“Excellence, from Enrolment to Graduation”

Serenity School

CURRICULUM POLICY

A Holistic Approach to Education and Childhood Development

We specialise in academic and therapeutic methods to motivate SEND students who struggle to engage with mainstream school. We also excel in re-engaging students who for some reason have become a school non-attender, or home tuition. Our curriculum offer will both motivate and inspire new confidence and a great sense of belonging within a special school setting.

Last Review: September 2026
Next Review: September 2027

Our Curriculum Pathways

Our three curriculum pathways are designed to ensure that every young person in our care has the opportunity access learning which is tailored to their needs and abilities.

This policy describes the curriculum framework used across the Serenity School Group. Serenity School Coulsdon is an 11-18 specialist SEND school and operates the Formal, Semi-Formal and Nurture pathways described in this policy. Coulsdon does not provide Early Years, Reception, Key Stage 1 or Key Stage 2 education; references in this policy to a primary phase, to KS1 or KS2 National Curriculum content, or to primary-aged pupils describe the wider group curriculum framework and do not form part of Coulsdon's own provision, which begins at Key Stage 3. Where a pupil's SEND profile requires learning content or approaches ordinarily associated with an earlier key stage, this reflects their individual developmental starting point and does not indicate that Coulsdon delivers a primary curriculum.

Note: this diagram illustrates the wider Serenity School Group's pathway model. The "Primary (KS1/KS2) Outcomes" row and the "KS1/KS2" labelling in the Formal Pathway column describe group-wide provision only. Serenity School Coulsdon does not provide Key Stage 1 or Key Stage 2 education; pupils join Coulsdon at Key Stage 3, and the "KS3 Outcomes" row is the starting point for Coulsdon's own provision across all pathways.

Nurture Curriculum

Nurture Curriculum at Serenity School is a process based, sensory and developmental curriculum designed for learners who have complex learning difficulties. Many also have physical disabilities alongside other difficulties such as cognitive processing, sensory and/or complex health needs. These learners require experiences and opportunities which promote the development of functional skills, communication, emotional wellbeing, confidence, and independence. It is important for them that achievable aspirations for transitioning to their adult lives remain at the heart of our curriculum and time is dedicated to ensuring a progression of skills throughout school.

The intention of the curriculum is for students to become confident communicators who effectively self-advocate to shape their own lives by being able to think and problem solve as independently as they possibly can. As young people, our students will gain group or individual voluntary sector work within their local communities. These young people will be able to make choices about their day-to-day lives and work towards supported living in the long term.

Our approach is based around the Six Principles Of Nurture

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

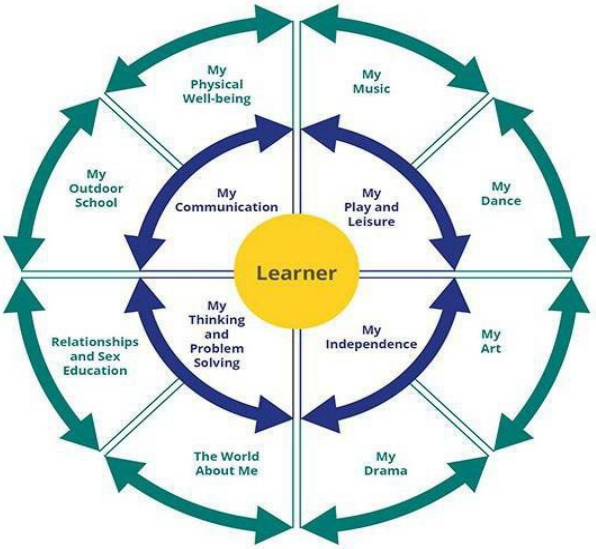
Hence, our Nurture Pathway delivers steps of progression guided by both child development and personal aspirations. Our pupils learn differently and therefore our approach starts with each student's specific needs, highlighting strengths, and identifying areas to develop. Teaching is adapted and play-based, and significant milestones are celebrated such as the progression through the key stages. Classrooms are set up to provide continuous provision and sensory exploration activities throughout the day with therapies integrated as part of the curriculum and not seen as an addition.

Our Nurture curriculum is based on the Equals curriculum which aims to promote the highest standards of education for pupils with learning difficulties and offers a progressive curriculum approach. The curriculum is developmental in nature and open to personalisation. Learners fit into it according to their individual abilities, interests and learning journey with the aim of achieving the highest level of independence possible. It not directly related to either age or key stage, but responsive to the developing needs of students and regularly reviewed to ensure they are offered the best opportunities to thrive.

Our range of multi-sensory resources and planned learning opportunities enable pupils to explore and make sense of the world around them whilst considering the individuality of our young people. Planned activities provide opportunities for pupils to develop cross curricular skills.

The curriculum focuses on twelve broad learning areas which are:

- My Communication
- My Thinking & Problem Solving
- My Play & Leisure
- My Independence
- My Outdoor School
- My Art
- My Physical Well-being
- My Drama
- Relationship and Sex Education
- The World Abot Me



Within the curriculum, we are further able to take a personalised approach for each student focusing on developing each individual students' specific needs. Many students have individualised learning programmes to assist them to overcome particular barriers to learning, such as sensory or communication difficulties. We also offer additional programmes and therapies, such as Play Therapy, Hydrotherapy, Lego Therapy and Sensory Integration.

Students access suitable therapies as an integral part of the curriculum and not as an addition. Teachers planning take into account how the different therapies can be extended during the school day and are included in planning using a range of traditional and specialist teaching techniques in order to maximise the learning opportunities and promote independence for the students.

Pupils are assessed using Solar which facilitates planning, assessment and recording of progress in relation to personal learning intentions. We also work towards a transitional challenge within ASDAN with all secondary aged students in the Nurture Centre if they can access. This is a nationally accredited award which offers a learner centered activity-based curriculum. Where suitable, students may sometimes work within different curriculum pathways to ensure that they are always appropriately stretched and challenged to achieve their full potential.

We encourage students to be self-regulated learners that are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. Carefully designed guided practice, with support gradually withdrawn as the student becomes proficient, allows students to develop skills and strategies before applying them in independent practice. Challenge, at an appropriate level, is integrated throughout the curriculum and it is crucial to allow the Nurture Group students to develop and progress their knowledge of tasks, strategies and of themselves as learners. Students are provided with increased opportunities to take part in activities within the community setting and also to develop links with post-16 providers and other services. Objectives and targets are also negotiated with parents and other professionals to ensure delivery of our core aims of Inclusion, Independence and Self-worth for all our learners.

Semi Formal Curriculum

The Semi Formal Curriculum is designed for learners with a range of moderate to severe learning difficulties. These learners can sometimes access subject specific learning but are consistently and over time working at levels below age related expectations. The curriculum is therefore developmental in nature, and open to personalisation. It is a blended offer for pupils that we feel should not be limited to a nurture offer, yet realistic to the fact that a formal curriculum can be too challenging all the time across the week. It is individualised so that learners work according to their own abilities. Our aim is always to transition pupils from Nurture to Semi formal or even Formal as they progress through the school, depending on their individual development.

Our curriculum intention for learners who follow this pathway is that they develop as confident independent individuals, who can access, work and thrive within their local communities. We support these young people to develop a core foundation of skills and knowledge that will prepare them for further study, training and employment and aim for them to attain the highest level of recognized qualifications appropriate to them. Our Semi Formal pathway is absolutely driven by a commitment to develop an outstanding provision with a focus on high expectations, supporting pupils to achieve and aspire to succeed.

The curriculum is designed thematically to focus on the following areas: English, Mathematics, Science, Religious Education, DT, PE, Play and Leisure, Sex and Relationship Education, Independence, Outdoor schooling, Physical wellbeing and The World Around Us. This is achieved alongside the development of early literacy and numeracy skills using Accelerated Reader and STAR Maths Program.

Throughout their Serenity journey, students will develop their independent, social and academic skills eventually completing accreditations that reflects their achievements and attainment. We have high expectations for all our pupils and aim for success through the use of routine and structure, building on children's knowledge and understanding and careful differentiated work which is broken down into small manageable chunks.

