



SENSES Learning Hub

Curriculum Policy

Created: 15.10.24

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Dawn Oughtibridge (Director)

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John Fox (Director)

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1. Curriculum Aims

Our curriculum aims to:

- Provide a creative and balanced education focused on Art, Design, and Creativity, enabling students to explore and develop skills in these areas.
- Engage students who may have faced challenges in mainstream education, fostering personal growth, purpose, and well-being.
- Support students in working towards making academic progress in line with their peers in mainstream education through an alternative setting.
- Support students' spiritual, moral, social, and cultural development, empowering them with resilience, self-confidence, and life skills.
- Promote physical well-being and responsibility for health through daily wellbeing walks and activities.
- Equip students with functional skills in English and Maths, embedded throughout their study programmes.
- Encourage collaboration with students' mainstream schools to ensure academic goals are aligned, particularly for those pursuing GCSEs or vocational qualifications.
- Support students' emotional wellbeing through initiatives like the SENSES talking therapies and therapeutic approaches.

2. Roles and Responsibilities

Directors

The Directors, Dawn Oughtibridge and John Fox, are responsible for:

- Monitoring the implementation of the curriculum, holding themselves and each other accountable for ensuring:
- Clear objectives are set for curriculum priorities and targets.
- The alternative provision complements students' mainstream curriculum where applicable.
- Provision is inclusive of all students, particularly those with SEN or other additional needs.
- Careers guidance is provided, preparing students for life beyond school.
- Ensuring all elements of the curriculum are tailored to the individual needs of students.
- Managing curriculum time and resources effectively.
- Collaborating with referring schools to align students' qualifications and study plans.
- Overseeing the wellbeing and personal development aspects of the curriculum, such as the SENSES talking therapies.
- Ensuring that the curriculum supports progression to further education, training, or employment.

3. Organisation and Planning

The curriculum is person centered and focuses on personal development, growth, and creativity.

The study programmes include:

- Core Focus: Art, Design, Craft, and Creativity, supported through qualifications such as Arts Award and GCSE/BTEC options, with collaboration and support from the commissioning school.
- Functional Skills: English and Maths are embedded in all study programmes, ensuring students develop essential skills.
- Vocational Pathways: Students work towards Prince's Trust Achieve qualification, where appropriate which will give them practical skills for the future.
- Therapeutic Support: Emotional wellbeing is central, supported by daily wellbeing activities and access to the SENSES talking therapies.
- Community Engagement: Regular visits to the Yorkshire Sculpture Park and participation in arts based events contribute to cultural development.

4. Inclusion

The curriculum is accessible to all learners, with differentiated approaches for:

- Pupils with SEN and disabilities, ensuring they can access all subjects with no barriers.
- Pupils with low prior attainment, providing targeted support and interventions.
- More able pupils, offering additional challenges to stretch their learning.
- EAL students, ensuring that language barriers are addressed, and they can participate fully.

5. Monitoring Arrangements

Curriculum implementation is regularly monitored by the Directors, who will:

- Conduct termly reviews of progress in attendance, attainment, and wellbeing.
- Collaborate with school leaders and multi-agency teams where necessary to evaluate the effectiveness of the curriculum.
- Provide regular reports to referring schools and parents/carers.

This policy will be reviewed annually, with input from all stakeholders to ensure it meets the evolving needs of students.