



OFG
Education

Curriculum Policy

Parkside House School

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Statement of Intent

At Parkside House School, our curriculum is designed to meet the individual needs of every pupil and to enable them to develop academically, socially, emotionally and personally.

We recognise that many pupils who join Parkside House School may have experienced disruption, gaps in education, trauma, anxiety, or other barriers to learning. Our curriculum therefore provides a safe, supportive and respectful environment in which pupils can rebuild confidence, develop positive relationships and experience success.

Our curriculum is broad, balanced, ambitious and personalised. It provides pupils with access to appropriate academic, vocational, creative, physical, social and therapeutic learning opportunities. Where appropriate, pupils follow the National Curriculum and work towards nationally recognised qualifications. Where a more individualised curriculum is required, pupils follow a pathway designed around their needs, starting points, EHCP outcomes, aspirations and preparation for adulthood.

We have high expectations for all pupils. **Adaptation means changing the way pupils access learning; it does not mean reducing expectations.**

Pupils are grouped according to their stage of learning and individual needs rather than simply by chronological age. This allows teachers to plan learning that is appropriately challenging and responsive to individual starting points.

The curriculum promotes:

- academic achievement and progress;
- communication, literacy and numeracy;
- emotional regulation and resilience;
- independence and life skills;
- positive relationships and social development;
- creativity and self-expression;
- physical health and wellbeing;
- preparation for employment, further education and adulthood;
- British Values and responsible citizenship;
- enrichment, cultural capital and wider experiences;
- confidence, self-esteem and positive identity.

We recognise that successful learning depends upon strong relationships and a whole-school approach. Teachers, learning support staff, leaders, therapists, families and external professionals work together to ensure that pupils receive the support they need.

The curriculum is regularly reviewed and developed in response to pupil progress, assessment information, staff expertise, pupil voice, family feedback and the changing needs of the school community.

1. Introduction

Parkside House School provides education for pupils with a range of special educational needs and individual barriers to learning. The school recognises that pupils may arrive with significantly different educational experiences, attainment levels, strengths, needs and aspirations.

The curriculum therefore needs to be flexible enough to meet individual needs while remaining ambitious and purposeful.

Our curriculum is based on the principle that every pupil can make progress when provided with the right combination of teaching, support, challenge and opportunity.

We aim to provide pupils with a curriculum that:

- identifies and builds upon their existing knowledge and skills;
- addresses gaps in learning;
- provides appropriate challenge;
- develops independence and confidence;

- supports emotional regulation and wellbeing;
- prepares pupils for their next stage of education, training, employment or adulthood;
- provides meaningful opportunities to achieve qualifications and recognised outcomes;
- develops the knowledge, skills and behaviours required for life beyond school.

The curriculum is delivered through high-quality teaching, appropriate adaptation, targeted intervention, learning support, enrichment, vocational opportunities and, where appropriate, therapeutic or community-based learning.

2. Curriculum Intent

The curriculum at Parkside House School reflects the school's commitment to providing a safe, inclusive and ambitious education for all pupils.

2.1 A trauma-informed curriculum

Many pupils may have experienced trauma, disrupted education or significant barriers to learning. Our curriculum therefore recognises the importance of:

- safety and predictability;
- positive and respectful relationships;
- emotional regulation;
- building trust;
- developing confidence;
- providing opportunities for success;
- recognising individual strengths;
- supporting pupils to develop resilience.

Staff consider pupils' emotional readiness to learn alongside their academic needs.

2.2 A broad and balanced curriculum

Pupils should experience a curriculum that extends beyond core academic subjects.

Alongside English and mathematics, pupils have opportunities to access subjects and experiences including, where appropriate:

- science;
- humanities;
- computing;

- art and design;
- design and technology;
- physical education;
- PSHE and personal development;
- careers education;
- vocational learning;
- creative activities;
- enrichment and extracurricular activities;
- community-based learning.

2.3 High expectations

The school maintains high expectations for every pupil regardless of their starting point, SEND or individual circumstances.

Where pupils experience barriers to learning, staff adapt teaching, resources, environments and support rather than lowering expectations.

This is reflected in the school's core principle:

Adaptation, not reducing expectations.

