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Learning4Life-GY

Curriculum Policy

Introduction

Learning4life-GY is a specialist therapeutic 14–19 provision delivering personalised education and preparation for adulthood for learners with complex barriers to education. The curriculum is designed to support young people with mental health needs, Autism, ADHD, emotionally based school avoidance (EBSA), trauma, physical disabilities and neurodiverse profiles.

Learners access places at Learning4life-GY through the Local Authority, either as a result of having an Educational and Health Care Plan (EHCP) or as they have been placed within North East Lincolnshire as a Child in Our Care (CIOC). Learners who are Separated children (formerly UASC) or those with a language barrier may also be commissioned by the LA or mainstream school.

Our curriculum aims to:

- Provide an ambitious, broad and balanced curriculum that enables all learners to achieve meaningful qualifications and positive destinations.
- Develop learners academically, socially, emotionally and vocationally.
- Prepare learners for adulthood, employment, training and independent living.
- Deliver therapeutic and trauma-informed educational experiences.
- Promote inclusion, wellbeing, resilience and learner voice.
- Reduce barriers to learning through personalised pathways and specialist support.
- Support learners to become confident, respectful and active members of modern British society.

Our Mission Statement

To be a recognised centre of excellence for complex post-14 SEND and EAL provision through strong multi-agency partnerships, evidence-led practice and measurable outcomes in learner engagement, attendance, wellbeing and progression.

Our Values

Ready – We demonstrate commitment to trying our best, engaging with learning and working together

Respectful – We work collaboratively to be a community where all individuals are treated with respect and equality

Safe – We have a safe environment where everyone can be ambitious for themselves and others.

Statutory requirements

The curriculum complies with statutory requirements and guidance including:

- The Independent School Standards.
- Equality Act 2010.
- SEND Code of Practice.
- Keeping Children Safe in Education.
- Relationships, Sex and Health Education requirements.
- British Values and SMSC development.
- Gatsby Benchmarks for careers guidance.
- Functional Skills and GCSE requirements where appropriate.

Learning4life-GY ensures that all learners, including those with EHCPs and additional needs, have access to a suitably ambitious curriculum.

Curriculum Intent

The curriculum has been designed around the principles of therapeutic education, preparation for adulthood and personalised progression. The main aim of the curriculum at Learning4life-GY is to inspire and challenge learners and to prepare them for the future. The schools' aim is to continually reflect upon the curriculum and develop learning experiences that build on learners already existing knowledge and skills. The curriculum intent is to:

- Re-engage learners with education through highly personalised pathways.
- Deliver strong foundations in English, maths, communication and digital skills.
- Develop emotional regulation, resilience and social communication.
- Provide meaningful vocational opportunities linked to local employment sectors.
- Enable learners to gain nationally recognised qualifications.
- Support successful progression into education, employment, apprenticeships, supported internships or independent living.

The curriculum is structured around the following pathways:

14-16 Provision:

- English – AQA GCSE English Language, NOCN Functional Skills
- Maths – AQA GCSE Mathematics, NOCN Functional Skills
- Humanities – AQA GCSE History and Geography
- PSHE and Personal Development
- PE and wellbeing
- Digital Skills

- Creative and Therapeutic Art
- Tutorials and mentoring
- Construction and Multi-Trade
- Health and Social Care
- Hospitality and Catering

16-19 Study Programmes:

- NOCN Construction and Multi-Trade
- NOCN Health and Social Care
- NOCN Digital Skills and Games design
- NOCN ESOL Skills for Life

The curriculum reflects the school's strategic priorities to:

- Move beyond a narrow GCSE-only model.
- Develop vocational and employability focused practical pathways.
- Embed preparation for adulthood across all key stages.
- Increase post-16 progression opportunities.
- Develop independence, travel training, budgeting, employability and community participation.

The curriculum is sequenced to ensure learners build knowledge, confidence and independence over time.

Curriculum Implementation

The curriculum is delivered through small-group teaching, therapeutic practice and highly personalised support.

