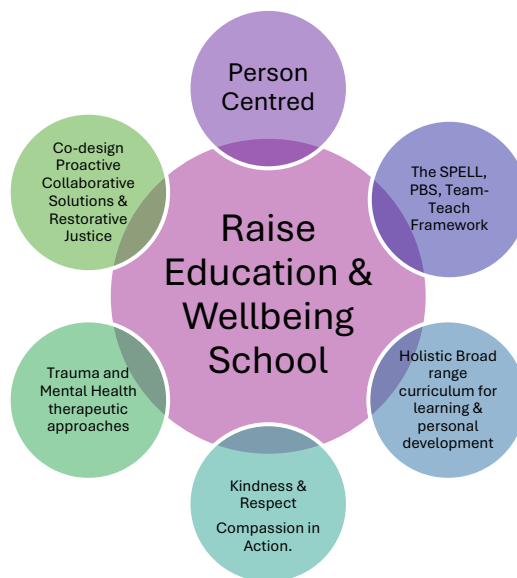




Curriculum Policy

Our goal is to ensure that each student thrives in all aspects of learning, personal development, and life: at the heart of the school's ethos, "Freedom to Teach, Learning for life" is the belief that all young people, whatever their background or ability, will be successful and valued and that their welfare and safety is of paramount importance.

Version:	V8
Last reviewed:	September 2026
Effective Until:	September 2027 or when there is a significant change in student ages, needs, characteristics and aptitudes, the school circumstances and or in work practices or the introduction of new legislation.
Leads:	John Stryker
Ratified:	



Ethos

We have unified a community of passionate, caring, highly skilled, and experienced professionals dedicated to doing our very best for our students. Our commitment is to be a school that not only promotes the **wellbeing of all its stakeholders** but also ensures that children and young people remain at the centre of everything we do.

At the heart of our mission lies a steadfast commitment **to bringing people, communities, partnerships, and industry together to raise the youth and invest in the future. Our school community and collaborative partnerships offer and provide our students with a holistic programme of learning, personal development, and therapeutic activities.** This comprehensive approach is designed to empower our students at every level.

- **Be Safe & Feel Safe:** Ensuring a secure environment that nurtures the sense of safety among all students, and where safety is paramount allows our students to thrive without concerns about their well-being.
- **Promote Their Health & Wellbeing:** Implementing practices that support physical, mental, and emotional health. Our programmes are infused with initiatives that promote health and wellbeing. From physical activities to mindfulness sessions, every aspect is designed to forge strong bodies and resilient minds because we recognize that a healthy student is a flourishing one
- **Have Fun & Experience Happiness:** We believe that learning should be enjoyable. Our curriculum includes fun activities that contribute to a happy school and creating opportunities for joy and positive experiences within the school community. We strive to infuse fun and happiness into the educational journey, crafting moments of laughter and awe that ignite passion and foster lifelong memories.
- **Learn & Develop Essential Knowledge, Skills, and Attitudes:** Our tailor-made curriculum equips students with the critical tools needed to succeed in all facets of life. Providing educational

experiences that foster growth, resilience, and a readiness for future challenges and opportunities.

Understanding Our Students at Raise Education and Wellbeing School

At Raise Education and Wellbeing School, we are acutely aware of the rich diversity of our students and the array of factors that can influence their attendance, readiness to learn, and engagement with the educational and social aspects of their lives. We recognize that a number of our pupils have faced substantial educational and social challenges, alongside prolonged periods of missed learning opportunities throughout their academic journey.

The Challenges Our Students Face

A significant portion of our student body has been permanently excluded from various educational settings, including mainstream schools, Pupil Referral Units, and Specialist Education Placements. Many are managing Social, Emotional and Mental Health (SEMH) needs, are in the care of the Local Authority (Looked After Children or LAC) and have encountered Adverse Childhood Experiences (ACE).

These students often have multiple agencies involved in their lives, such as Children's Social Care, Child and Adolescent Mental Health Services (CAMHS), and connections with the Criminal Justice System. Against this backdrop of complex and multifaceted challenges, **Raise Education and Wellbeing School** pledges to:

- Offer extensive support tailored to the unique needs of each student.
- Prevent further adverse experiences where possible.
- Improve the life trajectories of our students by addressing the root causes of their difficulties.

Our Commitment to Support

Our framework is designed to cater specifically to children and young people who have been impacted by adverse childhood experiences. Through our SEMH framework, we aim to provide intensive and specialist support. This ensures that our students who have Special Educational Needs and Disabilities (SEND)/SEMH or who are looked after can thrive in a safe environment, make educational progress, and receive the support necessary to foster wellbeing.

We approach every situation mindfully, focusing on being present and engaging with our students through compassion, love, forgiveness, and a deep understanding of trauma and attachment theories. Restorative justice principles guide our operations, facilitated by a multi-disciplinary team comprised of dedicated adult professionals. These individuals bring exceptional skills, knowledge, and experience to the table, helping our children and young people:

- Stay safe and feel nurtured.
- Achieve their academic and personal goals.
- Be well-prepared for life beyond school, including work and active citizenship.

Addressing Diagnosed Needs

It's important to note that the vast majority of our students come with diagnosed conditions such as Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), and Autistic Spectrum Disorder (ASD).

In addition, many students who have not yet obtained a formal diagnosis are involved within or awaiting on referrals/assessment for a neurodivergent pathway.

Facing Ongoing Adversity

Our students frequently face trauma induced by ACEs, with many continuing to encounter recurrent trauma arising from familial issues, peer conflicts, disruptions in their care arrangements, involvement with the legal system, absences from home, and homelessness. These factors, though not an exhaustive list, contribute to highly risky situations including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). As a result, these young individuals are exceptionally vulnerable, presenting us with a tapestry of complex needs to address.

It is within this context that **Raise Education and Wellbeing School** dedicates itself to fostering an environment where our students can overcome their challenges, fulfil their potential, and confidently step into the world as resilient and empowered individuals.

Our Vision and Commitment at Raise Education and Wellbeing School

At **Raise Education and Wellbeing School**, we are deeply rooted in a philosophy that emphasizes **compassion, personal growth, and community engagement**. Our mission is to cultivate an environment where pupils not only learn but also embody the principles of kindness, compassion, and respect for themselves and others.

Our Educational Approach

We are dedicated to nurturing self-confidence in our pupils, empowering them with the belief that they can achieve greatness, maintain wellness, and make significant contributions to society. We understand that young people are the architects of our future, which is why we invest in their potential by providing:

- A high-quality, person-centred curriculum
- Co-designed and individualised learning experiences
- A diversified program that equips them with essential skills, knowledge, values, and experiences

Our goal is to ensure that each student thrives in all aspects of learning, personal development, and life.

Nurturing Relationships

We pride ourselves on fostering nurturing relationships built on mutual respect, high expectations, and trust. Our team of emotional available adults supports each pupil's learning journey, personal development, and wellbeing. We believe in:

- Fostering attitudes of compassion
- Implementing skilful means of discipline and support
- Holding a high regard for pupils' learning experiences and achievements

Collaboration with pupils and parents/carers is key to promoting a positive attitude towards learning and enabling the development of knowledge, skills, and values necessary for making positive behavioural choices.

Safe and Nurturing Environment

Our caring and committed team comprises highly qualified, trained, and experienced individuals who create a safe and nurturing environment for children, young people, and staff. We are dedicated to ensuring the safety and development of everyone as British citizens. In line with this commitment, we:

- Adhere to the principles outlined in Children and Young People's legislation
- Stay updated and implement best practices from 'Keeping Children Safe in Education' (DfE 2019/20)
- Implement policies and practices that safeguard and promote the welfare of our community

Curriculum and Personal Development

Our broad curriculum includes formal academic learning including the seven areas of learning, core subjects, vocational learning and psychosocial education, social-emotional literacy, and health and well-being support. We aim to:

- Enable students to acquire vital skills, knowledge, and values for personal safety
- Enhance personal, social, physical, and emotional development
- Support and enhance overall learning, personal development and well-being

We prepare young people for adult life, focusing on independent living, citizenship, and personal and professional relationships. Our teaching, care, and support efforts are designed to enable young people to actively participate and contribute to a safe, healthy, cohesive, and prosperous society.

Our Multidisciplinary Team & Collaborative Delivery Partners

At Raise, we take pride in our multidisciplinary team's professional expertise, which encompasses a broad spectrum of knowledge, skills, and experience. Our community of professionals is not only robust but also supported by contracts and service level agreements with highly skilled and qualified external delivery partners. These arrangements ensure that our students receive the necessary support to feel safe, protected, cared for, educated, as well as providing them with an assessed comprehensive package of education and wellbeing support.

