



Policy Name	CURRICULUM
Relevant To	Federation <input checked="" type="checkbox"/> Bidwell Brook Only <input type="checkbox"/> Ellen Tinkham Only <input type="checkbox"/>
Type of Policy	Model <input type="checkbox"/> School <input checked="" type="checkbox"/>
Name of Policy Holder	Kate Bromage, Katy Bradley, Monika Davis
Subject/Department	Teaching & Learning
Approved By	Full Governing Body <input type="checkbox"/> CBT Governors <input type="checkbox"/> T&L Governors <input checked="" type="checkbox"/> SLT <input type="checkbox"/>
Version Date (if applicable)	n/a
Date of Last Review	Summer Term 2025
Date of Next Review	Summer Term 2026

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.



The Learn to Live Federation vision is that:

**Everyone will be the best that they can be
Everyone has a voice
No one is excluded**

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This policy outlines the principles and commitments of the Learn to Live Federation in delivering a high-quality, inclusive curriculum that prepares all pupils for their next steps in education, employment, and life. Our curriculum is designed to ensure that **everyone will be the best that they can be, everyone has a voice, and no one is excluded.**

1. Curriculum Intent

The Learn to Live Federation is committed to providing a broad, balanced, and ambitious curriculum that:

- Promotes independence, resilience, and lifelong learning.
- Equips pupils with the knowledge, skills, and cultural capital needed to succeed in life.
- Prepares pupils for life in modern Britain while fostering spiritual, moral, social, and cultural development.
- Ensures every moment of the school day is a learning opportunity.

Our Core Principles

Everyone Will Be the Best That They Can Be

We will:

- Develop pupils' independent learning skills and resilience to prepare them for further education, training, employment, and life.
- Motivate and inspire pupils to develop a lifelong interest in learning.
- Empower pupils to acquire knowledge, understand concepts, and apply skills in meaningful contexts.
- Provide a broad and balanced curriculum that meets individual needs.
- Offer enrichment opportunities to support personal development and encourage pupils to achieve their personal best.
- Promote physical development and well-being.

Everyone Has a Voice

We will:

- Develop phonics, literacy, and functional skills while fostering a love of reading.
- Ensure pupils can express their views and aspirations, knowing their opinions are valued.

- Empower pupils to influence change through individual advocacy and active participation in School Council at local, regional, and national levels.
- Provide personalised communication systems so that all pupils are listened to, heard, and responded to.
- Create a total communication environment.

No One Is Excluded

We will:

- Guarantee equal access to learning for all pupils, with high expectations, ambition, and appropriate challenge and support.
- Embed personalised learning through a multi-disciplinary approach to meet EHCP outcomes.
- Provide opportunities for pupils to engage with and contribute to the local community.



Learn to Live Curriculum & Assessment

Phase	Early	Lower School		Upper School		6th Form
Key Stage	EYFS (Nursery & R)	KS1 (Yrs 1 & 2)	KS2 (Yrs 3 & 6)	KS3 (Yrs 7 & 8)	KS4 (Yrs 9 to 11)	KS5 (Yrs 12 to 14)
Key Stage Description	Exploring	Extending	Deepening	Broadening	Applying	Transferring
Curriculum Paths	Early Years Path Following the Early Years Curriculum	Engagement Path (A) Following the Engagement Curriculum				
		Subject-Specific Path (B) Following the Developmental Curriculum (including accreditation)				
		National Standardised Test		Accreditation		
Curriculum Threads	Preparation for Adulthood Agenda					
	Careers & Enterprise Programme					
	Curriculum Rolling Programme Themes					
	Communication Curricula					
	Life Skills Curricula					
	Core Learn to Live Values					
Assessment Tracking of pupil attainment & progress	Home School Agreement (Linked to EHCP Outcomes) & Earwig					
	Cognition & Learning			Education & Employment		
	Communication & Interaction			Independent Living		
	Social, Emotional & Wellbeing			Friends, Relationships & Communication		
	Sensory &/or Physical			Good Health		
	Earwig EYFS Profile (EYFSP) Reception Baseline Assessment (RBA)	Engagement Model (A) Developmental Curriculum Assessment (B) Phonics Assessment (B) Teacher Assessment Frameworks End of Key Stage 1 Phonics Screening Test End of Pre-Key Stage 1 & 2 Standards Accreditation Functional Skills Baseline & Progress (B) Qualification Achievement (B)				

2. Key Stage Descriptions

Early Years Foundation Stage – ‘Exploring’



The Early Years Foundation Stage (EYFS) curriculum provides a continuous, child-initiated provision that promotes play-based learning opportunities designed to fascinate, inspire, motivate, and engage children. This approach supports the development of strong relationships and enables staff to assess individual learning styles, preparing children for lifelong learning

The curriculum is underpinned by the Early Years Foundation Stage (EYFS) Framework which is divided into seven areas, three prime areas; Communication and Language, Personal, Social & Emotional Development, and Physical Development, and four specific areas; Maths, Literacy, Expressive Arts & Design, and Understanding the World. Planning is guided by pupils' interests and motivations, ensuring a theme-based approach that is relevant and engaging.

Through a multi-sensory, play-based approach, combined with adult-directed sessions, pupils are provided with opportunities to:

- Explore their environment
- Make independent choices
- Build confidence
- Prepare for the next stage of learning

Our practice is underpinned by a commitment to establishing strong, secure relationships, ensuring that children feel safe, valued, and ready to learn.

