

POLICY – Curriculum

Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



September 2026

Tawanda Madhlangobe
(Headteacher / Principal)

Andrew Sutherland/Rob Mcconomy
(Proprietor Representative/Regional Lead)

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Cambian Wisbech School is an independent Department for Education registered coeducational specialist day school in Wisbech, Cambridgeshire. The school operates as one school across two sites: Sessions House, 32 Somers Road, Wisbech, Cambridgeshire, PE13 1JF and Anglia Way, 3 Anglia Way, Wisbech, Cambridgeshire, PE13 2TY. The school provides education for pupils aged 7 to 17. Sessions House primarily supports primary age pupils and Anglia Way primarily supports secondary age pupils. All pupils have Education, Health and Care Plans and have social, emotional and mental health needs with associated special educational needs and disabilities. Many pupils have experienced disruption, school refusal or previous placement breakdown and require a personalised, relational and trauma responsive approach to re engagement with education. The school values are Aspire, Achieve, Engage, Empower and Excel. Core expectations are Ready, Respectful and Safe and the school works across both sites under the shared commitment Together Towards Excellence.

2. Scope

This policy applies across all our sites. It includes:

- All Learners, including those under and over 16
- All Teachers, tutors and education staff
- The wider staff team
- The multi-agency team supporting curriculum delivery
- Headteachers/Principals
- All associated leaders responsible for curriculum oversight

The policy applies equally to schools and colleges, referred to collectively as sites.

3. Local Adaptation Requirement

Some sections in this policy are marked Adapt Locally. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

4. Legal and Regulatory Context

Cambian Wisbech School is governed by the statutory duties, safeguarding requirements and inspection arrangements that apply to independent schools in England. The universal standards in this policy are implemented through the England framework in Appendix A together with the school safeguarding, special educational needs, equality, curriculum and quality assurance arrangements.

6. Policy Statement

Across our organisation, the curriculum is the shared thread that connects every site, every classroom, every conversation and every aspiration. It is more than a sequence of subjects or qualifications. It is the way we tell Learners: *you matter, you can achieve, and your future belongs to you.*

We work with Learners whose educational experiences have often been characterised by interruption, exclusion, transitions, health needs, anxiety or trauma. Many come to us holding both potential and pain. We approach this with respect and humility. A curriculum that is ambitious, well-sequenced and trauma-responsive is a powerful act of restoration: it rebuilds trust where trust has been fractured, rekindles curiosity where learning became unsafe, and creates the conditions where Learners can experience consistency, dignity and belonging.

This universal policy provides the framework within which each of our sites shapes its own curriculum narrative. It ensures that while each site adapts to local context, national frameworks and Learner profiles, the overarching principles remain coherent across all three nations. Inspectors, partners and families should be able to recognise shared threads in ambition, design, pedagogy and practice, even as each local curriculum has its own personality and nuance.

The tone, values and commitments in this policy represent who we are as an educational provider and reflect our belief that education must meet learners where they are, lift them to where they can be, and walk with them at a pace that honours their experiences and strengths.

7. Our Curriculum Vision

Our vision is rooted in three convictions:

1. Every Learner is capable of growth, excellence and joy.

We do not define learners by their previous experiences or barriers. We define them by their possibility. Our curriculum amplifies strengths, nurtures curiosity, and opens the door to new interests and identities.

2. Learning must be emotionally and physically safe before it can be academically ambitious.

Trauma-responsive practice is not an add-on. It is the foundation. Without safety, there is no risk-taking in learning. Without relationships, there is no resilience.

3. Education is not just preparation for adulthood — it is part of adulthood.

For Learners over and under 18, we aim to equip them with the knowledge, character, habits and skills that support independence, employability, wellbeing and community participation.

Our curriculum vision extends beyond outcomes. It shapes the culture and character of our sites. It sets the standard for how we talk, plan, teach, reflect and improve.