At all key stages, we focus on providing a motivating and engaging context in which pupils can achieve and make progress based on their assessed levels and next steps in a personalised way. The curriculum has been planned and sequenced so that new knowledge and skill can be built on what has been taught previously based on each child's assessed abilities. There is also a strong focus on building Reading, Writing and Numeracy skills.

At Coulsdon, the Semi-Formal Pathway begins at Key Stage 3 and continues through Key Stage 4 and Post-16. Learning is not directly related to age or a key stage but tailored to the needs of each learner, with the curriculum built upon and extended through a broad and balanced offer that meets the holistic needs of each pupil. Where a pupil's SEND profile requires it, teaching may draw on content and approaches typically associated with an earlier key stage to reflect their developmental starting point. Classes at Key Stage 3 retain a foundational, needs-led model to support transition into secondary provision. At different points in their educational journey students will work towards accreditations and qualifications that recognise their achievements within individual subjects.

By the end of key stages 3 where appropriate, students will be able to complete ASDAN qualification and take entry level qualifications in a range of subjects depending on their ability and interests, and by the end of Key Stage 4, we expect them to achieve ASDAN qualifications, Entry Level 3 and/or Level 1 qualifications in at least five subjects including English and Maths. By the time students leave us at the end of Post 16, we expect them to have achieved a range of ASDAN, Entry Levels 3, Level 1 and/or Level 2 qualifications including English and Maths.

Therapies are also planned and integrated as part of students' learning to ensure that our young people are able to develop holistically and are equipped to positively contribute the society when they leave us.

Formal Curriculum

Our Formal Curriculum is designed for learners who are able to access the National Curriculum in a broadly age-appropriate way but adapted to meet their individual. It is designed organically to develop each pupil at an individual level to provide an offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make progress at **Bronze, Silver, or Gold Standards** in their overall Key Stage Curriculum towards our **Socio-Education Model.**

At Coulsdon, learners on the Formal Pathway begin at Key Stage 3, following a personalised curriculum aligned to National Curriculum expectations for their key stage and delivered alongside their IEP targets. Where a pupil's attainment or developmental profile requires it, teaching may draw on content ordinarily associated with an earlier key stage to secure foundational skills before building towards Key Stage 3 expectations.

In our Secondary phase, all learners complete our **Set-Sail Award** which delivers a minimum of 5 E3/L1 qualification including in English and Maths by the end of KS3 and our **Serenity Baccalaureate** which delivers a minimum of 5 L1/2 and/or GCSE qualifications including in English and Maths by the end of KS4.

At Post-16, our curriculum offer ensures that every pupil excels during their time with us. The curriculum ensures a seamless transition from KS4 with an emphasis on preparing all our students for adult life so that they can lead full and productive lives as independent members of their own community. Learners follow our **Post 16 Vocational Baccalaureate Award** which challenges pupils to develop themselves into a complete all-round person, equipped with the skills to do well, in school and life. It develops a growth mindset and will ensure that they achieve an awareness of our **5 Core Principles of Positivity** in their life on a regular basis and apply them to themselves and others. Where students have not achieved L1 in English or Maths by year 11, they will continue to be supported to do so by the end of year 12.

Learning in this pathway is planned around individual needs, interests and ambitions of learners, and progress is monitored and discussed with each young person and their family to develop the right learning program so that they can progress to college or the world of work by the time they leave us.

Each pupils' progression pathway is set by SLT after they complete a series of assessments using the GL Assessments. An **Academic Flightpath** is put in place based on the data and shared with parents and staff. Pupils, parents, and staff are therefore held to account to ensure standards of progress is achieved along the way and measured termly. We call this process, '**Steppingstones to Milestones'**.

Key Performance Indicators are strategically tracked for each pupil, and with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum using the Accelerated Reader and Accelerated Numeracy Program, we guarantee a minimum of five accredited outcomes by years 9, 11 and 13.

Academic progress is tracked alongside SEND targets to deliver our **Socio-Education Model** for each pupil and our emphasis on a holistic approach ensures that Therapy, CEIAG and Personal Development are also integrated into the curriculum to ensure that every learner at Serenity School achieves their full potential.

Inclusion – All our curriculum pathways have three facets of inclusion built into them to make our school unique. Inclusion has many forms but one principle; the right of a person to have the same opportunities and respect as anyone else. Therefore, our curriculum

- Responds to the need of each and every individual pupil
- Provides opportunity and support to both the pupil and the family as a unit
- Creates a sense of identity for each pupil – Our schools ensure that children who follow their personalised curriculum leave school with a strong identity and a sense of who they are, why they are as they are and the impact that this has on their families and their lives. It also helps
- them to understand how they see themselves, their families and the wider world.

An Organic Curriculum

Our curriculum is creatively designed based on our Socio-Education model to ensure that our students who are often vulnerable are accessing and remain in full time education, by focusing on their emotional development so that they develop skills they need to cope in society once they reach adulthood.

Each of the five component sections of the curriculum is designed organically to develop each pupil at an individual level to ensure each one has a curriculum offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make **progress at Bronze – Sliver – Gold Standards** in their overall Key Stage Curriculum. Each pupil's timetable and progression pathway are set by SLT after they complete a series of assessments. Once the data is available an **Academic Flightpath** is put in place and shared with parents and staff. Pupils, parents and staff are therefore held to account to ensure standards of progress is achieved along the way and measured termly. We call this process, '**Stepping Stones to Milestones'**.

Key Performance Indicators are strategically tracked for each pupil, and therefore, with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum with the Accelerated Reader and Accelerated Numeracy Program, we guarantee expected progress or above throughout Key Stage 3 and a minimum of five accredited outcomes in years 9, 11 & 13.

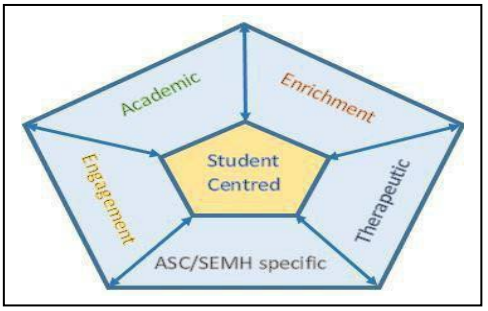
Academic progress is tracked alongside SEND targets and when combined, contribute to the overall achievement of our **Socio-Education Model** for each pupil.

Our curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. It has been designed to weave the Independent Schools Standards together and in doing so offers a curriculum that develops the whole child.

Our schools are committed to providing a broad and balanced curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the Independent Schools Curriculum core themes. Some subjects are taught discretely while others are covered via a creative curriculum approach.

Throughout learning and teaching we offer a five-part curriculum model that consists of the following:

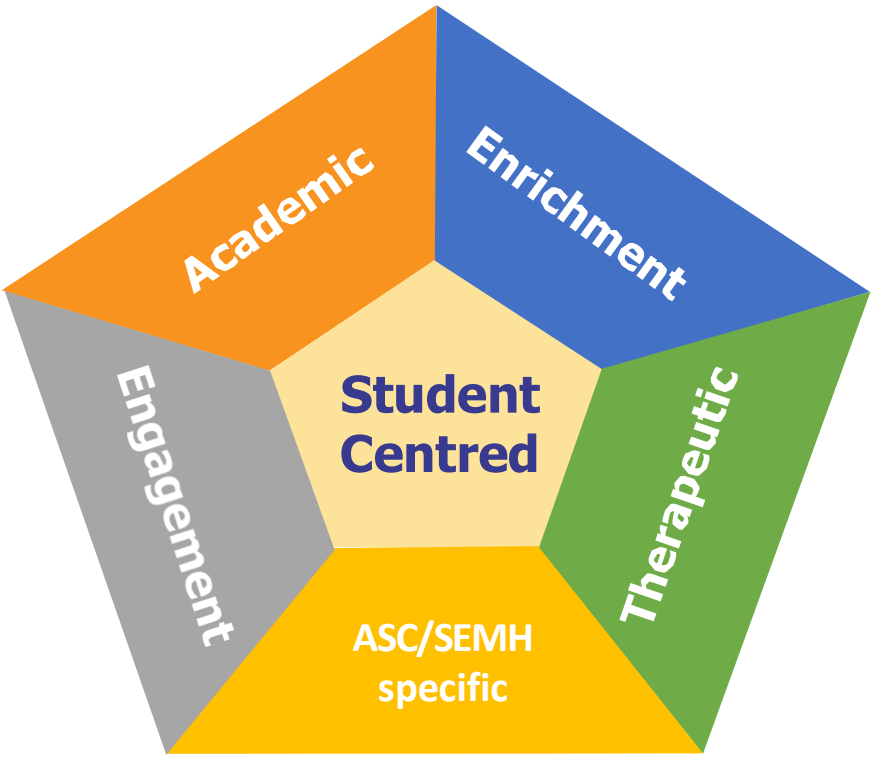
- Academic
- SEND
- Engagement
- Enhanced Enrichment
- Therapeutic



Through this combination, we deliver highly personalised learning programs which meet the specific needs of each pupil based on their EHCP.