Key features include:

- Small teaching groups and individualised support.
- Flexible pathways based on learner need and aspirations.
- Adaptive teaching strategies.
- Trauma-informed and attachment-aware practice.
- Integrated therapeutic approaches.
- High levels of pastoral and safeguarding support.
- Multi-agency collaboration.
- Supported exam access arrangements where appropriate.

Curriculum delivery includes:

- Academic teaching.
- Vocational learning.
- Functional and life skills.
- Employability and work-related learning.
- Community participation.
- Enrichment and wellbeing activities.

The timetable structure allows learners to access a balance of:

- Core academic learning.
- Vocational education.
- Therapeutic and wellbeing provision.
- Physical activity.
- Tutorials and mentoring.

Teachers use assessment for learning, retrieval practice, targeted intervention and differentiated planning to support progress from individual starting points.

The curriculum is supported by:

- Annual curriculum planning.
- Long-term progression mapping.
- Vocational accreditation pathways.
- Employer engagement.
- Careers education and guidance.
- Work experience and community engagement opportunities

Structure of the school day

14-19 Learners (975 hours)

The school operates a 39 week academic year with 35 period per week, 7 period per day. Each period is 40 minutes in duration.

All morning sessions for 14-16 year old learners are classroom based. All afternoons session are vocational learning focused. The final 2 periods every Friday are used to support the school's curriculum enrichment by offering a range of activities both on and offsite.

	09:00-09:40 Period 1	09:40-10:20 Period 2	10:20-10:30 Period 3	10:30-11:10 Period 4	11:10-11:20 Period 5	11:20-12:00 Period 6	12:00-12:40 Period 7	12:40-13:20 Period 8	13:20-13:30 Period 9	13:30-14:10 Period 10	14:10-14:20 Period 11	14:20-15:00 Period 12
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

16-19 Learners - All (780 hours)

Out 16-19 College provision operates a 39 week academic year with 30 periods per week, 6 periods per day. Each period is 40 minutes in duration.

	10:30-11:10	11:10-11:20	11:20 - 12:00	12:00-12:40	12:40-13:20	13:20-13:30	13:30-14:10	14:10-14:20	14:20-15:00	15:00-15:40
	Period 3		Period 4		Period 5		Period 6		Period 7	Period 8
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Careers education

Learning4Life-GY is committed to providing a planned programme of careers education activities to all year groups, including the opportunity for all students to access impartial information and expert independent advice and careers guidance. Learning4Life-GY is also committed to maximise the benefits for all students by adopting a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and FE and HE establishments. In compliance with the DfE government guidance, Learning4Life-GY will:

- Ensure that students are aware of the full range of career opportunities available
- Learn from employers about valued workplace skills and have an opportunity to first-hand workplace experience. (exclusions apply*)
- Offer an excellent programme of advice and guidance delivered by qualified advisers with support tailored to the individual
- Provide information needed to understand job and career opportunities available and how knowledge and skills can help towards career paths
- Give a range of providers of technical education and apprenticeships the opportunity to access all pupils
- Publish details of career programmes for young people and parents and carers
- Ensure students have at least 1 meaningful encounter with employers per year
- All pupils will have access to Lincs2 for research and application
- All pupils will have a dedicated entitlement.

Curriculum Enrichment

Curriculum enrichment is embedded within every subject that is delivered. We ensure that each area have visits and trip opportunities that bring to life the curriculum delivery and enable learners to explore concepts themselves with hands-on activities. We utilise the skills of our staff, and others outside of the school environment, to create enrichment opportunities for all learners.

In addition to curriculum enrichment, we offer learners an enrichment programme that enables the practice and development of skills in an informal learning environment every week. This enrichment programme provides a body of knowledge and skills for each learner with no academic pressure or judgements of performance. Here learners are encouraged and supported by trusted staff, through the enrichment programme, to develop life skills which build character and benefit well beyond the classroom. Learners are given this opportunity every Friday PM and

can experience an ever changing choice of activities and special interests. Such activities include:

- Gaming
- Performing Arts
- Music
- Art

Curriculum Impact

The impact of the curriculum is measured through a wide range of qualitative and quantitative outcomes.