Cambian Wisbech School curriculum intent: The curriculum is designed to re engage pupils in learning, rebuild confidence and enable sustained progress from individual starting points. It is ambitious, broad, balanced, flexible and personalised around each pupil's Education, Health and Care Plan, identified special educational needs, developmental stage, interests, regulation needs and intended destination. Academic learning sits alongside personal development, independence, communication, wellbeing, careers and preparation for adulthood. The school expects every pupil to be Ready, Respectful and Safe and aims for progress across Attendance, Attainment, Achievement, Behaviour, Safeguarding and Destination. The values Aspire, Achieve, Engage, Empower and Excel shape curriculum ambition and the culture of learning across both sites.

8. Curriculum Principles

Our curriculum is grounded in a set of universal principles that guide strategic design, daily decision-making and long-term review.

Ambitious for every Learner

We do not reduce expectations; we design learning that is accessible, supported, and aspirational. Ambition includes academic, social, emotional and independence goals.

Trauma-responsive and attachment-aware

Learning is delivered through relationships that honour each Learner's story. Predictability, attunement and emotional safety are foundational.

Coherently sequenced

Learning builds cumulatively and intentionally. We prioritise depth of understanding, retention and mastery, rather than coverage alone.

Personalised but not restrictive

Learner needs shape pathways, but personalisation never becomes a narrowing of opportunity.

Holistic and integrated

We recognise that communication, wellbeing, emotional literacy, executive functioning and community understanding are as vital as subject knowledge.

Authentic and connected to life

Learners experience learning that feels real: projects, community engagement, practical tasks, opportunities for voice and choice.

Reflective and evidence-informed

Staff use professional judgement, research, lived experience and data to adapt curriculum delivery.

9. Curriculum Structure

Across the organisation, our curriculum model integrates four strands:

1. Core Learning

This is the backbone of educational progress. It includes:

- Communication
- Literacy (functional and academic)
- Numeracy
- Digital competence
- Personal, social and emotional development
- Health, wellbeing and relationships

2. Specialist Learning

Each site will have specialist elements shaped by Learner needs:

- Sensory integration
- Therapeutic input
- Specialist communication approaches
- Specialist subjects aligned to site expertise
- Learning strategies linked to neurodiversity or emotional needs

3. Vocational and Employability Learning

Preparing Learners for meaningful futures:

- Careers education
- Work-related learning
- Supported internships
- Enterprise projects
- Life skills, travel, money management
- Community participation

4. Enrichment and Cultural Capital

Broader experiences that build identity and confidence:

- Outdoor learning
- The arts
- Physical activity
- Creativity and problem-solving
- Social development
- Clubs, interest projects and leadership opportunities

Local pathways and enrichment: Sessions House provides a primary focused curriculum with strong foundations in English, mathematics, science, personal development, humanities, computing, creative learning, physical development and enrichment. Anglia Way provides a secondary focused curriculum combining core academic learning with personal, social, health and economic education, relationships

and sex education, careers education, preparation for adulthood and qualification pathways. Pupils may work towards General Certificate of Secondary Education qualifications and other approved general, functional, entry level, vocational or technical qualifications where these match individual pathways. Enrichment includes community learning, educational visits, physical activity, creative opportunities, practical life skills, careers encounters and work-related experiences where appropriate. Timetables are personalised so that breadth and ambition are maintained while reasonable adjustments support access and engagement.

10. Trauma-Responsive Curriculum Design

Trauma-responsive practice is central to curriculum planning. We recognise that neurological load, emotional triggers and sensory profiles influence engagement.

Our trauma-responsive curriculum:

- Builds predictability through routines and transparent expectations
- Creates opportunities for co-regulation, quiet spaces and recovery
- Uses relational communication to repair ruptures and support re-engagement
- Avoids punitive approaches that undermine safety
- Embeds strength-based feedback and choice
- Recognises sensory needs and environmental stressors
- Allows for flexible pacing

Local trauma responsive practice: Staff use predictable routines, meet and greet, clear transitions, visual structure, calm relational language, co regulation, chunked tasks, planned movement or regulation breaks and access to quieter spaces where needed. Positive Behaviour Support plans, individual risk assessments and Education, Health and Care Plan strategies inform classroom practice. Staff use curiosity about need, restorative repair and connection before correction. Sensory, communication and environmental adjustments are made where required and demands are adapted without lowering long term ambition.

