



Local Procedure/Protocol

School/Home Name:	The Gables Learning Centre
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2025
Next Update Due:	July 2026
Procedure/Protocol Lead:	Louise Osborne
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** The Gables Learning Centre which lies within Shropshire Local Authority offers a fully integrated therapeutic, education and care provision which supports pupils to realise their full potential, whilst developing their social and emotional resilience. The centre is an 18 placement school with two 5 bed and one 8 bed Children’s Homes on site which provide high quality living accommodation to support the education provision. The homes are organised to support and extend the school day, complementing the ethos of integrated high quality education, care and therapy. All pupils live on site and there are strong links between the education and care staff.

Due to the complex nature of the pupils that attend The Gables, it is our responsibility to provide them with the most appropriate curriculum, to promote their academic learning, life skills, Personal, Social, Health and Citizenship and their Spiritual, Moral, Social and Cultural Education whilst meeting the long term outcomes as identified in their EHCP (Education, Care and Health Plan).

Pupils who attend The Gables Learning Centre have invariably experienced disrupted education and care placements. Some have limited positive experiences of education and our assessment processes demonstrate that the majority of pupils are working below age related expectations on admission.

- 1.2** The Gables Learning Centre is well-resourced and has a comprehensive range of facilities including ICT in every classroom, a science laboratory, food technology room, a separate dining area and an outside Multi-Use Games Area (MUGA). Staff are highly skilled and there is a professional development programme in place which includes the robust induction of any new staff to the school. Staff/pupil ratios are deliberately high in order to ensure pupils feel well supported.

This policy covers the flexibility of approach we take with our curriculum, within the parameters of the National Curriculum, and how this approach supports the pupils at The Gables to access the curriculum. Our curriculum is broad and rich, and meets the needs of our pupils. Our curriculum provides consistency throughout the school whilst recognising developmental and age related aspects to learning. Staff have worked closely together to develop the curriculum, meaning there is ownership and understanding of the knowledge and skills pupils will gain at each stage in their educational journey.

2. VISION, AIMS AND INTENT

- 2.1** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. The Gables Learning Centre provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas

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- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond The Gables Learning Centre
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at The Gables Learning Centre ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *The teaching staff at The Gables Learning Centre ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 *Clinical staff ensure that:*

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- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Therapist, Occupational Therapist, Assistant Psychologist and Senior Psychologist. Most pupils at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Clinical Interventions and Social Activity time have all been included in our curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. They are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

Nurture

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Some of our young people have been identified as benefitting from a nurture model of teaching. They have their own classroom base and consistent teaching staff every morning to support them to settle into their day. The classroom offers a safe base for them and through having their own base this limits the amount of transitions they are required to make around school. Social and emotional skills are a huge area of focus in the nurture classroom. Students follow the national curriculum as closely as possible and the staff teaching the nurture groups work in conjunction with subject specialists to develop a tailored curriculum. Each student’s timetable will be created in line with their specific individual needs and interests. Students will also be taught by subject specialists for key areas such as: Science, Maths, PE and Food Technology.



4.2 Key Stage 1 and 2 (Years 2 - 6)

KS1 and KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. As pupils become more settled in school they progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Outdoor Learning, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by subject specialist teachers for subjects. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab, Food Technology room and the Art Room.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Outdoor Learning, Modern Foreign Languages, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

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Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Employability, Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Humanities, PE/Sport, Land-based studies, Vocational Studies, Health and Social Care/ Child Development and PE. There is also the option to access alternative provisions offsite to support specialist interest/ skill areas. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 **Key Stage 5 (Years 12 – 14)**

At Post 16, learners follow the WG Futures Curriculum which ensures every student is equipped with the academic, personal, and employment-related skills needed for a successful transition into adulthood and the world of work. There are three key foci - Academic, Personal Independence, and Preparation for Employment, which encompass targeted, aspirational, academic, technical, and vocational qualifications, life skills programmes, industry engagement, and community participation. The provision will develop essential literacy and numeracy skills, wellbeing, financial capability, independent travel, employability, Power Skills, alongside employer-led and real-world experiences. The individualised curriculum will align all learning with individual aspirations and destinations to enable students to make informed choices and achieve sustained success in their chosen careers.

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.6 **Residential Pupils**

Residential pupils access their class group during the school day and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills.

4.7 **Homework**

At The Gables Learning Centre, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home and progress is recorded on daily home to school handovers.