Our founding directors bring a wealth of experience from various fields including Education, Psychology & Mindfulness-Based Approaches, Social Work & Youth Justice, Accountancy, Business, and Social Enterprise. We boast a cadre of experienced school leaders and managers who are experts in education, training, social care, and psychological and therapeutic services.

Our Specialised Departments and Professionals Include:

- **SEND Department:** Staffed with highly experienced and qualified SENCOs, deputy SENCOs, and SEND administration management,
- **Teaching Department:** lead teachers, senior teachers, and broad range of subject specialist teachers.
- **Vocational Skills Tutors:** Offering expertise in various trades, life skills, and professions.
- **Sports & Fitness Coaches:** Fostering physical education, health and well-being.
- **School Social Worker:** leading and supporting student voice, safeguarding, early help, and providing student welfare and social support within the educational environment and across our school community.
- **Trauma and Mental Health Informed Practitioners:** Providing psychological and social support for our students with complex psychological needs related to adverse child experiences and ongoing emotional and psychological difficulties.
- **Thrive Practitioners:** Promoting emotional and social growth through the development of effective learning strategies.
- **Pastoral Professionals including our youth champions (pastoral practitioners):** Ensuring the welfare and personal development of our students are central throughout our work.
- **HLTAs, TAs, and Intervention and Learning Support Workers:** Assisting in educational delivery and student support

Collaborations and Contracted Services:

Beyond our internal team, we have established collaborations and contracted services with leading entities in education, health, and therapeutic psychology to deliver:

- **Clinical Assessment & Intervention**
- **Plans, Reports & Review**
- **Professional Consultations**
- **Solution Circles**
- **CPD for Our Whole School Team**

Our Psychology Assessment & Diagnostic Services & Intervention Provision:

- **Horizon Psychology:** HCPC-registered practitioner psychologists offering clinical supervision, health and therapeutic planning, compassion-focused therapies, training, assessing, and monitoring progress.
- **Re-Connect Now:** Specialists in psychological therapies such as Cognitive Behavioural Therapy, Person-Centred Therapy, Integrative Psychotherapy, Play and Art Therapies.
- **Eqwise Riding School:** Providing therapeutic horse riding, equine therapy, and animal care.
- **Ladywood Outreach Services:** Delivering CELF sessions, ADHD and BSCIP observations and write-ups, SPLD assessments, and access arrangements.
- **Bolton MBC Education Psychology Services:** Expertise in assessment and plans, consultation, and training and support.

In addition, we adopt a multi-agency approach to improving outcomes for our young people and their families. This includes social care, Early Help referrals, Youth Justice services, LA SEND and educational psychology teams, CAMHS and other mental health services, clinical psychologist, substance misuse services and early intervention psychosis team.

Together, we offer wrap-around care, education, and support to our students, their parents, and carers. This comprehensive holistic package aims to meet their diverse needs and promote overall health, education, personal development, and wellbeing.

Our evidence-based approaches

Raise Education and wellbeing adopt the following theory to inform our knowledge base, practice, and working together to support the meeting of students needs and promoting their wellbeing:

Basic universal human needs (Maslow 1943; Glasser 1998)

(Choice theory – proposed all behaviour is in the service of one of five main needs: survival, fun, love, power, and freedom)

Survival	Fun	Love and belonging	Freedom	Power
Food Health Shelter	Play Entertainment Excitement	Connection Trust/Honesty Empathy	Autonomy Independence Individuality	Influence Achievement Recognition

Warmth Water Safety Security Protection Rest Air	Laughter Passion Enjoyment Learning Growth Mastery Teaching	Appreciation Community Family Friendship Respect Affection Purpose Meaning	Self-empowerment Solitude Choice	Competence Efficiency Value
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Adapted from Glasser (1998)

Trauma and mental health informed UK

Trauma Informed Schools UK has provided us with an evidence-based framework, which draws together many of the existing aspects of our setting, whilst adding interventions and practices from the ACE study* and protective factors model, the neuroscience of mental health and mental ill-health, particularly Panksepp's emotional systems, and the PRRR model. Together we can build secure attachments, promote prosocial chemicals such as dopamine and oxytocin and reduce toxic stress from excess noradrenaline and cortisol. This framework will help us to fully implement the models for the benefit of our C&YP and staff, to make us a truly trauma-informed organisation.

The Thrive Approach

The Thrive Approach (<https://www.thriveapproach.com/services/whole-school-approach>)

draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour.

Working with parents and class teachers, our Thrive practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

The Thrive approach is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through trillions of brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections and sustain negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, Thrive aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn.

Thrive-Online

Central to the effectiveness of the Thrive Approach is Thrive-Online, an online assessment, action-planning and measurement tool.

Thrive-online enables us to:

- Clearly and systematically identify social and emotional needs.
- Profile whole groups as well as individual pupils identified as having additional needs.
- Action-plan at a group and individual level with a raft of strategies and age-appropriate activities that support social and emotional development.
- Measure and report on the progress of whole groups and individuals over time.

SEAL

SEAL aims to provide a curriculum that develops social and emotional skills within a structured and progressive framework, that supports KS3 and KS4 YP to develop self-awareness, managing feelings, self-motivation, empathy, and social skills. These interpersonal and intrapersonal skills have been shown to improve learning and promote emotional health and wellbeing, alongside a range of other benefits to YP, families, and schools. <http://www.sealcommunity.org/node/356>

Personal Development

Underpinned by our extensive PSHE (personal, social, health and economic), SMSC (spiritual, moral, social and cultural) development and SEAL (social, emotional aspects of learning) programmes, YP develop their skills and knowledge to become positive British citizens. Through tailored support they address some of the underlying issues that may be limiting their progress and attainment. Our specialist pastoral and intervention team which includes psychologists, mindfulness teachers, trauma and mental health informed practitioners, Thrive practitioners, health intervention specialists, substance misuse specialists and wilderness therapists work alongside our teachers to deliver the programme that includes:

PACE: Playfulness, acceptance, curiosity and empathy.

[PACE \(Play, Acceptance, Curiosity, Empathy\)](#) is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, troubled children can start to look at themselves and let others start to see them; get closer emotionally and start to trust.

At Raise Education & Wellbeing School we have provided training, resources, time, and direction to enable our managers and leaders to apply emotionally available adult and PACE approaches to help support and listen to young people in need.

We have transformed our youth champion role (key workers) and form teachers within our school/college to become the main emotionally available adults for their children and young people and develop and master their own skills in listening, PACE, and being able to relate and support children and young people.

We have ensured that all adults around raise including business team, facilities manager, and catering staff are aware and able to be emotionally available adults.

The National Autistic Society's SPELL Framework

Raise Education & wellbeing School have been trained and adopt the approaches within the SPELL framework to ensure we can provide and deliver the best practice for our students and staff with diagnosis of ASD/ASC and those on the ASD pathways.

'SPELL is the National Autistic Society's framework for understanding and responding to the needs of autistic children and adults. It focuses on five principles that have been identified as vital elements of good practice when working with autistic people and emphasises ways to change the environment and our approaches to meet the specific needs of each person.'

The SPELL framework recognises the individual and unique needs of each child and adult and emphasises that planning and intervention be organised on this basis. The SPELL framework can be used with all autistic people, regardless of age or level of support needs.

SPELL stands for:

Structure

Positive (approaches and expectations)

Empathy

Low arousal

Links

Structure

Structure makes the world a more predictable, accessible and safer place. We can support autistic people by creating structured environments using visual information. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. Environments and processes can be modified to ensure each person knows what is going to happen and what is expected of them, thereby reducing anxiety.

Positive (approaches and expectations)

We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interests and abilities.

Expectations should be high but realistic and based on careful assessment. Assessments should be made from as wide a perspective as possible and should include a view of the barriers in accessing opportunity. For example, some autistic people may have difficulty with verbal communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech, but this may mask other difficulties.

Understanding each person's skills and strengths is vital when considering how to support the person with what they find challenging.

Empathy

We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

Making efforts to understand, respect and relate to the experience of the autistic person must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible, paying attention to noise levels, colour schemes, odours, lighting and clutter, for example. Some people may need more time to process information, especially speech. Clear information should be given in the medium best suited to the individual, with care taken not to overload or bombard.

Low arousal should not be confused with 'no arousal'. It is of course desirable that people are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled. Supplementary relaxation and arousal reduction therapies, multi-sensory rooms, music and massage, sensory diet etc. may be helpful in promoting calm and general well-being, and in reducing anxiety.'

