



Curriculum Policy

Approved by:	Penny Harris (Director) Jane Cox (Director)	Date: 1 st September 2026
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Next review due by:	1 st September 2027	

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are also generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Policy Aims

The purpose of this policy is to provide information for staff, other professionals, families and other interested stakeholders. This policy is underpinned by the school's vision and curriculum intent and describes our tailored approach to the curriculum, the context behind our approach, and the reasons why such a bespoke approach is required at On Track.

This policy also demonstrates how the curriculum is designed, implemented and evaluated to ensure that all students receive an ambitious, broad and balanced education which prepares them for successful adult lives. It reflects the requirements of the Education (Independent School Standards) Regulations 2014, the Equality Act 2010 and current statutory guidance.

This policy does not contain detail about the content of our curriculum. This information can be found on the school's website.

The curriculum is regularly reviewed to ensure it remains relevant, evidence-informed and responsive to the changing needs of our students, developments in educational practice and statutory guidance.

A school's curriculum includes what is 'taught' - planned learning opportunities, along with what is 'caught' - all other interactions and experiences that students encounter during their time at school. The curriculum is the basis for any school to provide a meaningful and effective education to the students who attend. At On Track we take a broad and balanced approach to meet the needs of our students. Our curriculum, alongside our

Thrive approach, provides consistency throughout the school, whilst recognising age and stage related aspects of learning and individual special educational needs.

The development of the curriculum at On Track is the result of the hard work, knowledge, skill and passion of all staff, and other professionals with whom we work. We believe it is important that specialists are involved in curriculum design and content. Specialist staff have worked diligently to develop the curriculum and there is a sense of ownership within subject departments. Consistency is vital for students with SEN, and therefore careful consideration is taken when making changes to the curriculum.

This policy begins by describing the context, vision and intent of our curriculum. This underpins the fundamental need for a bespoke curriculum approach to meet the needs of the students at On Track. This policy also references our curriculum maps and approach to assessment.

2. Context

On Track school is an independent special school for students aged from 7-18. We are spread across 3 sites:

- Saunders House - where most of our KS2 and KS3 students attend;
- Narita House - where most of our KS4 and KS5 students attend;
- Castle House - where students who require a more therapeutic approach attend and our offsite learners are based.

We have approximately 60 students across the age range. At On Track we support students with a wide range of learning needs such as: Autism Spectrum Condition (ASC); Attention Deficit Hyperactivity Disorder (ADHD); Pathological Demand Avoidance (PDA), and children with complex needs and/or behaviour that may challenge.

Many students come from the local area, however some students travel from across North Devon. Our student population reflects a range of backgrounds and experiences. The curriculum promotes equality, diversity and inclusion, ensuring that every student feels represented, respected and valued

Due to the complex nature of the students who attend On Track, it is our responsibility to provide them with the most appropriate curriculum - a personalised approach to academic learning, enrichment, Thrive, independent skills and Personal, Social and Health Education (PSHE), including RSE.

We believe that On Track is a safe, happy and stimulating school that takes a flexible approach to supporting students' individual needs. Our staff work hard to ensure that a nurturing 'Thrive' approach supports all students throughout their education, providing a bespoke curriculum offer to each child depending on their needs.

At On Track, all aspects of school life are designed to support, nurture, inspire and empower students, through a mix of academic pursuits, creative approaches, outdoor learning and independent life skills. The roles of communication, relationships and a trauma-informed approach are key in all we do and support our approach to learning.

Our curriculum is designed with each students' Education, Health and Care Plan (EHCP) at the core. Our curriculum is designed to remove barriers to learning through adaptive teaching, therapeutic approaches and reasonable adjustments, ensuring that all students can access ambitious learning regardless of their starting points.

3. Vision

Our overarching vision and curriculum intent is:

On Track aims to enable young people to:

- Experience positive academic and social achievement and success
- Develop skills and knowledge in preparation for adult life
- Become lifelong learners

This underpins our hopes and aspirations for our students during their time with us, and beyond into adulthood. We provide ambitious but achievable challenges so that students experience success and achievement, promoting their confidence and sense of self-efficacy.