Key Stage 1 – “Expanding”



The Key Stage 1 curriculum builds upon the foundations established in the Early Years Foundation Stage (EYFS). It continues to use a continuous provision model while introducing more adult-directed learning to extend pupils' knowledge and skills. This approach prepares pupils for more formal subject-based learning as they become developmentally ready.

The curriculum incorporates short, structured teaching sessions in English and Mathematics, delivered in developmentally appropriate bursts to support readiness for formal learning. Learning opportunities are motivating and engaging, enabling pupils to freely explore while being guided by skilled adults who understand intended learning outcomes and individual next steps. Taught knowledge is applied in a range of play-based and real-life contexts, ensuring flexibility and depth of understanding.

PSHE is delivered through individual Home School Agreement targets, ensuring that personal, social, and emotional development remains highly personalised. Continuous provision

incorporates the other foundation subject areas, such as Science, Computing, Humanities, Creative Arts, and Physical Education, providing breadth and balance across the curriculum.

The curriculum promotes confidence, choice-making, and independence, preparing pupils for progression to the next stage of education. Pupils are supported to develop independence and self-help skills through robust and personalised Home School Agreement targets.

Key Stage 2 – “Deepening”



The Key Stage 2 curriculum builds on the foundations established in Key Stage 1, enabling pupils to consolidate prior learning and deepen their knowledge and understanding. This stage focuses on broadening skills, fostering independence, and preparing pupils for the transition to Key Stage 3.

Core Subjects (English, Mathematics, and PSHE) are taught through discrete sessions across the week, tailored to the needs and interests of each pupil. Foundation Subjects (History, Geography, Creative Arts, Science, Computing, Music, Religious Education (RE), and Physical Education (PE)) are delivered throughout the academic year via termly topics, ensuring breadth and balance.

Learning opportunities are designed to be engaging and stimulating, encouraging pupils to problem-solve, think critically, and expand their curiosity. A strong emphasis is placed on communication and self-expression, providing pupils with the tools and opportunities to find and use their own voice.

Pupils continue to develop confidence and independence, supported by strategies that promote resilience and self-directed learning.

Key Stage 3 – “Broadening”



The Key Stage 3 curriculum builds on the foundations established in Key Stage 2, supporting pupils to broaden their skills, deepen their knowledge, and develop independence, confidence, and self-esteem. This stage prepares pupils for the transition to Key Stage 4 and adulthood.

Core Subjects (English, Mathematics, and PSHE) remain central to the curriculum, ensuring pupils can apply their skills, knowledge, and experiences effectively in preparation for Key Stage 4. Learning is delivered through thematic approaches that promote character development, personal interests, and a broad range of skills and experiences.

In Key Stage 3, PSHE takes on an increased emphasis, covering:

- Relationships and Sex Education
- Health and Wellbeing
- Living in the Wider Community

Additional areas include:

- Online Safety
- Money Awareness
- Careers Education

These elements help pupils link learning to real-life contexts and prepare for future independence. Pupils are encouraged to make informed decisions, think critically, and problem-solve. Opportunities are provided to develop confidence and independence, alongside tools and strategies that enable pupils to find and use their own voice

Key Stage 4 – “Applying”



The Key Stage 4 curriculum provides a functional, personalised, and enriching learning experience that enables pupils to apply the skills and knowledge acquired throughout their school journey. The focus is on preparing pupils for their best possible future through education, employment, independent living, and active participation in the community.

From Year 9 onwards, Home School Agreement targets are aligned with the four areas of the Preparing for Adulthood Agenda:

- Education and Employment
- Independent Living
- Community Inclusion
- Good Health

The core curriculum is delivered through practical, real-life experiences, ensuring pupils apply previously acquired skills and knowledge in meaningful contexts. Pupils are encouraged to develop decision-making skills, including risk assessment based on prior knowledge, personal experience, and individual preference, while recognising the impact of decisions on themselves and others.

Qualifications and Progression

- When ready, pupils on the Subject-Specific Pathway access nationally recognised Functional Skills qualifications in English, Mathematics, and ICT.
- Alongside FutureSmart Careers, CSW, and the Transition Coordinator, pupils receive guidance and support to make informed choices about their post-16 destinations and pathways.

Enrichment Opportunities

- Pupils have the opportunity to participate in the **Jubilee Challenge**, promoting resilience, teamwork, and personal achievement.

Key Stage 5 – “Transferring”



The Key Stage 5 curriculum focuses on enabling students to transfer the skills and knowledge they have acquired into real-life contexts as they prepare for aspirational next steps in education, employment, training, and independent living. Personalisation remains central to our approach, ensuring that each student follows an individualised learning programme that supports successful transition.

The curriculum prioritises personal development, recognising the importance of building confidence, self-esteem, resilience, critical thinking, communication, and problem-solving skills. Learning experiences are age-appropriate, purposeful, and meaningful, with a strong emphasis on applying skills in real-life and work-related situations.

Community and Independence

- Students have regular opportunities to access the community, developing:
 - Travel training skills
 - Road safety awareness
 - Ability to access services
- Independence is promoted wherever possible, with students supported to learn new skills that can be transferred to wider contexts and settings.