2.4 Personalisation

The curriculum is personalised according to pupils':

- starting points;
- learning needs;
- EHCP outcomes and targets;
- interests;
- strengths;
- aspirations;
- emotional and social needs;
- qualifications and future pathways.

Personalisation does not mean that pupils receive a reduced curriculum. It means that the curriculum is carefully adapted so that pupils can access meaningful learning and make progress.

2.5 Progression and mastery

Learning is sequenced so that pupils can develop knowledge and skills over time.

Teachers identify what pupils already know, what they need to learn next and how this knowledge can be secured.

Where pupils have gaps in foundational knowledge, appropriate intervention and additional teaching are provided.

3. Curriculum Aims

The curriculum aims to ensure that pupils:

1. Make meaningful academic progress from their individual starting points.
2. Develop secure literacy and numeracy skills.
3. Develop knowledge, skills and understanding across a broad range of subjects.
4. Work towards appropriate qualifications and recognised outcomes.
5. Develop emotional regulation, resilience and confidence.
6. Develop independence and practical life skills.
7. Develop positive relationships and communication skills.
8. Understand their rights and responsibilities.
9. Develop an understanding of British Values.
10. Develop creativity and opportunities for self-expression.
11. Develop physical health and wellbeing.
12. Develop employability and vocational skills.
13. Develop an understanding of the world beyond school.
14. Prepare for further education, training, employment and adulthood.
15. Experience enrichment and opportunities to develop cultural capital.
16. Develop the confidence to identify and pursue their own aspirations.

4. Legal Framework

Parkside House School's curriculum is informed by the statutory and regulatory framework relevant to education, special educational needs and disability.

The school has regard to the:

- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years;
- Equality Act 2010;
- National Curriculum in England, where applicable;
- relevant education and safeguarding legislation;
- relevant statutory guidance and organisational policies.

The curriculum is designed to meet pupils' individual needs while providing appropriate access to the National Curriculum and recognised qualifications.

4.1 EHCPs and curriculum pathways

Each pupil's EHCP is an important part of curriculum planning.

When considering which curriculum pathway is most appropriate, staff consider the pupil's:

- EHCP outcomes and targets;
- identified special educational needs;
- academic starting points;
- strengths and areas for development;
- communication and interaction needs;
- cognition and learning needs;
- social, emotional and mental health needs;
- sensory and physical needs;
- independence skills;
- aspirations;
- preparation for adulthood requirements;
- previous educational experiences;
- progress and assessment information.

EHCP targets are considered when planning the pupil's curriculum pathway and the provision required to enable them to make progress towards their identified outcomes.

The curriculum pathway may be reviewed as the pupil develops. A pupil's pathway is not intended to be a

fixed label and may change where assessment and evidence indicate that a different curriculum structure would better meet their needs.

4.2 National Curriculum

Where appropriate, pupils follow the National Curriculum.

The school seeks to provide pupils with access to the breadth and ambition of the National Curriculum wherever this is appropriate to their needs, stage of learning and future aspirations.

Where pupils require a significantly personalised curriculum, the school adapts the curriculum and provides additional or alternative learning opportunities to meet individual needs.

The National Curriculum is therefore used as an important framework for learning while recognising that pupils at Parkside House School may require different routes, levels of support and curriculum experiences.

5. Roles and Responsibilities

All staff at Parkside House School have an important role in supporting pupil success.

5.1 Senior Leadership Team

The Senior Leadership Team:

- provides strategic oversight of the curriculum;
- ensures that the curriculum reflects the school's vision and values;
- ensures that the curriculum is appropriately broad, balanced and ambitious;
- monitors curriculum quality and pupil progress;
- ensures that appropriate resources and staffing are available;
- supports staff development and training;
- works with external agencies and families where appropriate;
- ensures that curriculum provision remains responsive to pupil needs.

5.2 Curriculum Lead

The Curriculum Lead has dedicated responsibility for overseeing teaching and learning across the school alongside the leadership team.

The Curriculum Lead:

- supports the development and implementation of the curriculum;
- monitors the quality of teaching and learning;
- supports curriculum planning;

- works with subject specialists and teachers;
- monitors curriculum coverage and progression;
- supports assessment and moderation;
- identifies areas for curriculum development;
- supports staff training and professional development;
- works with leaders to ensure that pupils receive appropriate curriculum opportunities.

