



SENSES Learning Hub

# Curriculum Policy

Created: 11.09.26

Review date: 11.09.27

Dawn Oughtibridge (Director)

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John Fox (Director)

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# 1. Curriculum Aims

Our curriculum aims to:

- Provide a creative, balanced, and highly personalised education, with a strong focus on Art, Design, and Creativity, enabling students to develop skills and express their individuality.
- Engage students who may have faced challenges in mainstream education, fostering personal growth, wellbeing, and purpose.
- Support students in making academic progress in an alternative setting.
- Deliver Functional Skills English and Maths at all stages and ensure access to the Key Stage 3 National Curriculum for English and Maths.
- At Key Stage 4, provide tailored pathways: either Functional Skills English and Maths, or where students are dual registered and capable of GCSE study, work with their school to follow the GCSE pathway. Or for some students offer English and Maths Cambridge iGCSE.
- Offer AQA GCSEs in Art, Craft & Design, Photography, Fine Art, and Textile Design, in collaboration with schools or iGCSEs for other students, alongside Arts Award (Discover, Explore, Bronze) at Key Stage 3. All arts projects are personalised to reflect students' individual interests, passions, and strengths.
- Offer AQA Unit Award Scheme (UAS) accreditation to recognise and celebrate small step achievements, engagement, personal development, and subject specific learning across a broad range of curriculum areas. Unit Awards may include creative arts, life skills, wellbeing, communication, independence, community participation, and vocational or interest led learning.
- Use the flexibility of the AQA Unit Award Scheme to personalise learning pathways for students with SEND, EBSA, SEMH needs, neurodivergence, interrupted education, or barriers to accessing mainstream qualifications.
- Promote students' spiritual, moral, social, and cultural development, building resilience, self confidence, and essential life skills.
- Encourage responsibility for physical and emotional health through wellbeing walks, therapeutic approaches, and access to talking therapies.
- Equip students with transferable life skills and soft skills such as adaptability, self regulation, resilience, communication, social collaboration, and emotional awareness.
- Ensure that curriculum planning and delivery take account of the statutory duties and guidance relevant to alternative provision, including the Education Act 1996, the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, the Alternative Provision statutory guidance and Working Together to Safeguard Children 2026.
- Ensure that curriculum provision supports the safeguarding and welfare of children in accordance with Working Together to Safeguard Children 2026 and reflects the safeguarding expectations set out in Keeping Children Safe in Education 2026 where applicable to commissioned alternative provision.
- Where SENSES Learning Hub is providing education or services on behalf of a school, local authority or other relevant education body, support effective information sharing

in accordance with the new information sharing duty introduced by the Children's Wellbeing and Schools Act 2026, which commenced in September 2026.

## 2. Roles and Responsibilities

Directors (Dawn Oughtibridge and John Fox) are responsible for:

- Monitoring and evaluating the curriculum implementation and outcomes.
- Setting clear objectives for curriculum priorities and targets.
- Ensuring provision complements mainstream school curricula where applicable.
- Guaranteeing inclusivity for students with SEN and additional needs.
- Overseeing careers guidance to prepare students for future education, training, and employment.
- Ensuring personalised approaches that align with individual student needs and EHCP outcomes where applicable.
- Managing curriculum time and resources effectively.
- Overseeing student wellbeing and personal development, including therapeutic support.
- Ensuring curriculum progression supports meaningful destinations post-16.
- Monitoring the delivery and quality assurance of AQA Unit Award Scheme provision and ensuring that accreditation reflects individual student progress and achievement.
- Ensuring that curriculum planning takes account of the statutory SEND duties arising from the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years where applicable to the provision and the individual student's circumstances.
- Ensuring that reasonable adjustments and appropriate support are considered for disabled students in accordance with the Equality Act 2010.
- Ensuring that safeguarding responsibilities, information sharing and multi agency working are undertaken in accordance with Working Together to Safeguard Children 2026 and relevant statutory requirements.
- Ensuring that SENSES Learning Hub works appropriately with commissioning schools, local authorities, parents and carers and other relevant agencies in relation to safeguarding, SEND, attendance, progress and student welfare.
- Ensuring that the provision is reviewed against the DfE's Non-school alternative provision: voluntary national standards, which provide national expectations for non-school alternative provision and are intended to inform local oversight and commissioning.

## 3. Organisation and Planning

The curriculum at SLH is person centred, creative, and responsive. Study programmes include:

- **Core Focus:** Arts based learning, including Arts Awards, AQA Unit Awards, and GCSE Art subjects, with projects tailored to student interests and creative strengths.

- **English and Maths:** Functional Skills or GCSE pathways depending on student level and school partnership, embedded across all learning programmes.
- **AQA Unit Award Scheme:** Students may work towards individual accredited units that recognise progress in academic, creative, personal, social, and independence skills. Units are selected and personalised according to student needs, interests, EHCP outcomes, and future aspirations.
- **Therapeutic Support:** Emotional wellbeing embedded daily, supported by wellbeing walks and therapeutic sessions.
- **Community Engagement:** Enrichment through cultural visits (e.g., Yorkshire Sculpture Park, Hepworth Museum, Community Garden, theatre trips) and participation in arts events and workshops.

