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Curriculum Policy

September 2026

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Policy Date	**Summary of Change**	**Review Date**
01.09.2024	None – Initial Version	01.09.2025
01.09.2025	Reviewed Formatting changes made RARPA Standardised planning – ALN, UNCRC Digital Skills added to curriculum, Horticulture removed	01.09.2026
09.09.2026	Welsh Language and Culture Children's Rights – Student Council, UNCRC Friday Additional Enrichment and Specialist Provision	09.09.2027

Policy Author: Sioned Davies (Headteacher)

Proprietor: Kevin Gallagher

Amberleigh Therapeutic School aims to foster a positive ethos based on the principles of a therapeutic community, where respect and trust are built upon shared values and open communication. Staff act as positive role models and promote supportive relationships in which children feel safe, secure, listened to, and actively involved in decision making. This is underpinned by a culture of high expectations, aspiration, and achievement in both learning and behaviour.

The purpose of Amberleigh Therapeutic School is to educate all pupils to achieve their maximum potential. To achieve this, we provide a curriculum that is ambitious, inclusive, and tailored to the needs of our learners.

Our pedagogical approach is informed by the principles of **Epistemic Trust** and **PACE** (Playfulness, Acceptance, Curiosity and Empathy). Through an understanding of pupils' Adverse Childhood Experiences (ACEs), trauma histories and associated barriers to learning, we identify and support each pupil's individual learning pathway.

Our curriculum combines traditional academic subjects, targeted literacy and numeracy interventions, and vocational learning opportunities. Vocational pathways include:

- Catering and Hospitality
- Retail and Enterprise
- Craft and Design

These opportunities enable pupils to develop practical skills, employability skills, confidence, and resilience, supporting them to successfully engage with further education, training, employment and adult life.

The therapeutic aspects of our provision support pupils to develop intellectually, emotionally, socially, physically, morally and aesthetically. Through this holistic approach, pupils are encouraged to become independent, responsible, confident and considerate members of their communities, fully prepared to contribute positively to society.

Our aim is to equip every pupil at Amberleigh Therapeutic School with the skills, knowledge and values required to meet the challenges and opportunities of a rapidly changing world.

Our Curriculum

Our **"Stage Not Age"** three-tier curriculum encompasses everything pupils experience in pursuit of the **Four Purposes** of the Curriculum for Wales. It is not only what we teach, but how we teach it and, importantly, why we teach it.

Our curriculum will:

- Enable all pupils to realise the Four Purposes and equip them for ongoing learning, life and work.
- Build high expectations and enable pupils to achieve their full potential.
- Provide a broad and balanced education that enables learners to make connections across Areas of Learning and Experience and apply their learning in a range of contexts.
- Support progression along a continuum of learning.
- Develop the knowledge, skills and understanding required to become informed and responsible citizens.
- Recognise each pupil's identity, language(s), abilities, backgrounds and individual needs.
- Reflect the diversity of perspectives, values and identities within Wales and the wider world.
- Enable pupils to understand contemporary Wales and develop awareness of issues that will shape the future, including well-being, sustainability and citizenship.
- Support pupils to critically evaluate information and assess its reliability and validity.
- Develop understanding of children's rights, human rights and democratic participation.
- Be developed through meaningful collaboration with pupils, parents, carers, local authorities and the wider community.

Areas of Learning and Experience

Our curriculum encompasses all six Areas of Learning and Experience (AoLEs):

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

All Areas have equal status within our curriculum.

Subjects Offered

Amberleigh Therapeutic School currently offers:

- English
- Mathematics
- Science
- Humanities
- Personal and Social Education (PSE)
- Design and Technology
- Catering and Hospitality
- Digital Skills
- Duke of Edinburgh Award (Bronze, Silver and Gold)
- Drama
- Creative Studies
- Retail and Enterprise
- Physical Well-being

Qualifications

Amberleigh Therapeutic School is an approved centre for the delivery of a range of accredited qualifications, including:

- Agored Cymru
- NCFE
- WJEC
- Arts Award
- Pearson Qualifications
- AQA Qualifications
- Duke of Edinburgh Award

The school's **Deputy Headteacher, Alison Adams**, serves as the **Lead Internal Quality Assurer (IQA)** and oversees quality assurance processes for accredited qualifications.

Rebecca Shennan is the school's **Examinations Officer**, responsible for the administration and management of all external examinations and assessments.

Welsh Language and Welsh Culture

Amberleigh Therapeutic School is committed to promoting the Welsh language, Welsh culture and the identity of Wales as an integral part of the curriculum and wider school experience. In line with the aspirations of the Curriculum for Wales, pupils are provided with opportunities to develop an appreciation of Welsh heritage, culture, citizenship and language through curriculum activities, enrichment opportunities and everyday school life.

