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# Curriculum Policy

**May 2026**  
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## **1. Curriculum intent**

Many students arrive at Exceptional Ideas Ltd having experienced significant disruption to their education, gaps in learning and varying degrees of social isolation. For many, previous experiences of education have been negative and may have affected their confidence, engagement, attendance and self-belief as learners. As a result, the curriculum is designed to support re-engagement with education and improve attendance through relational, therapeutic and meaningful learning experiences.

At Exceptional Ideas Ltd, we recognise that every student's journey is unique. We seek to understand each student's starting point through the development of a detailed educational profile, identifying strengths, barriers to learning, interests and areas for development. This is informed through baseline assessments during the induction period, alongside information gathered from previous schools, tutors, external professionals and local authorities. Assessment information, including diagnostic and therapeutic understanding, is used to inform personalised curriculum pathways and support ambitious but achievable progress.

Our curriculum is intentionally adaptive, therapeutic and aspirational in design. It aims to re-engage students with learning by providing a curriculum that is relevant, accessible and meaningful to their individual needs and future aspirations. We recognise that some students require alternative approaches to learning, engagement and curriculum delivery in order to experience success and develop confidence in education.

The curriculum is designed to equip students with the knowledge, qualifications, skills and personal qualities they need to succeed in life beyond school. Alongside academic development, we place significant emphasis on communication, emotional regulation, independence, resilience, problem solving, creativity and social interaction. We aim to develop students' self-worth, self-confidence and self-belief, whilst encouraging respect, empathy and positive relationships with others, applying solution-based language and approaches across the entire curriculum and school experience.

We provide a broad and balanced curriculum which combines academic learning with therapeutic approaches, life skills, employability preparation and preparation for adulthood. Our curriculum pathways include GCSEs, Entry Level qualifications, ASDAN programmes and employability-focused learning, enabling students to access personalised routes into further education, training, apprenticeships and employment.

We strive to support all students in developing ownership of their learning and encourage them to see themselves positively as learners with the capacity to succeed. Our intention is that students leave Exceptional Ideas Ltd better prepared for adulthood, able to contribute positively to society and equipped with the confidence and skills needed for their next stage in education, employment and life.

## **2. Research-Informed Practice**

At Exceptional Ideas Ltd, mentoring and learning staff are referred to as Learning Mentors in recognition of their qualifications, prior knowledge and experience alongside the relational and therapeutic nature of the provision.

Curriculum delivery and mentoring approaches are informed by current educational research, evidence-informed practice, and an understanding of the complex learning, communication and emotional needs of students within a specialist SEND and SEMH environment.

The school recognises that effective mentoring and learning requires both high expectations and adaptive approaches which support engagement, confidence and long-term progress. Mentoring staff are therefore encouraged to apply evidence-informed strategies that promote knowledge retention, resilience, independence and successful participation in learning.

## **2.1 Educational Research and Approaches**

- Carol Dweck's work on Growth Mindset, which promotes the understanding that intelligence, resilience and ability can develop through effort, perseverance, reflection and supportive mentoring approaches. Staff actively encourage students to see mistakes, challenge and feedback as important parts of learning and personal development.
- Barak Rosenshine's Principles of Instruction, which underpin approaches to sequencing learning, modelling, retrieval practice, guided practice, scaffolding and checking for understanding. Lessons are designed to provide clear explanations, structured progression and opportunities for repetition and consolidation, recognising that many students require overlearning and explicit instruction to develop confidence and secure understanding.
- Tom Sherrington's evidence-informed teaching approaches, particularly relating to adaptive teaching, explicit instruction, classroom routines, engagement and responsive teaching practice. Staff are encouraged to use practical, accessible and structured strategies which reduce cognitive overload and support successful engagement for students with SEND and SEMH needs.
- The Royal College of Psychiatrists' Therapeutic Child Care Standards (2nd Edition), which inform the school's therapeutic and relational approaches to education. These standards support the development of safe, nurturing and emotionally attuned learning environments where students are supported to develop regulation, trust, communication, resilience and positive relationships. The standards also reinforce the importance of reflective practice, relational consistency, emotional safety and understanding behaviour within the context of environmental, developmental and therapeutic need.
- The school also recognises the importance of students' emotional safety, wellbeing, sense of belonging and readiness to learn, reflecting principles associated with Maslow's Hierarchy of Needs. Staff understand that students are more likely to engage successfully in learning when they feel safe, regulated, respected and supported within positive relational environments.
- The school's approach to Specific Learning Difficulties (SpLD) and adaptive curriculum delivery is also informed by the work of Dr Gavin Reid, whose research highlights the importance of understanding individual cognitive profiles, learning differences and strengths-based approaches within SEND education. Reid's work

emphasises the need for early identification, personalised intervention, multi-sensory teaching approaches and the development of learner confidence and self-esteem alongside academic progress. These principles underpin the school's approach to diagnostic assessment, adaptive mentoring, accessibility, literacy intervention and the use of scaffolded and therapeutic learning strategies to support successful engagement and long-term outcomes for students with SpLD and associated learning needs.

- Exceptional Ideas Ltd understands the importance of individual learning preferences and accessibility needs within a specialist SEND and SEMH environment. VARK learning approaches inform assessment and curriculum delivery, supporting staff in considering visual, auditory, reading/writing and kinaesthetic approaches to mentoring and learning. As part of the induction process, students complete a VARK assessment, which contributes to the development of personalised mentoring approaches, adaptive planning and accessible curriculum delivery. Whilst the school recognises that students benefit from exposure to a range of learning experiences, understanding preferred methods of engagement can support confidence, participation, communication and readiness to learn, particularly for students with SEND, SpLD and communication differences.

**Research-informed practice is supported through:**

- ongoing professional development;
- collaborative planning and review;
- therapeutic consultation;
- assessment analysis;
- quality assurance processes;
- and reflective practice across all school sites.

This approach ensures that curriculum delivery remains evidence-informed, inclusive, aspirational and responsive to the evolving needs of students.

### **3. Curriculum Implementation**

Mentoring approaches are adapted to meet the needs of individual students whilst maintaining ambitious expectations and clear pathways for progress. The school acknowledges that students may require different levels of scaffolding, processing time, sensory support and therapeutic intervention in order to access learning successfully.

**The school recognises the importance of:**

- retrieval practice and repetition to support memory and retention;
- explicit vocabulary mentoring and communication support;
- therapeutic and relational practice to support emotional regulation and readiness to learn;
- practical and experiential learning opportunities to support engagement and generalisation of skills;
- adaptive mentoring approaches rather than fixed assumptions about ability.

### **3.1 Personalised and Collaborative Learning**

Due to the nature of the provision, much of the learning takes place through one-to-one mentoring, enabling staff to adapt content, pace, communication style and delivery in response to students' interests, levels of engagement, emotional regulation, cognitive profile and readiness to learn.

Mentoring approaches are informed by evidence-based practice, including adaptive teaching and learning strategies, explicit instruction, therapeutic and relational approaches, and recognised educational research relating to memory, engagement and skill development. Staff utilise structured scaffolding, retrieval practice, modelling, repetition and practical application to support students in developing confidence, resilience and secure understanding over time.