We are committed to delivering an ambitious curriculum that develops knowledge, skills, independence and resilience. Through carefully sequenced learning and personalised support, students are equipped to achieve positive outcomes academically, socially and emotionally while preparing successfully for adulthood.

4. Curriculum aims

Our curriculum has been designed around the principles of ambition, inclusion, progression and preparation for adulthood. Learning is carefully sequenced to enable students to build knowledge over time while developing communication, independence and self-regulation skills needed for lifelong success. The curriculum is adapted to meet individual needs while maintaining high expectations for all learners.

At On Track, our curriculum aims to achieve excellent outcomes and develop students' academic achievement, independence, and social and emotional development as they transition through school and move towards adulthood. Our curriculum promotes preparation for adulthood by ensuring students have access to an age and stage appropriate education that encourages all students to engage in learning and identify as successful learners who are able to achieve. Our curriculum aims to ensure our students: enjoy learning, developing curiosity, creativity and confidence; engage in the opportunities that our curriculum provides whether this is academic, social, emotional or a more bespoke provision, and develop their knowledge and skills applying this in relevant situations, such as:

- Being equipped with skills that support them to be numerate and literate;
- Communicating and expressing themselves effectively and with confidence;
- Building independence, resilience and resourcefulness;
- Equipping students with the knowledge and cultural capital they need to be active members of their communities;
- Developing their spiritual, moral, social and cultural awareness;
- Leading an active and healthy lifestyle, and making healthy choices;
- Learning strategies to develop socially and emotionally, to develop a positive sense of self and good mental health and to have positive relationships;
- Having positive interactions with the community and gaining a sense of belonging.
- Develop confidence, resilience and self-esteem through meaningful learning experiences.
- Experience a curriculum that promotes equality, diversity, mutual respect and British Values.
- Develop communication skills appropriate to their individual needs.
- Access learning through adaptive teaching and appropriate adjustments.
- Become active participants within their local community and wider society.
- Develop the knowledge, skills and behaviours required for successful transitions into adulthood

5. Curriculum organisation, progress tracking and assessment

At On Track we use our bespoke Milestone Assessment Framework to track students' progress. This provides a coherent, progressive and carefully sequenced pathway of learning. The Milestones provide a distinct and shared language with which we can understand, plan for, assess and discuss attainment and progress when working with students who are often working well below age-related expectations (ARE). For example, a student aged 15 (who would be in Year 10 in a mainstream setting) may be working at Milestone 9 which represents Year 5 age related expectations. The Milestones have been designed to ensure that students who are working below age related expectations are taught relevant content, knowledge and skills to carefully fill gaps in their learning, and to provide ambitious opportunities to make rapid progress and achieve.

Assessment begins on admission through baseline assessments and information gathered from previous settings, families and professionals. Assessment is continuous and informs planning, adaptive teaching and curriculum development. Progress is monitored through formative assessment, summative assessment and assessment of progress towards EHCP outcomes. Assessment information is regularly moderated to ensure consistency and is shared with students, parents/carers and professionals through review meetings and reporting processes.

The starting point for a student's programme of study is naturally the individual student. A timetable, taken from the full available curriculum, is designed to meet their needs and is delivered in a way that is enjoyable and engaging for each student. All of our students have an Education, Health and Care Plan (EHCP) which sets out targets to help them meet desired outcomes. These targets feature in each student's Personalised Learning Plan (PLP) and are incorporated within the curriculum subject areas each term. All students study English, Maths, PE, PSHE and Thrive, and usually Science and ICT. These subjects are a significant feature of our curriculum and are considered supportive to a developmental approach.

Learning is delivered through high-quality adaptive teaching that enables all students to access an ambitious curriculum. Teachers use assessment information to adapt learning, provide appropriate challenge and remove barriers to participation. Teaching incorporates communication strategies, therapeutic approaches, structured routines and evidence-informed practice to maximise engagement and progress.