Due to the complex Additional Learning Needs (ALN), Social, Emotional and Mental Health (SEMH) needs, interrupted educational experiences and individual starting points of many of our learners, Welsh is not currently delivered as a discrete timetabled subject. However, the school promotes the use of **incidental Welsh** throughout the school day and encourages pupils to develop familiarity with common Welsh words, phrases and greetings through daily interactions, displays, celebrations and school activities.

Pupils are exposed to Welsh language and culture through a variety of means including:

- Daily incidental Welsh used by staff.
- Welsh language signage and displays around the school.
- Welsh themed assemblies and celebrations.
- Exploration of Welsh history, culture and traditions within Humanities and other curriculum areas.
- Participation in Welsh Club and Welsh cultural events.
- Opportunities to learn about contemporary Wales and the role of the Welsh language within society.

The school recognises that pupils arrive with varying levels of exposure to Welsh and therefore seeks to provide accessible opportunities for engagement that build confidence and positive attitudes towards the language.

To further support learners who wish to develop their Welsh language skills, pupils have access to Welsh reading and literacy sessions coordinated by **Beth Jones, Welsh Language Coordinator**. These sessions provide opportunities for pupils to

engage with Welsh texts, develop vocabulary and increase their awareness of the Welsh language in a supportive and encouraging environment.

The promotion of Welsh language and culture contributes to the development of learners as ethical, informed citizens who understand and appreciate their place within Wales and the wider world.

Student Voice and Student Council

Amberleigh Therapeutic School places a strong emphasis on pupil voice and meaningful participation in decision-making. In line with our therapeutic community ethos and our commitment to the United Nations Convention on the Rights of the Child (UNCRC), pupils are encouraged to actively contribute to the development and improvement of school life.

The **Student Council** provides a formal structure through which pupils can share their views, influence decision making and contribute to positive change within the school community.

The Student Council consists of elected or nominated representatives from each form group. Representatives act as the voice of their peers, gathering suggestions, concerns and ideas before presenting them at council meetings.

The Student Council meets regularly throughout the academic year and follows a structured agenda which may include:

- Reviewing pupil feedback and suggestions.
- Contributing to school improvement priorities.
- Supporting the school's journey towards achieving and maintaining Rights Respecting School status.
- Participating in the review and development of school policies.
- Organising and supporting charity events and community projects.
- Promoting pupil wellbeing, inclusion and equality.
- Discussing environmental and sustainability initiatives.
- Identifying opportunities to improve learning experiences and school facilities.
- Celebrating pupil achievements and successes.

Student Council representatives work closely with the Headteacher, Senior Leadership Team and Proprietor to ensure that pupil views are considered when making decisions about school life. Feedback from Student Council meetings contributes to the School Development Plan and helps inform priorities for improvement.

Sarah Owen is **Student Council Lead.**

Through participation in the Student Council, pupils develop leadership, communication, teamwork, problem-solving and citizenship skills. The council also provides opportunities for pupils to experience democratic processes, understand their rights and responsibilities, and make a positive contribution to both the school and wider community.

Political Impartiality and Balanced Presentation of Views

Amberleigh Therapeutic School is committed to promoting critical thinking, respectful discussion and informed decision-making.

Where political, social or controversial issues are presented within lessons, assemblies, enrichment activities, visiting speaker events or learning resources, pupils will be offered a balanced presentation of opposing viewpoints.

Staff will not promote partisan political views and will ensure that teaching materials are appropriate to pupils' age, understanding and developmental stage. Pupils will be encouraged to:

- Consider different viewpoints.
- Evaluate evidence critically.
- Distinguish between fact, opinion and misinformation.
- Respect the views and beliefs of others.
- Develop their own informed opinions through discussion and reflection.

This approach supports pupils to become ethical, informed citizens who are able to engage responsibly with contemporary issues and democratic processes.

Clubs and Enrichment Opportunities

Amberleigh Therapeutic School recognises the importance of providing a rich programme of enrichment activities that support pupils' personal development, wellbeing and interests beyond the formal curriculum.

The range of clubs and enrichment activities offered by the school is informed, wherever possible, by consultation with pupils through the Student Council, pupil voice activities and learner feedback. This ensures that opportunities remain relevant, engaging and responsive to the interests and aspirations of our learners.

Pupils are encouraged to suggest new clubs and activities and play an active role in shaping the school's enrichment programme. Requests and recommendations are discussed through Student Council meetings and considered alongside staffing, resources and curriculum priorities.

