Curriculum Policy

Valid From	Review Date	Approved By
01.11.2026	01.11.2027	Matt Ford & Shahed Koyes

Active Support Education Centre is a registered independent school supporting learners aged between 11 and 16 years old in Luton and Bedfordshire. We are committed to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand Wellbeing as state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is 'everyone's business' across the whole school community.

We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put Wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this.

1. Aims

1.1 Provide a personalised curriculum for each learner.
1.2 Develop a range of important life skills for learners.
1.3 To encourage and motivate learners to aspire towards further education, employment and training.
1.4 Enable all learners to acquire new knowledge and make good progress according to their ability.

2. Objectives

Active Support Education Centre offers a wide range of qualifications as part of a personalised learning programme. We work with learners to arrange a timetable of subjects that best meets the learner's individual needs, and considers their age, ability and whether they need extra support.

3. Key Principles

3.1 The curriculum is reviewed annually and qualifications offered are based on the need of the learners that are referred to us. Great care is taken to ensure that the curriculum we offer provides clear and effective progression routes onto further study, training or employment. As part of this process, we track the destinations of learners after they leave us.
3.2 Our curriculum offer includes a variety of long term and short vocational courses. This allows us to offer nationally recognised outcomes for all learners placed with us, including those on a short-term placement.
3.3 The school supports learners looking for vocational courses and work placements by encouraging attendance at local college open days and employment fairs. We also support with college application forms and interviews.
3.4 The curriculum focuses on the individual needs of learners and includes personal and social development and acquisition of work-related skills and knowledge.

3.5 All learners are required to undertake an initial numeracy and literacy assessment using the BKSB tool, the results of this help formulate an individual plan for each learner.

4. The Curriculum

The curriculum consists of:

English

- GCSE English Language & Literature.
- English Functional Skills qualifications.
- AQA unit awards focussing on improving literacy (especially reading and phonics) skills.

Maths

- GCSE Maths.
- Maths Functional Skills qualifications
- AQA unit awards focussing on improving numeracy skills used in everyday life..

Science

- GCSE Science.
- OCR Entry level certificate in Science.
- AQA unit awards focussing on Science experiments.
- Gardening projects

Human and Social

- GCSE Business Studies.
- Short Online Qualifications in:
  - Equality & Diversity
  - Internet Safety
  - Health & Safety award
  - Healthy Living
  - British Values
- AQA unit awards in History and Healthy Living.
- Prince's Trust award scheme for learners to follow their preferred choice of subject areas, combining units that lead to certification.

Technological

- AQA unit awards in ICT & Digital skills.
- Construction and Design Technology AQA unit awards in Carpentry, Tiling, Painting, Decorating, Plastering and Basic Plumbing.
- AQA Food Technology unit awards.
- Upcycling furniture, Model making, Lego and Meccano projects.
- Bicycle repair workshop and basic motorbike mechanics.

PSHE

- The School offers a range of PSHE qualifications certificated by the AQA unit award scheme and Ascentis Short Online Qualifications (SOQ's). Some topics are delivered in partnership with outside agencies and via the Pol-Ed resources. The topic areas depend on the learner needs and interests of each

cohort. The topics include behaviour reflection, weapons & knife crime, anger management, anti-bullying, self-awareness, personal hygiene, personal safety, safeguarding, drug & smoking education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

- The AQA unit award scheme is used to promote learning that reflects the Centre's aims and ethos, and covers such areas as Life skills, Preparation for Work and British Values.

Aesthetic and Creative

- Beauty Therapy AQA unit awards in Nail Art and Make Up.
- Art Awards (Discover/Explore/Bronze)
- AQA units in Music, Art & Pottery

Physical

- Leadership Skills awards.
- AQA unit awards in a wide selection of Sports.

Vocational / Work Related

- Active Support Education Centre can offer year 11 learners the opportunity for work experience within the school. Site agent type roles are undertaken by those with an interest in Construction; a nearby venue, can offer summer work as waiters, waitresses or car park attendants for evening and weekend bookings and some younger students are supported in the gym by the older students on the Sports Leadership course.
- All year 11 learners have the opportunity to attend local college open days and careers fairs and are encouraged to apply for courses of interest by keyworkers.