(<https://www.autism.org.uk/what-we-do/autism-training-and-best-practice/training/the-spell-framework>)

Positive Behaviour Support (PBS) – The Association for Psychological Therapies

Raise have been trained and have adopted the Values, theory, and processes of the PBS approach. Positive Behavioural Support (PBS) is recognised as an evidence based, effective and ethical way of supporting people with learning disabilities across the lifespan, who are at risk of behaviour that challenges. PBS and/or its components has been recommended in several recent policy documents and professional guidelines including the NICE guidelines for Challenging Behaviour.

The core aim of PBS is

1. the prevention and reduction of challenging behaviour by improving the quality of life of the person and those around them.
2. It works by developing and building skills of the person and of those who support them rather than using aversive (i.e. unpleasant) or restrictive (i.e. limits the person's movement or activities) interventions.
3. Practitioners work in partnership with the person and all those who are important to them including family and friends, caregivers, and other professionals and actively include them in assessments, defining targets, implementing interventions, and reviews. [The Association for Psychological Therapies | APT](#)

Sensory Needs practitioner – making Sense (BSensory)

Our school have our very own sensory needs practitioners that work within and with our SEND department to support our students and staff team to meet the sensory needs of our students.

Our Sensory Practitioners are able to:

- Assess and understand the Sensory Processing Difficulties (SPD) of our students and how it presents in individuals
- Sensory integration and how sensory seeking and sensory avoiding behaviour presents itself and the complex relationship they can have
- To understand the different senses, and the key terms used to describe the condition
- How to recognise signs of sensory distress within individuals and how to respond in these situations
- To gather data or profile children's SPD needs and write a Sensory Diet considering the data trends gathered
- The theory behind sensory diet and how to plan your own sessions, assess and group children according to individual needs
- The theory behind sensory circuits and how to plan your own sessions, assess and group children according to individual needs
- Health and safety information in carrying out 'Sensory Circuits' as a planned intervention
- Additional specific sensory issues that need to be considered whilst profiling and designing interventions

- Practicalities of setting up an intervention and the role of a 'sensory needs' practitioner in your setting

Mindfulness-Based Approaches for Health and Wellbeing

Raise deliver the following Mindfulness in Schools Project (MISP) programmes:

- **b (dot b)**
- **Paws**
- **Dots**
- **Breathe**
- **. b foundation**

<https://mindfulnessinschools.org/train/mapping-our-curricula/>

Mindfulness-based approaches are essential in promoting self-awareness and awareness of others, as well as the world we live in. These approaches encompass a variety of techniques that help individuals to be present in the moment and engage with their surroundings in a kind and non-judgmental way.

Key Benefits:

- Enhances the ability to notice and manage powerful emotions
- Encourages self-regulation and co-regulation
- Develops skills and attitudes for a mindful life
- Increases flexibility and resilience
- Equips individuals to handle life's challenges effectively

Implementing Mindfulness in Schools:

1. **For Children:** Integrate mindfulness exercises into the daily curriculum to help children learn how to focus, calm down, and reflect on their feelings and actions.
2. **For Staff:** Provide training sessions for teachers and staff to incorporate mindfulness strategies into their teaching methods and personal wellbeing practices.
3. **For the School Community:** Organise workshops and events that promote mindfulness-based life skills, ensuring that the entire school community benefits from these practices.

By teaching children and the school community these valuable mindfulness-based life skills and attitudes, we lay the foundation for a more emotionally intelligent, resilient, and compassionate society.

<https://mindfulnessinschools.org/the-evidence-base/>

Curriculum Overview Statement

What do we want for our pupils?

At Raise Education & Wellbeing School, our curriculum is designed to ensure every pupil thrives academically, socially, emotionally, and personally. Grounded in our ethos of **“Freedom to Teach, Learning for Life,”** it provides a safe, nurturing, and aspirational learning environment in which all our young people can rebuild confidence, develop essential knowledge and skills, and prepare for future education, employment, and independence.

Our **Raise Curriculum Priorities** are that pupils:

- Feel safe and emotionally regulated so they can access learning.
- Experience success within an equitable, structured curriculum without ceilings.
- Develop the knowledge, skills, self-belief, and resilience needed to lead fulfilling lives.
- Are supported by emotionally available adults, trauma informed practice, and therapeutic support.
- Make measurable progress in academic learning and in targeted EHCP outcomes, including Cognition and Learning, Communication and Interaction, SEMH, Sensory and Physical needs, and Independence and Preparation for Adulthood.

Independent School Standards

Our curriculum fully meets the expectations outlined in ISS Part 1: Quality of Education, by providing pupils with:

- A broad, balanced, and rich curriculum that covers linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative areas of learning.
- A curriculum that is appropriately planned and sequenced across developmental pathways to ensure pupils acquire new knowledge and make sustained progress over time.
- Effective preparation for the opportunities, responsibilities, and experiences of adult life, including careers education, life-skills development, and preparation for further education or employment.
- Teaching that enables pupils to make progress according to their ability, with adaptations made for pupils with SEND and SEMH needs.

Our Curriculum

All learners access the curriculum in a way that is personalised, inclusive, and aligned with their individual outcomes and aligned with the SEND code of practice, alongside the Equality Law. This is achieved through:

- Placement on the most appropriate developmental pathway, matched to assessed stage rather than chronological age.
- Adaptive teaching, scaffolding, therapeutic input, and regulatory support aligned with SEMH and SEND best practice.
- Multi-agency collaboration (SALT, OT, EPs, therapists) to ensure specialist advice is embedded within daily teaching and curriculum planning.

- Regular review of progress toward EHCP and ILP outcomes, ensuring that curriculum design and interventions remain responsive to changing needs.
- At Key Stage 4 and beyond, the school offers a range of statutory and accredited qualification pathways that meet national requirements and provide pupils with credible, recognised outcomes.

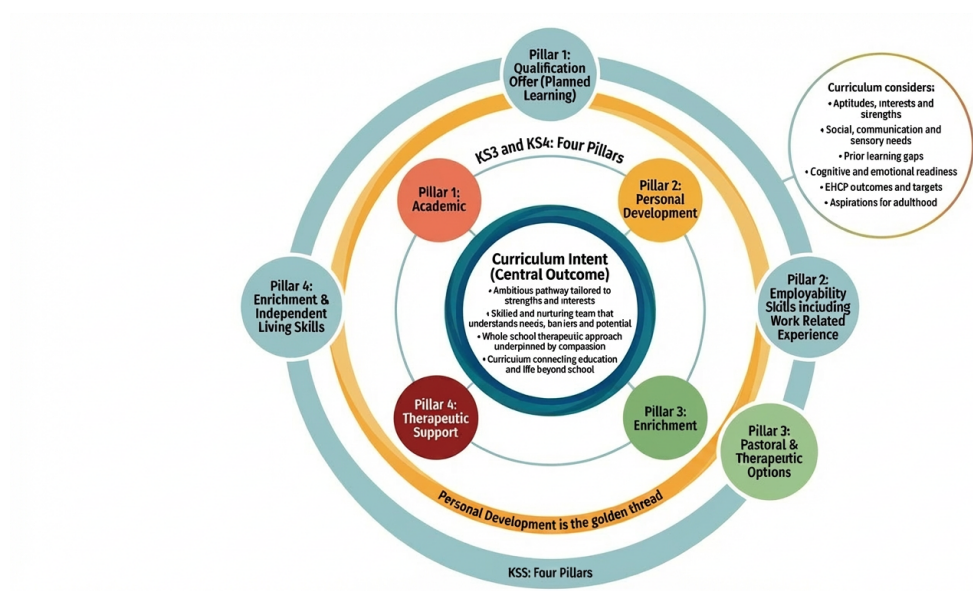
Our pedagogical approach to the curriculum is built on the core frameworks & approaches that underpin our setting:

- The Four Pillars Framework (above)
- The SPELL Framework (Structure, Positive approaches, Empathy, Low arousal, Links)
- Positive Behaviour Support (PBS)
- PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Trauma informed and attachment aware practice
- Mindfulness based approaches
- The Thrive Approach

These approaches shape how we plan, teach, assess, support, and intervene across all subjects and are explored in more detail in the Curriculum, *PSHE/SMSC*, *SEND* and *Inclusion* policies.

1.1 The Raise Way

The academic curriculum is underpinned by our SEMH-informed ethos and is structured around four key pillars:



Central Encompassing Outcome

Our curriculum is designed to deliver a central, shared outcome for every student:

- An ambitious pathway, tailored to their strengths and interests
- A skilled and nurturing team who understand their needs, barriers and potential
- A whole-school therapeutic approach, underpinned by compassion
- A curriculum that connects education and life beyond school

We ensure our curriculum planning and delivery reflect:

- Aptitudes, interests and strengths
- Social, communication and sensory needs
- Assessment of prior learning gaps
- Cognitive and emotional readiness to learn
- EHCP outcomes and individual targets
- Personal context and aspirations for adulthood

Personal Development: The Golden Thread

Personal development is a golden thread running through every aspect of our provision.