Current clubs may include:

- Welsh Club
- German Club
- Performing Arts Club
- Sports Club
- Horticulture Club
- Minecraft Club
- Workshop Club
- Drama Club

The enrichment programme is reviewed regularly and may be adapted throughout the year to reflect pupil interests, emerging opportunities and school development priorities.

Through participation in clubs and enrichment activities, pupils develop confidence, resilience, communication, teamwork, creativity and independence, supporting the development of the Four Purposes and preparing them for life beyond school.

This would fit well within either your **Clubs and Enrichment Opportunities** section or immediately after it as an **Additional Enrichment and Specialist Provision** section.

Additional Enrichment and Specialist Provision

Amberleigh Therapeutic School is committed to providing a wide range of enrichment opportunities that support pupils' personal development, wellbeing, confidence and engagement in learning.

To enhance the Expressive Arts provision, a visiting **Music Teacher** attends the school on a weekly basis to deliver bespoke one-to-one music sessions. These personalised sessions enable pupils to explore musical interests, develop creative expression, build confidence and experience success within a supportive therapeutic environment.

Pupils are also provided with opportunities to participate in specialist sports coaching and community-based physical activities. These experiences support the development of teamwork, resilience, self-discipline, physical wellbeing and positive community engagement.

Opportunities include:

- **Football training with CV Player Development**, delivered on a termly basis.

- **Rugby coaching with Welshpool Rugby Club**, enabling pupils to develop new skills, participate in team sport and engage with community sporting organisations.
- Additional physical wellbeing activities as part of the wider curriculum and enrichment programme.

These opportunities complement the school's curriculum and therapeutic approach, supporting pupils to develop as healthy, confident individuals who are prepared to participate positively in their communities and lead active, fulfilling lives.

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) is an integral part of our curriculum and is delivered in accordance with the statutory RSE Code for Wales.

Our RSE provision is designed to be developmentally appropriate, inclusive, trauma-informed and responsive to the needs of individual learners. It supports pupils to develop the knowledge, skills and behaviours required to build healthy relationships, stay safe, respect themselves and others, and make informed decisions throughout their lives.

As a therapeutic school, we adopt a whole community approach to RSE. Curriculum planning is informed through close collaboration between education, therapy and care teams to ensure learning is relevant, sensitive and appropriate to pupils' developmental stages, experiences and individual needs.

RSE also supports pupils to develop an understanding of:

- Healthy and respectful relationships
- Rights and responsibilities
- Equality, diversity and inclusion
- Emotional and physical well-being
- Consent and personal boundaries
- Online safety and digital relationships
- The protected characteristics identified within the Equality Act 2010

An overview of the school's RSE Policy is available on the school website.

Further information regarding the RSE curriculum, including schemes of learning and provision maps, is available upon request.

Equality, Diversity and Inclusion

Amberleigh Therapeutic School is committed to fostering a culture of equality, dignity and respect. Through the curriculum and wider school life, pupils are encouraged to value diversity and challenge discrimination, prejudice and stereotyping.

Learning experiences promote understanding of the protected characteristics identified within the Equality Act 2010, including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Through Humanities, Health and Well-being, RSE, assemblies, Student Council activities and wider enrichment opportunities, pupils develop an understanding of equality, inclusion, human rights and respectful relationships.

Assemblies, Awareness Events and Celebrations

Assemblies and whole-school events are coordinated by Beth Jones and form an important part of the wider curriculum and therapeutic community ethos at Amberleigh Therapeutic School. Through a programme of planned assemblies, awareness campaigns, themed learning activities and celebration events, pupils are provided with opportunities to develop their knowledge, skills, personal effectiveness and understanding of the world around them.

The annual programme reflects the school's commitment to the **Four Purposes of the Curriculum for Wales**, supporting pupils to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.

Throughout the academic year, assemblies and enrichment activities may focus on a range of local, national and international events and awareness campaigns, including:

- Water Safety Awareness

- Restart a Heart Day and Basic Life Support Awareness
- Anti-Bullying Week
- Mental Health Awareness Week
- Children's Mental Health Week
- Internet Safety Day
- Safer Internet Month
- World Book Day
- Remembrance Day
- Black History Month
- LGBTQ+ History Month
- Autism Acceptance Week
- Neurodiversity Celebration Week
- Children's Rights Day and UNCRC Awareness
- Healthy Eating and Nutrition Awareness
- Careers and Employability Events
- Environmental and Sustainability Projects
- St David's Day
- Welsh Language Music Day
- Urdd activities (where appropriate)
- Commonwealth Games, Olympic and Paralympic themed events
- Community Volunteering and Charity Fundraising Events

Assemblies may also celebrate significant national events, sporting achievements, cultural festivals and community projects that are relevant to pupils and the wider school community. These provide opportunities for pupils to develop cultural awareness, respect for diversity, teamwork, leadership skills and understanding of democratic values.