### **3.2 Building Positive Relationships**

The school recognises that positive relationships, emotional safety and trust are essential foundations for successful learning. As a result, staff work to create supportive, nurturing and aspirational learning environments informed by therapeutic child care principles and relational practice. Students are encouraged to develop independence, self-awareness, communication and problem-solving skills through carefully structured learning experiences.

Where appropriate, students are also provided with opportunities for peer-to-peer learning, small group activities, collaborative projects and team-mentoring approaches in order to develop communication, cooperation, social interaction and teamwork skills. These opportunities are carefully planned to support students in building confidence and preparing for participation in post-16 education, employment and wider community life.

Staff are encouraged to make meaningful cross-curricular links within lessons and to utilise a wide range of teaching strategies, practical activities, adaptive resources and experiential learning opportunities to support engagement and accessibility for different learning profiles. Curriculum delivery is designed to remain flexible and responsive whilst maintaining high expectations and ambitious outcomes for all students.

### **3.3 Enrichment and Wider Curriculum Opportunities**

Exceptional Ideas Ltd recognises the importance of enrichment, social development and wider life experiences as part of a broad and balanced curriculum. As many students travel to school via local authority transport with fixed collection times, enrichment opportunities are integrated within the school day. These include lunchtime clubs, therapeutic social activities, outdoor learning opportunities, visits to local parks and interest-based activities and games. These activities are designed to promote social interaction, communication, teamwork, confidence and emotional wellbeing.

In addition, students participate in structured enrichment and activity opportunities throughout the academic year, including half-termly activities designed to develop teamwork, resilience, independence and community participation. SMSC, RHSE, Equality and Diversity themes are promoted through planned discussions, events and activities following an annual calendar, ensuring students develop an understanding of British Values, protected characteristics, healthy relationships and respectful participation within modern British society.

#### **4. Stakeholders, Curriculum Planning and Delivery**

At Exceptional Ideas Ltd, we recognise that effective curriculum development is strengthened through collaboration with students, families, staff and wider community partners. We value the views and experiences of all stakeholders and use this feedback to help shape, review and develop a curriculum that remains relevant, aspirational and responsive to the needs of our students.

Students are encouraged to contribute actively to curriculum development through regular feedback opportunities, discussion within lessons and participation in Student Ambassador meetings. These meetings provide students with opportunities to share their views on learning, enrichment opportunities, wellbeing, future aspirations and wider school experiences. Student voice plays an important role in helping the school evaluate engagement, identify barriers to learning and develop provision that reflects students' interests, needs and future goals.

We work closely with parents and carers and recognise the importance of strong home-school communication in supporting both academic progress and student wellbeing. Parents are formally updated on their child's individual educational progress every 10 weeks and receive an annual written report outlining current attainment, progress and future learning priorities at the end of the summer term. In addition, staff maintain regular contact with families, including weekly communication where appropriate, to discuss engagement, achievements, concerns and strategies to support learning, attendance and emotional wellbeing.

Parents and carers are encouraged to contribute feedback regarding curriculum pathways, levels of challenge and support, future aspirations and individual learning needs. We value the role that families play in helping students develop confidence, independence and positive attitudes towards learning.

The school also hosts whole-school careers and transition events, which parents and carers are invited to attend. These events provide valuable opportunities for families to meet staff, operational leads from each school site and members of the Senior Leadership Team. They also allow parents and carers to work alongside each other and their child in exploring careers-related language and potential future pathways, engaging with identified learning and employability goals, and celebrating student achievements and progress towards adulthood and post-16 destinations. In addition, the school publishes a termly Careers Newsletter that is a valuable source of information and celebration of both individual and shared careers-related achievements, which is published on the school website and shared with parents and carers of students from years 7-11.

In addition, Exceptional Ideas Ltd works collaboratively with external stakeholders, including local Further Education providers, training organisations, alternative providers such as Greenlight Trust, employers and work experience partners. Feedback from colleges, post-16 providers and employers helps to inform curriculum development, employability provision and preparation for adulthood pathways. This ensures that the curriculum continues to develop the knowledge, qualifications, personal qualities and transferable skills that students require for successful transition into further education, training, supported internships, apprenticeships and employment.

We also value input from external professionals, local authorities and therapeutic services where appropriate, ensuring that curriculum planning takes account of students' educational, social, emotional and developmental needs.

## **5. Curriculum Aims**

At Exceptional Ideas Ltd, our curriculum aims to:

- Narrow the gap for those who are not achieving age-related expectations, in order to catch up with their peers.
- Provide personalised curriculum pathways that reflect students' individual strengths, needs, aspirations and destinations.
- Enable students to develop and be able to use high-quality functional skills, including literacy, numeracy and digital literacy skills.
- Provide a broad and balanced education for all students that is coherently planned and sequenced towards providing students with sufficient knowledge and skill to achieve their future education and employment goals.
- Enable students to develop knowledge and understanding of academic concepts and to acquire study skills.
- Enable students to apply their knowledge, understanding and skills to relevant situations.
- Develop students' communication, social interaction and emotional regulation skills to support successful participation in education, employment and the wider community.
- Re-engage students with education by providing meaningful, therapeutic and personalised learning experiences which support confidence, attendance and positive attitudes towards learning.
- Prepare students for adulthood through the development of independence, self-advocacy, problem solving, resilience and employability skills.
- Support students' spiritual, moral, social and cultural development.
- Encourage students to explore ethical, moral and social issues, developing the ability to consider different viewpoints and make informed and responsible decisions.
- Support students' physical development and instil responsibility for their own health and wellbeing, and enable them to be active.
- Promote positive mental health, wellbeing and self-regulation through therapeutic approaches, enrichment opportunities and wider curriculum experiences.

- To enable creativity in thinking and addressing issues, as well as an appreciation of the creative world.
- Promote a positive attitude towards learning.
- Support students in developing confidence, self-belief and positive learner identities.
- Ensure equal access for all students, with high expectations for every student and appropriate levels of differentiated challenge and support.
- Maintain high aspirations and ambitions for all students, recognising and valuing individual pathways to success.
- Equip students with the knowledge and cultural capital they need to succeed in life, both during and post-16 education.
- Develop students' understanding of the workplace, careers pathways, Further Education opportunities and the skills required for successful transition into post-16 education, training and employment.
- Provide informed and supported subject choices that support an individual student's learning and progression, enabling them to work towards achievable and individualised goals.
- Provide a broad curriculum, whilst prioritising English, maths and science, mentoring at a level that enables students to succeed in life.
- Develop students' independent learning skills and resilience, to equip them for life after school.
- Enable our students to have respect for themselves and others and to live and work cooperatively with others.
- Actively promote Fundamental British Values, equality, diversity and respectful participation within modern British society.
- Teach students about protected characteristics and how we all belong in one of the protected groups.
- Ensure children get the entitlement to sex education, relationships and health education.

**Through the aims outlined above, students will benefit by:**

- Developing the knowledge, skills and confidence needed to lead safe, healthy and fulfilling lives.
- Rebuilding confidence in themselves as learners and developing positive attitudes towards education.
- Understanding that mistakes, challenges, and perseverance are important parts of learning, personal growth and future success.
- Experiencing success through appropriately ambitious and personalised learning pathways.
- Being supported to progress into further education, training, apprenticeships, supported internships and employment.
- Developing independence, resilience, self-advocacy and problem-solving skills in preparation for adulthood.

