



## Curriculum Policy Statement

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An academy within:



“Learning together, to be the best we can be”

# 1. Intent - What are we trying to achieve through our curriculum?

- 1.1. At North Ridge Community School, our pupils are at the heart of everything we do, and we strongly believe it is our responsibility to provide a place where everyone feels welcome, secure and highly valued and promote this through our REACH values. Therefore, we ensure all pupils understand how to: show and receive **RESPECT**; **ENJOY** their learning and school life; **ACHIEVE** the best possible outcomes; be a valued part of the school and wider **COMMUNITY**; feel and know how to be **HAPPY AND SAFE**.
- 1.2. Our curriculum intention is to empower pupils to be aspirational and have resilience to reach their full potential. North Ridge believes that for a curriculum to be successful, pupils' sensory and learning behaviours need to be personally catered for. The way in which we do this is throughout our curriculum vision. Our curriculum is focused on the **Future** by shaping **Learning** through **Inspirational** and **Personalised** opportunities (FLIP).



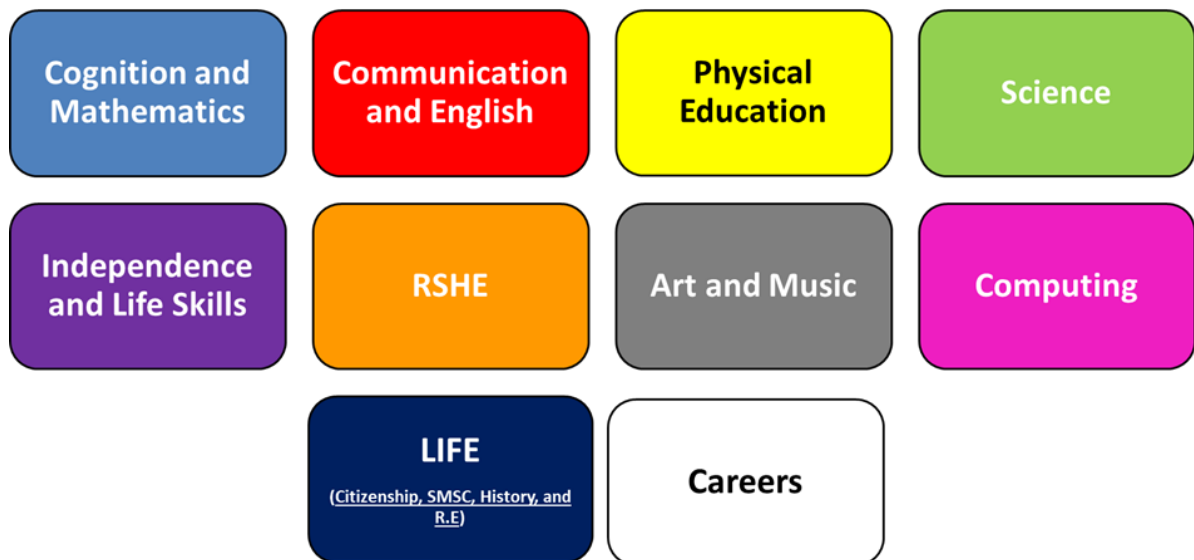


1.3. We aim to do this by:

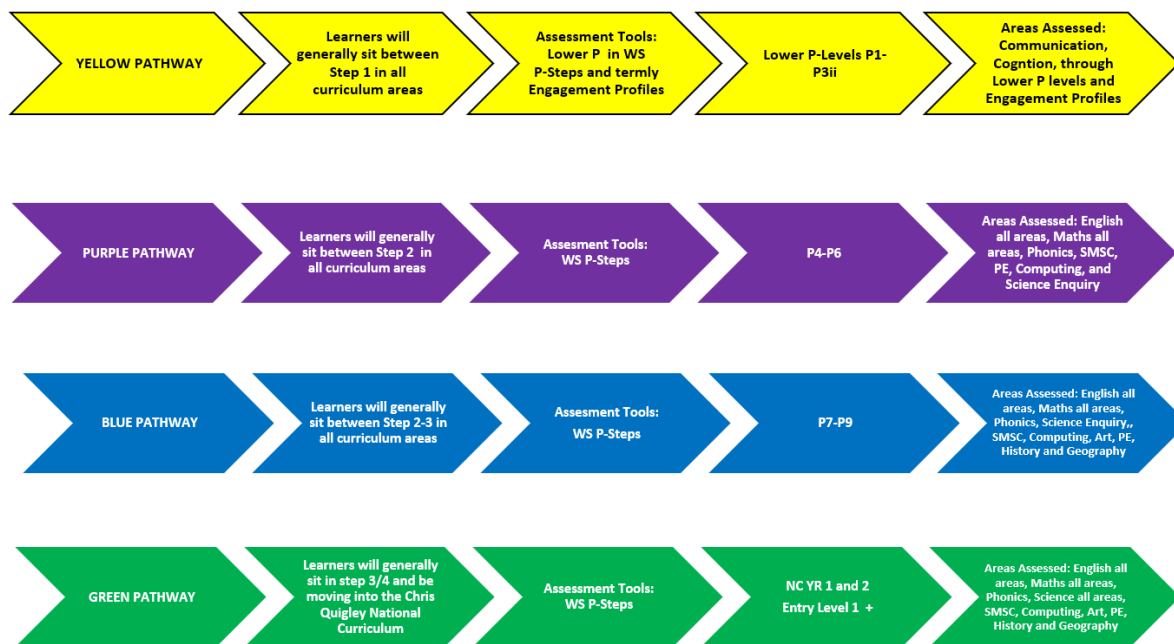
- Providing a broad and balanced education for all pupils, that is coherently sequenced for the Future, through Learning that is Inspirational and Personalised.
- Providing a safe and stimulating environment.
- Promoting a positive attitude towards learning.
- Collaborative working with all stakeholders.
- Providing staff with specialist skills and training.
- Learning beyond the classroom.
- Community involvement.
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supporting pupils' spiritual, moral, social and cultural development.
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active and lead a healthy lifestyle.
- Ensuring equal access to learning for all pupils, with high expectations and appropriate levels of challenge and support.
