



Progression 2Work Curriculum Policy

Date: August 2026

Next review: August 2027

RSHE policy updated August 2026 following parent consultation

Introduction

Progression 2 Work is an independent special school catering for students aged 11-16 with SEND and additional needs. Our students work across a range of abilities from KS1 to KS4. We operate across multiple settings: our main hub, an employability centre, and through 1:1 outreach provision.

Our curriculum is designed to meet the diverse needs of our students, ensuring that every student, regardless of their starting point, can access a broad, balanced, and ambitious curriculum that prepares them for adult life.

The curriculum is the substance of what is taught - a specific plan of what students need to know and should be able to do. Our curriculum shapes and determines what students will gain from their educational experience. It is distinct from pedagogy (how the curriculum is taught) and assessment (how we evaluate whether students have achieved the desired outcomes).

Our curriculum and practice encourage students to participate actively in their own learning. We avoid passive learning by ensuring students understand the purpose and sequence of their learning. We encourage individual interests, which reduces feelings of alienation and has the potential to generate new knowledge and understanding.

This policy is structured around the three key areas of curriculum design:

- Intent - The framework for setting out the aims of our curriculum, including the knowledge and skills to be gained at each stage
- Implementation - How we translate our curriculum framework into practice across our settings and ensure it is delivered effectively
- Impact - How we evaluate what knowledge and understanding students have gained against expectations

Curriculum Aims:

At Progression 2 Work, our curriculum aims to:

- Put students at the centre of curriculum decisions, putting their needs above organisational priorities.
- Provide an educational experience and accreditation that meets the needs of our students with SEND and additional needs, working across KS1 to KS4 levels.
- Have a curriculum that is fit for purpose, offering differentiation, personalisation, and adaptation for students with SEND.
- Be a centre of excellence in learning and teaching.
- Prepare all students for the next stage of their education and for a successful adult and working life in modern society.
- Meet and exceed national standards in achievement, attainment, and progression where appropriate for individual students.

- Be committed to excellence and continuous improvement.
- Provide a broad and balanced curriculum that includes core subjects (English, Maths, Science), foundation subjects (PSHE, Humanities, ICT, PE), and vocational subjects (Food and Cookery, Construction, Art and Design, Music Technology, Hair and Beauty, Horticulture).
- Provide vocational and academic qualifications (GCSE, Functional Skills, NCFE, ASDAN) that are both achievable and aspirational for each student.
- Nurture the talents of all and celebrate success.
- Involve parents, carers, and commissioners in students' education.
- Provide equal opportunities for all students regardless of gender, aptitude, or cultural, ethnic, or religious background, ensuring the curriculum is accessible to all students with SEND.
- Prepare students for further education, employment, and independent living.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students, and lead to achievement for all students.
- Provide continuity and progression from the point of entry to the time of leaving Progression 2 Work, with long-term plans that follow a developmental path from KS1 to KS4.
- Embed in students fundamental British values and spiritual, moral, social, and cultural (SMSC) purpose.
- Develop knowledge and understanding, not just memorising disconnected facts.
- Recognise that improving memory through inclusion and appropriate curriculum tasks will deepen and strengthen understanding. Staff understand how memory works so they can accurately evaluate the quality of the curriculum and student learning over time. For students to exercise their cognitive and intellectual skills, they must have access to relevant knowledge. The capacity for skilful cognitive performance depends on rich and detailed structures of relevant knowledge stored in students' long-term memory.
- Ensure there is a clear and coherent rationale for curriculum design, developed collaboratively with commissioners and informed by the needs of our students.
- Ensure the rationale and aims of the curriculum design are shared and fully understood by all staff, students, parents, and commissioners.
- Ensure curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts.
- Ensure curriculum coverage allows all students to access the content and make progress through the curriculum, regardless of their starting point (KS1 to KS4).
- Ensure the curriculum is at least as ambitious as the standards set by the National Curriculum, adapted appropriately for students with SEND.
- Ensure curriculum principles include the requirements of statutory guidance (National Curriculum, RSHE, British Values, SMSC).
- Prioritise reading to allow students to access the full curriculum offer, including daily morning sessions (from September 2026) focusing on reading, handwriting, and spelling.
- Ensure mathematical fluency and confidence in numeracy are regarded as preconditions of success across the curriculum.

