



Outcomes
First Group

Curriculum Policy

Bluebank School



Bluebank
School

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1.0 INTRODUCTION

Bluebank School is an independent day school for pupils aged 11 to 16 with social, emotional, and mental health (SEMH) needs, as well as other learning needs. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

All our pupils have experienced significant barriers to learning, due to either their developmental profile, negative life experiences, or both. Before joining our school, many were unable to access a school-based curriculum effectively, and many have experienced multiple placement breakdowns. As a result, pupils start their time at Bluebank School with significant gaps in their learning, and pupils tend to be working below age-related expectations, many are working significantly below.

At Bluebank School the curriculum offers planned learning experiences that every student attending can make progress against. The curriculum is delivered both formally within the context of a lesson and informally outside the classroom. All activities that we organise are designed to promote learning, personal growth, and development for our pupils. Our curriculum also incorporates opportunistic learning experiences that occur throughout the day, which staff pro-actively seek out and capitalise on, to support the pupil's individual targets.

All pupils access a dual learning experience. Firstly, based on the targets that have been defined in their EHCPs, which have been broken down into student specific targets. Secondly, students will progress against personalised academic targets which are tracked through individualised assessment.

Our school provides a safe, nurturing, and therapeutic learning environment that enables pupils to thrive socially, emotionally, and academically. We are committed to delivering a broad, balanced, and ambitious curriculum that prepares all learners for a successful and independent future. Our approach is underpinned by strong personalisation, robust assessment practice, and high expectations for all.

This policy complies with the Independent School Standards (Part 1: Quality of Education) and is supported by related policies including Assessment, SEND, SMSC, Equality, Accessibility, Behaviour, Online Safety, Educational Visits, Careers, and Feedback & Marking.

2.0 CURRICULUM INTENT

At Bluebank School our curriculum intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

These curriculum aims are underpinned by our Bluebank Values. At Bluebank School:

B – Believe

We believe in ourselves and each other. We nurture confidence, celebrate progress, and build the courage to dream big. **L – Learn**

We are lifelong learners. We stay curious, creative, and committed to personal growth.

U – Understand

We listen, empathise and include everyone. We celebrate diversity and value every voice.

E – Excel

We aim high and take pride in all we do. We hold ourselves accountable and always strive for our best.

B – Belong

We work together as one community. We build trust, kindness, and belonging for all.

A – Aspire

We set goals, embrace challenges, and reach for our full potential.

N – Nurture

We care for each other's wellbeing and happiness. We know that emotional growth drives success.

K – Kindness

We act with respect and compassion. Kindness underpins our relationships and community.

By embedding the Bluebank Values we uphold our Promise:

WE LISTEN. We never assume.

WE WORK TOGETHER. To make the remarkable happen.

WE ARE ACCOUNTABLE. To each other and for one another.

Bluebank School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however, be consistent with any EHCP for any young person which may well prioritise subjects or key areas of learning.

As a Special Educational Needs School providing for the needs of pupils with a range of complex needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background, or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; ambition; appropriate levels of expectation; genuine challenge; relevance; continuity and progression in learning. All students have the right to a high-quality teaching and learning experience.

On admission to the school, each young person will complete baseline assessments, which will include both therapeutic and academic assessments and observations. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the ECP or the generic baseline assessment indicates, there will be further targeted screening, where necessary, with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans, including education plans, positive support plans, and individual risk assessments.

3.0 CURRICULUM IMPLEMENTATION

Bluebank School offers a broad and balanced curriculum that incorporates the National Curriculum while maintaining autonomy in planning and delivery. For pupils with spiky profiles who have missed foundational learning due to trauma or disrupted education, a semi-formal curriculum is available to bridge gaps and provide age-appropriate support. This approach ensures that all learners can access academic opportunities tailored to their individual needs.

Alongside academic provision, the curriculum embeds therapeutic, creative, and experiential elements. Individual and group interventions are integrated to promote health and well-being, while creative learning encourages imagination, problem-solving, and originality. Experiential opportunities allow pupils to explore new possibilities, nurture their interests, and develop ambitions and talents, ensuring a holistic education that supports both personal growth and academic success.

The curriculum at Bluebank School is delivered through a structured and systematic academic timetable, ensuring pupils follow either a secondary model or a semi-formal thematic approach. Lessons are clearly defined, and all students have access to specialist staff and well-equipped learning environments that support their individual needs.

Alongside this, teaching incorporates both learner-initiated and adult-led approaches, offering flexibility through short, varied sessions. Thematic learning is embedded to create cross-curricular links around focused themes or overarching questions, supported by dedicated spaces that enhance engagement and deepen understanding.