- Having a high personal / academic / vocational ambition for all pupils.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further education, internships or employment.

## 2. Implementation – How is our curriculum delivered?

- 2.1. Pupils at North Ridge Community School access 10 different curriculum areas. Learning is delivered through the following subjects:



- 2.2. To ensure a broad and balanced curriculum is offered, we follow a thematic approach and embrace four progressive learning pathways. All pathways support pupils to become more resilient, confident and regulate their own emotions. The pathways are designed to meet pupils at their individual starting point of learning and offer opportunity to build on previous learning and develop knowledge and skills, making connections and links as they go.
- 2.3. Subject knowledge is organised by transferable skills to ensure learners can apply knowledge gained to all areas of life. Some pupils require highly individualised timetables, and these are facilitated where required. The pathways are detailed below:



2.4. The **YELLOW** Pathway at North Ridge School offers an engaging, immersive learning experience focused on exploration, play, and creativity. Pupils learn through a multi-sensory approach that encourages curiosity and discovery, guided by the Characteristics of Effective Learning from the Early Years Foundation Stage: playing and exploring, active learning, and creating and thinking critically. Learning is delivered through role play, continuous provision, and creative activities, all carefully linked to whole-school themes and enriched by real-world experiences. These meaningful contexts help bring learning to life. Central to the Yellow Pathway is functional communication, which underpins all learning and helps pupils express themselves, build relationships, and engage with the world. Staff act as facilitators, modelling curiosity and inspiring pupils to explore, think critically, and develop independence. This pathway lays a strong foundation for lifelong learning by equipping pupils with the skills to communicate, connect, and thrive beyond the classroom.

