Educate U

Curriculum Policy

Approved by:	Sarah Paoletti, Headteacher	**Date:** 27/11/23
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Curriculum Policy

Purpose

The purpose of this policy is to provide information to share with staff, the central advisory team, other professionals, families and other interested stakeholders. The policy incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at EducateU. Educate U's curriculum policy also aims to describe the context behind the tailored approach to our curriculum and the reasons why such a bespoke approach is required.

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. Specifically, Educate U and the curriculum does not discriminate against pupils contrary to Part 6 of the 2010 Act. This policy outlines a curriculum that allows all pupils to receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25 and is compliant with the Independent School Standards.

Context

Educate U is an independent specialist school providing high quality education for children and young people aged 5–18 with a wide range of complex special educational needs and disabilities including social, emotional and mental health needs. These needs include children and young people diagnosed with ASC, ADHD or who have high anxiety and attachment and trauma barriers to learning. All our students have an EHCP.

Many of our pupils have been out of education for a substantial period, some for up to two years before joining our school. Many students have significant gaps in their education. Some students do not yet have the necessary life skills to keep themselves safe or lack the social skills needed to interact positively with others.

For students aged 16–18 (Key Stage 5), the curriculum extends into a personalised study programme designed to support preparation for adulthood, independence, further education, training, or employment. This programme aligns with Department for Education guidance for 16–18 study programmes and is built around the outcomes set within each student's Education, Health and Care Plan.

Curriculum Intent

The vision for the curriculum is that it is ambitious, broad and balanced, fully accessible for pupils with SEND and one which places pupils at the center of their learning.

We deliver this by:

- Providing a challenging curriculum for all, alongside personalised planning to meet children's specific needs.
- Sequencing children's acquisition of skills through rigorous progression mapping that builds on prior knowledge.
- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- provide pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.
- Promoting equality and respect for others, with a particular focus on gender equality and inclusivity.

At Educate U we recognise that many pupils have experienced disrupted education or barriers that impact the development of foundational learning. Our curriculum therefore prioritises the development of key foundational skills including attention and engagement, communication (speaking, listening and understanding), emotional regulation, social interaction, independence, problem solving and early literacy and numeracy. Through trauma-informed practice and personalised support, we create safe environments where pupils can rebuild confidence, re-engage with learning and develop the essential skills needed to access the wider curriculum and make meaningful progress.

Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the pupil and other professionals in their learning and development. The overarching curriculum vision is one that supports the idea of provision and curriculum linking together but is child-centered in its approach.

Students in KS1-4 will either follow a formal or a semi-formal curriculum based on their ability to access the formal programme.

For students in Key Stage 5 (Years 12 and 13), the curriculum builds on the foundations developed in earlier key stages and focuses strongly on Preparation for Adulthood. This includes developing employability skills, independence, community engagement, and confidence for transition into further education, training, or employment. Students

follow an individualised study programme combining accredited qualifications, life skills, careers education, and enrichment opportunities, ensuring that learning remains purposeful, relevant, and aspirational.

Semi-Formal Curriculum

The semi-formal curriculum at Educate U is designed for pupils because their current needs mean they are not yet able to consistently access a full formal curriculum. This is often due to a combination of social, emotional and mental health (SEMH) needs, disrupted or negative prior educational experiences, and difficulties with communication, engagement and emotional regulation. For these pupils, the primary barrier to learning is not cognitive ability, but readiness to engage. The semi-formal approach allows the school to prioritise the development of essential foundations such as trust, safety, attention, and self-regulation, while still providing access to core academic learning. This ensures that pupils are supported at the right developmental stage, enabling them to re-engage with education successfully and, where appropriate, progress towards a formal curriculum over time.

In line with the school's vision, the curriculum is ambitious, personalised and pupil-centred, with each pupil's Education, Health and Care Plan (EHCP) at its core. It prioritises the development of foundational skills required for successful engagement in learning, including:

- Emotional regulation
- Communication and interaction
- Attention and engagement
- Social development
- Independence and self-advocacy

Subjects covered in the semi-formal curriculum depending on the age, ability, transition into school and specific pupil need.