5.3 Teachers

Teachers are responsible for:

- planning and delivering high-quality lessons;
- knowing their pupils well;
- understanding pupils' EHCP outcomes and individual needs;
- using assessment information to inform planning;
- adapting teaching appropriately;
- maintaining high expectations;
- providing appropriate challenge and support;
- monitoring progress;
- working collaboratively with learning support staff;
- identifying pupils who require additional intervention;
- contributing to curriculum development.

5.4 Subject Specialists

Subject specialists provide strong subject knowledge and expertise within their areas of responsibility.

They support:

- curriculum sequencing;
- subject-specific planning;
- appropriate challenge;
- development of subject knowledge;
- assessment and progression;
- access to appropriate qualifications;

- development of engaging and relevant learning experiences.

5.5 Learning Support Staff

Learning support staff are vital to effective teaching and learning.

Their deployment is an important consideration within teachers' planning and lesson delivery.

Learning support staff:

- support pupils to access learning;
- reinforce teacher instruction;
- support communication and regulation;
- encourage independence;
- provide targeted assistance;
- support intervention programmes where appropriate;
- monitor pupil engagement and provide feedback to teachers;
- avoid creating unnecessary dependency by promoting independence wherever possible.

Support should be responsive to the pupil and the learning objective rather than automatically providing assistance.

5.6 All Staff

All staff contribute to pupil success by:

- developing positive relationships;
- maintaining high expectations;
- promoting respectful behaviour;
- supporting emotional regulation;
- encouraging independence;
- recognising pupil strengths;
- communicating effectively with colleagues;
- sharing relevant information;
- contributing to a positive learning environment.

6. Curriculum Content

The curriculum provides pupils with a combination of academic, vocational, creative, physical, personal development and enrichment opportunities.

6.1 English and Literacy

English and literacy are central to the curriculum.

Pupils develop:

- reading;
- phonics where appropriate;
- comprehension;
- vocabulary;
- spelling;
- grammar;
- writing;
- communication;
- speaking and listening;
- functional literacy;
- confidence in using language.

Where pupils require additional support with reading, targeted intervention and catch-up provision may be provided.

6.2 Mathematics and Numeracy

Mathematics teaching develops pupils' understanding and application of number, calculation, reasoning and problem-solving.

Pupils also develop functional numeracy skills that support independence and everyday life, including:

- money;
- time;
- measurement;
- budgeting;
- problem-solving;
- interpreting information;

- practical mathematical applications.

6.3 Science

Science develops pupils' understanding of the world around them and provides opportunities for practical investigation, questioning and problem-solving.

Teaching is adapted appropriately so that pupils can develop scientific knowledge and skills from their individual starting points.

6.4 Humanities

History and geography provide opportunities for pupils to develop knowledge and understanding of:

- people and societies;
- historical events;
- places and environments;
- cultures;
- communities;
- change over time;
- the wider world.

6.5 Creative Curriculum

Creative subjects provide important opportunities for self-expression, confidence and practical learning.

These may include:

- art;
- design;
- technology;
- music;
- creative projects;
- practical making activities.

Creative subjects are particularly valuable for pupils who benefit from practical and hands-on learning.

6.6 Physical Education

Physical education promotes:

- physical health;
- coordination;

- teamwork;
- confidence;
- resilience;
- healthy lifestyles;
- positive use of leisure time.

Where appropriate, pupils may access community leisure facilities and other local opportunities.

6.7 PSHE and Personal Development

Personal development supports pupils to develop:

- self-awareness;
- emotional regulation;
- healthy relationships;
- communication;
- independence;
- decision-making;
- personal safety;
- understanding of rights and responsibilities;
- preparation for adulthood.

6.8 British Values

The curriculum promotes British Values through appropriate learning and everyday school life.

Pupils are supported to develop an understanding of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those with different faiths and beliefs.

These values are taught explicitly where appropriate and reinforced through relationships, routines, curriculum content and the wider life of the school.

6.9 Enrichment and Cultural Capital

Pupils are provided with opportunities to develop cultural capital through experiences that broaden their understanding of the world.

This may include:

- educational visits;
- community activities;
- creative experiences;
- sporting opportunities;
- careers experiences;
- vocational opportunities;
- cultural activities;
- interaction with local organisations.

7. Organisation and Planning

7.1 Grouping pupils

Pupils at Parkside House School are grouped by **stage rather than age**.