The curriculum is designed to remain flexible and responsive, enabling staff to adapt learning in real time according to students' emotional regulation, communication needs, sensory profiles, and levels of engagement.

Curriculum planning will take account of the individual student's age, ability, aptitude, special educational needs and disabilities, EHCP outcomes where applicable, prior attainment, attendance, wellbeing, aspirations and preparation for adulthood. Where a student has an EHCP, curriculum planning will contribute towards the outcomes and provision identified within the plan.

SENSES Learning Hub will work with commissioning schools and local authorities to ensure that the nature, objectives and timescale of alternative provision are clearly understood and reviewed. This includes consideration of the student's SEND needs and any relevant statutory responsibilities where an EHCP is in place.

## 4. Inclusion

The curriculum is accessible to all learners with approaches adapted for:

- Students with SEN and disabilities, ensuring equitable access and removing barriers.
- Students with low prior attainment, providing targeted interventions and support.
- More able students, with extension opportunities and challenges to deepen learning.
- Students with SEMH needs, anxiety, EBSA, trauma-related needs, or neurodivergence, through flexible and relational approaches.
- EAL students, with strategies to overcome language barriers and ensure full participation.
- Students with selective mutism or communication differences, through low-demand approaches, alternative methods of communication, visual supports, relationship-based practice, and opportunities to communicate in ways that feel safe and accessible to them.

Staff use highly personalised approaches, including differentiated teaching, sensory-informed practice, visual timetables, practical and experiential learning, movement

breaks, scaffolded communication, and flexible accreditation pathways such as AQA Unit Awards.

- SENSES Learning Hub will comply with the Equality Act 2010 in relation to disabled students and will consider and implement reasonable adjustments where required to prevent disabled students being placed at a substantial disadvantage.
- Provision will have due regard to the SEND Code of Practice: 0 to 25 years and the principles of the Children and Families Act 2014 where applicable, including participation of children, young people and parents or carers in decisions about special educational provision.
- Curriculum and support arrangements will be reviewed where a student's needs change, including where there are changes to an EHCP, safeguarding concerns, significant changes in attendance or emerging barriers to accessing education.

## **5. Daily Reporting and Individual Progress**

Students at SLH receive a daily or weekly report shared with parents/carers, schools, and commissioners where appropriate. This report:

- Reflects how the student presented during the day.
- Records any safeguarding or wellbeing concerns.
- Summarises academic, creative, and personal achievements.
- Reflects the student voice.
- May include progress towards AQA Unit Awards, Arts Awards, Functional Skills, or personalised learning targets.
- Records relevant information required to support safeguarding, welfare, attendance, progress and appropriate multi-agency working.
- Information will be shared appropriately and proportionately where this is necessary to safeguard and promote the welfare of a child, in accordance with the Children's Wellbeing and Schools Act 2026 and the statutory information sharing framework commencing in September 2026.

We also provide half-termly summary reports that give an overview of progress and:

- Cross-reference progress against EHCP targets, where applicable, noting if/how progress has been made towards outcomes.
- Identify engagement, attendance, regulation, communication, and independence progress.
- Celebrate accredited achievements and completed units where applicable.
- Identify any emerging concerns, changes in need or barriers to learning that may require discussion with the commissioning school, local authority, parent/carer or other relevant professional.

This system ensures transparent communication and a holistic record of each student's progress.

All records will be maintained appropriately and handled in accordance with applicable data protection and safeguarding requirements. Information will be accurate, relevant, proportionate and shared with appropriate agencies where there is a lawful basis or safeguarding duty to do so.

## 6. Monitoring Arrangements

Directors regularly monitor curriculum implementation and outcomes by:

- Conducting termly reviews of attendance, attainment, and wellbeing.
- Reviewing daily reporting logs to track academic, creative, personal, and accredited progress.
- Monitoring engagement and achievement within AQA Unit Award Scheme pathways.
- Collaborating with schools, parents/carers, and multi-agency teams to evaluate impact.
- Providing regular updates to referring schools, commissioners, and families.
- Reviewing curriculum pathways to ensure they remain personalised, aspirational, and appropriate for student needs.
- Reviewing provision against relevant statutory guidance, including the Alternative Provision statutory guidance, Working Together to Safeguard Children 2026, the SEND Code of Practice: 0 to 25 years and Keeping Children Safe in Education 2026 where applicable.
- Reviewing provision against the DfE's Non-school alternative provision: voluntary national standards as part of ongoing quality assurance and preparation for local authority and commissioner oversight.
- Ensuring that any safeguarding or welfare concerns are acted upon promptly and shared with the appropriate safeguarding partners or commissioning organisation in accordance with statutory requirements.
- Ensuring that curriculum provision remains suitable for each student and that any concerns about the suitability, effectiveness or safety of a placement are raised promptly with the relevant commissioner, school or local authority.

## 7. Review Cycle

This policy will be reviewed annually, with input from staff, parents, carers, schools, and students to ensure it continues to meet the evolving needs of learners.

### Review Log

| Review date | Completed by who               |
|-------------|--------------------------------|
| 20.08.25    | John Fox and Dawn Oughtibridge |
| 11.09.26    | John Fox and Dawn Oughtibridge |

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