



*Elmley Dray
School*

The Curriculum Policy

With appropriate teaching and a caring environment, The Elmley Dray School helps learners re engage with education, take responsibility for their learning, developing essential skills and acquiring confidence to learn on a pathway to success.

This policy works in conjunction with the following policies and procedures:

- Admissions Policy
- AfL (Marking) Policy
- Behaviour Policy
- CEIAG Policy
- Equality, Diversity and Inclusion Policy
- Health, Fire, Safety and Welfare Policy
- Online Safety Policy
- Safeguarding, Child and Vulnerable Adult Protection Policy
- SEND Policy and Code of Practice

This policy works in conjunction with planning and preparation documents:

- Schemes of Work, Specifications and Frameworks
- Planning Documents
- The Elmley Dray School Improvement Plan
- Personalised Learning Target Sheets
- Educational, Health and Care Plan Personal Outcomes
- Provision Plans
- Personalised Learning Programmes (Timetables)
- The Elmley Dray School Introduction Booklet
- Internal Quality Assurance : Progress Pathways, Result Reports

Access Statement

The Elmley Dray School is committed to a fully inclusive educational provision and aims to give learners the life, social and emotional skills to be able to access inclusion throughout all aspects of their future lives. Learners enter the Elmley Dray

School from a wide range of settings and most commonly have failed to access education for a period of time.

Individual strengths and needs in terms of ability, special educational needs and personality are recognised and access to learning is facilitated by use of individualised programmes supported by The Elmley Dray School.

The Elmley Dray School Curriculum Policy ensures that we provide a curriculum that meets individual needs, that gives scope for learners to enjoy and achieve in their learning experience, to ensure the curriculum offers them opportunities, to ensure academic, emotional and future economic well-being and to make a positive contribution to society.

The Elmley Dray School Curriculum Aims

At The Elmley Dray School, our curriculum is designed to provide a holistic, full-time educational experience that meets the diverse and complex needs of our learners. It is built to support every pupil in preparing for adulthood through the development of core academic knowledge, essential life skills, and the personal qualities needed to become confident, independent, and well-rounded individuals.

Through a carefully structured, sequenced, and inclusive curriculum, we foster curiosity, resilience, and a strong sense of self. We aim to equip all learners with the tools to succeed in their next steps, whether in education, employment, or wider society, and to participate meaningfully in their communities.

Curriculum Intent

Our curriculum is intentionally designed to enable learners to make measurable progress and achieve in ways that are meaningful to them. It combines high expectations with a personalised approach, ensuring that pupils can access a broad and balanced curriculum while working towards appropriate accreditation and assessment.

Learners study a rich and ambitious core curriculum including English, Mathematics, Science, Information and Communication Technology, and Personal and Social Development. This is complemented by further curriculum areas such as:

- Humanities (Geography and History)
- Communication
- Religious Education
- Relationships and Sex Education (RSE)
- PSHE, delivered through our bespoke SPHERE programme
- Cooking
- Life Skills, through our tailored Diary of Discoveries pathway
- Physical Education, provided through our Inclusive Sport partnership
- Careers Education
- Creative Arts, including Expressive Arts, Design and Craft, and Textiles

Beyond the classroom, pupils access our Natural World programme and take part in Community Projects—both designed to promote wider learning, independence, and future inclusion. Extensive opportunities for off-site learning help learners grow in confidence and develop real-world experiences.

We recognise that many of our learners have had disrupted educational journeys and may find it difficult to accept praise or recognise their own success. A key part of our approach is enabling pupils to celebrate progress on their own terms, helping them build a positive sense of achievement and self-worth.

Developing reading and vocabulary is central to our curriculum. We actively promote a love of books, language, and research, knowing that literacy is essential for wider success across the curriculum and in life. While the curriculum is carefully adapted to meet individual needs, we also nurture personal interests and passions, encouraging pupils to engage deeply with subjects that inspire them.

At The Elmley Dray School, we are committed to fostering positive attitudes towards learning. We believe every learner deserves the opportunity to make informed choices at key transition points in their education and future employment.

To support this, we offer a wide range of flexible curriculum pathways (Appendix 1), tailored to the needs, interests, and abilities of each individual. Learners are both supported and challenged to reach their full potential. Pathways can be combined, where appropriate, to create bespoke educational journeys that best support growth, engagement, and long-term success.

We believe every child has the right to an education that develops their talents and abilities to the full.

Curriculum Implementation

Our curriculum is deliberately structured to deliver a broad and balanced timetable in which core and non-core subjects sit side-by-side, creating rich opportunities for lifelong learning. Alongside academic study, every learner benefits from an integrated programme of SMSC, mental health awareness, and life and social skills education, supported where appropriate by occupational therapy, speech and language therapy, and wellbeing interventions.

Strategic Planning and Memorable Experiences

Through careful long-term and medium-term planning, we craft memorable learning experiences that both enrich learners' lives and provide a solid platform for future independence. Intervention sessions are woven into the timetable rather than added on, ensuring support is seamless and personalised.