The school's approach combines high-quality PSHE (Personal, Social, Health and Economic Education), SMSC (Spiritual, Moral, Social and Cultural Development), enrichment, SEAL (Social and Emotional Aspects of Learning) and therapeutic input to ensure that every student develops the knowledge, skills and character to lead fulfilling lives beyond education.

We recognise that many of our students arrive with interrupted educational journeys and complex social, emotional or mental health needs. Our curriculum and culture are therefore designed to rebuild trust, nurture self-worth and enable students to make positive choices for their future.

Through a relational and trauma-informed ethos, personal development is not a discrete subject but a lived experience across the school day. The Circle of Adults model ensures that every student is known, valued and supported, with staff working collaboratively to address barriers and celebrate progress. The SEAL framework underpins this approach by explicitly teaching self-awareness, empathy, emotional regulation and positive relationships.

PSHE and enrichment activities promote wellbeing, inclusion and social responsibility, whilst SMSC learning is woven into curriculum themes, assemblies and community engagement.

From Key Stage 3 through to Key Stage 5, students' progress through a clear developmental pathway that builds independence, resilience and readiness for adulthood. Therapeutic and vocational experiences strengthen personal identity, confidence and purpose, ensuring that each student leaves equipped not only with academic outcomes, but with the emotional literacy, relationships and self-belief to thrive in life beyond school.

Four Pillars for KS3 and KS4

Our curriculum for Key Stages 3 and 4 is built on four pillars:

1. Academic
2. Personal Development
3. Enrichment
4. Therapeutic Support

KS5: Four Pillars

At Key Stage 5, our curriculum is structured around four pillars:

1. Pillar 1: Qualification Offer (Planned Learning)
2. Pillar 2: Employability Skills including Work Related Experience
3. Pillar 3: Pastoral & Therapeutic Options
4. Pillar 4: Enrichment & Independent Living Skills

The Four Pillars

Together, the Four Pillars uphold our mission to provide a truly holistic, relational and developmentally appropriate curriculum that supports every child to make progress academically, socially and emotionally, in line with the four areas of SEND and our student's EHCPs and ILPs.

Academic Pillar

The Academic Pillar ensures all pupils access a broad, ambitious and well-sequenced curriculum that is developmentally appropriate and responsive to individual need. Academic learning at Raise is underpinned by trauma-informed, relational practice, recognising that emotional regulation, safety and connection are prerequisites for meaningful learning.

This pillar is designed to ensure pupils know more, remember more and can apply their learning, while making measurable progress from their starting points across academic subjects and EHCP outcomes.

The Academic Pillar includes:

- Clearly sequenced subject curricula aligned to Raise developmental pathways (Raise, Ambition, Inspire, Succeed and Excel), ensuring coherent progression in knowledge, skills and vocabulary.
- High-quality adaptive teaching that removes barriers to learning through scaffolding, modelling, chunking, multisensory approaches and flexible pacing.
- Explicit teaching of key concepts and vocabulary, with regular retrieval practice to secure long-term memory and support pupils with cognition, communication and SEMH needs.
- Precision teaching and targeted intervention to close gaps, build fluency and support pupils who require repetition, overlearning or small-step instruction.
- Personalised curriculum pathways matched to assessed stage rather than chronological age, ensuring learning is appropriately challenging without ceilings.
- Accredited and statutory qualification routes at KS4 and KS5, including GCSEs, Functional Skills, BTECs, NOCN and vocational pathways, providing meaningful and recognised outcomes.
- Integrated assessment and review, using formative and summative assessment to inform next steps, intervention and progression, aligned with Arbor tracking, EHCP reviews and ILPs.

- Cross-curricular links and real-life application, enabling pupils to transfer learning beyond the classroom and see relevance, purpose and aspiration within their studies.

The Academic Pillar supports progress across the Cognition and Learning and Communication and Interaction areas of SEND, while remaining closely interwoven with therapeutic, personal development and enrichment provision.

Through this pillar, pupils build confidence as learners, develop essential academic knowledge and skills, and leave Raise prepared for future education, training, employment and lifelong learning.

Therapeutic Pillar

Therapeutic Support embeds trauma-informed, mental health informed interventions across the curriculum. Depending on individual need, this may include:

- Thrive assessments and action plans
- Art, play, equine and wilderness therapy
- Sensory integration support and personalised sensory diets
- Psychological services (EPs, psychotherapists, and therapists)
- Speech and Language Therapy and Occupational Therapy

This pillar targets the emotional, relational, cognitive, sensory, and trauma related barriers that impact engagement and success.

Personal Development Pillar

A central part of our personal development is Form Time (Circle Time/Student Group Meetings) provides daily relational, emotional and regulatory support. It includes:

- Nurture based routines that establish safety and predictability
- RUOK check-ins to assess emotional readiness for learning
- Zones of Regulation and SEL activities that help pupils understand and manage emotions
- Thrive informed sessions that build relational connection and coregulation
- Votes for Schools and pupil voice activities that support citizenship and confidence

Form Time fosters belonging, trust, and emotional preparedness for the day ahead.

PSD is our structured curriculum for social, emotional, cognitive and life skills development. It includes:

- PSHE and RSE through a spiral curriculum
- Careers education, including Xello and work-related learning
- Independence and preparation for adulthood
- Communication and interaction development
- Emotional literacy and wellbeing education

This pillar ensures pupils gain the skills, attitudes and knowledge needed to thrive as confident, safe, responsible individuals.

Enrichment Pillar

Enrichment expands pupils' experiences, confidence and curiosity beyond the classroom. This includes:

- Community based learning and social action
- Outdoor and adventurous activities
- Clubs, creative arts, sports, and interests based experiences
- Social communication and collaboration opportunities
- Exposure to new hobbies, cultures, and perspectives

Enrichment builds motivation, social skills, self-esteem and resilience.

Enrichment is one of the four central pillars of our curriculum and includes:

- Educational visits linked to curriculum pathways
- Outdoor learning and wilderness therapy
- Community projects and local partnerships
- Vocational placements and work-related learning
- Therapeutic enrichment: equine therapy, art therapy, sensory-based sessions
- Cultural Capital is considered within each subject and supports the Enrichment Pillar

These experiences broaden pupils' horizons, foster curiosity, and support SEMH development.

Enrichment opportunities have a different focus each half term, broken down into:

- Autumn 1 🍂 Connection & Grounding
- Autumn 2 🍂 Creativity & Celebration
- Spring 1 🌸 Wellbeing & Regulation
- Spring 2 🌸 Growth & Discovery
- Summer 1 ☀️ Adventure & Aspiration
- Summer 2 ☀️ Celebration & Community

There is a full breakdown of the enrichment opportunities detailed the 'Raise Enrichment Overview' document in appendix 1.

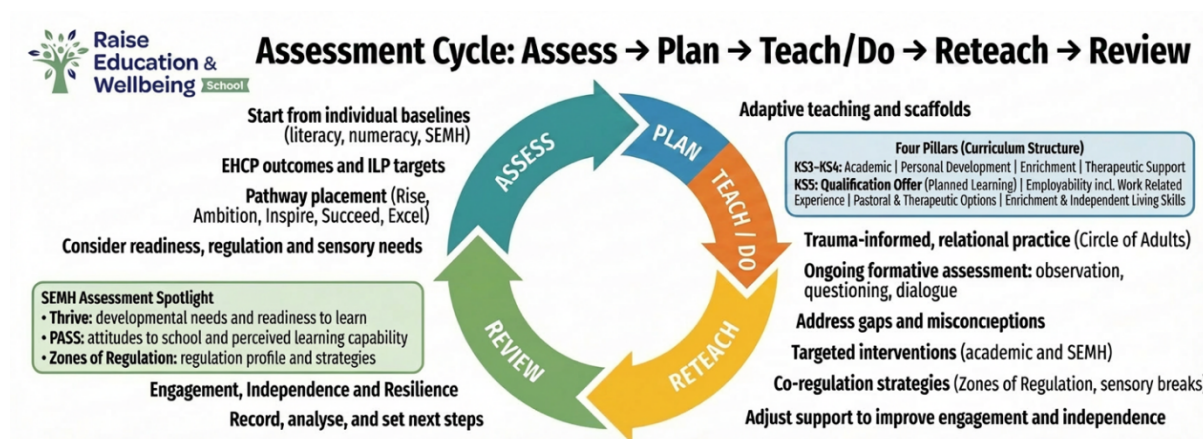
1.2 The Curriculum approach

Our curriculum has been created to ensure that it is progressive and is mapped out across five pathways. Our curriculum coverage ensures all aspects of the Independent School 7 areas of learning are planned for and delivered across each stage.