Where appropriate, external agencies, employers, emergency services, health professionals, community groups and charitable organisations may be invited to contribute to assemblies and workshops to enhance pupils' learning and aspirations.

Achievement is celebrated regularly through assemblies, therapeutic community meetings and recognition events. Pupils' successes in academic learning, attendance, personal development, vocational studies, citizenship, sports, Duke of Edinburgh Awards, community engagement and individual therapeutic targets are recognised and shared, helping to develop confidence, self-esteem and a sense of belonging.

The annual assembly programme is reviewed regularly by the Headteacher and Beth Jones to ensure that it remains relevant, responsive to pupil needs and aligned with the school's curriculum intent, safeguarding responsibilities and therapeutic approach.

United Nations Convention on the Rights of the Child (UNCRC)

Children's Rights

Amberleigh Therapeutic School is committed to embedding the principles of the United Nations Convention on the Rights of the Child (UNCRC) throughout its curriculum, policies and daily practice. Learners are supported to understand their rights and the responsibilities that accompany them. The curriculum promotes awareness of key UNCRC principles including:

- Non-discrimination (Article 2)
- The best interests of the child (Article 3)
- The right to life, survival and development (Article 6)
- The right to be heard and participate in decisions affecting them (Article 12)

Children's rights are explicitly referenced within curriculum planning, Therapeutic Community Meetings, learner voice activities and Student Council activities. Pupils are encouraged to participate meaningfully in decisions about their education, wellbeing and school community.

Curriculum planning and policy development take due regard of the UNCRC to ensure that the needs, views and best interests of learners remain central to decision making. The Independent School Standards (Wales) Regulations 2024 require schools to take account of the principles of the Convention, while Welsh Government policy places children's rights at the centre of educational provision. [legislation.gov.uk], [gov.wales]

UNCRC Fridays

As part of our commitment to becoming a rights-respecting school, Amberleigh Therapeutic School delivers dedicated **UNCRC Friday sessions** within the intervention programme, coordinated by **Sarah Owen**.

These sessions provide structured opportunities for pupils to explore, discuss and reflect upon their rights and responsibilities in an age-appropriate and meaningful way. Each session focuses on specific UNCRC articles and encourages pupils to consider how these rights apply within school, at home and within the wider community.

Activities may include:

- Exploring individual UNCRC Articles and their meaning.
- Group discussions and debates.
- Learner voice and pupil consultation activities.
- Links between children's rights and school policies.
- Equality, diversity and inclusion activities.
- Rights-respecting projects and campaigns.
- Reflection on responsibilities that accompany rights.
- Current affairs discussions linked to children's rights and citizenship.

The programme encourages pupils to understand that rights are universal and apply to all children regardless of background, identity, ability, culture or circumstance. Through discussion and reflection, pupils develop empathy, respect for others and an understanding of democratic participation.

Outcomes from UNCRC Friday sessions inform the work of the Student Council, contribute to policy reviews and support the school's ongoing development as a rights-respecting and inclusive community. Themes identified by pupils may also be shared with the Headteacher, Senior Leadership Team and Proprietor to inform school improvement priorities and the School Development Plan.

By embedding children's rights within intervention sessions, curriculum delivery and the wider life of the school, Amberleigh Therapeutic School aims to empower pupils to become confident advocates for themselves and others, developing as ethical, informed citizens who understand both their rights and responsibilities within society.

Cross-Curricular Skills

We believe that the mandatory cross-curricular skills of **literacy, numeracy and digital competence** are essential in enabling pupils to access, engage with and make progress across the curriculum. These skills underpin learning in all Areas of Learning and Experience (AoLEs) and equip pupils with the knowledge, skills and confidence needed to realise the Four Purposes of the Curriculum for Wales.

The development of these transferable skills supports pupils to become independent learners, effective communicators, critical thinkers and active participants in society.

They also provide important foundations for employment, lifelong learning and successful participation in an increasingly digital world.

Our curriculum is designed to enable pupils to develop competence and confidence in these skills and to apply them purposefully across a wide range of contexts.

