Community Ed CIC
Introduction, including Values & Ethos, Curriculum and Assessment

Date policy approved	August 2026	
Next review date.	August 2027	
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Effective Date: August 2026
Review Date: August 2027

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Introduction to Community Ed CIC

This Policy has been developed to explain the fundamental values and ethos that underpin the delivery across Community Ed CIC. We want our values and ethos to flow through all our policies and be actively embedded in all that we do.

Community Ed CIC offers a wide range of learning opportunities through our Alternative Provision (AP) and our school Community Ed Academy. We provide learning tailored to each student's needs, making learning truly person-centred and ensuring all students achieve their full potential. This policy will outline our curriculum and qualification delivery methods, as well as our quality assurance across all delivery areas, promoting high standards. The policy is a guide to the processes and procedures in place to support our values and beliefs, and how this is demonstrated in practice.

This policy will explain the following: Initial Assessment, Person-Centred Plans (PCPs), Teaching and the Curriculum, and Ongoing Assessment and Management. It will also cover Internal Quality Assurance (how we plan, operate, and evaluate internal assessment and quality assurance systems), how we support and develop teachers/assessors, how we monitor and improve quality assurance practice, and how we ensure policies, procedures, and legislation are met.

Community Ed CIC's Journey

Firstly, it is essential to provide an overview of our school/AP and our overall objectives.

Community Ed started as an unregulated alternative provision (AP) in 2020. The provision was established to provide community learning for young people who had no educational provision or could not maintain their current educational placement without support. By providing person-centred vocational learning to students on the periphery of the education system, we soon demonstrated that students wanted to belong and learn. We support them by providing learning experiences that look very different from mainstream provision, meeting them at their starting point, wherever that is, and allowing them to progress and achieve at their pace. Students built relationships, gained confidence, and developed their self-esteem, enabling them to return to education or progress to positive post-16 provisions.

Building on the already positive reputation of the AP provision, leaders registered an independent school in 2023, allowing us to extend our provision by offering local young people with SEND the opportunity to make academic progress in a safe and supported environment that meets their individual needs. Community Ed Academy is an Independent Special Educational Needs school rated Good by Ofsted across all areas. We offer 22 places to students in a converted community hospital building located in Gorleston. The school provides specialised support to young people with social and emotional barriers that affect their behaviour and progress, as well as other SEND needs.

The school is supported by a varied and experienced team of governors who have a regular and visible presence within the school, and who support and challenge the leadership team. The governors identify and celebrate our achievements and value the opportunities we provide for our young people. The school delivers the same person-centred model as the Community Ed AP provision. The Headteacher strategically leads the school, supported by a strong, qualified teaching team. The school is delivered across two floors of a large, adapted building that suits our learning needs.

Community Ed Academy is available to boys and girls aged 11 to 16 as day students from across Norfolk and Suffolk, and all have an Educational Health Care Plan (EHCP) that details one or more specific learning difficulties. EHCPs are often accompanied by adverse reports of past exclusions from mainstream education, which can leave students feeling let down by the education system, leading to mistrust and frustration and, in turn, challenging behaviour. Community Ed Academy's focus is on the social, mental and emotional barriers affecting the student's future progression, offering a safe space and a sense of belonging. Community Ed Academy fosters positive relationships and offers a broad curriculum to prepare our students for the next stage of their lives. We provide experiences that deepen their understanding of risk and equip them with the skills to make safe, informed choices about their future.

September 2026 development.

Community Ed CIC has purchased Gorleston Gospel Church. It has been renovated over the summer, providing a professional kitchen for delivering life skills and professional cooking accreditation. It also boasts a large classroom and a media suite, offering additional learning space to the school and the AP.

Community Ed CIC has also acquired 15 acres of land, 7 minutes from both the Kitchen and the School. The land is being developed into Community Ed's Care Farm, offering learning opportunities in horticulture, animal care, and outdoor activities.

The school is registered with Pearson and can now offer qualifications, including BTECs across a wide range of vocational options, Functional Skills in English and Maths, and the full range of GCSEs.

The additional offer and space will provide more opportunity for both the school and the AP, allowing us to apply for a material change and increase our school numbers by 8, taking us to 30.

Values and Ethos

Our in-house training programme allows all staff to share their views, adding to practice and shaping policy. At Community Ed CIC, we value our staff and believe that, as a team, our values are shared, and, as a result, our ethos is evident in practice. Community Ed CIC has our community at the heart of all we do. We identify and value all aspects of our community. Through consultation, Community Ed's Values and Ethos were agreed.

