ALP NUNEATON

CURRICULUM FRAMEWORK

Date Reviewed: September 2026

School Context

Empowering Success Through Holistic and Individualised Learning

ALP Nuneaton is an Independent Special Needs School catering for learners aged between 6 and 19. Our school is Ofsted registered and caters for up to 90 young people who have struggled in mainstream education due to their special educational needs.

Our unique selling point is that we offer small classes or one to one learning where the curriculum is tailored to the needs of the individual. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning.

Our school is thriving with unique opportunities for young people. Each class has their own designated space. However, all are able to access the school's facilities which include a learner kitchen, a library, a large garden, art studio, individual classrooms, an outdoor POD and outdoor play spaces. The school benefits from a range of professionals on its staff team including a Play Therapist, Occupational Therapist, Speech and Language therapist and a SENCo.

ALP Nuneaton ensures that all learners work towards a Foundation Learning Curriculum. This ensures that each individualised timetable includes as a minimum core skills in English, maths, science and Computing, Vocational Learning and Personal and Social development.

Introduction

All learners at ALP Nuneaton have access to an education that is personalised, engaging and will encompass a purposeful and balanced curriculum.

We believe the word 'curriculum' should be interpreted in its widest meaning. It is embedded within every planned learning experience the learners have as a member of our school, both learnt formally and informally outside the classroom.

Teachers and Higher Level Tutors at ALP structure learning experiences to ensure that they have the most positive effect on the attainment, progress and personal development for every young person.

At ALP we believe that our curriculum should be rich, creative and challenging in order to engage and motivate our learners. Our curriculum offer comprises of all learning and other experiences that we plan for our learners and is both explicitly taught and embedded in our practices and environment. We strive to provide the highest quality opportunities for all of our learners with the aim that they achieve meaningful progress in a broad range of skills - all from their own starting points.

Many of our learners have a diagnosis of autism and the majority also have communication and interaction needs. Together, these can make the wider world a confusing and challenging place to be. Our individual classrooms create a controlled, calm and low-arousal space to enable our learners to relax and become more open to learning. In order to ensure that our children have firm foundations in learning when they leave us, we have developed a rigorous approach to planning and sequencing learning, supported and informed by meaningful and authentic assessment processes.

The overall aim of the curriculum is to enable all the young people at ALP Nuneaton to become successful learners, confident individuals and responsible citizens.

Aims

- To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future
- To develop awareness in our learners of their needs and help them develop strategies to support themselves
- To encourage an atmosphere of mutual support where learners are sympathetic to each other and stronger through the unity of the group
- To help our learners develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future
- To provide all learners with a broad, balanced, and differentiated curriculum which is as ambitious as the National Curriculum and their individual needs
- To assist learners, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives
- To equip all learners with the skills, qualifications, emotional strength, and self-confidence required for the transition from the school to the next phase of their lives, be it reintegration to a mainstream school, college or work or another form of positive engagement in society
- To enable those not achieving age-related expectations to narrow or close the gap
- To enable learners to progress based on ability not age
- To be challenged and stretched to achieve their potential

Our aims - How

We aim to enable every learner to use education to help them achieve their full potential no matter what their ability by:

- An emphasis on the development & application of literacy & numeracy skills in a range of practical, real life situations & further opportunities to be out in the community e.g. shopping, cooking, leisure activities
- Placing the development of Communication and Interaction at the heart of the curriculum, particularly in our Rainforest provision, incorporating advice from other professionals such as Speech and Language Therapists, Occupational Therapists and more into curriculum plans.
- Options for some achievements in Literacy, Numeracy, Science and Computing to be accredited through appropriate awarding bodies.
- Exciting cross-curricular topics, drawn from the key stage rolling programmes and curriculum links.
- Wide use of ICT across the curriculum
- A well-developed PSHE & RSE curriculum through which issues such as relationships, advocacy, safety of self and mental health are addressed
- Work-related learning opportunities and experiences within the community

Philosophy

Our ARRRTT Philosophy

We recognise that our learners may need additional support before they are ready to fully engage in the curriculum. Therefore, we typically follow a progressive step by step approach as summarised in the mnemonic; ARRRTT

ATTENDANCE

Focus on improving each learner's attendance level to ensure they give themselves the basis to achieve

ROUTINE

Teachers help learners to gain a routine that is adapted to learners individual needs to ensure they feel comfortable in the educational environment

RELATIONSHIPS

Learners are assisted in developing sound relationships with tutors and other service users

RESPECT

Working with learners and families in a holistic manner to maximize their life-chances and educational potential

TRUST

When a learner feels more secure and understood.

TEACHING

A formal, academic curriculum takes place.

Foundation learning programme

The Aim

Through Foundation Learning, our curriculum has been designed to complement the statutory requirements. Our learners are offered a wide range of vocational courses to meet their personal interests and support their longer-term prospects. We identify the unique challenges faced by our learners in our school community and constantly look at personalised ways to engage them in their educational and personal development.