11. Teaching and Learning

High-quality teaching is a professional craft that requires intentionality, reflection, planning and emotional intelligence.

Across sites, teaching reflects:

Clarity of instruction - Learning objectives, steps, purposes and success criteria are communicated explicitly.

Adaptive practice - Teachers use ongoing assessment to adjust instruction, scaffolding and pacing.

Modelling and demonstration - Staff show cognitive processes, break down tasks, and encourage learners to think aloud.

Responsive relationships - Teachers remain attuned to Learner signals, adjusting demands with dignity.

Opportunities for retrieval, practice and mastery - We use revisiting, spaced repetition and structured practice to deepen learning.

Feedback that builds identity as a learner - Feedback strengthens confidence, self-belief and agency.

Collaboration with wider staff and specialists - Multi-agency insight enriches planning and ensures holistic support.

Local teaching framework: The Wisbech Ways of Working provide consistent expectations across Sessions House and Anglia Way. Teachers plan from clear curriculum intent and individual starting points, share learning purposes and success criteria, model new learning, scaffold appropriately, check understanding frequently, revisit prior knowledge and provide opportunities for guided and independent practice. Adaptive teaching and reasonable adjustments are expected for every pupil. Teaching assistants are deployed purposefully to promote participation and independence rather than dependence. Feedback identifies what has been successful and the next step for learning. Staff use agreed Positive Behaviour Support and safeguarding approaches so that teaching remains safe, relational and consistent.

12. Assessment

Assessment is a shared language across our organisation. It informs planning, celebrates progress and shapes personalised pathways.

Assessment is:

- **Holistic** — academic, communication, social, emotional, independence
- **Proportionate** — avoiding unnecessary administrative burden
- **Authentic** — showing learning through varied methods
- **Developmental** — supporting learners to understand progress
- **Multi-disciplinary** — drawing on insight from specialists

Local assessment arrangements: Baseline information is established on entry using previous records, Education, Health and Care Plan information, teacher assessment and appropriate standardised or curriculum-based assessment. Teachers use formative assessment in every lesson and record progress against curriculum and individual targets. Formal progress is reviewed through the school assessment cycle at least half termly, with senior leaders considering attainment, engagement, attendance, behaviour and wider personal development. Qualification assessment follows awarding body requirements. Work scrutiny, moderation and professional dialogue are used across both sites to strengthen consistency. Assessment information informs planning, intervention, Education, Health and Care Plan reviews, reports to families and self evaluation. See the Assessment and Marking and Feedback policies.

13. Personalisation

Personalisation strengthens engagement, progress and self-esteem and reflects:

- Strengths, interests and motivations
- Learning profiles and sensory needs
- Emotional regulation strategies
- Aspirations and career goals
- Preparation for adulthood
- Specialist reports and professional insight
- Family voice and learner voice

Local personalisation process: Each pupil's programme is built from the Education, Health and Care Plan, admissions and baseline information, learner and family voice, risk and Positive Behaviour Support planning, specialist advice and identified preparation for adulthood outcomes. Teachers translate this information into curriculum and individual learning targets. Plans are reviewed through ongoing assessment, pastoral and safeguarding information, formal progress reviews and statutory Education, Health and Care Plan review. Changes are agreed with the pupil and relevant adults where appropriate and are communicated to staff so that adjustments remain current across both sites.

14. Roles and Responsibilities

Senior leaders hold strategic responsibility for the vision, coherence and continuous improvement of the curriculum across all sites. Their leadership provides the organisational anchor that ensures every site works within a shared framework while retaining the ability to adapt to the needs of its local community.