Each area of learning has its own Teaching and Learning booklet which outlines the intent, implementation and Impact for each subject. They also explore The Raise Way in relation to the area of learning. This document gives an overview of the whole curriculum approach.

Teaching and learning at Raise is underpinned by a cyclical, evidence-led approach that meets the requirements of the Independent School Standards (ISS) and the SEND Code of Practice and responds to pupils' needs across the four areas of SEND.

This cycle is consistently applied across *academic, SEMH, communication, sensory, and therapeutic* provision: **Assess → Plan → Teach/do → Re-teach → Review**



Linked closely to this cycle, especially within the reteach section is precision teaching. Precision teaching is used at Raise as a targeted pedagogical approach to close gaps, build fluency, and secure learning for pupils whose progress may otherwise be limited by SEMH, communication, sensory, or cognitive barriers.

Precision teaching is used when assessment identifies that a pupil:

- Has not secured a key skill or concept
- Requires repeated over-learning to build confidence or automaticity
- Needs teaching broken into smaller, carefully sequenced steps

Precision teaching is characterised by:

- Clear, narrow learning targets
- Short, frequent teaching sessions
- Immediate feedback
- Ongoing measurement of progress
- Rapid adjustment based on pupil response

Precision teaching forms part of the **Assess–Plan–Teach–Re-teach–Review** cycle and is used flexibly across pathways, subjects and interventions.

This approach ensures compliance with ISS Part 1, which requires schools to provide a curriculum that enables pupils to acquire knowledge, make progress according to their ability, and receive appropriate support where SEND is identified.

All assessment, planning, teaching and review at Raise considers pupils' needs across the four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

These areas are not viewed in isolation; staff are expected to recognise the interaction between them and adjust pedagogy, environment and expectations accordingly.

This sets expectations for staff thinking and practice in every area of learning.

Communication and Interaction

Communication and interaction needs are considered fundamental to learning, relationships and engagement. At Raise, staff recognise that communication differences may impact understanding, behaviour, emotional regulation and access to the curriculum.

How we plan and teach

Teaching is adapted to reduce linguistic barriers and promote confidence through:

- Clear, simple and chunked instructions
- Visual supports, task modelling and structured routines
- Explicit teaching of vocabulary, sentence structure and social language
- Structured opportunities for talk, discussion and supported oracy

Precision teaching in practice

Where gaps are identified, precision teaching may be used to:

- Secure understanding of key vocabulary or concepts
- Rehearse sentence structures and expressive language
- Build fluency and confidence through short, focused sessions

Review and impact

Progress is reviewed regularly through observation, work evidence and engagement. Adaptations are refined to ensure pupils can communicate effectively, participate meaningfully and access the full curriculum, fulfilling ISS expectations for progress according to ability.

Sensory and Physical Needs

Sensory and physical needs are addressed proactively to ensure pupils are regulated, comfortable and ready to learn. Staff understand that regulation is a prerequisite for engagement and progress.

How we plan and teach

Staff adapt environments and teaching by:

- Providing low-arousal, predictable classroom spaces
- Using sensory tools, movement breaks and regulation strategies
- Adjusting task length, pace and presentation
- Offering alternative ways to record or demonstrate learning

Precision teaching in practice

Precision teaching is used to:

- Build tolerance and stamina for learning
- Support fine and gross motor skills linked to curriculum access
- Practise regulation routines and functional skills

Review and impact

Sensory strategies are reviewed for effectiveness and gradually adjusted to promote independence. This ensures pupils can access learning environments and curriculum opportunities in line with ISS requirements.

Social, Emotional and Mental Health (SEMH)

SEMH is at the heart of The Raise Way. Staff recognise that emotional safety, regulation and relationships are critical foundations for learning.

How we plan and teach

Teaching is underpinned by trauma-informed and relational practice:

- Predictable routines and clear expectations
- Co-regulation and emotionally available adults
- Explicit teaching of emotional literacy and self-regulation
- Low-arousal responses and restorative approaches

Precision teaching in practice

Precision teaching may be used to:

- Support emotional regulation strategies
- Practise behaviours required for successful learning
- Build resilience and independence through small, achievable steps

Review and impact

SEMH progress is reviewed alongside academic progress. Adaptations ensure pupils are emotionally ready to learn, engage positively and move towards greater self-regulation and independence.

Cognition and Learning

Cognition and learning needs are addressed through high-quality, adaptive teaching that removes barriers and secures progress from individual starting points.

How we plan and teach

Teaching is designed to be:

- Explicit, systematic and well-sequenced
- Broken into small, manageable steps
- Supported with modelling, scaffolding and retrieval practice
- Multisensory and practical to support memory and understanding

Precision teaching in practice

Precision teaching is used to:

- Close gaps in key skills and knowledge
- Rehearse core literacy and numeracy skills
- Secure fluency and automaticity before moving on

Review and impact

Learning is reviewed regularly through formative and summative assessment. Teaching is adapted to ensure pupils build knowledge cumulatively and make sustained progress, meeting ISS expectations for curriculum quality and impact.

1.2 Our Curriculum Pathways

Subject Progression and Pathways

All subjects follow a clear and coherent progression model aligned to our school's developmental pathways:

- **Rise Pathway:** Pre KS curriculum focused on early cognition, communication, sensory integration, emotional regulation, and foundational literacy/numeracy.
- **Ambition Pathway:** KS1 aligned curriculum with strong emphasis on phonics, number sense, early social cognition, and emotional literacy.
- **Inspire Pathway:** KS2 developmental curriculum consolidating core skills, independence, vocabulary, and structured project-based learning.
- **Succeed Pathway:** KS3 developmental curriculum providing breadth, challenge, subject specific learning, and increasing independence as pupils prepare for qualification routes.
- **Excel Pathways (KS4+)** Qualification focused curriculum offering:
 - GCSEs
 - Functional Skills
 - BTECs
 - Vocational NOCN/NCFE pathways
 - Work-related learning and careers education

These pathways ensure that our curriculum is ambitious, sequenced, and developmentally appropriate for every learner. Pupils are placed on the pathway that most accurately reflects their current stage of development, not simply their chronological age. This ensures that all pupils regardless of SEND or SEMH needs access learning that is meaningful, challenging, and aligned with their assessed starting points. For more information on this please see assessment policy.

Each subject also includes pathway specific planning, ensuring that pupils build knowledge cumulatively and secure the foundations needed for later success. This aligns with expectations that curriculum design supports progress over time, enables pupils to know more and remember more, and ensures that learning is coherently sequenced.

When pupils transition into KS4 or KS5, all learners move onto an Excel Pathway. Each subject may offer one or multiple Excel routes depending on qualification structure (e.g., GCSE, Functional Skills, BTEC, NOCN). To secure continuity and coherence, the transition from KS3 to KS4 includes mandatory recording of strengths, gaps, and next steps, ensuring that KS4 teachers have a clear understanding of pupils' readiness and areas requiring further development.

Essentially, all teachers know pathways are not ceilings. Movement between pathways is possible at any point (see appendices in Assessment Policy). This reflects an adaptive and ambitious approach, ensuring every pupil is supported to achieve their best possible outcomes.

1.3 Aspirations for Our Pupils

We believe all young people deserve to achieve, progress and succeed. Our aspirations clearly reflect our whole school intent that the curriculum is ambitious for all, including the most disadvantaged and those with SEND. Our curriculum places all vulnerable pupils at the heart of all decisions as this is the community our school serves. It ensures pupils build the knowledge, skills, cultural capital, confidence, and character needed to thrive in the next stage of their education, employment, or training. Our aspirations include:

- Clear, personalised pathways with increasing independence, ensuring pupils access a curriculum that is coherently sequenced, developmentally appropriate, and ambitious for their individual starting points. We remove barriers to learning so pupils can engage, make progress, and achieve well.
- Meaningful qualifications at KS4 and KS5, including GCSEs, Functional Skills, BTECs, Arts Awards, and NOCN Vocational Pathway courses, ensuring pupils leave with recognised, credible outcomes that open doors to future opportunities.
- Strong careers education and access to impartial advice and guidance, ensuring all pupils are well-prepared for the next stage of education or employment. This aligns with Ofsted's expectations that schools raise aspirations, broaden opportunities, and ensure pupils understand the full range of pathways available.
- The development of employability skills, resilience, and readiness for adulthood, including communication, teamwork, problem-solving, self-management and emotional regulation. These skills underpin success in life, preparing pupils socially, emotionally and academically for future learning and employment.