The overarching aims of our Foundation Learning Programme:

- To support improved engagement, participation and progression through Entry Level, Level 1 qualifications and on towards Level 2 or iGCSEs; or, where appropriate, towards other educational destinations, employment and independent living.
- To ensure that our learners gain, as a minimum, a basic level and range of skills providing a strong foundation for further learning and employment.
- To support the delivery of quality teaching and learning programmes which help to encourage raised aspirations and a culture of lifelong learning.

The Curriculum

Where possible, the curriculum should enable learners to experience education in the following areas:

- Literacy and Languages
- Mathematics
- Science
- History
- Geography
- Personal, Social and Health Education
- Physical Education
- Creative - Music, Art, Design, and Technology
- Religious Education
- Sex and Relationships Education
- Spiritual, Moral, Social and Cultural Development
- Careers and Employability
- Outdoor Learning and Forest School

Learners at ALP Nuneaton will cover many aspects of these curriculum areas throughout their educational journey in the school. They may have the opportunity select some of the subjects in line with their own interests and aspirations.

Curriculum Intent, Implementation and Impact

Curriculum Intent

This focuses on the rationale underpinning our curriculum design. The emphasis being on how effectively the school provides a well-rounded, broad and balanced curriculum for learners that opens rather than closes doors to future success so that learners can succeed in life and in work. In summary: the curriculum intent sets out the rationale and the aim of the programme of education, including the skills and knowledge to be systematically accrued at each stage.

At ALP our intent is to empower success through holistic and individualised learning. To plan and deliver bespoke learning opportunities that will equip learners with the essential skills and knowledge required for them to reach their highest potential.

Curriculum Implementation

Implementation is concerned with the delivery of the curriculum - how the framework is translated and structured over time within our school. In other words: teaching, assessment and feedback that crucially leads to long-term learning.

Our curriculum is delivered through both sequentially, incrementally planned learning activities and cross curricular learning opportunities that enable our learners to apply learning in a range of relevant contexts.

Curriculum Impact

Curriculum impact is ultimately measured in terms of the achievement of our learners as demonstrated through successful outcomes from teaching and learning programs and qualifications. However, learner achievement is also assessed using progression and destination data. This recognises that for ALP's learners good outcomes are not solely measured in qualifications but also in terms of their personal development as resilient, well-rounded citizens now able to independently hold for themselves aspirations for their futures that are both ambitious and realisable. The question we therefore ask of ourselves throughout the year is: 'What knowledge and skills do our learners gain at each stage over time, and how does this compare to our expectations and aspirations for them?' The answers to these questions enables us to develop a clear understanding of the skills and knowledge our learners have acquired by the time they leave ALP.

How we enhance our curriculum offer

The way in which learning is organised in our schools is in many ways different to other schools in that we seek to achieve a balance between teaching basic skills, subjects and thematic learning.

We aim to achieve this in many ways;

- Our curriculum is carefully planned as a mix of integrated and discrete elements. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.

- We plan for progression in all subjects to ensure challenge. We also agree on ways to extend and deepen learning through topics and themes in long term planning.

- Everything is interlinked. Subject specific language, ideas and skills are taught and a cross curricular approach is used, especially when this makes learning more meaningful.

- We carefully map literacy and numeracy skills across the whole curriculum. We also have themed weeks, enrichment weeks that map across to curriculum areas.

- We really emphasise the basics as a strong foundation. We then build a rich curriculum on top of this.

- We adjust the balance between a focus on basic skills and other subjects to meet the needs of learners if we feel gaps need filling.

- Our medium-term plan identifies the skills and knowledge and how they are targeted at different groups. Teachers always know where their learners are with regard to what they know, can do and understand. They use this knowledge to plan next steps.

How we enhance our curriculum offer

Making the most of people and places (Cultural Capital)

This section illustrates some of the many ways people and places are used to enhance learning opportunities at our schools.

● Art galleries, places of worship, theatres, museums, local areas, parks, e-learning centres and sport venues are all regarded as part of our school's learning space.

● Inspiring guest speakers visit the school to enhance learning in our topics. We make good use of contrasting locations to develop learning in a variety of subjects as well as PSD.

● We develop life and entrepreneurial skills by having strong links to business and enterprise, involving parents, trade leaders and businesses.

● We work in partnership with other schools to share expertise.

● Learning outside the classroom is an important feature in our curriculum. We advocate outdoor classrooms and other learning environments not only through the curriculum but through our Outdoor Learning provision.

● We believe in rich first-hand experiences. We take our learners on trips, including destination linked to careers and future aspirations

● New topics are often launched with a stimulating event, involving artists, actors or other experts, to excite and inspire learners. We seek to conclude the theme with a memorable performance, exhibition or purposeful activity.

● We adapt the curriculum to respond to current events and things happening nationally and locally. In the past, we have used events such as the World Cup to connect learning to life beyond the school.

Initial assessment and ongoing review

Key to both engaging learners at the critical point that is their arrival at ALP and ensuring their future success is gaining sufficient information to ascertain and evaluate their starting point.

In relation to their academic achievement we aim to gain an insight into gaps in knowledge, concepts or skills; attitudes towards and behaviours for learning; alongside additional pastoral or well-being factors. Baseline assessment is carried out using the B-squared platform alongside teacher assessment. This occurs initially on arrival and is utilised termly across the academic year.