- Becoming responsible individuals who contribute positively to their communities and wider society.
- Acquiring a broad range of knowledge, experiences and transferable life skills.
- Developing critical, creative and reflective thinking skills.
- Building positive relationships and developing the ability to cooperate, communicate and work effectively with others.
- Developing a sense of belonging, identity and connection within the school community.
- Developing respect for themselves, others and different beliefs, cultures, identities and ways of life.
- Understanding how to keep themselves physically, emotionally and digitally safe.
- Developing an understanding of equality, diversity, protected characteristics and respectful participation within modern British society.
- Improving emotional regulation, wellbeing and social interaction skills through therapeutic and relational approaches.
- Developing the confidence and employability skills needed to participate successfully in life beyond school.

## 6. Key Stage 3 Curriculum

During Years 7, 8 and 9, students follow personalised pathways which broadly reflect the aims of the National Curriculum whilst addressing identified gaps in learning, communication, emotional regulation and social development. The curriculum acts as a preparatory pathway towards Key Stage 4 qualifications and post-16 progression.

Baseline assessment information, including prior attainment data, WRAT 5 assessments, IXL diagnostic information (more information related to baseline assessments can be found within the Nea and Non-NEA Assessments Policy), therapeutic understanding and information gathered from previous educational providers, is used to identify strengths, barriers to learning and curriculum priorities. This allows the school to sequence learning appropriately and ensure that content is accessible, incremental and ambitious.

### 6.1 KS3 ASDAN Pathways

The Key Stage 3 curriculum pathways are carefully designed to ensure that students are able to make progress from their individual starting points whilst developing the knowledge, confidence, qualifications and personal skills required for successful transition into Key Stage 4 and life beyond school.

Students in Years 7 to 9 access ASDAN programmes, including *Key Steps* and ASDAN Short Courses, which support the development of communication, independence, teamwork, emotional regulation and preparation for adulthood skills. These programmes also provide a structured pathway towards progression onto the ASDAN *Personal Effectiveness Qualifications (PEQ)* at Key Stage 4.

### **The KS3 curriculum is informed by a combination of:**

- The National Curriculum,
- IXL Gap Diagnostics and Individualised Learning Aims
- Entry Level Certificate Specifications,
- ASDAN Short Courses and Key Steps,
- Therapeutic Approaches to Learning,
- Individual Needs, Aspirations and Destinations
- Physical Health and Emotional Wellbeing
- Employability Skills,
- Preparation for Adulthood
- Support and Preparation for Key Stage 4 transition

## **7. Key Stage 4 Curriculum**

The formal Key Stage 4 curriculum generally begins in Year 10, with courses informed by relevant AQA specifications, including both GCSE and Entry Level qualifications, alongside the ASDAN Personal Effectiveness Qualification (PEQ). The Key Stage 4 offer has been carefully designed to provide ambitious, accessible and appropriately personalised pathways which maximise students' opportunities for successful progression into Further Education, training, apprenticeships and employment, whilst also supporting confidence, independence and preparation for adulthood.

All students are supported to work towards core qualifications in English, Mathematics and Science at either Entry Level or GCSE, depending upon their individual starting points, engagement, aspirations and long-term progression goals. Curriculum pathways are designed to enable students to experience success whilst maintaining high expectations and supporting continued academic, personal and social development.

Where appropriate, students are also encouraged to access ASDAN and GCSE qualifications, including Geography, Religious Studies, Food Preparation and Nutrition, and Art, Craft and Design. The GCSE offer has been intentionally developed to support a broad range of post-16 progression pathways, including courses requiring a minimum of two essay-based subjects. Subjects such as English Language, Geography and Religious Studies help students develop extended writing, analytical thinking, interpretation, communication and evaluation skills, whilst also encouraging a broader understanding of the world around them, different cultures, ethical issues and contemporary society.

Curriculum subjects have also been carefully audited and selected to maximise opportunities for student success, particularly for learners who may experience barriers within traditional examination models. Subjects including Art, Craft and Design, Geography and Food Preparation and Nutrition include significant Non-Examined Assessment (NEA) components, enabling students to demonstrate strengths through practical application, creativity, coursework and sustained project work alongside formal examination elements. These subjects also provide valuable opportunities for students to develop creativity,

independence, problem-solving and practical life skills within meaningful and engaging contexts.

### 7.1 ASDAN Personal Effectiveness Qualification (PEQ)

Alongside academic qualifications, all students access the ASDAN Personal Effectiveness Qualification (PEQ) at Key Stage 4, which is carefully designed to support the development of transferable life, inclusive learning and employability skills. The qualification may be delivered through both individual and group-based learning approaches and can be achieved from Entry Level 3 through to Level 2, depending upon students' individual abilities, developmental stage and personalised curriculum pathway.

The PEQ framework is centred around ASDAN's six core skills:

- **learning;**
- **communicating;**
- **decision-making;**
- **thinking;**
- **teamwork;**
- **self-awareness.**

These programmes provide valuable opportunities for students to develop confidence, resilience, collaboration, self-reflection and problem-solving skills within practical and meaningful learning contexts, supporting successful preparation for adulthood, post-16 education and future employment pathways.

At Exceptional Ideas Ltd, both the Key Stage 3 and 4 curriculum reflect the school's commitment to delivering a broad, balanced and aspirational education which supports both academic achievement and the wider development of confidence, resilience, independence and readiness for life beyond school.

#### **An example of a Key Stage 4 Pathway (GCSE pathway):**

*More examples can be found in the Year 9 Options Booklet.*



## **8. Wider Curriculum, Personal Development and Wellbeing**

At Exceptional Ideas Ltd, we recognise that successful preparation for adulthood extends beyond academic achievement alone. Alongside academic learning, the wider curriculum is carefully designed to support students in developing the communication, emotional, social and practical skills required for successful participation in post-16 education, employment and wider community life.

**Through both planned curriculum experiences and the wider school environment, students are supported to develop:**

- communication and interaction skills;
- emotional regulation;
- independence and self-advocacy;
- teamwork and cooperation;
- problem solving and resilience;
- confidence and self-belief;
- employability and community participation skills.

The school places significant value on therapeutic, relational and experiential learning opportunities which support the development of the whole child. Wider curriculum provision is designed to promote wellbeing, engagement, belonging, social confidence and preparation for adulthood, whilst also supporting students to rebuild positive relationships with learning and education.

### **8.1 Physical Development, Activity and Wellbeing**

Exceptional Ideas Ltd recognises the importance of physical activity, movement, wellbeing and social interaction as part of a broad and balanced curriculum. Due to the highly personalised nature of the provision, the therapeutic profiles of students and the one-to-one mentoring model across multiple school sites, the school does not deliver traditional timetabled Physical Education lessons in the same format as mainstream settings.

Many students entering the provision have previously experienced barriers to participation in competitive sports, large group PE environments or traditional physical activity lessons. For some students, these experiences may have contributed to anxiety, dysregulation, low self-esteem or school avoidance. The school has therefore developed a more flexible and accessible approach to physical development and wellbeing, which encourages participation, confidence and positive engagement.

As part of this approach, students participate in a weekly cross-school *Activity Afternoon* held on Wednesday afternoons. This provision brings together students and staff from across all school sites to participate in structured physical, social and wellbeing-based activities within supportive and therapeutic environments.

