one another. This is an important part of preparing for adulthood.

Students are aware that all staff members are there to support them. In some instances we assign a set key-worker for those who need to be directed to one staff member in particular, and this is the person who the student can talk to on a regular basis. This approach allows students to see that they have someone there who wants to listen and help them, in the hope that they can learn such skills in order to care for others.

14. Careers Guidance

Careers guidance is an incredibly important part of student education, as it helps them to form decisions surrounding their future, whilst providing essential motivation to do their best.

We ensure that every individual student learns fundamental 'employability skills' such as interview role plays and CV preparation through the PSHE core curriculum. By doing this, students are able to set 'next steps' and raise aspirations which helps with their 'skills for growth'. In addition to this, we work closely with the Bromley Youth Service team (BYSP) who conduct our 'careers guidance and advice' along with students individual boroughs career offers too. One of the members of the BYSP is on our director board and we have worked closely them for a prolonged period of time providing support for our youth. The BYSP team are aware of the GATSBY guidance and are fully 'Connections Qualified'.

Providing our students with every chance of success to lead a prosperous future is very important within the ADO ethos, it is part of our value-centered curriculum. Many of our students have been through traumatic experiences within previous school settings, and this is why we try as hard as possible to drive them to achieve their full potential and reduce the negative reminders from their past. We ensure that careers guidance covers a broad range of the opportunities which are available in wider society, it is good practice to encourage work experience and we ensure that our students have the ability to make informed choices from amongst different sorts of careers that can be available to school leavers.

Within the first two weeks that a student first joins ADO, they meet with one of our pastoral team to start on their 'student profile and individual learner plan'. These meetings then follow on every half term thereafter. Within the meetings, students have support from specific staff members on goal setting, identifying skillsets and areas for development.

15. Assessment, Marking and Feedback:

Due to the nature of our students, we carry out our own bespoke assessments which helps to highlight their achievements and progress. We have done this to ensure that they are not compared to a student of the same age within a mainstream setting. We pride ourselves on providing a curriculum that promotes 'skills for life' and emphasizes the importance on emotional wellbeing and education being equally as important as one another.

At the referral process, we ensure that individual students educational reports from historic placements are shared with us in order for us to create an effective baseline.

Our curriculum is based on qualifications for each individual lesson, we ensure that students are enrolled on to the relevant course level for their ability, to ensure that progress is achievable and progression/next steps are paramount. KS4 and Post-16 students who are enrolled on BTEC qualifications, are able to highlight progress through the online system, MYBTEC.

We conduct progress trackers for each individual student. The progress tracker is based on a scale of 0-5 and allows educators to measure the following aspects:

- Attendance
- Behaviour
- Engagement
- Motivation
- Effort

This simple method allows staff to track termly progress, through counting-up the scores and comparing them to the term before. For specific students (upon request) we can provide a weekly progress update from the start of the week to the end. This method also highlights any subjects that students may be struggling with and allows us to put strategies and reasonable adjustments in place to reduce undue anxiety or feeling of self-worth. Within the first two weeks of a student joining us, they are invited to attend their first 'Individual Learner Plan' meeting. Developing individual learner plans with students helps to secure their ownership and commitment to participating in their chosen learning pathway. It encourages students to work hard towards achieving the goals set out in the plan to move forward towards the next step in their plan.

We also show more detailed bespoke tracking through our Skills Builder Programme.

Our ILP is student led, we encourage not only educational targets but also any therapeutic strategies to be learned or practiced to reduce barriers to learning.

Individual learner plan meetings are carried out every half term, and digital versions are shared with professionals and care givers to individual students along with reports at the end of term (minimum x2 a year).

For our students, it is important that when we are giving feedback it always starts positively and ends positively. Any constructive feedback will usually be given verbally to avoid any student focusing on the constructive words on paper, feeling a lack of motivation. Some of our students do have elements of 'depressive disorders' and low emotional resilience. With this in mind, it is important to support them with balancing statements and highlighting if they are having 'Negative Automatic Thoughts' in order to help them develop.

For any written marking, actively promote peer-marking and when an educator marks themselves we ensure that they use therapeutic colours to mark work (**no red pens**)! We encourage educators to use soft wording and utilising smiley faces at the end of the feedback.