Across the curriculum, pupils are provided with opportunities to:

- develop listening, speaking, reading and writing skills for a range of purposes and audiences
- apply numeracy skills to solve problems and make informed decisions in real-life situations
- use digital technologies safely, responsibly and creatively to communicate, research, create and evaluate information
- develop critical thinking, problem-solving and investigative skills
- work independently and collaboratively to plan, review and improve their learning
- transfer and apply skills across different subject areas and vocational experiences.

A Curriculum Accessible to All

Amberleigh Therapeutic School is committed to providing an inclusive curriculum that meets the needs of every pupil. Through the design, delivery and evaluation of our curriculum, we ensure that learning is:

- appropriate to each pupil's stage of development, ability and aptitude
- responsive to individual interests, strengths and aspirations
- adapted to meet any Additional Learning Needs (ALN) identified within a pupil's Individual Development Plan (IDP) or Education, Health and Care Plan (EHCP)
- broad, balanced and relevant to pupils' current and future needs
- supportive of pupils' emotional wellbeing, engagement and readiness to learn.

Assessment information gathered on admission and throughout a pupil's placement is used to identify individual starting points, strengths, barriers to learning and next steps. This ensures that teaching, interventions and support are appropriately targeted and responsive to pupil need.

Our therapeutic approach recognises the impact that adverse childhood experiences (ACEs), trauma, disrupted education and attachment difficulties can have on learning. As a result, pupils are supported through carefully planned interventions, differentiated teaching and nurturing relationships that enable them to develop confidence, resilience and positive engagement with education.

Descriptions of Learning and Curriculum Design

At Amberleigh Therapeutic School, the Descriptions of Learning within Curriculum for Wales are used as an important planning tool to inform the knowledge, skills and experiences offered through our curriculum. They support practitioners in planning coherent learning journeys and identifying opportunities for progression across each Area of Learning and Experience.

The Descriptions of Learning are used flexibly to support our "Stage not Age" curriculum model, ensuring that teaching is matched to individual need rather than chronological age. They help practitioners create learning experiences that provide both breadth and depth while supporting progression at an appropriate pace for each pupil.

Many pupils are admitted to the school during the later stages of Key Stage 3 or part way through Key Stage 4. This can create significant disruption to learning and qualification pathways. In addition, many pupils have experienced adverse childhood experiences, trauma, disrupted schooling and poor attendance, resulting in gaps in knowledge, skills and educational engagement.

Our curriculum has therefore been specifically designed to re-engage pupils in learning, rebuild confidence and provide achievable pathways to academic, vocational and personal success. Through therapeutic support, high-quality teaching and meaningful learning experiences, pupils are supported to overcome barriers and make positive progress from their individual starting points.

Starting Points and the "Stage not Age" Curriculum

All pupils are assessed upon admission to establish their starting points and identify the most appropriate curriculum pathway. Baseline assessments, including Cognitive Ability Test (CAT) data, literacy and numeracy assessments, previous educational information and professional reports, are used to inform curriculum planning and support arrangements.

This information enables pupils to be placed within learning groups which are matched to their attainment, ability and developmental stage rather than their chronological age.

Amberleigh Therapeutic School adopts a **"Stage not Age"** approach to curriculum design. This model recognises that pupils may have experienced interruptions to their education and may be working significantly below, in line with, or above age-related expectations in different areas of learning.

Pupils' progress targets are informed by baseline assessment information, ongoing assessment and professional judgement. Progress is monitored carefully through academic, vocational, social and emotional indicators.

Where appropriate, pupils are supported to achieve qualifications including:

- Entry Level Qualifications
- Functional Skills Qualifications
- GCSEs
- Agored Cymru Awards
- NCFE Qualifications
- Vocational Qualifications
- Duke of Edinburgh Awards

English, Mathematics and Digital Competence remain key priorities across all curriculum pathways, providing pupils with the essential knowledge and skills required for further education, employment and independent living.

Golfa Stages

The curriculum at Amberleigh Therapeutic School is organised into three developmental stages known as the **Golfa Stages**:

Golfa Stage 1

Equivalent broadly to Key Stages 1 and 2.

This stage focuses upon the development of foundational literacy, numeracy, communication, social and emotional skills and supports pupils to successfully re-engage with learning.

Golfa Stage 2

Equivalent broadly to Key Stage 3.

Pupils build knowledge, develop independence and experience learning across all Areas of Learning and Experience while continuing to strengthen core skills.

Golfa Stage 3

Equivalent broadly to Key Stage 4 and Post-16 provision.

Pupils consolidate key knowledge and skills, undertake accredited learning and qualifications, access vocational opportunities and prepare for further education, employment and independent adulthood.

