

Wisbech School – Curriculum Policy

This policy sets out the intent, implementation and impact of the curriculum at Wisbech School, including the secondary curriculum pathways and how they support pupils with SEND, particularly SEMH.

1. Curriculum Vision

Wisbech School's curriculum is built on the values of Achieve, Engage, Empower, Excel and Inspire. Our aim is to equip pupils with the knowledge, skills and cultural capital they need to lead fulfilling adult lives.

2. Curriculum Intent

We aim to re-engage pupils with learning, build self-esteem, develop core skills, prepare them for the next stage of education and adulthood, develop pupils academically, socially and emotionally, promote British Values, and ensure equality of access.

The purpose of our curriculum pathways is to ensure provision is flexible, responsive and matched to pupil readiness, while supporting progress academically, socially and emotionally. Pathways are intended to be fluid, allowing movement as pupils develop.

Overview of Curriculum Pathways

- Nurture Pathway
- Preparing to Learn Pathway
- Vocational Pathway
- Academic Pathway

3. Curriculum Implementation

- Based on the National Curriculum, adapted for individual needs.
- Includes vocational learning, cultural days, Forest/Farm School and enrichment.
- Teachers create Yearly Overviews and Schemes of Work.
- High adult–pupil ratios enable effective support in a timely manner.
- Assessment uses Teacher observation, Learning Ladders, GL tests, Bedrock, quizzes, portfolios and mock exams.
- Accreditation includes GCSEs, Functional Skills, ASDAN, BTEC, ELC, AQA Unit Awards and Duke of Edinburgh.
- Careers guidance follows statutory requirements, GATESBY benchmarks and supports

transitions. This includes independent careers advice, opportunities for work experience, dedicated careers sessions from year 7 and in built throughout the curriculum offered.

Curriculum Pathways

Nurture Pathway

Description: A holistic and nurturing pathway for pupils requiring high levels of emotional support and transition from primary provision.

Preparing to Learn Pathway

Description: A pastoral and therapeutic pathway for pupils struggling with academics and being in a school environment.

Vocational Pathway

Description: A practical pathway focusing on real-world learning, employability skills and alternative accreditation.

Academic Pathway

Description: An academic pathway for pupils able to access formal learning and qualifications with reasonable adjustments.

Learning outside the classroom - Educational visits/off-site activities/Experience Days

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Wisbech School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them, including Duke of Edinburgh, farm and forest school. Pupils have the opportunity for educational visits and experience days that reinforce curriculum pathways and develop their social and emotional needs. Our experience is that pupils forge strong bonds of peer friendships as well as trusted adults during the trips, and encourages respect for one another as a result of sharing the experiences.

Transition

The initial enrollment of new pupils is managed by the school's Pastoral Team as part of admissions. This includes; home visit - meeting with pupils and parents/carers, initial assessments and a gradual approach to full time learning.

At Sessions House, (KS2/3), pupils are assigned to classes based on assessment data, individual need and EHCP provision.

At Wisbech School, we transition pupils to Anglia Way, (KS3/4) based on; emotional and social readiness.

At the end of KS4, pupils are supported by staff to prepare for further education routes throughout careers focused sessions.

Home Learning

Home learning opportunities are made available to pupils regularly. These are optional tasks but encouraged through reward systems.

4. Curriculum Impact

Impact is measured through academic progress, EHCP outcomes, engagement, wellbeing, transitions, pupil voice and work scrutiny.

- Increased access to education for our pupils
- Increased access to the community
- Pupils making progress against their EHCP Outcomes and targets via structured curriculum pathways
- Our yearly progress Data
- Our yearly attainment Data
- Termly GL spelling assessments
- Termly Bedrock reading assessments
- Our pupils are able to discover and explore new interests
- Our pupils develop their communication skills – building on their self-esteem and confidence
- Our pupils are equipped with the appropriate knowledge and skills to be able to take the next steps beyond Wisbech School into further education and adulthood

5. Roles and Responsibilities

Leaders ensure curriculum quality; teachers deliver inclusive learning; families support attendance and development.

6. Legal Framework

Aligned with the Independent School Standards, Equality Act, SEND Code of Practice and DfE guidance.

7. Monitoring and Review

The Headteacher monitors implementation; the Proprietor reviews the policy annually.

8. Concerns and complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these with the Headteacher. Wisbech School has a Complaints Procedure in place, which is on the website or available from Reception at the school.