Classes may therefore contain pupils from a mixed age range.

Grouping decisions take a wider perspective than academic ability alone and consider factors including:

- learning stage;
- EHCP needs;
- communication needs;
- social and emotional needs;
- relationships;
- behaviour and regulation;
- individual learning requirements;
- curriculum pathway;
- qualifications being studied;
- the learning environment required for success.

The purpose of grouping is to ensure that pupils are placed in an environment where they can access appropriate teaching and make meaningful progress.

7.2 High-quality teaching

High-quality teaching is central to the curriculum.

Teachers plan learning that is:

- clear;
- structured;
- purposeful;
- appropriately challenging;
- sequential;
- engaging;
- responsive to assessment;
- adapted to individual needs.

Pupils should understand what they are learning, why they are learning it and what successful learning looks like.

7.3 Adaptation

Teachers adapt learning in response to pupils' individual needs.

Adaptation may include:

- changing resources;
- using visual support;
- breaking learning into smaller steps;
- modelling;
- repetition and retrieval;
- additional processing time;
- scaffolding;
- practical activities;
- technology;
- alternative communication approaches;
- additional adult support;

- changes to the learning environment.

Adaptation does not mean reducing expectations.

7.4 Learning support deployment

The effective deployment of learning support staff is an important part of planning.

Teachers and learning support staff work together to ensure that support:

- is purposeful;
- promotes access;
- reinforces learning;
- supports regulation;
- encourages independence;
- does not unnecessarily create dependency.

7.5 Planning

Planning is informed by:

- curriculum sequencing;
- pupil starting points;
- assessment information;
- EHCP outcomes;
- individual learning needs;
- previous learning;
- intended learning outcomes;
- pupil interests;
- qualifications;
- preparation for adulthood.

Planning is reviewed regularly and adapted where assessment indicates that pupils require a different approach.

Our Three Curriculum Pathways at Parkside House School

Parkside House School provides three broad curriculum pathways. These pathways enable the school to provide appropriate challenge and support while maintaining high aspirations for every pupil.

A pupil's pathway is determined by their individual needs, starting points, EHCP outcomes, aspirations, progress and preparation for adulthood.

Different pathways do not mean different levels of ambition. They provide different routes towards successful outcomes.

1. Main Pathway

The Main Pathway is designed for pupils who are able to access a curriculum broadly aligned with mainstream expectations, with appropriate adaptation and support.

Pupils following this pathway may achieve outcomes similar to same-age pupils in mainstream education.

Where appropriate, pupils work towards a mixture of GCSE qualifications, including core subjects.

The pathway provides:

- access to appropriate National Curriculum content;
- GCSE preparation;
- strong literacy and numeracy development;
- subject-specific learning;
- appropriate examination preparation;
- careers education;
- enrichment;
- personal development.

The curriculum remains responsive to individual needs and EHCP outcomes.

2. Vocational Pathway

The Vocational Pathway is designed for pupils who may benefit from a greater emphasis on practical, functional and employment-related learning.

Pupils may achieve a combination of:

- GCSE qualifications;
- Functional Skills qualifications;
- vocational qualifications;
- practical skills;

- alternative placement qualifications or recognised outcomes.

Where appropriate, pupils may access alternative or off-site vocational opportunities. This may include opportunities such as painting and decorating through Barnardo's or other suitable providers.

The pathway develops:

- employability skills;
- practical skills;
- independence;
- communication;
- teamwork;
- problem-solving;
- workplace behaviours;
- confidence;
- preparation for further education, training and employment.

3. Nurture Pathway

The Nurture Pathway provides a highly bespoke curriculum for pupils who require a greater level of individualisation.

Pupils may have a timetable designed around their specific learning, emotional, social and developmental needs.

The pathway may include:

- targeted reading intervention;
- literacy catch-up;
- numeracy support;
- highly structured learning;
- increased opportunities for practical learning;
- art;
- design and technology;
- creative activities;
- life skills;
- community learning;

- off-site learning;
- emotional regulation work;
- individualised interventions.

The Nurture Pathway aims to build confidence, engagement, independence and readiness for the next stage of learning or adulthood.

The pathway remains ambitious and focuses on identifying what each pupil can achieve with the right support.