Vocational Learning and Enterprise

Vocational learning forms a key element of our curriculum and reflects our commitment to developing practical skills, employability and independence.

Pupils have opportunities to engage in:

- Catering and Hospitality
- Retail and Enterprise
- Craft and Design
- Duke of Edinburgh Award
- Communitybased projects
- Internal and external work experience placements

Through the school's social enterprise activities, including the development and sale of artisan products, pupils gain valuable experience in production, customer service, teamwork, enterprise and financial awareness. These experiences provide meaningful real-world learning opportunities and help prepare pupils for employment and independent living beyond school.

The vocational curriculum is designed to develop confidence, resilience, responsibility and transferable employability skills while supporting pupils to identify and pursue their future aspirations.

Careers Education, Employability, Work Experience and Post-16 Provision

Amberleigh Therapeutic School places a strong emphasis on preparing pupils for adulthood, employment, further education and lifelong learning. Careers education is embedded throughout the curriculum and supports pupils to develop confidence, independence, aspiration and an understanding of the world of work.

The school recognises that many pupils remain in education beyond compulsory school age and therefore require carefully planned pathways into adulthood. For learners aged 16 to 18, the curriculum is personalised to support progression into further education, employment, apprenticeships, supported internships, voluntary work and independent living, according to individual strengths, aspirations and needs. Independent schools with pupils above compulsory school age are required to provide appropriate preparation for adult life, while Curriculum for Wales also emphasises progression towards future learning, work and life.

The curriculum embraces a comprehensive careers programme that combines classroom based employability learning with practical workplace experiences. Our careers programme is informed by the Gatsby Benchmarks and aims to ensure that pupils receive accurate, impartial and up-to-date careers education, information, advice and guidance to enable them to make informed choices about their futures.

Work Experience Placements

Examples of work experience opportunities include:

- Bag Packing, Tesco, Welshpool
- Bag Packing, Morrisons, Oswestry
- Retail Assistant, Hope House Charity Shop, Welshpool
- Catering Assistant, Inglenook Café, Oswestry
- Oswestry Farmers Market

In addition to these established placements, bespoke work experience opportunities are developed in partnership with local employers and organisations to reflect pupils' individual interests, strengths, career aspirations and intended destinations. These placements are coordinated through close liaison between pupils, parents and carers, local authorities, external agencies and the school's Careers Lead.

Pupils are encouraged and supported to participate in voluntary work, community projects and work-related learning opportunities, particularly through partnerships with charitable organisations and local businesses. Additional opportunities are provided through educational visits, visiting speakers, enrichment activities and participation in community events.

Preparation for Adulthood

The curriculum places significant emphasis on developing pupils' understanding of employment, further education, training opportunities and independent living. Through strong partnerships with businesses, community organisations and employers, pupils develop the confidence, resilience, literacy, numeracy and employability skills necessary to participate successfully in society and achieve positive post-16 and post-18 outcomes.

Learners are provided with opportunities to:

- Access accredited qualifications, including Entry Level, Level 1, Level 2 and, where appropriate, Level 3 qualifications.
- Develop employability and work-related skills.
- Participate in work experience and community-based learning opportunities.

- Receive impartial careers information, advice and guidance.
- Develop independent living skills.
- Improve financial capability, money management and budgeting skills.
- Build resilience, self-advocacy and self-management skills.
- Prepare for healthy adult relationships and active participation within the community.
- Develop confidence, communication and teamwork skills through vocational and enterprise activities.

Transition planning forms an integral part of annual reviews, Reviews of Learning, careers meetings and multi-agency planning processes. Parents, carers, local authorities, therapeutic services and external professionals work collaboratively with the school to ensure that learners are fully supported to move successfully into the next stage of education, employment or training.

The destinations of school leavers are monitored and evaluated as part of the school's quality assurance and self-evaluation processes. This information helps the school assess the effectiveness of its curriculum and careers provision and informs ongoing improvements to preparation for adulthood pathways. Through this approach, Amberleigh Therapeutic School aims to ensure that all pupils leave school equipped with the skills, knowledge, qualifications and confidence required to lead successful, independent and fulfilling adult lives.

Progression

Progression is at the heart of curriculum design at Amberleigh Therapeutic School. We recognise that progression is not simply about covering content but involves increasing depth of understanding, sophistication of skills, engagement in learning and levels of independence.

As a therapeutic school, we acknowledge that pupils progress at different rates and in different ways. Our curriculum therefore provides flexible pathways which enable pupils to build upon prior learning and move forward from their individual starting points.

