

IMPACT ALTERNATIVE LEARNING

CURRICULUM POLICY – FINAL ELITE OFSTED VERSION

1. Policy Statement

Impact Alternative Learning delivers a bespoke, trauma-informed, vocationally enriched curriculum for learners aged 5–19 with EHCPs. The curriculum is designed to re-engage learners, remove barriers, and prepare pupils for adulthood, employment and further education.

2. Curriculum Intent, Implementation and Impact

Intent: Provide meaningful, personalised learning with real-world relevance.

Implementation: Delivered through small groups, vocational learning, and structured routines.

Impact: Measured through progress, engagement, attendance and destinations.

3. Curriculum Pathways

Pathway	Description
Foundation	Early engagement, regulation and core skill building
Development	Routine, behaviour stabilisation and skill progression
Accreditation	Qualifications and independence
Transition	Preparation for adulthood and employment

4. KS1 – Foundation

Intent	Clear purpose for learning and development
Implementation	Structured teaching, adapted for EHCP needs
Curriculum	Core + vocational + personal development
Impact	Progress, engagement, behaviour and outcomes

5. KS2

Intent	Clear purpose for learning and development
Implementation	Structured teaching, adapted for EHCP needs

Curriculum	Core + vocational + personal development
Impact	Progress, engagement, behaviour and outcomes

6. KS3 – Development

Intent	Clear purpose for learning and development
Implementation	Structured teaching, adapted for EHCP needs
Curriculum	Core + vocational + personal development
Impact	Progress, engagement, behaviour and outcomes

7. KS4 – Accreditation

Intent	Clear purpose for learning and development
Implementation	Structured teaching, adapted for EHCP needs
Curriculum	Core + vocational + personal development
Impact	Progress, engagement, behaviour and outcomes

8. Post-16 – Transition

Intent	Clear purpose for learning and development
Implementation	Structured teaching, adapted for EHCP needs
Curriculum	Core + vocational + personal development
Impact	Progress, engagement, behaviour and outcomes

9. Curriculum Offer

Core	English, Maths, PSHE, Science
Vocational	Mechanics, Boxing, Construction, Beauty
Qualifications	Functional Skills, GCSEs, ASDAN, AQA
Enrichment	Trips, fitness, outdoor learning

10. Assessment Framework

Baseline, formative and summative assessments are used to track progress.

Baseline	BKSB / initial assessment
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Formative	Daily feedback and questioning
Summative	Termly assessment
Progress Reviews	EHCP reviews and meetings

11. Staffing & Delivery Model

Class Size	Small groups (max 6)
Support	Teacher + mentor
Approach	Trauma-informed
Intervention	1:1 targeted support

12. Monitoring & Quality Assurance

Learning walks, book looks, pupil voice and staff meetings ensure quality.

13. Review

This policy is reviewed annually and updated in line with statutory guidance.