Curriculum Impact

The effectiveness of the curriculum is evaluated through:

- Progress against individual starting points and EHCP outcomes;
- Academic achievement and accreditation;
- Attendance and engagement;
- Student wellbeing and personal development;
- Student voice and parental feedback;
- Destination data and successful preparation for adulthood;
- Monitoring by senior leaders and Heads of Department.

6. Responsibilities

The Directors are responsible for:

- Monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation;

- Ensuring that a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensuring that proper provision is made for students with different abilities and special educational needs.
- Ensuring the curriculum remains ambitious, inclusive and compliant with statutory requirements.

The Headteacher is responsible for:

- The implementation of this policy;
- Curriculum priorities and aspirational targets are set;
- Proper provision is made for students with different abilities and special educational needs;
- The school is teaching a broad and balanced curriculum which includes: English, maths, science, ICT, PSHE, RSE, Humanities, The Arts, Careers, Sport and Fitness, Outdoor Learning;
- Ensuring the curriculum is regularly reviewed and evaluated;
- Ensuring staff receive appropriate professional development to deliver the curriculum effectively;
- Promoting equality of opportunity and ensuring compliance with the Equality Act 2010.

To ensure a collaborative approach and shared responsibility, selected staff will take on Head of Department (HoD) roles. This may be because they have particular expertise in this area, or a special interest.

HoDs are responsible for monitoring the effectiveness of their subject area, including:

- Meetings with other Heads of Department;
- Auditing of planning;
- Learning walks focused on subject implementation;
- Auditing school resources;
- Analysing assessment data and accreditation;
- Observing lessons with specific focus;
- Book scrutiny;
- Reviewing curriculum sequencing and subject progression;
- Supporting staff through coaching and curriculum development;
- Monitoring implementation of adaptive teaching strategies;
- Pupil voice.

Teachers are responsible for:

- Planning, preparing and resourcing series of engaging lessons (MTPs) that meet the requirements of the curriculum maps;
- Differentiating learning to meet the individual needs of students;
- Using a range of Quality First Teaching (QFT), adaptive teaching strategies and evidence-informed approaches in order to meet students' needs;
- Delivering high quality lessons;
- Attending training as appropriate;
- Formative assessment for learning and the administration and recording of summative assessments following the assessment cycle;
- Using assessment information to inform future planning;
- Promoting literacy, communication and numeracy across the curriculum where appropriate;
- Embedding safeguarding, equality, British Values and SMSC development within teaching.

All staff are responsible for ensuring that the school's curriculum is implemented in accordance with this policy.

7. Post 16

Much of the work within On Track Post 16 is based on the absolute belief that, fundamental to our role, is planning and preparing young adults for life beyond On Track. Within our Post 16 provision, all aspects of the curriculum are based on this ideology fulfilling the Preparing for Adulthood (PfA) outcomes as required by the Department of Education. PfA identified four key outcomes in relation to preparing young people for adulthood. These are:

- Employment
- Health
- Independent Living
- Community Participation

We actively encourage choice-making, ensuring that students are key participants in making everyday decisions, as well as those about their futures. We modify the curriculum to ensure that we concentrate on building important skills in preparation for adulthood whilst supporting individuals to reach their full potential. Students have access to employability opportunities and we have strong relationships with external partners.

The Post-16 curriculum is reviewed regularly to ensure that it reflects students' aspirations, local employment opportunities and statutory guidance relating to preparation for adulthood and careers education.

8. Legislation

This policy is written to comply with the requirements of:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (current version)
- Independent School Standards Regulations 2014

Health and Safety issues are described fully in the school's Health and Safety Policy. All HoDs have a responsibility to ensure that curriculum procedures pay due attention to Health and Safety issues.

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Performance Management Appraisals and the School Development Plan.

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Careers policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Relationships and Sex Education Policy
- Equality Policy
- Teaching and Learning Policy
- Accessibility Plan

9. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Directors, or sooner if changes to legislation, statutory guidance or school practice require.

The review will consider:

- Student outcomes and progress;
- Feedback from students, parents/carers and staff;
- Curriculum developments and statutory guidance;
- School improvement priorities.

The most recent version of this policy will be published on the school's website and made available to stakeholders upon request.