Accurate oversight of learners' achievements is a key focus for the school's senior leaders, teachers and tutors. In addition to challenging and exemplifying their own practice as educators, our leadership team has worked with our teachers and tutors to streamline and refine effective systems to track and monitor information relating to learner outcomes and to provide an accurate oversight of progress and attainment. This is achieved through a cycle of Learner Progress Reviews which look at: data from assessment platforms, mock / live assessments, teacher assessments, PCEPs and the impact of interventions.

Identifying end points

The leadership team and our subject leads aim for each subject across our curriculum to build towards clear end points. This may be end of topic, end of year, end of course, or end of key stage. The knowledge of these end points is what our curriculum is built upon and may be derived from assessment objectives or learning outcomes for that subject as defined by the awarding bodies, or by the key concepts that subject leads identify as most important. Essentially, identifying end points is akin to planting a flag at some point in the distance and then planning a shared route towards it. This is done for individual learners, so they have a clear educational journey. Similarly, planting 'flags' in our SDP helps to ensure the ongoing development of our school. It is important to remember that these 'flags' can be short-term goals or may be far in the future (a long-term goal) that takes individuals (or the school) to discernable end-points. For long-term goals, we have to question and consider what we want our learners to remember in the future and what will be useful to them in a developing, changing society.

Once the end points are defined, way points need to be identified too. Way-points pinpoint the specific knowledge and skills our learners will require to progress to the next level of study in any subject ie. what the learners need to know about the current topic in order to understand and proceed to the next topic.

Planning and sequencing

At ALP we endeavour to ensure that each subject's curriculum is current, well-planned and sequenced. We aim to ensure that knowledge and skills build on what has been learnt before and directs learners towards defined way-points and end-points. This establishes a joined-up, progressive subject curriculum which builds on what has come before and will prepare our learners for what comes next.

In particular, it is important for our Year 7/8 learners to consolidate and extend what was taught in primary school, and to close gaps where they may have been outside of educational settings.

Furthermore, it is our current intent to provide our learners with a broad and balanced key stage 3 and 4 curriculum that opens them up to explore potential opportunities and ideas for their futures.

Additionally, we cater for the needs of learners who are beginning their educational journey and are learning at a pre-subject specific level. For these children, it is our aim to ensure we provide meaningful and engaging activities that will support their learning using the Engagement Model Framework.

Our learner's journey

ALP Nuneaton is derived of two fluid pathways, a Learners journey with us will be entirely based upon their individual needs, assessment data and high expectations that support and encourage them to achieve their full potential.

Our Rainforest Pathway consists of our Lemurs, where the staff focus on promoting the development of communication and interaction skills, whilst promoting the fundamentals of early learning skills, including early reading, writing and mathematics and characteristics of effective learning. There are also the Iguanas and Macaws class groups where the same skills are developed with a further focus on Preparation for Adulthood (PfA) and developing independence. Learners at this stage can either progress towards a transition to our Safari Pathway or continue onto our Compass East Post-16 provision in which our focus is on further development of PfA and employability.

Within Safari, learners learn through a semi-formal and formal curriculum model. The focus within this curriculum is on the continued development of Communication and Interaction, Personal and Social Development, and Academic Achievement building towards the aforementioned carefully planned end points that have been decided by senior leaders and subject teachers, taking into account the Learner's aspirations and the schools high expectations for their achievement. The curriculum offers bespoke and holistic opportunities to engage learners and create a love for learning. At this stage, learners have the opportunity to continue into our Compass North Post-16 provision, where the focus remains on building Academic Achievement and developing employability.

Curriculum Overview

Rainforest

Intent

The Rainforest provision focuses on developing engagement, communication skills and independence. The curriculum aims to provide opportunities for learners to engage with different forms of communication, whilst developing social interaction, sustained engagement and building skills for the next steps in life/education.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Learner Led Interactions
- Thematic Learning
- Adult facilitated learning
- Talk 4 Writing

Therapies/ Specialist Support

- Attention Autism
- TAC PAC
- SALT
- OT
- Sherborne Movement

Curriculum

- My Communication, Language and Literacy
- My Thinking and Problem Solving
- My Future
- My Wider World
- Digital Skills
- Cooking
- My Community (Outdoor Learning) and Forest School

Characteristics / Play Stages

- Engagement is fleeting. Play exploration is typically solitary and of own interests and motivation.
- Engagement is building, joint attention is possible. Play/exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Impact is measured through assessment. Predominantly, this is tracked on b-squared termly by the class teacher. Social development is monitored through observation and Evidence 4 Learning. Impact is also measured through EHCPs and progress towards meeting targets.

Safari

Intent

The Safari provision focuses on developing engagement, communication skills, independence and building skills for the world of work. The curriculum aims to provide sequenced opportunities for learning to build to an accredited qualification which can be transferred to the workplace. Learners are provided with opportunities to develop their aspirations whilst also developing ley knowledge and skills for life beyond school.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- English, Mathematics, Science & Computing
- Music and Languages
- Art and Design Technology
- Physical Education and Outdoor Learning/ Forest School
- RE, History and Geography
- PSHE, Zones of Regulation and Careers
- Targeted Intervention

Characteristics / Play Stages

- Engagement is building, joint attention is possible. Play/ exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked on B-Squared to monitor progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining Functional Skills in English and Maths and Vocational Skills such as Art, Cooking or IT.