- Ensure subject leads at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery.
- Ensure subject leads have the knowledge, expertise, and practical skills to design and implement a curriculum.
- Ensure leaders at all levels, including Directors, regularly review and quality assure subjects to ensure they are implemented effectively.
- Ensure ongoing professional development/training is available to staff to ensure curriculum requirements can be met.
- Enable curriculum expertise to develop across the school through training, collaboration, and sharing of best practice.
- Ensure curriculum resources selected, including textbooks and digital platforms (Earwig Academic, Doodle Learning), serve the school's curricular intentions and enable effective curriculum implementation.
- Ensure the way the curriculum is planned meets students' learning needs, with personalised timetables where appropriate (e.g., outreach students).
- Ensure curriculum delivery is equitable for all groups and appropriate to individual needs.
- Ensure interventions are appropriately delivered to enhance students' capacity to access the full curriculum (including 12-week intervention plans, referrals to curriculum and behaviour teams).
- Ensure the curriculum has sufficient depth and coverage of knowledge in all subjects.
- Ensure there is a model of curriculum progression for every subject, with long-term plans from KS1 to KS4.
- Ensure curriculum mapping ensures sufficient coverage across subjects over time.
- Ensure assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous.
- Ensure assessments are reliable, with systems in place to check reliability (including termly moderation involving SLT, curriculum team, and Headteacher).
- Ensure the curriculum provides parity for all groups of students, regardless of their learning level, background, or needs.

INTENT

Intent is the framework for setting out the aims of our curriculum, including the knowledge and skills students will gain at each stage of their learning journey from KS1 to KS4.

Our curriculum is designed to inspire and challenge all learners and prepare them for the future. We aim to develop a broad and balanced curriculum that helps all students become successful learners, confident individuals, and responsible citizens, ready for adult life.

Understanding is at the core of our teaching, learning, and curriculum design. Understanding deepens as structures of knowledge stored in long-term memory become increasingly complex. We recognise that expertise in any field depends on rich and detailed knowledge structures.

Our Curriculum Helps Students To:

- Achieve high standards and make good or excellent progress from their individual starting points (KS1 to KS4 levels).
- Make progress towards age-related expectations where appropriate, or make progress within their current key stage level (emerging, secure, mastered).
- Have and be able to use high quality functional skills, including key literacy, numeracy, and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to age 16 and beyond.
- Value their learning outside of the curriculum and relate it to the taught curriculum.

Our Curriculum Will:

- Lead to a range of qualifications that hold currency for employers and for entry to further education and employment.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of students of all abilities and learning levels (KS1 to KS4).
- Provide equal access for all students to a full range of learning experiences beyond statutory requirements.
- Prepare students to make informed and appropriate choices about their future pathways, including post-16 education, employment, and independent living.
- Help students develop lively, enquiring minds, an ability to question and argue rationally, and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, and progression, depth of knowledge, transferable skills, continuity, and coherence.
- Ensure continuity and progression within the school and support transitions to post-16 education or employment.
- Foster teaching styles, which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal, moral values, respect, and tolerance of other ways of life.
- Help students understand the world and community in which they live.
- Ensure that the curriculum is delivered across our different settings (hub, employability centre, outreach) and adapted to meet individual needs.
- Develop core skills of numeracy and literacy for all students, regardless of their working level, with daily morning sessions (from September 2026) focusing on reading, handwriting, and spelling.
- Provide a curriculum that meets the needs of students, parents, commissioners, and wider society, preparing students for adult life.

