



LCE Academy

# Curriculum Policy

2026-2027



Issued on April, 2026

Version 2026 Edition

# Table of Contents

## About the Curriculum Policy

➤ Introduction & Rationale	04
➤ Curriculum Intent	05

<b>01</b>	<b>Curriculum Model</b>	06
	1.0 Curriculum Structure	07
	1.1 Tiered System Overview	08
	1.2 Tier 1: Foundation & Engagement	09
	1.3 Tier 2: Functional Learning & Development	10
	1.4 Tier 3: Qualification Pathways	11

<b>02</b>	<b>Assessment, Progress &amp; Review</b>	12
	2.1 Progress	13
	2.2 Review	13

<b>03</b>	<b>Accreditation &amp; Recognition</b>	14
	3.1 Accreditation and Recognition	15-17

<b>04</b>	<b>Use Of Technology</b>	18
	4.1 Use Of Technology	19
	4.2 Technology Support	20

# Table of Contents

<b>05</b>	<b>Evidence Informed Practice</b>	21
	5.1 Evidence informed Practice	22
<b>06</b>	<b>Preparing for Adulthood</b>	23
	6.1 General Attendance	24
	6.2 Real World Experiences & Application	24
<b>07</b>	<b>Curriculum Oversight &amp; Review</b>	25
	7.1 Curriculum Oversight & Review	26
	7.2 Improvement & Accountability	26
<b>08</b>	<b>Conclusion</b>	27

# Introduction & Rationale



## Purpose Of Curriculum

The curriculum at LCE Academy is designed specifically for pupils with Social, Emotional and Mental Health (SEMH) needs who have Education, Health and Care Plans (EHCPs). Many of our pupils have experienced disrupted education, trauma, exclusion, or repeated failure within mainstream settings. As a result, they often present with significant gaps in learning, reduced confidence, and barriers to engagement.

Our curriculum is therefore built on the principle that pupils learn best when they feel safe, regulated, and appropriately challenged. A rigid, age-related curriculum model does not meet the needs of many SEMH learners and can lead to disengagement when work is consistently inaccessible or misaligned to their developmental stage.

LCE Academy adopts a stage-not-age, mastery-based curriculum model, where pupils progress according to readiness and need rather than chronological age. Progression is informed by individual starting points, EHCP outcomes, and ongoing assessment of both academic and social-emotional development. This approach ensures that learning is ambitious, meaningful, and achievable for every pupil.

## Our curriculum is designed to be:

- **Broad and balanced**
- **Ambitious for all pupils**
- **Flexible and personalised**
- **Rooted in preparation for adulthood**
- **Aligned with statutory expectations**

# Curriculum Intent

The intent of the LCE Academy curriculum is to:

- **Development**      Develop emotional regulation, resilience, and positive relationships
- **Re-engagement**      Re-engage pupils with learning through appropriate challenge and success
- **Support**      Secure strong foundations in literacy, numeracy, and communication
- **Pathways**      Prepare pupils for their next stage of education, training, employment, or supported pathways

Success at LCE Academy is defined by progress from individual starting points, not by comparison to age-related expectations. Relational development, academic achievement, personal development, and wellbeing are given equal priority.

## Important Note



LCE Academy recognises that every pupil's journey is unique. Our curriculum intent can only be realised through consistent partnership between the Academy, families, professionals, and the pupils themselves. Progress may look different for each individual, and pathways will be adapted to reflect changing needs, strengths, and aspirations. We are committed to maintaining high expectations alongside compassion, structure alongside flexibility, and ambition alongside wellbeing.



# 01

## Curriculum Model

---



## 1.0 Curriculum Structure: Tiered Model

The curriculum is organised into three flexible tiers. These tiers reflect stages of learning and development rather than fixed year groups. Pupils are placed into tiers based on assessment of academic attainment, SEMH need, and readiness to learn. Placement is reviewed regularly and may differ by subject area.

Progression between tiers is not time-bound. Pupils move when they demonstrate the knowledge, skills, and emotional readiness required for the next stage. Pupils will not be aware of their tier but will be able to articulate their academic and holistic needs and progress made.