Our curriculum has been developed and implemented in line with three strategic statements: The Independent School Standards; Every Child Matters; and Removing Barriers to Achievement.

Socio-Educational Model



Performance Outcomes

Academic	Engagement	SEND	Enrichment	Therapeutic
Post 16 Vocational Baccalaureate Award All post-16 students achieving a minimum of 5 L1/ L2/L3 qualifications (including English or in addition to Maths and English) at the end of year 13 **SS Baccalaureate Award** – 100% of Year 11 pupils achieving 5 L1/L2/ GCSE qualifications including Maths and English All pupils making substantial in-year progress across all subjects from Year 7to Year 13	Attendance and wider participation guaranteed Positive destinationfor Year 11 and 13 students 0% NEET by end of Year 11 and Year 13 All students engage in Character Education Program	All pupils making expected progressof EHCP targets Holistic IEP targets	All pupils completing bespoke curriculum offer Leadership opportunities for improved self confidence All pupils accessing Personal Development curriculum	All pupils improving their understandingof SEMH barriers using a range of therapies on offer

Formal Curriculum Pathway

All pupils on the Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves		We look after our Learning; Our Futures		We Look after Ourselves and Futures	
Independence	Personal Autonomy	Qualifications/FS	Vocational Training	Further Education	Employment
• Travel training • Health and safety • Personal safety including e-safety • Home management • Independent living • Community participation • Social skills development • Personal care	• Functional Communication • Independence skills • Life skills • Accessing the community • Creative skills • Accessing health and care services • Social skills development • Personal and emotional well-being • Understanding relationships and sex	• GCSE/AS/L1/L2/3 • Functional Numeracy and Financial Education • Functional Literacy • Citizenship • Personal and Social Education • Understanding the world (Science)	• NCFE qualifications • BTEC • Sports Leaders • Skills for work placements • Work experience • Preparation for working life • College link courses • In fill courses	• Self-advocacy and determination • Career Interviews (IAG) • Work experience • College taster • College transfer	• Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Volunteering opportunities

Learning opportunities are designed around each individual offering a curriculum which include:

Physical Development | Leisure and Choices | Community and Environment | Vocational Learning | Functional Skills | Personal Skills | Living Skills

Semi-Formal Curriculum Pathway

All pupils on the Semi-Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves	We look after our Learning; Our Futures		We Look after Ourselves and Futures	
Independence	Personal Autonomy	Vocational Training	Further Education	Employment
• Travel training • Health and safety • Home management • Independent living • Functional Communication • Community participation • Social skills • Personal care skills	• Functional Communication • Sensory awareness • Independence skills • Life skills • Engaging with the world • Engaging with the community • Creative skills • Keeping healthy and safe • Relationships and sex education	• NCFE Qualifications • Functional skills • Skills for work placements • Work experience	• Self-advocacy and determination • Career Interviews (IAG) • Work experience • College taster • College transfer	• Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Project SEARCH

Learning opportunities are designed around each individual offering a curriculum which include:

Physical Development | Leisure and Choices | Community and Environment | Vocational Learning | Functional Skills | Personal Skills | Living Skills

Informal Curriculum Pathway

All pupils on the Informal Pathway follow a personalised programme tailored to aspirational outcomes linked to 1+ of three pathways:

Creativity and life skills
- A programme that emphasises access to a sensory, proprioceptive and creative experiential pathway

Communication and Socialisation
- A pathway designed for learners who are developing their transferable and conventional communication system

Making choices and working with others
- A pathway that facilitates the development of choice-making, autonomy, relationships with other people

All outcomes are supported by:
- Family support
- Community inclusion and participation
- Voice, independent advocacy and transitioning to adulthood
- Social and personal relationships
- Long-term planning and transitions
- Accreditations

All pathways are supported by a multi-disciplinary, person-centred approach to support the holistic development of:

Physical Development | Leisure and Choices | Community Inclusion | Social Enterprise | Life Skills | Communication | Cognition

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Explanation of How the Curriculum Works

Rationale and Aims:

At Serenity School, We Care, Value and Challenge every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to Inclusion, Independence and Self Worth for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development.

Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

We look after Ourselves: This part of our curriculum focuses on equipping pupils with the skills they need to become healthy and independent individuals able to care for themselves. Pupils are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted through rewards to encourage an active lifestyle, improve self-esteem and social skills and increase competency in gross motor skills. Pupils also participate in Life Coaching to help them better manage their emotions and behaviour and consequently become more authentic and independent.

We look after each Other: Students achieve more when they learn to care for each other. Hence this part of our curriculum aims to help pupils understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop skills and behaviours needed to lead others and work as part of a team. They will participate in activities such as organising coffee mornings at the local hospice and in the planning and running of enterprise activities within the school.

We look after our Learning: We have very high expectations of our pupils and strongly believe that they should gain the relevant currency which they will need to participate fully in today's rapidly changing society. As such, pupils, regardless of their pathways have aspirational academic KPIs. For example, Students on the Formal Pathway are expected to make expected progress in line with Key Stage 3 National Curriculum standards during Years 7 to 9. By Year 9, they are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Entry Level or Level 1 and by the end of Year 11, they are expected to gain a minimum of 5 more qualifications at Level 1/2 or GCSE level depending on their ability. In post 16, they are expected to either follow a pure vocational pathway where they achieve a minimum of 5 level 2/3 qualifications (including or in addition to) English and Maths; or a combined apprenticeship/vocational qualification where some days are completed within real work environment to complement learning which takes place in school and also gain relevant work-related accreditations. Students on the Nurture and Semi-Formal Pathway have equally aspirational and seamless flightpaths suited to their individual abilities, to ensure that they leave school with meaningful qualification at the end of each key stage. All students are incentivised to develop a love of reading as well as positive behaviours for learning.

We look after our School, Community and World: This part of our curriculum encourages pupils to care for our school community. They begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. They will learn about the changing nature of society in the UK by examining the impact of migration and the benefits of cultural diversity. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

We look after our Futures: Pupils will be introduced to the basic elements of managing their money from Key Stage 3 through the creation of a School Bank. Pupils will also be taught to utilise their savings in a practical way through making purchases at the School Tuck Shop. Real-life maths will be showcased when the pupils have the responsibility of running the Tuck Shop. In Key Stage 4 and Post-16, pupils will be introduced to further elements of managing personal finances, by encouraging them to prepare a personal budget and to carry out transactions capably. They will also develop problem solving skills to help them to tackle problems in their daily lives.

Through our unique Careers Matrix, pupils will be gradually exposed to careers information to help them develop career awareness and assist them in making informed choices about their future. From the start of Key Stage 3, students begin to familiarise themselves with different types of careers and how they develop, and participate in different enterprise activities and career fairs where they meet adults from different professional backgrounds. As they progress through Key Stage 3, they begin to recognise the qualities and skills needed for employability and be aware of the laws relating to young people's permitted hours and employment. At KS4, our young people re expected to begin to understand why certain mindset qualities are attractive to employers. They participate in work experience to enable them to see for themselves, what working in different careers could be like. In post 16, all our students are encouraged to participate in work related learning within real work environments with the aim of ensuring that they are ready for the world of work when they leave us. We expect that they apply for and gain a post 18 education, employment or apprenticeship place of their choice before they leave us.