Knowledge, Skills, and Pathways

Our sequential curriculum maps the progressive acquisition of knowledge and skills so that learners are well prepared for Key Stage 4 and 5 assessments, including GCSEs and GCSE-equivalent qualifications. A wide range of pathways (see Appendix 1) allows learners to pursue:

- Life Skills Passport
- Entry Level, Level 1, and Level 2 Awards
- GCSEs
- A Levels

This flexibility ensures each learner can follow a route that matches their strengths, aspirations, and special educational needs.

Classroom Environment

Every classroom is well organised, structured, and personalised. High expectations, clear routines, and targeted scaffolding enable all learners, regardless of starting point, to achieve their full potential.

Learning is based on age, maturity, ability and aptitude. Learners are in groups based on stage not age. Lessons are set in 45 minute chunks in a small group learning experience with qualified teachers and teaching assistants.

Assessment, Reviews, and Learner Voice

Annual, interim, and transition reviews actively involve parents and carers in shaping each learner's curriculum. Assessment for Learning (AfL) is embedded in every lesson, providing immediate feedback and guiding next steps. Learners regularly reflect on their strengths, contribute to target-setting, and engage with learning objectives, success criteria, and peer and self-evaluation to foster independence.

Resources, Technology, and Celebration of Work

Effective use of learning resources and ICT empowers learners to work independently and succeed. Learners' achievements are showcased on our website, giving families the chance to celebrate progress together. Because of our bespoke provision, every learner follows an individualised timetable tailored to their unique profile.

Through these implementation strategies, The Elmley Dray School ensures that every learner experiences a purposeful, engaging, and aspirational education that truly prepares them for the next stage of learning and for life beyond school.

Curriculum Impact

Assessment for Learning (AfL) is embedded into every lesson across all subjects, enabling learners to be continuously assessed in real time. These formative assessments inform responsive teaching and guide the planning of targeted next steps. Each lesson includes clearly defined learning objectives and success criteria, encouraging learner reflection, self-assessment, and peer evaluation.

Progress is rigorously tracked for each learner and reviewed regularly by staff teams. Individual progress is reported to parents and carers through annual, interim, and transitional reviews, supported by evidence from work samples, observations, and assessment data.

The impact of the curriculum is reviewed half-termly, ensuring that learners remain on track to meet their personalised end-of-year outcomes, as set out in their individual learning plans or EHCPs. Outcomes are tracked through both qualitative and quantitative data, including termly progress reports, engagement levels, and where applicable, assessment results.

We measure impact not only through academic achievement but also through:

- Enjoyment of learning
- Increased self-confidence and independence
- Positive attitudes and behaviour
- Improved communication and social interaction
- Willingness to take risks in learning and try new experiences

All learners are supported within a nurturing and structured environment where they feel safe, valued, and empowered to grow. Our holistic approach fosters resilience, emotional regulation, and a strong sense of self.

To ensure equity, the curriculum is carefully adapted to support learners EHCPs, specific needs and learners facing disadvantage. Targeted interventions, therapy input, and bespoke curriculum pathways help reduce barriers and ensure every learner has access to meaningful progress.

Learner voice plays a central role in shaping curriculum delivery. Learners are supported to reflect on their strengths, participate in setting personal targets, and give feedback on what supports their learning best.

The ultimate measure of our curriculum's impact is seen in learners' preparedness for the next stage of education, employment, or training.

Destination tracking and transition planning help ensure that every learner leaves The Elmley Dray School with the skills, confidence, and qualifications needed to move forward positively and with purpose.

Health, Safety and Welfare

The Health, Fire, Safety and Welfare Policy supports the provision of the curriculum.

Independent Study and Homework

The Elmley Dray School identifies that homework is one of the principal ways in which learner achievement can be raised, that it improves independence within learning and prepares learners for examination processes within Key Stage 4 and above. However homework and independent study will be introduced when the learner has the emotional resilience, academic confidence and motivation to work independently.

Learning outside the Classroom

This includes Natural World, Community Projects, much of our Diary of Discoveries Curriculum, and our extensive off site activities.

Curriculum for Life

We want everyone who learns with us to appreciate and celebrate how unique and special each and every person is. As a caring community, we are dedicated to establishing high aspirations and a love of learning which will enable all of our young people to be confident, caring and to develop independent life skills. Alongside this the school also promotes the voice of the learner, and the aspirational goals for the

future of each and every learner, by working with them to overcome barriers to inclusion.

We nurture and guide our learners in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in. The curriculum whilst being focused in three sections, the core curriculum, the extended and bespoke curriculum experiences and the access to learning outside the classroom, it is bespoke and promotes engagement, inclusion and progress. See our Equality, Diversity and Inclusion Policy.

Personal and Social Development Curriculum (SPHERE)

This forms part of the curriculum for life programmes and covers areas of PSHE, RSE, RE and Citizenship.

The curriculum provides opportunities to develop skills of research, discussion, presentation, working with another and problem solving.

Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	September 2024	Initial policy approved	Annually
2	Hayley Furnell	August 2025	Annual review Removal of Interim Headteacher Rewrite to aims, intent, implementation and impact Inclusion of curriculum pathways Inclusion of Natural World, Diary of Discoveries, Careers and Community Projects Definition of SPHERE curriculum content	Annually



Hayley Furnell, Director,
on behalf of Elmley Dray School

Dated: August 2025

Next review: August 2026

Appendix 1