

Cambian
TYLDESLEY SCHOOL

Curriculum & Inclusion Policy

2026-2027

Key Stages 3, 4 and 5

BELONG • INSPIRE • ENGAGE • SUCCEED

Document control

Policy title	Curriculum & Inclusion Policy
Academic year	2026-2027
Applies to	All pupils in Key Stages 3, 4 and 5; all teaching, support, pastoral and leadership staff; external/alternative provision used by the school
Policy owner	Headteacher and Deputy Headteacher / SENCO
Approved by	Jemma Westby
Review date	September 2027, or earlier where legislation, guidance, cohort need or curriculum provision changes

1. Purpose and scope

This policy sets out how Cambian Tyldesley School plans, delivers, adapts and quality assures a broad, balanced, ambitious and inclusive curriculum for pupils in Key Stages 3, 4 and 5.

The policy combines curriculum and inclusion because, at Tyldesley, access to learning cannot be separated from pupils' social, emotional, mental health, communication, attendance, safeguarding and wider contextual needs. Curriculum planning therefore starts with pupils' individual starting points, Education, Health and Care Plan (EHCP) outcomes, barriers to learning, interests, aspirations and preparation for adulthood.

It applies to learning delivered on the school site, through educational visits, work-related learning, vocational programmes and commissioned alternative provision.

Our commitment: pupils should not have to fit the curriculum; the curriculum and support around it should be sufficiently flexible to enable pupils to participate, progress and prepare successfully for their next stage.

2. Regulatory and statutory framework

As an independent specialist school, Tyldesley maintains a written curriculum policy, plans and schemes of work which take account of pupils' ages, aptitudes and needs, including pupils with EHCPs. The school also ensures that curriculum content and delivery do not undermine fundamental British values.

- [Independent School Standards guidance \(DfE, April 2026\)](#)
- [SEND Code of Practice: 0 to 25 years](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Relationships, Sex and Health Education statutory guidance, effective September 2026](#)
- [Careers guidance and access for education and training providers, updated June 2026](#)
- [Keeping Children Safe in Education and current safeguarding guidance](#)
- [National Curriculum in England: secondary curriculum \(used as an important reference point\)](#)

3. School context and inclusive curriculum rationale

Tyldesley School supports pupils whose previous experiences of education may include disrupted placements, significant gaps in learning, anxiety, disengagement, exclusion, contextual safeguarding concerns and difficulties linked to social, emotional and mental health needs. Many pupils arrive working below age-related expectations or with uneven profiles of attainment. The curriculum therefore combines academic ambition with re-engagement, therapeutic and pastoral support, practical learning, vocational pathways and explicit preparation for adulthood.

The school's 2026-27 whole-school barriers analysis is used at cohort level to shape provision. The baseline analysis shows particularly high levels of mental health/medical barriers (29 of 32 pupils), cultural/socio-economic barriers (27 of 32) and family circumstance barriers (26 of 32). Attendance/AP/exclusion barriers are identified for 16 of 30 pupils, safeguarding/contextual risk for 17 of 30, and language/literacy barriers for 9 of 30. Twenty-two of 30 pupils are recorded as engaging in most lessons. These patterns reinforce the need for a curriculum that is structured, relational, literacy-rich, flexible and strongly connected to pupils' interests and future goals.

4. Curriculum vision: Belong, Inspire, Engage, Succeed

Driver	What it means	What pupils should experience
Belong	Pupils feel safe, known, respected and part of the school community.	Predictable routines, trusted relationships, pupil voice, anti-discrimination, reasonable adjustments and a culture where differences are respected.
Inspire	Pupils encounter learning that expands horizons and creates curiosity.	Rich texts, practical experiences, vocational routes, visits, careers encounters, outdoor learning and opportunities to explore interests.
Engage	Pupils access learning at an appropriate level and build subject knowledge over time.	Clear sequencing, modelling, scaffolding, retrieval, literacy and numeracy support, adaptive teaching and targeted intervention.
Succeed	Pupils gain qualifications, independence and confidence for the next stage.	GCSE/Functional Skills/vocational accreditation, employability, work experience, careers guidance, life skills and preparation for adulthood.