Recognising the diverse needs, interests and tolerances of students, multiple activity pathways are offered each week. Activities may include:

- sports and games;
- walking activities;
- fitness and movement sessions;
- outdoor learning;
- creative wellbeing activities;
- community-based experiences;
- therapeutic social activities.

**These sessions are designed to:**

- encourage physical activity in accessible and non-threatening ways;
- develop communication and social interaction skills;
- promote emotional wellbeing, belonging and confidence;
- support teamwork, resilience and cooperation;
- prepare students for participation within post-16 settings and wider community life.

The school recognises that, for many students, successful participation, engagement and interaction are themselves significant developmental achievements and important preparation for adulthood, employability and independence.

Physical wellbeing and healthy lifestyles are further promoted throughout the curriculum through:

- Food Preparation and Nutrition;
- PSHE and RHSE provision;
- therapeutic reflection lessons;
- enrichment activities and educational visits;
- movement and regulation breaks;
- outdoor learning opportunities;
- and wider wellbeing education.

## **8.2 SMSC, RHSE and Personal Development**

Spiritual, Moral, Social and Cultural development (SMSC), Relationships, Sex and Health Education (RHSE), Equality and Diversity and British Values are embedded throughout the curriculum and wider school experience.

RHSE is delivered through a structured programme of study across Years 7 to 11, alongside therapeutic reflection opportunities and wider curriculum discussions where misconceptions, safeguarding concerns or emerging issues can be addressed sensitively and appropriately. The curriculum supports students in developing understanding around:

- healthy relationships;
- physical and emotional wellbeing;
- online safety;
- consent and boundaries;
- equality and protected characteristics;
- diversity and respectful participation within modern British society.

Students are encouraged to develop understanding, empathy and respect for different beliefs, cultures, identities and ways of life. SMSC themes are promoted through planned activities, discussion opportunities, display materials, enrichment activities and the day-to-day ethos of the school.

### **8.3 Careers, Transition and Preparation for Adulthood**

Preparation for adulthood is embedded throughout the wider curriculum from Key Stage 3 onwards. Transition learning begins in Year 7 with structured lessons in Year 8. Plans, activities and cross-curricular learning are underpinned by the Gatsby benchmarks, which support students in exploring aspirations, employability skills, Further Education pathways and future goals.

#### **Students participate in:**

- half-termly Careers Days;
- transition-focused lessons;
- employability activities;
- work-related learning;
- employer encounters;
- and work experience opportunities where appropriate.

Students in Year 7-9 are encouraged to participate in work experience activities, whilst students in Year 10 are supported to access work experience placements, either independently or with additional support where required. The school works collaboratively with colleges, employers, training providers and external agencies to ensure students develop realistic aspirations, transferable skills and confidence for successful transition beyond school.

The quality and effectiveness of the Transition curriculum are monitored in line with best practice guidance using the National Compass Careers Benchmark Tool and guided by the Gatsby Benchmarks.

## **9. Adaptive Curriculum Support**

The curriculum is continually reviewed and adapted in response to:

- assessment information;
- student engagement;
- stakeholder feedback;
- local employment trends;
- Further Education expectations;
- and the evolving needs of the students attending the provision.

### **9.1 Personalised IXL Curriculum Support, Assessment and Intervention Planning**

Underpinning all aspects of the curriculum to support the development of literacy, numeracy and scientific understanding, students at both Key Stage 3 and 4 access the IXL learning

platform as part of their weekly curriculum provision. IXL uses diagnostic assessment technology in English and Mathematics to identify gaps in students' knowledge and create personalised learning pathways tailored to individual needs and attainment levels. Students complete IXL English and IXL Mathematics activities within one dedicated 45-minute lesson each week. During these sessions, students work through personalised tasks designed to address identified gaps in learning, reinforce prior knowledge and develop fluency and automaticity in core literacy and numeracy skills. Following initial baseline assessments, the platform continuously adapts to student performance, enabling targeted support and progression at an appropriate level of challenge.

Progress and engagement are monitored closely by designated IXL Mentors within each school, who work collaboratively with school-based learning mentors and the SpLD Assessor to identify areas requiring further intervention, consolidation or extension. Math and English tasks may be linked directly to current classroom learning or designed specifically to support gap-filling and skill development.

IXL Science is also used to complement the existing Science curriculum and support the delivery of National Curriculum and qualification content. Whilst Science on IXL is not used diagnostically in the same way as English and Mathematics, it provides interactive learning opportunities that help reinforce scientific knowledge, consolidate understanding and address gaps in prior learning. IXL Science activities are used to support engagement, retrieval practice and accessibility to scientific concepts through scaffolded and adaptive learning approaches.

The IXL platform is used alongside high-quality face-to-face mentoring, targeted interventions and therapeutic approaches to learning. Staff utilise assessment information and programme feedback to design bespoke support, extension activities and direct mentoring interventions where additional support is required, ensuring that students continue to make progress towards their individual learning goals.

The school promotes reading, vocabulary development and communication skills across the curriculum through structured literacy intervention, reading opportunities, discussion-based learning and adaptive literacy support. Literacy development is recognised as a key component of preparation for adulthood, employability and successful participation within Further Education and wider society.

## **9.2 Adaptive Mentoring and VARK Learning Approaches**

Exceptional Ideas Ltd recognises that students access, process and retain learning in different ways. As part of the induction process, students complete a VARK assessment to help identify preferred learning approaches and support staff in developing an understanding of individual learning profiles, communication styles and engagement needs. Information gathered through VARK assessment, alongside therapeutic understanding, diagnostic assessment and ongoing observation, is used to inform adaptive mentoring approaches and curriculum delivery. This enables staff to plan learning experiences which are accessible, engaging and appropriately scaffolded whilst maintaining high expectations and aspirational outcomes.

### **Collaborative Team Mentoring and Practice Review**

- visual learning strategies;
- auditory mentoring approaches;
- reading and writing-based activities;
- and kinaesthetic and practical learning experiences.

Lessons are designed to incorporate modelling, discussion, retrieval practice, scaffolded resources, practical application and experiential learning opportunities in order to maximise engagement, accessibility and knowledge retention.

### **Adaptive mentoring approaches are continually reviewed in response to:**

- student engagement and progress;
- EHCP outcomes;
- formative and diagnostic assessment;
- therapeutic understanding;
- and collaborative discussion between staff and external professionals where appropriate.

Students with EAL are supported to develop their English language skills across all curriculum areas whilst maintaining access to ambitious and appropriately scaffolded learning opportunities. Cross-curricular links are utilised where appropriate to reinforce knowledge, develop transferable skills and promote meaningful learning experiences across the wider curriculum.

### **9.3 SpLD Practitioner Oversight and Accessibility Support**

At all stages of curriculum delivery, the SpLD Practitioner maintains strategic oversight of student attainment, engagement, progress and barriers to learning. Through the use of evidence-informed clinical assessment, diagnostic screening and ongoing review processes, the SpLD Practitioner supports the adaptation and personalisation of curriculum pathways to ensure learning is appropriately scaffolded, accessible and aspirational. The SpLD Practitioner works collaboratively with assessment leads, therapeutic leads and senior leaders to identify individual learning profiles, cognitive strengths, processing needs and areas requiring targeted intervention or support. Recommendations are used to inform adaptive mentoring approaches, differentiation strategies, access arrangements, literacy and numeracy interventions, and personalised curriculum planning.