- Positive post 16 destinations, including FE, apprenticeships, supported internships, employment, and semi-independence, demonstrating that our curriculum successfully equips pupils for their next steps.

1.4 Real-Life Context

Learning is grounded in context that is relevant, purposeful, and linked to real lives. Our curriculum is deliberately designed to be hands-on, enquiry based, experiential, and rooted in meaningful real-world application, ensuring that learning is not abstract or disconnected from pupils' experiences. It is built on the belief that young people learn best when they are actively involved, can see the purpose of tasks, and can transfer learning into everyday situations.

This includes:

- Strong links to local community services, organisations, and employers, enabling pupils to understand how learning connects to work, citizenship, and community life.
- Exposure to inspirational people and role models who reflect the diversity, aspirations, and lived experiences of our pupils.
- Applied learning through vocational pathways, work experience, and project-based learning that builds independence, employability and real-world competence.
- Curriculum themes reflecting societal issues, citizenship, and personal safety, ensuring pupils are equipped to navigate the world safely and responsibly.
- Opportunities for enquiry-based learning where pupils investigate questions, explore concepts, and form their own understanding through guided discovery and curiosity driven tasks.
- Practical, creative, and explorative tasks that develop curiosity, problem-solving, critical thinking and teamwork.
- Real-life simulations, role play, and hands-on experiences that deepen understanding, promote engagement, and strengthen long-term memory.
- Cross curricular learning that connects subjects to meaningful, everyday contexts, helping pupils make connections, see relevance, and build schema.

Our intent is that pupils not only gain knowledge but also experience learning as a purposeful, empowering and meaningful process. By rooting the curriculum in authentic contexts, we build confidence, resilience, and readiness for adulthood.

1.5 Oracy and Vocabulary

Every subject embeds high-quality vocabulary instruction, dialogic practice, and opportunities for pupils to:

- Build linguistic confidence and communication skills through consistent modelling and structured speaking opportunities.
- Engage in structured talk and reflective dialogue that supports emotional literacy, reasoning, debate and social interaction.
- Develop expressive and receptive language using strategies grounded in communication friendly, trauma-informed approaches.
- Use subject specific academic vocabulary purposefully and accurately, enabling pupils to access disciplinary knowledge and articulate their understanding.

Additional support (SALT, CELF, interventions) is provided where needed to ensure every learner can communicate effectively, reducing barriers to engagement and fostering independence.

Our intent is to ensure that pupils leave Raise as confident, articulate communicators who can express themselves clearly, collaborate effectively, and navigate social and professional environments.

1.6 Books, Resources including Digital Tools

We value the importance of reading for pleasure across the curriculum and ensure all subjects use high-quality, age appropriate, and interest appropriate resources that align with pupils' developmental stage, reading age, and needs. Reading is central to increasing cultural capital, building vocabulary, and developing curiosity.

Digital tools, multisensory approaches, and structured schemes of work support accessibility and personalised learning, ensuring our curriculum is inclusive and responsive.

We ensure that, where possible, our curriculum provides creative, practical, hands-on, and explorative opportunities including digital tools and resources so that all young people remain engaged, motivated, and able to learn through doing as well as through instruction. Our intent is for pupils to:

- Experience learning that is active rather than passive
- Develop independence through practical exploration
- Build resilience through trial, error, and problem-solving
- Engage with tasks that inspire creativity and self-expression
- Access resources that reflect their identity, interests, and aspirations

Through purposeful, hands-on experiences, links to real life and engaging resources we create a curriculum that is accessible, culturally relevant, engaging, and deeply meaningful to our learners.

1.7 Curriculum Non-Negotiables

Across all subjects, the following expectations apply:

- The curriculum for each subject must align with the PSHE and SEMH policy, the SEND and Inclusion policy and ISS Part 1 and part 2.
- The curriculum for each subject must align with the Raise Curriculum Principles and The Raise Way.
- The curriculum for each subject is designed to be progressive across each pathway
- Explicit teaching of key vocabulary and concepts are planned for
- Digital resources and digital literacy is central to the curriculum in all pathways and subjects
- Metacognition and retrieval practice is used regularly to build long term memory
- Adaptations and scaffolds are personalised based on assessments of the curriculum and SEMH needs.
- Consistent use of formative assessment informs teaching, pedagogical approaches, next steps and any interventions needed.
- Summative assessment using Raise Assessment system (Arbor) is completed each term
- High expectations are realistic, personalised challenge for all young people

- Application of the Marking and Feedback Policy, Assessment Policy and individual Subject documentation are applied consistently
- Trauma informed practice and coregulation underpin all interactions

2. Section Two: Implementation

2.1 Implementation statement

Our curriculum is implemented through high-quality, adaptive teaching that is underpinned by trauma-informed, relational practice and aligned with the developmental needs of our learners. Teaching is carefully sequenced through pathways so that pupils build knowledge cumulatively, revisit and retrieve key concepts, and apply learning across contexts. Staff use assessment intelligently to identify gaps, address misconceptions, and shape next steps. The curriculum is delivered through a consistent whole school approach that prioritises emotional safety, engagement, communication, independence, and resilience. Every subject, pathway and classroom environment is designed to remove barriers to learning and ensure all young people, including those with SEND and SEMH needs, can access an ambitious curriculum and achieve meaningful progress over time.

2.2 What Does Quality-First Teaching Look Like at Raise?

Quality First teaching is trauma informed, relational, adaptive, and responsive. It includes:

- Predictable and structured, ensuring routines reduce cognitive load and maximise pupils' readiness to learn.
- Calm and low arousal, creating psychological safety and enabling emotional regulation—essential for SEMH learners.
- Explicit and well-modelled, with high-quality teacher explanations, modelling, and scaffolding that make learning accessible and ambitious.
- Multisensory and experiential, supporting memory, engagement, and deeper understanding through varied modalities.
- Clear and chunked, breaking learning into manageable steps and supporting pupils who need time to process information.
- Adaptive and personalised, aligning support with SEMH profiles, EHCP and ILP outcomes, and developmental pathways so pupils can successfully access the full curriculum.
- Focused on independence, providing structured opportunities for pupils to apply skills, make choices, and experience success as they progress toward greater autonomy

2.3 Inclusion for All Pupils

- Our provision is fully inclusive and anchored in SEND and SEMH best practice. Our school provide high-quality, adaptive teaching and ensure that all pupils, including the most disadvantaged and those with SEND, access an ambitious curriculum, our approach ensures that every learner receives the support they need to succeed.

Educators:

- Use baseline assessments to identify precise starting points, ensuring teaching is responsive to individual need and supports pupils to make strong progress from their varied and often complex starting points.
- Adapt teaching to sensory, emotional, social, communication, and cognitive needs, ensuring learning remains accessible, scaffolded appropriately, and ambitious for every pupil.

- Work collaboratively with therapists, SALT, OT, EPs, and pastoral teams to ensure pupils' holistic needs are understood and met, integrating specialist recommendations into daily teaching and planning.
- Implement sensory diets and regulation strategies where needed, recognising the importance of emotional regulation and wellbeing as prerequisites for effective learning, central to SEMH best practice.
- Remove barriers to learning through personalised planning and structured intervention, ensuring pupils with SEND access the full curriculum and make progress toward ambitious endpoints.
- Seek advice and support from the SENCo and specialist professionals, ensuring provision is accurately aligned with pupils' EHCP and ILP outcomes and best practice guidance, working proactively to meet the needs of all learners.

2.4 Formative Assessment

Formative assessment drives teaching and learning and this may be evident through the high quality, pedagogical approaches seen at Raise. For example:

Retrieval Practice - Embedded through quizzes, discussions, enquiry based and hands-on practice, low stakes assessment.

Pre- and Post-Learning: Teachers may identify young people who may need further processing time and will then provide pre and post-learning opportunities for young people through a variety of pedagogical approaches.

Addressing Misconceptions and Closing Gaps: Teachers identify gaps rapidly through observation, questioning, and work scrutiny. They adapt next steps immediately where possible or provide targeted intervention if needed.

Marking and Feedback: Feedback is timely, meaningful, and accessible, Verbal where possible (reducing cognitive load), Based on pathway criteria, Supportive, encouraging, and linked to success criteria.