5. Inclusion principles

- All pupils are entitled to an ambitious education that is appropriate to their stage of development and builds from their starting points.
- EHCP provision is not an add-on. Section F provision, agreed strategies and outcomes are reflected in day-to-day teaching, intervention, pastoral work and review.
- Reasonable adjustments remove barriers without unnecessarily lowering expectations. Adaptation may include chunking, visuals, sensory support, supported reading, pre-teaching, alternative recording, reduced language load, movement/regulation breaks and changes to environment or pace.
- Inclusive practice is trauma-aware and relational while maintaining clear boundaries, high expectations and safeguarding responsibilities.
- Literacy, communication and numeracy are whole-school responsibilities and are reinforced across academic, vocational and practical learning.
- Pupils may follow different pathways or qualifications, but all routes should have clear purpose, progression and measurable outcomes.
- Alternative provision is used strategically, not as a substitute for entitlement. It must be safe, suitable, reviewed and connected to the pupil's wider curriculum and EHCP outcomes.
- Pupil voice, parent/carers views, multi-agency advice and destination aspirations inform planning and review.

6. Curriculum model and pathways

Tyldesley uses a flexible pathway model. Placement on a pathway is determined by need, attainment, engagement, qualification suitability and future aspiration rather than age alone. Pupils can move between pathways as their confidence, knowledge and independence develop.

Pathway	Primary purpose	Typical features	Progression
National Curriculum / GCSE	Build subject knowledge and prepare for GCSE or equivalent accreditation.	Subject-led curriculum, sequenced schemes of work, GCSE-style assessment, retrieval and exam preparation.	GCSEs, further education, apprenticeships, training.
Functional Skills / Foundation	Close gaps in core literacy and numeracy and provide recognised stepping stones.	Targeted English and maths, practical application, Entry Level to Level 2 where appropriate.	GCSE transition, college, vocational study, employment/training.
Vocational / Applied	Increase engagement and develop technical, employability and independence skills.	Practical programmes, portfolios, accredited units where available, employer/workplace links and AP.	College, apprenticeship, training, employment, supported pathways.

7. Key Stage 3 curriculum

At Key Stage 3, the curriculum prioritises re-engagement, strong foundations and progressive subject knowledge. Schemes of work use the National Curriculum as a reference point while being adapted to pupils' starting points, EHCPs and readiness to learn. The aim is to prepare pupils for meaningful qualification choices at Key Stage 4 without narrowing the curriculum too early.

- English: reading, writing, vocabulary, speaking and listening, literature, non-fiction and structured oracy.
- Mathematics: fluency, reasoning, problem solving and practical numeracy.
- Science: scientific knowledge, enquiry, practical investigation and safe working.
- Humanities: history and wider human/social learning; geography content is incorporated where planned within curriculum maps.
- Personal Development: PSHE, RSE, and careers/employability.
- Physical Education and outdoor education.
- Art and design and creative learning.
- Design and technology / Food Technology.
- Vocational tasters and practical learning are personalised to pupils' needs, interests and intended destinations. Where external alternative provision is appropriate, the school currently uses Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project.
- Modern foreign languages where appropriate to the pupil's pathway and curriculum plan.

English at KS3 deliberately builds knowledge and skill over time through recurring areas such as short fiction, novels, Shakespeare, poetry, non-fiction and Gothic literature. Reading, writing, speaking and listening are revisited in increasing depth, while additional reading, phonics/inference or literacy intervention is used where needed.

8. Key Stage 4 curriculum

At Key Stage 4, pupils follow an individual qualification pathway informed by starting points, prior attainment, EHCP outcomes, engagement and future destination. Where appropriate, pupils are supported towards GCSEs. Where GCSE is not the most suitable or achievable route, Functional Skills and alternative recognised qualifications are used to secure progression and success.

Core / compulsory	Foundation / entitlement	Options / personalised pathways
English	Physical Education	Art and Design
Mathematics	Careers / employability	Food Technology
Science	Work experience where appropriate	Elysium Construction (commissioned AP)

PSHE and RSE	History / humanities and wider personal development	Fix It Mechanic (commissioned AP)
		Bike Mech (commissioned AP)
		Health and Social Care
		Hair and Beauty
		Sport / Level 2 pathway where available

Accreditation decisions are made carefully to avoid entering pupils for qualifications that do not match their readiness or destination needs. Functional Skills may also be used as a transition towards GCSE. Exam access arrangements are identified, evidenced, trialled and reviewed in accordance with current awarding-body requirements.