### Example of an Adaptive Curriculum Framework - Key Stage 3

KS3 Year 7-9	Integrated and adapted curriculum
<b>Curriculum</b>	<p>English &amp; Math: bespoke plans tailored to individual needs</p> <p>National Curriculum with differentiation. Science, Humanities, Technology, Arts subjects.</p> <p>Digital Literacy Key Steps ASDAN</p>
<b>Therapeutic/ Support Plan</b>	<p>Personalised therapeutic plan. Support embedded across all subjects.</p>
<b>Careers/Transition</b>	<p><b>Year 7:</b> Half-termly careers events</p> <p><b>Year 8:</b> Half-termly careers events Once half-termly targeted transition lesson</p> <p><b>Year 9:</b> Half-termly careers events Once a week targeted transition lesson ASDAN Careers and Experiencing Work</p>
<b>Assessment</b>	<p>Formative assessment, diagnostic testing, classwork, portfolios, end-of-topic tests</p>
<b>Skills Developed</b>	<p><b>English &amp; Math:</b> IXL literacy, numeracy, reading comprehension, written communication, problem-solving, independent working, confidence, resilience</p> <p><b>National Curriculum:</b> subject knowledge, creativity, enquiry &amp; investigation, practical skills, analytical thinking, communication, teamwork, cultural/world awareness.</p> <p><b>Therapeutic:</b> Coping Strategies &amp; Regulation tools. Learning Styles</p> <p><b>SPLD:</b> Phonological awareness and decoding; CVC (consonant-vowel-consonant) word development; High-frequency word recognition and fluency; Reading accuracy and comprehension;</p> <p><b>Transition:</b> Employability skills Money awareness</p>

## Example of an Adaptive Curriculum Framework - Key Stage 4

<b>KS4 Year 10-11</b>	<b>Core-Curriculum Pathway</b>	<b>Blended Pathway</b>	<b>Supported Progression Pathway</b>
<b>Curriculum</b>	GCSE Subjects Personal Effectiveness Qualification	GCSE, ASDAN & Entry Level Certifications Personal Effectiveness Qualification	ASDAN/ Life Skills Personal Effectiveness Qualification
<b>Therapeutic/ Support Plan</b>	Personalised therapeutic plan. Support embedded across all subjects.	Personalised therapeutic plan. Support embedded across all subjects.	Personalised therapeutic plan. Support embedded across all subjects.
<b>Careers/Transition</b>	Half-termly careers events. Once a week targeted transition lesson. ASDAN Careers Experiencing Work Cross-curricular learning (core)	Half-termly careers events. Once a week targeted transition lesson. ASDAN Careers Experiencing Work Cross-curricular learning (core)	Half-termly careers events. Once a week targeted transition lesson. ASDAN Careers Experiencing Work Cross-curricular learning (core)
<b>Assessment</b>	Exams (PEQ- Portfolio)	Exams & Portfolio (PEQ- Portfolio)	Portfolio-based (PEQ- Portfolio)
<b>Skills Developed</b>	Reading comprehension and inference skills; Subject-specific vocabulary development; Examination of literacy and command word understanding; Proofreading, planning and organisational strategies Employability & Life Skills Self-Regulation tools	Teamwork & collaboration Working memory and processing development Communication Skills Portfolio building Problem-Solving in Practical Situations Employability & Life Skills Regulation tools	Functional literacy & numeracy skills Vocabulary development Handwriting and written expression Personal Organisation Decision-making Confidence Building Independent access- to-reading support through adaptive technology; Employability & Life Skills Co-Regulation tools

## **10. Timetables and Lesson Planning**

The school is committed to delivering a broad, balanced and ambitious curriculum which supports both academic achievement and the wider development of confidence, resilience, independence and preparation for adulthood. Curriculum planning seeks to ensure that students experience success whilst also being appropriately challenged and encouraged to develop perseverance, problem-solving skills, creativity and positive learner identities.

### **The curriculum is intentionally designed to combine:**

- academic learning;
- therapeutic and relational approaches;
- preparation for adulthood;
- employability development;
- and wider personal development opportunities.

### **10.1 Curriculum Planning Structure**

Plans are broken down into:

#### **Long-term curriculum planning (Schemes of Work):**

Long-term planning outlines the overall curriculum journey across each key stage and identifies the core knowledge, skills, concepts and qualification content students will encounter over time. These schemes of work ensure appropriate coverage of the National Curriculum, qualification specifications, ASDAN frameworks and preparation for adulthood pathways, whilst allowing flexibility for personalised learning approaches and therapeutic need.

#### **Medium-term curriculum planning (Termly Plans):**

Medium-term planning breaks learning into sequenced units of work delivered across each term or half-term. These plans identify key learning objectives, curriculum links, assessment opportunities, wider curriculum themes and opportunities for reinforcement, retrieval practice and skill development across subjects.

#### **Short-term curriculum planning (Differentiated Lesson Planning):**

Short-term planning focuses on individual lessons and weekly learning delivery. These plans are responsive to student engagement, assessment information, EHCP outcomes, therapeutic need and accessibility requirements. Lessons are adapted to provide appropriate scaffolding, challenge, regulation support and personalised approaches to learning in order to maximise engagement, participation and progress for individual students.

### 10.2 Example Key Stage 3 Timetable

Lesson number	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 09:30 – 10:15	Maths	History	Art	IXL English	Geography
<b>2</b> 10:15 – 11:00	Religious studies	Maths	English	Art	Food Technology
<b>Break</b> 11:00-11:30	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games
<b>3</b> 11:30 – 12:15	Digital Skills	Therapeutic Reflection (Transition)	IXL Maths	Food tech	Music
<b>Lunch</b> 12:15-13:15	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games
<b>4</b> 13:15 – 14:00	Combined science	Food Technology	Activity and Wellbeing	English	Combined science
<b>5</b> 14:00 – 14:45	ASDAN Key Steps	ASDAN Key Steps	Activity and Wellbeing	ASDAN Key Steps	ASDAN Key Steps

### 10.3 Example Key Stage 4 Timetable

Lesson number	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 09:30 – 10:15	GCSE English Language	GCSE Biology	GCSE Geography	GCSE Maths	GCSE Art, Craft & Design
<b>2</b> 10:15 – 11:00	GCSE Maths	GCSE English Language	GCSE Biology	GCSE Geography	GCSE Religious Studies
<b>Break</b> 11:00-11:30	Reading Club Peer - Engagement	Reading Club Peer - Engagement Independence	Reading Club Peer - Engagement Independence	Reading Club Peer - Engagement Independence	Reading Club Peer - Engagement Independence

	Independence Games	Games	Games	Games	Games
<b>3</b> 11:30 – 12:15	GCSE Geography	GCSE Religious Studies	Transition	GCSE Biology	GCSE Math
<b>Lunch</b> 12:15-13:15	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games	Reading Club Peer - Engagement Independence Games
<b>4</b> 13:15 – 14:00	GCSE Religious Studies	Therapeutic Reflection	Whole School Activity and Wellbeing	GCSE Art, Craft & Design Reflection	GCSE English Language
<b>5</b> 14:00 – 14:45	ASDAN PEQ	ASDAN PEQ	Whole School Activity and Wellbeing	ASDAN PEQ	ASDAN PEQ

#### 10.4 Structure of the School Day

The school's approach to timetabling and lesson planning reflects the school's understanding that many students entering the provision may have experienced disrupted education, anxiety associated with school, low confidence as learners, barriers to engagement or difficulties sustaining attention within traditional educational structures. As a result, curriculum delivery and the structure of the school day have been carefully adapted using evidence-informed and therapeutic approaches developed through extensive experience working within specialist SEND and SEMH provision.