### Age Range

The curriculum is organised into three flexible tiers. These tiers reflect stages of learning and development rather than fixed year groups. Pupils are placed into tiers based on assessment of academic attainment, SEMH need, and readiness to learn. Placement is reviewed regularly and may differ by subject area.

## 1.1 Tiered System Overview

Success at LCE Academy is defined by progress from individual starting points, not by comparison to age-related expectations.

<b>Tier 1: Foundation and Engagement</b>	Engagement, regulation, and foundational learning
<b>Functional Learning and Personal Development</b>	Application of skills and preparation for adulthood
<b>Qualification Pathways</b>	Accredited outcomes and transition planning

The model illustrates a structured yet adaptable pathway designed to respond to individual growth patterns. It demonstrates how support, challenge, and independence are carefully calibrated to ensure sustained and meaningful development at every stage.

## Relational & Responsive

Movement through the curriculum is therefore responsive rather than automatic. Decisions about progression are informed by ongoing assessment, professional judgement, and careful consideration of each pupil's confidence, independence, and capacity to sustain success. Advancement reflects secure understanding, consistent application of skills, and the ability to manage increasing levels of challenge and responsibility.

By removing fixed timelines and labels, we minimise comparison and protect self-esteem, ensuring that growth is experienced as personal development rather than competition. Pupils are supported to understand their strengths, recognise areas for development, and take ownership of their targets. This approach fosters intrinsic motivation, encourages self-reflection, and promotes a sense of achievement grounded in genuine readiness for the next phase of learning.

## 1.2 Tier 1: Foundation & Engagement

Tier 1 supports pupils who are disengaged from learning or working significantly below age-related expectations. The curriculum prioritises:

-  **Literacy & numeracy foundations**      Securing the essential reading, writing, and mathematical skills needed to access wider learning.
-  **Emotional regulation & self-awareness**      Developing strategies to recognise, understand, and manage emotions effectively.
-  **Learning routines and positive habits**      Establishing consistent structures that promote focus, organisation, and readiness to learn.
-  **Rebuilding confidence & trust in education**      Creating safe, supportive experiences that restore belief in personal success and the value of learning.

---

### Engagement Through Structured, Therapeutic Practice

Teaching is highly scaffolded and often thematic or project-based to support engagement. Therapeutic and nurture-informed approaches are embedded throughout the day.

---

### Recognition of Progress and Personal Achievement

Achievement is recognised using the AQA Unit Award Scheme, enabling pupils to gain formal recognition for small steps of progress across academic and personal development areas.

## 1.3 Tier 2: Functional Learning & Personal Development

Tier 2 provides a bridge between foundational learning and formal qualifications. The curriculum emphasises:

-  **Literacy & numeracy foundations**      Securing the essential reading, writing, and mathematical skills needed to access wider learning.
-  **Independence & life skills**      Building practical abilities that support self-management and everyday decision-making.
-  **Employability & vocational exploration**      Developing workplace behaviours and exploring potential career pathways.
-  **Social skills & community participation**      Strengthening communication and engagement to participate positively in the wider community.

---

## Structured Pathway to Accreditation

Tier 2 provides a bridge between foundational learning and formal qualifications, enabling pupils to build recognised credentials with appropriate support and challenge.

---

## Qualification and Personal Development Routes

Pupils typically work towards Functional Skills in English and Mathematics (and ICT where appropriate), alongside ASDAN Personal Development or Life Skills programmes and continued AQA Unit Awards to formally recognise sustained progress.

## 1.4 Tier 3: Qualification Pathways

Tier 3 supports pupils who are ready to access more formal qualifications. Pathways are personalised and may include:

-  **GCSEs in core and selected foundation subjects**  
Securing nationally recognised qualifications that support progression to further education or training.
  -  **BTEC or equivalent vocational qualifications**  
Developing practical, career-focused skills through applied learning programmes.
  -  **Functional Skills at Level 2 where appropriate**  
Achieving industry-recognised standards in English and mathematics to enhance employability and independence.
- 

## High Support High Expectation

Class sizes remain small to ensure personalised attention, with ambitious yet achievable expectations supported by appropriate access arrangements and adaptations.

