



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
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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**

Through our curriculum:

EVERYONE WILL BE THE BEST THAT THEY CAN BE

We will:

- Develop all pupils' independent learning skills and resilience, to equip them for their next steps in further education, training, employment and/or life;
- Ensure all pupils are motivated and inspired to develop a lifelong interest in learning;
- Empower pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations through providing a broad and balanced curriculum for all pupils;
- Ensure that every opportunity created or encountered all day, every day, is a learning opportunity;
- Equip pupils with the knowledge and cultural capital they need to succeed in life and support pupils to become fully prepared for life in modern Britain whilst developing their spiritual, moral, social and cultural character development;
- Ensure that all pupils have access to a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best;
- Support pupils' physical development.

EVERYONE HAS A VOICE

We will:

- Develop pupils' phonics, literacy and functional skills whilst fostering a love for reading;
- Ensure that all pupils are given the opportunity to express their views and aspirations and know that their views and opinions are important and valued;
- Influence and empower change individually or through an active School Council at a school, local, regional and national level;
- Ensure all pupils are taught in a way that enhances personalised communication systems meaning that all pupils are listened to, heard and responded to, with their views advocated by all;
- Provide a total communication learning environment.

NO ONE IS EXCLUDED

We will:

- Ensure equal access to learning for all pupils, with high expectations and ambition and appropriate levels of challenge and support;
- Utilise a multi-disciplinary approach to ensure personalised learning is embedded to meet EHCP outcomes;
- Provide opportunities for pupils to engage with the local community.



Learning to Live Curriculum & Assessment

Phase	Early	Lower School		Upper School		6th Form
Key Stage	EYFS (Nursery & R)	KS1 (Yrs 1 & 2)	KS2 (Yrs 3 to 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	Engagement Path (A) Following the Engagement Curriculum				
	Following the Early Years Curriculum	Subject-Specific Path (B) Following the Developmental Curriculum (including 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) Evidence for Learning				
Cognition & Learning			Education & Employment			
Communication & Interaction			Independent Living			
Social, Emotional & Wellbeing			Friends, Relationships & Com-			
Sensory &/or Physical			Good Health			
Evidence for Learning: Early Learning Goals 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 BKSB Functional Skills Baseline & Progress (B) Qualification achievement (B)					

KEY STAGE DESCRIPTIONS



Early Years Foundation Stage – ‘Exploring’

The Early Years Curriculum is a continuous child-initiated provision, providing play-based learning opportunities aimed to fascinate, inspire, motivate and engage children. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare 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. We use pupil interests and motivations to guide theme-based planning.

Through a multi-sensory play-based approach, alongside adult directed sessions, our pupils have opportunities to explore their environment, learn to make choices for themselves and grow in confidence and prepared for their next stage. Underpinning our practice is a commitment to establishing strong relationships, so that our children are ready to learn, secure in the attachments that they have established.



Key Stage 1 – “Expanding”

The curriculum at Key Stage 1 builds on the EYFS Framework, still using the continuous provision model, but extending this with more adult-directed learning introducing specific and essential knowledge in preparation for more formalised subject-based learning. We also deliver short bursts of structured teaching and learning in English and Maths, as pupils become developmentally ready.

We support our pupils to develop their independence and self-help skills, which is developed through a robust and personalised communication plan. Pupils freely explore a range of motivating and engaging learning opportunities that are skilfully facilitated by adults who are aware of intended learning outcomes and individual next steps. Taught knowledge is applied in a range of play-based and real-life contexts to ensure flexibility and depth of understanding.



Key Stage 2 – “Deepening”

Through exciting learning opportunities, the pupils consolidate what they have already learnt in Key Stage 1 and deepen their knowledge to date. In Key Stage 2, the core subjects are Maths, English and PSHE. They are taught across the week through discrete sessions, taking into consideration the needs and interests of each pupil.

Foundation subjects of History, Geography, Creative Arts, Science, Computing, Music, Religious Education (RE) and Physical Education (PE) are covered throughout the academic year and delivered through termly topics.