2.5. The **PURPLE** Pathway supports pupils in deepening their understanding through meaningful, real-life contexts, with a growing focus on developing and expressing their own opinions. This stage encourages experimentation, risk-taking in thinking, and the development of individuality and self-expression. Pupils are guided to find their voice, explore their beliefs, and respect the perspectives of others, fostering empathy, confidence, and acceptance. Real-world learning opportunities, including educational visits and visitors, help pupils apply knowledge practically and explore the world around them. Learning remains personalised and inclusive, with some pupils continuing to benefit from play-based approaches, while others engage through functional activities that build life and independence skills. Staff facilitate pupil-led learning, offering both support and challenge in a safe environment where all learners feel empowered to express themselves. A thematic curriculum helps



pupils make connections across subjects, deepen understanding, and apply knowledge in creative ways. Teaching is tailored to each pupil's age, stage, and learning style, ensuring access and engagement for all. The Purple Pathway lays the groundwork for confident, independent, and respectful learners, equipping them with the resilience, self-belief, and voice to thrive both in school and beyond.

- 2.5 The **BLUE** Pathway supports pupils who are building on early developmental learning and beginning to access elements of the National Curriculum at Key Stage One. It provides a rich mix of practical, hands-on experiences closely linked to pupils' real-life contexts, ensuring learning is relevant, engaging, and accessible. Pupils follow a carefully balanced curriculum that blends the Essentials Curriculum with an adapted National Curriculum, allowing them to make meaningful progress at a pace tailored to their individual needs. The focus is on strengthening foundational skills while gradually introducing core subject knowledge in a supportive, aspirational way. A key emphasis is placed on the development and application of transferable skills, such as problem-solving, cognitive flexibility, and real-world thinking — across all areas of learning. Pupils are encouraged to make connections between concepts and apply their knowledge in different contexts, preparing them for more formal learning structures. The Blue Pathway fosters curiosity, confidence, and independence, equipping each pupil with the skills and mindset needed for the next stage of their educational journey.
- 2.6. The **GREEN** Pathway is designed for pupils who are ready to access a semi-formal curriculum broadly aligned with Year 1 of the National Curriculum, but delivered in a highly adapted and accessible way. It offers a structured, ambitious curriculum based on the National Curriculum, ensuring both depth and rigour across subjects. This pathway provides a clear progression route towards nationally recognised qualifications and accreditations, including enrichment opportunities such as the Duke of Edinburgh Award. In addition to academic learning, the Green Pathway places strong emphasis on developing life skills, personal independence, and readiness for adulthood. For secondary and post-16 pupils, it balances academic achievement with preparation for further education, training, or employment. Learning is personalised through differentiated teaching and individualised targets, enabling each pupil to thrive and achieve their full potential. The curriculum is both challenging and meaningful, supporting learners in working confidently towards their future aspirations.

2.7. Our curriculum suits the needs of the school and our pupils and provides a challenging pathway for all, whatever their needs or abilities.

Each pathway covers all the age-related National Curriculum subjects at a level that each pupil can access. All curriculum pathways cover the following:

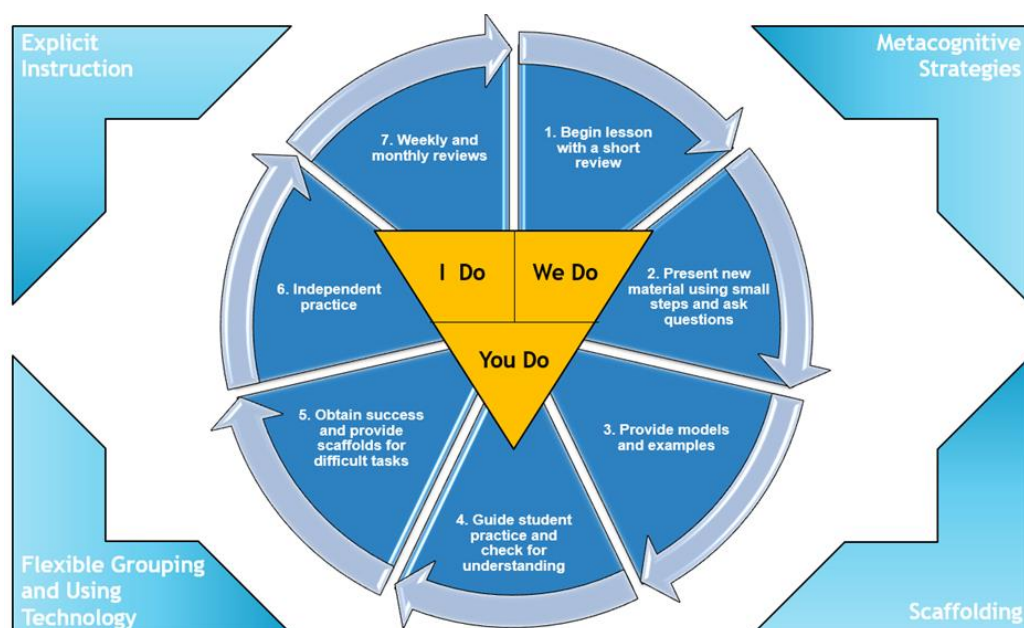
- Relationships and Health Education
- Relationships and Sex Education
- Spiritual, Moral, Social and Cultural Development
- British Values
- Careers Education and Guidance (Years 7-14)