- Phonics, Literacy and English,
- Maths
- PSHE
- Arts and crafts and bespoke projects to that child
- For KS3/4 – Keysteps or ASDAN depending on age
- Outdoor learning e.g. Forest School

Content should be determined by the needs of the child rather than cultural values in respect to academic subjects and so it needs to be pupil centred and not subject centred. (Powell and Jordan 1997:25).

The curriculum is underpinned by the Engagement Model, which provides a clear framework for understanding and developing how pupils engage with learning over time:

Exploration → Realisation → Anticipation → Persistence → Initiation

This model recognises that for pupils with SEMH needs, engagement is not assumed and must be explicitly taught, supported and developed. It ensures that staff focus on the process of learning, not just outcomes, enabling pupils to build the foundations required for sustained and meaningful engagement.

Crucially, the semi-formal curriculum is not separate from formal learning. Pupils access core formal subject areas, English/Phonics, Maths and PSHE, within a highly supported, trauma-informed framework, ensuring that all pupils develop essential academic and life skills from the earliest stage.

The curriculum is designed as a transitional pathway, enabling pupils to move, where appropriate, towards a broader formal curriculum as their engagement, independence and emotional regulation develop.

1. **Implementation**

The semi-formal curriculum is delivered through a highly personalised, flexible and trauma-informed approach, where provision and curriculum are closely aligned. Teaching is adapted in response to pupils' developmental stage, engagement level and EHCP outcomes.

Engagement-Led Structure

Learning is structured through the five stages of the Engagement Model:

Exploration: Pupils engage in early, sensory or exploratory interactions with their environment. At this stage, pupils may be passive or reactive, requiring high levels of adult support to access learning. The focus is on creating safe, engaging experiences that encourage curiosity and initial interaction.

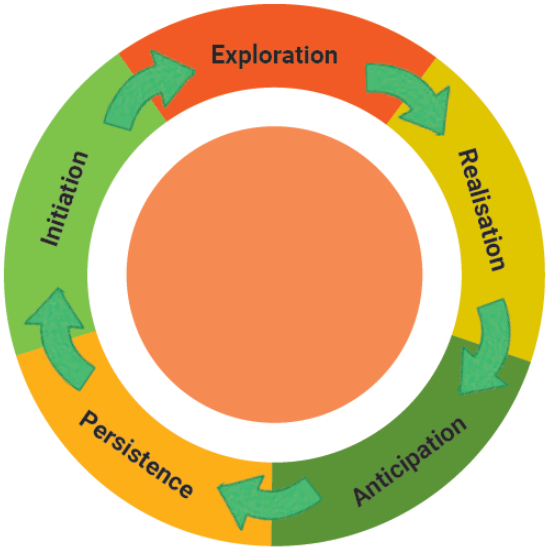
Realisation: Pupils begin to show awareness that their actions have an effect on the world around them. They demonstrate early cause-and-effect understanding and may respond more consistently to familiar stimuli or routines.

Anticipation: Pupils begin to anticipate familiar activities, routines or responses. They show increased attention and engagement, demonstrating recognition of patterns and growing readiness to participate in structured learning.

Persistence: Pupils sustain engagement for increasing periods of time. They demonstrate motivation, resilience and the ability to remain focused on a task or activity, even when challenges arise.

Initiation: Pupils demonstrate purposeful, self-directed engagement. They initiate interactions, make choices, and show increasing independence and ownership of their learning.

Pupils may move fluidly between these stages, and progression is determined by readiness and engagement rather than age or chronological expectations.



Core Formal Curriculum within Semi-Formal

All pupils within the semi-formal pathway access a formal curriculum in:

- English/Phonics (*Following Twinkl phonics, Oak National and Functional Skills*)
- Maths (*Following White Rose and Functional Skills*)
- PSHE (*Following PSHE Association for learners with SEN*)

These subjects are delivered through short, structured and highly supported teaching sessions which are multi-sensory and have adaptive and personalised approaches. There is a strong emphasis on modelling, repetition and overlearning with carefully scaffolded opportunities aligned to pupils' engagement stage.

The focus is on building secure foundations, enabling pupils to access learning successfully and develop confidence as their engagement increases.