Work-Related Learning

- There is a strong focus on work-related learning, with many students working towards potential employment opportunities as a future outcome.
- Pupils on Pathways 2 and 3 work towards accreditation in:
 - BTEC Entry Level Pre-Vocational Skills or Vocational Skills
 - Functional Skills in English, Mathematics, and ICT

Enrichment Opportunities

- All pupils have the opportunity to participate in:
 - The Jubilee Challenge
- At ETC, students participate in The Duke of Edinburgh Award. At BB, enrolment onto this Award will be offered to students in the next academic year.

3. CURRICULUM PATHS

Our curriculum is underpinned by:

- Preparation for Adulthood Agenda
- Careers & Enterprise Programme
- Communication Curricular
- BTEC Pre Vocational study

All pupils work towards Home School Agreement targets, derived from their EHCP outcomes, ensuring personalised progress.

Curriculum Pathways

Early Years Path

On joining the school in reception, all students are placed on the Early Years path.

- Follows the Early Years Foundation Stage (EYFS) statutory framework, using the Differentiated Early Years Outcomes (DEYO) as an assessment framework.
- Developmental and diagnostic in nature, determining starting points for Key Stage 1.
- Allows flexibility for pupils to move between pathways as appropriate.

Pupils in Early Years follow the Early Years Curriculum which is underpinned by Early Years Foundation Stage (EYFS) statutory framework. This is a developmental curriculum and plays a diagnostic role in determining the starting pathways from Key Stage 1, whilst recognising that pupils may move between these.

From Key Stage 1 onwards, we provide two main pathways – Engagement and Subject-specific - recognising that pupils learn in different ways and at different rates:

Engagement Path

The Engagement Path Curriculum is designed to meet the highly individual learning needs of pupils who are not yet ready to access subject-specific learning. This typically includes learners with complex needs and profound and multiple learning disabilities (PMLD). The Engagement Path ensures a flexible, responsive, highly personalised and holistic approach to education for these pupils.

The curriculum is designed in alignment with the five areas of need as defined in the Special Educational Needs and Disabilities (SEND) Code of Practice:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and Sensory
5. Independence and Self-Help

The pathway focuses on communication, social interaction, emotional regulation, and cognitive development and emphasises sensory and multi-sensory experiences, movement, and play as essential components of development. The curriculum is personalised for each learner, recognising that progress is unique and non-linear. Learning is delivered through holistic experiences that integrate communication, social, emotional, physical, and cognitive development. Individualised therapy programmes may be integrated where appropriate. Themes provide a context for learning, offering breadth of experience and opportunities for personalised engagement.

Assessment focuses on engagement and progress within personalised learning opportunities.

Pathway Structure

- Learners may progress across Violet, Green, or Orange bands. Some learners may present a spiky profile and be assessed across multiple-coloured bands.
- Orange band indicates readiness for transition to Subject-Specific Path.
- Learners may remain on Engagement Path, progress to Subject-Specific Path, or access a blended approach.

Planning and Target Setting

- The planning cycle begins with the outcomes identified within the Education, Health and Care Plan (EHCP). These outcomes are reviewed and updated annually as part of the Annual Review process. From these outcomes, medium-term targets are agreed, and small steps toward achieving these outcomes are identified. These short steps are referred to as Home School Agreement Targets.
- Each Engagement Path learner will have targets, where appropriate, under the five areas of need from the SEND Code of Practice until the end of Key Stage 3.

Key Stage 4 and Preparation for Adulthood

From Key Stage 4, Engagement Path learners have targets set under the Preparation for Adulthood Agenda headings:

- Education and Employment (Cognition and Learning)
- Independent Living (Independence and Self-Help)
- Community Inclusion (Communication and Interaction)
- Health (Physical and/or Sensory)
- Social, Emotional and Mental Health

Assessment

The Learn to Live Federation has developed bespoke assessment frameworks for all Engagement Path subject areas and **Earwig** is used as the primary platform to record and measure progress against these frameworks.

Attainment is measured at defined points across the academic year to ensure accurate tracking of progress. Teachers baseline learners in September and then assess the achievement of targets at **half termly intervals during the academic year**. At each assessment point, targets are evaluated using the following descriptors:

- **Emerging**
- **Developing**
- **Secure**

Engagement Path learners are baselined and assessed in the following developmental areas:

- Cognition and Learning
- Communication

- PSHE
- Physical and Sensory development (fine motor, gross motor, sensory)
- Phonics
- Independence and self-help

Engagement Path curriculum					
Curriculum vision and mission	Everyone will be the best that they can be Everyone has a voice No one is excluded				
Curriculum Intent	Learning to Live				
Areas of need	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	
Implementation	Overarching themes that have significance for individuals provide relevant learning contexts for pupils to achieve their personalised home school agreement targets across 5 core subject areas:				
Curriculum Areas	Communication	Cognition and Learning	PSHE	Sensory and Physical Development	Independence and self help
Assessment	Engagement Model Evidence is captured on Evidence for Learning, tagged under the 5 areas of engagement.				
	Exploration	Realisation	Anticipation	Persistence	Initiation
Impact	Everyone will be the best that they can be	Everyone has a voice		No one is excluded	

Subject-Specific Path

The Subject-Specific Path lays the foundation for subject-based learning for pupils who are able to engage with subject-specific learning. This pathway prioritises Maths, English, and PSHE as the core subjects. Alongside these, pupils access a broad and balanced range of foundation subjects, including Science, Computing, Humanities, Creative Arts, and Physical Education, ensuring a rich and varied learning experience.