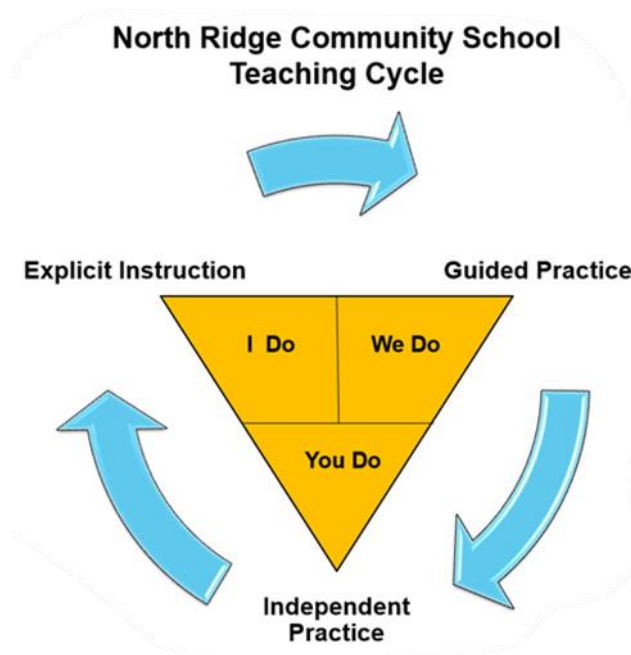
*All subjects have a termly overview carefully chosen to align with the theme being delivered. Class teachers have medium term plans for each subject area.*

### 2.8. NRCS Teaching Cycle

The teaching cycle at North Ridge Community School, is framed by the EEF 'Five-a-day' principles. Rosenshine's Principles of Instruction form the main area of delivery which is "I Do, We Do, You Do". Starting with explicit instruction and modelling, followed by guided practice, leading onto independent practice.

Teachers plan a series of lessons to incorporate the "I Do, We Do, You Do" stages. In the "I Do" stage, it explains what pupils need to understand or models how to do a process. Then, in the "We Do" stage, it details how to support pupils by providing scaffolds such as prompts or partially completed procedures. Finally, in the "You Do" stage, activities are planned for pupils to do the procedure or show their understanding on their own.





## Planning

2.9 At North Ridge Community School, careful and collaborative planning underpins the delivery of a rich, meaningful, and cohesive curriculum. Each half term, teachers and leaders work together to plan topics that form the foundation for cross-curricular learning. From these topics, subject leads create a rolling programme of coverage for each curriculum area, ensuring progression, consistency, and a balance of knowledge and skills across the key stages.

This strategic approach enables teachers to identify and focus on transferable skills relevant to each topic, supporting pupils to build on prior learning while also accessing a broad and varied curriculum throughout the academic year. The rolling programme also helps maintain clear sequencing and avoids unnecessary repetition, while reinforcing key concepts across different contexts.

To ensure the curriculum is responsive and inclusive, teachers use a FLIP planning document to map out the specific needs of their pupils and how these can be met through the half-termly topic. This includes considerations for personalised learning, engagement strategies, and how to best deliver content in a way that is accessible and meaningful to all learners.

Through this robust planning process, we ensure that our curriculum is not only ambitious and inclusive, but also dynamic, relevant, and closely aligned with the needs and aspirations of our pupils.

