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**Curriculum Policy**

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**Written by:** Rachael Thompson

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**This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.**

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# Curriculum Aims

This curriculum aims to:

Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.

Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Support students spiritual, moral, social and cultural development.

Support those students who have been out of education for a prolonged period of time to re-engage positively with learning and develop a positive attitude towards learning.

Develop students independent learning skills and resilience, to equip them to return to mainstream education or progress onto further/ higher education and employment.

Support students physical development and responsibility for their own physical and mental wellbeing.

Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.

Have a high academic/ vocational/ technical ambition for all students.

Equip students with the knowledge and skills to make a meaningful contribution to society.

Provide a broad and flexible curriculum that responds to each individuals unique needs, abilities and interests.

# Legislation and Guidance

This policy reflects the requirements of [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

# Roles and responsibilities

## The governing body (whilst we have no governing board these responsibilities falls to Senior Management)

The governing board will monitor the effectiveness of this policy and hold the Head of Education to account for its implementation.

The governing body will also ensure that:

1. A robust framework is in place for setting curriculum priorities and aspirational targets.
2. Proper provision is made for students with different abilities and needs, including students with special educational needs (SEN).
3. All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
4. The school implements the relevant statutory assessment arrangements
5. It participates actively in decision-making about the breadth and balance of the curriculum.
6. Students from year 8 onwards are provided with independent, impartial careers guidance, and this is appropriately resourced.

## Head of Education

The Head of Education is responsible for ensuring that this policy is adhered to, and that:

1. All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
2. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
3. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
4. They manage requests to withdraw students from curriculum subjects, where appropriate.
5. The school procedures for assessment meet all legal requirements.
6. The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
7. The governing board is advised on whole-school targets in order to make informed decisions.
8. Proper provision is in place for students with different abilities and needs, including students with SEN.

## Other Staff

1. Other staff will ensure that the school curriculum is implemented in accordance with this policy.

# Organisation and Planning

Cairn Education takes a pathways approach to individual curriculum design for each young person.

Initial assessment and person-centered planning is used to create individualised programmes that are uniquely constructed from any combination of standalone units from our 5 pathways (See Curriculum Design Process- Appendix 1):

* Access Pathway
* Progression Pathway
* Independent Living Pathway
* Health Pathway
* Connections and Community Pathway

## Access Pathway

#### Intent

**Stage 1:**

To develop an individuals experience of feeling safe, and that their wellbeing needs will be met within the educational environment.

To develop positive working relationships with staff and their peers.

**Stage 2:**

To develop the self-esteem and confidence that enable the student to take on new challenges where the outcome is not always guaranteed.

To develop the self-regulation and co-regulation skills needed to maintain engagement in learning opportunities both on 1:1 and in small group environments.

**Stage 3:**

To develop the social, personal and study skills for academic and/or vocational success.

To be able to think about and set high and realistic aspirations for their futures.

#### Implementation

This curriculum is delivered through interest-based learning, self-directed learning and project based learning.

Industry experts are contracted in to provide the specific knowledge to engage students in learning where this is necessary and falls outside of the skills of our staff team.

Tutors and learning coaches then work with the experts to create schemes of work and session plans that incorporate not only skill development in their chosen area but also seek to contextualise the students broader target areas delivering this through their specific area of interest.

Tutors actively facilitate the opportunity for students to engage in helpful participation and give students responsibilities that enable them to feel valued and a part of Cairn Educations learning community.

#### Impact

From the students starting points they will show rapid improvement in:

* Attendance
* Engagement
* Wellbeing and quality of life and as a result there is a reduction in behaviours that present risk to themselves or others
* Ability to engage in new and novel tasks where success is not guaranteed.
* Ability to self-direct their own learning
* Ability to make realistic but aspirational plans for their future.

## Progression Pathway

#### Intent

To develop the confidence and resilience to access mainstream education or employment.

To develop the academic skills and knowledge to enable the student to feel confident in their abilities when re-engaging with mainstream education programmes.

To develop strategies to manage the sensory, social and academic demands of mainstream education or employment.

To achieve qualifications needed to progress into further education, training or employment.

Have a comprehensive understanding of their strengths and skills that they can bring to the workplace and develop self-advocacy skills.

To develop work and study skills that will enable them to transition successfully into their next place of education or employment.

#### Implementation

Our progression pathway programmes are individually tailored to work towards specific transition outcomes. Programmes may include a combination of the following elements.

