

Invested Education

Curriculum Policy

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Signed: C Fleming-Smith

Statement of Intent

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Where pupils access commissioned alternative provision, Invested Education retains responsibility for the pupil's education, safeguarding and curriculum oversight. Placements will be quality assured, risk assessed and monitored for attendance, safeguarding, educational progress and contribution to the pupil's agreed curriculum and EHCP outcomes.

- Qualification Pathways
- Literacy and Numeracy

6. Adaptive Teaching and Inclusion
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7. Careers Education and Preparation for Adulthood

The curriculum contributes to safeguarding by developing pupils' understanding of healthy relationships, consent, online safety, exploitation, abuse, harmful behaviour, risk, personal safety and how to seek help. Content is adapted appropriately to pupils' SEND, communication needs and developmental stage.

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Statement of Intent

At Invested Education, we believe every young person deserves an ambitious, inclusive and personalised education that prepares them for success in learning, employment and adult life. Our curriculum is designed to remove barriers to learning while maintaining high expectations, enabling every student to achieve meaningful academic and personal outcomes.

Many of our students join us with disrupted educational experiences and complex social, emotional and learning needs. Our curriculum responds to these needs through high-quality teaching, adaptive practice and personalised pathways that support progress from each student's individual starting point.

We believe academic achievement and personal development go hand in hand. Alongside recognised qualifications, students develop the confidence, resilience, communication and independence needed to thrive beyond school. Our curriculum is underpinned by three key principles:

- **Accessible** – providing learning that removes barriers and enables every student to succeed
- **Appropriate** – delivering a personalised curriculum that reflects individual strengths, needs and aspirations
- **Ambitious** – maintaining high expectations and preparing students for successful futures through meaningful qualifications and preparation for adulthood

This policy outlines how Invested Education designs, delivers and evaluates its curriculum to ensure it remains ambitious, inclusive and responsive to the needs of all learners.

1. Legal Framework

This policy has been developed with regard to the following legislation and statutory guidance:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- Education Act 2002
- The Education (Independent School Standards) Regulations 2014, Schedule 1, Part 1 – Quality of Education
- DfE (2026) Keeping Children Safe in Education
- DfE (2026) Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- Education (Independent School Standards) Regulations 2014, Schedule 1 paragraph 2(2)(e) – careers guidance
- The Gatsby Benchmarks for Good Career Guidance
- DfE Careers guidance and access for education and training providers – used as relevant good-practice guidance
 - The Gatsby Benchmarks for Good Career Guidance
 - DfE Independent School Standards Guidance (April 2026)
 - The Department for Education's Preparing for Adulthood guidance

This policy should be read alongside the school's related policies, including the SEND Policy, Behaviour Policy, Equality Policy, Careers Policy, PSHE Policy and Accessibility Plan. The curriculum at Invested Education has been designed to meet the requirements of the Independent School Standards and the National Curriculum while reflecting the individual needs of students with Special Educational Needs and Disabilities (SEND).

2. Curriculum aims and intent

Curriculum Vision

At Invested Education, our vision is to provide an ambitious, inclusive and personalised curriculum that enables every student to achieve their full potential. We are committed to developing confident, resilient and independent young people who leave school equipped with the knowledge, skills and qualifications needed for further education, employment and adult life.

Curriculum Intent

Our curriculum is designed to meet the diverse needs of students with SEND and Social, Emotional and Mental Health (SEMH) needs. It provides a broad and balanced education that combines academic achievement with personal development, ensuring students develop the confidence, resilience and independence required to succeed beyond school.

Curriculum decisions are informed by students' individual strengths, aspirations, prior educational experiences and Education, Health and Care Plan (EHCP) outcomes.

Learning is carefully sequenced to build knowledge and skills over time, enabling students to make sustained progress from their individual starting points.

Through carefully planned learning, adaptive teaching and personalised pathways, we aim to remove barriers to learning whilst maintaining high expectations for every student.

Curriculum Aims

The curriculum at Invested Education aims to:

- provide an ambitious, broad and engaging curriculum that meets the needs of all learners
- develop secure knowledge, skills and understanding across the curriculum
- promote high standards of literacy, numeracy and communication
- support progress towards Education, Health and Care Plan (EHCP) outcomes
- foster resilience, independence, confidence and emotional wellbeing
- prepare students for further education, employment and independent living
- develop positive relationships, responsible citizenship and respect for others
- ensure all students achieve meaningful and recognised qualifications appropriate to their individual pathway
- provide appropriate challenge whilst supporting every learner to achieve success
- equip students with the knowledge, skills and attributes needed for successful adult life

Curriculum Principles

Our curriculum is underpinned by three key principles:

Accessible

Learning is adapted to remove barriers and enable every student to access an ambitious curriculum through high-quality teaching, appropriate support and reasonable adjustments

Appropriate

Curriculum pathways are personalised to reflect each student's strengths, needs, aspirations and EHCP outcomes, ensuring appropriate challenge and clear progression

Ambitious

We maintain high expectations for every learner, supporting students to achieve recognised qualifications, develop independence and prepare successfully for adulthood

3. Roles and responsibilities

The successful implementation of the curriculum is a shared responsibility. All staff work collaboratively to ensure the curriculum remains ambitious, inclusive and responsive to the needs of all learners.

