

Curriculum Policy

Policy owner	Equip Education and Support Services
Review cycle	October 2026 - October 2027, or earlier where legislation, guidance or provision changes
Document scope	Alternative provision service / provider

1. Curriculum intent

Equip offers a personalised, ambitious and broad curriculum for secondary-age learners in alternative provision. The aim is to rebuild engagement, strengthen English and mathematics, develop wider knowledge and practical competence, improve personal development and support successful return to education or progression to post-16 pathways.

Learners may enter with different levels of prior attainment, attendance, SEND, social-emotional needs and experience of disrupted learning. Curriculum decisions therefore draw on baselines and intended destinations rather than simply a fixed year-group course.

2. Curriculum structure and current offer

Core provision includes English, mathematics, appropriately selected accreditation (including Functional Skills as relevant), PSHE/relationships and health learning, and personalised vocational or practical learning. The 2026-27 curriculum overview describes existing health and social care and sports/enrichment elements, mixed vocational groups and preparation for adulthood. Individual timetables document the agreed programme.

Life Skills development and Home Cooking Skills are identified as planned additions from the new year in the curriculum overview; they must not be described as already delivered until implementation and safety planning are complete.

3. Sequencing and planning

The Curriculum Lead/SENCO oversees the curriculum intent and coherence. Staff plan appropriate schemes, short- and medium-term learning sequences and adaptations for mixed-cohort teaching. Essential knowledge and qualifications coverage remain visible even when responsiveness to safeguarding themes, attendance or learner readiness requires modification.

Qualifications and assessment arrangements must align with current awarding-body specifications and entry/certification processes. Staff should preserve teaching and accreditation evidence rather than assume that course attendance demonstrates achievement.

4. SEND, pastoral needs and personal development

Teaching materials, communication, environment, structure and pace are adapted to enable access. Targeted SEAL, emotional literacy and individual support plans may sit alongside the core curriculum. The purpose of these interventions and their reviews should be recorded and linked to identified need.

PSHE is organised for mixed KS3/KS4 groups with planned themes and responsive teaching. Safeguarding disclosures are handled through Equip's DSL arrangements; young people are supported to engage in respectful relationships, wellbeing, citizenship and independence.

5. Careers and transition

Careers, vocational exploration and preparation for adulthood are woven through PSHE, qualifications, individual aspiration discussions and transition planning. Learners approaching school leaving age are supported to compare college, training, apprenticeships and other appropriate routes. Destinations evidence should be recorded with involvement of the referring school and careers partners.

The Careers Programme 2026–27 should set out a stable offer and areas for development against the Gatsby Benchmarks, alongside suitable access to impartial careers guidance and provider encounters through partnership arrangements.

6. Assessment, review and quality assurance

Baseline assessments and prior records inform levels and teaching. Staff gather assessment and work evidence, evaluate learning against targets, monitor qualification progress and share review information with referring schools. Pupil voice and attendance/engagement evidence support decisions, but learning assessment should not be reduced to attendance alone.

The Curriculum Lead reviews breadth, progression, qualifications, SEND accessibility, PSHE coverage and learner destinations through regular monitoring and improvement planning. The policy is read with the detailed Equip Curriculum Overview 2026–27 and PSHE Programme 2026–27.

7. Safeguarding and partnerships

Curriculum delivery follows Equip's Safeguarding Handbook, Health and Safety arrangements, educational visit risk assessments and behaviour/SEND support procedures. The commissioned placement agreement and referring school's responsibilities govern reporting and coordination where relevant.