9. Key Stage 5 curriculum

The Key Stage 5 curriculum provides a personalised bridge into adulthood for pupils who benefit from remaining within Tyldesley's structured and supportive environment. It is designed for pupils whose next steps may be affected by anxiety, gaps in learning, behavioural or regulation needs, late entry to the school or the need for a supported transition.

The KS5 programme combines continued academic development, vocational learning, employability, independence and transition planning. Students are supported to move on when an appropriate external college, training, apprenticeship, employment or supported pathway is ready and sustainable.

- English and mathematics through GCSE resits and/or Functional Skills, according to the most appropriate pathway.
- Personal development, PSHE/RSE, careers education, employability and independent living skills.
- Physical wellbeing and access to sport/physical activity.
- Vocational and practical pathways are selected according to need, interest and intended destination. External alternative provision used by the school includes Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project, alongside appropriate school-based curriculum and qualification pathways.
- Additional opportunities may include CSCS preparation, work placement and external provision linked to career aspirations.
- Independent careers advice and structured transition work, including applications, CVs, interview preparation, provider visits and destination planning.

10. Alternative provision and vocational placements

Alternative provision (AP) is used where it adds clear educational value, supports engagement or provides specialist vocational and developmental experiences that the school cannot reasonably replicate on site. For 2026-27, the school's commissioned AP offer includes Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project. Placements are selected according to each pupil's needs, interests, EHCP outcomes, engagement profile and intended destination, and remain part of the pupil's wider Tyldesley curriculum.

- Before placement, the school identifies the purpose, intended outcomes, timetable, qualification or skill pathway, safeguarding arrangements, transport, attendance expectations and links to EHCP / preparation-for-adulthood outcomes.
- Due diligence includes suitability, registration status where relevant, health and safety, safeguarding, staff suitability, curriculum content, risk assessment and arrangements for reporting concerns.
- The pupil remains on Tyldesley's roll and the school retains responsibility for educational oversight, safeguarding and progress monitoring.
- Attendance, engagement, progress and wellbeing are reviewed regularly. AP must not result in unnecessary loss of core English, maths, science, personal development or statutory entitlement.

- Pupil and parent/carers views are considered. Placements may be increased, reduced or ended according to progress, risk, attendance and suitability.
- Where evidence can contribute to accredited learning, portfolio and assessment requirements are quality assured in line with the awarding organisation and school IQA processes.

11. Literacy, reading and communication across the curriculum

Literacy is a whole-school priority. Strong reading, writing, vocabulary and communication skills are essential for curriculum access, accreditation, employment and independent adulthood. Teachers explicitly teach subject vocabulary, model high-quality responses and provide structured opportunities for speaking, listening and extended writing. Reading intervention is targeted using assessment information and may include phonics, fluency, vocabulary, comprehension and inference work.

English curriculum planning emphasises reading fluency and understanding, vocabulary, grammar, accurate and coherent writing, discussion and debate, and engagement with a wide range of literary and non-literary texts.

12. Numeracy across the curriculum

Numeracy is reinforced beyond mathematics through practical and vocational contexts including measuring, money, budgeting, time, ratio, data, estimation, costing, construction, mechanics, cooking and sport. Staff use consistent mathematical language and identify opportunities to apply core skills in real-life contexts.

13. SEND, EHCPs and the graduated approach

Every pupil's EHCP is central to planning. Staff are expected to know the relevant needs, outcomes, provision and strategies for the pupils they teach. Provision is translated into classroom practice, key-worker work, intervention and pastoral support and is reviewed through the school's Assess-Plan-Do-Review (APDR) cycle.

Stage	What happens	Evidence / records
Assess	Identify strengths, needs, barriers, starting points and what is preventing access or progress.	EHCP, baseline data, GL/NGRT, work, attendance, behaviour/pastoral information, pupil and parent voice, specialist advice.
Plan	Agree specific, measurable actions and provision, including who will deliver them and the expected impact.	ILP / APDR plan, Barriers to Learning profile, intervention plan, curriculum adaptations.
Do	Deliver the planned teaching, intervention and reasonable adjustments consistently.	Lesson practice, intervention records, key-worker evidence, provision maps, AP records.
Review	Evaluate progress and impact, not just completion. Adapt provision and curriculum as needed.	Termly review, progress data, pupil voice, work scrutiny, annual review evidence, revised targets.