8. Careers Education

Careers education is an important part of the curriculum at Parkside House School.

The school has a dedicated **Careers Teacher** who oversees careers education and supports pupils to develop an understanding of the world of work.

Careers education is delivered through timetabled lessons and wider curriculum opportunities.

Pupils are supported to:

- understand different careers;
- identify their strengths and interests;
- develop employability skills;
- understand workplace expectations;
- develop confidence and communication;
- explore further education and training;
- understand routes into employment;
- develop independence;
- prepare for adulthood;
- consider their own future aspirations.

Careers education is linked to pupils' individual curriculum pathways and EHCP outcomes.

Where appropriate, pupils may participate in:

- vocational placements;
- work-related learning;
- community-based activities;

- visits;
- employer engagement;
- college visits;
- practical work experience.

The school works with families, external providers and relevant professionals to support pupils in making informed decisions about their next steps.

9. Reporting and Assessment

Assessment is used to understand what pupils know, what they can do and what they need to learn next.

Assessment is not simply used to measure attainment. It is used to inform teaching and ensure that pupils receive appropriate support and challenge.

9.1 Baseline assessment

At the beginning of the academic year, pupils are baselined to establish their starting points.

Baseline information is used to identify pupils who may require significant intervention or additional support.

Assessment information is considered alongside:

- teacher assessment;
- previous attainment;
- EHCP information;
- observations;
- pupil voice;
- previous school information;
- individual needs.

9.2 Renaissance assessment platform

The school uses the **Renaissance platform** to support assessment in literacy and numeracy.

Information from assessment is used by teachers to identify gaps, monitor progress and inform future planning.

9.3 Ongoing assessment

Teachers use formative assessment throughout lessons to identify whether pupils:

- understand new learning;

Document Name: Curriculum Policy Document Type: Policy Policy Owner: Quality of Education

Version Number: 1.0 Date First Issued: September 2026 Next Review Date: September 2027

- can apply knowledge;
- require additional explanation;
- require further practice;
- are ready for greater challenge.

Assessment may include:

- questioning;
- observation;
- discussion;
- written work;
- practical work;
- quizzes;
- retrieval activities;
- tests;
- assessment tasks;
- examination outcomes.

9.4 Monitoring progress

Pupil progress is monitored **at least termly in line with OFG policy**.

For pupils with greater levels of need, assessment and monitoring may take place more frequently where appropriate.

More frequent monitoring allows staff to identify barriers quickly and adjust provision so that pupils can make faster progress.

9.5 Intervention

Where assessment identifies significant gaps or barriers, appropriate intervention may be provided.

This may include:

- reading intervention;
- literacy catch-up;
- numeracy intervention;
- additional teaching;
- small-group work;

- individual support;
- targeted practical learning;
- emotional regulation support.

The impact of intervention is monitored and reviewed.

9.6 Assessment and EHCP outcomes

Assessment information is used alongside EHCP outcomes to evaluate pupil progress.

Teachers and leaders consider whether pupils are making progress towards:

- curriculum outcomes;
- qualification outcomes;
- EHCP outcomes;
- independence;
- communication;
- preparation for adulthood;
- individual aspirations.

10. Equal Opportunities

Parkside House School is committed to providing equal opportunities for all pupils.

The school recognises that equality does not mean providing every pupil with exactly the same provision. Pupils may require different approaches, adjustments or levels of support in order to access the curriculum and achieve their potential.

The school aims to ensure that:

- pupils are treated with dignity and respect;
- discrimination is not tolerated;
- reasonable adjustments are made where required;
- pupils have access to appropriate curriculum opportunities;
- barriers to learning are identified and addressed;
- pupils' individual needs are recognised;
- expectations remain high;
- pupils are supported to participate in school life.

The curriculum should reflect diversity and promote respect for different backgrounds, identities, cultures, beliefs and experiences.

Staff should ensure that curriculum materials and learning experiences are appropriate, inclusive and accessible.

11. Extra-Curricular Activities

Extra-curricular activities form an important part of the wider curriculum.

Clubs are offered each term and are planned in response to pupil interests, available expertise and opportunities within the local community.

Examples may include:

- Warhammer Club;
- Poetry Club;
- Gym Club;
- art and creative clubs;
- sports activities;
- practical clubs;
- other pupil-led or staff-led activities.