In addition to core subjects, pupils access a range of experiences tailored to their needs and interests, including:

- Creative and expressive activities (e.g. art, projects)
- Outdoor learning (e.g. Forest School)
- ASDAN or Key Steps programmes (where appropriate)

Learning is often interest-led and contextual, ensuring high levels of engagement and relevance. Activities are carefully designed to promote progression through the Engagement Model, supporting pupils to deepen and sustain their involvement in learning.

Staff are trained to recognise and respond to the impact of trauma, ensuring that pupils are supported to engage at their developmental level. This creates the conditions necessary for pupils to move through the stages of the Engagement Model.

Assessment and Progress

Assessment within the semi-formal curriculum is continuous, adaptive and observational, reflecting the developmental nature of pupils' progress.

Staff use:

- Evidence for Learning (EfL)
- Observations and professional judgement
- EHCP outcome tracking
- Engagement Model assessment

Assessment focuses explicitly on pupils' progress through the five stages:
Exploration → Realisation → Anticipation → Persistence → Initiation

Progress is measured not only in academic terms, but through:

- Increased engagement and attention
- Improved emotional regulation
- Development of communication and social skills
- Growing independence

This ensures that small but significant steps of progress are recognised and valued, particularly where pupils move between stages of engagement.

Transition to Formal Curriculum

The semi-formal curriculum is designed to support pupils to transition, where appropriate, to a broader formal curriculum offer.

Transition occurs when pupils demonstrate:

- Sustained engagement in learning
- Increased independence and resilience

- The ability to regulate emotions with reduced support
- Readiness to access more structured and extended learning

In particular, pupils who consistently demonstrate Persistence and Initiation are increasingly able to access formal learning with greater independence.

Importantly, pupils are already accessing formal learning through English/Phonics, Maths and PSHE. Transition therefore represents a broadening of curriculum access and increased independence, rather than the introduction of formal learning for the first time.

This ensures continuity, reduces anxiety, and supports long-term success.

2. **Impact**

The impact of the semi-formal curriculum is that pupils:

- Re-engage successfully with formal education over time
- Develop the foundational skills required for learning
- Build confidence, resilience and self-esteem
- Improve communication, social interaction and emotional regulation
- Gain essential literacy, numeracy and life skills
- Over time, pupils demonstrate clear progression through the Engagement Model from Exploration to Initiation
- Increased independence and self-directed learning behaviours
- Greater readiness for the next stage of their education

This prepares pupils for transition to formal curriculum pathways, accredited learning, and long-term preparation for adulthood.

Formal Curriculum

Some children are able to access a more formal approach to their learning. At Educate U we believe a formal curriculum should be a broad, balanced and full of enrichment opportunities to meets the needs of our pupils. The curriculum, alongside specialist quality-first teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

Subjects covered in the formal curriculum depending on the age of a pupil are:

- Phonics and Literacy

- English, Functional Skills English, GCSE English language
- Maths, Functional Skills Maths, GCSE Maths
- PSHE - We follow the PSHE Association SEND framework.
- Art
- STEM
- Geography
- History
- RE
- PE
- For KS3/4 - Keysteps or ASDAN
- Outdoor learning e.g. Forest School

Our subjects have been designed by staff to be fun, engaging and sequential to ensure no missed or repeated learning. Whilst it is not an expectation for an independent school to follow the national curriculum, we have aimed to ensure coverage of a range of skills and knowledge content.

Spiritual, moral, social, and cultural development of pupils' Subject areas such as personal, social and health education (PSHE) and religious education may make strong contributions but work within all other subjects may also contribute including the Fundamental British values and ensure that there is political balance in teaching and other activities. Pupils will be led towards distinguishing right from wrong, respecting the civil and criminal law of England, and towards acting with a view to the consequences of their own and others' actions. We have whole school events calendared at the beginning of the year which celebrate diversity and inclusivity. These whole school events are further supported by assemblies which are delivered as a primary / secondary cohort and via video link for children who cannot attend larger gatherings.

We have a Futures lead who delivers opportunities for careers guidance and careers and further education opportunities throughout the curriculum.

The formal curriculum intends to place the child or young person at the center of their learning and meet their specific needs by:

- Sequencing children's acquisition of skills through rigorous curriculum progression mapping that builds on prior knowledge.
- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.