14. Adaptive teaching and reasonable adjustments

Teachers maintain ambitious learning goals while adapting how pupils access them. Adjustments are selected in response to individual need and reviewed for effectiveness. Examples include:

- visual timetables, Now/Next or task-step prompts
- chunked instructions and reduced cognitive load
- pre-teaching and repeated retrieval of key vocabulary
- alternative methods for recording and assistive technology
- sensory regulation, movement and planned breaks
- low-arousal spaces and seating/environmental adjustments
- additional processing time, readers/scribes or other access arrangements where approved

- scaffolded texts, guided reading, sentence stems and model answers
- practical or interest-led contexts to support engagement
- careful use of adults to promote independence rather than over-prompting

15. Assessment, progress and reporting

Assessment is used to identify starting points, check understanding, adapt teaching, evaluate interventions and evidence progress towards qualifications and EHCP outcomes. No single measure is used in isolation.

- Baseline and standardised assessment, including GL Progress Tests in English and mathematics and NGRT reading assessments according to the school assessment calendar.
- Formative assessment in lessons through questioning, discussion, retrieval, observation, written/practical work and feedback.
- Summative assessment through end-of-unit tests, GCSE-style assessments, mock examinations, Functional Skills assessments and vocational portfolio evidence.
- Progress towards Individual Learning Plan / EHCP outcomes and wider independence, engagement and personal development.
- Attendance, participation and work completion data used carefully as contextual information rather than as a substitute for academic assessment.
- Vocational IQA, standardisation and awarding-organisation requirements where programmes are accredited.

16. Personal development, RSE, safeguarding and British values

Personal development is integral to the curriculum. PSHE/RSE, careers, assemblies, key-worker sessions, enrichment and subject teaching support pupils to understand relationships, consent, health, online safety, substance misuse, exploitation, contextual safeguarding, risk, equality, discrimination, citizenship and life in modern Britain. Delivery is age-appropriate, sensitive to SEND and SEMH needs, and follows the school's safeguarding and RSE policies.

Fundamental British values - democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs - are promoted through curriculum content, pupil voice, behaviour expectations and school culture. Political issues are presented in a balanced way and partisan political views are not promoted.

17. Careers, employability and preparation for adulthood

Careers education begins before KS4 and becomes increasingly personalised through KS4 and KS5. Pupils receive impartial guidance appropriate to their age and needs, including access to external careers expertise. Curriculum learning is linked to careers and pupils are supported to understand education, training, apprenticeship and employment routes.

- CV and application writing
- interview preparation
- employer encounters and workplace experiences
- college/provider visits and transition planning
- budgeting and independent living
- travel, timekeeping, communication, teamwork and responsibility
- understanding workplace behaviour, health and safety and professional expectations
- vocational tasters and sustained placements where appropriate

18. Attendance, re-engagement and reintegration

The school recognises that attendance and engagement can be significant barriers for pupils with SEMH needs. Curriculum planning is used as part of re-engagement: maintaining meaningful core learning, creating achievable steps back into education, using strong relationships and predictable routines, and offering practical/vocational experiences where these increase motivation. Any reduced or modified timetable is time-limited, reviewed and planned with the aim of increasing access to education, subject to individual need and safeguarding considerations.

19. Roles and responsibilities

Headteacher	Ensures the curriculum and inclusion framework meets the Independent School Standards, is suitably resourced, implemented and reviewed.
Deputy Headteacher / SENCO	Leads inclusion, graduated approach, EHCP provision, curriculum access, reasonable adjustments, barriers analysis and coordination with external professionals.
Curriculum / subject leaders	Maintain sequenced curriculum plans, schemes of work, assessment approaches and subject-specific quality assurance; identify gaps and support staff.
Teachers	Plan and teach ambitious, adaptive lessons; use assessment; implement EHCP provision; support literacy/numeracy; keep records and communicate concerns.
Teaching assistants / support staff	Implement agreed support and regulation strategies, promote independence, contribute observations and intervention evidence.
Pastoral / key workers	Support ILP/EHCP outcomes, engagement, attendance, personal development, pupil voice and communication with families.
Alternative provision lead / commissioning staff	Complete due diligence, maintain safeguarding and attendance oversight, review progress and ensure AP contributes to the pupil's overall curriculum and destination.