What We Teach

Our curriculum includes:

Core Subjects:

- **English/Literacy** - 3 lessons per week (45 minutes each), plus daily morning sessions (1 hour) focusing on reading, handwriting, and spelling (from September 2026)
- **Maths** - 3 lessons per week (45 minutes each) •
- Science** - 2 lessons per week (45 minutes each)

Foundation Subjects:

- **PSHE (including RSHE)** - 1 lesson per week (45 minutes)
- **Humanities** (History, Geography, RE) - 1 lesson per week (45 minutes)
- **ICT/Computing** - 1 lesson per week (45 minutes)
- **PE/Physical Activity** - 1 lesson per week (45 minutes)

Employability and Life Skills:

- **Employability Skills** - 2 lessons per week (45 minutes each) for all students
- **Individual employability sessions** with the employability team for all students
- **"Wider World" sessions** for students accessing KS1 and KS2 levels (covering independent living skills, personal care, money management, travel training, cooking, budgeting, using public transport)

Vocational Subjects (Primarily at Employability Centre):

- **Food and Cookery**
- **Construction • Art and Design**
- **Music Technology**
- **Hair and Beauty**
- **Horticulture**

Students at the employability centre have fewer foundation subjects to make room for vocational subjects. The school day length remains the same.

Enrichment and Wider Curriculum:

- **Educational visits and trips** - Very frequent, including employer visits, community visits, and subject-specific enrichment trips
- **Work experience** - All students access work experience appropriate to their level and needs
- **Mentoring** - Daily class gatherings
- **Celebration gatherings** - 2-3 times per term, including rewards and certificates
- **Break time activities** - Students have creative freedom to choose how to fill their break time

Careers Education and Preparation for Next Steps:

- **Careers advice and guidance** - Delivered through employability skills lessons and individual sessions with the employability team
- **Transition planning** - Led by the Employability Manager and SENCO, including transition plans for students leaving at 16, working with post-16 providers, and supporting applications for college/apprenticeships/supported internships
- **Independent living preparation** - Threaded through all lessons across the curriculum

Digital Platforms (from September 2026):

- **Earwig Academic** - Used across all subjects for assessment, tracking progress, and capturing evidence of learning
- **Doodle Learning** - All Doodle platforms (Doodle English, Doodle Maths, Doodle Spell, Doodle Tables) used to support personalised learning in literacy and maths

IMPLEMENTATION

Implementation is how we translate our curriculum framework into practice, ensuring it is delivered effectively across all our settings and meets the needs of all our students.

Progression 2 Work recognises that the core and foundation subjects taught across our settings (hub, employability centre, outreach) must be of the highest quality. Securing skills within these subjects drives increased participation and achievement throughout a student's educational journey.

Challenge is judged in terms of curricular goals, not in terms of generic activities. The appropriateness of lesson activities depends on how they contribute towards achieving curricular goals. We focus on depth of knowledge, skills, and understanding rather than generic tasks.

Curriculum Adaptation for Students Working at Different Levels

Our students are aged 11-16 but work across a range of abilities from KS1 to KS4 due to SEND and additional needs. We adapt our curriculum to ensure all students can access and make progress:

- **Students are grouped by ability/working level and similar needs** (not by age), ensuring appropriate groupings for each class
- **All students study the same subjects** (English, Maths, Science, PSHE, Humanities, ICT, PE, Employability Skills), but content is differentiated to their working level (KS1, KS2, KS3, or KS4)
- **We use the National Curriculum as a framework** but personalise heavily to meet individual SEND needs
- **We have our own long-term plans** devised from the National Curriculum framework, ensuring coherent progression from KS1 to KS4
- **Assessment is adapted to students' levels:**
 - **Emerging/Secure/Mastered** for students working below qualification level
 - **Grades/Levels** for students working towards qualifications (GCSE, Functional Skills, NCFE, ASDAN)

- **Learning objective slips** used across all subjects (independent/some support/continual support; emerging/achieving/mastering)
- **Personalised timetables** are created for outreach students (1:1), focusing on core subjects (Maths, English, ICT, PSHE) and relevant vocational subjects

Curriculum Delivery Across Different Settings

Hub:

- **6 classes** (5 at the hub, 1 at the employability centre)
- **Lesson length:** 45 minutes •

Daily morning sessions (9:30-10:30) focusing on reading, handwriting, and spelling (from September 2026)