Curriculum Overview

Compass - East

Intent

The Compass East provision focuses on providing opportunities for learners to engage with different forms of communication, whilst developing social interaction and independence and employability.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- My Future
- My Communication, Language and Literacy
- Movement
- Cookery
- Digital Skills
- Community & Travel
- Targeted Intervention

Characteristics / Play Stages

- Engagement is fleeting. Play exploration is typically solitary and of own interests and motivation.
- Engagement is building, joint attention is possible. Play/exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked on B-Squared to monitor progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining qualifications through ASDAN.

Compass - North

Intent

The Compass North provision focuses on developing communication skills, independence and building skills for the world of work. Learners continue to build towards accredited qualifications which can be transferred to the workplace and choose vocational options designed to equip learners on their journey towards a particular trade or craft.

Drivers

- Holistic Development
- Communication Commitment
- Parent / Carer / Learner Voice
- Social Interaction
- Independence / Learning for Life / Preparing for Work

Pedagogy

- Visual Aids
- Multi-Sensory Learning
- Routines and Transitions
- Metacognition and self regulatory practice
- Thematic Learning
- Explicit Instruction
- Precision Teaching

Therapies/ Specialist Support

- External Therapy
- SALT
- OT

Curriculum

- English, Mathematics, Science & Computing
- Vocational Options
- Community & Travel
- Future Skills
- Occupational Studies
- Citizenship
- Targeted Intervention

Characteristics / Play Stages

- Engagement is building, joint attention is possible. Play/ exploration is developing and short amounts of group work is possible.
- Engagement is sustained. Learners are able to engage in adult directed tasks for sustained periods of time.

Assessment

Learners are tracked across all subjects to manage progress. Staff upload to Evidence for Learning as a platform and complete PCEP documents to measure further progress. Learners work towards gaining Functional Skills in English and Maths and Vocational Skills such as Art, Cooking or IT.

Rainforest-Curriculum map

	Non formal, Semi Formal Curriculum **Groups** Lemurs Iguanas Macaws
	***Communication and Language** **S4L** Communication and Interaction, Cognition and learning **Core EHCP links:** Communication and interaction
	***Literacy** **S4L:** English **Core EHCP links:** Communication and learning, Cognition and Interaction
	***Mathematics** **S4L** Mathematics **Core EHCP links:** Cognition and learning
	***Understanding the World** **S4L:** English, Digital Skills, Independence, Travel, Preparing food **Core EHCP links:** Cognition and Learning, Self-help, independence skills and keeping safe
	***Personal, Social and Emotional Development** **S4L:** Personal and social development, Independence, Self Care **Core EHCP links:** Social and Emotional and Well being, Communication and Interaction
	***Physical Development** **S4L:** Travel, **Core EHCP links:** Sensory &/or physical Needs, Self Help, Independence Skills and Keeping Safe
	***Expressive Arts and Design** **S4L:** English, Independence, Preparing food **Core EHCP Links:** Cognition and Learning, Self-help, Independence Skills, Keeping Safe

Our Rainforest groups at ALP have adopted a distinct pathway to reflect the diversity and learning needs of all learners. Children learning on our Rainforest Pathway utilise the Engagement Model and ASDAN Towards Independence awards. These learners also follow a bespoke curriculum that focuses on supporting them to achieve their EHCP targets in order to prepare them for life beyond school.

Learning in the Iguanas and Macaws group is predominately geared towards preparing the learners for life beyond school and independent living. Staff make clear links to the development of core skills in Literacy and Mathematics as well as fundamental life skills. This, much like the other pathways within our school, is delivered through a thematic approach to allow learning to be differentiated and bespoke to the needs of the learners.

Learning in the Lemurs group is informal/semi formal and therefore follows the Engagement Model approach with elements of a small direct teaching model. There is a large focus on communication and interaction, whilst also developing early reading, writing and numeracy skills.

Within this pathway there is, much like the other pathways, a large focus on supporting the learners ability to communicate effectively. We do this through the use of different forms of AAC, and targeted specialist support.

Lower Safari -Curriculum Map

	Developing- Below national expectation, semi formal curriculum **Groups** Toucans Panthers Lions Giraffes Flamingos
	Speaking and Listening **Core EHCP links:** Communication and Interaction, Cognition and Learning
	English/Literacy **Core EHCP links:** Communication and Interaction, Cognition and Learning
	Mathematics **Core EHCP links:** Cognition and Learning
	Computing **Core EHCP links:** Self help, Independence skills, and Keeping safe
	PSHE **Core EHCP links:** Social, Emotional and Wellbeing, Communication and Interaction **Main NC links:** RE, PSHE
	PE **Core EHCP links:** Sensory &/ Physical Needs, Social Emotional and Well being
	Humanities **Core EHCP links:** Cognition and Learning, Self-help, Independence Skills, and Keeping Safe **Main NC links:**RE, History, Geography,
	The Arts **Core EHCP links:** Cognition and Learning, Self-help, Independence skills, and Keeping Safe **Main NC links:** Art and Design, Music
	Careers **Core EHCP links:** Social Emotional and Well-being, Cognition and Learning, Self-help, Independence skill, Communication and Interaction.