An essential part of our ethos is *'LIFELONG LEARNING'*. We want everyone, including students, parents, and staff, to develop this mindset. Parents can work with the enrichment team to gain new skills in boundary setting, SEND needs, and positive reinforcement. Staff are encouraged to continue learning and progressing in their careers; this is supported and funded by Community Ed CIC wherever possible. All staff have a peer mentor; alongside this, they are encouraged to attend supervision regularly to support and maintain good mental health.

Community Ed CIC works holistically, using a child-centred approach embedded throughout our provision, building trust, modelling appropriate behaviour, and providing positive reinforcement to raise self-esteem. This develops a sense of belonging, a learning mindset, higher motivation, and future aspirations.

Community Ed Academy strongly believe that all our young people have the right to be healthy, happy and safe; to make friends, be valued and respected and enjoy high aspirations for their future.

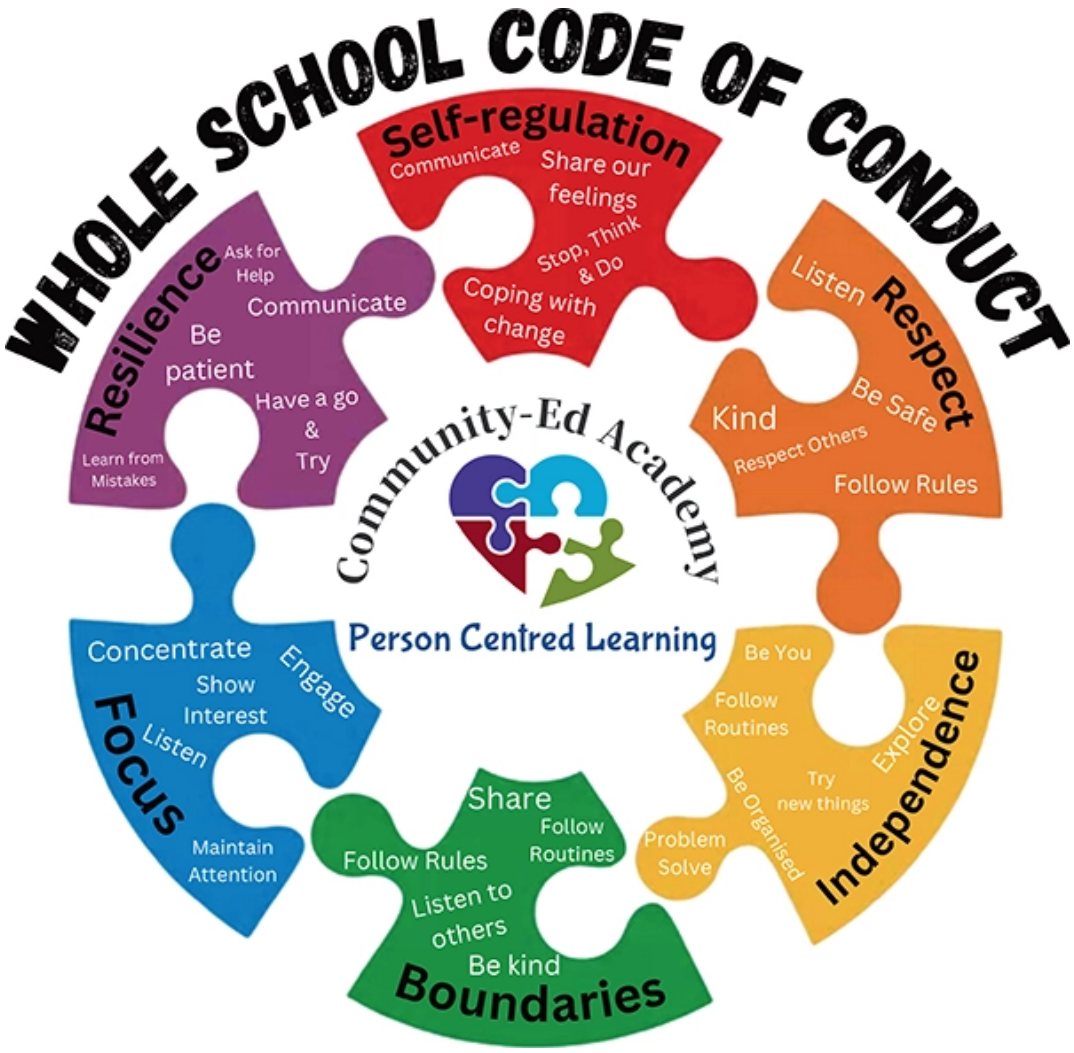
The students' social, moral, cultural and spiritual needs are at the forefront of our varied curriculum. This is overarching in all that we do and allows students to explore their identity and rights safely and engage in appropriate behaviour. As a special educational needs school, we celebrate the magic of difference, developing a curriculum that allows students to explore and celebrate their differences. Our curriculum is built around individual needs, focusing on individual strengths, differentiation of learning and 'outside of the box' creative thinking. Most of our students have significant gaps in their academic knowledge and social/emotional development; therefore, we believe it's essential to establish a starting point through initial assessment, so we can build on any prior knowledge to create relevant and ambitious learning, allowing all students to be stretched to their full potential.