## Medium-Term Planning

2.10 Teachers plan weekly for Communication and English, and Cognition and Mathematics. This is in order to ensure core learning skills are developed and built upon correctly in order for pupils to apply these to all areas of learning and life.

Teachers work in planning groups to plan for medium term areas below. North Ridge Community School have split foundation subject areas into the following 6 categories (please see below). Through medium term planning, teachers ensure all learners receive a breadth of curriculum and build upon individual cultural capital.

Curriculum Overview					
Science/Outdoor Learning	Good Health	Independence and Life Skills	Friends, Relationships and Community	Creative and Enrichment	Employment
<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• PE</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Cookery</li> <li>• Travel Training</li> </ul>	<ul style="list-style-type: none"> <li>• RSHE</li> <li>• LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Computing</li> </ul>

## 3. Impact – What difference will our curriculum make?

3.1. The impact of our curriculum is evident in the meaningful progress our pupils make, not only academically but also socially, emotionally, and in their communication and independence. Our personalised and inclusive approach ensures that every child, regardless of their starting point or diagnosis, has access to rich learning experiences that are relevant, engaging, and empowering. Pupils develop essential life skills, confidence, and a sense of achievement through a curriculum that values small steps and celebrates every success. By embedding therapeutic support, multi-sensory strategies, and communication-focused teaching throughout the curriculum, we enable pupils to overcome barriers and thrive in a safe, nurturing environment. Progress is measured holistically, through individual learning outcomes, observational assessments, and evidence of increased engagement, independence, and emotional regulation.



- 3.2. Ultimately, our curriculum prepares pupils for the next stage of their lives, whether that's further education, supported living, or active participation in the community, ensuring they are as equipped as possible to lead happy, fulfilling lives.
- 3.3. Our pupils will:
- Develop ways to communicate and interact with others, using words, symbols, signs, or gestures
  - Begin to work and play alongside others, taking turns and sharing
  - Show curiosity by exploring their environment and responding to new experiences
  - Begin to show persistence when facing challenges or new tasks
  - Start to recognise and respond when things go wrong and try again with support
  - Express themselves through creative activities such as art, music, movement, or play
  - Begin to understand that actions have consequences, with adult support
  - Show interest and enjoyment in learning activities
  - Be encouraged to have positive expectations for themselves and their learning
  - Build self-confidence through success and praise

## 4. Key Stage 4 Offer

- 4.1. When pupils reach Key Stage 4, their curriculum is enhanced to focus on developing independence and employability skills that prepare them for life beyond school. Central to this stage is the completion of ASDAN qualifications, which support pupils in building confidence, practical skills, and personal development through meaningful, real-world learning.

To further enrich their experience, pupils participate in a options afternoons where they explore and develop work-based skills across a range of vocational areas.

This diverse and practical curriculum offer allows pupils to discover their strengths and interests while gaining valuable skills that support their future education, training, or employment pathways.



## 5. Post-16 Offer

5.1. At North Ridge Community School, we carefully review each learner's Education, Health and Care Plan (EHCP) upon entry to Post-16. This review ensures the plan accurately reflects the individual's current needs and forms the foundation for a personalised pathway that supports their transition to life beyond Post-19.

Our Post-16 curriculum is designed around the four key Preparing for Adulthood (PfA) pathways:

- Health
- Employment
- Independent Living
- Community Inclusion

This holistic approach ensures that learners develop the essential skills and experiences needed for a fulfilling and successful adult life.

Post-16 learners benefit from a dedicated area, separate from the main school, known as 'The Bridge', which further enhances opportunities for practical learning and community engagement providing a supportive and focused environment tailored to their needs.

Our Post-16 offer places a strong emphasis on employability and life skills, enabling learners to build independence, confidence, and meaningful connections that prepare them for future pathways in education, work, and society.

### 5.2. Intent

The Post-16 curriculum at North Ridge Community School is thoughtfully designed to build on learners' prior knowledge and experiences, equipping them for a future where they are fulfilled and valued contributors to their communities. Our focus is firmly on further developing the application of skills and knowledge needed for further education, employment, independent living, and the ability to build positive relationships with others.

