# ASDAN Policy

**Related Documents: Curriculum Policy, Safeguarding Policy, What We Do & How We Do It Policy, RSE Policy, AQA Unit Award Policy**

**Published: July 2020**

## OUR VISION

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another

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| **Policy owner** | WhiteTrees School | **Last review** | March 2026 |

| Date Created | July 2020 | Next review | March 2027 |
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# Introduction

White Trees Independent School is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative, and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 3 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued, and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted. By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At White Trees Independent School we support each one of our pupils and no effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our detailed knowledge of every pupils' social, emotional and mental health/wellbeing enables us to monitor their progress very attentively and help them cope successfully with the educational and personal challenges of schooling. Our school offers a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

# Values

Our school curriculum is underpinned by the values of Excellence, Respect, Courage and Perseverance that we hold dear at White Trees Independent School. The curriculum is how the school achieves its objective of educating Pupils in the knowledge, skills and understanding that they need to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of as

a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to an ethnically pluralistic society.

- We value the way in which all Pupils are unique, and our curriculum promotes respect for the views of each individual Pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the pupils at WhiteTrees Independent School
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

# Pupil Profile

Our school provides for those with Social, Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including but not limited to, ADHD, ADD, ASC, PDA. Most of our pupils are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however, most of our pupils will range between 11 and 18 years of age. Most of our pupils will have an Education Health Care Plan. Others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. Many of the pupils who arrive at White Trees Independent school are disengaged and have significant gaps in their education due to prolonged periods of absence and multiple educational placement breakdowns. They present several barriers to learning which are reflected in weak literacy and numeracy skills, poor organisation, low aspirations, inability to tackle things independently, low self-esteem and limited cultural and life experiences. All this has a direct bearing on our curriculum design.

To meet the needs of our pupils the curriculum at White Trees Independent School is delivered through a thematic approach which views learning and teaching in a holistic way, encompassing a wide range of different subjects. Providing a purpose and relevance to learning which in turn promotes positive attitudes in pupils, as they are more engaged, motivated, and successful. This approach is run through the use of focus themed weeks, which happen three times throughout the year and align with the curriculum. It often involves practical investigations and contributes to pupil's social as well as academic development. This is supported by some discrete

subject teaching and successfully reinforces learning in core subjects such as Maths and English, enabling pupils to consolidate and apply the skills they have gained and to understand their wider relevance and usefulness.

In our school the most important role of teaching is to promote inclusivity and to raise pupils' achievements. For us, teaching includes intent (planning a sequence of lessons and adaptations), the implementation of lessons and reflections of the impact teaching is having through lesson reviews, as well as marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of teaching in our school we take into account the evidence of pupils' learning, achievements, and progress over time – all of which are tracked using Evidence for Learning. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.
- enabling pupils to develop skills in reading, writing, communication and mathematics.
- enthusing, engaging, and motivating pupils to learn.
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical, or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

White Trees Independent School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes and 1:1 teaching where appropriate promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils which supports the personal, social, and academic development of each of them. The close relationship between teachers, pupils and parents/carers/guardians ensures that pupils' strengths are built upon and needs for their individual development addressed.

## Children with Additional & Special Needs & Disabilities (SEND): The Curriculum & the Work of the Teaching & Learning Personnel

Our curriculum is designed to provide access and opportunity for all. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/guardians/carers have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher liaises with the SENCO, providing details of this need and in most instances is able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a pupil's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. Where a pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

## Pupils with an Educational Healthcare Plan (EHCP)- Also refer to our Special Educational Needs & Disabilities Policy

Should a Pupil be in receipt of an EHCP, we will provide an education that meets their needs as specified by their EHCP.

This policy outlines how ASDAN programmes are delivered at White Trees Independent School. The ASDAN courses provide pupils with opportunities to develop practical skills, independence and confidence through engaging, accredited learning experiences.
ASDAN programmes support pupils in developing personal, social and employability skills, helping to prepare them for further education, training and employment.
The policy sets out:

- The ASDAN programmes offered at the school
- How ASDAN is delivered within the curriculum
- Assessment and moderation procedures
- Roles and responsibilities of staff involved in delivery

### Aims

The aims of ASDAN provision at White Trees Independent School are to:

- Provide meaningful accredited learning opportunities for pupils.
- Develop pupils' independence, resilience and confidence.
- Support pupils in developing practical life skills.

- Encourage engagement in learning through practical and personalised activities.
- Support pupils working at Entry Level and Level 1 to gain recognised accreditation.
- Prepare pupils for further education, employment and independent living.

## Curriculum Intent

The intent of ASDAN provision at White Trees Independent School is to provide pupils with meaningful learning experiences that develop independence, resilience and practical life skills. ASDAN courses support pupils to engage with education, build confidence and achieve recognised accreditation which prepares them for further education, training and employment.