Therapeutic Curriculum

Therapeutic Intervention Model to ensure Engagement and students Accessing Education

Meeting pupils' most basic physiological, safety and belonging needs through intensive individual support, before pupils can move towards independent learning in groups is a core aim of Serenity School. Our pupils face multiple obstacles to engagement; this may include internalized and long-established beliefs about themselves that often lead to resistance to learning and which has prevented their underlying mental health needs from being identified, therefore resulting in pupils not accessing learning or making educationalprogress.

Our Six Part Cycle

1. Engagement – we work 1:1 on understanding a pupil's interests, strengths and abilities to form a strong, functional relationship with the child.

2. Stabilisation - Our staff may need to stabilise pupils and ensure attendance through our transitional learning package pre-enrolment and continues throughout the placement.

3. Assessment - Once a secure attachment has formed with their tutor and teachers, pupils are more willing to engage in formal assessment with our clinical team, exploring and validating the initial hypotheses. Our assessments include well- established and evidence-based tools.

4. Treatment Phase - Through the assessment phase, clarity has been brought to the complexity of co-morbid risks and needs. We recommend a bespoke programme and monitoring package for the pupil and, where necessary, family members. Where the pupil does not engage with therapy, work will initially centre on encouraging active participation in school life and life coaching.

5. Integration - We work carefully at each stage of the process to introduce pupils to working with another individual, and later in small groups. As confidence and self- esteem develop, pupils are increasingly motivated to achieve. This is the stage where realistic prospects of successful transitions and outcomes emerge towards a wider social cohesion and personal resilience. At this stage, bespoke curriculum and a timetable are assigned, and outcomes are set.

6. Pathways - We work to ensure every pupil leaves our school with a level of relational and emotional stability, together with a lifelong enthusiasm for learning which allows them to function effectively in all social situations. Ultimately graduating with expected or above expected progress against their individual starting points, a minimum of 5 nationally recognised accredited qualifications at end of Key Stage 3, at the end of Key Stage 4 and at the end of Post 16 as well as a secure positive destination depending on their ability.

Holistic approach

Our Multi-Disciplinary Team (MDT) will work closely with teachers and support staff to ensure that students grow socially and emotionally alongside their educational development. Depending on EHCP or assessment by the MDT, students receive a bespoke therapy plan which supports them alongside their academic progress. A range of therapeutic assessments and methods are used by the team to help identify and support each student's specific developmental needs. The MDT has expert psychologists, special educational needs consultants, school nurses, occupational therapists, speech and language therapists, and other specialties. The combination of specialists ensures that all levels of need within our post-16 settings can be fully supported and addressed.

Many children who come to Serenity School have a whole range of social, emotional and mental health issues which prevent them from thriving in their academic and personal life. To help them manage their feelings and work through specific issues, we adopt a holistic approach where we make therapy an integral part of our timetable.

All therapy is conducted on site, in the therapy rooms where children can relax away from the classroom. We have one to one or group therapy sessions depending on the needs of the individual pupil based on their Individual Education Plan. The Group Speech and Language Therapy sessions may take place in the classroom. All our children who come for therapy will have been referred by either a GP, social worker, teacher family or carer, CAMHS (Child and Adolescent Mental Health Services), paediatrician, our own specialists or sometimes themselves. We carefully select a therapist whose skills and experience match the needs of each child and will support the child for as long as they require our help.

Integrated Approach

Our therapy, education and pastoral care staff work seamlessly together to help set targets around each individual child. The therapy team joins the staff meetings at the end of each day and frequently runs training sessions to ensure there is consistency in our approach throughout the school. These trainings are usually in conjunction with the school SENCos.

Therapists also play an active role in communicating with the wider network of individuals and organisations involved in the lives of our children including regularly speaking with parents and carers and often help them develop strategies to support their child's development at home.

Coping during the day

In addition to building periods of therapy into the weekly plan for most of our children, we also have quiet rooms on site including dedicated and well-equipped sensory rooms where children can take themselves if they feel anxious or just need a break from the classroom environment.

Intervention

Our staff team deliver individual and group interventions which are specific to the needs of our young some of which include how to understand and manage difficult emotions, emotional wellbeing, confidence building, supporting life skills, dealing with stress, emotional regulation, conflict management and resolution, building positive relationships, understanding and communicating feelings, problem solving and exam preparation

Interventions provided by our staff team aims to empower our young people to support their SEMH needs in the future should the needs or situations return. Individual interventions facilitate intensive therapeutic support, whilst groups provide additional peer support and shared experiences.

We deliver a curriculum which provides:

- first-hand experiences
- practical activities
- creative opportunities
- pupil independence andchoice
- opportunities to work indepth
- visits and visitors
- fun and enjoyment

Curriculum – Statutory Requirements from September 2014

As an independent special school, we work towards the principles of the National Curriculum and commit fully to offering a curriculum which is balanced and broadly based and which:

2. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
3. prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum, however we do this in a local way that recognises the required personalization to ensure ASC/SEMH pupils excel at our school.

We aim to publish information in relation to each academic year, relating to the content of the school's curriculum for each subject and details about how additional information relating to the curriculum may be obtained and how we meet the Independent School Standards (ISS)*.

Like all schools we make provision for personal, social, health and economic education (PSHE), drawing on good practice. This curriculum is also embedded across all subject Schemes of Learning to reinforce SMSC and British Values.

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The curriculum at Serenity School is designed to ensure it meets the needs of the individual child first and foremost and therefore students' timetable and curriculum offer will be bespoke and differentiated across the school community.

Please refer to Appendix 1 – How we meet the Independent School Standards (ISS) curriculum criteria

Curriculum overview to support ASC/SEMH pupils

The Curriculum applies the new National Curriculum, reflecting statutory content, though is applied as a local curriculum that is a relevant curriculum for our learners.

The Curriculum:

- Is a balanced curriculum
- Has clear foci
- Supports the continuity of learning throughout the day/ week/month/ term/ year
- Addresses skills teaching and knowledge development as integral to its success
- Ensures functional skills teaching supports pupils' application of theory to practical situations
- Has reduced unnecessary transitions between lessons and staff

To enable our school to deliver a meaningful curriculum to our pupils, the Classes in KS3 are grouped flexibly and the same is done at KS4 and 5. This organisation allows pupils to work with a range of other pupils, students and adults, and thereby to develop their interpersonal skills. In addition to building on each pupil's prior learning and existing skills, an age-appropriate curriculum is offered through which pupils can continue to learn new skills whilst maintaining and generalising existing ones. This is achieved through the topic outlined above and this hidden curriculum is an expectation in most lessons and all schemes of learning.

Our mission aims for a safe and assured learning environment that all pupils can realise their full potential.

The following features are included:

- Emphasise on the development and application of literacy and numeracy skills in a range of practical, real life situations and further opportunities to be out in the community e.g., shopping, cooking, leisure activities

- Options for some achievements in Literacy and Numeracy to be accredited through Functional Skills

- Exciting cross-curricular Topics, draw from the key stage rolling programmes.

- Wide use of ICT across the curriculum

- A well-developed PSHE/RSE curriculum through which issues such as relationships, health, advocacy, safety of self and citizenship are addressed.

- Work-related learning opportunities within the school and WEX within the community

- Options for more achievements across National Curriculum subjects to be accredited via recognised bodies such as CMI Leadership Award and IT.

How we enhance the Curriculum offer

Subject Skills and Thematic Learning

Some of the ways that learning is organised in our schools are in many ways different to other schools in that we seek to achieve a balance between teaching basic skills, subjects and thematic learning. We aim to achieve this in many ways;

- Our curriculum is carefully planned as a **mix of integrated and discrete elements**. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.

- We plan for **progression in all subjects** to ensure challenge. We also agree on ways to extend and deepen learning through topics and themes in long term planning.