The core goal of our Post-16 offer is to prepare learners for adulthood. Our ambition is to support learners in achieving a fulfilling and successful adult life, enabling them to actively make a positive difference both within their communities and in their own lives.

We are committed to supporting learners in developing both their practical and academic skills, fostering emotional resilience, and promoting community connections that open doors to meaningful employment, independent living, and active participation in society. Our teaching includes a strong emphasis on healthy living, encompassing both physical and emotional wellbeing.



These aims align directly with the 'Preparing for Adulthood' guidance set out in the SEND Code of Practice. Our target is for every student to make outstanding progress tailored to their individual needs, strengths, and aspirations, while honing the life-long learning skills that will empower them to continue succeeding beyond their formal education.

### 5.3. Implementation

The Post-16 phase at North Ridge Community School is structured around two distinct pathways, designed to meet the diverse needs of our learners. Upon entry to Post-16, learners are carefully assessed using evidence from their Education, Health and Care Plans (EHCP), annual reviews, and initial assessments. This thorough process ensures that each learner is placed on the pathway best suited to their individual strengths, needs, and future aspirations. Both pathways are designed to build upon and extend learners' previous knowledge and skills.

**Pathway 1** is tailored for learners working towards formal accreditation, preparing them for further education or employment. These learners focus on developing the skills necessary for work and study, ensuring they leave fully equipped with qualifications aligned to their desired career routes. Integral to this pathway are opportunities for learners to engage in voluntary employment placements, both in-house and external, providing practical experience and helping them make informed decisions about their future career options.

**Pathway 2** centres on developing independence and life skills. Learners on this pathway spend the majority of their time building essential skills for independent living, further study, and, where appropriate, working life. They follow a personalised curriculum covering Maths, English, Relationships and Sex Education (RSE), and Wellbeing, with progress assessed through differentiated steps focusing on transferable skills across subjects. Learners' development in these areas is tracked using our in-house Solar assessment system, allowing for detailed monitoring and personalised support.

Similar to Pathway 1, learners on Pathway 2 also participate in various voluntary employment opportunities to enhance real-world experience and prepare them for their next steps. This pathway aims to equip learners with the life skills and independence needed to transition successfully to further education, voluntary roles, supported employment, or other suitable destinations.

Through this dual-pathway model, our Post-16 curriculum ensures that every learner receives a tailored and meaningful education that prepares them effectively for adulthood.



### 5.3.1. Post-16 Pathways

Pathway 1	Pathway 2
FS English E1-L2	Practical Maths
FS Maths E1-L2	Practical English
Personal & Social Development (ASDAN)	Personal Progress (ASDAN)
Enterprise/Careers	Careers
Work Experience	Enterprise
RSE	Sport
Sport	RSE
Options (Forest School/Creativity/ Sports/DofE)	Options (Forest School/Creativity/ Sports/DofE)
Travel Training	Travel Awareness/Training

### 5.4. Accreditation

Students at North Ridge will have the opportunity to work towards achieving the following qualifications:

- Functional Skills in English and Maths (E1- L2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling in the Community (E2)
- Open Awards Entry Level Award/Certificate in Skills for Travelling Independently (E3)
- Asdan Personal and Social Development (PSD) (E1-L2)
- Asdan Personal Progress (PP) (E1 - Award to Diploma)
- Asdan Employability (E2-L2)
- Duke of Edinburgh: Bronze, Silver and Gold

5.4.1. At North Ridge, our focus on life after school ensures that learning is centred on developing and applying the skills and knowledge learners need for real life. Planning for each learner's next steps is an integral part of the curriculum, helping to prepare them for a successful transition beyond their time with us.

Teachers hold high expectations for all learners and adopt a consistent, rigorous approach to planning and assessment. This is matched by increasingly accurate teacher assessment, ensuring that learners are consistently challenged at an appropriate level and that their work promotes meaningful progress.

Where appropriate, learners are encouraged to actively contribute to evaluating their own learning, fostering greater self-awareness and ownership of their achievements.



This commitment to purposeful, challenging, and personalised learning supports our learners in gaining recognised accreditation and the skills necessary for their future success.