Directors

- Ensure that a written curriculum policy, supported by appropriate plans and schemes of work, is drawn up and implemented effectively and meets the requirements of Part 1 of the Independent School Standards.
- Provide strategic oversight of curriculum quality, breadth, accessibility and implementation.

Headteacher

- Provide strategic leadership of the curriculum
- Ensure it is effectively implemented, appropriately resourced and regularly evaluated
- Ensure statutory compliance and monitor its effectiveness

Senior Leadership Team

- Monitor the quality of education
- Support curriculum development, assessment, quality assurance and staff development

Subject Leaders

- Design, implement and evaluate their curriculum
- Monitor standards and support high-quality teaching within their subject areas

Teachers and support staff

- Deliver the curriculum through high-quality adaptive teaching
- Assess progress, provide effective feedback and maintain high expectations for all learners

SENDCo

- Ensure the curriculum is accessible for all pupils
- Oversee SEND provision, interventions and the implementation of Education, Health and Care Plans (EHCPs)

4. Organisation and planning

The curriculum at Invested Education is organised to provide a broad, balanced and ambitious education that meets the diverse needs of our students whilst preparing them for successful futures. Curriculum decisions are informed by students' individual strengths, aspirations, prior educational experiences and EHCP outcomes.

Learning is carefully sequenced to build knowledge and skills over time, enabling students to make sustained progress from their individual starting points. Students access personalised pathways that provide the appropriate level of support and challenge while maintaining high expectations and clear progression towards meaningful qualifications.

Students are taught through a combination of small group and 1:1 provision where appropriate. Timetables and curriculum pathways are personalised to reflect students' strengths, aspirations, EHCP outcomes and identified barriers to learning.

Teaching is supported by evidence-informed practice, high-quality curriculum planning and regular assessment to ensure learning remains ambitious and responsive. Therapeutic provision, including programmes such as Thrive, Drawing and Talking, Lego Therapy and counselling, is integrated where appropriate to support engagement, emotional regulation and resilience.

Personalised Pathways

Blue Pathway

The Blue Pathway offers a classroom-based curriculum, supported by adaptive teaching, academic interventions, therapeutic provision and alternative curriculum delivery. Pupils access a broad range of subjects and, in Key Stage 4, work towards recognised qualifications to prepare them for further education, employment and training.

Yellow Pathway

The Yellow Pathway combines adapted classroom teaching with the INVEST curriculum through ASDAN Lifeskills Challenge. Alongside therapeutic provision and alternative curriculum delivery, pupils develop academic knowledge, independence and employability skills through practical and personalised learning experiences that can be adapted to meet individual need.

Green Pathway

The Green Pathway provides a personalised transitional programme for pupils who are new to the school, accessing a part-time timetable or requiring additional support to engage with learning. Through targeted interventions, therapeutic support and external provision where appropriate, pupils are supported to overcome barriers and progress towards the Yellow or Blue Pathway.

Whichever pathway a pupil follows, the school remains responsible for ensuring an appropriate breadth of education and that the requirements of Part 1 of the Independent School Standards are met. A personalised pathway does not represent reduced ambition or entitlement.

Part-time timetables will only be used in exceptional circumstances where they are in the pupil's best interests. They will be time-limited, regularly reviewed, agreed with parents/carers and relevant professionals, and supported by a clear plan to increase educational engagement and return to an appropriate full-time offer wherever possible.

All pathways maintain the same ambition and high expectations, ensuring every pupil can access a curriculum that prepares them for successful futures.

Key Stage 3

Key Stage 3 provides pupils with a broad and balanced curriculum that develops secure

foundations in English, mathematics, science and the wider curriculum, whilst addressing gaps in learning and rebuilding confidence following disrupted educational experiences.

The curriculum places a strong emphasis on developing literacy, numeracy, communication and personal development alongside subject-specific knowledge. Learning is carefully sequenced to build knowledge, skills and independence, enabling pupils to make sustained progress from their individual starting points.

Where appropriate, pupils access personalised pathways that combine National Curriculum subjects with alternative and experiential learning opportunities, ensuring engagement whilst maintaining high expectations. Personal development is embedded throughout the curriculum through PSHE, outdoor learning, enrichment opportunities and the school's INVEST principles of Inclusivity, Nurture, Values, Excellence, Safe and Tolerance, preparing pupils for successful progression into Key Stage 4.

