



SENSES Learning Hub

# Curriculum Policy

Created: 01.09.25

Review date: 01.09.26

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.
- Offer AQA GCSEs in Art, Craft & Design, Photography, Fine Art, and Textile Design, in collaboration with schools or iGCSEs for EOTAS 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 SENSES talking therapies.
- Equip students with transferable life skills and soft skills such as adaptability, self-regulation, resilience, communication, social collaboration, and emotional awareness.

## 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.

### 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.

### 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.

## 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.

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.

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

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## 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.

## 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
01.09.26	John Fox and Dawn Oughtibridge