The structure of the school day has been carefully designed to reflect the learning, attention, communication and emotional regulation needs of students within a specialist SEND and SEMH environment. Students access five 45-minute lessons each day alongside planned opportunities for regulation, social interaction, therapeutic support, transition learning and wider curriculum experiences.

The use of 45-minute lessons is an intentional curriculum decision informed by the school's experience of working with students who may experience difficulties sustaining concentration, managing cognitive load or remaining engaged within longer lesson structures.

Shorter lessons aim to:

- maximise engagement and readiness to learn;
- reduce cognitive fatigue and dysregulation;
- increase opportunities for success and re-engagement;
- support positive learning behaviours;

- and enable students to access a broader range of curriculum experiences across the week.

Therapeutic Reflection lessons form part of the wider curriculum offer and provide structured opportunities for students to develop emotional literacy, self-awareness, communication, regulation strategies and reflective thinking skills within safe and supportive environments. These sessions support students in developing a greater understanding of themselves, their relationships and their readiness to engage positively with learning and wider life experiences.

Transition learning begins in Year 8 and progressively increases throughout Key Stages 3 and 4. Transition sessions support students in exploring aspirations, employability skills, Further Education pathways, independence and preparation for adulthood, helping students to develop confidence and a realistic understanding of future opportunities and expectations.

The structure of the school day also promotes routine, predictability and emotional safety, which are recognised as important factors in supporting attendance, regulation, confidence and positive engagement with learning.

## **11. Inclusion**

At Exceptional Ideas Ltd, we are committed to providing an inclusive, ambitious and accessible curriculum for all students, regardless of their starting point, identified need, background or previous educational experience. We recognise that students learn in different ways and may require varying levels of therapeutic, academic and adaptive support in order to engage successfully with learning and achieve positive outcomes.

Learning mentors set ambitious yet achievable goals for all students. Formative assessment, alongside observational, diagnostic and standardised assessment approaches, is used to identify strengths, barriers to learning and appropriate next steps. This information informs short-term lesson aims, medium-term planning and longer-term curriculum pathways and schemes of work.

### **Curriculum delivery is personalised and adaptive in order to meet the needs of:**

- students with SEND and SEMH needs;
- students with Specific Learning Difficulties (SpLD);
- students with low prior attainment;
- students who are academically more able;
- disadvantaged students;
- students with English as an Additional Language (EAL);
- and students requiring therapeutic or relational approaches to learning.

Mentors plan learning experiences which are appropriately scaffolded whilst maintaining high expectations and aspirational outcomes. Mentoring approaches are adapted to support

communication, engagement, emotional regulation, processing, independence and accessibility across all curriculum areas.

**The school promotes inclusive practice through:**

- adaptive mentoring approaches;
- therapeutic and relational practice;
- personalised curriculum pathways;
- differentiated lesson delivery;
- accessible learning resources;
- targeted intervention and support;
- and the use of adaptive technology and examination access arrangements where appropriate.

Learning mentors also take into account the needs of students whose first language is not English. Lessons are planned and delivered in ways which support the development of English language skills whilst enabling students to access learning successfully across the wider curriculum. More information related to English as an additional language (EAL) can be found within our Exceptional Ideas Ltd EAL Policy.

**11.1 Adaptive Technology and Access Arrangements**

Exceptional Ideas Ltd recognises the importance of promoting accessibility, independence and autonomy as part of preparation for adulthood. Students may access a range of adaptive technologies and accessibility tools, including:

- reader pens;
- speech-to-text technology;
- text-to-speech software;
- assistive reading software;
- word processing;
- visual overlays and accessibility tools;
- scaffolded digital learning platforms.

Where appropriate, students are encouraged to develop increasing independence and confidence in the use of these tools as part of their everyday learning experience. The school recognises that the ability to independently access text, communicate ideas and record understanding through adaptive technology is an important life skill which supports successful participation within Further Education, employment and wider community life.

In line with this approach, adaptive technology may be promoted as an alternative to over-reliance on adult support where these better supports long-term independence, accessibility and self-advocacy. For example, the use of reader pens, speech-to-text technology and assistive software may be encouraged in place of traditional reader or scribe support where appropriate.

**Access arrangements are considered on an individual basis and are informed through:**

- evidence-based assessment;
- diagnostic screening;
- normal way of working;
- identified barriers to learning;
- and JCQ regulations.

Exceptional Ideas Ltd works collaboratively with the SpLD Practitioner, Exams Team, therapeutic staff and learning mentors to ensure that access arrangements reflect students' usual classroom practice and enable students to access assessments fairly and appropriately whilst maintaining dignity, independence and high expectations. Further information can be found within the school's Equality Statement, SEND Policy, Exams and Access Arrangements Policy and EAL Policy.

## **12. Monitoring, Evaluation and Review**

Exceptional Ideas Ltd, curriculum monitoring and review are integral to ensuring that the curriculum remains ambitious, inclusive, therapeutic and responsive to the evolving needs of students. The Director and Headteacher review curriculum effectiveness annually through analysis of outcomes, stakeholder feedback, destinations and quality assurance activity. Moreover, monitoring activities are designed to support high-quality mentoring and learning, maintain consistency across school sites and ensure that students are making progress academically, socially and emotionally from their individual starting points. The school adopts a supportive and collaborative quality assurance approach which reflects the therapeutic ethos of the provision and the relational nature of the school environment. Monitoring processes are intended to promote reflective practice, professional development and continuous improvement rather than high-pressure performance management approaches.

**Curriculum quality, implementation and impact are monitored through a combination of:**

- team mentoring and collaborative practice reviews;
- curriculum and planning scrutiny;
- student progress and engagement analysis;
- therapeutic oversight;
- assessment and diagnostic review;
- student voice and stakeholder feedback;
- moderation and accreditation review;
- attendance and behaviour analysis;
- and destination and transition outcomes.

Post-16 transition data is published annually on the school website and recorded in the Destinations Monitoring Sheet, which is updated annually and managed by the Careers Lead.

### **12.1 Collaborative Team Mentoring and Practice Review**

Senior staff, curriculum leads and specialist practitioners undertake collaborative team mentoring sessions with mentors at least termly. These sessions are used to:

- support reflective and evidence-informed mentoring practice;
- review curriculum delivery and student engagement;
- model adaptive mentoring strategies;
- identify strengths and areas for development;
- support therapeutic and relational approaches;
- and ensure curriculum pathways remain appropriately ambitious and accessible.

The school has intentionally adopted a collaborative coaching and mentoring approach in place of formal graded lesson observations, recognising the importance **of maintaining** emotionally safe and authentic learning environments for both students and staff within a specialist SEND and SEMH provision.