Leaders will evaluate curriculum effectiveness through:

- Learner progress and attainment.
- Accreditation achievement.
- Attendance and engagement.
- EHCP outcomes.
- Learner wellbeing measures.
- Behaviour and safeguarding data.
- Positive destination data.
- Learner voice.
- Parent and carer feedback.
- Employer and stakeholder feedback.

Key success indicators include:

- Improved attendance from baseline.
- Reduction in anxiety-related absence.
- Increased learner engagement.
- Qualification achievement rates.
- Positive post-16 destinations.
- Increased independence and employability skills.
- Reduction in placement breakdowns.
- Improved emotional regulation and wellbeing.

The Senior Leadership Team (SLT) regularly monitor:

- Teaching and learning.
- Curriculum sequencing and progression.
- Learner work and assessment.
- Destination outcomes.
- Quality assurance and moderation.

The curriculum is reviewed annually to ensure it continues to meet learner need, local demand and strategic priorities.

Inclusion and SEND

Learning4life-GY is committed to providing an inclusive curriculum that is ambitious for all learners.

The school specialises in supporting learners with:

- Autism.
- ADHD.
- Mental health needs.
- Trauma-related needs.
- EBSA.
- Physical disabilities.
- Neurodiverse profiles.
- Speech, language and communication needs.
- EAL needs.

The curriculum is adapted through:

- The use of SEND need specific universal quality first teaching
- Reasonable adjustments.
- Targeted therapeutic intervention.
- Specialist communication support.
- Adaptive teaching techniques and differentiation.
- Assistive technology where appropriate.
- Flexible timetabling and transition support.
- Personalised learning pathways

All learners are supported to access a broad and balanced curriculum while maintaining high expectations for achievement and progression.

Reading, literacy and communication

Reading, literacy and communication are central to the curriculum.

The school promotes:

- Reading fluency and comprehension.
- Vocabulary development.
- Communication confidence.
- Functional literacy skills.
- Oracy and discussion skills.

English and literacy support are embedded across all curriculum areas. The

curriculum aims to reduce language barriers and enable learners to progress into further education, training and employment.

Personal Development and Preparation for Adulthood

Preparation for adulthood is embedded across the curriculum to ensure learners are prepared for successful adult lives. The school promotes:

- Independence skills.
- Travel training.
- Budgeting and financial awareness.
- Healthy relationships.
- Careers education.
- Community participation.
- Employability skills.
- Work experience opportunities.
- Emotional resilience.
- Social communication.

Personal development is supported through:

- PSHE curriculum.
- Tutorials and mentoring.
- Therapeutic interventions.
- Enrichment activities.
- Employer engagement.
- Careers guidance.

Role and Responsibilities

The Principal is responsible for:

- Strategic oversight of the curriculum.
- Ensuring statutory compliance.
- Monitoring quality of education.
- Ensuring curriculum ambition and inclusivity.

The Senior Leadership Team (SLT) are responsible for:

- Curriculum planning and sequencing.
- Monitoring standards and progress.
- Assessment and quality assurance.
- Staff support and curriculum development.

Teachers are responsible for:

- Delivering high-quality teaching.
- Adapting learning to meet need.
- Monitoring learner progress.

- Promoting safeguarding and wellbeing.

All staff contribute to the therapeutic, inclusive and preparation-for-adulthood ethos of the school.

Monitoring and review

This policy is monitored by the Senior Leadership Team and Principal. The curriculum is reviewed through:

- Lesson visits and learning walks.
- Work scrutiny.
- Assessment analysis.
- Learner and parent feedback.
- Destination tracking.
- External moderation and quality assurance.
- Strategic KPI monitoring.

The policy will be reviewed annually or sooner where statutory or organisational changes require. This curriculum policy has been developed in line with the Learning4life-GY Strategic Plan 2026–2031 and Curriculum Design Plan.