They:

- set the overarching curriculum vision for the organisation
- develop and champion trauma-responsive, inclusive principles across all sites
- ensure leaders at every level are supported, coached and equipped to deliver high-quality education
- oversee quality assurance processes and ensure they promote learning, not compliance for its own sake
- create professional development structures that strengthen curriculum expertise and consistency
- support Headteachers/Principals to adapt curriculum models meaningfully to local Learner profiles
- ensure resources, staffing and specialist support align with curriculum ambition
- nurture a culture of reflective practice, innovation and shared learning across the organisation

Headteacher / Principal

The Headteacher/Principal holds the strategic lead for curriculum design and implementation.

They ensure the curriculum:

- reflects organisational values and ambition
- remains trauma-responsive, inclusive and appropriately challenging
- is sequenced coherently and adapted to the Learner profile
- is delivered consistently through high-quality teaching
- is reviewed regularly through robust quality assurance

They create the conditions in which staff can plan, teach, reflect and develop professionally. Their leadership shapes the culture that allows the curriculum to thrive.

Education Team (Teachers, Tutors and Curriculum Leads)

The education team brings the curriculum to life.

They:

- plan learning that is ambitious, engaging and well-sequenced
- deliver teaching that is adaptive, relational and grounded in professional judgement
- use assessment to shape next steps and monitor progress
- collaborate with colleagues and specialists to enrich Learner experience
- contribute to curriculum development, review and innovation

Their daily practice is where intent becomes reality. They help Learners rediscover belief in themselves as learners.

Wider Staff Team

The wider staff team plays a vital role in making the curriculum accessible, meaningful and safe.

They:

- build the relational foundations upon which learning rests
- support regulation, transitions and emotional safety
- reinforce learning themes across the day through consistent language and routines
- observe, notice and communicate Learner needs that inform planning
- contribute professional insight to personalised support

Their presence and attunement are crucial: they help create the conditions where learning can genuinely happen.

Multi-Agency Partners

Our multi-agency partners strengthen the curriculum by bringing specialist skills, insight and perspectives.

They:

- contribute expertise that shapes personalised learning
- support assessment, planning and review

- offer professional advice on communication, sensory needs, emotional wellbeing and therapeutic approaches
- collaborate with staff teams to ensure the curriculum is holistic and responsive

They help ensure each Learner's curriculum is grounded in a deep understanding of who they are and what they need to flourish.

Learners

Learners are not passive recipients of curriculum; they are active contributors to it.

They:

- share their views, interests and aspirations
- participate in shaping their personalised pathways
- reflect on their progress and set goals
- contribute feedback that helps improve curriculum quality

Their voice is essential. A curriculum becomes meaningful when it reflects who Learners are and the futures they seek.

Local leadership and responsibilities: The Headteacher retains overall accountability for curriculum quality and impact across both sites. The Deputy Headteacher provides whole school leadership for special educational needs and Education, Health and Care Plan provision. Assistant Headteachers lead day to day curriculum implementation and quality at Sessions House and Anglia Way. The Lead Teacher supports planning, sequencing, moderation and professional development. The Pastoral Managers contributes attendance, behaviour, examinations and pastoral information to curriculum planning and quality assurance. Teachers and Instructors are responsible for curriculum delivery and progress and teaching assistants support access, engagement and independence. Regional and proprietor oversight provides external challenge and assurance.

15. Quality Assurance and Continuous Improvement

Curriculum quality is reviewed through:

- Learning walks, observations and work scrutiny
- Moderation and professional dialogue
- Assessment data and qualitative insight
- Learner, family and staff voice
- Destination data
- Annual strategic curriculum reviews
- Supervision, coaching and professional learning

Local quality assurance: The Headteacher maintains a whole school quality assurance calendar covering both sites. This includes formal observations, learning walks, work scrutiny, curriculum reviews, assessment and moderation, pupil voice, family feedback and review of destination information. Senior leaders consider the evidence regularly and cross site themes are followed through to completion. Curriculum findings inform the School Self Evaluation Form, School Development Plan, staff development

priorities and individual support or coaching. Progress against actions is reviewed by the Senior Leadership Team and reported through regional and proprietor governance. See the Governance, Leadership and Management Policy and Teaching and Observation Policy.