### **12.2 Curriculum, Assessment and Progress Monitoring**

Curriculum planning and student work are reviewed regularly by senior staff to ensure:

- appropriate curriculum coverage and sequencing;
- consistency between planning, assessment and recorded progress;
- appropriate differentiation and accessibility;
- evidence of student engagement and understanding;
- ambitious expectations and personalised progression;
- and effective implementation of EHCP outcomes, interventions and therapeutic strategies.

**Student progress is monitored through a combination of:**

- formative assessment;
- end-of-topic assessments;
- diagnostic assessment;
- standardised assessment;
- ASDAN moderation and portfolio review;
- IXL diagnostics;
- therapeutic review processes;
- and ongoing mentor assessment.

Students complete annual WRAT 5 assessments during the Summer Term to support the review of literacy and numeracy attainment, identify progress over time and inform curriculum adaptation and intervention planning for the following academic year.

IXL diagnostic assessments in English and Mathematics are used throughout the year to identify gaps in learning, monitor progress and support adaptive intervention planning. End-

of-topic tests and subject-based assessments are also used to evaluate knowledge retention, understanding and readiness for progression within curriculum areas.

### **12.3 Therapeutic, Transition and EHCP Review**

The Senior for Curriculum, alongside the SpLD Practitioner and wider leadership team, reviews the appropriateness of curriculum sequencing, repetition, intervention and consolidation to ensure students develop a secure understanding whilst maintaining breadth and progression within the curriculum.

Therapeutic assessment and transition reviews are carried out every 10 weeks to monitor students' social, emotional, therapeutic and educational development in relation to their EHCP outcomes and Individual Education Plan (IEP) targets.

#### **These reviews consider:**

- student engagement and readiness to learn;
- emotional regulation and wellbeing;
- communication and social development;
- attendance and participation;
- progress towards EHCP outcomes;
- preparation for adulthood;
- transition readiness;
- and the effectiveness of interventions and support strategies.

### **12.4 Therapeutic and Inclusion Monitoring**

Review processes involve collaboration between mentors, therapeutic staff, the SpLD Practitioner, transition staff, families and external professionals where appropriate. Outcomes from these reviews are used to adapt curriculum pathways, therapeutic provision, interventions and transition planning to ensure that support remains responsive, aspirational and appropriately personalised.

Therapeutic team teaches, and incident reports and wellbeing reviews are undertaken by therapeutic leads and senior staff to ensure that curriculum delivery remains relational, emotionally safe and therapeutically informed.

#### **These reviews consider:**

- emotional regulation within lessons;
- student wellbeing and readiness to learn;
- sensory and environmental considerations;
- relational practice;
- communication approaches;
- and the effectiveness of adaptive strategies and support.

The SpLD Practitioner, Headteacher and SENCo maintains oversight of accessibility, adaptive mentoring, intervention impact and examination access arrangements to ensure that curriculum provision remains inclusive, appropriately scaffolded and aspirational.

### **12.5 Stakeholder Feedback and Continuous Improvement**

The school values the views of students, families, staff, external professionals, employers and Further Education providers as part of the curriculum review process.

#### **Feedback is used to support the ongoing development of:**

- curriculum pathways;
- preparation for adulthood provision;
- employability learning;
- accessibility and inclusion;
- therapeutic approaches;
- and post-16 transition opportunities.

#### **Curriculum provision is reviewed regularly in response to:**

- student need and engagement;
- assessment and destination outcomes;
- local employment trends;
- qualification changes;
- therapeutic understanding;
- safeguarding considerations;
- and developments in evidence-informed and SEND practice.

This ongoing cycle of monitoring, reflection and review supports the school's commitment to delivering a curriculum which is ambitious, therapeutic, inclusive and responsive to the individual needs and aspirations of all students.

#### **Curriculum planning and student work are reviewed regularly by senior staff to ensure:**

- appropriate curriculum coverage and sequencing;
- consistency between planning, assessment and recorded progress;
- appropriate differentiation and accessibility;
- evidence of student engagement and understanding;
- ambitious expectations and personalised progression;
- and effective implementation of EHCP outcomes, interventions and therapeutic strategies.

#### **Student progress is monitored through a combination of:**

- formative assessment;
- end-of-topic assessments;
- diagnostic assessment;
- standardised assessment;

- ASDAN moderation and portfolio review;
- IXL diagnostics;
- GCSE mock examinations;
- therapeutic review processes;
- and ongoing mentor assessment.

Students complete annual WRAT 5 assessments during the Summer Term to support the review of literacy and numeracy attainment, identify progress over time and inform curriculum adaptation and intervention planning for the following academic year.

IXL diagnostic assessments in English and Mathematics are used throughout the year to identify gaps in learning, monitor progress and support adaptive intervention planning. End-of-topic tests and subject-based assessments are also used to evaluate knowledge retention, understanding and readiness for progression within curriculum areas.

Students working towards GCSE qualifications participate in formal mock examination periods during both Year 10 and Year 11. These assessments are used to:

- monitor academic progress and examination readiness;
- identify gaps in knowledge and understanding;
- support intervention and revision planning;
- familiarise students with examination procedures and access arrangements;
- and reduce anxiety through structured preparation and exposure to examination environments.

Mock examination outcomes are reviewed collaboratively by mentoring staff, senior leaders, the SpLD Practitioner and students in order to inform personalised support strategies, curriculum adaptation and targeted intervention where required.

The Senior for Curriculum, alongside the SpLD Practitioner and wider leadership team, reviews the appropriateness of curriculum sequencing, repetition, intervention and consolidation to ensure students develop secure understanding whilst maintaining breadth and progression within the curriculum.

### **13. Roles and responsibilities**

Exceptional Ideas Ltd recognises that the successful delivery of an ambitious, inclusive and therapeutic curriculum relies upon effective collaboration between all staff, leaders and specialist practitioners. All members of staff share collective responsibility for supporting students' academic progress, emotional wellbeing, personal development and preparation for adulthood.

Due to the highly personalised nature of the provision, curriculum delivery requires close collaboration between learning mentors, therapeutic staff, assessment leads, transition staff, senior leaders and external professionals where appropriate. Roles and responsibilities are therefore clearly defined to ensure that curriculum provision remains consistent, aspirational, adaptive and responsive to the individual needs of students across all school sites.

All staff are expected to promote the school's ethos of relational practice, high expectations, inclusion, safeguarding and preparation for adulthood whilst supporting students to develop confidence, independence, resilience and positive engagement with learning.

### **13.1 Headteacher and Director**

The Headteacher and Director are responsible for:

- Ensuring that the curriculum reflects the aims, ethos and values of Exceptional Ideas Ltd.
- Ensuring the curriculum remains compliant with statutory guidance, Independent School Standards and qualification requirements.
- Providing strategic leadership and oversight of curriculum quality, student outcomes, safeguarding and personal development.
- Ensuring the curriculum remains broad, balanced, ambitious and appropriately personalised to meet the needs of all students.
- Ensuring sufficient staffing, therapeutic input, specialist assessment and resources are available to enable students to access learning successfully.
- Monitoring the effectiveness of curriculum provision through quality assurance processes, stakeholder feedback, student outcomes and assessment information.
- Supporting the development of a therapeutic, inclusive and aspirational learning environment across all school sites.
- Ensuring the curriculum supports preparation for adulthood, employability, independence and successful transition into post-16 education, training and employment.
- Promoting evidence-informed, reflective and research-led practice across the school.
- Ensuring that all students, including those with SEND, SEMH needs, and barriers to learning, are able to access an appropriately ambitious curriculum.

