

Curriculum Plan KS3 and KS4

Organisation:	Elevated Minds CIC
School:	Elevated Futures
Approved by:	Doreen Sinclair-McCollin, CEO
Date approved:	August 2025
Next review due:	August 2026

Table of Contents

1. Curriculum Intent (The 'Why')	2
2. Curriculum Implementation (The 'How')	3
3. Curriculum Impact (The 'So What?')	5
4. Inclusion and Neurodiversity Strategy	6
5. Supporting Documents	6
6. Monitoring, Review and Evaluation	6

This document outlines the curriculum intent, implementation, and impact for Elevated Futures. Our curriculum is the central mechanism for achieving our school's mission, embodying the vision of our Principal, Doreen Sinclair-McCollin.

1. Curriculum Intent (The 'Why')

Our curriculum is unashamedly ambitious for every pupil.

Its primary intent is to provide a deeply personalised, strengths-based, and holistic education that empowers pupils to discover their "superpowers," achieve ambitious academic and personal outcomes, and transition into a successful and independent adult life.

We **reject a deficit model** of education. Instead, our curriculum is built upon the **Dynamic Development Plan (DDP)**, a framework that leverages pupil strengths to unlock access to learning and overcome challenges.

Our Aims:

- **To Deliver the National Curriculum:** We meet all statutory requirements of the National Curriculum, using our DDP framework as the vehicle for delivery.
- **To Champion Strengths:** To move beyond labels and see every pupil through the lens of their unique talents, interests, and potential.
- **To Develop the Whole Child:** To inextricably link academic progress with personal, social, and emotional development, reframing behavioural challenges as goals for self-regulation and communication.
- **To Create Independent Futures:** To ensure every pupil leaves with meaningful accreditation, financial literacy, and the self-advocacy skills needed for post-16 success.
- **To Use Our Community:** To use our vibrant **Southwark** location as an "extended classroom," providing rich cultural capital, real-world context, and a strong sense of community.
- To provide a trauma-informed, neuro-affirming curriculum that recognises and celebrates neurodiversity.
- To equip pupils with emotional resilience, confidence, communication, and identity awareness.
- To ensure learning experiences are creative, sensory-friendly and culturally reflective.
- To empower pupils through coaching, reflective practice, and personal development.

2.0 Curriculum Implementation (The 'How')

We implement our curriculum intent through a cohesive 5-year journey, with the DDP as the "golden thread" connecting all learning.

2.1 The DDP as the Golden Thread

The DDP is our primary pedagogical tool.

- **In KS3 (Self-Discovery):** The DDP is a "living document" co-created with the pupil and family. It is a tool for self-discovery, identifying strengths, and setting personal goals (academic, social, and emotional).
- **In KS4 (Strategic Action):** The DDP evolves into a strategic action plan. It is the central document for careers guidance, post-16 planning, and managing the pressures of accreditation, giving pupils ownership of their transition.

The DDP also incorporates coaching feedback, emotional literacy development, sensory needs, and confidence-building indicators to support holistic growth.

2.2 The 5-Year Curriculum Structure

Our curriculum is structured around thematic, cross-curricular blocks to make learning contextual and meaningful.

- **Key Stage 3 (Years 7-9): Discovery and Identity**
 - **Year 7 Theme: Identity** (Who am I?)
 - **Year 8 Theme: Community** (Where do I fit in?)
 - **Year 9 Theme: Enterprise** (What can I build?)
- **Key Stage 4 (Years 10-11): Accreditation and Employability**
 - **Year 10 Theme: Employability** (What is my role in the world?)
 - **Year 11 Theme: Independence** (What is my next step?)
- Themes are explored through creative arts, identity-based work, cultural projects, coaching, and community engagement.
- Cross-curricular experiences reinforce emotional regulation, communication, teamwork, empathy, and self-expression.

2.3 Subject and Project Implementation

- **The "Identity" Project (PSHE, Careers and Wellbeing Spine):** This core project runs from Y7 to Y11. In KS3, it focuses on identity, strengths, and community (linked to *Autism a Superpower*). In KS4, it evolves to deliver all Gatsby Benchmarks, managing work experience, CV writing, and post-16 applications.

- **Core Subjects (English, Maths, Science):** The National Curriculum is delivered through DDP-led planning. A pupil's "superpower" in, for example, creative writing is used as the gateway to analytical texts. Maths is relentlessly practical, linked to the "Enterprise" and "Financial Literacy" strands. Science is hands-on, leveraging pupil curiosity.
- **Foundation and Enrichment (Art/DT, Drama, PE, etc.):** These are not 'soft' subjects; they are core to our DDP model. They provide a primary vehicle for non-verbal expression, managing challenging emotions, and building a tangible portfolio of skills (e.g., Arts Award, Sports Leaders).
- **Therapeutic Integration:** Our therapeutic team (SaLT, OT, etc.) is fully integrated. Therapeutic goals are DDP goals, delivered by all staff in a "common language," ensuring therapy is embedded in the classroom, not isolated in a separate room.