* Work placements
* Work experiences
* Graded re-introductions to mainstream education.
* Understanding my autism- the strengths and challenges
* Work Skills programme
* Study skills programme
* Specific qualifications for example: Level 1 and 2 Maths, English and COMPUTING, GCSEs, Industry specific qualifications.

#### Impact

Students transition to further education, training, or employment with the skills they need to succeed.

Students achieve the qualifications they need to progress into further education training or employment.

Students understand their strengths and challenges and know how to self-advocate within education and employment environments.

## Independent Living Skills Pathway

#### Intent

Our independent living pathway covers 5 main areas.

**Travel**

Students will learn to use a range of transport options including walking, cycling, buses and trains and where appropriate driving. Students will learn how to plan and execute both familiar and novel journeys. Students will know how to manage the sensory demands of travel on public transport. Students will learn how to keep themselves and their belongings safe whilst traveling. Students will learn how to manage when there is an unexpected delay or alteration to their travel plans.

**Cooking**

Students will learn cooking skills that enable them to prepare a range of healthy meals.

**Shopping**

Students will learn how to plan, prepare and execute shopping related activities. Students will learn how to manage the sensory environments of shopping environments and how to use a range of checkout options.

**Household management**

Students will learn how to keep a safe and hygienic home.

**Money Management**

Students will learn the basic concepts of money management including budgeting, wages, the value of money and how to keep track of income and expenditure.

#### Implementation

Students will have the opportunity to take part in focused independent living skills sessions. Students can be supported both in their own homes and at Cairn Education premises to develop the skills as outlined above.

Travel will be purposeful and meaningful to the student. This may include activities such as developing the independence to travel to and from Cairn Education premises for their education or to and from their college placement.

Cairn Education will offer residential stays to help further promote the development of independent living skills for those students that live within their family homes.

#### Impact

Students achieve the skills needed to travel to and from places that are meaningful to their lives including but not limited to education provision and work.

Students are able to prepare a range of healthy meals safely.

Students are able to shop for their weekly essentials independently.

Students are able to manage their money and make informed choices about what they spend their money on.

Students are able to stay safe in their homes and when travelling.

Students are able to manage the safety and hygiene within their homes.

## Health Pathway

#### Intent

**Keeping healthy (mental health)**

Students develop the skills and understanding to maintain their mental health.

Students develop the skills to access activities and services that support maintenance of their mental health.

Students develop understanding of their autism and how it impacts on their lives. From this starting point students learn how to manage the vulnerabilities arising from autism and how to use their strengths and capacity to maintain health.

Students develop understanding of how to manage sleep disturbances in order to promote better mental health.

**Keeping healthy (physical health)**

Students are encouraged to explore different activities that promote their physical health.

Students develop the skills needed to access personally meaningful activities and services that promote their physical health.

Students learn about diet and nutrition that supports physical health and are supported to develop the understanding to make informed choices about their food and drink.

**Personal Hygiene**

Students learn about the importance of personal hygiene and how to maintain appropriate standards of personal hygiene.

Students learn how to manage any sensory sensitivities associated with maintaining high standards of personal hygiene.

#### Implementation

Cairn Education works in consultancy with Health Horizons to support students to develop strategies that help them to manage their physical and mental health, through counselling and therapy services.

Cairn Education works closely with sports and activities providers in the local community to establish connections that facilitate the students participation in sports and activities within their local community.

Cairn Education occupational therapy service works closely with families and the student to develop strategies and interventions to promote health and wellbeing within the family unit. Including interventions for personal hygiene and sleep where required.

#### Impact

Students have the skills and understanding to manage their mental and physical health.

Students know how to and are able to seek and engage with a range of services that will support them to develop and maintain their mental and physical health.

Students have the skills and ability to access activities that are meaningful to them in the local community and support maintenance of their mental and physical health.

Students develop the skills needed to maintain good standards of personal hygiene.

## Connections and Community Pathway

#### Intent

Students develop the skills and understanding to maintain relationships that are meaningful to them.

Students develop the skills and understanding of different communication methods that help them to connect with other people in a way which is meaningful to them.

Students develop the skills and understanding to be able to access and participate in activities with others that are meaningful to them.

Students develop the skills and understanding to keep themselves safe online and in their communities.

Students are encouraged to participate in activities that make a positive contribution to their local communities.

#### Implementation

Cairn Education offers interest groups which bring individuals that share common interests together. Through these groups, students are facilitated to develop the skills they need to make and maintain meaningful connection with other group members.

All students engage in an online safety programme that gives them the knowledge and understanding of how to keep themselves safe online.

