King's Reach Education

Curriculum Policy

Authorisation by:	Board of Trustees
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King's Reach Education

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1. Curriculum Intent

King's Reach provides an ambitious, highly personalised curriculum for young people with complex SEND and SEMH needs, many of whom have experienced significant disruption to their education.

Our curriculum is designed to re-engage young people in learning while maintaining a clear focus on achievement and their future destination. Each young person follows an individual pathway based on their starting point, EHCP outcomes, interests, aspirations and the likely length of time available to us.

The content, pace and method of delivery may therefore look different for each young person. However, every pathway has clear progression: from establishing engagement and identifying starting points, through developing core knowledge, skills and personal capabilities, towards meaningful qualifications, preparation for adulthood and a realistic onward destination.

We aim to make the best possible use of the time each young person spends at King's Reach. For some, this means rebuilding engagement and securing essential literacy, numeracy and personal development; for others, it includes Functional Skills, GCSEs, vocational qualifications, work experience or preparation for college, training or employment.

Personalisation at King's Reach does not mean reduced ambition. We adapt the route so that each young person can make meaningful progress from their individual starting point and leave with stronger skills, recognised achievement and a clearer pathway into adulthood.

2. Our Learners and Starting Points

All young people at King's Reach have an EHCP. Many arrive after prolonged disengagement, exclusion or disrupted education and may be working below age-related expectations. Their profiles can include complex SEND, SEMH needs, trauma, attachment difficulties and significant anxiety about education.

Induction therefore combines assessment with relationship-building. It may include home visits, taster sessions, an initial Team Around the Child (TAC) meeting, a pen picture, risk assessment and the young person's voice. Each young person is allocated a dedicated 1:1 coach who provides a consistent, emotionally available relationship and supports engagement with their timetable.

When appropriate, English and maths are baselined to identify attainment, gaps in knowledge and appropriate next steps. We also consider prior learning, preferred ways of learning, EHCP outcomes, interests, aspirations, social and emotional presentation and readiness to engage.

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3. The King's Reach Pathway

Bespoke provision is held within a clear progression pathway. The route varies between young people, but the direction of travel is purposeful and reviewed.

1. UNDERSTAND	Starting point, EHCP, prior learning, needs, interests, aspirations and barriers.
2. ENGAGE	Build trust and readiness for learning through coaching, interests and, where helpful, project-based learning.
3. PLAN	Use the Destination Meeting to agree a realistic and aspirational onward goal and work backwards to qualifications, EHCP outcomes and milestones.
4. LEARN & ACHIEVE	Develop the timetable towards core learning, qualifications, Future Me, life skills, vocational learning, careers and preparation for adulthood.
5. REVIEW	Use termly Waypoint meetings to assess progress, achievement, engagement and EHCP outcomes and adjust provision.
6. PROGRESS	Prepare for the identified next step: further education, vocational training, supported internship, employment or another appropriate post-16 destination.

Planning for variable placement lengths

Time at King's Reach varies considerably. Some young people join with several years in which to rebuild foundations and progress towards qualifications; others arrive later in secondary education with a much shorter period before transition. We therefore plan from both the young person's starting point and destination, prioritising the knowledge, qualifications, skills and experiences that will make the greatest difference within the time available. Pathways are ambitious but realistic and are reviewed as engagement, attainment and aspirations develop.

4. Curriculum Implementation and Core Offer

Each timetable is built from the young person's pathway plan, EHCP outcomes and current capacity to engage. Initially, interests and project-based experiences may be used deliberately to establish trust and participation. As engagement develops, the timetable broadens and challenge increases through a continuous cycle of plan, do, assess and review.

Most academic learning is delivered 1:1 by coaches under the oversight of the Teaching and Learning Lead, or by specialist tutors with experience of the King's Reach learner profile. Small-group opportunities such as PE, PSHE, assemblies and enrichment support communication, interaction and participation with peers.

The core offer is designed around:

- English and mathematics, with science where appropriate
- Future Me and personal development
- PSHE, RSE, RE and citizenship
- Careers, work experience and preparation for adulthood

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- Life skills and independence
- Practical and vocational learning, including design technology, trades and woodland learning
- Physical education, community outreach, trips, visitors and enrichment
- Recognised qualifications and accreditation appropriate to the learner's pathway

Therapeutic and pastoral support for curriculum access

Trauma-informed practice, coaching and therapeutic support help young people regulate, build trust and access learning. Where appropriate, support may include individual or family therapy, counselling and external specialist intervention. These supports enable curriculum access and personal development; they do not replace the young person's curriculum entitlement.

5. Progression, Achievement and Qualifications

Achievement is understood broadly but measured purposefully. We value progress in engagement, communication, independence, personal development and EHCP outcomes alongside academic and vocational attainment. Wherever appropriate, learning leads towards recognised accreditation and the requirements of the young person's onward destination.

King's Reach is an Open Awards centre and can offer Functional Skills and vocational qualifications. AQA Unit Awards provide formal recognition of smaller units of learning and can be used to build confidence and evidence achievement across a wide range of subjects. Students following GCSE courses currently sit examinations through a local partner centre, with appropriate access arrangements and reasonable adjustments.

Qualification pathways

Subject	AQA UAS	E1	E2	E3	L1	L2	GCSE
English	✓	✓	✓	✓	✓	✓	✓
Maths	✓	✓	✓	✓	✓	✓	✓
Science	✓						✓
Trades	✓			✓	✓		
Design Technology	✓						
Woodlands	✓			✓	✓		

The exact qualification offer is matched to individual pathways and is reviewed as needs, engagement and destinations develop.

