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| Organisation:    | Elevated Minds CIC            |
| School:          | Elevated Futures              |
| Approved by:     | Doreen Sinclair-McCollin, CEO |
| Date approved:   | August 2025                   |
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## **1. Statement of Intent**

Elevated Futures Educational Provision is a specialist alternative provision, providing a broad, balanced, and ambitious curriculum for pupils across Key Stage 3 (Years 7–9) and Key Stage 4 (Years 10–11).

Elevated Futures delivers this curriculum within a small, therapeutic, creative and neuro-affirming environment designed to meet the needs of neurodivergent pupils, including those with ADHD, autism, dyslexia and SEMH needs. The provision integrates strengths-based teaching, sensory-aware practice, trauma-informed approaches, and personalised pathways to ensure every learner feels safe, regulated, represented and able to thrive academically, socially and emotionally.

Building on this therapeutic foundation, our curriculum is designed to meet the complex needs of pupils, including those with Special Educational Needs (SEN), an Education, Health and Care Plan (EHCP), and those who are Looked After. Our entire educational model is underpinned by the strengths-based philosophy of the Dynamic Development Plan (DDP), ensuring every learner is empowered to discover their strengths and build a successful, independent life post-16.

This policy outlines a 5-year journey that shifts from Discovery and Identity in KS3 to Accreditation and Employability in KS4.

## **2. Legal Framework and Compliance**

This policy is written in UK English and complies with all relevant legislation, including Paragraph 2 of the Education (Independent School Standards) Regulations 2014.

In accordance with this, our curriculum:

- Gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Is appropriate for pupils of compulsory school age, including those with an EHCP.
- Offers subject matter tailored to the ages, aptitudes, and additional learning needs of our pupils.
- Enables pupils to develop essential skills in speaking, listening, literacy, and numeracy.
- Provides high-quality Personal, Social, Health, Citizenship, and Economic (PSHCE) education.
- Prepares pupils for reintegration, transition to further education, or progression into employment.

This provision also aligns with Keeping Children Safe in Education, the SEND Code of Practice, the Equality Act 2010, and Ofsted's Education Inspection Framework.

## **3. Aims and Principles (Our DDP Philosophy)**

Our curriculum is the primary tool for delivering the Dynamic Development Plan (DDP).

Our aims are to:

- **Be Ambitious:** Ensure every learner achieves meaningful academic and vocational qualifications (from Entry Level to GCSE/BTEC) that provide a gateway to their chosen post-16 pathway.
- **Be Strengths-Based:** Use the DDP to identify and build upon each learner's unique "superpowers," using creative, sporting, and specialist programmes as tools for engagement and skill-building.
- **Be Holistic:** Develop the whole person. Our curriculum explicitly teaches emotional regulation, self-discipline, and resilience alongside academic knowledge.
- **Be Relevant:** Use our location in Southwark, London, as an "extended classroom" to teach financial literacy, enterprise, and citizenship in a real-world context.
- **Be Preparatory:** Equip pupils with the skills, confidence, and professional understanding to succeed in college, apprenticeships, or the workplace.

Additionally, the curriculum aims to:

- Promote emotional regulation, wellbeing and self-identity through consistent trauma-informed and neuro-affirming practices.
- Embed learner voice, self-advocacy and reflective coaching throughout learning.
- Ensure full inclusion and accessibility through sensory-aware environments, adaptive teaching and personalised support.

#### 4. Curriculum Intent (A 5-Year Journey)

Elevated Futures delivers a holistic KS3-KS4 curriculum through four integrated strands – Academic Core, Creative Development, Therapeutic Coaching, and Outdoor & Experiential Learning – each underpinned by the DDP. Together, these strands create a cohesive five-year journey that balances academic excellence with personal growth, creativity, wellbeing and real-world readiness. The DDP shapes every stage of learning, ensuring that pupils develop strong identities, emotional intelligence, transferable skills and a clear pathway towards post-16 success.

These strands ensure that academic progress, creativity, wellbeing and personal development are given equal priority across the curriculum.

Our curriculum provides a cohesive 5-year journey, with a distinct and evolving focus for each Key Stage, bound by the DDP.

- Key Stage 3 (Years 7-9): Focus on Discovery and Identity

The intent is to re-engage pupils with learning by helping them understand how they learn. We use the DDP as a tool for self-discovery, identifying strengths, and building a solid foundation of core knowledge, self-regulation, and community belonging.