Primary and identified KS3 learners at ALP Nuneaton are offered a broad curriculum in line with their specific needs and attainment levels. Core subjects are taught using a variety of methods and where appropriate, incorporate an individual's interests - often being taught discretely.

Half termly themes for learning are utilised in order to allow learners to access a range of learning objectives and opportunities in different ways. By implementing learning over the course of pre-selected themes, we allow learners to embed skills and knowledge by experiencing the same objectives in a variety of contexts. In turn, transferring skills and knowledge and engaging with a breadth of cultural capital opportunities.

These themes have been designed to take into account the needs of our learners including those who do not make linear progress. Broad themes allow for a significant level of differentiation which allows all learners to access learning at appropriate levels. These broad themes facilitate opportunities for one to one learning, group learning and shared experiences across all levels and abilities.

Upper Safari -Curriculum Map

Developing-

Below national expectation, semi formal curriculum

Groups
Meerkats
Rhinos
Zebras
Hyenas

Speaking and Listening

Core EHCP links: Communication and Interaction, Cognition and Learning

English/Literacy

Core EHCP links: Communication and Interaction, Cognition and Learning

Mathematics

Core EHCP links: Cognition and Learning

Computing

Core EHCP links: Self help, Independence skills, and Keeping safe

PSHE

Core EHCP links: Social, Emotional and Wellbeing, Communication and Interaction

Main NC links: RE, PSHE

PE

Core EHCP links: Sensory &/ Physical Needs, Social Emotional and Well being

Humanities

Core EHCP links: Cognition and Learning, Self-help, Independence Skills, and Keeping Safe
Main NC links:RE, History, Geography, Languages

The Arts

Core EHCP links: Cognition and Learning, Self-help, Independence skills, and Keeping Safe
Main NC links: Art and Design, Music

Careers

Core EHCP links: Social Emotional and Well-being, Cognition and Learning, Self-help, Independence skill, Communication and Interaction.

Primary and identified KS3 and Ks4 learners at ALP Nuneaton are offered a broad curriculum in line with their specific needs and attainment levels. Core subjects are taught using a variety of methods and where appropriate, incorporate an individual's interests - often being taught discretely.

Half termly themes for learning are utilised in order to allow learners to access a range of learning objectives and opportunities in different ways. By implementing learning over the course of pre-selected themes, we allow learners to embed skills and knowledge by experiencing the same objectives in a variety of contexts. In turn, transferring skills and knowledge and engaging with a breadth of cultural capital opportunities.

These themes have been designed to take into account the needs of our learners including those who do not make linear progress. Broad themes allow for a significant level of differentiation which allows all learners to access learning at appropriate levels. These broad themes facilitate opportunities for one to one learning, group learning and shared experiences across all levels and abilities.

At this point, learners are beginning to take the necessary steps in preparation for life beyond ALP and begin taking NCFE Functional Skills exams, exploring options for vocational learning and the outsourcing of providers where appropriate.

Post 16 Curriculum Map

	Below national curriculum, formal curriculum, KS3 upwards (secondary/post 16)
	Communication **Adulthood Pathways:** Communication **Core EHCP links:** Communication and Interaction, Cognition and Learning, Self-help, Independence Skills and Keeping Safe
	Work **Adulthood Pathways**: Learning and Work **Core EHCP links:** Communication and Interaction, Cognition and Learning, Self-help, Independence Skills and Keeping Safe
	Independent Living **Adulthood Pathways:** Independent Living **Core EHCP links:** Self-help, Independence Skills and Keeping Safe, Communication and Interaction
	Community **Adulthood Pathways:** Community Inclusion **Core EHCP links:** Social Emotional and Wellbeing, Self-help, Independence skills and Keeping Safe
	Health **Adulthood Pathways:** Health **Core EHCP links:** Sensory &/or physical Needs Self-help, Independence Skills and Keeping Safe, Social, Emotional and Wellbeing

Our secondary and Post 16 pathway is accessed by learners who can engage with a more formal curriculum (This is comprised of longer, small group lessons, individualised learning and targeted development sessions).

Secondary and post 16 learners at ALP are offered a broad curriculum in line with their specific needs, future aspirations and attainment levels. Learners accessing this pathway will develop academic skills, life and personal skills, social communication and work-based skills.
This pathway seeks to aid learners in developing the skills and knowledge required to progress onto further education or employment where appropriate.

The Arts

Learners at ALP Nuneaton take part in personalised Arts sessions where they are able to develop their individuality and creativity. A collaborative approach between subject leads is utilised and these sessions are linked with our thematic curriculum where possible to extend learning and encourage learners to make cross-curricular links. Learners also have the opportunity to access music therapy sessions, expressive arts sessions, design technology and textiles work to ensure learners are continuously being exposed to new experiences which may ignite their interests and feed into the choices they make on their journey through the school. Learners are challenged to use their critical thinking skills to design, make and evaluate their work. As we recognise this to be an essential skill for the working world, this is developed and becomes more challenging as learners progress through the school.

Communication and Language/ English/Literacy

At ALP, we teach learners the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication, reading and writing.

