

IMPACT ALTERNATIVE LEARNING

CURRICULUM POLICY

Reviewed: April 2026

Next Review: April 2027

Principal: Kate Willis

Deputy DSL: Kirsty Lampkin

1. INTRODUCTION

Impact Alternative Learning provides a bespoke, alternative education for learners aged 5–19, many of whom have experienced barriers to accessing mainstream education, including those with Special Educational Needs and Disabilities (SEND) and Education, Health and Care Plans (EHCPs).

This Curriculum Policy sets out the intent, implementation, and impact of the curriculum, ensuring compliance with statutory requirements including safeguarding, equality, and the Independent School Standards.

2. STATUTORY FRAMEWORK

This policy is written in accordance with:

- Keeping Children Safe in Education (KCSIE) 2025
 - Working Together to Safeguard Children (2023)
 - Equality Act 2010
 - Children Act 1989 & 2004
 - SEND Code of Practice (2015)
 - Independent School Standards (DfE)
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3. CURRICULUM INTENT

The curriculum at Impact Alternative Learning is designed to:

- Re-engage learners who have disengaged from education
- Provide a safe, structured, and supportive environment
- Develop core academic skills in English and Maths
- Support SEMH needs alongside academic progress
- Offer vocational and practical pathways
- Prepare learners for further education, employment, or training

We aim to ensure all learners, regardless of starting point, make meaningful and measurable progress.

3A. CURRICULUM PATHWAYS (AGES 5–19)

Our curriculum is structured to provide clear, progressive pathways from early learning through to post-16 outcomes. Each pathway is adapted to meet individual needs, particularly for learners with SEND and EHCPs.

KS1 & KS2 (Ages 5–11)

Focus: - Re-engagement with learning through nurture and routine

- Development of early literacy and numeracy skills
- Communication, language and social interaction
- Emotional regulation and confidence building

Delivery: - Short, structured sessions with high levels of support

- Play-based and experiential learning
- Outdoor learning, forest school and nature-based activities
- Strong emphasis on routine, safety and relationships

Outcomes: - Improved engagement and attendance

- Development of core skills and readiness for KS2/KS3 transition
- Increased confidence and emotional regulation

KS3 (Ages 11–14)

Focus: - Rebuilding engagement with education

- Strengthening literacy and numeracy foundations
- Introduction to vocational and practical learning
- Development of behaviour, routines and resilience

Delivery: - Functional Skills pathways (entry level–Level 1)

- PSHE and personal development
- Vocational tasters (fitness, mechanics, creative subjects)
- Small group teaching and targeted intervention

Outcomes: - Increased engagement and reduced risk of exclusion

- Improved academic confidence
- Identification of strengths and interests

KS4 (Ages 14–16)

Focus: - Preparation for next steps (college, training, employment)

- Achievement of recognised qualifications
- Development of independence and life skills

Delivery: - Functional Skills English & Maths (Entry Level–Level 2)

- AQA Unit Awards / ASDAN programmes

- Vocational pathways with real-life application
- Careers guidance and transition planning

Outcomes: - Accredited qualifications
- Clear progression routes into FE or training
- Improved independence and employability skills

Post-16 (Ages 16–19)

Focus: - Sustained engagement in education or training
- Preparation for employment and independent living

Delivery: - Continued Functional Skills progression
- Vocational development and work-related learning
- Life skills, employability and independence training
- Supported transitions into college or employment

Outcomes: - Successful transition into sustained education, employment or training (EET)
- Increased independence and life readiness

4. CURRICULUM IMPLEMENTATION

4.1 Structure

The curriculum is delivered through a combination of:

- Functional Skills (English & Maths)
- PSHE and Personal Development
- Vocational learning (boxing, fitness, mechanics, beauty, construction, music)
- Enrichment activities and trips

4.2 Teaching Approach

- Small group and 1:1 teaching
- Differentiated and adaptive learning
- Practical and hands-on delivery
- Short, structured sessions (typically 45 minutes)

4.3 Timetabling

- Flexible timetables tailored to individual needs
 - Integration of academic and vocational learning
 - Opportunities for off-site and outdoor learning
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5. CURRICULUM IMPACT

Impact is measured through:

- Academic progress (Functional Skills, AQA, ASDAN)
 - Improved attendance and engagement
 - Behaviour and SEMH development
 - Successful transitions into further education or employment
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6. ASSESSMENT

- Baseline assessments on entry
 - Ongoing formative assessment
 - Individual Learning Plans (ILPs)
 - EHCP target tracking where applicable
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7. SEND & INCLUSION

Impact Alternative Learning is committed to inclusion.

- All learners have access to a personalised curriculum
 - EHCP outcomes are supported and reviewed
 - Reasonable adjustments are made in line with the Equality Act 2010
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8. SAFEGUARDING

Safeguarding is embedded throughout the curriculum.

- All staff are trained in KCSIE 2025
 - Concerns are reported to the DSL immediately
 - Curriculum includes PSHE, online safety, and risk awareness
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9. PERSONAL DEVELOPMENT

Learners develop:

- Confidence and resilience
 - Social and communication skills
 - Independence and life skills
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10. MONITORING & REVIEW

- Curriculum is reviewed annually
 - Ongoing monitoring by Principal and DSL
 - Feedback from staff, students, and stakeholders informs development
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11. CONCLUSION

Impact Alternative Learning provides a personalised, inclusive, and ambitious curriculum that supports all learners to succeed.

Signed:

Kate Willis
Principal

Kirsty Lampkin
Deputy DSL