At Bluebank School, we are committed to ensuring that every pupil has equal rights and opportunities to their entitled education and reaches their full potential, whilst having their specific needs met. The curriculum will immerse pupils in a purposeful education that fosters their independence and well-being, whilst supporting pupils to explore their interests and find their own individual pathway. The planned, key sequential steps of knowledge, skills, and learning in each subject will be cumulatively built to enable curriculum access and success in each Key Stage.

The delivery of the curriculum is tailored to meet the individual needs of each pupil, taking into account previous gaps in learning and the necessity to revisit essential concepts. It emphasises experiential and sensory learning throughout all subjects, fostering a rich and engaging educational environment.

Our curriculum is broadly based around the National Curriculum, offering all pupils the opportunity to gain qualifications in the core subject areas of English, Maths and Science as well as a range of qualifications including GCSE, BTEC, Functional Skills and Entry Levels. Alongside the formal curriculum a wide range of other pathways, vocational and practical qualifications are available. Staff are aware of the need to deliver the curriculum in a more creative way than pupils may have experienced previously. This will include the use of substantial resources, learning outside of the classroom and relating to learning from pupils' real-world experiences.

Our curriculum follows a holistic approach, underpinned by Life Skills and Therapeutic Input. These elements give pupils the stability, confidence, and resilience they need to reflect, engage positively, and succeed in lessons.

Within each classroom, we create a nurturing and inclusive learning environment where pupils can grow, develop, and thrive. Many of our learners have previously struggled to access a traditional, formal curriculum; therefore, our creative and culturally enriched approach broadens engagement and accessibility. We maintain high expectations and academic rigour while embracing flexibility and innovation — demonstrating that, with thoughtful planning, it is possible to achieve both.

We place great value on encouraging pupils to be the very best version of themselves, while also supporting them to understand their own learning styles and recognise their personal challenges.

Enrichment

Enrichment education is designed to be enjoyable and engaging, giving pupils a voice in their learning and access to experiences beyond the classroom. We collaborate with cultural and community partners such as art galleries, science centres, and local heritage sites, alongside offering activities like workshops, creative writing sessions, outdoor pursuits, and environmental projects.

We also work with local businesses and colleges to provide meaningful work experience and vocational tasters where appropriate. Enrichment is a whole-school approach delivered throughout the year, with subject leads and staff contributing to themed days and special events. These opportunities aim to develop character, resilience, teamwork, and social responsibility, while broadening pupils' horizons. Examples include STEM Challenge Days, Cultural Celebration Weeks, Outdoor Adventure Days, and visits to local enterprises and exhibitions.

Curriculum Design

The school's curriculum is structured around two distinct stages:

- Key Stage 3 (three-year KS3)
- Key Stage 4 (two-year KS4 curriculum)

However, this is not set in stone, and with guidance from SLT, this maybe to be amended for specific cohorts.

Implementation of each pupil's individual curriculum begins with a comprehensive review of all available information, including their EHCP objectives and outcomes (where applicable). We carefully consider the required provision, identify and remove barriers to learning, and ensure effective access to the curriculum. Each pupil completes a series of baseline assessments covering attainment, potential, and learning styles. These assessments inform curriculum planning and help translate long-term outcomes into manageable, measurable steps. Strategies and approaches are then tailored to each learner, ensuring consistent progress towards both academic and personal development goals.

Each school day is structured into six learning sessions, complemented by scheduled breaks and a lunch period to support pupils' well-being. Two dedicated form-time sessions, provide opportunities for pupils to connect with their pastoral key team, prepare for learning, and reflect on their progress. In addition, the school promotes a culture of reading through its daily DEAR initiative—Drop Everything and Read—where all classrooms pause to engage in reading. This whole-school approach fosters literacy, concentration, and a shared love of learning across the community.

At KS3 pupils can be taught in mixed classes according to stage not age, in this way work can be targeted at an appropriate level and easily adapted to meet the individual needs of all pupils. Pupils' social, emotional needs as well as their diagnosis are all taken into consideration.

Key stage three pupils are taught:

English (including Phonics and Accelerated Reader)

Mathematics

Science

Design and Technology

Food Technology

Computing

Humanities

Music

Art & Design

Physical Education

PSHE, RSHE & Citizenship

Outdoor Education

Life Skills and Careers

At KS4 pupils can be taught in mixed classes, according to stage not age. in this way work can be targeted at an appropriate level and easily adapted to meet the individual needs of all pupils. Pupils' social, emotional needs as well as their diagnosis are all taken into consideration, offering a core curriculum entitlement which includes academic, vocational and optional pathways.

Key stage four pupils are taught:

English (including Phonics and Accelerated Reader where applicable)

Maths

Science

Computing

Careers

Life Skills

PSHE, RSHE & Citizenship

Physical Education

Pupils are able to choose two options which include a wide range of subjects, courses and accreditations. We endeavour to meet the curriculum needs and choices of all our pupils and therefore are open to exploring new courses which our pupils have specific interests in.

