



Equip Education & Support Service

Curriculum Policy

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Review Cycle: Annual



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1. Equip Education and Support Services Limited

Equip Education and Support Services Limited is an Alternative Provision provider delivering education to **children and young people aged 11–16** who are unable to attend or engage successfully in mainstream education due to a range of social, emotional, behavioural or contextual factors.

The provision supports pupils who may be at risk of disengagement, exclusion or underachievement and works closely with commissioning schools, local authorities and other professionals to meet individual needs. The curriculum is designed to re-engage pupils with learning, rebuild confidence and support positive educational outcomes.

Curriculum delivery is informed by statutory guidance for Alternative Provision, safeguarding legislation and the organisation's commitment to inclusive, high-quality education. All learning takes place within a safe, structured and supportive environment where pupils' welfare, wellbeing and safeguarding are prioritised.

The curriculum reflects the needs, abilities and starting points of pupils and is flexible in design, enabling appropriate adaptation while maintaining high expectations. Equip Education and Support Services Limited aims to prepare pupils for successful reintegration into mainstream education where appropriate, or progression into suitable **post-16 education, training or provision**.

2. Purpose of the Curriculum Policy

The purpose of this Curriculum Policy is to clearly set out the intent, principles and structure of the curriculum delivered by Equip Education and Support Services Limited for pupils aged 11–16.

The policy provides a framework for curriculum planning, delivery and review and ensures a consistent, coherent approach across all programmes of learning. It explains how the curriculum meets the needs of pupils educated in Alternative Provision and how learning is designed to support re-engagement, progress and positive outcomes.

This policy also confirms how safeguarding, inclusion, equality and pupil wellbeing are embedded within the curriculum and how statutory responsibilities are met. It provides assurance to pupils, parents and carers, commissioning schools, local authorities and other stakeholders that curriculum delivery is appropriate, purposeful and aligned with relevant guidance.

The Curriculum Policy should be read alongside related policies, including safeguarding, behaviour, inclusion and special educational needs, and forms part of the organisation's wider quality assurance and governance framework.

3. Curriculum Principles, Values and Intent

The curriculum at Equip Education and Support Services Limited is underpinned by a clear set of principles and values which inform all aspects of planning, delivery and review. These principles reflect the needs of pupils educated in Alternative Provision and support their academic, personal and social development.

The curriculum is designed to be inclusive, flexible and responsive, recognising that pupils may have experienced disruption to their education. It aims to re-engage pupils with learning, rebuild confidence and foster positive attitudes to education while maintaining high expectations for progress and behaviour.

Curriculum intent focuses on developing core knowledge and skills alongside personal and social development. Pupils are supported to improve literacy and numeracy, develop practical and vocational skills where appropriate, and build the emotional resilience, self-awareness and social skills required to succeed in education and wider life.

The curriculum promotes pupils' spiritual, moral, social and cultural development and actively supports the understanding and application of Fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are embedded across curriculum delivery and reinforced through daily practice, relationships and behaviour expectations.

Safeguarding and pupil welfare are central to curriculum intent. Learning is planned and delivered within a safe, structured environment that promotes wellbeing, respect and positive relationships. The curriculum supports pupils to make informed choices, understand risk, and develop the skills needed to keep themselves and others safe.

4. Curriculum Offer

Equip Education and Support Services Limited delivers a broad, balanced and flexible curriculum for **Key Stage 3 and Key Stage 4 pupils aged 11–16**. The curriculum is designed to meet individual needs, support re-engagement with learning and enable pupils to make sustained progress following periods of disrupted education.

Curriculum provision is informed by pupils' starting points, educational history and identified needs. Learning programmes are planned in collaboration with commissioning schools and other professionals where appropriate, ensuring provision complements existing education plans and supports reintegration or transition.

At **Key Stage 3**, the curriculum prioritises re-engagement with learning, development of core skills, and personal growth. Pupils are supported to rebuild confidence, establish positive learning routines and develop foundational knowledge and skills.

At **Key Stage 4**, the curriculum places increased emphasis on accredited learning, vocational pathways and preparation for progression into appropriate post-16 education, training or provision. Learning is structured to support both academic achievement and the development of practical and transferable skills.

The curriculum includes core academic learning alongside vocational and personal development opportunities. Key curriculum areas include:

- **English and Mathematics**, including Entry Level, Functional Skills and GCSE pathways where appropriate
- **Vocational learning**, including Health and Social Care, Hair and Beauty and Construction

In addition to academic and vocational learning, the curriculum incorporates personal development, life skills, careers education and health and wellbeing learning. These elements are embedded across curriculum delivery and support pupils to develop confidence, resilience, self-awareness and employability-related behaviours appropriate to their age and stage.

Curriculum delivery may be structured through part-time or full-time timetables and flexible models in response to individual need. Learning is sequenced to ensure continuity and progression while remaining responsive to pupils' emotional, behavioural and educational readiness.

5. Teaching, Learning and Assessment

Teaching and learning at Equip Education and Support Services Limited is planned to meet the needs of pupils educated in Alternative Provision and reflects an understanding of the barriers many pupils face to learning. Teaching approaches are flexible, structured and supportive, with a strong emphasis on consistency, routine and positive relationships.

Learning is pupil-centred and trauma-informed. Staff use a range of teaching strategies to engage pupils, including differentiated tasks, practical activities and contextualised learning linked to pupils' interests and aspirations. High expectations for behaviour, engagement and achievement are maintained, while recognising the need for appropriate support and adjustment.