16. Staff Learning and Development

High-quality curriculum delivery depends on confident, supported, well-developed staff.

Our organisation invests in:

- Trauma-responsive practice
- Specialist pedagogies
- Curriculum planning and sequencing
- Assessment and moderated judgements
- Multi-agency collaboration
- Leadership development
- Safeguarding, inclusion and equality

Local professional development: Curriculum training is planned through induction, September training days, scheduled professional development, half termly supervision, coaching, subject development and responsive training arising from quality assurance. Core development includes safeguarding, Positive Behaviour Support, special educational needs, trauma responsive practice, curriculum planning and sequencing, assessment, literacy and numeracy, personal development and role specific examination or careers requirements. Completion and impact are monitored by senior leaders and linked to the school development priorities. See the Learning and Development arrangements.

17. Safeguarding and Wellbeing in the Curriculum

Safeguarding is not a standalone process in our organisation — it is woven through every aspect of curriculum design, teaching and Learner experience. Our curriculum consciously develops the knowledge, confidence and competence Learners need to stay safe, make informed choices, and understand their rights. This is particularly important given that many of our Learners have lived experiences that may make them more vulnerable to harm, exploitation or unsafe relationships.

We recognise that safeguarding in the curriculum is not simply about delivering content. It is also about the conditions in which learning happens. A trauma-responsive and relational curriculum helps Learners feel seen, heard and secure — all of which are protective factors in their development.

Across all sites, our curriculum supports safeguarding by:

1. Embedding protective learning

The curriculum gives Learners age-appropriate opportunities to learn about:



- understanding risk and managing unsafe situations
- consent, respect and healthy relationships
- boundaries, privacy and bodily autonomy
- recognising unsafe online behaviours
- digital literacy and critical thinking
- emotional literacy, coping strategies and self-regulation
- recognising trusted adults and how to seek help
- understanding exploitation, grooming and coercion in accessible ways

2. Building self-advocacy and voice

We teach Learners to:

- express their needs
- describe their feelings safely
- recognise when something does not feel right
- ask for help confidently
- participate in decisions about their learning and support

Voice is a safeguarding mechanism; therefore, it is intentionally strengthened across the curriculum.

3. Creating safe, predictable learning environments

A trauma-responsive curriculum supports safeguarding by ensuring:

- emotional and relational safety
- predictable routines
- trust-building interactions
- attuned responses to distress
- safe spaces for regulation
- non-shaming approaches to behaviour

Consistency is protective. Our curriculum is built to offer that consistency every day.

4. Recognising vulnerabilities linked to past experiences

We remain alert to the ways in which:

- trauma histories
- social isolation
- learning differences
- communication needs
- neurodiversity
- sensory profiles
- transitions, moves or placement changes can increase vulnerability

The curriculum responds by building resilience, competence and personal agency.

5. Integrating safeguarding themes across subjects and experiences

Protective education is planned, sequenced and revisited. It is not confined to personal development sessions — it appears in:

- PSHE / wellbeing learning
- digital learning
- vocational learning (including safety in workplaces)
- community-based learning
- enrichment programmes
- outdoor education
- discussions about media, choices and relationships

6. Working in partnership

Safeguarding within the curriculum is strengthened by collaboration with:

- parents and carers
- therapeutic teams
- multi-agency partners
- health and social care
- specialist services

Where appropriate, planning reflects insights from those supporting the Learner outside the classroom.

Cambian Wisbech School safeguarding and wellbeing arrangements:

Headteacher and Designated Safeguarding Lead: Trained Deputy Designated Safeguarding Leads provide cover across Sessions House and Anglia Way.

- Safeguarding concerns are recorded promptly on Behaviour Watch and urgent or significant concerns are also reported verbally to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay.
- Curriculum and safeguarding leaders work together through daily briefing and debrief, Senior Leadership Team review, safeguarding quality assurance and curriculum review so that emerging risks inform teaching and protective education.
- Protective education is planned and sequenced through personal, social, health and economic education, relationships and sex education, computing and online safety, assemblies, key working, careers, enrichment and subject teaching. Themes are revisited in response to pupil need and local or national safeguarding priorities.
- Teaching is adapted for pupils with social, emotional and mental health needs, communication needs, neurodivergence, trauma histories and other special educational needs. Staff use accessible language, repetition, visual support, relational teaching and individual risk or support plans so that safeguarding knowledge can be understood and applied.

