Area:	Mackenzie Thorpe Centre	north east autism society	
Title:	Curriculum Policy		
Effective Date:	August 2025	Date of Next Review:	August 2026
Authors:	Education Leadership Team	Number of Pages:	6

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CURRICULUM POLICY

1. RATIONALE

Education changes lives, at Mackenzie Thorpe Centre we are passionate about personalised learning and provide a curriculum that:

- Works in partnership with learners to tailor their learning experience and pathways according to their needs and personal outcomes in a way that delivers success and takes into account the ages, aptitudes and needs of all learners

- Responds to the needs of the whole person. Anticipating, identifying and addressing each and every pupil's needs and providing personalised support that removes barriers to learning and delivers increased success rates and progression.

- Does not undermine the fundamental British Values of democracy, the rule of law, and mutual respect and tolerance of those with different faiths and beliefs. Ensures that inclusion and equal opportunities are provided within its community, furthering our belief that all people are valued members of society

- Encourages all learners to develop their full potential, through an understanding of the world, the acquisitionof knowledge, shared experiences with others and the development of skills.

Coherence and personalisation are key concepts of the school's curriculum. Learners are offered a programme that is tailored to their individual needs, taking account of their starting point and their long-term aspirations. Personalised programmes are designed so that all learners can participate, achieve and make progress. For some learners, progression may be lateral, representing a broadening, generalisation or consolidation of skills. Accreditation is used where meaningful to meet learners' long-term goals and aspirations. The school uses the staged process of recognising and recording progress and achievement (RARPA) for recording non-accredited learning and progression. Learning programmes are designed to increase meaningful outcomes that all learners need for the next stage in their education and/or lives.

The school strives to develop all learners English, mathematics and ICT within their personalised learning programmes relative to their starting points and promote that:

- Learners who are functional in English are able to communicate effectively in a wide range of meaningful contexts-in life, in work, learning and their communities

- Learners who are functional in mathematics are able to use and apply the mathematics they know to addressproblems that arise in their life and work

- Learners who can use technology are able to apply ICT skills safely to tasks-in life, work, and learning and in their communities

Learners make a positive contribution to their local community and interact with a mix of people which is deemed crucial as part of their personal development. Involvement with others and exposure to a wide range of opportunities are used to develop learners understanding of being a part of society. Travel training is given a high priority which increases learners' independence and their participation in their local community.

Links with local employers increase the range of work experience and volunteering opportunities for learners. The school continues to expand the variety and choice of work experience and vocational opportunities for learners. Takingpart in appropriate and tailored work experience opportunities is crucial to learners' successful transition to adulthood and provide constructive experiences of the world of work.

The curriculum effectively equips learners with the knowledge and understanding they require to enable them to make informed choices about their health and well-being. Learners participate in a range of social and leisure activities as part of their learning programmes promote healthy lifestyles.

2. COHERENT PERSONALISED LEARNING OFFER

All learners at Mackenzie Thorpe Centre have access to a learning programme that is tailored to their individual needs, taking account of their starting point and the next stage of their education and planned destination. The individual elements of learners' personalised programmes together form a coherent and meaningful whole, so that the pupil is able to see how each aspect of their learning is helping them to progress towardsthe next stage of their education or destination. This is achieved by:

- Working with a range of partners to improve meaningful outcomes for learners
- Providing transitions that are well planned and fully support the needs of learners
- Ensuring Individual Education Plans (IEP) and Individual Support Plans (ISP) are clearly monitored, reviewed and evaluated on a regular basis
- Ensuring good communication between partners and relevant stakeholders to support the sharing of information
- Ensuring a multi-agency approach to further improve outcomes for learners
- Developing policies, procedures and protocols relevant to personalised learning
- Using a consistent approach which will support, and record learners accredited and non-accredited achievements and progress
- Providing an embedded approach to functional skills and promote opportunities for learners to transfer, consolidate, practice and develop their functional skills through relevant and meaningful learning opportunities
- Continuing to develop a skilled work force to support all staff to maintain and further improve skills in provision for individuals with autism and neurodiversity
- Continuing to work with partners to ensure the health, safety and well-being of learners at all times
- Embedding careers, education, information, advice and guidance (CEIAG)