Pupils engage in a broad range of subjects, enriched by Key Stage descriptors and termly curriculum themes. We have developed our own Developmental Curriculum, which enables pupils to learn across different subjects and demonstrate progress over time. This approach helps pupils build a wide range of skills, knowledge, and experiences, supporting them to identify personal interests and strengths that shape future aspirations.

The subject-specific assessment frameworks are aligned with the Pre-Key Stage Standards, supporting progression toward nationally recognised expectations. In Key Stage 4, pupils working towards and above Entry Level 1 have access to nationally recognised qualifications in Functional Skills English, Maths, and ICT, providing practical and accredited outcomes that support preparation for adulthood.

The curriculum continues to reflect the five areas of need outlined in the Special Educational Needs and Disabilities (SEND) Code of Practice:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health

4. Physical and Sensory
5. Independence and Self-Help

Targets and planning incorporate these areas to ensure a holistic approach alongside subject-specific learning.

Pathway Structure

- Learners typically progress through the coloured bands (yellow, pink, purple, blue, turquoise, white), building on prior learning and readiness indicators from earlier stages.
- Assessment frameworks are based on Pre-Key Stage Standards, ensuring clear progression routes.
- Some learners may present a spiky profile and require a blended approach, accessing elements of both Subject-Specific and Engagement Pathways.

Planning and Target Setting

- Planning begins with outcomes identified in the Education, Health and Care Plan (EHCP), reviewed annually.
- Medium-term targets are agreed and broken down into small, achievable steps.
- Targets reflect both subject-specific priorities and individual needs under the SEND areas.

Key Stage 4 and Preparation for Adulthood

From Key Stage 4, learners on the Subject-Specific Path may:

- Work towards Functional Skills qualifications in English and Maths.
- Continue to develop PSHE skills aligned with the Preparation for Adulthood Agenda, including:
 - Education and Employment
 - Independent Living
 - Community Inclusion
 - Health
 - Social, Emotional and Mental Health

Assessment

Assessment focuses on progress within subject-specific frameworks, aligned to Pre-Key Stage Standards, while continuing to recognise individualised targets and holistic development.

Attainment is measured at defined points across the academic year to ensure accurate tracking of progress. Teachers baseline learners in September and then assess the achievement of targets at **half termly intervals during the academic year**. At each assessment point, targets are evaluated using the following descriptors:

- **Emerging**
- **Developing**
- **Secure**

Where appropriate, learners may also take part in statutory assessments, such as the Phonics Screening Check or other national tests, if these are suitable for their stage of learning and individual needs.

Sixth Form Pathways

There are three curriculum Pathways in our Sixth Form:

- Pathway 1 = Engagement
- Pathway 2 = Reaching for Independence
- Pathway 3 = Pre-Vocational

The Pathways are outcome driven and are a clear way of determining the next steps, aspirations and accreditations our students are planning to achieve in the Post 16 Provision.

At BB, initial meetings and Parents Evenings are used as a starting point, along with student data and conversations with previous teachers. BB is planning to introduce a Personalised Outcome Plan for the next cohort of students. At ETC, the Sixth Form Personalised Outcome Plan is used as a starting point, where Pathways and outcomes are identified and agreed with students and their families.

SIXTH FORM CURRICULUM PATHWAYS “Transferring”

Preparing for Adulthood - KS5 “Transferring”

At Post 16, pupils build directly on the knowledge, skills and understanding developed at KS4. Outcomes from end of Key Stage 4 assessments, alongside EHCP outcomes and multi-agency input, are used to inform individual Post 16 pathways. This ensures that each learner’s programme is appropriately ambitious, personalised, and aligned with their long-term Preparation for Adulthood (PFA) goals.

Intent		
The intent of our Key Stage 5 curriculum is to prepare all learners for a successful transition into adulthood by delivering a personalised, ambitious, and outcomes-driven programme rooted in Preparation for Adulthood (PFA). We aim to build on the knowledge, skills, and independence developed at Key Stage 4, ensuring that every learner continues to make meaningful progress from their individual starting points. Through meaningful real-life experiences and, where appropriate, accreditation, we aim to equip pupils with the skills, confidence, and independence needed for their next steps into further education, employment, or community participation.		
Implementation		
Building on Key Stage 4, pupils follow one of three pathways—Engagement, Skills for Life, or Pre-Vocational—ensuring learning is appropriately matched to their needs and aspirations. PFA is broken down into 10 key areas, which inform both curriculum delivery and assessment, ensuring a comprehensive and structured approach to developing independence and life skills.		
Pathway 1 Engagement	Pathway 2 Skills for Life	Pathway 3 Pre-Vocational
Highly personalised, sensory-rich learning driven by EHCP outcomes.	Semi-formal subject-specific learning framed by PFA outcomes.	Formal subject-specific learning and accreditation route framed by PFA outcomes.
<p><i>We recognise that many of our pupils, regardless of pathway, present with spiky profiles in relation to their learning needs. These individual differences inform the Home School Agreement Targets and timetables that underpin each learner’s provision.</i></p> <p><i>Interventions are shaped through multi-agency collaboration, including recommendations from Speech and Language Therapy (S&LT), physiotherapy, and sensory integration services. These programmes are integrated into the school day and delivered through a combination of timetabled sessions, in-class support, and personalised learning opportunities, ensuring a cohesive and holistic approach.</i></p>		