Project based learning

- Our Therapeutic Inclusion Unit (TIU) offers a student led project-based curriculum and is aimed at learners who have high anxieties around school, or those with specific needs which prevents them from accessing education in a mainstream setting.
- Areas of interest for learners are identified at the point of referral and during an induction period and a bespoke timetable is set up. This allows them to settle, and staff build a positive relationship around learning, while learners engage in activities they enjoy. The numeracy, literacy and IT skills are built into each session.
- Activities may include music, gardening, bicycle maintenance, Lego and Meccano building, art projects, ICT and gaming projects.

5. Curriculum Journey for a Learner in Active Support

At Active Support, our curriculum is designed to meet the complex social, emotional, and mental health needs of our learners. The curriculum journey is underpinned by the understanding that learning cannot be sustained without emotional safety, positive relationships, and strong wellbeing. Every learner follows a graduated and personalised “Bridges” pathway, which ensures they receive the right level of support at the right time. This approach enables learners to make sustained and meaningful progress academically, socially, and emotionally. Through a nurturing and inclusive curriculum that recognises individual needs and strengths, learners are supported to re-engage with education, develop essential life skills, access improved opportunities for the future. As a result, learners build confidence, resilience, improved mental health and wellbeing, ensuring they are well prepared for post-16 education, training, or employment.

Our curriculum journeys are **individualised and responsive**, recognising that learners may be working on **different Bridges across different subjects.** Placement is informed by robust assessment and readiness, ensuring the right level of support and challenge. Although learners may access different Bridges simultaneously, the curriculum is **carefully sequenced, coherently planned, and regularly adapted** to meet academic, behavioural, and SEMH needs. This ensures learning builds securely from individual starting points and enables learners to make **sustained progress** towards positive post-16 outcomes.

Bridge Intent overview	Focus Area	Curriculum Approach
Bridge1: **Engagement, Safety, and Foundations** **Purpose:** To stabilise learners emotionally, rebuild trust in education, and identify barriers to learning. **Outcome:** Learners feel safe, regulated, and ready to learn, with clear understanding of their needs and starting points.	• Emotional wellbeing and mental health • Feeling safe, valued, and understood • Building positive relationships with staff and peers • Identifying gaps in learning and social development • Establishing routines and regulation strategies	• Highly personalised and flexible • Low-pressure learning activities • Therapeutic and trauma-informed practice • Baseline academic and behavioural assessments • Focus on communication, self-regulation, and confidence

Bridge Intent overview	Focus Area	Curriculum Approach
Bridge 2: **Skill Building and Re-engagement with Learning** **Purpose:** To reintroduce structured learning while continuing to support wellbeing and behaviour development. **Outcome:** Learners develop confidence, resilience, and learning habits, demonstrating sustained engagement and measurable progress.	• Core academic skills (English, Maths, Science) • Resilience and emotional literacy • Positive behaviour strategies and self-management • Wellbeing and personal development	• Completion of Unit Awards in core and personal development subjects • Clear, achievable success criteria • Small step progress and regular celebration of achievement • Continued therapeutic and pastoral support • Increased learner independence and responsibility
Bridge 3: Preparation for Qualifications and Post-16 Pathways **Purpose:** To prepare learners for recognised qualifications and successful transition into post-16 education, training, or employment. **Outcome:** Learners leave with qualifications, confidence, and a clear next step, equipped with the skills and resilience needed for adulthood.	• GCSEs or equivalent qualifications • Functional and life skills • Career guidance and aspiration building • Independence and self-advocacy • Transition planning and post-16 readiness	• Targeted academic pathways based on strengths and interests • Continued support for emotional regulation and wellbeing • Real-world learning and vocational options where appropriate • Close collaboration with post-16 providers and families

6. Monitoring, Review and Evaluation

6.1 The Headteachers will be responsible for the successful implementation of this policy and ensure our curriculum is relevant to our learner's needs. This will be done through consultations with the managers and curriculum lead staff and through learner surveys.

6.2 This policy will be reviewed annually by the Headteachers and Governors.