Cairn Education facilitates engagement in a number of voluntary programmes within the local community that promote understanding of how to stay safe in the community and facilitates meaningful interaction with others.

Students are encouraged to make a positive difference in their community through voluntary work or services.

#### Impact

Students establish and are able to maintain meaningful connection with people within their community.

Students make a positive contribution to their community.

Students gain a sense of belonging and being part of a community of people outside of their family unit.

## Maths, English and Computing

#### Intent

The development of Maths, English and computing skills is central to all the pathway units and the whole school curriculum.

Students will develop numeracy, literacy and computing skills that will enable them to access a fluency across everyday life.

Enable students to make the wider connections of numeracy, literacy and computing skills across the curriculum and in the wider world.

Students to gain an understanding of the importance of numeracy, literacy and computing skills to access everyday life.

Students make progress from their own starting point and opportunities are given to everyone to meet their potential target level.

Students on reengagement programmes are offered Maths, English and computing in line with the school curriculum they are on roll with.

KS3 and KS4 curriculums are offered to full time compulsory school age. At KS3 building a base knowledge and understanding to access GCSE, Entry Level or Functional Skills Qualifications where appropriate.

#### Implementation

Initial assessment is carried out to determine the students starting points.

Numeracy, literacy, and computing is taught via an individualised programme to engage students.

Students on an accessing education or reengagement programme may access numeracy, literacy and computing through project based curriculum and/or discreet lessons.

Compulsory school age full time students are offered discreet lessons, with numeracy, literacy and computing embedded in the wider curriculum.

Curriculums are appropriate and in line with the national curriculum or exam specification, at KS3 and KS4 White Rose Maths curriculum is used to inform teaching.

#### Impact

Students feel confident in their numeracy, literacy and computing skills enabling them to use them effectively, flexibly and fluidly in different contexts.

Students develop numeracy, literacy and computing skills that enable them to have successful life outcomes.

Students acquire appropriate qualifications to meet their needs/aspirations that will enable them to take the next step in education or employment.

## PSHE, RSE, HE and Citizenship (Fundamental British Values/SMSC)

#### Intent

If not already covered in a students individual pathways programme students develop knowledge and understanding of the following topics; families, relationships education, online and media, being safe, Intimate and sexual relationships, including sexual health, mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and the changing adolescent body.

Students acquire the knowledge and skills from the pathways programmes, cross curriculum learning or discreet PSHE/Citizenship lessons in order to keep them healthy, understand changes to their bodies both physically and mentally to their body through adolescence, maintain healthy relationships and keep them safe.

Actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Embed and contextualise Fundamental British Values across the whole school curriculum, more in Citizenship lessons, KS3 humanities, taking opportunities to explore ideas through national or local events and any extra-curricular activities run by staff or students.

#### Implementation

PSHE, RSE, HE and Citizenship (which covers SMSC) is offered discreetly and across the curriculum, this is done at an appropriate level and content based on the individualised students programme.

Personal, Social and Health Education (PSHE), Relationship and Sex Education, Health Education and Citizenship (which covers Spiritual, Moral, Social and Cultural (SMSC) development) content as laid out by our PSHE, RSE and HE Policy, RSE and RE guidance [Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf), Cairn Education’s Humanities Curriculum and promoting fundamental British Values Guidelines [Advice template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf).

Students have a voice from the beginning of their journey at Cairn Education, they help to shape their curriculum. This feedback informs reviews of placements at Cairn allowing students to be at the forefront of their own learning.

A student voice meeting is carried out at the end of each half-term to feedback to staff wider school.

Teaching resources from a wide variety of sources to help students for example to understand a range of faiths.

As part of the curriculum a diverse range of visits across the local and wider communities in Britain are organised throughout the year.

Extra-curricular activities create opportunities which cover themes and ideas within PSHE, RSE, HE and fundamental British values.

Use wider relevant opportunities as they arise e.g. local/general elections to promote fundamental British values.

#### Impact

Students are empowered to make informed choices around the following areas; lifestyle, their body and self, relationships and safety.

Enable students to develop their self-knowledge, self-esteem and self-confidence.

Students understand where they can go to to seek support, information they may need access to regarding topics covered in the pathways programmes, PSHE. RSE, HE and Citizenship.

Students have knowledge and understanding across Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Enable students to distinguish right from wrong and to respect the civil and criminal law of England.

Enable students to understand how they can contribute positively of those living and working in the locality of Cairn Education and to society more widely.

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

Student respectful and are tolerant for other people, including their faiths or beliefs. An understanding that one’s faith or belief should not cause prejudicial or discriminatory behaviour.