Continuum of learning and accreditation		
Focus A continuous focus on developing Communication and Interaction, Cognition and Exploration, PSHE (including sensory and physical development), and Independence and Self-Help skills. This is delivered through a personalised, experiential curriculum on a two-year rolling programme, rooted in Preparation for Adulthood outcomes.	Focus A structured curriculum with an increased focus on developing independence, functional literacy and numeracy, life and early employability skills. Learning is framed through Preparation for Adulthood outcomes and delivered through a two-year rolling programme that blends subject-specific learning with real-life application.	Focus A focused pre-vocational curriculum emphasising accredited learning, functional skills, and employability. Pupils engage in supported work experience and structured Preparation for Adulthood programmes, enabling progression towards further education, supported internships, or employment through a two-year rolling programme.
<i>All pupils, regardless of pathway, work towards their EHCP outcomes, which are translated into personalised learning targets and Preparation for Adulthood outcomes that are woven throughout their Post 16 provision.</i>		
Learner Profile Experiential or sensory learners requiring highly individualised approaches. The Engagement Path Curriculum has been developed for our learners who are assessed as not yet being ready for typical subject specific learning. This is typically for those that have complex and profound and multiple learning disabilities (PMLD) currently working at the engagement level, below that of the pre-key stage standards.	Learner Profile Learners typically follow a semi-formal pathway, combining subject-specific learning with a strong focus on functional and life skills. Many will have previously accessed subject-specific learning at KS4 and continue to develop these skills through a Preparation for Adulthood framework, rather than a traditional National Curriculum model.	Learner Profile Subject specific learners aiming for external accreditation in BTEC and Functional Skills and meaningful post-19 progression.
<p>Curriculum overview Students on the Engagement Path follow the same overarching thematic framework as other pathways, providing a shared context for learning and ensuring breadth of experience. These themes are delivered through Preparation for Adulthood areas and adapted to meet highly individualised needs.</p> <p>Learning is entirely personalised, with the learner at the centre of the process. Planning begins with EHCP outcomes, which are broken down into medium-term targets and then into small, measurable steps. These are recorded as Home-School Agreement (HSA) targets and reviewed regularly.</p> <p>Targets are aligned to the four PfA areas:</p> <ul style="list-style-type: none"> • Education and Employment (Cognition and Learning) • Independent Living (Independence and Self-Help) • Community Inclusion (Communication and Interaction) • Health (Physical, Sensory, Social, Emotional and Mental Health) 	<p>Curriculum overview The curriculum develops independence, functional literacy and numeracy, and employability skills through a structured Preparation for Adulthood programme. Learning is semi-formal, combining subject-specific teaching with practical, real-life experiences.</p> <p>Learners continue to develop reading skills for both purpose and enjoyment, alongside applied maths and communication skills.</p> <p>Functional Skills qualifications are offered where appropriate, ensuring that accreditation is meaningful, personalised, and supports progression.</p>	<p>Curriculum overview The Pre-Vocational curriculum offers structured, accredited vocational learning combined with Functional Skills and real work experience. Students develop the personal, social, and employability skills required for further education, supported internships, or employment. The curriculum includes a structured PFA programme, supporting the attainment of BTEC Pre-Vocational Units.</p> <p>Functional Skills: English and Maths at appropriate levels</p> <p>Work Experience: on-site and community placements with employer feedback</p> <p>Life & Employment Skills: time management, communication, teamwork, problem-solving</p> <p>Transition Preparation: college visits, application support, interviews, and career planning</p> <p>This pathway focuses on preparing learners for life beyond school through real-world practice, increasing independence, and meaningful accreditation.</p>
<p>Enrichment Opportunities</p> <p>Enrichment opportunities have a measurable impact on pupils' personal development, independence, and readiness for adulthood. Engagement in enrichment supports the development of key Preparation for Adulthood (PfA) outcomes, particularly in relation to community inclusion, independence, and employability skills. Examples of enrichment opportunities are as follows:</p> <p style="text-align: center;">Enterprise projects Jubilee Challenge Student Council Community Inclusion Opportunities</p>		