Our option choices include:

Art – Arts Award L1/L2

Computing – Functional Skills EL/L1/L2

Duke of Edinburgh

Food –NCFE L1/L2

Geography – GCSE/ ELC

History – GCSE/ ELC

PE – GCSE/ ELC

Bluebank School provides a wide range of formal qualifications and works with external providers to ensure pupils have access to suitable pathways. These include GCSEs, Functional Skills, Entry Level certificates, ASDAN, BTECs, NCFE and various vocational qualifications. This breadth of choice allows pupils to pursue specific career goals or explore diverse subjects if they are unsure of their future direction.

Our approach ensures that every learner receives a balanced and comprehensive programme of study, tailored to meet individual needs and aspirations. By offering flexible options, we prepare pupils for adulthood and the next stage of their education, equipping them with the skills and qualifications necessary for success in further education, training, or employment.

Semi-Formal Curriculum

For pupils who are unable to fully engage with the formal curriculum, we provide a semi-formal, nurture-based pathway. This approach offers a thematic and age-appropriate learning experience focused on life skills, social development, and preparation for adulthood. It combines core subjects with therapeutic support and practical opportunities, ensuring every learner can progress and achieve meaningful outcomes.

The semi-formal curriculum, based on nurture, follows a more primary model. We have adapted this to being age-appropriate for the older students in the school and focused on life skills, social skills, and working with others. The curriculum is designed to be thematic, linking clearly to EHCP outcomes and giving a breadth of knowledge and experience.

Through the broad and balanced curriculum, pupils will access specific life skills lessons, community visits, as well as core academic subjects, English, Maths, and Science for years 8 and 9. The year 10 and 11 students work towards ASDAN award. They also work with pupils across the school when choosing their options. This allows our students with spiky profiles to engage in learning at the appropriate level.

Pupils will have access to therapeutic support from the therapy team. Individual pupils will also have specific interventions to support their needs, which can include extra literacy support and engaging in non-curriculum activities.

Planning Structure

- Long-Term Plans: Cover major areas and strands of the National Curriculum across all key stages.
- Medium-Term Plans: Outline termly activities within schemes of work.
- Lesson Plans: Weekly plans addressing differentiation and access for individual pupils, ensuring challenge for all.

Overcoming Barriers to Learning

The strategies outlined below are applied consistently across the curriculum and teaching practices to meet the diverse needs of all pupils.

Sensory Integration

- Curriculum accommodates sensory needs to support learning and behaviour.
- Emphasis on processing and organising sensory input for effective responses.

Classroom Strategies

- Visual timetables and labelled resources to aid organisation.
- Clear, stepped instructions and extra processing time.

- Controlled auditory input and use of prompts to maintain focus.
- Opportunities for movement to enhance concentration.
- Embed metacognitive strategies for recall and retrieval.

Specialist Support

- Staff trained in therapeutic approaches and work with multi-disciplinary teams (e.g., SALT, OT, mental health professionals).
- Focus on personal development and independence skills.

Learning Environment

- Purposeful, structured spaces with sensory pods and breakout areas.
- Safe, creative environments to prevent overload and promote social interaction.

Intervention and Catch-Up

- Targeted literacy and numeracy programmes based on assessment data.
- Use of phonics, 1:1 reading, and personalised writing support.
- Additional interventions for most able pupils and those significantly underachieving.

Therapeutic Support

- Access to speech therapy, occupational therapy, psychotherapy, and psychology.
- Adapted tasks and resources to meet EHCP and individual targets.

Inclusive Access

- Flexible teaching strategies to overcome barriers and engage all pupils.
- Broad curriculum aligned with National Curriculum where appropriate.

Breadth and Relevance

- Wide range of learning experiences across subjects and skills.
- Curriculum linked to real-life contexts and local environment.

Progression and Adaptive Teaching

- Builds on prior learning with cross-curricular links.
- Differentiated tasks and varied approaches to suit diverse learning styles.

Additional Focus Areas

- Provision for gifted pupils through enrichment and challenge.
- SMSC development, British Values, and equality embedded throughout.
- Careers education to broaden aspirations and connect learning to future opportunities.

Therapeutic Intervention

The Clinical Team work within Outcome First Group's Wellbeing Rainbow where support for students is at the 3 different tiers:

- Universal- Where the clinical team supports the whole school therapeutic environment and offer staff training on areas of particular need.
- Enhanced- The clinical team promote multidisciplinary involvement in supporting pupils, this may mean the pupil has specific strategies recommended to teaching staff to support them to engage and learn in the classroom or they are involved in group therapy sessions.
- Specialist- The pupil is invited to 1:1 therapy sessions with a member of the clinical team.