2.5 Learning Environment

Learning environments across Raise are central to the way in which our young people learn and are incredibly important in considering the pedagogical approach in delivering our curriculum. Our environments are:

- Low arousal and structured
- Predictable and visually supportive
- Inclusive of sensory tools and calm spaces
- Developed to provide opportunities for playful, hands-on or enquiry- based learning
- Designed to reduce anxiety and support regulation
- Consistent in routines, visual supports, and expectations

Indoor space

Classrooms follow guidance from Occupational Therapists (OTs) creating spaces with neutral colours, minimal displays, and predictable routines to reduce sensory overload. Calm corners are available within

classroom, providing safe spaces for learners to regulate their emotions, alongside sensory aids such as fidget tools, weighted blankets, and noise-reducing headphones to support focus and engagement.

The school also includes a dedicated sensory room, offering a controlled environment with specialised resources such as soft lighting, tactile equipment, and calming stimuli to help learners self-regulate and manage sensory needs. In addition, small, quiet rooms are available for learners who need time away from others, providing a low-distraction space where they can work independently or regulate in a calm setting. The school also includes a sports hall which enables learners to take part in physical education, develop gross motor skills, and engage in team activities that promote coordination, fitness, and social interaction.

Furthermore, a dedicated skills centre has spaces designed where focuses on vocational learning, offering hands-on opportunities such as bricklaying, can occur. The Skills centre is designed for learners to develop practical skills, independence, and confidence in preparation for future employment.

Outdoor space

Our sites both including outdoor spaces. Our main outdoor space is the allotment space which is designed as an active forest school environment that promotes physical development through large-scale movement. It includes climbing structures, open space for running and group activities, and natural elements such as logs and uneven terrain to encourage balance, coordination, and safe risk-taking. The space supports child-led exploration, resilience, and wellbeing; providing opportunities for play and quieter reflection.

This approach to implementation ensures compliance with **ISS Part 1**, which requires schools to provide a curriculum that enables pupils to acquire knowledge, make progress according to their ability, and receive appropriate support where SEND is identified.

3. Section Three: Impact

3.1 Impact Overview

Our curriculum approach aligns with expectation that a high-quality curriculum must lead to strong, sustainable outcomes for all pupils including those with SEND and SEMH needs.

Impact is understood holistically at Raise: we evaluate not only what pupils know and can do, but also who they are becoming, how well they can regulate, how effectively they engage with others, and how confidently they move toward adulthood. We use a wide body of evidence to understand progress over time, including academic data, therapeutic assessments, independence measures, and personal development indicators. For more information, please see our assessment policy

We measure our success by the extent to which pupils:

- Display improved emotional regulation and are ready to learn, demonstrating that the curriculum, therapeutic support, and environment work together to remove barriers and enable sustained success.
- Make academic progress aligned with their pathway and starting points, demonstrating secure understanding, retention, and the ability to apply learning across contexts.

- Make measurable SEMH gains using Thrive, PASS, SNAP B, and Zones of Regulation, indicating increased emotional literacy, resilience, and capacity for co-regulation and self-regulation.
- Improve engagement, independence, confidence, and resilience, showing readiness for learning and increasing ability to manage challenge, collaborate, and work autonomously.
- Achieve meaningful qualifications that reflect ambitious expectations and prepare them for future education, employment, or training.
- Are well-prepared for adulthood, next steps, and employment, with evidence of careers knowledge, life skills, communication, decision-making, and readiness for transitions.

3.2 Summative Assessment

Summative assessment occurs three times per year (Dec/Mar/Jul) and is based on:

- Pathway criteria (Developing, Secure, Exceeding)
- Formative assessment from classwork, discussion, practical tasks
- Professional judgement informed by SEMH and engagement factors
- Assessment of Engagement, Independence, and Resilience
- Subject specific summative assessment such as tests, exams, practical assessments.

Summative data is recorded on Arbor and informs:

- EHCP reviews
- ILP reviews
- Termly planning
- Interventions
- Movement between pathways where appropriate
- Parent/carers reporting

Curriculum Map

Full Core Curriculum Access

Key Stage 3 (KS3) Curriculum Overview (Foundational Experience and Progress within the Seven Areas of Learning)

Academic Pillar

Area of learning	Coverage	Timetabled
Linguistic	Literacy, reading, and writing skills	Literacy
Mathematic	Skills related to numbers, counting, and understanding mathematical concepts	Numeracy
Scientific	Experience in scientific subjects and exploration	Science
Technological	Exposure to and experience with technology.	Digital Skills
Human and Social	Education related to human societies, social structures, and personal development.	PSHE (Get RIPPED) including RSE & Personal Development (SMSC) & Careers
		Global Understanding
Physical	Physical education and development	PE
Aesthetic and creative	Activities that foster aesthetic appreciation and creative expression.	Art & Design

KS3 Personal Development, Enrichment & Therapeutic Support Pillars

Area of PD or Therapeutic	Coverage	Timetabled
Therapeutic Form Group Time	Nurture, RUOK, Social emotional aspects of learning, Thrive, Votes for schools, Zones of regulation.	Form Time (PD/SMSC)

Therapeutic Support	EHCP targeted outcomes 4 areas of SEND. Thrive, Sensory spaces and interventions. Wilderness Therapy, Art Therapy, Equine Therapy, Psychological support services. SALT and OT.	Therapeutic Support (Targeted Support & intervention)
Therapeutic Enrichment (universal personal development & wellbeing)	Extra-curricular activities that promote and develop skills in Social, Communication and interaction, social emotional aspects of learning, play, curiosity and personal interests, self-confidence and motivation, healthy relationships, group participation and community involvement.	Personal development (SMSC) & Wellbeing

KS3 Planned Curriculum for Timetabling

Subject	Sessions
Literacy	4
Numeracy	4
Science	3
Digital Skills	2
PSHE (SMSC/RSE)	3
Global Understanding	2
PE	2
Art & Design (Creative)	2
Circle Time (PD/SMSC/assembly)	5
Personal development (SMSC) & Wellbeing (enrichment)	5
Therapeutic Support (targeted)	2

Key Stage 4 (KS4) Curriculum Overview

Academic Pillar (revisited and developed 7 areas of learning. Progress & Attainment)

Area of learning	Coverage	Timetabled
Linguistic	Functional Skills; Literacy, reading, and writing skills. English GCSE	English
Mathematic	Functional skills: Skills related to numbers, counting, and understanding mathematical concepts. Math's GCSE	Math's
Scientific	STEM on Track, BTEC Combined Science. Science GCSE.	Science
Technological	Preparation for working life, careers & exploring work, practical skills for work. BTEC introductory entry to level 1 Awards and NCFE occupational studies Entry level to level 1. Functional Skills (Digital): Exposure to and experience with technology through digital skills, media, food tech, STEM on Track.	Vocational (practical learning & preparation for working life)
		Digital Skills
Human and Social	Education related to human societies, social structures, and personal development. PSHE & RSE are taught using a spiral	Personal Growth & Wellbeing (PGW Via SWEET) = PD (SMSC/careers)

	curriculum leading from key stages Get Ripped and relationships education Succeeding in Education, Employment & Training (SWEET – BTEC in PGW). Citizenship GCSE. And revisited and developed topics within Relationships and Sex Education (RSE). Careers on Xello and impartial advice	Citizenship, Geography
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Physical	Physical education and development. BTEC PE & Sports.	PE
Aesthetic and creative	Activities that foster aesthetic appreciation and creative expression. Arts Award Bronze & Silver (Art & design, Music & Media, photography etc.), STEM.	Art & Design

KS4 Personal Development, Enrichment & Therapeutic Support Pillar

Area of PD or Therapeutic	Coverage	Timetabled
Therapeutic Form Group Time (Personal and Social Development)	Nurture, RUOK, Social emotional aspects of learning, Thrive, Votes for schools, Zones of regulation.	Form Group (SMSC)
Therapeutic Support (Targeted support & interventions)	EHCP targeted outcomes 4 areas of SEND. Sensory spaces and interventions. Thrive. Wilderness Therapy, Art Therapy, Equine Therapy, Psychological support services. SALT and OT.	Therapeutic Support

Enrichment: universal personal development (SMSC) & wellbeing (therapeutic)	Extra-curricular activities that promote and develop skills in Social, Communication and interaction, social emotional aspects of learning, play, curiosity and personal interests, self-confidence and motivation, healthy relationships, group participation and community involvement.	Personal development (SMSC) & Wellbeing
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KS4 Planned Curriculum for Timetabling

Subject	Sessions
English	4
Math's	4
Science	2
Geography	2
Vocational Pathways	2
Digital Skills	2
Personal Growth & Wellbeing (PGW-SWEET) including careers	2
Citizenship	2
PE	2
Art & Design	2
Form Group (SMSC & Assembly)	5
Therapeutic Support (targeted)	2
Enrichment	3

Transitions support

- **Preparation for College, Apprenticeships, or Training:**
 - Focused preparation & support for students transitioning to further education or other education provider within vocational pathways and Personal Growth & Wellbeing(PGW-SWEET) including careers periods.