Assessment Assessment is ongoing and highly personalised. Progress is recorded on Earwig using the Learn to Live Federation Engagement Pathway Assessment Framework, covering: Communication and Interaction Cognition and Exploration PSHE: Sensory and Physical Development Independence and Self-Help Home-School Agreement (HSA) targets are broken down into small, achievable steps and tracked through regular evidence uploads on Earwig. Learners also take part in accessible self-assessment and review activities, using communication methods suited to their individual needs	Assessment Assessment includes both accredited and non-accredited routes. Learners complete BTEC Life & Employment Skills units at the appropriate level (Subsidiary Award – 1 unit; Award – 2 units; Certificate – 4 units; Extended Certificate – 10 units). Preparation for Adulthood (PFA) outcomes are mapped within medium-term plans and reviewed termly. Evidence of progress is collected through Earwig/HSA systems. Students also participate in structured self-assessment and review activities, supporting their understanding of their strengths and next steps.	Assessment BTEC portfolios and Functional Skills accreditation - Work Experience booklet and employer feedback - PFA progress tracking - Student self-assessment and reviews. Assessment is centred around vocational accreditation and preparation for post ETC destinations. Learners build BTEC portfolios, complete Functional Skills assessments, and gather evidence from on-site and community work experience. Employer feedback and work experience booklets contribute to each student's overall assessment profile. Preparation for Adulthood (PFA) outcomes are tracked throughout the curriculum, and students take part in regular self-assessment and review opportunities to reflect on their progress, skills, and readiness for their next step
Accreditation opportunities BTEC Subsidiary Award (1 unit in Pre-vocational skills) BTEC Award (2 units in Pre-vocational skills) BTEC Certificate (4 units in Pre-Vocational Skills)	Accreditation opportunities BTEC Subsidiary Award (1 unit in Pre-vocational skills) BTEC Award (2 units in Pre-vocational skills) BTEC Certificate (4 units in Pre-Vocational Skills)	Accreditation opportunities BTEC Extended Certificate in Pre-Vocational Skills (completion of 10 units) Functional Skills Awards in English and Maths up to Entry Level 2
Transition Route Community inclusion Transition visits to external provisions	Transition Route Internal work experience Vocational profile IAG for transition Travel training Work place visits Talks from local employers Transition visits to external provisions	Transition Route External vocational work experience Vocational Profile IAG for transition Travel training Work place visits Talks from local employers Transition visits to external provisions
Outcomes Increased participation Community inclusion Improved communication Progress toward EHCP outcomes Readiness for next steps	Outcomes Increased independence Ability to travel with support Completion of BTEC units Readiness for next steps	Outcomes Increased independence Ability to travel with support Completion of BTEC Extended Certificate in Pre-Vocational Skills Functional Skills Qualification Readiness for next steps
Intended Destinations Supported living, social care, adult day provision, or community participation programmes.	Intended Destinations FE pre-vocational courses, supported learning programmes, or employment preparation.	Intended Destinations Further Education, supported internships, or paid employment.

Monitoring and Review

- Pathway allocation is reviewed regularly through assessment and monitoring.
- Annual EHCP review informs curriculum planning.
- Policy reviewed annually by the Senior Leadership Team.

We are aspirational for all of our pupils and regularly monitor and review the pathways our pupils are on to ensure that they make maximum progress to be the best that they can be.

4. CURRICULUM THREADS

Our curriculum threads cover and underpin all of our curriculum paths.



Preparation for Adulthood agenda

We thread the Preparation for Adulthood objectives into our curriculum offer. The aim is for all of our pupils to develop skills which will prepare pupils for their next stage of their lives; so that they become increasingly independent, are able to find their place in the wider community and be prepared for

adulthood when they leave the Learn to Live Federation. PfA begins in the early years and continues throughout pupils' school journey. PfA underpins curriculum policies and planning. We have developed an overview to reference coverage.

Careers and Enterprise Programme

Our Careers & Enterprise Programme has been developed in line with the Gatsby Benchmarks to ensure that pupils, parents, and carers are informed, supported, and prepared for aspirational next steps into adulthood and the world of work.

Core Aims

- All pupils, parents/carers, and staff have access to up-to-date careers information, advice, and guidance.
- All pupils experience an engaging, meaningful, and developmental careers programme.
- All pupils successfully transition to a variety of sustained, positive destinations.

The Learn to Live Federation plays a vital role in preparing pupils for their next stage of education, training, or employment. Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of every pupil's entitlement and learning journey, supporting personal growth and character development.

Through a planned Careers & Enterprise Programme, we provide activities and experiences that enable pupils to make informed decisions and achieve successful transitions in life and work. We support pupils in preparing for their preferred pathway—whether that is further education, employment, training, or independent living.

Our approach is person-centred, using the EHCP Annual Review process to work collaboratively with pupils, families, and professionals. This ensures clear, ambitious targets are set to prepare pupils for their next steps.

Communication Curricula

We are committed to ensuring that *everyone has a voice*, and this principle is embedded throughout our curriculum. Our communication curriculum is designed to give every learner the opportunity to communicate at a developmentally appropriate level. It follows a typical language acquisition pathway, broken down into progressive, meaningful steps across four key areas:

- Attention and Listening
- Understanding
- Expression
- Social Use of Communication

This structured approach, combined with teachers' expertise, enables us to track progress accurately and identify next steps on each learner's communication journey.

We recognise that many of our learner’s experience communication difficulties and that speech may not be their primary mode of communication. To address this, we adopt a Total Communication approach, which incorporates a wide range of strategies. As part of this approach, we have developed an AAC (Augmentative and Alternative Communication) Pathway that links directly to the communication curriculum. This pathway provides developmentally appropriate and progressive AAC strategies at each stage, ensuring all learners can make progress using the most effective communication methods for them.

Life Skills Curricula

We pay particular attention to our pupils’ development of key life skills which are tracked from the earliest of years. The Federation’s aim is for pupils (where possible) to look after themselves and live as safely and as independently as possible in their community, reaching their full potential and making a positive and meaningful contribution to society.