---

## Individualised Pathways to Success

Access to Tier 3 is determined by individual need, and every pathway is equally valued and carefully designed to support positive long-term outcomes.

# 02

## Assessment, Progress & Review



## 2.1 Progress

Progress is assessed against individual starting points and EHCP outcomes. Assessment combines:

- **National curriculum skill descriptors (used flexibly)**
- **Subject-specific progress frameworks**
- **SEMH and personal development measures**

Remaining within a tier is not viewed as failure. However, leaders monitor progress closely to ensure pupils are appropriately challenged and supported. Intervention is put in place where progress slows.

---

## 2.2 Review

Pupil progress is reviewed regularly through:

- **Ongoing formative assessment**
- **Termly progress reviews**
- **EHCP Annual Reviews**

# 03

## Accreditation & Recognition





### 3.1 Accreditation and Recognition

LCE Academy offers a carefully structured range of accreditation pathways to ensure that every pupil leaves with meaningful and appropriate recognition of their achievements. These pathways are selected and personalised to reflect individual strengths, aspirations, and destinations, ensuring that success is both relevant and purposeful.

Each pupil leaves with a comprehensive Portfolio of Achievement that captures their academic progress, personal development, and growing independence. This portfolio provides tangible evidence of skills, qualifications, experiences, and character development, supporting smooth transition into further education, training, employment, or supported pathways into adulthood.



## AQA Unit Award Scheme

Available across all tiers

- Recognises small, achievable steps in learning and personal development
- Offers flexible accreditation tailored to individual starting points
- Builds confidence through frequent, tangible success

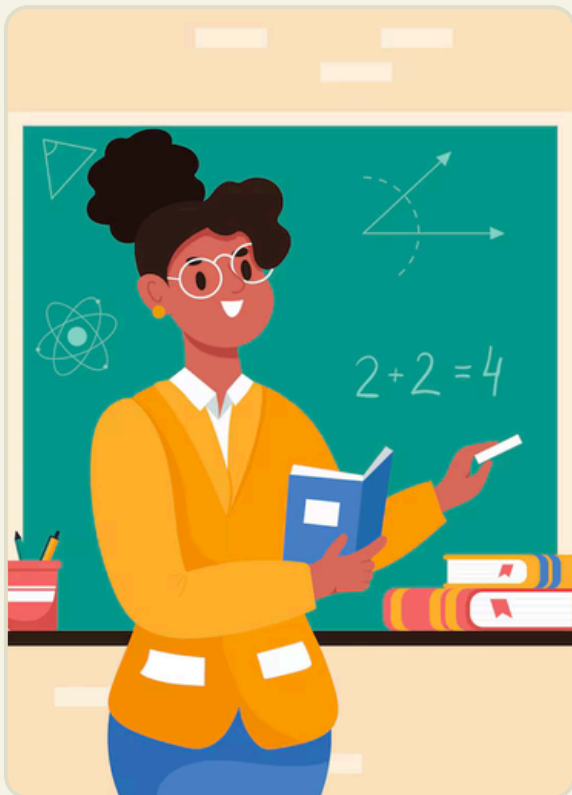
This pathway ensures that progress at every level is formally acknowledged and celebrated.



## ASDAN Personal Development & Life Skills Programmes

- Develops practical life skills for independence and adulthood
- Encourages reflection, goal-setting, and personal responsibility
- Supports social, emotional, and community engagement skills

These programmes strengthen personal growth alongside academic learning.



## Functional Skills Qualifications

- Provides nationally recognised accreditation in English and mathematics
- Focuses on applying skills in real-world contexts
- Supports progression to further education, training, or employment

Functional Skills equip pupils with essential competencies for everyday life and work.



## GCSEs and Vocational Qualifications

### Where appropriate

- Offers access to recognised academic and career-focused pathways
- Develops subject knowledge alongside transferable skills
- Prepares pupils for post-16 education, apprenticeships, or employment

These qualifications enable ambitious progression aligned with individual readiness and aspiration.