5.4.2. Teaching is also undertaken outside the classroom during carefully planned visits/activities which allow the learners to demonstrate their confidence in a range of situations. This helps learners to consolidate and apply their skills to different contexts; therefore, extending their learning.

5.5. Learners at North Ridge build confidently on their prior knowledge, continuing to develop detailed skills and understanding across the curriculum. As a result, they achieve to the best of their individual ability. Where applicable, this success is reflected in the outcomes of tests, examinations, and the qualifications they obtain.

Our learners leave prepared for the next stage of their journey; whether that is further education, employment, or training. They possess the knowledge and skills necessary to progress, and where relevant, earn qualifications that open pathways aligned with their interests, aspirations, and the intended focus of their course of study.

For learners with high needs, the impact of our curriculum is evident in their increased independence, particularly in making decisions about their own lives. Through personalised support and learning, they develop the confidence and capability to take greater control over their futures.

## 6. Roles and Responsibilities

### 6.1. Nexus Multi-Academy Trust (MAT)

The Board of Directors within Nexus MAT holds overarching responsibility for monitoring the effectiveness of the curriculum policy and its implementation. They hold the Headteacher accountable through the Chief Executive Officer (CEO) and according to the structures outlined in the Trust's Scheme of Delegation. This governance ensures:

- A robust framework is established for setting curriculum priorities and aspirational targets that drive high standards across all schools within the Trust.
- Sufficient teaching time is allocated to allow pupils to fully cover the National Curriculum and meet other statutory requirements.
- The school effectively implements all statutory assessment arrangements required by national guidelines.



- The Board actively participates in decision-making regarding the breadth and balance of the curriculum, ensuring it meets the diverse needs of all learners.
- The Trust and school fulfil their responsibilities concerning disapplication processes for pupils who may be exempted from all or part of the National Curriculum, handling any subsequent appeals fairly and appropriately.
- From Year 7 onwards, pupils receive independent and impartial careers guidance, which is properly resourced and delivered to support informed decision-making about future pathways.

## 6.2. Headteacher Role and Responsibilities: Curriculum

The Headteacher is responsible for ensuring that the curriculum policy is fully implemented and adhered to across the school. This includes:

- Ensuring that all required elements of the curriculum, as well as any additional subjects the school offers, have clear aims and objectives that reflect the overall aims of the school and demonstrate how the individual needs of pupils will be met.
- Guaranteeing that the amount of teaching time allocated to the required elements of the curriculum is sufficient and regularly reviewed by the governing board to maintain effectiveness and compliance.
- Managing the permanent or temporary disapplication of pupils from all or part of the National Curriculum when appropriate, ensuring that individual needs are met sensitively and appropriately.
- Handling requests to withdraw children from specific curriculum subjects, where such withdrawals are deemed appropriate and in line with statutory guidance.
- Overseeing that the school's assessment procedures comply with all legal requirements, providing accurate, timely, and meaningful information to support pupil progress.
- Ensuring that the governing body is fully engaged in all decision-making processes relating to the curriculum's breadth and balance, promoting transparency and shared responsibility.
- Advising the governing body on whole-school targets and priorities, enabling them to make informed decisions that support continuous school improvement and pupil achievement.

## 6.3. School Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum leads will ensure their subjects are led effectively in line with the Subject Coordinator job description.



## 7. Legislation and Guidance

- 7.1. This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
- 7.2. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- 7.3. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## 8. Inclusion

- 8.1. All pupils who attend North Ridge School have an EHCP and school responds carefully to all pupils' needs and overcomes potential barriers to learning for individuals and groups of pupils – including those with SEN, SEMH, English as an additional language, particularly high attainment, low prior attainment and/or disadvantaged backgrounds.
- 8.2. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups including:
  - More able pupils
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds
  - Pupils with English as an additional language (EAL)
- 8.3. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- 8.4. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- 8.5. Further information can be found in our Statement of Equality Information and Objectives, and in our SEND Policy.



## 9. Links with Other Policies

This policy links to the following policies and procedures:

- EYFS Policy
- Post-16 Policy
- Assessment Policy
- Examination Policy
- SEND Policy
- Equality and Diversity Policy