- Promoting equality and respect for others, with a particular focus on inclusivity.
- Providing an outstanding education, which is personalised to the need of each child/young person.
- Providing a calm, learning-focused environment, which is safe, caring and nurturing.
- Providing a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. Educational Psychologists, art psychotherapists, speech and language therapists, Jigsaw (Occupational Therapists), Touchbase, Evalina Hospital, Beacon House services, CAMHS and Social Care services such as Social Workers, Kinship workers and Child and Family workers.
- Working in relation to therapies in school, helping to build resilience and developing pupils' ability to self-regulate though co-regulation to allow our pupils to access their learning whether on the formal or semi-formal curriculum.
- Ensuring Educate U's values (see Figure 1) are at the heart of learning, these include:
    - Safety
    - Trust
    - Choice
    - Collaboration
    - Empowerment
- Developing pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development), this will include, but is not exclusive to:
- Developing pupils' personal & social well-being (safety/self-image/self-esteem);
- Developing pupils' communication skills (speaking / listening / reading / writing / body language / preferred ways of communicating and completing work)
- Developing pupils' social skills (behaviour/interaction)
- Developing pupils' physical & health skills (hygiene/healthy eating/exercise/team skills)
- Improving pupil's ICT skills (using computers to share and seek information)
- Developing pupils' independence and study skills (thinking skills / self-organisation / concentration)
- Promoting the physical and emotional well-being of our pupuks
- Allowing pupils autonomy and choice over their choices of learning projects within frameworks such as ASDAN.
- Preparing pupils for the next stage of their education or employment.

- Ensuring all pupils leave Educate U with outcomes that reflect the best of their ability.

Key Stage 5 Study Programme

At Key Stage 5, our curriculum continues to build upon the knowledge, skills and experiences developed throughout earlier key stages, with an increased emphasis on preparing young people for adulthood.

Through Educate U Futures, students in Years 12 and 13 access a personalised programme of academic, vocational and practical learning, designed around their individual needs, interests, aspirations and Education, Health and Care Plan (EHCP) outcomes.

We recognise that our students have different starting points and may require continued support to develop their confidence, independence and readiness for life beyond school. Our Post-16 curriculum therefore combines opportunities to achieve meaningful qualifications with the development of employability, communication, social and independent living skills.

Students continue to benefit from the small, nurturing and trauma-informed learning environments that underpin our whole-school approach. Learning is adapted to meet individual needs, with appropriate levels of scaffolding, modelling, repetition and practical application to support progression towards greater independence.

The programme is delivered across Years 12 and 13, with the core teaching timetable operating Monday to Thursday, between 9.30am and 2.30pm.

Key Stage 5 Curriculum Offer

Each student's programme of study is personalised according to their prior attainment, individual learning needs, EHCP outcomes and intended progression pathway.

The curriculum incorporates the following areas:

ASDAN Personal Effectiveness Qualification (PEQ)

- The ASDAN Personal Effectiveness Qualification provides opportunities for students to develop the personal, social and employability skills required for adulthood.
- Students work towards an appropriate qualification at Entry Level 3, Level 1, Level 2 or Level 3, through Award, Certificate or Diploma pathways.
- Learning focuses on six key areas:
- Learning
- Communication

- Decision-making
- Thinking
- Teamwork
- Self-awareness
- Through practical activities and portfolio-based learning, students develop their ability to reflect on their achievements, recognise their strengths, make informed decisions, solve problems and work collaboratively.
- These skills are reinforced throughout the wider curriculum, supporting students to apply their learning within vocational activities, work experience and everyday situations.

English and Mathematics

- English and mathematics remain an important part of the Key Stage 5 curriculum, enabling students to develop the essential knowledge and skills required for further education, employment and independent living.
- Students follow an appropriate qualification pathway based on their individual starting points, prior attainment and intended progression.
- The curriculum includes:
- Pearson Edexcel Functional Skills English – Entry Level 3, Level 1 and Level 2.
- Pearson Edexcel Functional Skills Mathematics – Entry Level 3, Level 1 and Level 2.
- Pearson Edexcel GCSE English Language.
- Pearson Edexcel GCSE Mathematics.
- Teaching is personalised to address gaps in prior learning and develop secure knowledge and understanding. Students are supported through explicit teaching, modelling, practical resources, repetition and opportunities to apply their learning in meaningful contexts.
- English and mathematical skills are also embedded throughout vocational learning and everyday activities, including cooking, construction, managing money, following instructions, communicating with others and solving practical problems.