Assessment plays a fundamental role in supporting progression. Effective assessment relies upon strong partnerships between practitioners, pupils, parents, carers and therapeutic professionals. Regular assessment enables staff to identify strengths, barriers to learning and next steps for development.

Tracking, monitoring and evaluation of attainment are informed by baseline assessments, including Cognitive Ability Test (CAT) data collected on admission to the school.

Pupils' attainment and progress are assessed through a competency-based curriculum which may lead to Entry Level, Level 1, Level 2 and, where appropriate, Level 3 qualifications. The curriculum pathways are designed to reflect individual needs, aspirations and future destinations.

Literacy, numeracy, digital competence and nurture interventions are prioritised throughout the curriculum. Daily intervention sessions provide targeted opportunities to address gaps in learning, whilst additional one-to-one and small-group interventions are implemented when required.

Reading for enjoyment is actively promoted and forms an important part of the school's culture. Pupils are encouraged to read both within and beyond the classroom, helping to develop literacy skills, confidence and a lifelong engagement with learning.

For pupils who experience difficulties relating to attachment, emotional regulation or social interaction, personalised nurture programmes are developed to support both academic progress and personal development.

RARPA (Recognising and Recording Progress and Achievement)

Amberleigh Therapeutic School recognises the importance of assessing the quality and impact of both accredited and non-accredited learning.

RARPA (Recognising and Recording Progress and Achievement) provides a structured framework through which pupils' personal, social and academic progress can be identified, celebrated and recorded. The process ensures that the learner remains at the centre of the educational journey and that individual goals contribute meaningfully to success and achievement.

The RARPA process is designed to:

- Focus on and promote the needs of individual pupils.
- Recognise the diverse and often complex reasons pupils engage in learning.
- Encourage pupils to reflect on and recognise their own progress and achievements.
- Promote self-assessment, peer assessment and dialogue about learning.
- Recognise both planned learning outcomes and unforeseen achievements.
- Support high-quality teaching, learning and assessment.
- Strengthen quality assurance and school improvement processes.

The Five Stages of RARPA

1. Setting Aims

Learning aims are developed using a range of assessment tools and frameworks, including:

- Literacy Framework
- Numeracy Framework
- Digital Competence Framework
- Boxall Profile Assessments

2. Initial Assessment

Initial assessments establish each pupil's starting point and are completed during induction and early curriculum engagement. The assessment period typically spans the first half-term following admission and involves contributions from teaching, pastoral, therapeutic and ALN staff.

3. Challenging Learning Objectives and Outcomes

Individual learning objectives are established from assessment information and linked to longer-term aspirations. Targets are recorded within pupil progress documentation and reviewed regularly. These objectives also inform intervention and support strategies delivered across the school.

4. Formative Assessment

Ongoing assessment takes place throughout the learning programme. Teachers, pupils, care staff and therapeutic practitioners contribute evidence of progress against agreed targets and learning outcomes. Pupils are encouraged to take ownership of their learning by reflecting on achievements and recording success.

5. Summative Assessment

At the conclusion of a programme or review period, overall achievement and progress are evaluated. This includes recognition of learning outcomes, discussion of future goals and celebration of transferable skills and personal achievements.

Planning

Curriculum planning is supported through standardised Long-Term Plans, Medium-Term Plans, Schemes of Work and Provision Maps for each subject and Golfa Stage.

Planning takes account of:

- Curriculum for Wales expectations
- UNCRC principles

- Additional Learning Needs (ALN)
- Individual Development Plans (IDPs)
- Equality and inclusion
- Learner voice
- Progression and assessment

Teachers are responsible for maintaining and reviewing provision maps within their subject areas to ensure that learning remains relevant, ambitious and accessible.

Regular reflection on pupil progress enables practitioners to provide effective feedback and plan appropriate next steps, interventions, support and challenge. Progress information is shared with parents, carers and professionals through Reviews of Learning and other communication processes.

Termly Reviews of Learning provide opportunities for pupils, teachers and residential staff to celebrate achievements, review targets and discuss future goals.

Evaluation

The curriculum is reviewed regularly to ensure that it remains relevant, effective and responsive to pupils' needs.

Evaluation activities involve staff, pupils, parents, carers, school improvement partners, senior leaders and Directors.

Curriculum effectiveness is monitored through:

- Learning walks
- Listening to learners
- Student Council feedback
- Work scrutiny
- Wall displays and learning environments
- Examination and qualification outcomes
- Attendance and engagement data
- Admissions information
- Destinations of school leavers
- Departmental reports
- Senior Leadership Team reviews

- Director meetings
- Pupil surveys
- Individual pupil progress measures

Findings from monitoring and evaluation activities contribute directly to the School Development Plan and inform future curriculum improvement priorities.