Key Stage 4

Key Stage 4 builds upon the knowledge, skills and understanding developed throughout Key Stage 3. Subjects continue seamlessly into accredited programmes, ensuring pupils experience a coherent curriculum whilst working towards meaningful qualifications that reflect their strengths, needs and aspirations.

English is delivered through Functional Skills qualifications, providing a natural progression from the communication, reading and writing skills developed throughout Key Stage 3. This pathway enables pupils to achieve qualifications that are relevant to further education, employment and everyday life.

In mathematics, pupils follow either GCSE or Functional Skills qualifications. As the knowledge and skills required for Functional Skills and GCSE Mathematics closely align, pupils can access the pathway that best reflects their ability and aspirations while continuing to study a shared curriculum.

Science is delivered through Open Awards qualifications, allowing pupils to build upon the scientific knowledge and enquiry skills developed at Key Stage 3 through an accessible and meaningful qualification.

Qualification pathways are carefully selected to provide appropriate challenge and maximise achievement. Pupils work towards qualifications at a range of levels, enabling each individual to achieve the best possible outcomes from their starting point.

KS3	KS4
English	English FS
Maths	Maths FS or GCSE
Science	Science Open Award
Art	Creative Media

The curriculum remains flexible and responsive throughout a student's journey and is reviewed regularly to ensure it continues to meet the changing needs of our students while preparing them for further education, employment and adult life.

5. Curriculum content

The curriculum at Invested Education provides a broad, balanced and ambitious programme of learning that enables students to develop the knowledge, skills and personal qualities needed for successful futures. Curriculum content is carefully selected to support progression towards meaningful qualifications, further education, employment and independent living.

Core Curriculum

All students access a core curriculum appropriate to their individual pathway, including:

- English
- Mathematics
- Science
- Computing
- Physical Education (PE)
- Personal, Social, Health and Economic (PSHE) Education, including Relationships, Sex and Health Education (RSHE)
- Personal Development

Wider Curriculum

To broaden students' experiences and aspirations, opportunities may include:

- Art (KS3)

- Humanities (KS3)
- Hospitality and Catering (KS4)
- Creative Media (KS4)
- NCFE Sport
- The King's Trust

Bespoke Curriculum

Where appropriate, students access personalised provision, including:

- ASDAN Alternative Curriculum
- Lexonik
- Accelerated Reader
- Thrive
- Drawing and Talking
- Lego Therapy
- Butterfly Counselling
- Vocational learning, including Bricklaying and forest school

Qualification Pathways

Students work towards qualifications appropriate to their individual strengths, needs and aspirations. These may include:

- Functional Skills English and Mathematics
- Entry Level qualifications
- Open Awards
- NCFE qualifications
- ASDAN awards
- The King's Trust qualifications
- Vocational qualifications

Qualification pathways are reviewed regularly to ensure they remain appropriate and support positive outcomes.

Literacy and Numeracy

Literacy and numeracy are embedded across the curriculum to develop the skills needed for learning, employment and everyday life.

Reading, writing, speaking and listening are developed across all subjects through explicit teaching of vocabulary and communication skills. Targeted interventions, including Lexonik, Read Revive and Accelerated Reader, support reading development where appropriate.

Numeracy is promoted across the curriculum through meaningful opportunities to apply mathematical knowledge and problem-solving skills. Students requiring additional support may access targeted interventions, including Maths Shed and Times Table Rock Stars.

6. Adaptive Teaching and Inclusion

At Invested Education, we are committed to ensuring every pupil can access an ambitious curriculum, regardless of their starting point or individual need.

Teachers use their knowledge of each pupil's strengths, needs and EHCP outcomes to adapt teaching, learning activities and resources appropriately. Adaptations may include scaffolding, explicit modelling, targeted questioning, visual supports, practical learning opportunities and flexible grouping.

Teaching is informed by ongoing assessment, enabling staff to identify misconceptions, adapt learning and provide appropriate support and challenge.

Reasonable adjustments and targeted interventions are used where appropriate to remove barriers to learning and promote positive outcomes. Through adaptive teaching, collaborative working and high expectations, we aim to ensure every pupil experiences success, develops confidence and makes meaningful progress towards their individual potential.

7. Personal Development and PSHE

Personal development is at the heart of the curriculum at Invested Education. Alongside academic achievement, we are committed to developing confident, resilient and responsible young people who are well prepared for adulthood.

Through PSHE, Relationships, Sex and Health Education (RSHE), assemblies, enrichment activities and wider curriculum opportunities, students develop the knowledge, skills and attributes needed to keep themselves safe, build positive relationships and make informed decisions.