## ASDAN at White Trees Independent School

ASDAN courses are integrated within the school curriculum to support pupils' personal development and preparation for life beyond school.
Programmes are delivered across Key Stage 3 and Key Stage 4 and are adapted to meet the needs of pupils with a range of special educational needs, including SEMH, ADHD and ASC.
ASDAN learning focuses on practical activities, project work and real-life experiences which allow pupils to demonstrate achievement through portfolio-based evidence.

## Key Stage 3 Provision

At Key Stage 3, ASDAN learning is incorporated into the curriculum through selected ASDAN Short Courses.
These courses provide opportunities for pupils to develop practical skills and build confidence through structured activities.
Examples of Short Courses available at Key Stage 3 may include:

- Animal Care
- Geography
- Hair and Beauty

Short Courses are flexible and allow teachers to adapt learning activities to suit the interests and abilities of pupils.

## Key Stage 4 Provision

All Key Stage 4 pupils access ASDAN through the **Personal Development Programme (PDP)** alongside selected ASDAN Short Courses.

The Personal Development Programme (PDP) supports pupils in developing personal qualities, skills and independence through a structured programme of activities.
Delivery

- Delivered to all Key Stage 4 pupils.
- Delivered by the ASDAN Lead Teacher.
- One double lesson per week (approximately 80 minutes total).

## Programme Structure

The programme is delivered over two or three years:
**Year 1**

- Pupils work towards the **Bronze Award**
- Requires approximately **60 hours of study**

**Year 2**

- Pupils work towards the **Silver Award**
- Requires approximately **120 hours of study**

**Year 3**

- Pupils work towards the **Gold Award**
- Requires approximately **240 hours of study**

Example Areas of Study
Activities may include:

- Environment
- Health and wellbeing
- Cooking and food preparation
- Community and charity engagement

Learning activities allow pupils to develop skills such as teamwork, communication, problem solving and independence.

## ASDAN Short Courses

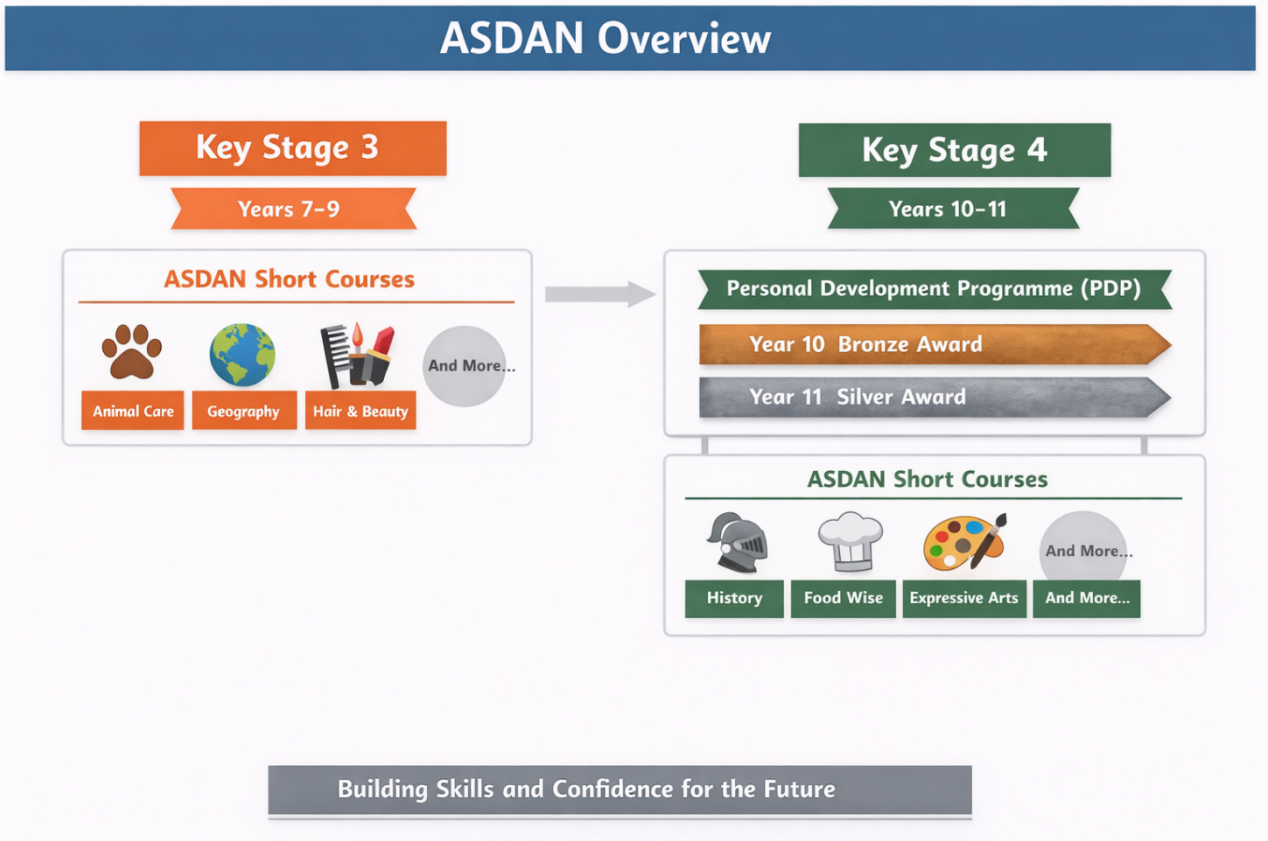
ASDAN Short Courses provide additional opportunities for pupils to gain accredited learning experiences.
Short Courses:

- Are typically designed for learners aged 13+
- Are suitable for pupils working at Entry Level 3 to Level 1
- Are internally moderated and externally certificated
- Can contribute credits towards the Personal Development Programme

Examples of Short Courses currently offered at White Trees include:

| Course | Credits Available | Key Stage |
|---|---|---|
| History | 1–2 credits | KS4 |
| Food Wise | 1–2 credits | KS4 |
| Expressive Arts | 1 credit | KS4 |
| Animal Care | 1–2 credits | KS3 or 4 |
| Geography | 1–2 credits | KS3 or 4 |
| Hair and Beauty | 1–2 credits | KS3 or 4 |

Short Courses are delivered by class teachers within timetabled lessons.




## Teaching and Learning

ASDAN programmes are delivered through practical, engaging activities that support pupils' personal development and independence.
Teaching approaches may include:

- Project-based learning

- Practical tasks and challenges
- Community-based activities
- Group work and collaboration
- Real-life learning experiences

Teachers adapt learning activities to meet the individual needs and abilities of pupils.
Evidence of learning is collected within ASDAN student workbooks and portfolios.
Inclusion

ASDAN programmes are designed to be flexible and accessible for pupils with a range of learning needs. Activities can be adapted to meet individual abilities and learning styles, ensuring that all pupils can participate and experience success.
Staff provide appropriate support and differentiation to ensure pupils with SEND are able to access and complete ASDAN challenges.

## Assessment and Moderation

ASDAN courses are assessed through **portfolio-based evidence**.
Pupils collect evidence of completed challenges and activities in their ASDAN workbooks or portfolios.
Evidence may include:

- Written work
- Photographs of activities
- Worksheets or project work
- Teacher observations
- Completed tasks or practical activities

### ***Internal Moderation***

Internal moderation ensures that evidence meets ASDAN requirements.
This process is carried out by the ASDAN Lead and relevant senior staff before portfolios are submitted for certification.

### ***External Moderation***

ASDAN may request a sample of pupil portfolios for external moderation.
Following successful moderation, certificates are issued by ASDAN.

## Roles and Responsibilities

### ***Headteacher***

The Headteacher has overall responsibility for ensuring that ASDAN provision forms part of a broad and balanced curriculum.

### ***ASDAN Lead***

The ASDAN Lead is responsible for:

- Registering learners with ASDAN
- Ordering course materials
- Supporting staff delivering ASDAN courses
- Monitoring pupil progress
- Coordinating internal moderation
- Organising external moderation and certification

***Teachers***

Teachers delivering ASDAN courses are responsible for:

- Delivering lessons and learning activities
- Supporting pupils to complete ASDAN challenges
- Collecting evidence for portfolios
- Monitoring pupil progress
- Preparing student work for moderation

***Exams Officer***

The Exams Officer is responsible for:

- Supporting the certification process
- Submitting moderation requests
- Managing ASDAN certification claims

## Monitoring and Review

ASDAN provision is monitored through:

- Review of pupil portfolios
- Moderation processes
- Monitoring of pupil progress
- Curriculum reviews

This policy will be reviewed annually to ensure that it reflects current ASDAN provision and remains in line with ASDAN guidance.

Impact of ASDAN Provision

The impact of ASDAN provision is measured through pupil engagement, completion of portfolios, accreditation outcomes and the development of personal and social skills.

Pupils demonstrate progress through:

- completion of ASDAN challenges and portfolios
- achievement of accredited awards
- increased confidence and independence

- improved engagement with learning and preparation for life beyond school.

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| Published on | |
| By | |
| Chair of Gov Sig/Date | |
| Head Teacher Sig/Date | |