Independent Studies and Vocational Learning

- Independent Studies provide opportunities for students to develop practical knowledge and skills through vocational qualifications linked to their interests and future aspirations.
- Students follow an appropriate pathway from the following curriculum offer:

Vocational area	Qualification pathway
Caring for Children Under Five	Pearson BTEC Level 1 Introductory Award, Certificate or Diploma
Hair and Beauty	Pearson BTEC Level 1 Introductory Award, Certificate or Diploma
Home Cooking Skills	Pearson BTEC Level 1 or Level 2 Award
Introduction to Culinary Skills	Pearson BTEC Level 1 Certificate
Construction	Pearson BTEC Level 1 Introductory Award or Certificate
Digital Functional Skills	Pearson Entry Level 3 or Level 1

Vocational learning is delivered through practical activities, structured teaching and opportunities to develop increasing independence.

Students are supported to understand and apply subject-specific knowledge, follow processes, use equipment appropriately, solve problems and evaluate their work.

Learning also provides opportunities to develop wider transferable skills, including communication, organisation, teamwork, time management and resilience.

Our specialist vocational environments, including the Hair and Beauty salon, Construction suite and practical cooking facilities, provide opportunities for students to apply their learning in purposeful and realistic contexts.

Personal, Social, Health and Economic Education (PSHE)

Students continue to access PSHE throughout Key Stage 5, following the PSHE Association's SEND framework.

The programme builds upon learning from earlier key stages, with an increased focus on the knowledge and skills required for adulthood.

Learning includes healthy relationships, physical and emotional wellbeing, personal safety, online safety, financial awareness, independence, equality, rights and responsibilities, and making informed choices.

Teaching is adapted to students' developmental needs, with opportunities to explore real-life situations, practise decision-making and develop confidence in managing everyday experiences.

Employment, Enrichment and Pastoral Activities (EEP)

Employment, Enrichment and Pastoral activities form an important part of the wider Key Stage 5 curriculum, supporting students' personal development, wellbeing and preparation for adulthood.

Activities provide opportunities to develop:

- Confidence, resilience and emotional regulation.
- Communication and social interaction.
- Teamwork and problem-solving.
- Independence and personal responsibility.
- Travel training and community access.
- Independent living skills.
- Participation in volunteering and community activities.
- Personal interests and wider experiences.

These opportunities are adapted to students' individual needs and interests, recognising that progress towards independence may require carefully planned and supported experiences.

Careers Education and Work Experience

Careers education continues throughout Key Stage 5 and is closely linked to each student's aspirations and intended progression pathway.

Students are supported to explore employment sectors, understand workplace expectations and develop the skills required for future education, training or employment.

Opportunities may include careers guidance, employer encounters, workplace visits, supported work experience, vocational activities, CV development and interview preparation.

Work experience is personalised according to students' individual strengths, interests, readiness and support needs.

For some students, this may initially involve simulated or highly supported workplace experiences, progressing towards greater independence where appropriate.

Preparation for Adulthood

Preparation for Adulthood is embedded throughout the Key Stage 5 curriculum rather than delivered as a separate subject.

Learning is planned around the four recognised areas of Preparation for Adulthood:

- **Employment and further education:** Developing qualifications, employability skills and readiness for future learning or work.
- **Independent living:** Developing practical skills, personal organisation, managing money, preparing meals and making decisions.
- **Community inclusion:** Developing relationships, accessing community opportunities and participating in wider society.
- **Good health:** Understanding physical and emotional wellbeing, personal care and accessing appropriate support.

These areas are reflected throughout academic subjects, vocational learning, PSHE, enrichment and work experience.

Individual EHCP outcomes remain central to curriculum planning, ensuring that learning is meaningful and relevant to each student's future.

Assessment and Progress

Assessment at Key Stage 5 follows the whole-school approach to identifying starting points, monitoring progress and adapting teaching to meet individual needs.

