

Curriculum Policy

2025 - 2026

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1. Objectives of the LAMP curriculum

The objectives of LAMP's curriculum are to;

- re-engage students back into education and learning
- help students reach their creative & academic potential,
- allow students to experience success
- inspire our students to become lifelong learners.
- provide our students with the skills for independent living.
- promote British Values
- provide a personalised learning experience matched to student needs
- provide students with independent careers advice
- support students to transition to further or higher education opportunities within mainstream settings

To achieve these objectives LAMP will;

- Deliver a student-centred curriculum
- Provide an individualised timetable built around a student's SEND and interests
- Use student's EHCPs to ensure provision meets needs
- Allow opportunities for students to become independent learners
- Help students understand personal health and safety
- Foster a growth mindset
- Allow creativity to flourish
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students with their spiritual, moral, social and cultural development
- Support students with their health and wellbeing
- Promote a positive attitude towards learning
- Ensure equal access to learning.
- Ensure appropriate levels of challenge and support.
- Provide subject choices that support students' progression and interests and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education, employment and independent living.
- Provide careers guidance

2. Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

3. Roles and responsibilities

3.1 The directors and head of centre

The directors will;

- monitor the effectiveness of this policy
- ensure the policy is adhered to
- ensure that a fully differentiated programme of learning is in place for every student, fulfilling the provision within EHCPs
- provide all the required elements of the curriculum, and subjects which LAMP has chosen to offer.
- ensure the amount of time provided for teaching the required elements of the curriculum is adequate
- ensure that LAMP procedures for assessment meet all JCQ and awarding body requirements.
- Provide students with independent careers advice

3.2 Other staff

Other staff will ensure that the LAMP curriculum is implemented in accordance with this policy, their subject policy and any other relevant policies referred to in section 7.

4. Organisation & Planning

LAMP specialises in working with young people with Autism and/or high anxiety that can't attend mainstream education. All of our students have EHCPs. Their SEND forms the basis of the programmes that are created for them. We offer students;

- an education based on their needs
- individualised timetables
- phased start to their programme progressing at their pace
- small class sizes (1-6 – depending on the subject and classroom)
- subjects that suit their interests
- a timetable that is flexible and allows for a phasing back into education and can begin with anything from 1 hour a week up to 5 days a week
- the opportunity to study accredited qualifications

- a relaxed approach and atmosphere to support those with high anxiety
- engagement sessions to enable reintegration back into education
- a low sensory environment
- areas to break out to for self-regulation

Subject specific policies can be found on the LAMP website. Schemes of work are refreshed regularly throughout the academic year and curriculum plans produced.

Lessons are not planned using formal lesson plans due to the need to be flexible to fit with the student's ever-changing needs and how they may present to LAMP on any particular day. This ensures also that teachers provide a differentiated curriculum. Instead, lesson outcomes, engagement level, interventions used, next steps and progress for each student is recorded, after each lesson, on the student's learning log.

LAMP works with students in Year 10 and above. Transition work for Year 9 students can start in the summer term before year 10.

Subjects taught are appropriately matched to student's key stage and previous educational experiences. Students in Year 12 and above access Maths & English Functional Skills in order to achieve a Level 2, if they have not already achieved them before. On occasion, GCSE English or maths may be taught to students who may have closely missed out on a Grade 4 GCSE previously.

Students are only entered for GCSE, A'Level and L3 subjects where LAMP believe they can cope with the demands of the study and assessment processes required.

5. Timetable

The LAMP day is broken down as follows;

Arrival	09:00 - 09:30
AM1 Lesson	09:30 -10:30
Break	10:30 - 10:45
AM2 Lesson	10:45 – 11:45
Lunch	11:45 – 12:45
PM1 Lesson	12:45 – 13:45
Break	13:45 – 14:00
PM2 Lesson	14:00 – 15:00

6. Inclusion

One of the main features of the education provision at LAMP is to enable students to access education from which they have previously been unable in their mainstream setting.

A lot of time at the beginning of student programmes, and sometimes throughout their programmes, is spent working sensitively with students to build up trust. Many have negative experiences of education, trauma and have huge anxieties based around their abilities. Students who attend LAMP generally arrive with low prior attainment due to a lot of missed education.

Despite these factors, Teachers at LAMP set high expectations for all students. We recognise their strengths and talents and work with students to develop a timetable based around these. At the start of programmes; teachers measure a student's base levels using appropriate assessments. LAMP chooses to assess these via methods that are sensitive to student's needs rather than the use of formal assessment packages.

Teachers plan differentiated work for all learners, provide stretch and challenge opportunities, additional scaffolding and where possible select lesson topics and activities that match students' interests. Teachers take into consideration information from a student's EHCP and any other transition information to ensure successful learning can take place.

7. Progression

Student progression is checked through the following ways;

- Assessment of student class work
- Completion of tracking documents
- Checking against base levels
- Reviewing EHCP targets, where applicable.
- Accessing final submitted portfolio and e-portfolio work
- Q&A sessions
- Peer review
- Mock exams/practice papers
- Externally set assessments/ exams
- IQA, EQA and assessor processes
- Target setting & review

8. Quality monitoring arrangements

LAMP will monitor teaching and learning by:

- conducting lesson observations
- reviewing tracking documents

- holding subject meetings
- evaluating resources
- checking teacher planning
- student questionnaires
- reviewing student work
- Internal Quality Assurance
- External Moderation
- External Quality Assurance
- Local Authority quality assurance
- Staff appraisal

9. Links with other policies and documents

- Teaching and learning policy
- Marking policy
- Exams policy
- SEN policy
- Equality information and objectives
- Subject policies
- Schemes of work