CURRICULUM POLICY

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INTRODUCTION

Both vocational and work-related learning are key elements of the Government's vision for a high-quality and well-focused education system. They can help all individuals to become and to remain active citizens in a fast-changing society with the opportunity for continued employment in the world of work in the 21st century. The Government intends to build an education system which will deliver the technical, vocational and academic skills for the 21st century.

At Amberley Court School (ACS) we recognise that, for some of our pupils, a smooth transition to further education or work-related experiences may be difficult. Therefore, each student will be assessed, supported and supported accordingly by their own merits and capabilities. For some it may be a success for them to have completed Key Stage 4 ASDAN Awards, for others a full entitlement of Functional Skills Awards may be possible; for a few further qualifications may be possible such as GCSE and/or Btec success.

The school will provide a thematic based curriculum encompassing all national curriculum areas working towards a more nationally recognised qualification based curriculum in Key Stage 4.

A highly qualified staff team will support, encourage, teach and guide pupils to maximising their outcomes through all areas of the curriculum. The staff team will include both highly experienced and qualified teaching professionals supported by qualified therapeutic staff and experienced higher tier teaching assistants.

Where a full or supported entitlement is possible students will:

- Learn through a varied yet targeted curriculum focussing on key skills such as reading, extrapolating data and life skills.
- Learn through work by providing opportunities for students to learn from direct experiences of work (for example through work experience and/or a variety of enterprise activities in school or learning through vocational contexts within curriculum subjects).
- Learn about work, by providing opportunities for students to develop knowledge and understanding of work and enterprise (through, for example, vocational courses and careers education).
- Learn for work by developing the key skills for enterprise and employability.

AIMS AND BENEFITS

The underlying aims of vocational and work-related learning can be defined as:

- Raising standards of achievement.
- Providing a holistic curriculum covering all (if possible – individual pupil specific) the areas of the National Curriculum whilst developing social and emotional resilience and life skills
- Increasing the commitment to learning, motivation and self-confidence of students.
- Improving the retention of young people in learning after the end of compulsory schooling.
- Developing career awareness and the ability to benefit from impartial and informed information and support.
- Enhancing the range and effectiveness of guidance offered to young people by well qualified and professional educational experts.
- Supporting active citizenship and British values.
- Developing key skills and broader personal aptitudes.
- Developing the ability to apply knowledge, understanding and skills to enable future progression within the workplace.
- Improving understanding of the economy, enterprise, personal finance and the structure of business.
- To be fluent readers and be able to extrapolate key information through analyses.
- Encouraging positive attitudes to lifelong learning.

Wherever possible courses will be fully accredited and achieve nationally recognised qualifications.

IMPLEMENTATION

Equality and Diversity Statement

Amberley Court School (ACS) is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, gender, nationality, race, religious or spiritual beliefs, responsibility for dependents, sexual orientation, or any other personal characteristic. An equality impact assessment has been completed on this procedure to ensure that it can be implemented consistently regardless of any such factors, and all will be treated with dignity and respect.

The aims of teaching and learning at ACS are to:

• Enable pupils to enjoy and achieve, as much as they can, a high level of literacy and

numeracy and an enquiring mind which wants to learn more each day.
• Independent students who are confident, flexible and able to cooperate with others.
• Inspire curiosity, a desire and the skills to learn and continue to learn beyond their formal education.
• Make learning a positive experience.
• To use teaching and learning techniques and resources specifically to support students with SEMH, ADC and other associated conditions.
• Imagination and creative expression through a wide range of vocational and physical aspects of the curriculum.
• An awareness of our multi-cultural society and tolerance in respect to the values of others.
• Pride in achievement and a desire to succeed.
• Effective links between the school/college, home and the community which promote aspiration and high expectations.
• Equality of opportunity for all.

Principles of effective Learning and Teaching

Effective learning will exist, and effective teaching takes place at ACS when:
• Pupils have a good understanding of the expectations and routines that exist within school.
• Pupils are encouraged to investigate, and problem solve.
• Pupils are given the opportunity to work collaboratively and individually.
• Holistic participation in whole class activities and an environment which promotes this.
• Role plays and oral presentations.
• Use of the computers and other related technology.
• Fieldwork and visits to places of educational interest.
• To participate in creative activities.
• To research, design and make things within the curriculum areas.
• Participate in physical activity including life skills such as swimming.
• Work experience and work-related learning (GATSBY benchmark)
• Pupils can work in an atmosphere that is safe, welcoming, interesting and inclusive.
• Pupils are offered a broad, balanced curriculum differentiated to their individual needs. Pupils will be set in three classes covering four curriculum parts. Green (KS1) curriculum allows for learning through play with academics. The Blue curriculum is the transition curriculum moving toward more academic learning (KS2/3). The Red curriculum (KS3) embeds those skills required for the Yellow (KS4 curriculum) focussing on gaining nationally recognised qualifications.
• Pupils are helped to acquire skills, which lead to independent learning.
• Pupils are encouraged to become self-disciplined.
• Pupils are appropriately stretched, challenged and stimulated in a manner that allows them to understand the purpose and direction of their activity.