Students undertake appropriate diagnostic assessments to identify prior knowledge, gaps in learning and suitable qualification pathways.

Individual Learning Plans (ILPs) are developed around students' EHCP outcomes, academic targets and preparation for adulthood priorities.

The school follows the Assess, Plan, Do, Review approach, with individual targets reviewed termly.

Progress is monitored through:

- Formative assessment and ongoing teaching observations.
- Qualification assessments and portfolio evidence.

- English and mathematics assessments.
- EHCP outcome tracking.
- Student voice and self-evaluation.
- Development of practical and vocational skills.
- Increasing confidence, engagement and independence.
- Preparation for adulthood and transition outcomes.

Assessment recognises that progress is not solely measured through accredited qualifications. For some students, increased independence, improved communication, emotional regulation, participation in community activities or the ability to complete tasks with reduced adult support represent equally important achievements.

Progression Beyond Educate U

Throughout Key Stage 5, students are supported to identify and prepare for their next steps beyond Educate U.

Transition planning is informed by individual aspirations, EHCP outcomes, careers guidance, qualification achievements and the development of independent living skills.

Students and their families are involved in planning appropriate pathways, which may include further education, vocational training, apprenticeships, supported employment or other suitable opportunities.

Our curriculum ensures that students leave Educate U with meaningful achievements, increased confidence, greater independence and the knowledge and skills required to take their next steps into adulthood.

Trauma Informed Approach

Our trauma-informed setting is centred around creating a safe and supportive learning environment for students who have experienced trauma. This approach recognises that many of our have a history of adverse childhood experiences (ACEs) or traumatic events, which can significantly impact their learning and well-being and their ability to access learning. Within our curriculum delivery we aim to promote our school values and see these as road map to helping our young people overcome barriers to accessing their education, and providing a pathway to empowerment:

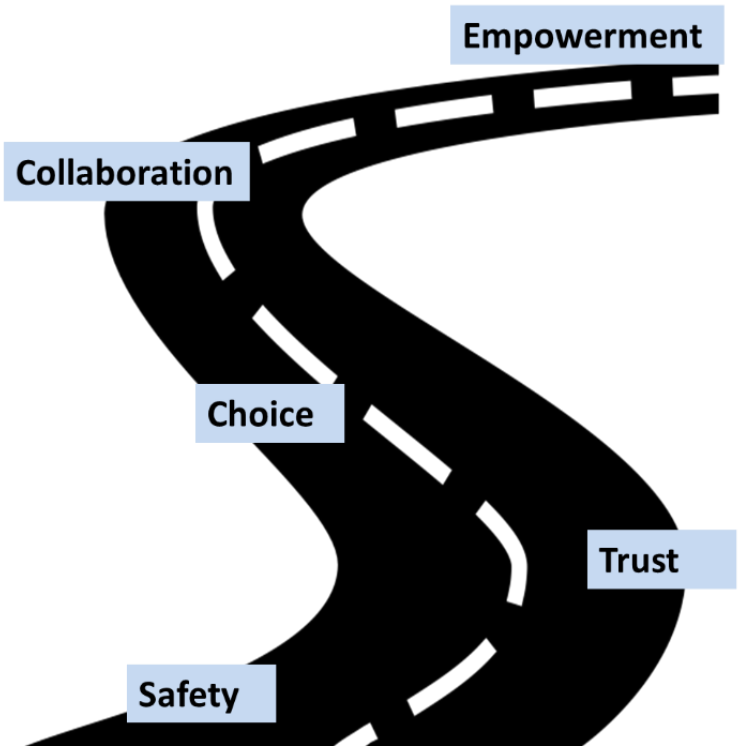


Figure 1: Educate U Trauma Informed School Values 2023

As a school we aim to work closely and collaboratively with our children and young people to develop:

- Safety and Trust: The primary focus is on creating a physically and emotionally safe school environment where our pupils feel secure and can build trust with teachers and peers. This is through connection and building positive relationships between students and teachers. Deep connection emphasises playfulness, empathy, active listening, curiosity, acceptance and support.