The learning opportunities provided in Key Stage 2, support pupils to learn to problem solve and think critically whilst expanding interests and curiosity in preparation for Key Stage 3. In Key Stage 2, the pupils continue developing confidence and independence. They are offered a variety of tools to be able to find and use their own voice.



Key Stage 3 – “Broadening”

In Key Stage 3, we continue with the subjects taught in Key Stage 2 and support students to broaden their skills and knowledge, to make their own decisions and build their self-confidence and self-esteem.

The core curriculum subjects are Maths, English and PSHE which help to prepare students to use and apply their skills, knowledge and experiences in Key Stage 4. Through termly themes, students develop their character, interests, skills, knowledge and experiences. There is an increased focus on PSHE in Key Stage 3 where students have the opportunity to learn about relationships and sex, health and wellbeing, and living in the wider community. In addition, students broaden their understanding of online safety, money awareness and careers education and begin linking their learning to real-life.



Key Stage 4 – “Applying”

Key Stage 4 students access a functional curriculum that supports pupils to apply the skills and knowledge that they have acquired as they have progressed through the school. For all students, we continue to offer a personalised, enriching and individualised curriculum, focused on preparing our students for their best possible futures. From Year 9 onwards, Home School Agreement targets are based on the four areas of Preparing for Adulthood agenda; Education & Employment, Independent Living, Community Inclusion and Good Health.

The delivery of our core curriculum is threaded through practical, real-life experiences, applying previously acquired skills and knowledge. Students are encouraged to use their decision-making skills to risk assess based on their prior knowledge, personal experience and individual preference, while learning to recognise the impact of decision making on self and others. When ready, those on the Subject-Specific Path begin access nationally recognised Functional Skills qualifications in English, Maths and ICT. Along with FutureSmart Careers, CSW and our Transition Co-ordinator, we support and prepare our students to make their own informed choices regarding their post-16 destination and path. Pupils have the opportunity to take part in the Jubilee Challenge.



Key Stage 5 – “Transferring”

In Key Stage 5, all students continue to transfer what they have learnt or learn into practice as students prepare for aspirational next steps in education, employment, training and life. Personalisation is at our core, ensuring through personalised learning programmes, students are ready to transition. The ongoing personal development of our students is key, we recognise the importance of developing students’ confidence, self-esteem, resilience, critical thinking, communication and problem-solving skills in real-life and/or work situations, which are age appropriate, purposeful and meaningful.

Students are provided with regular opportunities to access the community where they are able to develop travel training skills, road safety, accessing different services, whilst developing their independence wherever possible. Students are also supported to learn new skills which they can then transfer to wider contexts and settings. There is a strong emphasis on work related learning, with many of our students working towards potential employment opportunities as a future outcome. Pupils on the Vocational Pathway work towards an accreditation in either BTEC Entry Level Pre-Vocational Skills or Vocational Skills alongside Functional Skills in English, Maths and ICT. All pupils have the opportunity to take part in the Jubilee Challenge and the Duke of Edinburgh Award.

CURRICULUM PATHS

Threaded throughout our curriculum is the Preparation for Adulthood Agenda, Careers & Enterprise Programme and Communication Curricular. All of our pupils work towards Home:School Agreement targets, as identified from their EHCP Outcomes. This ensures that all pupils are working towards personalised targets.

Early Years Path - 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.

We recognise that not all pupils learn in the same way or at the same pace. We have developed two learning paths so that our curriculum is responsive to the needs of our pupils and allows pupils to access these. Through assessment and monitoring, we ensure that pupils access the most appropriate pathway.

Engagement Path - The Engagement Path has been developed for those that have profound and multiple learning disabilities (PMLD) and severe learning difficulties (SLD), with a personalised approach. It focusses on the early developmental stages including communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in our pupils' development and the need for sensory and multi-sensory approaches to learning. This may include integral individual tailored therapy programmes. Pupil engagement is assessed using the 5 areas of the Engagement Model; initiation, persistence, anticipation, realisation, exploration.