Cross-curricular themes have been developed to incorporate National Curriculum objectives whilst meeting the individual learning styles of our learners.

Phonics and reading form an integral part of our curriculum. Using a mixture of the Monster Phonics programme for the learners who need phonics support and intervention, and our banded reading scheme for learners who have secure phonic knowledge and are now building fluency and comprehension. Learners engage in a mixture of reading and discrete and formal phonics every day.

Learner reading & phonics levels are monitored every term to ensure progress is on track and that sessions are relevant and targeted. Learners not accessing formal phonics take part in early reading activities which develop phonemic awareness.

Numeracy/Mathematics

Mathematical and numeracy skills are an essential part of our learners learning. They provide all learners with powerful ways of exploring, investigating and understanding the world around them.
Maths develops independence and decision making skills which are integrated through the whole curriculum.
Throughout the school, maths and numeracy is delivered at a level that is appropriate to the learning styles, needs and motivation of each learner.

This might involve discrete daily maths lessons following the National curriculum or be part of cross curricular, thematic approach to teaching and learning for learners who have more complex learning difficulties
Learners that are working at National Curriculum levels will access White Rose Maths.

Safari

PSHE/RHSE

This area encompasses PSHE, RSHE (where appropriate) & community learning. Cross curricular learning opportunities are integrated within wider planning to ensure learners develop an awareness of their surroundings & wider community. Please refer to the Whole School PSHE information contained within this document for further information about the Jigsaw PSHE programme. Learners also have access to outdoor learning opportunities which work to develop learners problem solving skills, resilience and teamwork which are all vital skills for future success.

PE

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to our learners physical and emotional development. Our varied PE offering aims to increase learners self-confidence through the ability to engage successfully in a variety of indoor and outdoor activities such as our Outdoor Learning offer and Forest School.

Science

Learning at ALP Nuneaton teaches Science as a core subject following our whole school thematic approach. This learning contributes significantly to learners' enjoyment and understanding of the world and their place within it. Our science curriculum also teaches current real world issues around sustainability to encourage learners to be respectful and mindful of our Planet. Learners will also engage in completing a qualification in Science.

Humanities

Learners are taught to make observations and predictions, and use information. Learners are taught to be inquisitive and curious about the world around them and how the world we live in has been shaped by those that came before us. Humanities at ALP fosters empathy, critical thinking, and a deeper understanding of the human experience, tailored to diverse learning needs. These opportunities are also used to help students with SEN develop communication skills, cultural awareness, and personal identity.

Computing

Computing is taught across the school, offering learners the opportunities to develop understanding of technology through play in our rainforest provision, and progressing throughout the school with learners developing basic computing skills, coding through a range of mediums including Scratch, Micro-bit and Lego Spike prime.

Cooking

Cooking is delivered across the school. At ALP we believe in maximising learners independence. Cooking is a vital life skill and learners across all pathways have access to this at their individual level. For some, this may be experiencing new taste and textures, whereas others may engage in more formal cooking lessons.

Languages

Languages is taught discreetly across the school, with learners being able to access elements of foreign languages at their level through immersive lessons and curriculum experiences. Learners who are working at an appropriate level have direct Languages lessons.

Maths

Learners at ALP are taught maths as a formal subject whilst also forming links with other areas of the curriculum. At KS3 and KS4 learners will access Functional Skills Mathematics at a level appropriate to their needs and ability.
Learners will cover 3 key areas of maths (Number, Measure and Data) over the course of the academic year with a focus on contextualising and utilising key skills within learning activities that are rooted in everyday life and life skills.

English

Learners will have access to formal English sessions that incorporate a range of links to other curriculum areas alongside SMSC and British Values. Learners will access Functional Skills English at a level that is appropriate to their needs and ability. Learners will cover criteria across 3 key areas of English (Reading, Writing and Speaking, Listening and Communication). These skills will be covered within activities that are designed with learner interest and everyday life skills in mind.

ICT

As a school, we recognise the importance of utilising technology to enhance learning opportunities for our learners, therefore ICT skills are embedded across the curriculum. Formal ICT sessions are provided in which learners will work towards qualifications in IT User Skills, ranging from Entry levels to Level 2 qualifications. Learners can have the opportunity to explore a range of units from functional, everyday IT skills through to vocational skills (e.g editing, media skills and collaborative technology).

Science

Learners at ALP are taught the skills to make observations & predictions, they learn from looking at their wider community and are taught to appreciate that that Science has shaped the world we live in, this helps learners make sense of the world and the developments within it. Learner will continue to work towards their qualification

Post - 16

P.E

At ALP we have a commitment to sporting participation and excellence and recognise the benefit sport can make to the lives of our young people. We offer the chance for learners to take part in a wide variety of physical activities both on and offsite. P.E sessions may include badminton, dodgeball, team games, leisure activities among other activities.

Learners will have the opportunity to work towards NCFE qualifications in Sport and Leisure whilst also considering the importance of a healthy, balanced lifestyle.