18. Inclusion, Equality and Diversity

Our curriculum:

- Represents diverse identities and life experiences
- Actively removes barriers to access
- Promotes belonging and participation
- Challenges discrimination and stereotypes
- Celebrates identity, culture and voice

Local inclusion and equality arrangements: All pupils have Education, Health and Care Plans. The Deputy Headteacher and special educational needs leadership coordinate provision and reasonable adjustments while teachers retain responsibility for inclusive curriculum delivery. Curriculum planning takes account of communication, cognition, sensory, physical, social, emotional and mental health needs and is adapted without unnecessarily narrowing entitlement. Equality objectives are reflected through curriculum representation, personal development, pupil voice, anti bullying work and monitoring of participation and outcomes. See the Special Educational Needs Policy, Equality arrangements and Accessibility Plan.

19. Curriculum Information and Publishing Duties

Each site will publish clear and accessible curriculum information including:

- Overview of pathways
- Curriculum model
- Preparation for adulthood
- Careers information
- How the curriculum meets the needs of the site's Learners

Publication: Curriculum information is published through the Cambian Wisbech School website and school information shared with families, placing authorities and professionals. The Headteacher retains overall responsibility for accuracy and delegates routine updates to appropriate senior or curriculum leaders. Published information is reviewed at least annually and whenever a significant curriculum change is made.

20. Related Policies

- Teaching & Observation Policy
- Assessment Policy
- Positive Behaviour Support Policy
- Safeguarding / Child Protection Policy
- Careers Policy
- Special Educational Needs Policy
- Equality, Diversity & Inclusion Policy
- Attendance Policy
- Learning and Development Policy
- Health and Mental Well-Being Policy
- Governance, Leadership and Management Policy

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A

The legal and regulatory frameworks and guidance underpinning Curriculum in England.

1. The Education (Independent School Standards) Regulations 2014

- **Means:** Statutory standards independent schools must meet (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Robust curriculum, safeguarding, behaviour, SEND, premises and leadership arrangements.
- **Our stance:** Curriculum, safeguarding, complaints, leadership, SEND and QA map to Parts 1, 2, 3, 5, 6, 7 and 8.
- **Implementation example:** Local compliance matrix aligned to ISSR standards.
- **Link:** <https://www.legislation.gov.uk/ukxi/2014/3283>

2. Independent School Standards Guidance (DfE) 2019

- **Means:** Non-statutory but authoritative inspection guidance for interpreting the ISSR.
- **Requires:** Clear curriculum intent, SMSC, safeguarding, complaints procedures and leadership capacity.
- **Our stance:** Universal curriculum model and safeguarding framework reflect this guidance.
- **Implementation example:** Internal evidence handbook aligned to each Standard.
- **Link:** https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

3. Ofsted Non-Association Independent School Inspection Framework (2026)



- **Means:** Inspection toolkit and operating guides for independent schools.
- **Requires:** Secure curriculum intent/implementation/impact; strong safeguarding; effective leadership.
- **Our stance:** Our QA cycle aligns with the Ofsted inspection model.
- **Link:** <https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

4. Keeping Children Safe in Education (KCSIE)

- **Means:** Core statutory safeguarding guidance for schools and FE.
- **Requires:** Safe recruitment, DSL structure, training, referral processes, online safety.
- **Our stance:** Safeguarding curriculum themes and staff responsibilities align to KCSIE.
- **Link:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

5. SEND Code of Practice (0–25)

- **Means:** Statutory guidance for SEND identification, support and multi-agency planning.
- **Requires:** Graduated approach, EHC processes, co-production and high-quality teaching.
- **Our stance:** Personalisation framework aligns to the graduated approach (assess–plan–do–review).
- **Link:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>