- Everything is **interlinked**. Subject specific language, ideas and skills are taught, and a cross-curricular approach is used, especially when this makes learning more meaningful.

- To ensure progression we have essential skills of literacy and numeracy **mapped across the curriculum**. The skills map is constantly revisited. We have termly curriculum days to monitor.

- All literacy is linked with **thematic work alongside** reading workshops. We carefully map literacy and numeracy skills across the whole curriculum. We also have themed weeks, such as climate or Science weeks. There is a toolkit with advice on how to plan these weeks so that they have real rigor

- We really **emphasise the basics** as a strong foundation. We then build a **rich curriculum** on top of this. For example, we may have an art day or week where we train teachers to focus on skills, such as observational sketching, and this leads to high quality work and displays.

- We adjust the **balance** between a focus on basic skills and other subjects to meet the needs of children if we feel gaps need filling.

- Our medium-term plan identifies the skills and knowledge and how they are targeted at different groups. **Teachers always know where their children are** with regard to what they know, can do and understand. They use this knowledge to plan next steps.

Our many different approaches taken to using TIME creatively and effectively to deliver an outstanding curriculum

- We use time **flexibly** and **creatively** to suit our learning intentions and maximise learning. This includes a mix of traditional lessons, integrated days and themed weeks, such as Book week. Whatever we feel drives learning best!

- We have a fixed timetable for our **specialist rooms** and spaces. Teachers review their use of time as a response to feedback from pupils. We are receptive, modifying what we do to best meet their needs.

- We punctuate our timetable with the use of **immersion days** for specific curriculum areas. Children enjoy digging deeper into subjects and topics for full days to deepen learning and to apply skills purposefully. These days are also used to assist transition to secondary school.

- We have created a **culture** of using time wisely and productively. We use phrases such as 'making every second count' or '60-minute lesson = 60 minutes learning'. In classrooms, we also encourage independence, for example, children know to go straight to the 'daily task'.

- We **block topics** across the year to make the most of planning time, resources and expertise. For example, Autumn is more humanities based with an emphasis on geography and history across the curriculum. In spring our key themes are science and technology based. This is linked to a skills map to show how children are making progress throughout the year.

- We build in explicit **reflection** time at the end of the day. Children reflect on their days learning and talk about what and how they have been learning. We organise deep learning days to make learning to learn skills sessions explicit to children.

- **Flexibility** is the key. Within our overall timetable, we build in time for themed weeks, subject weeks, such as Creative Arts Week. We also have blocked units of study in D/T and Art. We have the freedom to organise the day as appropriate but there is an entitlement to daily reading, handwriting and story time.

Making the most of People and Places

This section illustrates some of the many ways **people** and **places** are used to enhance learning opportunities at our schools.

- Art galleries, theatres, museums, local areas, parks, e-learning centres and sport venues are all regarded as part of our **school's learning space**.

- Inspiring guest speakers and drama companies visit the school to **enhance learning** in our topics. We make good use of contrasting locations to develop learning in a variety of subjects as well as PSHE.

- We use **external expertise** to add to our in-school specialisms. For example, we make use of the range of local expertise within vocational subjects to motivate and inspire, focusing on a 'Can Do Attitude'.

- We make an **audit of the skills of the community** and use them to help support learning across the curriculum.

- We develop life and entrepreneurial skills by having strong links to **business and enterprise**, involving parents, trade leaders as well as teachers.

- **Older children** support the learning of younger pupils. We use, for example student learning mentors to support with literacy and numeracy as well as Reading Buddies and Sports Ambassadors to support younger or newer pupils within the school.

- We work in **partnership** with other schools to share expertise.

- **Learning outside the classroom** is an important feature in our curriculum. We have activities called trailblazers, outdoor classrooms and other learning environments.

- We believe in **rich first-hand experiences**. We take our pupils on residential trips, including destinations. Pupils in Key Stage 3 take a two-day residential school journey to action- packed adventure venues. Year 11 and post 16 students take a three-day residential team building excursion and achieve CMI L2 and L3 in Leadership, a GCSE and A level equivalent, respectively.

- We have been **creative with space** by, for example, creating quiet corners for learning. We feel this has had a positive impact on reading, literacy standards and independent learning.

- We try to make our **displays interactive**, using technology and other activity-basedapproaches.

- We make sure that every topic is launched with a **stimulating event** involving artists, actors or other experts, to excite and inspire children. We seek to conclude the theme with a memorable performance, exhibition or purposeful activity.

- We adapt the curriculum to respond to **current events** and things happening nationally and locally. In the past, we have used events such as the Jubilee and the Olympics to **connect learning to life** beyond the school.

Technology enabled Learning

Some of the many ways **technology** is being used to enhance learning;

- We use technology to present, share and reflect on our learning. We make use of class pages on our virtual learning environment. Pupils have a blog and contribute to a school magazine. Technology is integrated in all classrooms.

- Our children use technology to complete their own learning journals to record, enhance and improve their learning. Each class has a blog and children use this to share their learning. It gives them an audience and a purpose. All pupils have access to a laptop and a tablet so that technology is always at hand to enhance learning and consolidate skills.

- We have a principle of not using technology just for the sake of it. It is used in an integrated way to enhance and support learning as part of a wide range of approaches to learning. We make sure that children understand how to stay safeonline.

- We encourage children to use authoring tools because we all learn from doing and making. In our school, we make films and presentations. For example, on this site you can see our pupils making class videos using various technology.

- We use technology to take learning beyond the classroom. For example, we have regular video links with enterprise projects.

- We use technology to support teacher professional development. For example, we video teachers in action across our schools to support teaching and learning discussions.

- We use technology to support links with parents and reflection on learning. For example, key stage one pupils take photos of their learning for discussion. Other children make presentations about their learning to share with families at Academic Review meetings. Our children write their own reports and upload photos for an electronic dialogue with their teacher. Such evidence can be seen on our Assessment and Behaviour System.

- We use technology to support collaborative learning. Every classroom incorporates the use of technology so that all pupils have ready access to support their learning. Every pupil has access to a tablet with which they can log into their Accelerated Reader accounts where they can read age-appropriate books.

- Technology and its use in our schools are therefore used for planned design of curriculum that will enhance the student experience by the following:

➢ Research skills
➢ Critical thinking
➢ Creativity
➢ Computational thinking and logical reasoning
➢ Communication and presentation skills
➢ Reflection, evaluation, and improvement.
➢ Reading for pleasure

Children talking about their Curriculum

Some of the questions we ask regularly include:

- What do children think about their experience of learning?
- What do they enjoy?
- What could be better?
- What do they find really challenges them?
- How well do their teachers help them learn?

Using reflective thinking models such as De Bono's 'Six Thinking Hats,' we look at our curriculum through the eyes of our students with the aim of giving us another perspective on what we might want to develop in our schools.

With a focus on these key principles of curriculum structure and design we can offer an exciting and unique curriculum that ultimately leads to better attendance across all key stages, motivated learners and improved outcomes.

Accreditation and Qualifications through our Curriculum Offer

Rationale and Aims:

Each student upon arrival at Serenity School will firstly undertake a period of assessment to baseline a range of socio-educational indicators that when analysed enables staff to design, in collaboration with the pupil and families, a personalised curriculum and timetable to make rapid and sustained progress.

Accreditation framework:
We always ensure there is challenge within all accreditation routes identified for our learners which is determined though our accreditation framework. This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation, ensures appropriate levels of challenge and all learning is meaningful via our accreditation map.