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6. Key Curriculum Areas

Future Me

Future Me is our holistic personal-development programme, informed by psychology and underpinned by Christian principles including acceptance of self and others, healthy boundaries, self-control, repairing relationships, forgiveness, love, responsibility and service. It supports personal, moral, social and spiritual development and builds hope for the future.

The programme progresses through four stages: Nurture, Growth, Challenge and Resilience. Its 12 objectives move from identity, wellbeing and safety through communication and relationships to responsibility, overcoming challenge, future planning, life skills and positive contribution. Progress is reviewed through ongoing engagement evidence and wider SEMH/outcome measures.

English and Mathematics

English and mathematics are central to every pathway. Provision starts from the young person's assessed level and may range from foundational learning through Entry Levels and Functional Skills to GCSE. Gaps are addressed explicitly while maintaining a clear line of sight to the qualification or level needed for the intended destination.

Learning is delivered through dedicated teaching and embedded in meaningful real-world contexts. English develops speaking, listening, communication, reading and writing; mathematics develops fluency, reasoning, problem-solving and the application of mathematical thinking to everyday life and work. Progress is tracked against relevant skills and qualification criteria, with reading and phonics intervention used where required.

Practical, vocational and project-based learning

Practical learning is a significant strength of the curriculum and provides routes into design technology, trades, woodland learning and vocational qualifications. At Key Stage 3, design and technology can include food, textiles, graphics, resistant materials, trades and green woodworking. Trades learning develops foundational skills such as basic electrics, bricklaying, carpentry and plumbing, alongside problem-solving, confidence and employability.

Projects are used particularly where they help secure initial engagement. They begin with an interest, problem or aspiration and provide experiential learning, autonomy and a meaningful outcome. Their purpose is to act as a bridge into wider learning: as confidence and stamina increase, the timetable grows and becomes more ambitious.

Skills for Living and Work

Preparation for adulthood includes practical independence skills such as food preparation, laundry, household tasks, money and banking, self-care, hygiene and basic home or vehicle maintenance. These are taught in ways appropriate to the young person's age, needs and intended next step.

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PSHE, RSE, RE and Citizenship

The programme is responsive to the cohort and covers statutory and relevant personal-development themes including healthy relationships and lifestyles, substance misuse, online safety, money, confidence and self-esteem, first aid, democracy and the rule of law, personal liberty, extremism and Prevent, gangs/county lines, and engagement with different faiths and beliefs. External specialists are used where they add expertise and authenticity.

PE, community and enrichment

PE is offered flexibly to maximise participation and may include gym, swimming, racket sports, team games, horse riding and personal fitness. Community outreach and volunteering develop communication, empathy, teamwork and citizenship. Trips, visitors and cultural experiences are deliberately used to widen cultural capital, expose young people to communities and opportunities beyond their existing experience and, at times, spark new aspirations.

Woodlands

King's Reach has access to a 10-acre woodland where young people can undertake practical learning and qualifications in areas such as conservation, Forest School and Skills for Further Learning and Employment. Woodland learning develops confidence, independence, communication, problem-solving, physical skills and supported risk-taking while providing hands-on experience of the natural environment.

7. Careers, Preparation for Adulthood and Post-16

Careers and onward pathways are integral to curriculum planning rather than an activity added at the end. Each young person's Destination Meeting and pathway plan identify the qualifications, independence skills, vocational experiences and personal development needed for their intended next step. Young people receive careers guidance, including access to a Level 6 Careers Adviser, and are supported with work experience and employability skills such as CVs, applications and interviews when appropriate.

Developing meaningful post-16 pathways

We are continuing to develop meaningful post-16 pathways that respond to the needs and aspirations of our learners. These may include progression to college, vocational training, supported internships, employment-related provision or, where appropriate, continued learning through King's Reach.

Our developing Trade Academy provides one vocational pathway, combining practical learning, employability and qualifications in construction and building crafts, including Entry Level 3 and Level 1 options where appropriate. Supported internships and external partnerships can also provide structured work-based routes for young people with EHCPs.

Where a young person is with us for only a limited period before transition, the curriculum is deliberately prioritised around the achievements, qualifications and experiences most likely to unlock their next destination.

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8. Assessment, Review and Impact

Assessment is proportionate to the learner and used to inform teaching, pathway decisions and next steps. It includes baseline and diagnostic assessment, ongoing assessment for learning, qualification assessment, observation, reading/phonics assessment where required, and personal-development measures.

Every young person's pathway is reviewed through termly Waypoint meetings. These bring together progress towards the intended destination, academic and vocational achievement, EHCP outcomes, engagement, personal development and any changes required to the timetable or support. Enhanced reviews at key points in the year draw together wider SEMH and support information where appropriate.

Indicative annual assessment and review rhythm

Activity	T1	T2	T3	T4	T5	T6
Waypoint review	✓	✓	✓	✓	✓	✓
Reports		✓				✓
Teaching observations	✓		✓		✓	
Future Me / personal development	✓	✓	✓	✓	✓	✓
GCSE mocks			✓	✓		
GCSE examinations					✓	✓
Functional Skills / Open Awards	As required	As required	As required	As required	As required	As required

What success looks like

The impact of the curriculum is seen in young people who increasingly engage with learning, build knowledge and skills, achieve appropriate accreditation, make progress towards EHCP outcomes, develop greater independence and are better prepared for adulthood. Most importantly, each young person should leave King's Reach having made meaningful progress from their starting point and with a credible