- Support and awareness of childhood trauma: Our teachers and TAs are trained to recognise signs of childhood trauma and understand its effects on students' behaviour, cognition, and emotional well-being. There are regular training and monitoring sessions throughout the year to ensure thar our way of being with the children is trauma informed. This includes prioritising emotional regulation and teaching pupils strategies for self-regulation and emotional coping to help them manage the effects of trauma. This is primarily undertaken in all classrooms through the use of the PACE language framework. Our staff also implement teaching strategies that consider trauma's impact, such as mindfulness

exercises, calming techniques, and trauma-sensitive classroom management e.g. Connection before correction, Zones of regulation. In addition, we also collaborate with Mental Health Professionals internally and externally to provide specialised support for pupils with trauma histories.

- Flexibility and Choice: Allowing our children and young people some control over their learning process and offering choices within the curriculum to empower them. This is also reflected in our school values.
- Holistic Wellbeing: Addressing not only academic needs but also the social and emotional well-being of students, including mental health support and therapeutic intervention from the team at Therapy House.
- Resilience Building: Encouraging the development of resilience skills to help students cope with challenges and adversity. “We can do difficult things”.
- Supporting family Involvement: Engaging families in the educational process, as they play a vital role in supporting students who have experienced trauma.
- Regular Assessment: Continuously monitoring the progress and well-being of our children and young people, adjusting interventions and support as needed. For this purpose, we use the Assess, Plan, Do, Review cycle model.

Curriculum Implement:

All subjects are delivered by high quality first teaching which promotes the love of learning. Teachers are supported and monitored in each subject area by the subject leader.

Subject leaders are responsible for designing the progression in core knowledge, skills and concepts into yearly plans. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils.

Class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately based on the provision for needs for the children/young people in their class. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focused on outcomes for individual pupils. The subject lead ensures that all lessons are planned to be accessible and engaging for all of our children with SEND, and that reasonable adjustments have been made to ensure that all can access their curriculum area but also that there is challenge for those who are able.

Class teachers record internal data to monitor progress for pupil progress throughout each term for each of the following subject areas for the formal curriculum: English, Maths, STEM, Geography, History, RE and Art. Expected progress will differ from pupil to pupil according to ability and need but staff will record Working Towards (WT) expected level, Working At (WA) expected level and Working Beyond (WB) expected level relevant to skills and knowledge demonstrated by a pupil relevant to their ability and needs.

To implement our curriculum, class teachers and subject leaders ensure, and senior leadership monitor:

a) Inclusivity: Ensuring that all students, regardless of their special needs or disabilities, have equal access to quality education. This will include differentiation of teaching methods, materials, and activities to the needs of the pupils. This may involve providing alternative or modified resources, multi-sensory approaches, and specialised interventions. We follow the SEND code of Practise and employ the Graduated approach at all times.

b) Personalisation: A curriculum design that caters to the unique needs and abilities of each student, with individual education plans (IEPs) based on a child's/young person's EHCP's targets, playing a crucial role.

c) Holistic Development: Promoting not only academic growth but also social, emotional, and physical development to help students thrive in all aspects of life encompassing not only academic learning but also social, emotional, and life skills. The curriculum intends to incorporate activities and experiences that promote communication, social interaction, independence, and self-advocacy.

d) Specialised Support: Offering specialised services such as art psychotherapy, play therapy, body therapies, swimming, trampolining, scuba diving, sensory circuits, or reflexology to address the specific challenges that students may face.

e) Parental Involvement: Encouraging active participation from parents and carers in their child's education and progress. Educate U prioritises collaboration and communication with parents, carers, and external professionals, including regular IEP meetings and progress reports are conducted to ensure transparency, gather feedback, and align support strategies across home and school environments.

f) Life Skills: Preparing students for independence and life beyond school by teaching practical life skills that are essential for their future. This is completed through the ASDAN and PSHE curriculums. The intent of the curriculum is to develop functional skills that are essential for everyday life. This includes activities focused on self-care, vocational skills, money management, travel training and independent living.

g) Adaptive Curriculum: Being flexible and adaptable to accommodate changes in a student's needs and abilities over time.

h) Incorporating Technology: Integrating assistive technologies and adaptive tools to enhance the learning experience for students with disabilities such as voice to text software to produce written accounts.

i) Assessment and Progress Monitoring: The curriculum intends to incorporate ongoing assessment and progress monitoring mechanisms to track individual student achievements. These assessments may encompass both formal and informal methods, including observations, portfolios, evidence for learning (EfL) and adaptive assessments, focusing on students' strengths, progress, and areas for further development.

j) Sensitivity and Inclusivity Training: Providing staff with training on how to support students with SEND in a trauma informed way, fostering an inclusive and empathetic school culture.

k) Futures: The curriculum intent is to preparing students for transition beyond their school years with us at Educate U. This might include vocational training, work experience opportunities, and career guidance to equip students with practical skills and support their post-school aspirations.