• Pupils have access to a broad range of academic and vocational accreditation to be achieved when appropriate to allow for progression throughout their time at ACS.
• The pupil's tasks are well prepared and are developed from a child centred approach to Learning.
• There is a strong home/school partnership with a large degree of communication between staff and parents.
• Positive attitudes to learning and achievement exist.
• Pupils are encouraged to develop a positive self-image, a resilience to challenge and the confidence to progress in all areas of their lives.

Overview

Within Key Stage 1/2 and 3, students will access a full range of national curriculum subjects whilst developing social and emotional resilience and life skills (age and aptitude specific). Using THRIVE techniques students will learn how to emotionally regulate enabling them to access all areas of learning and teaching. PACE will be used to encourage a lifetime love of learning through Play, Acceptance, Curiosity and Empathy promoting social communication, academic progression and a full understanding of societal norms and expectations.

Discussing the Key Stage 4 needs of each student at the transition annual review process at the beginning of year 9 or as soon as possible after the student joins the school. This will include mapping out a likely package based on three options of parental and student choice i.e.

- Mainly vocational and life skills inc. reading
- Part vocational and academic
- Mainly academic (Functional Skills) with some vocational training and possible work experience.

Students will be interviewed by the Headteacher, Deputy Headteacher/SENCo or Senior Teacher to decide on their vocational pathway (after the transition review or as soon as possible after joining the school)

- Offering students appropriate vocational opportunities via local colleges in year 11 as a transition to college or work-based training.
- From year 9 onwards where possible, offering students courses in Food Handling, First Aid, Health and Safety and any other appropriate courses.
- Offering students the opportunity to partake in extended work experience of their choice.

Each student will have a portfolio of evidence of both their academic and vocational successes; this will include certification, photographic evidence and witness statements from work experience employers so that students can demonstrate an evidence base for further education or employment purposes.

- Pupils Not in Education, Employment or Training (NEET) and other data will be collected and collated so that the school can identify post school success and therefore vocational programme effectiveness.

MONITORING AND ASSESSMENT

- The Headteacher, Deputy Headteacher/SENCo and the KS3/4 teacher, will monitor pupil progress through curriculum assessment, pupil records, visits to vocational training courses and work experience placements.
- Students will have 'formal' assessments termly which will incorporate both the academic aspects of their learning and the social emotional developments, against EHCP targets, they have been supported with during the term.
- The Senior teacher will ensure that Functional Skills Awards are appropriate, effective and in line with student needs and choice. If required, subject specific teachers/tutors will be employed to offer GCSE/Btec pathways for those that are able.
- Post-school monitoring will be carried out to make sure transitions have been effective.
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting will be discussed with parent / carer / SENAT Team / Multi-agency and facilitation put in place to allow the pupil to learn remotely.
- The ability of the individual's parents or home to ensure their health and care needs can be met safely will be examined by the school and action taken where necessary.
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered will be discussed with parents / carers and action taken where necessary.
- Lesson observations, book scrutiny, and learning walks will take place at regular times throughout the academic year.
- Teacher planning meetings will take place each week to ensure progression and continuity, as well as the incorporation of SMSC elements and EHCP targets, within the curriculum planning stages.

<u>Pupils undergoing EHC needs assessment:</u>

The guidance from WSCC enables settings and local authority to have discretion to undertake a risk assessment for a pupil currently undergoing assessment. If you require assistance with this, please contact your Special Needs Officer or the relevant specialist teacher from the Autism Social Communication or Learning and Behaviour team.

POSITION	Headteacher	**NAME**	**James Eagle**	**SIGNATURE**	***J Eagle***	**DATE**	**01/09/2026**
POSITION	Governor	**NAME**	**Dave Johns**	**SIGNATURE**	***D Johns***	**DATE**	**01/09/2026**