2.4 Cross-Curricular Strands

- **Financial Literacy (A 5-Year Plan):** This is explicitly taught through Maths and the "Identity" Project. It progresses from "Wants vs. Needs" in Y7 to "Profit and Loss" in Y9 Enterprise, to "Understanding Payslips" in Y10 Work Experience, and "Budgeting for Independence" in Y11.
- **Southwark as a Classroom:** We use our local assets to build cultural capital. This includes using the Tate Modern for Art, Shakespeare's Globe for Drama and English, Borough Market for Enterprise, Burgess Park for Science, and local businesses for work experience.

2.5 Personal Development

Elevated Futures delivers all statutory personal development requirements through the DDP, the Identity Project, PSHE, and embedded cross-curricular practice. This ensures statutory duties are fully met without fragmenting the curriculum.

This includes:

- **British Values:** Democracy, the rule of law, individual liberty, mutual respect and tolerance are taught through coaching work, community learning, collaborative projects, and real-world decision-making within the Identity Project.
- **Spiritual, Moral, Social and Cultural Development:** Embedded through identity exploration, cultural experiences across Southwark, restorative practice, creative arts, and community-based learning.
- **Relationships, Sex and Health Education:** Delivered through the Identity Project, coaching, and PSHE, with a strong focus on emotional literacy, healthy relationships, identity, consent, personal safety, and wellbeing.

- **Digital and Online Safety:** Explicitly linked to DDP goals around self-advocacy, decision-making and responsibility, and taught through ICT, PSHE, careers guidance, and preparation for independent adulthood.
- **Equality Act 2010 Compliance:** Our curriculum actively promotes inclusion, challenges discrimination, and ensures representation across resources, examples, cultural capital activities, and personal development content.

Personal Development is not a bolt-on; it is inseparable from our strengths-based, trauma-aware curriculum and underpins every pupil's journey from self-discovery to post-16 transition.

3.0 Curriculum Impact (The 'So What?')

We measure the success of our curriculum by the tangible, long-term outcomes for our pupils. Our assessment is holistic, rigorous, and, above all, meaningful.

3.1 Assessment Methodology

- **Formative (Daily):** The "Living DDP" is our primary assessment tool, allowing staff to dynamically track progress against personal and academic goals.
- **Summative (Termly/KS3):** We use "**DDP Showcases**" where pupils present their work (from all subjects) to demonstrate progress against their DDP goals, building confidence and self-advocacy.
- **Summative (KS4):** We use **Formal Accreditation** (GCSEs, BTECs, Functional Skills, Arts Awards). Our DDP-led pathways ensure every pupil achieves the most ambitious and relevant qualifications possible.

3.2 Measuring Success: Our Key Metrics

The impact of our curriculum is judged by:

1. **Academic Progress:** The formal qualifications and accreditations achieved by every pupil.
2. **Personal Progress:** The measurable growth in a pupil's confidence, resilience, and emotional regulation, as tracked in their DDP.
3. **Self-Advocacy:** A pupil's ability to articulate their own strengths, challenges, and goals using their DDP, particularly in post-16 interviews.
4. **Post-16 Destinations:** Our primary metric. We track the percentage of pupils who successfully transition to and, critically, **sustain** a positive post-16 placement (college, apprenticeship, or work) that aligns with their DDP.
5. **Behaviour and Engagement:** A demonstrable reduction in challenging incidents and an increase in positive engagement (e.g., attendance, participation), proving that pupils feel seen, valued, and successful.

Holistic assessment also captures wellbeing indicators, communication development, creative expression, and participation in enrichment.

4. Inclusion and Neurodiversity Strategy

Elevated Futures is a neuro-affirming environment.

Our approach includes:

- Trauma-informed and sensory-aware classrooms.
- Structured routines and visual supports.
- Predictable transitions and co-regulation strategies.
- Individualised adjustments recorded within plans.
- Multidisciplinary staff trained in neurodiversity and experienced in supporting young people with Autism, ADHD and SEMH.
- A culture that recognises behaviour as communication.

All practices are aligned with the SEND and Inclusion Policy.

5. Supporting Documents

- Accessibility Plan
- Behaviour and Relationships Policy
- Equality and Diversity Policy
- Safeguarding Policy
- SEND and Inclusion Policy
- Staff CPD Programme
- Subject Schemes of Work
- The IDENTITY Project Outline
- Timetable

6. Monitoring, Review and Evaluation

- This Curriculum Plan will be reviewed annually, or sooner if there are changes to legislation, guidance, or school circumstances.
- Monitoring and evaluation will ensure the curriculum remains robust, effective, inclusive, and aligned with the school's ethos and statutory requirements.
- Monitoring and evaluation activities will include:
 - Termly review of curriculum delivery and subject coverage.
 - Analysis of learner progress, engagement, and outcomes.
 - Feedback from staff, learners, and parents/carers.
 - Regular evaluation of provision for neurodiverse learners to ensure accessibility and impact.

- The review process will be overseen by the Proprietor and SENCo/Curriculum Lead, with findings used to inform ongoing curriculum development.
- Updates will be communicated to all staff to ensure consistent and effective implementation.
- Findings will also be shared with staff and the Proprietor to inform school improvement priorities and ensure accountability.

This Curriculum Plan underpins the school's mission to provide a creative, inclusive, and neuro-affirming education for all learners.

Approval Sign-Off

Name	Position	Signature	Date
D. Sinclair-McCollin	CEO, Principal & Director		25 August 2025