### **13.2 Senior Curriculum and Assessment Staff**

The Headteacher, Senior for Curriculum, Assessment Lead and SpLD Practitioner are responsible for:

- Developing and maintaining a robust framework for curriculum planning, assessment, progression and quality assurance.
- Ensuring curriculum pathways are appropriately personalised whilst maintaining high expectations and aspirational outcomes.
- Ensuring curriculum planning reflects statutory guidance, qualification specifications, therapeutic understanding and students' individual strengths, aspirations and destinations.
- Monitoring curriculum implementation, student engagement, progress and outcomes across all school sites.
- Ensuring assessment information is used effectively to inform adaptive mentoring, intervention planning and curriculum review.
- Supporting staff in delivering accessible, engaging and appropriately differentiated learning experiences.

- Ensuring curriculum provision supports literacy, numeracy, communication, digital literacy, emotional regulation and preparation for adulthood.
- Monitoring the effectiveness of interventions, adaptive technologies and access arrangements.
- Ensuring that curriculum decisions, including subject changes or curriculum adaptations, are evidence-informed and made in the best interests of the student.
- Maintaining and reviewing the school's curriculum intent and associated curriculum documentation.
- Keeping up to date with statutory and regulatory developments relevant to curriculum delivery and assessment.

Senior staff responsible for Curriculum, SpLD Assessment, Therapeutic Assessment, Transition and ASDAN, under the strategic leadership of the Headteacher, are responsible for:

- Overseeing the day-to-day implementation, sequencing and quality assurance of curriculum provision.
- Developing curriculum pathways that support academic progress, emotional wellbeing, employability and successful post-16 transition.
- Supporting staff with curriculum delivery, differentiation, adaptive mentoring strategies and assessment approaches.
- Ensuring schemes of work, lesson resources, and curriculum plans support progression, accessibility and engagement over time.
- Monitoring the quality of mentoring, mentoring and curriculum delivery through learning walks, team mentoring, work scrutiny, student voice and review processes.
- Supporting staff to develop therapeutic, relational and evidence-informed approaches to learning.
- Liaising with families, induction staff, external agencies and post-16 providers where appropriate to support curriculum planning and transition.
- Ensuring ASDAN, enrichment, transition and wider curriculum provision support students' personal development and preparation for adulthood.
- Supporting the implementation of adaptive technology and accessible learning strategies across the curriculum.
- Promoting consistency in curriculum delivery whilst recognising the need for flexible and personalised approaches within a specialist SEND and SEMH setting.

### **13.3 SpLD Practitioner**

The SpLD Practitioner is responsible for:

- Maintaining strategic oversight of student attainment, barriers to learning, engagement and progression.
- Carrying out diagnostic assessments, screening and review processes to inform personalised curriculum pathways and intervention planning.
- Advising staff regarding adaptive mentoring approaches, differentiation strategies, literacy and numeracy support and examination access arrangements.

- Supporting the development and implementation of accessible learning approaches and adaptive technology.
- Working collaboratively with therapeutic leads, assessment leads and mentoring staff to identify and address barriers to learning.
- Supporting the school's commitment to maintaining high expectations whilst ensuring learning remains accessible, appropriately scaffolded and aspirational.
- Ensuring examination access arrangements comply with JCQ guidance and reflect students' normal way of working.

### **13.4 Learning Mentors**

Learning Mentors are responsible for:

- Implementing this policy consistently through their mentoring, mentoring and therapeutic practice.
- Delivering engaging, appropriately differentiated and accessible learning experiences which reflect curriculum intent and individual student needs.
- Adapting mentoring approaches to meet students' learning, communication, sensory, therapeutic and emotional regulation needs.
- Building positive, therapeutic and aspirational relationships which support engagement, emotional safety and readiness to learn.
- Planning learning activities which progressively develop knowledge, understanding, confidence and independence over time.
- Promoting literacy, numeracy, communication, digital literacy and employability skills across the curriculum.
- Monitoring student engagement, progress, wellbeing and barriers to learning and reporting concerns appropriately.
- Working collaboratively with colleagues, therapeutic staff and senior leaders to adapt curriculum delivery where required.
- Supporting students to develop independence, self-advocacy, resilience and preparation for adulthood skills.
- Promoting equality, diversity, inclusion and respectful participation within modern British society.
- Celebrating student achievement, effort, progress and personal development.

### **13.5 Careers Leader and Transition Team**

The Careers Leader and Transition Team are responsible for:

- Supporting students to explore aspirations, careers pathways and post-16 opportunities from Key Stage 3 onwards.
- Delivering impartial careers information and transition support appropriate to students' needs, interests and destinations.
- Developing relationships with Further Education providers, employers, training organisations and work experience partners.
- Ensuring careers education and transition planning are embedded throughout the wider curriculum.

- Share, disseminate and support career-related information amongst the wider team to ensure best practice
- Supporting students with attendance at careers open events, applications, transition visits, employability skills and preparation for adulthood.
- Recording students' identified post-16 destinations data within the Year 10 Annual Review Document
- Track and maintain transition and destinations data, publishing essential information on the school website annually.
- Sharing and celebrating whole school careers information events, and related news through the publication of a parent/carer termly careers newsletter.

## **14. Legal Framework**

This policy has due regard to relevant legislation, statutory guidance and regulatory frameworks, including, but not limited to, the following:

- Children Act 2004
- Education Act 2002
- Education Act 2011
- Equality Act 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice 2015
- The Education (Independent School Standards) Regulations 2014
- DfE (2015) *Special educational needs and disability code of practice: 0 to 25 years*
- DfE (2025) *Keeping Children Safe in Education*
- DfE (2024) *Working together to improve school attendance*
- DfE (2014) *The National Curriculum in England*
- DfE (2021) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- DfE (2023) *Careers guidance and access for education and training providers*
- Gatsby Benchmarks for Good Career Guidance Next 10 Years (2025)
- Ofsted *School Inspection Handbook*
- Ofsted *Inspecting safeguarding in early years, education and skills settings*
- DfE (2023) *Alternative Provision Statutory Guidance*
- DfE (2023) *Suspension and Permanent Exclusion Guidance* (recommended because of SEMH/AP context)
- The Royal College of Psychiatrists Therapeutic Child Care Standards 2025 2<sup>nd</sup> Edition

### **14.1 School Policies**

**This policy operates in conjunction with the following school policies and procedures:**

- ASDAN Programmes and Qualifications Policy

- Examinations and Non-Examinations Assessment Policy
- Career Education Information Advice and Guidance Policy
- Careers Strategy
  
- Curriculum Policy
- Enrichment Policy
- EOTT Policy
- Equal Opportunities Policy
- Greeting, Eating and Break Activities Policy
- IEP Policy
- The Philosophy and Ethos Statement
- Provider Access Policy
- PSHE Policy
- RSE and Health Education Policy
- SEND Policy
- SMSC Policy
- Safeguarding and Child Protection Policy
- Student Behaviour Policy
- Student Suspensions (Fixed-term) and Exclusions Policy
- Attendance Policy
- Exams and Access Arrangements Policy

This policy is due to be reviewed in May 2027.