- Key Stage 4 (Years 10-11): Focus on Accreditation and Employability

The intent shifts to strategic action. The DDP becomes the tool for navigating qualifications, managing pressure, and building a concrete pathway to post-16 success. Every subject is linked to accreditation and real-world employability.

In addition, Elevated Futures ensures that this 5-year journey is enriched through creative arts, outdoor learning, therapeutic coaching, and cross-curricular themes such as identity, community, communication, empathy, representation and resilience, woven throughout all subjects.

## 5. Curriculum Implementation (Structure and Offer)

Our curriculum is implemented through a thematic structure that allows for deep, cross-curricular learning.

### A. Thematic Structure (Summary)

- **Year 7: Identity** (Who am I? What are my "superpowers"?)
- **Year 8: Community** (Where do I fit in? How does Southwark work?)
- **Year 9: Enterprise** (What can I build? What can I create?)
- **Year 10: Employability** (What is my role in the world? How do I build a professional profile?)
- **Year 11: Independence** (What is my next step? How do I manage my transition?)

### B. Core Curriculum Offer (KS3 and KS4)

All subjects are delivered by specialist staff, leading to a range of accreditations (GCSE, BTEC, Functional Skills, Entry Level, LAMDA Awards, Arts Award).

| Curriculum Area      | KS3 Focus (Discovery and Skills)  | KS4 Focus (Accreditation and Application)  |
|----------------------|---|--|
| Core Academic        | Re-building foundational skills in English, Maths, and Science. Project-based learning linked to termly themes. | Achieving formal qualifications. English (GCSE/FS), Maths (GCSE/FS), Science (GCSE/BTEC/Entry), ICT (FS/GCSE).     |
| Personal Development | The "Identity" Project (DDP creation), PSHE, RSE, and introduction to financial literacy and enterprise.        | The "Identity" Project (Post-16 transition, CVs, Gatsby Benchmarks), advanced financial literacy, and Citizenship. |

|                         |   |  |
|-------------------------|---|--|
| Creative and Specialist | Exploring strengths through tasters in Art, DJing, Music, Performing Arts, and Sport (Boxing, Handball).    | Gaining accreditation. Art (GCSE/Arts Award), Performing Arts (LAMDA), Sport (Sports Leaders), Creative Media. |
| Wellbeing and Coaching  | 1:1 and group coaching to build self-regulation. Access to mindfulness, yoga, sensory room, and reflection. | DDP-led coaching to manage exam stress and develop professional resilience.                                    |

### C. Family and Community Integration

We view parental involvement as critical. We offer Parent-Child DDP sessions, anxiety/resilience workshops, and use local Southwark resources (e.g., Burgess Park, Tate Modern, local businesses) to enrich learning.

To ensure inclusive and therapeutic curriculum delivery, the following approaches are embedded across all learning:

- Sensory-friendly routines and structured transitions to support regulation.
- Use of visual supports, chunked instructions, modelling and multisensory strategies across all subjects.
- Creative and therapeutic sessions integrated weekly to support emotional growth, identity development and self-expression.
- Outdoor and experiential learning, including Forest School, enrichment visits, physical activity and nature-based regulation opportunities.
- Consistent trauma-informed expectations across staff to ensure predictability, relational safety and emotional containment.

## 6. The DDP Golden Thread (Our Unique Pedagogy)

The Dynamic Development Plan (DDP) is not an add-on; it is the "golden thread" of our pedagogy.

- In KS3: The DDP is co-created with the learner and their SENCo/TA. It is a tool for self-discovery and goal-setting. Challenges are reframed as DDP goals.
- In KS4: The DDP becomes a strategic action plan. It is directly linked to accreditation (e.g., "How will my DDP strength in 'creativity' help me pass my English GCSE?"). It is the central document for Careers Guidance and post-16 planning, giving pupils ownership of their future.

This approach is strengthened further through:

- Regular coaching conversations that embed emotional literacy and growth.
- Learner-led goal setting using strengths-based descriptors.

- Integration with SEND strategies, ensuring DDP goals align with EHCP outcomes.
- Use of DDP language across all subjects, reinforcing consistency and identity building.

## 7. Personal, Social, Health and Economic (PSHE) Education

A high-quality PSHCE and RSE (Relationships and Sex Education) curriculum is delivered to all pupils. This is integrated into the "Identity" Project, tutor time, and specific wellbeing sessions.