20. Quality assurance and continuous improvement

Curriculum and inclusion are reviewed through the school's 2026-27 QA cycle. Quality assurance is developmental as well as evaluative and is designed to test whether intended provision is actually experienced by pupils.

- Learning walks focusing on curriculum implementation, adaptation, regulation/sensory support and effective deployment of adults.
- Work scrutiny and pupil voice to evaluate curriculum coverage, challenge, progression and engagement.
- GL/NGRT and qualification data review to identify progress, gaps and intervention priorities.
- EHCP Section F compliance checks to confirm specified provision is available and used.
- Vocational portfolio sampling, IQA, standardisation and external verification readiness.
- Mock examination and access-arrangement reviews.
- Termly barriers-to-learning and ILP/APDR review, with changes to provision where impact is insufficient.
- Attendance, safeguarding, behaviour and destination information used alongside academic evidence to evaluate inclusion.

21. Partnership with pupils, parents/carers and professionals

The school values co-production. Pupils are supported to express what helps them learn, what creates barriers and what they want for their future. Parents/carers are kept informed of progress, concerns, qualification pathways and major curriculum decisions. The SENCO and wider team work with local

authorities, educational psychologists, therapists, CAMHS and other professionals as appropriate, ensuring advice is translated into practical support and reviewed for impact.

22. Equality, diversity and anti-discrimination

Curriculum content and teaching promote equality, challenge discrimination and represent a broad range of experiences, cultures and perspectives. Staff make reasonable adjustments for disability and consider barriers associated with SEND, disadvantage, care experience, language, attendance and other contextual factors. Materials and discussion are selected and facilitated carefully so that pupils can participate safely while being prepared for life in a diverse society.

23. Monitoring impact

Leaders evaluate whether the curriculum and inclusion framework is making a difference. Evidence includes:

- progress from starting points and qualification outcomes
- reading, literacy and numeracy development
- progress towards EHCP/ILP outcomes
- attendance, engagement and reduced barriers to learning
- quality and independence of pupils' work
- pupil and parent/carer voice
- successful participation in vocational/AP programmes
- personal development, safety and readiness for adulthood
- sustained post-16/post-18 destinations in education, employment or training

24. Review of this policy

This policy will be reviewed at least annually and sooner where there are significant changes to legislation, statutory guidance, the school's registration, curriculum offer, qualifications, alternative provision arrangements or pupil need. Curriculum plans and schemes of work are living documents and may be adapted during the year where assessment and quality assurance show that change is needed.

Appendix A - 2026-27 curriculum entitlement summary

Key Stage	Core academic / entitlement	Personal development / physical	Vocational / options / enhancement
KS3	English, Mathematics, Science, Humanities; MFL where appropriate	PSHE/RSE, careers, PE, outdoor education, SMSC/British values	School-based practical/vocational learning, with commissioned AP where appropriate: Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project
KS4	English, Mathematics, Science; GCSE / Functional Skills / alternative recognised qualifications as appropriate	PSHE/RSE, careers/employability, PE, work experience, humanities	Personalised vocational/qualification pathways and commissioned AP where appropriate: Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project
KS5	English and Mathematics through GCSE resit / Functional Skills according to need	PSHE/RSE, careers, employability, independence, physical wellbeing and transition	Personalised preparation-for-adulthood and vocational pathways, including commissioned AP where appropriate: Bike Mech, Fix It Mechanic, Elysium Construction and WN7 Project

Appendix B - Inclusion planning checklist

- ☐ What are the pupil's strengths, interests and aspirations?
- ☐ What does the EHCP specify and what must be visible in everyday provision?
- ☐ What are the current barriers to learning and which are most significant now?
- ☐ What is the pupil's academic starting point, including reading and numeracy?
- ☐ What adaptations or reasonable adjustments improve access without reducing ambition?
- ☐ What intervention is needed, who will deliver it, and what is the expected impact?
- ☐ How will progress be measured and when will the plan be reviewed?
- ☐ Does the curriculum connect to preparation for adulthood and future destination?
- ☐ If AP is used, is it safe, suitable, purposeful, monitored and connected to the wider curriculum?
- ☐ What do the pupil and parent/carer say is working or not working?