Careers

The Career's Curriculum, as well as the information advice and guidance that our learners receive at ALP Nuneaton is designed in line with the Careers Development Institute as well as maintaining our success at meeting the Gatsby Benchmarks. ALP Nuneaton is a member of Young Enterprise Young Money, this allows all of our learners the opportunity to engage in enterprise and financial education as well as taking part in an employability masterclass. We encourage our learners to identify their aspirations so that we can support them in making them a reality, as well as providing them with an education package that supports these aspirations and promotes their success when their time with us is complete.

Independent Living

Independent will prepare our learners to be adaptive and to have positive behaviours that will enable them to confidently and independently deal with the demands of daily life. Within this programme of study learners will expand their personal development skills and knowledge at a level appropriate to their needs and ability:

Post 16

Vocational Offering

Our vocational learning offering is designed to equip learners on their journey towards a particular trade or craft, as well as allow them to explore areas of interest. Within the school environment we are able to deliver a variety of creative experiences, including art, jewellery making, street art, and sculpture amongst a huge variety of techniques across a range of qualifications including, Arts Award and NCFE Creative craft.
We are also able to offer vocational qualifications in music, cooking, enterprise, health and safety and hairdressing to name a few.

Our vocational offering provides a range of experiences that will set our learners in good stead for future education or employment, examples of this include:

- Each year, learners across the school take part in a whole school enterprise event. During this they follow a theme and work together to create, design, make and sell a product. Children are encouraged to use their entrepreneurial skills to think about product development, need and profit. Children have the opportunity to use any funds raised during these sessions to go towards their school council initiatives.

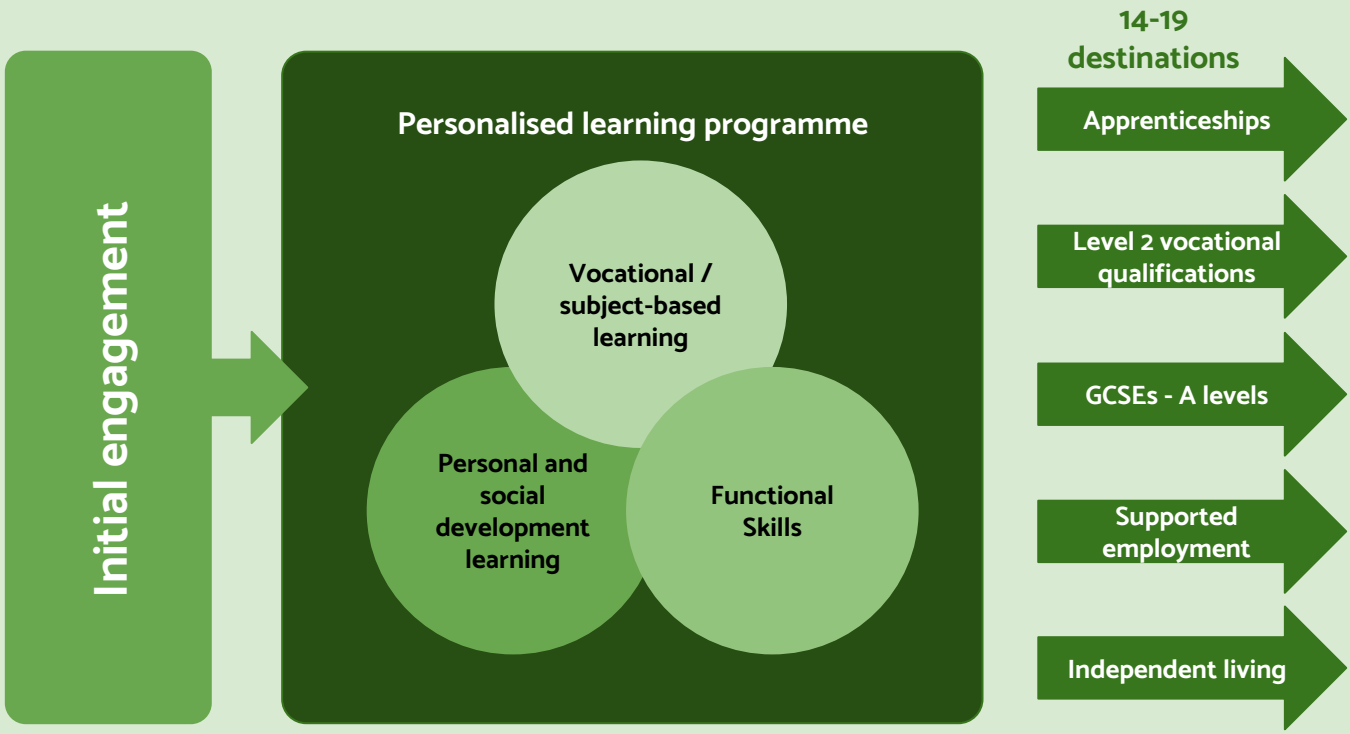
- In cooking, learners are introduced to a range of cooking techniques and food preparation skills that are implemented through a variety of dishes. The learners are actively involved in decision making throughout the course and not only develop the necessary skills the cook independently but also develop valuable skills in food hygiene and safety.

- In addition, we have developed working relationships with local alternative education providers who deliver a wide variety of practical learning, thus enabling us to be flexible to the desires of the individual.