Subject-Specific Path – The Subject-Specific Path provides the foundations to subject based learning for those with specific learning difficulties (SpLD). Pupils engage with a range of subject specific learning enriched by the key stage descriptors and termly curriculum themes. We have developed our own Developmental Curriculum which allows pupils to learn a range of subjects and demonstrate pupil progress over time. The path allows pupils to gain a wealth of skills, knowledge and experience to help identify personal interests and strengths to shape their future aspirations. In Key Stage 4, pupils assessed at working towards and above Entry Level 1 access nationally recognised qualifications in Functional Skills English, Maths and ICT.

ENGAGEMENT PATH

Our Engagement Path Curriculum is unique to each individual learner. The learner is kept at the centre of the teaching and learning process. We aim to provide a flexible and responsive curriculum that meets the very individual learning needs of each pupil. Our pre-formal curriculum takes a holistic view of learners and focuses on how best they learn.

The Engagement Path Curriculum has been developed for our learners who do not access subject specific learning. This is typically for those that have complex and profound and multiple learning disabilities (PMLD).

Students on the Engagement Path follow the same long-term theme overview as subject specific learners. Engagement Path learners do not access the subject specific curriculum and assessment frameworks; Routes for learning (2006) advocates that learning for those with a PMLD is best done holistically, as a complete and self-contained exercise. The themes provide a context for learning, breadth of experience and a platform for delivering personalised learning opportunities.

The Engagement Path is broken into small steps and personalised in a way that is specific to needs. It considers the 5 areas of need as outlined in the Code of Practice:

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

The planning cycle begins with the outcomes identified within the EHCP. These are reviewed and updated annually as part of the Annual Review process. From these, medium term targets are agreed and small steps to achieving these outcomes are identified. These short steps are called Home:School Agreement Targets.

Each Engagement Path Learner will have targets, where appropriate, under the 5 areas of need from the SEN Code of Practice until the end of Key Stage 3.

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.

The Learn to Live Federation has developed assessment frameworks for our Engagement Path subject areas. Earwig is used to measure progress towards these assessment frameworks and attainment is measured at defined points across the academic year. Teachers are asked to assess the achievement of targets at three points across the year. At this point, targets are assessed as being Encountering, Emerging, Developing, Secure or Broadening.

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

- Cognition and Learning;
- Communication;
- PSHE;
- Gross Motor Physical Development;
- Fine Motor Physical Development;
- Sensory Development;
- Independence.

Learners may follow the Violet, Green or Orange Pathway. Some learners may have a spiky profile and be assessed across the coloured bands. The Orange band indicates that a learner is demonstrating signs of readiness for the subject specific pathway. Some learners may straddle across the Engagement and Subject Specific pathways. Some students may remain on the Engagement Path for their entire time at school. Other students may progress onto the Subject Specific Pathway.

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

SIXTH FORM PATHWAYS

There are three curriculum Pathways in our Sixth Form: Pathway 1 = Engagement, Pathway 2 = Reaching for Independence and Pathway 3 = 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.

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"

Pathway 1 Engagement	Pathway 2 Reaching for Independence	Pathway 3 Vocational
<ul style="list-style-type: none"> • Communication • Intensive Interaction • Choice making • Life skills • Personal care • Community Inclusion • Specialist Programmes (e.g. VI, Physio, OT, Music Therapy) • Enrichment activities (Music, Art) • Advocacy 	<ul style="list-style-type: none"> • Communication • Choice Making • Advocacy • Daily living skills • Personal safety • Self-care • Functional Literacy • Functional Numeracy • Social and emotional development • Community Inclusion • Work related learning and work experience • Enrichment (Music, Art) 	<ul style="list-style-type: none"> • Communication • Decision Making • Self-advocacy • Independent Living skills • Personal safety within wider community • Managing own health • Functional Skills in Maths Accreditation • Functional Skills in English Accreditation • Functional Skills in ICT Accreditation • Understanding Relationships • Work Experience and Vocational Learning • Travel Training • Enrichment activities (i.e. DoE, Art, Music) • BTEC Pre Vocational Skills and Vocational Skills Qualification • Transition Planning

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

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 & ENTERPRISE PROGRAMME

We have developed our Careers & Enterprise Programme taking into consideration the Gatsby Benchmarks and to ensure pupils and their parents and carers are informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

Our programme core aims are that:

- All pupils, parents & carers and teachers have access to up to date careers information, advice and guidance;
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme;
- All pupils transition to a variety of sustained positive destinations.