For any spelling or grammatical errors, we ensure that students are supported in adjusting their work, but this is only if we are working on tasks that are specific to spelling and grammar. We are simply thrilled when our students put pen to paper and if we corrected every gap they have missed or lettering that is in the wrong place we would see a significant resistance to engaging. Furthermore, students would feel very demotivated and would cause an overall reduction in progress.

When staff carry out their marking, they are asked to write an I (for independently completed) or an S (for supported). This helps us to ascertain student engagement, drive and levels of support required.

16. Therapeutic Tracking:

At ADO we pride ourselves in treating emotional education as highly as academic education. We feel that without our mental health, academic aspects are more difficult to retail. With this in mind, even our students who are not accessing a 1:1 therapy session with us have the opportunities to meet regularly with therapists to carry out RCADS questionnaires and measure their emotions on our 'emotion snake'.

Students are also learning the model 'Zones of Regulation' (Feb 2023).

ADO staff also conduct termly 'Boxall Profile' assessments on each individual student, we treat Boxall as an internal tool that allows us to set strategies and next steps however scoring can be shared with professionals and caregivers upon request.

For more information on therapeutic tracking, visit our '**How We Do It**' policy.

17. Review

All ADO policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO procedures, legal changes, OFSTED or Pearson directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders and approval from the directors and management committee. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO Library is part of our Release Management.

18. References

All internal ADO References can be found highlighted in this document in **bold red text**.

All external links or references are highlighted in **bold black italics**.

19. Contact

This document was produced by the ADO Operations Consultancy Team. This version supersedes any previous versions and will be reviewed annually.

All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO Business Operations and Support Executive by e-mailing gmp@adoservices.co.uk or calling 0208 855 6778, requesting to speak to Gary McHolland-Pilcher or in writing, ADO Services CIC, Head Office, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.

20. Table of Changes (See Next Page)

Annex A: Table of changes from February 2023. This table explains where we made changes, under version control.

Summary	About the Guidance
Page 1 Policy Overview	' <i>Independent School Standards</i> ' paragraphs 2, 3, 4, 5 and 34
Page 2 Paragraph 2	Each situation may need to be managed with a bespoke approach depending on the narrative.
Page 2 2.1 Curriculum Overview	Update on create and hybrid timetables
Page 3 Bullets 3 & 4	Our terminology on how we address our education team (ie as educators not teachers and by first names)
Page 3 Bullets 4 from the bottom	Extracurricular club update
Page 4 Pathways	Update in this paragraph on access into our core pathway
Page 4 Pathway (bullets)	Review all bullets to see most up to date qualifications on the core pathway
Page 5 last paragraph	Addition in careers guidance stating we also work with individual student boroughs for extra careers support for them
Page 6 paragraph 2	Update on students who feel unable to meet careers advisor
Page 7 bullet 2	Update on how we break down each students EHCP outcomes to make 'next steps' with support from our OT
Page 8 bullet 3 Bullet 5 Bullet 6	Update on the future hope of building networks with organisations so students can access work placements Update on how history is delivered to ADO students Update on geography and how this is delivered to ADO students
Page 9 Paragraph 1	Update on future hope with regards to ESOL for EAL
Page 12 Section 7 Paragraph 1	We teach PSHE as compulsory, irrespective of age and whether a student is on the 'Chosen Pathway'.
Page 13 Section 7.2 Paragraph 1	PSHE update on how we are now running this subject.
Page 13 bottom bullet	Update on student council

Page 16 bottom bullet	Update that we are now using zones of regulation
Page 17 top paragraph	Update on mindfulness and use of this word when talking to students
Page 21 – Section 11 Ethics	Update that we are now providing supervision and extra support to wider team via our senior psychotherapist as opposed to the historic counsellor
Page 22- Second to bottom paragraph	Extracurricular update during breaks
Page 23 Paragraph 1	Update on keyworker when required
Page 23	Update on the use of skills builder within our tracking
Page 25 above therapeutic tracking	When staff carry out their marking, they are asked to write an I (for independently completed) or an S (for supported). This helps us to ascertain student engagement, drive and levels of support required.