# 04

## Use of Technology



## 4.1 Use of Technology

Technology is used purposefully to support learning, accessibility, and engagement. All use of technology is:



### Staff-led and Supervised

All use of technology is directed and overseen by trained staff to ensure it is safe, purposeful, and developmentally appropriate. Digital activities are carefully monitored to promote positive online behaviour and responsible use.

---



### Aligned with Safeguarding & Data Protection Requirements

Technology use complies fully with safeguarding, online safety, and data protection regulations to protect pupils from harm and misuse of information. Secure systems and clear protocols ensure that personal data is handled responsibly at all times.

---



### Matched to Individual Pupil Needs

Digital tools and platforms are selected to support individual learning profiles, accessibility needs, and developmental goals. Technology is used to enhance engagement, independence, and skill development in ways that are appropriate to each pupil.

## 4.2 Technology Support

Technology may be used to support:



### Literacy and Numeracy Practice

Technology may be used to strengthen reading, writing, and mathematical skills through interactive and adaptive programmes. Digital platforms provide structured opportunities for rehearsal, feedback, and targeted skill development.



### Retrieval Practice and Reinforcement

Online tools can support memory retention through quizzes, spaced practice, and low-stakes assessment activities. These approaches help consolidate learning and build long-term understanding.



### Accessibility and Assistive Needs

Assistive technologies are used to remove barriers to learning and promote independence. Features such as text-to-speech, speech-to-text, and visual supports ensure equitable access to the curriculum.

Emerging technologies, including AI-supported tools, may be used selectively to support staff workload and enhance learning. Any such use is carefully risk-assessed, compliant with safeguarding and GDPR requirements, and never replaces teacher oversight or professional judgement.



# 05

## Evidence Informed Practice

## 5.1 Evidence informed Practice

Curriculum design and delivery are informed by:

- SEND Code of Practice
- Preparing for Adulthood outcomes
- Evidence from the Education Endowment Foundation
- Research into trauma-informed and SEMH practice

Staff receive ongoing professional development to ensure teaching approaches remain effective and responsive to pupil need.



# 06

## Preparing for Adulthood





## 6.1 Preparing for Adulthood

Preparing pupils for adulthood is central to the curriculum. Across all tiers, pupils are supported to develop:

- Employability and work-related skills
- Independence and self-care
- Community participation and citizenship
- Physical and mental wellbeing

Careers education, guidance, and transition planning are embedded throughout the curriculum to ensure pupils are well-informed, aspirational, and prepared for their next steps. From an early stage, pupils are supported to explore their interests, strengths, and potential pathways through structured careers learning and meaningful discussions about future goals.

## 6.2 Real-World Experiences & Application

Pupils are given meaningful opportunities to apply their skills beyond the classroom through enrichment, enterprise activities, community engagement, and where appropriate, work-related experiences.

# 07

## Curriculum Oversight & Review





## 7.1 Curriculum Oversight & Review

The Headteacher has overall responsibility for curriculum intent, implementation, and impact. Curriculum effectiveness is reviewed through:

- Senior leadership monitoring
- Pupil progress data
- Staff professional dialogue
- Governor oversight

---

## 7.2 Improvement & Accountability

Curriculum development is an ongoing process informed by evaluation, feedback, and emerging best practice. Findings from monitoring and review activities are used to refine provision, strengthen impact, and ensure the curriculum remains ambitious, relevant, and responsive to the evolving needs of pupils.



# CONCLUSION

---

The curriculum at LCE Academy is ambitious, flexible, and centred on the needs of the whole child. By combining academic learning, personal development, and preparation for adulthood, we ensure that every pupil is supported to make meaningful progress and move confidently into their next stage of life.

High expectations underpin all aspects of our provision, with success measured through individual growth, resilience, and sustained engagement in learning. We value progress in character and wellbeing as highly as academic achievement.

---

## Contact Information

**Phone** 07446417002

**Website** [lceacademy.co.uk](http://lceacademy.co.uk)

**Email** [sam@lifechangingeducation.uk](mailto:sam@lifechangingeducation.uk)

**Social Media** @lifechangingeducation

**Address** Unit 4, Howarth Court  
Oldham Broadway  
Business Park,  
Lancashire, OL9