The curriculum promotes:

- emotional wellbeing and self-regulation
- resilience, confidence and independence
- healthy and respectful relationships
- physical and mental health
- online safety and safeguarding
- financial education and employability skills
- citizenship, equality and diversity
- preparation for adulthood
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Spiritual, Moral, Social and Cultural (SMSC) development, Fundamental British Values and the school's INVEST principles are embedded throughout the curriculum, supporting students to become active, respectful and responsible members of society. Curriculum plans and schemes of work will not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Personal development is reviewed through student voice, pastoral monitoring, behaviour, attendance, participation and EHCP outcomes to ensure all pupils are supported to achieve positive personal and academic outcomes.

8. Careers Education and Preparation for Adulthood

Preparation for adulthood is embedded throughout the curriculum at Invested Education. We are committed to ensuring every pupil develops the knowledge, skills and confidence needed to progress into further education, employment, training and independent living.

Careers education is delivered through a planned programme aligned to the Gatsby Benchmarks and tailored to pupils' individual needs and aspirations. Through curriculum learning, employer encounters, workplace experiences, college links and independent careers guidance, pupils are supported to make informed decisions about their future.

Preparation for adulthood focuses on developing:

- employability skills
- independence and self-advocacy
- communication and interpersonal skills
- financial capability
- decision-making and problem-solving
- resilience and confidence

The effectiveness of the careers programme is reviewed regularly through student voice, destination data and ongoing evaluation to ensure pupils are well prepared for the next stage of their education and adult life.

9. Reporting and assessment

Assessment is used to identify pupils' starting points, inform planning, monitor progress and ensure learning is appropriately adapted to meet individual needs. Pupils are assessed both academically and in their personal development. Assessment is also used to demonstrate progress according to pupils' abilities and starting points and to inform subsequent teaching and curriculum planning.

A range of baseline information is gathered on entry to inform curriculum planning, intervention and personalised support. Teachers use ongoing formative assessment to identify misconceptions, provide timely feedback and adapt teaching, alongside summative assessment to monitor progress and prepare pupils for external qualifications where appropriate.

Feedback is clear, timely and purposeful, enabling pupils to understand their strengths, identify next steps and develop increasing independence.

Progress is monitored through teacher assessment, intervention data, EHCP reviews and external qualifications. Parents and carers receive regular updates through reports, review meetings and ongoing communication.

Assessment information is also used to evaluate curriculum effectiveness and inform school improvement.

10. Equal opportunities

We are committed to providing an inclusive curriculum that promotes equality of opportunity and enables every pupil to achieve their full potential.

In accordance with the Equality Act 2010, the school is committed to eliminating discrimination, advancing equality of opportunity and fostering positive relationships. We celebrate diversity and promote respect, inclusion and belonging throughout the curriculum, ensuring pupils develop an understanding of equality, protected characteristics and their role within a diverse society.

Reasonable adjustments are made where appropriate to ensure all pupils can access the curriculum, participate fully in school life and achieve positive outcomes. Through high expectations and an inclusive ethos, every pupil is valued, supported and encouraged to succeed.

11. Supporting pupils with SEND

All pupils at Invested Education have identified SEND, and the curriculum is designed specifically to meet their individual needs. Our approach is underpinned by high expectations, personalised learning and a commitment to removing barriers so that every pupil can access an ambitious curriculum and achieve positive outcomes.

Curriculum planning is informed by each pupil's EHCP, individual strengths, needs, aspirations and prior learning. Teaching is adapted through appropriate strategies, reasonable adjustments, targeted interventions and therapeutic support to enable pupils to engage, make progress and develop increasing independence.

The school works closely with parents, carers and external agencies to ensure provision is well coordinated and responsive. Progress towards EHCP outcomes is reviewed regularly and informs curriculum planning, intervention and ongoing provision.

Through a nurturing, inclusive and aspirational environment, we support pupils to develop the knowledge, skills, confidence and resilience required for successful transitions into further education, employment, training and adult life.

12. Enrichment and extracurricular activities

Invested Education recognises the value of enrichment and extracurricular activities in supporting pupils' personal development, wellbeing and preparation for adulthood. Where appropriate, pupils are provided with opportunities to participate in educational visits, enrichment activities, community projects, sporting activities, vocational experiences and employer encounters that complement the taught curriculum.

These experiences are designed to develop confidence, resilience, independence, communication and social skills, while broadening pupils' aspirations and supporting their wider development.

13. Monitoring and Review

The curriculum is monitored and evaluated through a range of quality assurance activities, including learning walks, lesson observations, book looks, curriculum reviews, assessment analysis and pupil voice. Leaders also review attendance, behaviour, EHCP outcomes and destination data to evaluate curriculum effectiveness and identify priorities for improvement.

This policy will be reviewed annually by the Headteacher and Senior Leadership Team to ensure it remains compliant with current legislation, reflects best practice and continues to meet the needs of the school's pupils.