



Curriculum Policy

Date Written: September 2023

Date For Next Review: **January 2027**



Responsible Person: Headteacher

See also **Curriculum Policy appendix. LPs**

Rationale

Bettws Lifehouse (Kingsland Grange) is an Independent Special School for pupils with Emotional and Behavioural Difficulties, Autistic Spectrum Disorders &/or Moderate Learning Difficulties. Pupils who attend Bettws Lifehouse have Complex Learning Differences and Disabilities (CLDD). They have usually experienced adverse childhood experiences and have often found school extremely challenging: before being placed at The Lifehouse, they may have changed schools a number of times, they may have spent a long period of time out of education or they may have come directly to us from a negative and traumatic previous school experience.

Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010b). Children with Complex Learning Difference and Disabilities (CLDD) need to be taught in ways that match their individual learning styles by teachers who recognise their abilities and potential for engagement in learning. Our work must be to transform children with CLDD into active learners by **ensuring they feel safe & secure, releasing their motivation, unlocking their curiosity and increasing their participation.**

Sustainable learning can occur only when basic needs are being met and there is meaningful engagement.

Fundamental to our model of education are:

- Attachment principles,
- The engagement for learning approach
- Reflective practice
- Providing holistic education with an appropriate balance of supporting our pupils' emotional wellbeing, personal growth and the skills they need to be successful in life with subject level learning, progress and the gaining of qualifications • High aspirations for all of our pupils

The therapeutic curriculum lays the foundations for future successful learning through the engagement for learning approach. As and when pupils show emerging attitudes to learning, they are given opportunities to make progress in skills, knowledge and understanding within identified subject learning and where possible across a broad and balanced curriculum.

Overtime, pupils at **The Lifehouse** will become confident successful learners who can achieve their full potential and will leave school equipped with the necessary skills, experiences and qualifications to lead happy lives and to move successfully into the next stage of their pathway into adulthood.



Aims

- To provide a secure emotional base from which we can support emotional growth and wellbeing
- To meet individual pupil outcomes identified in Education Health Care Plans (EHCPs) & Statements of SEN
- To engage pupils so that they can access new and meaningful learning experiences
- To develop positive attitudes to learning and effective learning behaviour
- To provide continuity and progress across all year groups
- To Enable pupils to develop positive personal and social values
- To equip pupils with good subject knowledge, skills and understanding
- To create a meaningful personalised **Learning Pathway (LP) and timetable** for every Lifehouse pupil
- To provide pupils with opportunities for highly relevant and useful qualifications and accreditation
- To prepare and equip our pupils with the necessary skills and attitudes for the next stage in their pathway into adulthood.

Monitoring, Evaluation and Review

The Senior Management Team alongside Lead Teachers and Learning Leads are responsible for monitoring, evaluating and reviewing the curriculum offer and delivery. The review process includes lesson observations, learning walks, book scrutiny, moderation and peer reviews.

Schemes of Work (SoW)

Lead Teachers, Learning Leads and subject leaders are responsible for producing the schemes of work based on either the the National Curriculum Programmes of Study or the individual qualification syllabuses.

Teaching and Learning

All pupils are encouraged to take responsibility for their own learning and be fully engaged in the learning process. Learning strategies include, individual sessions, paired work, working in small groups, practical activities, problem solving, external visits and the use of ICT, video and assistive technology.

Homework

Pupils in Upper School are encouraged to complete any homework set in consideration of the individual pupils learning pathway. It can be an integral part of the curricular and enables the pupils to consolidate and extend work covered in lessons, carry out individual research, develop skills for independence and where appropriate, prepare for transition to Further and Higher Education



Implementation of

the Curriculum

All pupils at the Lifehouse complete an assessment term. Once this is complete, an individual **Learning Pathway** is drawn up, which they follow **for their current Key Stage, through a timetable that reflects this LP**. LPs are drawn up by the school after discussion with pupil, parents/carers, SENDCo, Faculty Manager / wellbeing support, other staff and any other relevant parties, to ensure that it is genuinely pupil-centred and matched to the pupils' individual needs, aspirations and circumstances.

LPs will be informed by:

- The pupil's needs and provision identified to meet their needs in their EHCP / Statement of SEN
- The pupils Long and medium term objectives agreed at annual reviews of their Statement / EHCP
- Recent Educational Psychology and other professional reports
- The pupil's experiences & level of engagement in education prior to joining The Lifehouse or during their previous key stage at The Lifehouse.
- The pupils' response to their assessment term / previous key stage curriculum offer & levels of engagement during their assessment term
- Current mental and physical health
- Base-line or end of Key Stage assessment of:
 - Emotional development (THRIVE / SEAL assessment)
 - Attitudes to Learning (A2L)
 - Cognitive Ability, literacy and numeracy ability
 - Teacher assessment, identified outcomes & attainment levels

The final draft will then be shared with and signed by the pupil alongside their Faculty Manager / wellbeing support and will be sent home to be approved by parents/carers. If pupil, parent or carer wishes to further discuss or revise the LP / timetable for any reason then the pupil's Faculty Manager will arrange an opportunity for this to be discussed and amendments will be made if all parties are in agreement. LPs and timetables are living documents which are reviewed and amended throughout the key stage. They are formally reviewed and amended annually.

