CURRICULUM POLICY

60 Bell Road
Sittingbourne
Kent
ME10 4HE

1. Policy Statement

At ALP Sittingbourne, our curriculum is designed to meet the diverse needs of our students, ensuring they are at the heart of everything we do. We provide a broad, holistic, and personalised curriculum that enables students to learn, develop, and achieve their aspirations.

Many students access ALP Sittingbourne following placement breakdowns, often resulting in disaffection or difficulties in securing a permanent SEND placement due to complex needs. Our curriculum rebuilds confidence, promotes engagement, and develops the skills necessary for personal growth and lifelong learning.

This policy aligns with statutory guidance, including:

- Children and Families Act 2014
- SEND Code of Practice
- Equality Act 2010
- Department for Education statutory guidance

2. Curriculum Intent

Our curriculum is designed to:

- Engage students through their individual interests and strengths
- Support personal growth, resilience, and emotional wellbeing
- Enable students to develop essential life skills, independence, and self-direction
- Prepare students for adulthood, further education, training, or employment
- Encourage positive contributions to the community and wider society

Students are taught in small groups, with one-to-one support where appropriate, enabling personalised learning pathways. We actively use local facilities and the immediate environment to deliver creative and meaningful learning experiences.

Our overarching aim is for all students to grow into confident, responsible young people who:

- Lead fulfilling lives and pursue their aspirations
- Work collaboratively and demonstrate leadership when appropriate
- Show initiative, resilience, and take responsibility for their actions
- Make positive contributions to their communities and society

Parents and carers are vital partners in their child's education, and we encourage active involvement and collaboration in the learning process.

3. Curriculum Implementation

3.1 Structure and Organisation

The curriculum is carefully planned to balance academic, personal, social, and vocational learning. Key features include:

- Small group and one-to-one teaching to meet diverse needs
- Thematic, topic-based, and subject-specific learning aligned to the National Curriculum where appropriate
- Life skills, independence, and vocational learning embedded in daily practice
- Use of local facilities and the wider environment to enhance learning
- Integration of therapeutic support (e.g., SALT, OT, physiotherapy)

3.2 Core Areas

- English
- Phonics
- Reading
- Mathematics
- Personal, Social, Health and Education (PSHE)
- Relationships, Sex and Health Education (RHSE)
- Physical Education
- Creative Arts
- Humanities
- Digital Skills
- Vocational Subjects, including Occupational Studies and bespoke pathways
- Preparation for Adulthood and Careers

	Core	Wider Curriculum
Seas	English (including Reading and phonics) Maths	Learning Experiences (All subjects in the Primary National Curriculum)
Rivers- Nile	Phonics - including writing Maths Teacher Directed - based around Enrichment themes	Child Directed Attention Autism PSED Arts and Crafts Cooking CLL
Rivers- Amazon	English (including Reading and phonics) Maths	Child Directed Preparation for Adulthood (PFA) ● *Good Health* ● *Community Inclusion* ● *Employability* ● *Living Independently* Attention Autism Enrichment Arts and Crafts
Oceans	English (including Reading) *Some students access phonics programme*	Occupational Studies/Vocational RHSE

	Maths Digital Functional Skills (DFS)	Humanities PE Careers Preparation For Adulthood (PFA) Forest School/Beach School Arts and Crafts Section F Time

3.3 Personalisation

- All students have an EHCP with individual targets
- Learning is differentiated and scaffolded according to need
- Therapies and communication strategies are integrated into daily learning
- Students' engagement and progress are regularly reviewed to inform next steps

4. Curriculum Impact

The impact of our curriculum is measured in terms of academic progress, personal development, and readiness for adulthood.

4.1 Academic Progress and Engagement

- Students make measurable progress from their starting points, including towards EHCP targets
- Engagement, motivation, and participation increase over time
- Achievement is recognised through both formal accreditation and personalised learning milestones

4.2 Personal Development

- Students develop confidence, self-esteem, and resilience
- Social and communication skills improve
- Positive attitudes to learning and collaboration are fostered
- Emotional wellbeing is supported through personalised strategies

4.3 Preparation for Adulthood

- Students acquire independence and life skills
- They are equipped to pursue further education, training, or employment
- Students are prepared to make positive contributions to society and community life

4.4 Evidence of Impact

Impact is assessed through:

- Progress towards EHCP outcomes and personalised targets
- Observations, portfolios, and work samples
- Accreditation results (where applicable)
- Feedback from students, parents/carers, and staff

Success is ultimately reflected in students leaving ALP Sittingbourne as confident, capable, and responsible young people, ready to take the next step in life.

5. Roles and Responsibilities

- Headteacher – overall responsibility for curriculum leadership
- Assistant Heads – oversees implementation and monitoring
- Subject Leaders – develop, monitor, and support curriculum delivery
- Class Teachers/tutors – plan personalised learning and assess progress
- Therapists and Support Staff/animals – embed therapy and support strategies into learning

6. Monitoring and Review

This policy will be reviewed annually by the Senior Management Team and Governing Body to ensure continued relevance, compliance with statutory guidance, and alignment with best practice.