Additional ASDAN Offering

As a school we offer a wide choice of additional ASDAN activity-based programmes for learners working at a range of levels. More flexible than some qualifications, these courses offer imaginative ways of developing, assessing and certificating our young people's knowledge and skills development.

Key components of a learning programme



PSHE

As a school we recognise the importance of developing learners' confidence, resilience, independence and character in order for them to flourish as responsible, respectful and active citizens. Therefore, progression of learners personal development is a key focus area throughout the entire school curriculum and experience.

At ALP, we also teach Personal, Social, Health Education formally through Jigsaw as a whole-school approach to underpin learners' development as people and because we believe that this also supports their learning capacity. We value PSHE as a way to support learners' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our learners' learning in this vital curriculum area. We include the statutory Relationships , Sex and Health Education within our whole-school PSHE. We use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our learners' needs.

In addition to formal PSHE education through the Jigsaw programme, we are also able offer a range of targeted NCFE L1 PSD units to support further development as well as a range of PSHE led ASDAN courses.

Speech, Language and Communication

Communication is key to many of the things we want for ourselves and our children. It underpins everything we do and helps us live life to the full. With this in mind, ALP has an appointed Communication Specialist who works closely with a dedicated Speech and Language Therapist to ensure our learners have access to the very best in Speech, Language and Communication support and intervention.

All learners benefit from universal communication support with targeted and specialist support being available dependent on an individuals needs. The table below provides an overview of our to speech, language and communication mission.

	Universal	Targeted	Specialist
Mission	To improve educational achievement for all children	To narrow the gap in SLC skills for children from 'at risk' or disadvantaged groups	To realise the communication potential and improve the quality of life of children with a specialist need
Activity	SLC training for the school workforce. Provision of resources - e.g. clear signing, visual supports, PECS, Colourful Semantics etc.,	Specific, SLC training for teaching staff working with targeted children.	Specialist staff deliver a specific programme adapted to the child's specialist need and based on specialist recommendations
Short term outcomes	Improved knowledge & awareness		
Mid term Outcomes	Improved Teaching Practice, a communication friendly environment	Improved ability to identify SLC needs Improved skills in supporting SLC development for learners	Increased confidence and self-esteem, improved behaviour and increased participation
Long term outcomes	Improved achievement and attainment ALL CHILDREN	Improved SLC skills and support of SLC needs IDENTIFIED CHILDREN	Improved health and wellbeing CHILDREN WITH SPECIFIC SLCN NEEDS

Enrichment

The aim and objectives of ALP's Enrichment programme are to provide all learners access to learning that stretches beyond our core curriculum & offered subjects.

In addition, we enable learners to fulfil their potential; enhance their range of interests; build self-esteem and confidence and to meet the **spiritual, moral, cultural and social** aspects of a learner's development both at ALP and in the wider community.

ALP contributes to this ongoing process by encouraging learners' involvement in a range of themed weeks and days which spread over the academic year. These include, and are not exclusive to: LGBTQ & Black History Months, World Book Day, Healthy Living Week & E-Safety Week.

For further information, please refer to the Enrichment Calendar and SMSC curriculum integration document via the website.

Wider Curriculum

Cultural Capital

At ALP, we recognise how people and places can enhance learning. Museums, local areas, parks and sport venues are all considered to be an integral part learning. We invite guest speakers to visit the school to enhance learning in our topics and make use of contrasting locations to develop learning.

We develop life and entrepreneurial skills by having strong links to business and enterprise, involving parents, trade leaders and businesses where possible.
We work in partnership with other schools to share expertise and develop a wider school community by creating learning links with our schools in Nuneaton & Kent.

We believe in creating first-hand experiences and take our learners on trips linking to current learning themes and to careers .

We adapt the curriculum to respond to current events and things happening nationally and locally. In the past, we have used events such as the Olympics to connect learning to life beyond the school.

British Values

Our curriculum provides many opportunities for our learners to explore the concept of Britishness. This is achieved specifically within subject areas, PSHE lessons and enrichment activities.

Democracy in Britain is explored from viewpoints throughout the curriculum. We run our own election in school to vote for members of the school council and key policies may be reviewed by and carry input from learners

The Rule of Law and the importance of abiding by the law is covered within PSHE and is also referred to in qualifications such as 'Substance and Alcohol Misuse'. Vocational rules within curriculum areas such as Hygiene and Health and Safety are also adhered to

Individual liberty is promised and promoted by staff towards and for learners in relation to the choices offered within curriculum areas. In addition, Artsmark projects aim to 'encourage reflection on self identity and future aspirations'.

As a school, we encourage learners to show **Mutual Respect** to each other, especially within lessons and giving feedback. Our restorative justice approach to managing behaviour ensures mutual respect and tolerance amongst everyone in the school community. Mutual respect is practised in speaking, listening and communicating tasks whereby learners are taught to listen and consider other people's points of view and respect the turn taking rights of others

Our enrichment calendar includes and encourages **Tolerance of those with different faiths and beliefs** by the recognition and celebrations of religious festivals and historical events . These are then reflected in curriculum areas such as cooking and via creative subjects such as art & music. Equality, diversity and cultural; themes within literacy lessons occur within the curriculum across the school and My World themes in The Base cover and focus on cultural diversity in society