The clinical team operates on a referral system for specialist level support, this is based on the pupils EHCP recommendations and teacher/parental concerns.

The clinical team are based on site and therefore are easily accessible to staff and pupils.

4.0 CURRICULUM IMPACT

The impact of our curriculum is reflected in the quality of pupils' work, the progress they make over time, and the extent to which they are equipped for further education, employment, and life beyond school.

To evaluate how effectively our curriculum meets its intent, we use a range of measurable indicators:

Pupil Learning and Outcomes

- Pupils demonstrate enthusiasm for learning and achieve positive academic and personal outcomes.
- Knowledge and skills are retained over time, and pupils make sustained progress across all subject areas.
- Reading ability improves beyond a functional level, ensuring pupils are well prepared for future learning and daily life.
- Pupils gain a range of nationally recognised qualifications, including English and Maths, and successfully meet the targets and outcomes outlined in their EHCPs.

Preparation for Adulthood and Next Steps

- Pupils identify potential career pathways aligned with their strengths and interests.
- They develop an understanding of different workplaces and the expectations of employment.
- Transferable skills are embedded, enabling pupils to apply learning confidently in a range of contexts.
- Increasing independence is evident, with pupils becoming progressively less reliant on adult support.

Personal Development and Wellbeing

- Pupils are socially and emotionally ready for transition to post-16 education, employment, or training.
- They feel valued, accepted, and demonstrate improved self-esteem, confidence, and resilience.
- Pupils understand how to keep themselves safe and healthy, developing positive coping strategies to manage challenges.
- They recognise their rights and responsibilities, can express their views appropriately, and show respect and empathy for others.
- Positive relationships with peers and adults are evident, underpinned by kindness, cooperation, and pride in their school community.

Assessment

We use assessment as a key tool to guide pupils' next steps and measure the overall impact of our curriculum. Progress in key concepts and skills is tracked through ongoing formative and summative assessment.

We use the Renaissance STAR Assessment to track progress and attainment in students' Reading and Numeracy. Every term there is a two-week assessment block where all students will complete their STAR Assessments. All students will complete the Maths assessment and either the Reading or Early Literacy Assessment depending on their reading levels.

Not only do these tests assess the levels of students, but they also create targets to support teachers in focused planning. After each assessment staff will download the targeted planning sheet and use this to support them in their teaching for the next term. The 'Learning Progressions' included by Renaissance Learn support student progress and focused teaching whilst also not increasing staff workload. This information means that the Medium-Term Plans provided by the Subject Leads are differentiated and targeted to support our intention of 'an individualised curriculum to improve life outcomes' and to support the Independent School Standard 2.26¹ so that progress and planning are intrinsically linked.

The Evidence for Learning Frameworks allow us to evidence, assess, review and plan for meeting the unique needs of all of our learners. Evidence for Learning supports an 'Inquiry-based approach' to education and provision, that allows all stakeholders in a young person's learning and development to gather photo and video evidence quickly and easily, linked to the individual's profound curriculum. EFL also supports any assessment framework and any assessment model – including evidencing and tracking progress against individual learning intentions and targets related to EHCPs. EFL has transformed how parents/carers and the learner themselves are engaged and involved in the entire learning process and journey. Not only can photos, videos and notes be easily and securely shared by the school, but parents/carers can capture and submit their own photos, videos and notes to reflect the learner's development and experiences at home and outside in the community. Each subject has their own internal assessments throughout the academic year. These are based on a combination of skills and knowledge with each subject deciding on the most effective assessment format.

Our aim is for all Key Stage 4 pupils to achieve externally recognised qualifications that are ambitious yet reflective of their starting points, abilities, and career aspirations.

In addition, experiences linked to protected characteristics, British Values, and SMSC are monitored using SMSC Gridmaker.

Monitoring

The quality of education provided to pupils at Bluebank School is subject to regular and varied quality assurance activities. These include but are not limited to:

- Lesson Visits
- Pupil voice
- Pupil progress review / termly reporting
- Termly supervisions for all teaching and teaching assistant staff
- Planning reviews
- Coaching sessions
- Work scrutiny, including marking and assessment, and 'deep dive' activities
- Moderation with leaders from other schools within OFG.
- Obtaining of stakeholder voice

Professional Development

Staff are supported in their profession development; this is supported with in-house and external training providers.

There is support through coordinated CPD subject links across the OFG group.

All teachers who teach phonics have access to either external training specific to their DfE approved phonics system and internal professional development.

Where subjects are taught by non-specialists, our specialist will support and lead on CPD.

Review

The curriculum is reviewed termly on an ongoing basis, evaluating a range of success indicators to ensure it meets the needs of all our students. We continue to develop a curriculum that is tailor made to each individual to provide specific and holistic opportunities.



Outcomes
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