KS3 Curriculum Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not unitised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not unitised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not unitised
NCFE Functional Skills Maths 603/5055/6	L1	0	55	Not unitised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not unitised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not unitised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not unitised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not unitised
WJEC Independent Living	E3	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life (H/502/0454)-20hrs Managing Money (F/502/0462)- 20hrs
NCFE Entry Level Award in Employability Skills (Entry 3) 601/4678/3	E3	6	36/60	1. Understanding Mindset (F/506/7216) **Mandatory** 6. Work Awareness (Y/506/7254) 20. Social Media in the Workplace (J/506/7217)
NCFE Level 1 Award in Creative Craft 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) **Mandatory** H/506/2655 - Explore craft ideas (4 credits/30 hrs) L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)	L1	18	180/120	Unit 01 Preparing to cook (H/506/7550) – 30hrs **Mandatory** Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs
Sports Leaders SL1 601/8579/X	L1	3	31/23	Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session – 20hrs
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	L1	7+	70/70	Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Individual Rights and Responsibilities (K/502/0472)- 10hrs Unit 16 The changing nature of society in the UK (K/600/3164) 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1	5	52/45	Information and Communication Technology

KS4 Curriculum Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not unitised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not unitised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not unitised
NCFE Functional Skills Maths 603/5055/6	L1/L2	0	55	Not unitised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not unitised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not unitised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not unitised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not unitised
NCFE Functional Skills English 600/0140/9	L2	0	54/45	Not unitised
WJEC Independent Living	E3	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life(H/502/0454)-20hrs Managing Money (F/502/0462)- 20hrs
NCFE Level 1 Award in Creative Craft 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs) L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 2 Award in Creative Craft 601/3361/2	L2	15	150/110	Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674) Investigate Creative Enterprise and Employment Opportunities (K/506/2673) Develop Craft Ideas (H/506/2672) Create, Present and Evaluate Final Craft Item (T/506/2675)
NCFE Entry Level 3 Award in Employability Skills (601/4678/3)	E3	6	60/36	Unit 01 Understanding mindset (F/506/7216) - 12hrs Mandatory Unit 06 Work awareness (Y/506/7254) - 20 hours Unit 21 Understanding money at work (A/502/4316) - 20 hours
NCFE Level 1 Certificate in Employability Skills 601/4681/3	L1/2	6	60/36	1. Understanding Mindset (J/506/7234) - 12hrs Mandatory - 2 Credits) 30. Job and Training Search Skills (D/502/3613) - 1 Credit) 31. Job Application Skills (H/502/3614) - 1 Credit) 32. Interview Skills (K/502/3615) - 1 Credit 33. Writing a CV (J/502/3038) - 2 Credits

NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)	L1 L2	18	180/120	Unit 01 Preparing to cook (H/506/7550) – 30hrs Mandatory Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs
NCFE Level 2 Certificate in Food and Cookery Skills (603/3909/3)	L2	18	180/120	1. Preparing to Cook (D/506/5036) 2. Understanding Food (H/506/5037) 3. Exploring Balanced Diets (K/506/5038) 4. Plan and Produce Dishes in Response to a Brief (M/506/5039)
Sports Leaders SL1 601/8579/X	L1/L2/L3	3/5/13	31/23	Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session 20hrs
NCFE Level 2 Certificate in Sport (Sports Coaching) 601/3037/4/COA	L2	24	240/180	1. Participating in Sport (M/505/9936) 2. Sports Coaching (T/505/9937) 3. Developing Sporting Skills and Tactical Awareness (D/505/9981) Work Experience in the Sports Industry (J/505/9974)
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	L1	7+	70/70	Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Unit 6 Individual Rights and Responsibilities (K/502/0472) Unit 16 The Changing Nature of Society in the UK (K/600/3164) – 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Level 1 Certificate in Personal and Social Development (501/0591/7)	L1	15	150/150	Unit 11 Preparation for work (J/502/0477) – 20 hrs Unit 18 Understanding Personal Identity (M/600/3134) – 10hrs Unit 19 Investigating a vocational area (T/600/3250) – 20HRS Unit 20 Preparing for your next steps (L/601/0110) – 40HRS
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1 L2	5	52/45	Information and Communication Technology
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5966/X)	L1 L2	45	495/450	Engine systems 1 Chassis systems 1 Vehicle systems practical 1
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5967/1)	L2	45	495/450	Chassis systems 1 Maths, Science and communications Vehicle systems practical 1
NCFE Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (600/1211/0)	LI	Award = 10 Certificate = 25	101/86 250/212	1. Intro MU 1.1 Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare) A/602/6187) – 3credits 2. Intro MU 1.2 Understand the principles and values in health and social care (adults and children and young people), early years and childcare (J/602/6189) – 3 credits 3. PWCS 04 Introductory awareness of health and safety in health, social care and children's and young people's settings (Y/502/9717) – 4 credits
NCFE Level 2 Certificate in Health and Social Care 601/8854/6	L2	20	210/180	HSC M1 Equality, diversity and rights in health and social care (L/508/3709) – 7 Credits HSC M2 Human growth and development (F/508/3710) – 7 Credits HSC M3 Safeguarding and protection in health and social care (J/508/3711) – 7 credits
NCFE Level 1 Certificate in Travel and Tourism (601/3230/9)	L1	18	180/118	1. Customer Service in Travel and Tourism (D/506/2301) 2. Communication Skills in Travel and Tourism (H/506/2302) 3. Travel and Tourism Facilities in the UK (K/506/2303) 4. Hospitality in Travel and Tourism (M/506/2304) 10. Working in Travel and Tourism (F/506/2310) 13. Careers in Travel and Tourism (R/506/2313)

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)	L2	24	360/240	1. Customer Service in Travel and Tourism (T/507/2655)- 60 hrs 2. The UK Travel and Tourism Industry (A/507/2656) – 60 hrs 4. Promotion in Travel and Tourism (J/507/2658) – 60hrs 15. Work Experience in Travel and Tourism (M/507/2668) - 64 hrs
NCFE Level 1 Certificate in Business and Enterprise (601/0315/2)	L1	12	180/120	Unit 01 Introduction to business and enterprise Unit 02 Marketing for business and enterprise Unit 03 Finance for business and enterprise Unit 04 Plan, outline and take part in a business or enterprise project
NCFE Level 2 Diploma in Business Administration (601/3964/X)	L2	45	229/450	Unit 01 Communication in a business environment (3 credits) Unit 02 Understand employer organisations (4 credits) Unit 03 Principles of providing administrative services (4 credits) Unit 04 Principles of business document production and information management (3 credits) Unit 05 Manage personal performance and development (4 credits) Unit 06 Develop working relationships with colleagues (3 credits) Plus 25 Extra Credits
Introduction to Animal Care	L1	-	-	Looking after animals through practical experience The correct ways to work with and handle animals safely Animal health and how to spot signs of ill health The conservation of wild animals Work experience placement
Diploma in Animal Care	L2	-	-	Practical animal health skills The factors impacting animal welfare Animal biology and health Animal feeding Animal behaviour Safe handling and restraint techniques Accommodation design and maintenance
Hair & Beauty	L1/L2	-	-	Customer service skills, Hand & nail care, Foot and toenail car, Make Up application, Nail Art, Skin care, Blow dry hair, Shampoo and condition hair, Retail displays, Plaiting, and twisting hair, Colouring / highlights, Setting / finger waves / pin curls/Cutting of Hair

Post 16 Accreditation Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not unitised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not unitised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not unitised
NCFE Functional Skills Maths 603/5055/6	L1/L2	0	55	Not unitised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not unitised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not unitised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not unitised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not unitised
NCFE Functional Skills English 600/0140/9	L2	0	54/45	Not unitised
WJEC Independent Living	E3/L1/2	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life(H/502/0454)-20hrs Managing Money (F/502/0462)- 20hrs
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs) L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 2 Award in Creative Craft 601/3232/2	L2	15	150/110	Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674) Investigate Creative Enterprise and EmploymentOpportunities (K/506/2673) Develop Craft Ideas (H/506/2672) Create, Present and Evaluate Final Craft Item (T/506/2675)
NCFE Entry Level 3 Award in Employability Skills (601/4678/3)	E3	6	60/36	Unit 01 Understanding mindset (F/506/7216) - 12hrs Mandatory Unit 06 Work awareness (Y/506/7254) - 20 hours Unit 21 Understanding money at work (A/502/4316) - 20 hours
NCFE Certificate in Employability Skills 601/4681/3	L1	6	60/36	1. Understanding Mindset (J/506/7234) - 12hrs Mandatory - 2Credits) 30. Job and Training Search Skills (D/502/3613) - 1 Credit) 31. Job Application Skills (H/502/3614) - 1 Credit) 32. Interview Skills (K/502/3615) - 1 Credit 33. Writing a CV (J/502/3038) - 2 Credits