- **Core subjects:** Maths (3x per week), English (3x per week), Science (2x per week)
- **Foundation subjects:** PSHE (1x), Humanities (1x), ICT (1x), PE (1x)
- **Employability Skills:** 2x per week • **End of week rewards:** Friday 1:00-1:15

Employability Centre:

- **Same lesson length and school day as hub**
- **Core subjects:** Maths, English, ICT.
- **Fewer foundation subjects** to make room for vocational subjects
- **Vocational subjects:** Food and Cookery, Construction, Art and Design, Music Technology, Hair and Beauty, Horticulture

Outreach (1:1):

- **Personalised timetables** tailored to individual student needs
- **Core subjects:** Maths, English, ICT, PSHE
- **Vocational subjects:** Relevant to individual student needs and interests

Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which we offer, have aims and objectives, which reflect the aims of Progression 2 Work to indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Headteacher / Directors annually.
- Where appropriate, the individual needs of some students are met by adapted curriculum delivery, intervention plans (12-week plans, referrals to curriculum or behaviour teams), by specialist provision, and personalised timetables.

- The procedures for assessment meet all legal requirements and ensure students understand what they are learning, how they are progressing, and what is required to help them improve.
- All staff are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Directors are advised on statutory targets in order to make informed decisions.
- There is oversight of curriculum structure and delivery within each subject area.
- Detailed and up-to-date schemes of work are in place for the delivery of courses within each key stage and across all working levels (KS1 to KS4).
- Schemes of work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed on a regular basis and that actions are taken where necessary to improve these.
- The curriculum is implemented consistently across all settings (hub, employability centre, outreach).
- Staff receive appropriate training and support to deliver the curriculum effectively, including training on adapting content for students with SEND.
- Digital platforms (Earwig Academic, Doodle Learning) are used effectively from September 2026 to support curriculum delivery and assessment.

The Directors will ensure:

- They consider the advice of the Headteacher, SLT, and Middle Leaders when approving this curriculum policy and when setting statutory and statutory targets.
- Progress towards annual statutory targets is monitored.
- They contribute to decision making about the curriculum.
- The curriculum meets statutory requirements (National Curriculum, RSHE, British Values, SMSC).
- The curriculum is broad, balanced, and ambitious for all students.
- Resources are allocated appropriately to support curriculum delivery.

Curriculum Lead, Subject Leads, Teachers, and Mentors will ensure:

- Long-term planning is in place for all courses and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation, and resources.
- Schemes of work encourage progression at least in line with national standards, adapted appropriately for students with SEND.
- There is consistency in terms of curriculum delivery. Schemes of work should be in place
- and used by all staff delivering a particular course.
- Appropriate awarding bodies and qualifications are selected to best meet the learning needs of our students (GCSE, Functional Skills, NCFE, ASDAN).
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.

- Assessment is appropriate to the course and the students following particular courses.
- There is consistency of approach towards assessment.
- They keep the Headteacher informed of proposed changes to curriculum delivery.
- All relevant information / data is shared with staff. This includes meeting deadlines related to exam entries, etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee any CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- They ensure that the curriculum is implemented in accordance with this policy.
- They keep up to date with developments in their subjects.
- They have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- They share and exchange information about best practice amongst their resulting in a dynamic and relevant curriculum.
- They participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- They adapt curriculum content to meet the developmental stage and learning needs of students working at different levels (KS1 to KS4).
- They use digital platforms (Earwig Academic, Doodle Learning) effectively from September 2026 to support teaching and assessment.

Students Will:

- Have their individual needs addressed, extending beyond the classroom into the family and community through a curriculum, which offers breadth, support, and challenge.
- Be given additional support if they start to fall behind in their learning, helping them to get back on track quickly through intervention plans (12-week plans, referrals to curriculum or behaviour teams).
- Receive coordinated support to enable them to make appropriate curriculum choices and prepare for post-16 pathways.
- Engage positively with their learning and take responsibility for their progress.
- Participate in daily morning sessions (from September 2026) focusing on reading, handwriting, and spelling.
- Use digital platforms (Doodle Learning) where appropriate to support their learning.