Where appropriate, clubs such as Gym Club may make use of local leisure facilities.

Extra-curricular activities provide opportunities for pupils to:

- develop interests and talents;
- build confidence;
- develop friendships;
- develop teamwork;
- practise communication;
- experience success;
- develop independence;
- develop positive use of leisure time.

Pupil voice should be considered when developing the extracurricular programme.

12. Supporting Pupils with SEND

Supporting pupils with SEND is central to the curriculum at Parkside House School.

The school recognises that SEND can affect pupils in different ways and that provision must be personalised.

12.1 Identifying needs

Pupil needs are identified through:

- EHCPs;
- assessment;
- observations;
- previous educational information;
- communication with families;
- pupil voice;
- professional advice;
- ongoing monitoring.

12.2 EHCP provision

EHCP outcomes and provision are considered when planning curriculum pathways, teaching, intervention and support.

Staff are expected to understand the relevant needs and outcomes of pupils they teach and to reflect these in their practice.

12.3 Adaptive teaching

Teachers adapt learning so that pupils can access the curriculum while maintaining high expectations.

Adaptation may involve:

- additional modelling;
- scaffolding;
- visual support;
- structured tasks;
- practical learning;
- repetition;
- alternative resources;

- additional processing time;
- targeted adult support;
- changes to the learning environment.

12.4 Communication and interaction

Where pupils have communication and interaction needs, staff use appropriate strategies to support:

- understanding;
- expressive communication;
- social interaction;
- listening;
- vocabulary;
- confidence;
- participation.

12.5 Cognition and learning

Pupils with cognition and learning needs may require:

- carefully sequenced learning;
- repetition;
- overlearning;
- retrieval practice;
- explicit instruction;
- additional modelling;
- targeted intervention;
- smaller steps;
- additional practice.

12.6 Social, emotional and mental health needs

The curriculum recognises the relationship between emotional wellbeing and learning.

Pupils may require support with:

- emotional regulation;
- anxiety;

- confidence;
- relationships;
- resilience;
- managing change;
- recognising emotions;
- developing coping strategies.

Staff provide a predictable and supportive learning environment and work with relevant professionals where appropriate.

12.7 Sensory and physical needs

Where pupils have sensory or physical needs, the school makes appropriate adaptations to:

- resources;
- classroom environments;
- equipment;
- activities;
- timetables;
- physical access.

12.8 Intervention and catch-up

Pupils who have gaps in learning may receive targeted intervention.

This may include reading, literacy, numeracy or other curriculum-based support.

Intervention is informed by assessment and monitored to ensure that it is having an appropriate impact.

12.9 Graduated support

Support is reviewed regularly through an ongoing cycle of:

Assess → Plan → Do → Review

Assessment identifies needs, planning determines appropriate provision, teaching and intervention are implemented, and the impact is reviewed.

Provision is adjusted where evidence indicates that a pupil requires a different approach.

12.10 Independence

Support should promote independence wherever possible.

Adults should provide the level of assistance required for pupils to access learning while avoiding

unnecessary dependency.

The long-term aim is for pupils to become increasingly confident and independent learners.

12.11 Preparation for adulthood

SEND provision also supports pupils to prepare for adulthood.

This includes developing:

- independence;
- communication;
- employability;
- life skills;
- community participation;
- decision-making;
- relationships;
- personal safety;
- confidence;
- aspirations.

12.12 Partnership working

The school works collaboratively with:

- pupils;
- families;
- carers;
- teaching staff;
- learning support staff;
- therapists;
- external professionals;
- careers providers;
- vocational providers;
- colleges and other educational settings.

Partnership working helps ensure that curriculum decisions are informed by a full understanding of the

pupil.

Conclusion

The curriculum at Parkside House School is designed to provide every pupil with a meaningful, ambitious and appropriate education.

The school recognises that pupils require different approaches and different routes to success. Curriculum pathways therefore provide flexibility while maintaining high expectations.

The curriculum will continue to develop in response to pupil needs, assessment information, staff expertise, pupil voice, family feedback and changes in educational and statutory requirements.

Our central principle remains:

Adaptation, not reducing expectations.

Every pupil should be supported to recognise their strengths, develop their skills, achieve meaningful outcomes and prepare successfully for their next stage of education, employment, training or adult life.