NCFE Level 1 Certificate in Food and Cookery Skills (603/3909/3)	**L1**	**18**	**180/120**	**Unit 01 Preparing to cook (H/506/7550) – 30hrs Mandatory Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs**
NCFE Level 2 Certificate in Food and Cookery Skills (603/3909/3)	**L2**	**18**	**180/120**	**5. Preparing to Cook (D/506/5036) 6. Understanding Food (H/506/5037) 7. Exploring Balanced Diets (K/506/5038) 8. Plan and Produce Dishes in Response to a Brief (M/506/5039)**
Sports Leaders SL1 601/8579/X	**L1/L2/L3**	**3/5/13**	**31/23**	**Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session 20hrs**
NCFE Level 2 Certificate in Sport (Sports Coaching) 601/3037/4/COA	**L2**	**24**	**240/180**	**4. Participating in Sport (M/505/9936) 5. Sports Coaching (T/505/9937) 6. Developing Sporting Skills and Tactical Awareness(D/505/9981) Work Experience in the Sports Industry (J/505/9974)**
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	**L1**	**7+**	**70/70**	**Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Unit 6 Individual Rights and Responsibilities (K/502/0472) Unit 16 The Changing Nature of Society in the UK (K/600/3164) – 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs**
NCFE Level 1 Certificate in Personal and Social Development (501/0591/7)	**L1**	**15**	**150/150**	**Unit 11 Preparation for work (J/502/0477) – 20 hrs Unit 18 Understanding Personal Identity (M/600/3134) – 10hrs Unit 19 Investigating a vocational area (T/600/3250) – 20HRS Unit 20 Preparing for your next steps (L/601/0110) – 40HRS**
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	**L1 L2**	**5**	**52/45**	**Information and Communication Technology**
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5966/X)	**L1 L2**	**45**	**495/450**	**Engine systems 1 Chassis systems 1 Vehicle systems practical 1**
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5967/1)	**L2**	**45**	**495/450**	**Chassis systems 1 Maths, Science and communications Vehicle systems practical 1**
NCFE Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings (600/1211/0)	**LI**	**Award = 10 Certificate = 25**	**101/86 250/212**	**4. Intro MU 1.1 Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare) A/602/6187) – 3 credits 5. Intro MU 1.2 Understand the principles and values in health and social care (adults and children and young people), early years and childcare (J/602/6189) – 3 credits 6.PWCS 04 Introductory awareness of health and safety in health, social care and children's and young people's settings (Y/502/9717)– 4 credits**
NCFE Level 2 Certificate in Health and Social Care 601/8854/6 NCFE Level 3 Certificate in Health and Social Care (601/8434/6)	**L2**	**20**	**210/180**	**HSC M1 Equality, diversity and rights in health and social care (L/508/3709) – 7 Credits HSC M2 Human growth and development (F/508/3710) – 7 Credits HSC M3 Safeguarding and protection in health and social care (J/508/3711) – 7 credits**

NCFE Level 1 Certificate in Travel and Tourism (601/3230/9)	**L1**	**18**	**180/118**	**5. Customer Service in Travel and Tourism (D/506/2301) 6. Communication Skills in Travel and Tourism (H/506/2302) 7. Travel and Tourism Facilities in the UK (K/506/2303) 8. Hospitality in Travel and Tourism (M/506/2304) 10. Working in Travel and Tourism (F/506/2310) 13. Careers in Travel and Tourism (R/506/2313)**
NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)	**L2**	**24**	**360/240**	**3. Customer Service in Travel and Tourism (T/507/2655)- 60hrs 4. The UK Travel and Tourism Industry (A/507/2656) – 60 hrs 4. Promotion in Travel and Tourism (J/507/2658) – 60hrs 15. Work Experience in Travel and Tourism (M/507/2668) - 64 hrs**
NCFE Level 1 Certificate in Business and Enterprise (601/0315/2)	**L1**	**12**	**180/120**	**Unit 01 Introduction to business and enterprise Unit 02 Marketing for business and enterprise Unit 03 Finance for business and enterprise Unit 04 Plan, outline and take part in a business or enterprise project**
NCFE Level 2 Diploma in Business Administration (601/3964/X) Level 3 Certificate (601/7074/8) Level 3 Diploma (601/3965/1)	**L2/L3**	**45**	**/450**	**Unit 01 Communication in a business environment (3 credits) Unit 02 Understand employer organisations (4 credits) Unit 03 Principles of providing administrative services (4 credits) Unit 04 Principles of business document production and information management (3 credits) Unit 05 Manage personal performance and development (4 credits) Unit 06 Develop working relationships with colleagues (3 credits) Plus 25 Extra Credits**
Introduction to Animal Care	**L1**	**-**	**-**	**Looking after animals through practical experience The correct ways to work with and handle animals safely Animal health and how to spot signs of ill health The conservation of wild animals Work experience placement**
Diploma in Animal Care	**L2/3**	**-**	**-**	**Practical animal health skills The factors impacting animal welfare Animal biology and health Animal feeding Animal behaviour Safe handling and restraint techniques Accommodation design and maintenance**
Hair & Beauty	**L1/L2/L3**	**-**	**-**	**Customer service skills, Hand & nail care, Foot and toenail car, Make Up application, Nail Art, Skin care, Blow dry hair, Shampoo and condition hair, Retail displays, Plaiting, and twisting hair, Colouring / highlights, Setting / finger waves / pin curls/Cutting of Hair**

This highly effective model delivers a minimum of 5 good GCSE qualifications and sustained improvements in SEND for ALL our learners.

KS3: At Key Stage 3 there is a strong emphasis on **developing the students' literacy and numeracy skills** in order to allow them to access all areas of the curriculum yet accredited outcomes in year 9 are the building blocks for further success at KS4.

KS4: Students choose a minimum of **2 Core**, minimum of **3 Vocational** and **2 Life Skills** subjects over a 2-year KS4 GCSE Programme. Literacy and numeracy remain a key part of their study at this stage.

KS5: Students choose a minimum of **3 Vocational** and **2 Life Skills subjects** over a 2-year Post 16 Program. They are expected to continue with **Literacy** and **numeracy** and will also carry on with English and Maths where relevant to ensure that they achieve a minimum of L2 or Grade 4+**.**

For all our students, the purpose of the bespoke timetable and accreditation routes offered aims to:

- Recognise students' aspirations
- Identify the appropriate curriculum route which supports individual learning needs
- Provide a curriculum which fully considers destination planning and the relevance of accreditation being undertaken
- Ensure a commitment to raising attainment for all learners via their curriculum/accreditationoffer
- Provide challenge within all learning opportunities presented which is supported through identified accreditation pathways
- Ensure that accreditation is used to recognise achievements within this
- Celebrate achievements and successes every day
- Provide opportunities to pursue appropriate routes of accreditation (Qualifications and awards) which provide value and meaning to learning
- Ensure that accreditation and associated credits awarded are transferrable and support future learning and success

We always ensure there is challenge within all accreditation routes identified for our learners which is determined though our accreditation framework (see below). This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation ensure appropriate levels of challenge and all learning is meaningful.

High Achieving Pupils

We aim to create opportunities for all pupils to achieve their full potential – '*Care and Excellence for All*' through our More Able Framework. There are arrangements in all subjects in order to identify talent and provide our most able pupils with the chance to achieve even more highly. See More Able Policy for more detail.

We also have one member of staff with responsibility for providing extra-curricular activities which stretch and challenge our most able pupils.