Assessment is an integral part of the teaching and learning process and is used to inform planning, monitor progress and identify next steps. Baseline assessment is used to establish pupils' starting points, alongside information provided by commissioning schools and other professionals. Ongoing formative assessment enables staff to adapt teaching in response to pupils' progress, engagement and readiness to learn.

Summative assessment is used where appropriate to measure progress against learning objectives and qualification requirements. Assessment outcomes are shared with pupils to support reflection, motivation and ownership of learning, and with commissioning schools and relevant professionals to support review and planning.

Assessment information is recorded and managed in line with data protection and confidentiality requirements and contributes to wider quality assurance and monitoring processes.

6. Inclusion

Equip Education and Support Services Limited is committed to providing an inclusive curriculum that meets the needs of all pupils, regardless of background, ability or circumstance. Many pupils accessing Alternative Provision have additional needs, including special educational needs, social, emotional or mental health needs, or have experienced disruption to their education.

Curriculum planning takes account of pupils' individual needs, strengths and starting points. Reasonable adjustments are made to teaching, learning and assessment to support access to the curriculum and enable pupils to make progress. This may include differentiated activities, adapted resources, flexible pacing and additional support.

Where pupils have identified special educational needs or disabilities, curriculum delivery is informed by relevant documentation provided by commissioning schools or local authorities, such as Education, Health and Care Plans or individual support plans. Staff work collaboratively with commissioning schools, local authorities and other professionals to ensure curriculum provision aligns with agreed outcomes and supports pupils' wider needs.

The curriculum promotes equality, diversity and respect, and actively challenges discrimination, prejudice and stereotyping. Pupils are supported to develop understanding, tolerance and positive relationships within the learning environment and wider community.

7. Safeguarding and Pupil Welfare

Safeguarding and pupil welfare are central to all aspects of curriculum planning, delivery and review at Equip Education and Support Services Limited. The curriculum is delivered in line with statutory safeguarding duties relating to children of compulsory school age and the organisation's Safeguarding Handbook.

Curriculum delivery takes place within a safe, structured and supportive environment where pupils are encouraged to feel secure, respected and listened to. Staff maintain

a vigilant approach to safeguarding and are trained to recognise and respond to concerns in accordance with established procedures. Safeguarding responsibilities are shared across the organisation, and concerns are reported and managed promptly and appropriately.

The curriculum actively supports pupils to develop an understanding of personal safety, online safety, healthy relationships and risk. Learning opportunities are planned to help pupils recognise unsafe situations, understand boundaries and develop the confidence and skills to seek help when needed.

Pupil wellbeing is promoted through curriculum content, teaching approaches and positive relationships with staff. The curriculum supports emotional regulation, resilience and self-awareness and is responsive to pupils' emotional and behavioural needs. Safeguarding themes are embedded across curriculum delivery and reinforced through personal development activities and daily practice.

8. Fundamental British Values

Equip Education and Support Services Limited actively promotes Fundamental British Values through its curriculum and wider provision. These values are embedded across teaching and learning and reflected in daily practice, relationships and expectations.

The curriculum supports pupils to develop an understanding of democracy, including having a voice, expressing opinions appropriately and understanding how decisions are made. Pupils are encouraged to contribute to discussions, reflect on choices and understand the impact of their actions.

Understanding of the rule of law is promoted through clear behaviour expectations, consistent routines and an emphasis on fairness, responsibility and consequences. Pupils are supported to understand boundaries, rules and the importance of law in protecting individuals and communities.

The curriculum promotes individual liberty by supporting pupils to make informed choices, develop self-awareness and understand rights and responsibilities. Pupils are encouraged to develop confidence, independence and self-regulation within a safe and supportive environment.

Mutual respect and tolerance of those with different faiths and beliefs are promoted through curriculum content, discussion and positive role modelling. The curriculum challenges discrimination, prejudice and stereotyping and supports pupils to develop respect for others and an understanding of diversity within modern Britain.

Promotion of British Values is closely linked to safeguarding, behaviour and personal development and prepares pupils to participate positively in education and wider

society.

9. Roles, Responsibilities, Monitoring and Review

Responsibility for curriculum quality and safeguarding oversight at Equip Education and Support Services Limited sits with the Board of Directors. The Board provides strategic direction and ensures that curriculum provision meets statutory requirements and reflects the needs of pupils educated in Alternative Provision.

Senior leaders are responsible for overseeing curriculum design, implementation and review. This includes ensuring that the curriculum reflects pupils' needs, aligns with commissioning requirements and supports positive outcomes. Senior leaders monitor curriculum effectiveness through regular review, quality assurance activity and engagement with staff, pupils and commissioning partners.

Teachers and support staff are responsible for delivering the curriculum in line with this policy, safeguarding procedures and organisational expectations. Staff contribute to curriculum review through assessment, reflection and professional dialogue and are expected to maintain high standards of practice.

The curriculum is monitored and evaluated through a range of processes, including pupil progress and achievement information, attendance and engagement data, feedback from pupils, parents and carers, commissioning schools and staff, and safeguarding and wellbeing monitoring. This information is used to inform curriculum development, improvement planning and quality assurance.

This policy is reviewed at least annually, or sooner where required in response to changes in legislation, statutory guidance, inspection findings or commissioning arrangements.

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Date