By supporting students in identifying their strengths and areas for development, we help them learn the importance of respect and empathy, enabling them to form and maintain positive friendships. Our ethos is to empower young people by providing them with the skills to stay healthy and safe. The school has an overarching Relationship, Sex Education and Health Education policy to support this, which provides multiple opportunities to act safely and feel safe.

Whole School Code of Conduct

Community Ed CIC Whole School Code of Conduct has been devised using our Six Stead Curriculum, which covers the following areas:

- Self-regulation
- Respect
- Focus
- Independence
- Boundaries
- Resilience



Community Ed CIC believes that understanding the areas above and knowing when and how to apply them is fundamental to achieving success in life. We value and support the development of emotional literacy, so we embed our Code of Conduct at every opportunity. Our curriculum includes skills such as listening, taking turns, taking responsibility for your actions and learning how to deal with conflict.

All elements are broken down into a list of desirable behaviours. Staff can refer to the code to reinforce positive behaviour and identify and address negative or unacceptable behaviours. This will be used daily, and over time, it becomes so embedded that students use it to support each other.

Enrichment Team

We have a full-time family support and enrichment team providing social, emotional and mental health support to parents, students and staff. We believe everyone benefits from recognising both positive and negative mental health experiences; therefore, we maintain an open-door policy for all, with access to the school therapist to offer a listening ear, professional help and support, so individuals can address worries and concerns early on. This is both proactive and powerful, as it sends a clear message to young people that it's healthy and helpful to talk and work through concerns. The enrichment team also coordinates the student Person-Centred Plans (PCP).

All staff receive monthly clinical supervision and are supported through flexible working arrangements that promote positive mental health.

Person-Centred Plans (PCPs)

Community Ed CIC believes that our PCPs are an essential document across our provision; the framework provides the information for a holistic baseline assessment, putting the why, what, and how into context. This is how they work: '**Why'** explains why the young person might be behaving in a certain way. '**What**' outlines what staff are likely to observe when negative behaviour occurs. This enables staff to apply positive reinforcement and be ready to address student needs before any escalation occurs. Finally, '**how**' outlines how we might move the young person forward in a positive way.

Community Ed CIC values the relationship between home and school. Many parents have had negative educational experiences. Before students come to us, they and their parents may have spoken with several professionals, and their trust in the system is often broken. We work holistically with parents to rebuild that trust. We give them a voice and value their involvement. Parents must agree to work with our enrichment team before their child is offered a placement. They are required to sign a home-school agreement and to co-construct the PCPs with our team. This provides a comprehensive picture of the child's past, helps us identify our starting points, and gives parents some ownership and power.

Students sometimes struggle to build positive friendships or demonstrate appropriate behaviour. Community Ed CIC believes in the value of whole-class teaching, which enables students to address academic learning objectives while overcoming social and emotional barriers that affect their progression. Every student is on an individual journey, and from the moment they walk through the door, they are learning. The PCP allows them to work on the areas of the curriculum that are most needed; some may need more social and emotional skills, while others might need to focus on academic progress. Our school curriculum provides multiple opportunities to meet their needs. A timetable and subject schemes of work are produced half-termly or termly, and the termly plans fit into a sequenced yearly plan. This forms part of a five-year plan for each subject area, all of which are guided by PCP. This allows teachers to provide a curriculum structure while remaining responsive to needs. All documentation feeds back into lesson planning and the one-to-one student timetable, thereby supporting our Holistic Curriculum Framework, which allows us to meet needs and remain ambitious. We can deliver what is relevant at each point in time, alongside setting accredited schemes of work that continue to stretch the individual's learning potential.