LPs will vary according to the age of the pupil, their experiences before and during their time with us, and their individual needs and aspirations.



The school is organised into Lower School (KS1 & 2) and Upper School (KS3, KS4 & Post-16)

Lower School: KS1 and KS2 LPs will normally prioritise:

- Emotional wellbeing & personal growth
- Engagement for learning,
- Gaining emerging attitudes to Learning through a broad range of learning experiences
- Learning new skills and making progress in attainment through subject level learning.

Upper School: KS3, KS4 and Post-16 LPs will normally prioritise:

- Emotional wellbeing & personal growth
- Developing secure attitudes to Learning through identified relevant learning experiences
- Preparation for a successful transition into adulthood and the next stage of education, training or work
- Gaining a good range of highly relevant and useful qualifications and accreditation in line with their ability

[LP content and curriculum planning](#)

All Lifehouse pupils will follow their own bespoke Learning Pathway (LP)

All LPs are individual, with subjects being included or not for a number of reasons, to meet the individual needs of each pupil.

LPs identify long term outcomes (LTOs) as goals for attainment at the end of each Key Stage, within the 4 important aspects of the Lifehouse Curriculum:

1. Curriculum subjects / areas

Teacher planning sets out medium term outcomes and short-term lesson outcomes to meet LTOs identified within the LLP

2. Attitudes to Learning

Teachers, support staff, Faculty Managers/ Wellbeing support work with pupils to agree SMART targets that lead to small steps towards the LTOs identified within the LP

3. Personal, Social & Emotional Growth

THRIVE practitioners & Therapeutic intervention Leads work alongside champions/ Wellbeing support, parents and all staff to develop Action Plans that will support emotional growth towards the LTOs identified within the LP

4. Individual Outcomes identified in each pupil's Education Health Care Plan or Statement of SEN

Person Centred Plans identify medium term outcomes to work towards the LTOs identified within the LP



Curriculum Subjects and Areas of Learning

Subjects within the curriculum offer are organised under 9 curriculum areas of learning Experience:

1. **Linguistic** – Language, Literacy and Communications
2. **Healthy Living** – Cooking, Food & Nutrition, Hair & Beauty
3. **Mathematical** – Mathematics, Numeracy and Statistics
4. **Scientific** – Applied Science, Biology, Chemistry, Physics, Astronomy
5. **Technological** - Information Technology, Digital Literacy, Design Technology, computer science
6. **Human & Social** – Humanities, History, Geography, Psychology, Citizenship, Classical Civilisations, Criminology, Health and Social Care, Childcare
7. **Aesthetic & Creative** – Art & Design, Drama, Performing Arts, Music
8. **Physical** – Sport, PE, HAL, Outdoor Learning, Landbased, Equine, DofE, Woodland School
9. **Wellbeing** – PSHE, RSE, SEAL, THRIVE

The Lifehouse curriculum includes core curriculum subjects, and a broad range of wider and alternative curriculum areas: these are continually extended and added to meet individual pupil interests and aspirations wherever possible.

Within lower school, these curriculum subjects are usually delivered through:

- Subject-specific lessons
- cross-curricular sessions with a focus on subjects within the whole department

All LPs identify the curriculum focus and the main intended outcomes for each subject included in the pathway. In KS1 and 2, the curriculum focus will be either:

Therapeutic level for Engagement for Learning or identified individual outcomes or **Subject-level learning** for subject attainment outcomes.

Within upper school & Post 16 these curriculum subjects are usually delivered through:

- Subject-specific lessons with an identified qualification outcome
- Enrichment activities with a therapeutic outcome
- Activities and lessons identified to meet personal outcomes
- Potential for supported Internships and work experience



All LPs identify the curriculum focus and main intended outcomes for each subject included in the pathway. In KS3, KS4 and KS5, the curriculum focus will be either:

- **Qualification-level learning** for identified qualification outcomes.
- **Supported Internships** for identified qualification outcomes and relevant work experience

All pupils in the Upper School will follow the PfA (Pathways for Adulthood) Framework allowing them to enhance their skills for Life and opportunities for including Careers Education.