- KS3 (Discovery and Enterprise): Focuses on "wants vs. needs," basic budgeting (linked to the Y9 Enterprise project), and healthy relationships.
- KS4 (Independence and Employability): Focuses on understanding payslips (Tax, NI), bank accounts, debt, post-16 finance (apprenticeship wages vs. bursaries), and managing professional relationships.

PSHE is further enriched through:

- Identity-based learning
- Representation-focused discussions
- Explicit teaching of communication, collaboration and empathy
- Sensory and emotional regulation strategies
- Therapeutic group work
- Links to real-world Southwark community experiences

## 8. Schemes of Work

Detailed, comprehensive Schemes of Work (SoW) for all subjects and key stages are maintained as separate, living documents by subject and senior leaders.

These documents provide the granular detail for planning, teaching, and assessment. They are reviewed termly to ensure they remain ambitious, adaptive, and fully aligned with the DDP principles outlined in this policy.

To ensure Schemes of Work fully reflect our therapeutic and inclusive curriculum principles, they also:

- Integrate sensory considerations
- Outline therapeutic opportunities
- Embed creative and outdoor learning
- Include personalised differentiation pathways
- Map cross-curricular themes
- Ensure each sequence supports the DDP focus for that term

## 9. Assessment and Impact

We measure the impact of our curriculum through a "Living DDP" model, which provides a powerful narrative of learner progress.

- **Assessment Tools:**
  - The "Living DDP": The primary tool for tracking personal, social, and emotional progress.
  - Formative Assessment: Daily checks for understanding, DDP-led coaching conversations.
  - Summative Assessment: DDP Showcases (KS3), Formal Accreditation (KS4: GCSEs, BTECs, Functional Skills).
- **Impact Measures (What we track):**
  - **Academic Progress:** The formal qualifications and accreditations achieved by every learner.
  - **Personal Progress:** The learner's ability to articulate their own strengths, goals, and strategies using their DDP (e.g., in college interviews).
  - **Post-16 Destinations:** Our primary metric. We track the percentage of pupils who successfully transition to and sustain a positive post-16 placement (college, apprenticeship, or work) that aligns with their DDP.

Assessment is further strengthened through:

- Holistic indicators such as confidence, self-expression, communication, participation and regulation.
- Creative evidence (e.g., recordings, photographs, journals and visual work) demonstrating progress in Performing Arts, Art and Music.
- Coaching reflections, journals and self-assessments.
- Termly multi-disciplinary reviews linking DDP progress directly to curriculum planning.

## 10. Roles and Responsibilities

- **Senior Leadership (SLT):** Are responsible for the strategic intent, compliance, and resourcing of this policy.
- **SENCo / Inclusion Manager:** Oversees the DDP process, ensuring it is the golden thread from Y7 to Y11 and links effectively with therapeutic input.
- **Teachers / Lecturers:** Are responsible for planning and delivering DDP-led, outstanding teaching that adheres to the relevant Schemes of Work.
- **TAs / HLTAAs:** Implement DDP strategies in the moment, support co-regulation, and work with individuals and small groups to secure progress.

Key responsibilities also include:

- All staff ensuring neuro-affirming, trauma-informed and inclusive practice is embedded.
- The SENCo ensuring accessibility, sensory regulation and adaptive curriculum pathways.
- The Pastoral/Coaching Lead contributing to DDP-aligned curriculum decisions.

## 11. Linked Policies and Related Documents

This policy should be read in conjunction with the following linked policies to ensure a consistent whole-school approach:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour and Relationships Policy
- Curriculum Plan
- Equality and Diversity Policy
- Safeguarding Policy
- SEND and Inclusion Policy

## 12. Monitoring, Review and Evaluation

- This policy will be reviewed annually, or sooner if there are changes to legislation, guidance, or school circumstances.
- Monitoring and evaluation will include analysis of learner outcomes, curriculum engagement, staff feedback, and learner voice.
- Curriculum delivery will be reviewed through supervision, CPD, and lesson observations.
- The review process will be overseen by the Proprietor and Curriculum Lead, with findings used to evaluate effectiveness and inform ongoing development.
- Updates arising from reviews will be communicated to all staff to ensure continuous improvement and consistent implementation.
- Findings will also be shared with staff and the Proprietor to inform school improvement priorities and ensure accountability.

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

### Approval Sign-Off

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