Curriculum

Our curriculum has two main objectives. Objective one is to provide accredited learning opportunities to maximise student potential. To achieve this, their learning is built on promoting strengths, identifying learning styles and identifying gaps in individual needs. We also use students' interests to maximise motivation and increase self-esteem. The aim is to help the student identify future goals and learn essential skills for the next stage in life. Objective two focuses on the social and emotional development of students, providing them with opportunities to make and maintain friendships and to identify positive life choices and appropriate behaviours

that they can carry into their future – this is a core element of the Community Ed CIC's ethos.

The school curriculum is delivered through the timetable, which covers all main subjects: Maths, English, Science, History, Careers guidance, Geography, PSHE/RSHE, Art, and Physical Education. SMSC and personal development are embedded across the curriculum. All subjects are accredited through AQAs/Pearson, providing students with the opportunity to gain accreditation, raise aspirations and build self-esteem. Core subjects also have a nationally recognised functional skill accreditation attached or GCSE, allowing students to move on to the next stage in their learning journey. Subjects are delivered in small group lessons of no more than six students, alongside one-to-one sessions through individual timetabling, allowing us to be truly person-centred.

All students have set targets for both academic and social-emotional development, which are recorded in the PCP. The timetable also allows students to participate in individual learning opportunities of their choice through enrichment. Activities are guided by student interests and have included horse riding, arts and crafts, mechanics, fishing, electronics, music, sports and fitness, gymnastics, Warhammer/Dungeons & Dragons, and community work.

For students attending both the school and AP, PCP plays a significant role in a child's timetable and learning direction. By using their EHCP to identify needs, alongside our own 6-week assessment, we will set personal targets. These targets will cover our two areas of focus: academic achievement and social and emotional learning. Depending on the child's current needs, one of these targets will take priority. This approach allows all students to access the full timetable by providing different lesson objectives to meet various needs.

Significant gaps in some students' learning and development have affected their ability to interact socially and emotionally. As a result, they lack the skills or knowledge to control their behaviour or to acknowledge and take responsibility for their actions. In turn, this disrupts their ability to learn and can affect others' learning. We believe it is critical to address these gaps before we can move a child forward. Upon joining us, students who currently lack the ability or mental capacity to learn and behave in a learning environment will be given the opportunity to understand the expectations. These students may require one-to-one support to establish boundaries and demonstrate acceptable behaviour; they also need to be able to manage group settings without impeding others' progress in their learning. By providing this opportunity, we allow them to apply the skills they have learned, which is then positively reinforced over time. Students can learn to correct their behaviour quickly in a safe environment, and, as they mostly want to be part of the larger group, they can work towards this by making positive choices. Appropriate behaviour will be celebrated, and a 'clean slate' approach will ensure there is another opportunity to try again tomorrow. They will learn to feel a sense of belonging and be valued, and to understand that it is their behaviour that is unacceptable, not them as a person.

Breaking down barriers and celebrating achievement and progression will form an integral part of our day-to-day. By following key steps, we can work together to provide ambitious, person-centred learning that will contribute to well-rounded individuals ready for the next stage of their lives.