For students in Key Stage 5, careers education becomes a central part of the curriculum. Students are supported to explore realistic future pathways through work experience placements, employer engagement opportunities, vocational learning, and independent travel training where appropriate. The school follows the Gatsby Benchmarks to ensure high quality careers guidance and works closely with local further education providers, employers, and training organisations to support successful transitions.

All Key Stage 5 students follow a full-time study programme in line with Education and Skills Funding Agency (ESFA) guidance, with a minimum of 540 planned hours per academic year. These hours include qualification learning hours alongside non-qualification activities such as enrichment, tutorials, PSHE, work experience, and employability skills development.

Curriculum Impact:

The impact is a broad, balanced curriculum that develops and builds on learners' knowledge and skillsets in a broad range of subjects areas and meets the needs of the learners' EHC plans.

Through an ambitious, personalised and carefully sequenced curriculum, pupils are supported to develop secure knowledge, deepen their understanding and apply their

learning with increasing confidence and independence, recognising that the ways in which they demonstrate and retain learning will vary according to their individual needs.

Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding or not achieving expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class which subject leaders can analyse using BROMCOM, our Management Information System to intervene with staff or children to support teaching and learning. Subject Leaders routinely evaluate the summative outcomes for their area of responsibility. They use this analysis to identify any necessary actions that develop the quality of provision in their subject. The Senior Management Team (SLT) oversee this and ensure rigor and challenge. SLT are also responsible for identifying trends with students across subjects and intervening when children are not making expected progress.

Our children and young people will have a confident set of skills, knowledge, norms and values which are used to get ahead in education and life more generally. In short they will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. Thus enabling them to be ready for their next stage in their education or training.

For students Key Stage 5, the impact of the curriculum is measured through academic outcomes and progress towards Preparation for Adulthood outcomes, including employment, independent living, community inclusion, and health and wellbeing. Students develop increasing independence, confidence, and self-advocacy skills which support their transition to further education, supported internships, employment, or community-based pathways.

For Early Years, please see Early Years Foundation Stage (EYFS) Curriculum Policy.

Roles and responsibilities

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have clear subject intents, implementation and impact statements which reflect the aims of the school and indicate how the needs of individual pupils will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Heads of School / KS5 Curriculum Manager

- The deputy headteacher is responsible for ensuring that the curriculum is monitored for quality first teaching
- Responsible for subject leaders being line managed effectively and uphold their responsibility with curriculum development for their subject.

Futures Lead / KS5 Operations Manager

- To plan futures flightpaths in line with new curriculum
- Implementation of the Gatsby Benchmarks.
- To create work experience opportunities with every KS4 student if they choose to.
- To be the liaison with local further education providers and to plan opportunities for visits.
- To organise and implement KS3 / KS4/ KS5 guest speakers, inspirational speakers and college offers.
- To create and coordinate work experience and employer engagement opportunities for KS4 and KS5 students, supporting preparation for adulthood and transition to employment or further education.

Subject Leaders

- Subject leaders are responsible for designing the progression in core knowledge, skills and concepts into yearly plans.
- The subject lead ensures that all lessons are planned to be accessible and engaging for all of our children with SEND
- Ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils.

Teachers

- Teachers will ensure that the school curriculum is implemented in accordance with this policy.
- Class teachers are responsible for planning the curriculum for their class.

- Class teachers record internal data to monitor progress for pupil progress throughout each term for each of the following subject areas for the formal curriculum: English, Maths, Science, Geography, History, RE and Art along with GCSE, Functional Skills Digital Skills, ASDAN, PEQ and BTEC options and use 'Earwig' to chronologically record evidence of progression to assess pupils on the Semi-formal curriculum