Students understand the importance of identifying and combatting discrimination.

Encourage respect and participation for democracy and the basis on which law is applied in England.

Students understand how citizens can influence decision making through the democratic process.

Students understand living under the rule of law protects them and other citizens, and it is essential for their wellbeing and safety.

An understanding that the freedom to choose and hold other faiths and beliefs is protected by law.

## KS3 Subjects

For full time students of compulsory school age in Years 7-9 are additionally taught Science, Humanities (History, Geography and RE), Art, PE, French, PSHE and Citizenship. Other subjects for example music, drama and design technology may be made available for a student if it matches their interests.

#### Intent

Students have access to the breadth of KS3 national curriculum subjects.

Students develop a deep knowledge, understanding and skills required by these national curriculum subjects.

The content taught via KS3 subjects opens up new interests and opportunities that students may not have previously explored.

To instil a lifelong love of learning.

#### Implementation

The subjects followed at KS3 follow the National Curriculum for these subjects, this is via individualised programmes to engage students.

Initial assessment is carried out to determine the students starting points.

Students on an accessing education or reengagement programme may access KS3 subjects through project based curriculum and/or discreet lessons. If a student is on roll at another school they will follow the schools curriculum and schemes of work.

Curriculums are appropriate and in line with the national curriculum and/or building towards exam specification requirements.

#### Impact

Students feel confident in their knowledge across KS3 subjects enabling them to use them effectively, flexibly and fluidly in different contexts.

Students develop knowledge and skills that enable them to have successful life outcomes.

Students develop a knowledge, understanding and skills in KS3 which allows them a choice of appropriate level qualifications at KS4.

Students feel confident within their local community.

## KS4 Subjects

For full time students of compulsory school age in Years 10-11 (if it has been decided that a student stay back a year they may be year 12) are additionally taught Science, Geography, Art, PE, PSHE and Citizenship. Other subjects for example Music, Drama, Design Technology, History may be made available for a student if it matches their interests.

#### Intent

Students have access to a breadth of KS4 national curriculum subjects.

Students develop a deep knowledge, understanding and skills required by the demands of GCSE the specification to reach or exceed their target grade/level.

The content taught via KS4 subjects opens up new interests and opportunities that students may not have previously explored.

To instil a lifelong love of learning.

To open up future options in education, training and employment for students.

#### Implementation

Initial assessment is carried out to determine the students starting points and appropriate level of KS4 programme of study.

Subjects initially offered will be following AQA specifications if there is to be an examination in that subject, Cairn Education are hoping by 2022/23 academic year we will also be able to offer Edexcel specifications.

Students on an accessing education or reengagement programme may access KS4 subjects through project based curriculum and/or discreet lessons. If a student is on roll at another school they will follow the schools curriculum and schemes of work.

Curriculums are appropriate and in line with exam specification requirements.

#### Impact

Students feel confident in their knowledge across KS4 subjects enabling them to use them effectively, flexibly and fluidly in different contexts.

Students develop knowledge and skills that enable them to have successful life outcomes.

Students develop the knowledge, understanding and skills that enables them to reach or exceed target grades/levels.

Students develop a knowledge, understanding and skills in KS4, which may include attaining qualifications, which allows them a choice of further education or apprenticeships.

Students feel confident within their local community.

## KS5 Learning

#### Intent

Students have access to a programme that meets their needs; this may include access to education pathways, access to college, training, work placement or apprenticeships.

Students have access to literacy, numeracy and ICT levels to meet the need of the student.

Students develop a deep knowledge, understanding and skills required to meet their personal targets.

The content taught at KS5 opens up new interests and opportunities that students may not have previously explored.

To instil a lifelong love of learning.

To open up future options in education, training and employment for students.

#### Implementation

Initial assessment is carried out to determine the students starting points and appropriate level of KS5 programme of study.

If Cairn Education can offer subjects where there will be an examination this will be initially offered following AQA specifications, Cairn Education are hoping by 2022/23 academic year we will also be able to offer Edexcel specifications.

Students on an accessing education programme may access learning through project based curriculum and/or discreet lessons.

Curriculums are appropriate and in line with exam specification requirements.

#### Impact

Students feel confident in their knowledge across KS5 learning enabling them to use them effectively, flexibly and fluidly in different contexts.

Students develop knowledge and skills that enable them to have successful life outcomes.

Students develop the knowledge, understanding and skills that enables them to reach or exceed target grades/levels.

Students develop a knowledge, understanding and skills in KS5, which may include attaining qualifications, which allows them a choice of further education or apprenticeships.