3. LEARNING JOURNEY

Extended Assessment and Baseline Assessment

The aim of the extended assessment procedure is to complete an in-depth individual assessment for each pupil. Throughout this period, staff aim to identify the pupil's personal interests, aspirations, current capabilities, support needs preferred learning styles, preferred learning environments and particular approaches to learning. Using a variety of approaches and promoting the pupil's active involvement, information is gathered to build a profile of the pupil to identify and agree a starting point. Within a six-week period the following is completed:

- Learners complete individual induction as per induction pack
- Learners complete health and safety induction
- Diagnostic assessment
- STEP plan including a Positive and Proactive Support Plan (PPSP) where appropriate
- Identify the pupil's preferred learning styles
- Identify any additional support needs including any learning difficulties or disabilities, health or personal circumstances where the pupil might require support
- Identify any potential barriers to learning and achievement that need to be addressed.

The extended assessment period provides all relevant information to complete the pupil's baseline assessment which includes:

- Exploring different progression destinations and agreeing the most appropriate for them
- Exploring future learning goals and aspirations
- Identifying prior achievements, qualifications and experience
- Exploring vocational preferences, aspiration and suitability
- Identifying the pupil's personal and social development skills and needs
- Identifying the pupil's current levels of mathematics, English and ICT
- Identifying the pupil's preferred learning styles
- Identifying any additional support needs including any learning difficulties or disabilities, health or personal circumstances where the pupil might require support
- Identifying any potential barriers to learning and achievement that need to be addressed.

Staff work with the pupil and their parents or carers, as well as other significant adults ('circle of support'), todiscuss and agree an appropriate learning programme. For some learners this will be part of transition planning.

Individual Education Plan

Learners' aspirations are summarised as a planned destination for their programme. Individual (challenging but realistic) targets are set with the pupil and recorded within an individual education plan (IEP). A personalised

learning programme is designed to take the pupil from where they are now to where they want to be. Levels and type of support are identified.

Approved qualifications are selected on the basis that they can be used to recognise the achievements that are relevant to the pupil in their journey towards the agreed destination. Targets (and the destination) are kept under review and amended where necessary to ensure they remain realistic, relevant and challenging.

Formative and summative assessment

Pupil progress and achievement are recorded termly using their IEP as a key tool. Formative assessment is on-going in order to ensure:

- Opportunities to develop knowledge, skills and understanding are maximised
- There is clear evidence of learners' progress in a range of contexts/situations
- Targets are set that stretch and challenge learners and build on previous learning
- Any barriers to learning are swiftly identified and strategies identified to overcome them
- There is clear evidence of pupil progress in relation to their starting point
- On-going evaluations inform personalised programmes, resources and strategies.

Summative assessment is carried out at the end of each term (3 times per academic year) which:

- Captures progress and achievement and provides evidence to inform review of targets that lead to meaningful outcomes
- Is used to inform the review of the baseline assessment on an annual basis
- Is included within Education, Health, Care Plans reviews
- Contributes to the next stage of the learners' education or planned destination

APPENDIX 1

Mackenzie Thorpe Centre Curriculum Map			
Early Years Foundation Stage	**Pre-14**	**Post-14**	**16-19 Study Programmes**
3 – 4	**5 – 7, 8-11, 12 – 14**	**15 – 16**	**16 – 19**
Preparing for Adulthood - Employment - Independent Living - Community Inclusion - Health and well-being Communication and language development Physical development Personal, social and emotional development Literacy Mathematics Understanding the world Expressive arts and design Safeguarding and welfare	Preparing for Adulthood - Employment - Independent Living - Community Inclusion - Health & well-being English Mathematics Science ICT Art Cognition and learning Communication and interaction Social, emotional, health and well-being - Self-regulation strategies - PHSE Sensory and physical development - PE Keeping yourself safe	Preparing for Adulthood - Employment - Independent Living - Community Inclusion - Health & well-being Functional skills English Functional skills Maths Keeping yourself safe Information technology Communication Working with others Improving own learning and performance Problem solving Access to appropriate accredited qualifications where meaningful andlinked to planned destination	Preparing for Adulthood - Employment - Independent Living - Community Inclusion - Health & well-being Functional skills English Functional skills Maths Keeping yourself safe Access to appropriate accredited qualificationswhere meaningful and linked to planned destination Accessing General Further Education provision where appropriate and linked to planned destination