Parents and Carers Will:

- Be consulted about their child's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs, which will equip them with the skills they need to thrive throughout their lives.

Be informed about the curriculum on offer and understand the rationale behind it.

- Be informed of any significant changes to the curriculum or their child's timetable.
- Receive regular updates on their child's progress through reports (3 times a year), meetings, and phone calls.

Commissioners Will:

- Work in partnership with the school to support students' curriculum access and progress.
- Be informed of curriculum content and any significant changes on request.
- Receive regular reports on student progress (3 times a year).
- Attend EHCP annual reviews where curriculum and progress are discussed.
- Support decisions about appropriate qualifications for students.

IMPACT

Impact is how we evaluate what knowledge and understanding students have gained against expectations, and how we measure the effectiveness of our curriculum.

Assessment and Evaluation

Assessment is a tool used to generate information and a process for making inferences based on teacher judgement and assessment evidence.

Progression 2 Work recognises that it is important to look beyond assessment data to wholly evaluate student progress. We use multiple sources of evidence including:

- **Assessment data** (learning objective slips, termly assessments, mock exams, Earwig Academic, Doodle Learning data)
- **Work scrutiny** (reviewing students' books and evidence of learning)
- **Lesson observations** (monitoring quality of teaching and learning)
- **Learning walks** (evaluating curriculum implementation)
- **Student voice** (surveys, discussions, feedback)
- **Staff feedback** (teacher insights on curriculum effectiveness)
- **Progress towards qualifications** (GCSE, Functional Skills, NCFE, ASDAN)
- **Progress in life skills and independence** (employability, independent living, transition readiness)

Purposes of Assessment

Assessment has many purposes:

- **Assessment of learning (summative)**

- **Assessment for learning (formative)**
- **Assessment as learning (self and peer assessment)**

We support the central ideas of Bloom's taxonomy regarding progress:

- You do not get better at evaluating something specific by doing lots of unrelated evaluation.
- Understanding, application, analysis, evaluation, and creativity are NOT generalisable skills.
- The capacity for complex tasks is dependent upon knowledge of relevant content.

How We Monitor and Evaluate Curriculum Impact

We identify four components of effective assessment:

- Purpose
- Validity
- Reliability
- Value

Our monitoring and evaluation processes include:

Termly Assessment and Data Collection:

- All subjects conduct termly assessments/mock exams (end of Autumn, Spring, Summer terms)
- Teachers submit assessment data to SLT 3 times a year, including:
 - Current grades/levels for all subjects
 - Progress information
 - Targets for improvement
 - Attendance, behaviour, and effort grades
- Data is analysed by the Curriculum Lead, SLT, and subject leads to identify trends, gaps, and areas for improvement

Moderation:

- **Writing moderation** takes place termly (3 times a year) involving the Headteacher, teaching staff, and curriculum team, covering writing across all subjects
- **Subject moderation** takes place termly for all subjects, including practical assessments (NCFE qualifications, ASDAN portfolios, Functional Skills SLC, GCSE Spoken Language)
- **Moderation ensures consistency** in assessment standards across different classes, teachers, and settings (hub, employability centre, outreach)

Curriculum Review:

- **Subject leads** monitor and evaluate their subject areas through lesson observations, work scrutiny, and data analysis
- **The Curriculum Lead** has overall responsibility for tracking student progress across the school and coordinating curriculum reviews

- **Senior leadership and middle leadership teams** undertake regular learning walks focused on student progress in each subject and key stage to evaluate actual progress over time compared to stated curricular goals

- **Lesson observations** are undertaken with a view to monitoring curriculum sequencing and student progression over time, particularly focused on comparing to curriculum intentions

Staff Collaboration:

- **Teachers regularly meet** to triangulate their understanding of curricular intent and the impact on student progress over time

Teachers regularly:

- Meet to evaluate intention and implementation
- Scrutinise students' acquisition of knowledge, skills, and understanding over time
- Speak to groups of students with a specific focus on their work and progress

Student Voice:

- **Pupil voice surveys** and **one-to-one conversations** with students gather feedback on curriculum effectiveness

- **Student feedback** informs curriculum planning and improvements

Reporting:

The Directors receive termly reports from the Curriculum Lead and subject leads on:

- The standards reached in each subject compared with national and local benchmarks where appropriate.
- The standards achieved by students working at different levels (KS1 to KS4) taking into account any important variations between groups of students, subjects, courses, and trends over time, compared with national and local benchmarks where appropriate.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was dis-applied and the arrangements, which were made.
- The effectiveness of curriculum adaptations for students with SEND and those working at different levels.
- The impact of interventions (12-week plans, curriculum and behaviour team referrals).
- Progress towards qualifications (GCSE, Functional Skills, NCFE, ASDAN).
- Student destinations (post-16 pathways, employment, further education).
- The effectiveness of enrichment activities, trips, and work experience.
- The impact of new initiatives (e.g., morning sessions from September 2026, Earwig Academic, Doodle Learning).
- The Directors will review this policy at least once per year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Progression 2 Work.

Tracking Data and Progress

We recognise that tracking data has potential issues:

- Each assessment does not assess the same thing, so tracking could be inconsistent.
- An assessment may not always produce sufficiently reliable data to ascertain a precise and stable estimate of current state of knowledge, skill, or understanding.
- Inferences drawn from data may not be valid.
- Teachers need to identify what particular skills, knowledge, and understanding they are looking to assess and tailor assessment and progress statements and inferences from that alone. In other words, the assessment must be suitable for the purpose it is implemented for.

Therefore, we:

- **Use multiple sources of evidence** to evaluate student progress (not just assessment data)
- **Ensure assessments are fit for purpose** and appropriate to students' working levels
- **Use collaborative assessment** (all staff involved, not just one person's opinion)
- **Moderate assessments termly** to ensure reliability and consistency
- **Track progress using appropriate measures:**
 - **Emerging/Secure/Mastered** for students working below qualification level
 - **Grades/Levels** for students working towards qualifications
 - **Progress towards IEP targets** for students with significant SEND

Measuring Impact

We measure the impact of our curriculum through:

- **Student progress** from their starting points (KS1 to KS4 levels)
- **Achievement of qualifications** (GCSE, Functional Skills, NCFE, ASDAN)
- **Development of life skills and independence** (employability, independent living, transition readiness)
- **Student engagement and enjoyment** of learning
- **Successful transitions** to post-16 education, employment, or supported pathways
- **Student voice** - students feel challenged, supported, and prepared for the future
- **Parent and commissioner feedback** - stakeholders are confident in the quality of education provided
- **Staff confidence** in delivering the curriculum effectively
- **Ofsted judgements** and external validation of curriculum quality

LINKS TO OTHER POLICIES

This Curriculum Policy should be read in conjunction with the following school policies:

- **Literacy Policy** - Details our approach to teaching reading, writing, speaking, and listening across KS1 to KS4
- **Assessment and Feedback Policy** - Outlines our assessment methods, including learning objective slips, colour-coded marking, termly assessments, moderation, and use of Earwig Academic and Doodle Learning
- **RSHE Policy** - Details our Relationships, Sex and Health Education curriculum (updated August 2026)
- **British Values Policy** - Explains how we promote fundamental British values across the curriculum
- **SMSC Policy** - Outlines our approach to spiritual, moral, social, and cultural development
- **Safeguarding and Child Protection Policy** - Ensures students are kept safe and curriculum content is age-appropriate
- **Equality and Diversity Policy** - Ensures the curriculum is accessible to all students regardless of protected characteristics
- **SEND Policy** - Details how we adapt the curriculum for students with SEND and additional needs
- **Behaviour Policy** - Supports positive behaviour that enables effective learning
- **Anti-Bullying Policy** - Ensures a safe learning environment for all students
- **Online Safety Policy** - Ensures students are safe when using digital platforms (Earwig Academic, Doodle Learning, ICT lessons)
- **Careers Education and Guidance Policy** - Details our approach to preparing students for post-16 pathways

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