Students feel confident within their local community.

## Post KS5 Learning

#### Intent

Students have access to a programme that meets their needs; this may include access to education pathways, access to college, training, work placement or apprenticeships.

Where appropriate students have access to literacy, numeracy and ICT levels to meet the need of the student.

Students develop a deep knowledge, understanding and skills required to meet their personal targets.

To open up future options in education, training and employment for students.

#### Implementation

Initial assessment is carried out to determine the students starting points and appropriate level of KS5 programme of study.

Students are supported in college, work placements

If Cairn Education can offer subjects where there will be an examination this will be initially offered following AQA specifications, Cairn Education are hoping by 2022/23 academic year we will also be able to offer Edexcel specifications.

Students on an accessing education programme may access learning through project based curriculum and/or discreet lessons.

Curriculums are appropriate and in line with exam specification requirements.

#### Impact

Students feel confident in their knowledge across KS5 learning enabling them to use them effectively, flexibly and fluidly in different contexts.

Students develop knowledge and skills that enable them to have successful life outcomes.

Students develop the knowledge, understanding and skills that enables them to reach or exceed target grades/levels.

Students develop a knowledge, understanding and skills which may include attaining qualifications, which allows them a choice of further education or apprenticeships.

Students feel confident within their local community.

## Extra-curricular activities

#### Intent

Extra-curricular activities are offered to widen the breadth of the school curriculum offering opportunities that may not already be covered by this.

Students have access to extra-curricular activities that meet their individual needs, this may include but is not limited to; residential or offsite visits, after school sport clubs, after school games club.

Students have the opportunity to choose extra-curricular activities that are on offer at Cairn Education via student voice.

To allow students to try different activities that they may have never tried before.

To help develop respect, tolerance, peer relationships and social skills.

#### Implementation

Extra-curricular activities will be open to all and reasonable adjustments will be made to include any students. This may include access arrangements to timetabling due to school transport arrangements.

Students are supported to enable them to access extra-curricular activities.

Extra-curricular activities are appropriate and designed to meet students needs, interest or offer additional opportunities.

#### Impact

Students find enjoyment in new opportunities that are offered by extra-curricular activities.

Students develop their self-knowledge, self-esteem and self-confidence.

Students are respectful and tolerant for other people and their peers.

Students have improved social skills.

Students develop new interests.

# Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: Governance meetings, meeting with the school council.

Governors monitor whether the school is complying with individual student funding agreements and teaching a “broad and balanced curriculum” which includes the required subjects, through: School visits, review of individual learning programmes.

(Please note why we have no governing body at present this will be done by senior management).

Head of Education monitors the way subjects are taught throughout the school by:

Observation of Teaching and Learning including formal, informal, and focused observations.

External observation exchanges are arranged with a local SEN provider.

Head of Education also has responsibility for monitoring the way in which resources are stored and managed.

At every review, the policy will be shared with the full governing board.

# Links with other policies

This policy links to the following policies and procedures:

* Assessment policy
* Non-examination assessment policy
* SEN policy
* Inclusion Policy
* Students Rights Policy
* Admission Policy
* Attendance Policy
* Careers Guidance Policy
* PSHE/Relationship and Sex Education (RSE) and Health Education Policy

Appendix 1

Logo, company name

Description automatically generated

Individual Student Curriculum Design Process

Application Form and EHCP analysed

Initial meeting to gain further information

Provisional Offer

Placement agreement

Select initial assessment screening tools

Access Education Interest Checklist Entry Level Assessment

Support and Safety Plan +

Curriculum Design

Individual Curriculums Designed from a combination of the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Health Pathway** | | | | | |
| **Maths** | **English** | | | **Computing** | |
| **Access Pathway** | | **Independent Living Skills Pathway** | **Connections and Community** | | **Progression Pathway** |
| Safety, Trust and Rapport | | Cooking | Relationships | | Work Experience |
| Motivation, Self-esteem and Confidence | | Shopping | Community Access and Travel | | Vocational Skills |
| Ownership of Learning | |  | Community Participation | | Qualifications |
| Processing Skills | |  | Community Safety | |  |
| Self-regulation | |  |  | |  |
| PSHE, RSE and HE | | | | | |
| KS3, KS4, KS5 Curriculum Subjects | | | | | |

Create ILP

Map specific outcomes back to the curriculum

Select the relevant assessments and assess baseline of student.

Create Scheme of Work (1 term)

Creation of session plans (2weeks)

Re-assessment

Half-Termly review against end of programme outcomes