Science in the Curriculum

Themed weeks to run in line with School Calendar as follows:

Term 1	Energy, Waves and Radiation
Term 2	The Study of Living Systems
Term 3	Electronics in Action
Term 4	Healthy Living
Term 5	Forensic Detection
Term 6	Carrying out a Science or Technology Project

British Values

Our curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos which celebrates every child and marks significant events. Refer to Policy

Aspect	Coverage in the curriculum
Democracy	• Rules, Rights, Responsibilities and Democracy – having avoice is explore throughout the PSHE curriculum at KS3 • Democracy in Britain is explored from different viewpoints throughout the curriculum at Key Stage 3 and 4. • Democracy and Parliament are studied in detail as one ofour stand-alone Personal Development Days andPSHE. • We run an annual trip to the Houses of Parliament • We run our own General Election in Personal Development as well as for student council
The rule of law	• Units of learning in humanities examine what it means to be British in the 21st century. • The important of abiding by the law is covered in several of our Personal Development units such as “Substance Abuse” and “Justice andDemocracy”
Individual liberty	• Various committed opportunities promised across the schoolsto promote individual liberty
Mutual respect	• As a school, we encourage pupils to show mutual respect to each other constantly. Our Bully Charter and Step Programme ensures mutual respect and tolerance amongst everyone across the school community • This is a regular theme inassemblies.
Tolerance of those with different faiths and beliefs	• This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school. • The Personal Development Unit “Diversity” deals with many issues to do with tolerance and respect for people’s differences. • We host a variety of multicultural events to bring thecommunity together.

Statutory teaching of PSHE and sex and relationship education at

The Key Stage 1 and Key Stage 2 columns below reflect the wider Serenity School Group's PSHE and RSE offer and do not apply to Coulsdon, which does not admit pupils below Key Stage 3.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Post 16
Age	5-7	7-11	11-14	14-16	16-18
Groups by Stage	1-2	3-6	7-9	10-11	12-13
PSHE	√	√	√	√	√
Sex and relationship education	√	√	√	√	√

Refer to PSHE Policy & Scheme of Learning for full details

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide, and we meet the Gatsby Benchmark.

Careers advice begins in Year 7 (Key Stage 3) with units in the personal development days. In year 9 we have a full programme of events to support the pupils as they make their option choices.

Overall, we offer at 11-16 years a total careers and employability package with strong foundations on ensuring that pupils are very well prepared for the next phase of their life. Refer to CEIAG Policy and Scheme for further details

General careers advice provision

- Gatsby Benchmark
- IAG Accreditation
- Associate member of CMI, an accredited Apprenticeship provider (nationally)
- Job explorer database available from theschool website
- We are a member of Speakers for Schools – a national charity whichprovides talks in schools from successful businesspeople.
- We are a member of Clarion Group – National Apprenticeship Group
- We have a number of curriculum links in subjects such as construction with local companies such as Triumph, The National Grid and other local businesses
- We promote national conferences and fairs to broaden aspirations in areas such as STEM

Refer to CEIAG Policy for further details on internal CEIAG Provision

SPORT

Serenity School has a total commitment to sporting participation and excellence and recognises the benefit sport can make to the lives of our young people. We offer the chance for pupils to take part in a wide variety of sports and see significant value in pupils taking part in after school physical education.

The following is a list of the sports for which we typically offer through our afternoon enrichment curriculum as well as entering teams into competitions:

- Cycling
- Football
- Rugby
- Basketball
- Badminton
- Table Tennis
- Tennis
- Cross country
- Athletics
- Rounders
- Cricket
- Rowing
- Swimming
- Motocross
- Archery

This range of sports is delivered through core PE, Sports Leaders Award as well as school competitions. We have a SSCO leading on sport to coordinate weekly plans to ensure high impact activities to build leadership, confidence and self-worth in all our pupils. We have trips out each day to enhance the educational experience for our learners and in doing so they improve emotionally and socially.

Enrichment Week

Each year in July, we hold an Enrichment Week. During this week the normal timetable is suspended, and all pupils choose to take part in one of a range of activities. Pupils work in mixed age groups and can gain new skills and knowledge.

The enrichment week acts as a chance to develop their personal, learning and thinking skills and to develop their spiritual, moral, social and cultural education.

Enrichment Clubs

We want pupils to enjoy school and to learn skills for life. With this in mind, we offer a number of enrichment clubs at lunchtime and after school which are beyond the confines, or in addition to, the normal curriculum. The list changes each year, but these are clubs we have offered in the past:

- Collectables Club
- Film Club
- A range of Design Technology clubs throughout the year (Cross Curricular)
- Arts Award club
- Radio Club
- Library (open every lunchtime and breaktime) for private study andreading
- Drama Club
- Dance club
- Book Club
- Warhammer Club

Monitoring and Evaluation

The Head teacher and Senior Leadership Team will co-ordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data
- Analysing progress data
- Observing lessons
- Learning walks
- Work scrutinies
- Curriculum development and planning
- Initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

ICS Standards Grid – How we meet the Independent Schools Standards

Year Group	Subject	Independent Schools Guidance Areas							
		Linguistics	**Mathematical**	**Scientific**	**Technological**	**Human and Social**	**Physical**	**Aesthetic and Creative**	**PSHE**
Year 1	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓		✓	✓	
	Geography	✓	✓		✓	✓		✓	✓
	History	✓	✓		✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓
	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓		✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓				✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 2	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓		✓	✓	
	Geography	✓	✓		✓	✓		✓	✓
	History	✓	✓		✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓
	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓		✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓				✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
	English	✓	✓			✓		✓	✓

Year 3	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓		✓	✓	
	Geography	✓	✓	✓	✓	✓		✓	✓
	History	✓	✓	✓	✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓
	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓	✓	✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓		✓		✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 4	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓	✓	✓	✓	
	Geography	✓	✓	✓	✓	✓		✓	✓
	History	✓	✓	✓	✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓
	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓	✓	✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓		✓		✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 5	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓	✓	✓	✓	
	Geography	✓	✓	✓	✓	✓		✓	✓
	History	✓	✓	✓	✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓

	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓	✓	✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓		✓		✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 6	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Science (incl. Forest School)	✓	✓	✓	✓	✓	✓	✓	
	Geography	✓	✓	✓	✓	✓		✓	✓
	History	✓	✓	✓	✓	✓		✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓
	D/T (Including Food Tech)	✓	✓	✓	✓	✓	✓		✓
	PE	✓	✓	✓			✓	✓	
	Computing	✓	✓	✓	✓			✓	✓
	Music	✓	✓		✓		✓	✓	
	RE	✓		✓		✓			✓
	PSHE	✓	✓	✓	✓	✓		✓	✓
Year 7	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓		✓	✓	
	PE	✓	✓	✓		✓	✓		✓
	LiFE (Financial Studies)	✓	✓		✓	✓	✓		✓
	IT	✓	✓	✓	✓			✓	✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓	✓	✓		✓	✓

	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 8	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE (Financial Studies)	✓	✓		✓	✓	✓		✓
	IT	✓	✓	✓		✓	✓	✓	✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓	✓	✓		✓	✓

	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 9	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE (Financial Studies)	✓	✓			✓	✓		✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓		✓			✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Independent Living	✓	✓	✓	✓				✓

		Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 10 & 11	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Art & Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Health and Social Care	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	Travel and Tourism	✓	✓			✓		✓	✓
	LiFE	✓	✓			✓	✓		✓
	Sports Coaching	✓	✓	✓		✓	✓	✓	✓
	PSHE	✓	✓	✓		✓	✓		✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Employability Skills	✓	✓			✓	✓	✓	✓
	Animal Care	✓	✓			✓	✓	✓	✓
	Hair and Beauty	✓	✓			✓	✓	✓	✓
	Business & Enterprise	✓	✓		✓	✓	✓	✓	✓
Year 12 & 13		Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Art & Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓

	Health and Social Care	✓		✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	Travel and Tourism	✓				✓		✓	✓
	LiFE	✓	✓			✓	✓		✓
	Sports Coaching	✓	✓	✓		✓	✓	✓	✓
	PSHE	✓	✓	✓		✓	✓		✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Employability Skills	✓	✓			✓	✓	✓	✓
	Animal Care	✓	✓			✓	✓	✓	✓
	Hair and Beauty	✓	✓			✓	✓	✓	✓
	Business & Enterprise	✓	✓		✓	✓	✓	✓	✓