The Learn to Live Federation has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all pupils' entitlement and learning here at the Federation, to aid their personal and character development.

Through a planned Careers & Enterprise Programme, we are committed to providing the appropriate activities and experiences to enable pupils to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to pupil outcomes through our EHCP Annual Review process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.

COMMUNICATION CURRICULAR

We are committed to ensuring that ‘Everyone has a voice’ and this is threaded throughout our curriculum. Our communication curriculum is designed to ensure every learner has a voice at a developmentally appropriate level. Our curriculum reflects a typical language acquisition pathway, broken down into meaningful, progressive steps across the four main areas of attention and listening, understanding, expression and social use of communication. The curricular, alongside teacher’s knowledge, allows us to track pupil progress with a clear view of where learners are at and the next steps on their communication journey.

We are responsive to the fact that the majority of our learners have communication difficulties and that speech may not be their primary mode of communication. As part of our Total Communication approach, we have developed an AAC Pathway which directly links into the communication curricular. The pathway specifies developmentally appropriate and progressive AAC strategies at each stage to enable all learners to make progress against the curriculum, using augmentative and alternative modes of communication.

Life Skills Curricular

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 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?

The Curriculum Rolling Programme Themes offers a broad and balance of stimulating themes that build over time to acquire skills and knowledge to prepare pupils for their futures. Overarching themes provide relevant learning contexts, allowing pupils to make links and generalise learning. Our curriculum offers continuity, challenge and progression across the key stages, ensuring that all pupils achieve their potential through a progressive and spiral curriculum. Key texts and educational visits have been linked to each theme.

Qualification Mapping

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 the Vocational Pathway 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 should 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

ASSESSMENT

We have high aspirations for every pupil and recognise the importance of robust assessment in helping to raise educational standards. Our formative assessment practices have been developed to support teaching and learning and prevent it from restricting the kind of creativity and innovation that should be used to engage pupils. Formative assessment is a valuable stage in the Plan, Do, Review Cycle of teaching.

Statutory assessment is important to provide information about pupils' attainment and progress at key points in their education, but only forms part of the wider assessments that teachers make on an ongoing basis. Using pupils starting points, we measure pupil progress taking into consideration the differences in the way pupils learn. Pupil progress and attainment is celebrated and shared with parent carers at regular intervals.

Some pupils learning difficulties mean that they will not be engaged in subject-based learning. These pupils are assessed using the Engagement Model which provides appropriate attention to the development of concepts and skills that are pre-requisites for progressing on to 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

We have used the National Curriculum, Early Years Foundation Stage (EYFS) statutory framework, Preparation for Adulthood agenda and the Autism Education Trust Framework to inform and develop our Learn to Live Curriculum. Ensuring our pupils have a meaningful broad and balanced curriculum that is tailored to meet their individual needs.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all. Teachers will plan lessons so that pupils make progress on their personalised curriculum path and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to engage with the curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEND Report.

SAFEGUARDING

Everyone has a responsibility for safeguarding children and young people. 'Keeping Children Safe in Education' makes clear links between safeguarding and the curriculum. Great importance is placed on identifying opportunities in the taught curriculum for pupils to learn about safeguarding. We have developed an open and safe learning culture in which pupils express their views, seek help and help others. Pupils at each key stage are supported to make good choices through using the Communication & Decision-Making Hierarchy.

Our curriculum includes online safety, peer on peer sexual abuse, consent, grooming and child criminal and sexual exploitation. This is achieved through teaching and learning opportunities, as part of providing a broad and balanced curriculum covering relevant issues through Personal, Social, Health Education (PSHE), and/or through Relationship & Sex Education (RSE). Our governing body has considered and approved how pupils may be taught about safeguarding.

The Learn to Live Federation Curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every pupil with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of safeguarding through each of the strands. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age - appropriate level, or at a small group or 1:1 level where a more urgent need arises. We therefore differentiated content dependant on the learning pathway. We encourage our learners to have a voice and be heard, in each class team though out the school we have a Diversity, Communication and Advocacy Champion. These roles have been specifically created to signpost our learners to responsible adults who can provide support and guidance.