Skills: Pupils have opportunity to develop Skills across the curriculum including:

- Speaking & Listening,
- Numeracy,
- Literacy & Reading
- Digital Literacy
- Physical, creative and practical skills
- Personal skills needed for future life, including social skills
- Vocational skills
- Independent living skills

Subject Level Learning:

Pupils work towards subject level outcomes: The National Curriculum Levels suitable for the individual pupil.

Qualification Level Learning:

Pupils in KS4 work towards Entry Level, Level 1 & Level 2 outcomes (Both Standard and Vocational options)

Post-16 pupils work towards Entry Level, Level 1, Level 2 & Level 3 outcomes (both Standard and Vocational options) in addition they may be engaged in supported Internships or work experience



The subject offer 2026-

Linguistic Subjects

- English Language
- Literacy
- English Literature
- Reading
- French

Healthy Living Subjects

- Home Cooking,
- Food & Nutrition (Upper School & Post 16)
- Food Hygiene
- Hair & Beauty (Upper School & Post 16)
- Catering (Upper School & Post 16)
- Healthy Lifestyle
- Yoga

Mathematical Subjects

- Mathematics
- Numeracy
- Statistics (KS4 & Post 16)

Scientific Subjects

- Applied Science (Upper School & Post 16)
- Biology (Upper School & Post 16))
- Chemistry (Upper School & Post 16)
- Physics (Upper School & Post 16)
- Astronomy (Upper School & Post 16)
- White Rose Science' (lower school)

Technological Subjects

- Vehicle maintenance (Upper School & Post 16)
- Information Technology (Upper School)
- ICT (Lower School)
- Digital Literacy
- Design Technology
- I-Media



Human & Social Subjects

- Humanities
- History
- Geography
- Psychology (Upper School & Post 16)
- Criminology (Upper School & Post 16)
- Citizenship (Upper School & Post 16)
- Classical Civilisations (Upper School & Post 16)
- RE
- Business (Upper School)
- Law (Upper School)
- Health & Social Care (Upper School & Post 16)
- Childcare (Upper School & Post 16)

Aesthetic & Creative Subjects

- Art, Craft & Design
- Photography & multi-media
- Performing Arts (Drama)
- Performing Arts (Dance)
- Music

Physical Subjects

- Sport & PE
- HAL (Healthy Active Lifestyles)
- Landbased Studies & gardening
- Duke of Edinburgh Award (Upper School)
- Woodland School
- Animal Care
- Equine Studies & horse riding
- Fitness Training

Wellbeing

- PSHE
- RSE
- THRIVE



The Qualification offer 2026-2027

Linguistic Qualifications

- GCE A Levels English Language
- GCSE's English Language, English Literature
- Functional Skills English L1 and L2
- Essential Skills Communications Entry L1 through to L2

Healthy Living Qualifications

- Vocational L3 Food Science and Nutrition
- GCSE Food & Nutrition
- BTEC L1 & L2 Home Cooking L1, L2, Hair & Beauty Entry 3, L1, Catering E3, L1
- Entry Level Healthy Lifestyle/Living E2, E3

Mathematical Qualifications

- GCE A Level Mathematics
- GCSE's Mathematics, Statistics
- Functional Skills Mathematics Entry 3 through to L2
- Entry Level Mathematics E1 through E3

Scientific Qualifications

- GCSE's Biology, Chemistry, Physics, Astronomy, 20th Century Science
- BTEC L1 & L2 Applied Science L1, L2
- Entry Level Science E1, E2 & E3

Technological Qualifications

- GCSE's Design Technology
- ESfWL Digital Literacy E3 through to L2
- BTEC L1 Construction, Creative Media
- Functional Skills ICT E3 through to L1



Human & Social Qualifications

- GCE A Levels Psychology
- Vocational Level 3 Criminology, Business, Law
- BTEC L3 Health & Social Care
- GCSE's Psychology, Classical Civilisations, History, Citizenship, Ancient History, Geography, Sociology
- Vocational L1& L2 Business L1, L2, Law L2, L1 Health & Social, L1 Childcare
- Entry Level Humanities, Independent Living, Preparing for Work E2, E3

Aesthetic & Creative Qualifications

- GCE A Level Art & Design
- BTEC L3 Art & Design, Production Arts
- GCSE's Art, Craft & Design,
- BTEC L2 Art & Design (Multiple pathways incl. Photography)
- Vocational L2 Creative and Media
- BTEC L1 Art & Design, Performing Arts

Physical Qualifications

- BTEC L2 Sport, Animal Care, Equine Studies
- BTEC L1 Sport, Animal Care, Landbased
- Entry Level Sport, Healthy Living, Animal Care, Landbased
- Duke of Edinburgh Award Gold, Silver, Bronze

Wellbeing Qualifications

- BTEC L1 & L2 Personal Growth and Wellbeing
- Entry Level PSHE E2, E3, Independent Living E2, E3