Timetable and Intervention Provision

The curriculum is delivered through a full-time educational programme, with pupils receiving 25 hours of supervised education each week across 190 school days per year.

Each school day includes:

- Tutor time
- Literacy intervention
- Numeracy intervention
- Curriculum lessons
- Therapeutic support opportunities
- Enrichment activities where appropriate

Pupils are generally taught in small groups to maximise engagement, wellbeing and personalised support. Some activities, such as Physical Well-being, Duke of Edinburgh Award sessions and enrichment opportunities, may involve larger group participation.

First Concern Forms, Individual Development Plans (IDPs), Education Health and Care Plans (EHCPs) and therapeutic assessments inform the planning of additional interventions. Support may be delivered through one-to-one provision, targeted group work or specialist interventions.

Further information can be found in:

- ALN Policy
- Nurture Rationale
- Intervention Rationale

Therapeutic Community Meetings

Therapeutic Community Meetings are a central feature of life at Amberleigh Therapeutic School and reflect our commitment to creating a safe, inclusive and

participative learning environment. These meetings bring together all members of the school community, including pupils and staff, on a regular basis to strengthen relationships, promote emotional wellbeing and support positive community development.

The meetings provide a forum for democratic participation, enabling pupils to share their views, contribute ideas, discuss concerns and influence decisions that affect their daily lives within the school community. This supports the development of pupil voice and aligns with our commitment to the United Nations Convention on the Rights of the Child (UNCRC), particularly Article 12, which recognises the right of children and young people to have their views heard and taken seriously.

Therapeutic Community Meetings provide opportunities to:

- Reflect on events and experiences within the school community.
- Celebrate achievements and successes.
- Discuss issues affecting the school and identify solutions collaboratively.
- Give and receive constructive feedback.
- Strengthen positive relationships between pupils and staff.
- Promote mutual respect, empathy and understanding.
- Encourage democratic participation and shared responsibility.
- Develop communication, self-advocacy and problem-solving skills.
- Support emotional regulation and social development.

These meetings also provide valuable opportunities for staff to model positive interactions, respectful communication, empathy and perspective-taking. Through regular participation, pupils are supported to develop healthy attachments, increased self-awareness and a stronger sense of belonging within the school community.

As part of our therapeutic approach, themes arising from Therapeutic Community Meetings may inform interventions, pastoral support, curriculum development, Student Council priorities and wider school improvement planning.

Good Lives Model (GLM)

Amberleigh Therapeutic School applies evidence-informed therapeutic frameworks to support pupil development, wellbeing and positive behavioural outcomes. One such framework is the **Good Lives Model (GLM)**, which informs our approach to understanding and responding to Harmful Sexual Behaviour (HSB) and other behaviours that may place young people at risk.

The Good Lives Model is a strengths-based approach grounded in the principles of positive psychology. Rather than focusing solely on risk or behaviour management, the model seeks to understand the underlying needs that drive behaviour and supports young people to develop healthy, pro-social ways of meeting those needs.

The model proposes that all individuals seek a range of fundamental human needs, known as **Primary Goods**, which contribute to wellbeing, fulfilment and positive life outcomes. Difficulties can arise when individuals lack the skills, opportunities, resources or support required to achieve these needs appropriately. In such circumstances, behaviours that are harmful, unsafe or socially inappropriate may develop as an attempt to meet unmet needs.

Within Amberleigh Therapeutic School, the Good Lives Model helps staff to:

- Understand the function and purpose of behaviours.
- Identify individual strengths, interests and aspirations.
- Promote positive decision-making and risk management.
- Develop pupils' emotional literacy and self-awareness.
- Support healthy relationships and social development.
- Build resilience, self-esteem and personal responsibility.
- Encourage positive engagement in education, employment and community life.

The model recognises eleven primary human needs, including:

- Relationships and belonging
- Knowledge and learning
- Excellence in work and play
- Independence and personal agency
- Inner wellbeing and emotional stability
- Community and connection
- Creativity
- Spirituality and meaning
- Happiness and enjoyment
- Physical health and wellbeing
- Purpose and achievement

Through therapeutic intervention, education and supportive relationships, we work with pupils to identify their strengths and develop safe, healthy and socially appropriate ways of achieving these needs.

The Good Lives Model complements our wider therapeutic approach, including PACE, trauma-informed practice and Therapeutic Community principles. Together, these approaches support pupils to develop the skills, confidence and resilience required to lead safe, successful and fulfilling lives as valued members of society.