Key Stage 5 (KS5)

Academic Subject	Qualification Options	Timetabled
Compulsory Math's and English for students who have not attained level 2 or grade 4 GCSE	Functional Skills Level 1 & 2 Literacy & Numeracy. Optional Digital Skills. Math's & English GCSE	Math's English
Additional Academic Pathways: GCSE resits. Extended GCSE English, Math's, Science, Geography, Citizenship.	English, Math's, Science, Geography, Citizenship GCSE	Academic Pathway
Applied Science	BTEC level 1 & 2	
KS5 Vocational Pathways		
All Pathways		
Vocational/Independent Living additions	Level 2 Food Hygiene (All safe)	
Personal Growth & Development	PGW Succeeding with Education Employment and Training SWEET (BTEC Level 2)	

Vocational Pathway Options	
Pathway 1- Art, Design & Digital Skills	
Vocational Options	Qualification Options
Art, Design & Digital Skills	Arts Award-Silver or Gold, Graphic Design (Level 1). Digital Skills (Level 1 & 2).
Skills for Employment, Training and Personal Development	NOCN Level 1 & 2 ((Personal Development, Vocational Skills, Careers, and Work Experience topics of skills & development)
Occupational Studies	NCFE.
Pathway 2- Health & Social Care	
Health & Social Care	Health & social care (Level 1 and 2).
Skills for Employment, Training and Personal Development	NOCN Level 1 & 2 (Personal Development, Vocational Skills, Careers, and Work Experience topics of skills & development)
Occupational Studies	NCFE.
Pathway 3- Construction & Environment	
Construction & Environment	NOCN Level 1 & 2 Health & Safety and Construction and Environment.
Skills for Employment, Training and Personal Development	NOCN Level 1 & 2 (Personal Development, Vocational Skills, Careers, and Work Experience topics of skills & development)
Occupational Studies	NCFE.
Pathway 4 -Hair & Beauty	
Hair & Beauty	NOCN Entry Level to Level 2.

Skills for Employment, Training and Personal Development	NOCN Level 1 & 2 (Personal Development, Vocational Skills, Careers, and Work Experience topics of skills & development)
Occupational Studies	NCFE.

Pathway 5 -Sports & Fitness	
Sports & Fitness.	BTEC Sports (Level 1 and 2).
Skills for Employment, Training and Personal Development	NOCN Level 1 & 2 (Personal Development, Vocational Skills, Careers, and Work Experience topics of skills & development)
Occupational Studies	NCFE.

KS 5 Independent Living & Preparation for Working Life, Enrichment, and Therapeutic Support

Area of PD or Therapeutic	Coverage	Timetabled
Form Group Time (PD/SMSC & Assembly)	Nurture, RUOK, Social emotional aspects of learning, Thrive, Votes for schools, Zones of regulation.	Student Group Meeting
Personal Development & Independence	EHCP targeted outcomes (Cognition and Learning, Communication and Interaction, SEMH, Sensory and Physical). Independent living and Preparation for working life.	Independence & Preparation for Adulthood
Therapeutic Support (targeted)	EHCP targeted outcomes 4 areas of SEND. Sensory spaces and interventions. Wilderness Therapy, Art Therapy, Equine Therapy, Psychological support services. SALT and OT.	Therapeutic Support

Enrichment: universal personal development (SMSC) & wellbeing (therapeutic)	Extra-curricular activities that promote and develop skills in Social, Communication and interaction, social emotional aspects of learning, play, curiosity and personal interests, self-confidence and motivation, healthy relationships, group participation and community involvement.	Personal Development (SMSC) & Wellbeing
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KS5 Planned Curriculum for Timetabling

Subject	Sessions
Form Group Meeting (integrated assembly)	5
Independence & Preparation for Adulthood (including food safety & health eating)	4
Enrichment (personal development & wellbeing)	4
Therapeutic Support (targeted)	2
Math's (academic options if secure)	4
English (academic options if secure)	4
PGW - Personal Growth & Wellbeing: Succeeding with Education Employment & Training (SWEET)	2
Skills for Training, Employability & Careers (Preparation for working life and future training & employment)	4
Vocational Option/Academic Option	5

Transitions support

- **Preparation for College, Apprenticeships, or Training:**
 - Focused preparation & support for students transitioning to further education or employment within independence & preparation for adulthood and skills for training, employment & careers periods.

At Raise Education and Wellbeing School, we are dedicated to providing a supportive, inclusive, and empowering learning environment for post-16 students with SEND. Our 4-pillar curriculum is specifically designed to meet the unique needs of young adults at this critical stage of their education, focusing on academic, vocational, and life skills that are essential for success in adulthood. By tailoring each student's learning experience, we aim to help them build the skills and confidence required for independent living, future employment, and lifelong success.

Pillar 1: Educational Attainment

Our approach to educational attainment emphasizes personalised learning, allowing post-16 students to continue their academic journey at a pace and level that suits their individual needs. This pillar supports students in building functional skills that are essential for both personal growth and career success.

Key Features:

- **Personalised Learning:** Academic programs are tailored to each student's strengths and learning preferences, with differentiated support and resources to ensure success.
- **Core Subjects:** Focus on functional literacy and numeracy, including English, Mathematics, and other essential subjects to prepare students for adult life.
- **Multisensory Teaching Methods:** Utilisation of visual, auditory, and hands-on learning techniques to engage students and improve retention of academic content.
- **Progress Monitoring and Support:** Regular assessments, feedback, and individualised support to track and celebrate academic progress.

Pillar 2: Vocational Skills

This pillar is designed to provide post-16 students with practical, industry-specific skills that will help them transition smoothly into the workforce. Vocational training at Raise Education and Wellbeing School prepares students for real-world employment opportunities with tailored support and hands-on learning experiences.

Key Features:

- **Specialised Vocational Courses:** Students can choose from a variety of vocational programs in sectors such as hospitality, retail, healthcare, construction, and technology, with courses adapted to their specific learning needs.

- **Hands-On Experience:** Students engage in practical learning activities and simulations that mirror industry practices, giving them real-world skills and experience.
- **Support for Industry Certifications:** Opportunities to earn recognised vocational qualifications such as BTEC's, diplomas, or other industry certifications, with additional support for students who need it.
- **Workplace Mentorship:** Students receive coaching from industry professionals to ensure their skills match market demands and to increase their readiness for employment.

Pillar 3: Employability Skills (Including Work Experience)

Preparing post-16 students for the workplace is a crucial aspect of our curriculum. This pillar focuses on equipping students with the essential employability skills—such as communication, teamwork, and professionalism—that will enable them to succeed in their careers.

Key Features:

- **Work Experience Placements:** Tailored placements in supportive, real-world work environments, chosen to match students' interests and career goals. These placements allow students to apply their vocational skills in practical settings.
- **Job Readiness Training:** Comprehensive support in CV writing, interview techniques, professional communication, and understanding workplace expectations.
- **Soft Skills Development:** Emphasis on developing key soft skills such as time management, problem-solving, adaptability, and leadership, which are crucial in any work environment.
- **Career Guidance & Support:** Personalised career counselling, job search assistance, and networking opportunities to help students explore and secure their desired career paths.

Pillar 4: Independent Life and Living Skills

This pillar focuses on helping post-16 students build the essential life skills needed for independence and success in adulthood. Students will gain practical skills that enable them to manage everyday tasks, make informed decisions, and navigate life's challenges.

Key Features:

- **Practical Life Skills:** Teaching essential tasks such as budgeting, cooking, shopping, personal hygiene, and managing household responsibilities, all tailored to the individual needs of students.
- **Social and Emotional Well-being:** Focus on building emotional resilience, managing stress, and supporting mental health, helping students develop the confidence to navigate personal challenges.
- **Time Management and Personal Organisation:** Support in creating daily routines, setting personal goals, and managing time effectively, with visual aids and structured plans to assist students in staying organised.

- **Health & Well-being:** Education on maintaining physical and mental health, including nutrition, fitness, and self-care practices, ensuring that students can lead healthy, independent lives.

Holistic and Inclusive Approach to Learning

At Raise Education and Wellbeing School, our curriculum is intentionally designed for post-16 students with SEND, providing individualised, flexible learning experiences that prepare students for the next steps in their lives. By integrating academic attainment, vocational skills, employability training, and independent living preparation, we equip our students with the tools they need to succeed in the workplace and in their personal lives. Our tailored approach ensures that every student receives the support and guidance they need to reach their fullest potential and achieve a successful, independent future.