4.8 **Reading**

At The Gables Learning Centre, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 **Oracy**

Oracy statement

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

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- Develop students’ ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

4.10 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a therapeutic environment for our young people to live and learn in. All staff help pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 Physical Education

All pupils access PE lessons at The Gables Learning Centre with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

4.12 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at The Gables Learning Centre and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Emma Linney, Careers Consultant. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

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4.13 *Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics*

At The Gables Learning Centre, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.14 *COVID-19 Recovery Curriculum*

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. **IMPACT, ASSESSMENT AND MONITORING**

5.1 *Impact*

The impact of the curriculum at The Gables Learning Centre is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 *Assessment*

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We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as SOLAR.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The Learning Centre’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

The Learning Centre will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

The Gables Learning Centre Curriculum Model: September 2025

Subject Area 40 min lessons	Key Stage 1/ 2			
	Year 2	Year 3 & 4	Year 5	Year 6
English	English (5)	English (5)	English (5)	English (5)
Maths	Maths (5)	Maths (5)	Maths (5)	Maths (5)
Science	Science (2)	Science (2)	Science (2)	Science (2)
Computing	Computing (1)	Computing (1)	Computing (1)	Computing (1)
PHSE / RSE	PHSE/RSE (1)	PHSE/RSE (1)	PHSE/RSE (1)	PHSE/RSE (1)
PE	PE (2)	PE (2)	PE (2)	PE (2)
'Expressive Carousel' MFL/ Music	Expressive Carousel (1)	Expressive Carousel (1)	Expressive Carousel (1)	Expressive Carousel (1)
'DT carousel'	DT carousel (1)	DT carousel (1)	DT carousel (1)	DT carousel (1)
D&T/ Art & Design				
Humanities	Humanities (1 + 20mins)	Humanities (1 + 20mins)	Humanities (1 + 20mins)	Humanities (1 + 20mins)
RE	RE (1)	RE (1)	RE (1)	RE (1)
'Cultural Carousel'	Assembly (20 mins) 'Cultural Carousel' (2)	Assembly (20 mins) 'Cultural Carousel' (2)	Assembly (20 mins) 'Cultural Carousel' (2)	Assembly (20 mins) 'Cultural Carousel' (2)
'Creative Carousel' Social Activity/ Role Play/ Outdoor Learning	Creative Carousel (2)	Creative Carousel (2)	Creative Carousel (2)	Creative Carousel (2)
SAFETY Curriculum	SAFETY (1)	SAFETY (1)	SAFETY (1)	SAFETY (1)
REWARDS	REWARDS (2)	REWARDS (2)	REWARDS (2)	REWARDS (2)
Other	<ul style="list-style-type: none"> • After school catch-up • 1:1 Target session with Pastoral team/ Key worker • 1:1 Individual therapy • Half termly additional RSE session • X2 reading sessions/ day (inc. Nurture) • 'Design Technology Carousel'- Art and Design/ D&T (inc. Food Tech) • 'Cultural Carousel'- Cultural capital visit/ Enrichment (My Activity Passport/ John Muir Award)/ Enterprise (TEAM CHALLENGE) • Summer: Weekly 'Team Challenge' (SMSC) 			