Community Ed Alternative Provision Approaches to learning

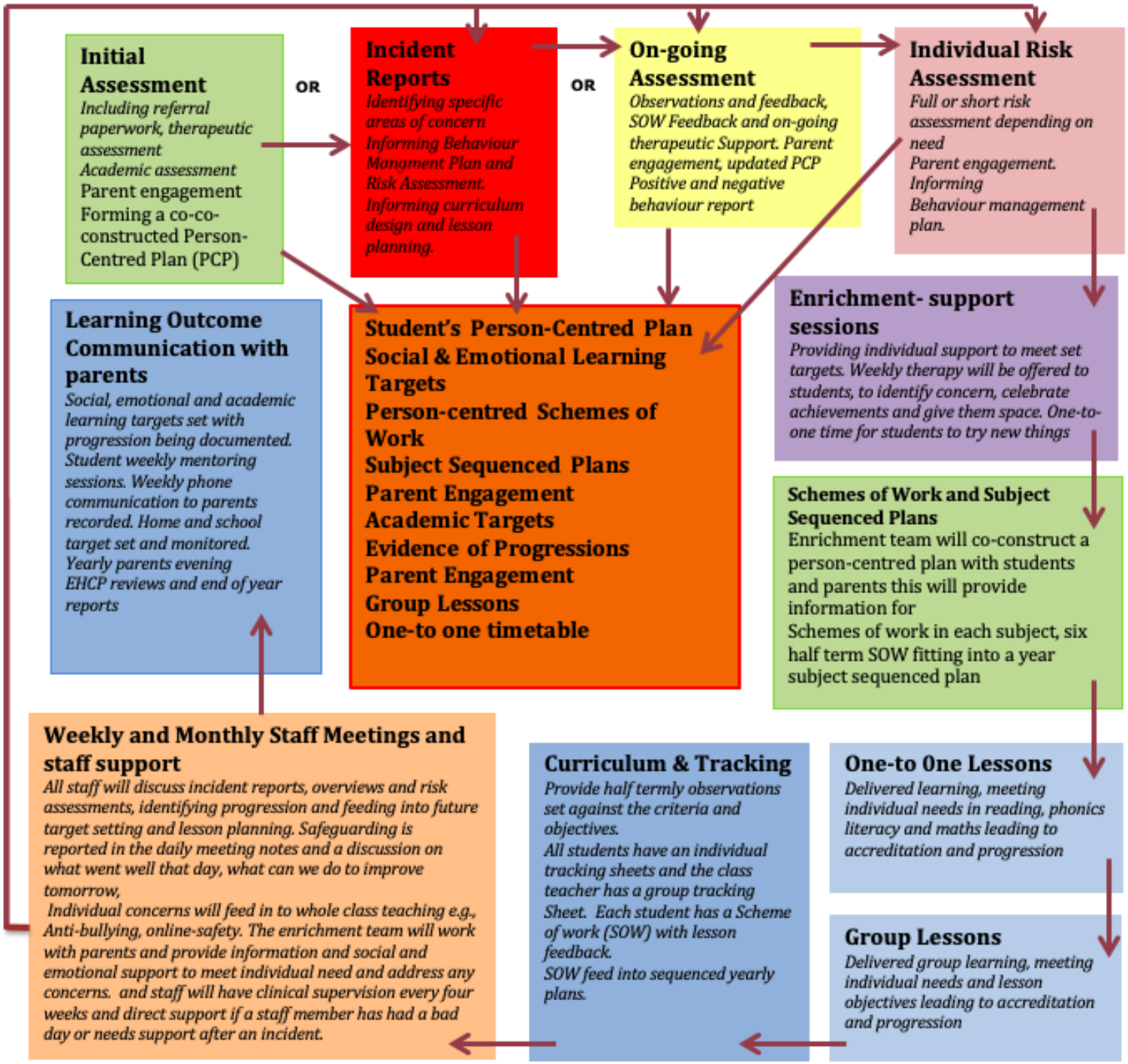
The AP offers a day placement, but the commitment from the school or the local authority (LA) is often inconsistent. School-age students can attend up to two days a week, and this is often agreed for only a half-term at a time. It is therefore hard to set long-term goals. All students have an application form, and an agreement form from the school or LA, which outline the reason for the referral, so we can shape the direction of the learning outcomes.

Once a young person's referral is assessed and Community Ed CIC believes it meets the student's needs, the following will take place.

- A taster session will be arranged for the young person
- After a positive taster day, a Placement will be offered
- The student will be actively involved in planning for this placement
- The parent/carer will be actively involved in planning for this placement
- Other relevant professionals will be actively involved in planning for this placement
- The days, times, and duration of provision will be agreed
- Transport will be arranged
- The school/LA will have clear aims and objectives for this AP placement in line with the young person's curriculum and the young person's post-16 plans
- It will be discussed and agreed whether the young person will undertake any qualifications with the AP, and the placement duration will be agreed to meet the timeframe of the accreditation criteria.
- Before starting the placement, Community Ed CIC will undertake a pre-placement baseline assessment, which can be reviewed to assess progress; this will form part of the young person's PCP.
- Through half-termly reviews, progress will be tracked and feedback provided to all involved.

Positive communication with all stakeholders will be maintained throughout the agreed placement.

Community Ed Academy: Holistic Approach to Learning & Assessment



Also please refer to:

3). Curriculum Policy
5). Referrals & Admissions Policy
7). Anti-bullying Policy
8). Assessment Policy
9). Attendance Policy
10). Behaviour Management Policy
16). Equal Opportunities Policy
23). Relationships and Sex Education, Health Policy (RSEH)
24). SEND Report