The Learn to Live Federation has developed its own Life Skills Curricular which include areas such as:

<ul style="list-style-type: none"> • Dealing with problems in daily life/critical thinking • Self-awareness • Environmental awareness • Healthy Living • Leisure • Relationships and Sex Education • Understanding rights and responsibilities 	<ul style="list-style-type: none"> • Public Transport • Independent Travel Training • Road safety • Accessing the community and other services • Meal preparation and planning • Cleaning and laundry • Healthy eating • House maintenance 	<ul style="list-style-type: none"> • Managing Money • Personal Hygiene • Personal safety • Social Skills • Self-advocacy and making choices • Hobbies
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Core Learn to Live Federation Values

The Learn to Live Federation promotes and threads fundamental British Values through our Core Learn to live Values and broad and balanced curriculum to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Curriculum Rolling Programme of Themes

		AUTUMN		SPRING		SUMMER	
		1	2	1	2	1	2
Key Stage 1	Year 1	What can stories teach us?	What can stories teach us?	Who can help me?	Who can help me?	Where do different animals live?	Where do different animals live?
	Year 2	Where do I live?	Where do I live?	What has wheels?	What has wheels?	What can I find at the seaside?	What can I find at the seaside?
Key Stage 2	Year 3	What are rules and why do we have them?	Who am I?	Who built...?	Why are minibeasts important?	How do we take care of animals?	What grows?
	Year 4	What does my body do?	What do we celebrate?	What is a home made of?	How do I call the emergency services?	Where does water come from?	How do people travel?
	Year 5	Who lives in the rainforest?	What is a family?	What is above me?	What is under my feet?	How can things be recycled?	What happens on a farm?
	Year 6	How does the coastline change?	What different faiths and beliefs to people have?	What does it mean to be healthy?	What is it like to live in a different country?	What is in my local community?	Where does our food come from?
Key Stage 3	Year 7	What was it like to live 100 years ago?	Why do we celebrate?	What do I do in an emergency situation?	How can I take care of my environment?	Why do we have Zoos?	How do we care for plants?
	Year 8	Who is in charge?	Why does it rain?	How can I help to take care of my home?	What happens inside my body?	What different foods are there?	Where do people go on holiday?
Key Stage 4	Year 9	How have our ancestors impacted our life today?	How do you make money?	What would I like to happen in my future?	How is the climate changing?	Who looks after animals?	How can I get involved in my local community?
	Year 10	What are our rights and responsibilities?	How does a household run?	How can I care for others (Inc. first aid)?	How can I keep safe?	How do I plan a journey?	How do you buy and sell food?
	Year 11	How do we show respect?	How can I take care of myself?	How is climate change affecting my life?	What is good customer service?	What is the tourism industry?	How can plants be used?

Our Curriculum Rolling Programme provides a broad and balanced range of stimulating themes that build progressively over time. These themes are designed to help pupils acquire the skills and knowledge they need to prepare for their future. Each overarching theme offers a relevant learning context, enabling pupils to make connections and generalise their learning across different areas.

The curriculum ensures continuity, challenge, and progression throughout all key stages, following a spiral approach where concepts are revisited and deepened over time. To enrich learning, key texts and educational visits are carefully linked to each theme, providing meaningful experiences that enhance engagement and understanding.

5. Qualifications

Qualifications are overseen by our Deputy Headteachers for Curriculum and Assessment. They ensure there is a clear annual timeline in place to ensure successful completion of nationally recognised qualifications.

Functional Skills

Functional Skills is part of our Subject-Specific Path in the Upper School and Vocational Pathway in the 6th Form. When students are assessed as working at Entry Level 1+ in English, Maths and/or ICT in Key Stage 4 & 5, pupils begin to access these nationally recognised qualifications.



BTEC Entry Level 1 & 2 Pre-Vocational Skills

In Key Stage 5, pupils on Pathways 2 and 3 work towards a pre-vocational qualification to continue to develop and transfer these skills and knowledge in preparation for life after school. The qualification is mapped over two years. In total, pupils can complete a minimum of 10 units to gain the full Extended Certificate. The qualification allows flexible and accessibility, with students being able to choose to work towards all 20 units. There are no mandatory units.



	Unit Mapping
	Pre-Vocational Study
Year 1	Unit 1, 6, 16, 4, 3, 7, 11, 20
Year 2	Unit 2, 6, 16, 15, 9, 5

Title	Size and Structure
Subsidiary Award	30 GLH One Unit
Award	60 GLH Two Units
Certificate	120 GLH Four Units
Extended Certificate	300 GLH Ten Units

Qualification Unit Details

Pre-Vocational Study		
	Entry Level 1	Entry Level 2
1	Engaging in New Situations	Adapting to New Situations
2	Following Given Instructions	Following Instructions to Carry Out a Task
3	Handing Own Money	Handling Money Transactions
4	Preparing a Meal for Yourself	Preparing a Meal for Others
5	Going on a Prepared Visit	Participating in a Visit
6	Engaging in Personal Health and Wellbeing	Understanding Personal Health & Wellbeing
7	Helping with an Event	Contribute to Running an Event
8	Contributing to a Customer Service	Providing Customer Service
9	Developing Digital Communication Skills	Using Digital Skills
10	Participating in a Performance	Contributing to a Performance
11	Communicating with Others	Communicating with Others
12	Participating in a Sports Activity	Contributing to a Team Sport Activity
13	Producing a Product	Create a Product
14	Taking Part in a Creative Activity	Being Creative
15	Exploring an Enterprise Activity	Contributing to an Enterprise Activity
16	Exploring Future Options in the Local Community	Planning for the Future
17	Engaging in a Team Activity	Being Part of the Team
18	Working Towards a Given Target	Working Towards an Agreed Target
19	Producing a Basic Document	Create a Document
20	Navigating from One Place to Another	Using Public Transport