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Subject Area 30/ 40/ 60 min lessons	Key Stage 3		Key Stage 4		Key Stage 5	
	Year 7, 8, 9		Year 10/ 11		Year 12/ 13	
English	English (5)		GCSE / ELC / FS English (5)		GCSE / ELC / FS English (5)	
Maths	Maths (5)		GCSE / ELC / FS Maths (5)		GCSE / ELC / FS Maths (5)	
Science	Science (3)		GCSE Biology /BTEC L1 Applied Science/ ELC Sci (3)		GCSE Biology /BTEC L1 Applied Science/ ELC Sci (3)	
Computing	Computing (1)		NCFE EL3/ Level 1 in Essential Digital Skills (2)		NCFE EL3/ Level 1 in Essential Digital Skills (2)	
PHSE / RSE	PHSE/RSE (1)		BTEC Level 1 Personal Growth and Wellbeing/ JIGSAW PHSE/RSE (1)		BTEC Level 1 Personal Growth and Wellbeing/ JIGSAW PHSE/RSE (1)	
'SMSC Carousel' RE, Careers, Citizenship	'SMSC Carousel' (1)		NCFE Level 1/2 Employability (1)		NCFE Level 1/2 Employability (1)	
PE	PE (2)		PE (2)		PE (2)	
Expressive Carousel MFL/Music	MFL (1)		FCSE/ GCSE French (3)		FCSE/ GCSE French (3)	
Food Tech	Food Technology (2)		BTEC Home Cooking Skills Level 1/2 (2)		BTEC Home Cooking Skills Level 1/2 (2)	
Art and Design	Art (2)		NCFE Level 1/ GCSE Art & Design (3)		NCFE Level 1/ GCSE Art & Design (3)	
Humanities	Humanities (2)		ELC/ GCSE History/ Geo (3)		GCSE/ ELC History/ Geo/ RE (3)	
1:1 Clinical/ Pastoral	1:1 (1)		1:1 (1)		1:1 (1)	
'Cultural Carousel'	Cultural Carousel (2)		Cultural Carousel (2)		Cultural Carousel (2)	
SAFETY	Safety (1)		Safety (1)		Safety (1)	
REWARDS	Rewards (2)		Rewards (2)		Rewards (2)	
Other	<ul style="list-style-type: none"> After school catch-up X1 reading sessions/ day Cultural Carousel- Cultural capital visit/ Enrichment (Outdoor Ed/ John Muir Award/ Activity Passport)/ Enterprise (new/ development of a skill)/ TEAM CHALLENGE (Summer) Half termly additional RSE session Dependent on individual needs of the pupil the following offsite provisions can be accessed: Country Treks (Horse Riding); Crows Mill (D&T) and Project Farm (Animal Care).		BTEC Level 1 / 2 Animal Care (3) BTEC EL3/ L1 Vocational Studies (3) BTEC EL3/ L1 Land Based Studies (3) NCFE Level EL3/ 1/2 Caring for Children (3) NCFE Level EL3/ 1/2 Health and Social Care (3)		BTEC EL3/ L1 Vocational Studies (3) BTEC EL3/ L1 Land Based Studies (3) NCFE Level EL3/ 1/2 Caring for Children (3) NCFE Level EL3/ 1/2 Health and Social Care (3)	
			<ul style="list-style-type: none"> Dependent on individual needs of the pupil the following subjects can be offered: GCSE Chemistry/ Physics, GCSE Psychology, GCSE ICT/ Computing, GCSE Spanish/German BTEC L1 Vocational studies unit options: Science, Art, Land Based Studies, Performing Arts and H&SC Cultural capital visit/ Enrichment (Outdoor Ed/ The Duke of Edinburgh Award)/ Enterprise REVISION SESSIONS (2)- Post 16/ Work experience (4)- Post 26 			
			KS4/5 Core curriculum (lessons per week)			
			KS4/5 Option curriculum (6 lessons per week) 2 option choices			

Key Stage 5 (Years 12&13)
<p>Learners follow the WG Futures Curriculum which ensures every student is equipped with the academic, personal, and employment-related skills needed for a successful transition into adulthood and the world of work. There are three key foci; Academic, Personal Independence, and Preparation for Employment, which encompass targeted, aspirational, academic, technical and vocational qualifications, life skills programmes, industry engagement, and community participation. The provision will develop essential literacy and numeracy, wellbeing, financial capability, independent travel and employability 'Power' skills alongside employer-led and real-world experiences. The individualised curriculum will align all learning with individual aspirations and destinations to enable students to make informed choices and achieve sustained success in their chosen careers.</p> <p>The DfE expects Post 16 study programmes to provide students with a structured and challenging learning programme to support development and progression. In line with student career plans and aspirations, study programmes are to include a combination of the elements below as outlined by the DfE:</p> <ul style="list-style-type: none"> Substantial qualifications that stretch students and prepare them for education at the next level or for employment <ul style="list-style-type: none"> English and Mathematics where students have not yet achieved a GCSE at grade 4 Work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions Other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression <p>The DfE expects providers to take particular care to tailor study programmes to the individual aspirations and needs of students with SEND. Every study programme must have a core <u>aim</u> and this will usually remain unchanged within an academic year. This is the principal activity or core purpose of a student's <u>programme</u> and it will usually be the component that has the largest number of planned hours. The core aim for most of our students will be to achieve one or more substantial and progressive qualifications which prepares the student for further education or employment.</p> <p>At The Gables Learning Centre, we will design a bespoke individual curriculum for each student <u>entering into</u> Post 16 education, taking account of the DfE's Post 16 study programmes, whilst meeting the needs of our individual students. The core aim of the study programmes will be agreed between The Gables Learning Centre and the student.</p> <p>KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.</p>

7. REFERENCES

None

8. ASSOCIATED FORMS

None

9. APPENDICES

- A KS4 Qualifications overview Sept 2025
- B GBLC A3 Curriculum VISION 2025 2026
- C GBLC 2025 Learner journey
- D GBLC Basic Principles 2025
- E Plane I, I, I 2025

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