6. ASSESSMENT

We have high aspirations for every pupil and recognise that robust assessment is essential for raising educational standards. Our formative assessment practices are designed to support teaching and learning while encouraging creativity and innovation in the classroom. Formative assessment is a key element of the Plan, Do, Review cycle, helping teachers to adapt and personalise learning.

While statutory assessments provide important information about attainment and progress at key points, they represent only part of the wider assessment picture. Teachers continually assess pupils' progress using their starting points and take into account the different ways pupils learn. Progress and attainment are celebrated and shared with parents and carers regularly.

For pupils whose learning difficulties mean they do not engage in subject-based learning, we use the Engagement Model. This model focuses on the development of foundational concepts and skills that are essential for progression towards subject-specific learning

Assessment	Method	Which Curriculum Path/ Key Stage	Frequency
Home:School Agreement Targets	Earwig	All	At least termly (and when required)
Engagement Model	Earwig	Those on the Engagement Path	Ongoing
Developmental Curriculum Assessment	Tracker (Evidence on Earwig)	Those on the Subject-Specific Path Those on Reaching for Independence and Vocational Pathway on entry to 6 th Form	At least termly (and when required)
Early Learning Goals	Earwig	Those on the Early Years Path	At least termly (and when required)
Preparing for Adulthood Curriculum	PFA Assessment Tool	KS5: Engagement, Reaching for Independence and Vocational Pathway	At least Termly and when required
Functional Skills Assessments	Earwig Accreditation Functional Skills Assessment	Those on the Subject-Specific Path and Vocational Path accessing FS in KS4 &5.	Termly
Qualification Progress	Moderation BTEC Internal and External Verifier assessment	Those on the Vocational Pathway in KS5.	Annually
Life Skills Curricula	Tracker Earwig	All	Annually
Phonic Assessment	Learn to Live Phonic Assessment (Letters and Sounds)	Those on the Subject-Specific Path	Baseline October Update March and July.
Statutory Assessments			
EYFS Profile	Earwig	Early Years	June in Reception Year
End of Key Stage 1 Phonics Screen Checks	Government materials	Subject Specific	June in Year 1
End of Pre-Key Stage 1 & 2 Standards	Earwig	Subject Specific (Key Stage 1 & 2)	June in Year 2 and 6

Legislation and Guidance

Our Learn to Live Curriculum has been developed using guidance from the National Curriculum, the Early Years Foundation Stage (EYFS) statutory framework, the Preparation for Adulthood agenda, and the Autism Education Trust Framework. This ensures that pupils receive a meaningful, broad, and balanced curriculum tailored to meet their individual needs.

The curriculum also reflects statutory requirements for inclusion and equality, as outlined in the Special Educational Needs and Disability (SEND) Code of Practice 2014 and the Equality Act 2010. In addition, it

aligns with curriculum-related expectations for governing boards set out in the Department for Education's Governance Handbook.

7. Inclusion

Teachers set high expectations for all pupils and use appropriate assessment to establish ambitious targets and plan challenging, engaging lessons. Every lesson is designed to ensure pupils make progress along their personalised curriculum pathway, removing barriers so that all pupils can achieve their potential.

Teachers also consider the needs of pupils whose first language is not English. Lessons include opportunities to develop English language skills while supporting pupils to access and engage fully with the curriculum.

Further details can be found in our Statement of Equality Information and Objectives and our SEND Report.

8. Safeguarding

Safeguarding is everyone's responsibility. *Keeping Children Safe in Education* highlights the strong link between safeguarding and the curriculum, and we place great importance on creating opportunities within the taught curriculum for pupils to learn about keeping themselves safe.

We have developed an open and safe learning culture where pupils feel confident to express their views, seek help, and support others. At each key stage, pupils are guided to make positive choices using the Communication & Decision-Making Hierarchy.

Our curriculum explicitly addresses safeguarding topics, including:

- Online safety
- Peer-on-peer sexual abuse
- Consent
- Grooming
- Child criminal and sexual exploitation

These topics are taught through a broad and balanced curriculum, primarily within Personal, Social, Health Education (PSHE) and Relationships & Sex Education (RSE). The governing body has reviewed and approved how safeguarding education is delivered.

The Learn to Live Federation curriculum provides pupils with opportunities to experience diversity, acquire knowledge and skills that impact personal development, behaviour, and welfare, and equips them with the tools needed for personal safeguarding. Our PSHE curriculum covers all areas of safeguarding across its strands. Sensitive topics are taught at an age-appropriate level and, where

necessary, in small groups or 1:1 sessions to meet urgent individual needs. Content is differentiated according to each pupil's learning pathway.

We encourage every learner to have a voice. Each class team includes a Diversity, Communication, and Advocacy Champion, a role created to signpost pupils to trusted adults who can provide support and guidance.