Curriculum Policy

This Teaching and Learning Policy has been fully revised to align explicitly with the Community Inclusive Trust (CIT) Teaching and Learning Principles, while retaining and strengthening the school's existing specialist curriculum intent, pathways and practice.

This policy should be read in conjunction with:
- CIT Teaching and Learning Policy
- Behaviour Policy
- Assessment Policy

Curriculum Vision

Tulip Academy Spalding is a Special School for children with a variety of special needs and, as such, has to cater for a very wide range of aptitudes and abilities. Our curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and purposeful learning and development activities to maximise pupil engagement and support outstanding progress in all areas of learning. Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests, taking account of their barriers to learning. Through a combination of formal, semi-formal, informal and pre-formal curriculum model approaches, pupils are well prepared for each phase of their education and transition in to meaningful, aspirational and independent adult life, well placed to make a positive contribution to life in modern Britain.

At Tulip Academy Spalding, we believe that all pupils have a right to a purposeful, stimulating and enjoyable curriculum that prepares every one of them for the experiences and challenges of life after school. To achieve this the following intentions are applied.

1. A broad and balanced curriculum offer, in terms of learning areas and experiences, with clear progression at each stage of learning.
2. A curriculum arranged into specific pathways of learning that consider the range of needs and abilities.
3. A focus on stages of learning that acknowledges chronological age.
4. Engage all learners with adaptations, personalisation and differentiation through teaching styles and contexts.
5. Challenge all learners to achieve their potential, building upon pupil's individual strengths, needs and abilities.
6. Nurture the talents of all and celebrate success.

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7. Consistent opportunities to develop communication skills using preferred methods to communicate with staff and peers
8. Opportunities to promote spiritual, moral, social and cultural developments.

Teaching and learning within the school are underpinned by the core belief that all pupils can learn and make progress, regardless of starting point, when teaching is appropriately adapted, relational and aspirational.

In line with the CIT Core Principles, we ensure that all pupils are:

- Physically, emotionally and cognitively ready to learn
- Educated in a safe, inclusive and nurturing environment
- Supported to develop resilience, confidence and independence over time

Our teaching and learning intent therefore is to:

- Create environments where pupils feel safe, regulated and ready to engage in learning
- Meet pupils' basic needs so higher-level learning can occur
- Promote positive learning behaviours through consistent recognition and relational practice
- Explicitly teach pupils that mistakes are part of learning
- Support pupils to become increasingly independent thinkers from their individual starting points

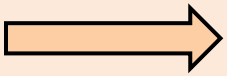
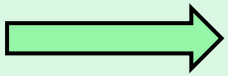
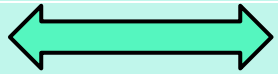
This intent applies across all curriculum pathways: Pre-formal, Informal, Semi-formal and Formal, ensuring equity rather than uniformity.

Curriculum Pathways and Teaching Approach

Teaching and learning are delivered through clearly defined curriculum pathways that reflect pupils' developmental stage, needs and learning profile:

The Curriculum Offer

The curriculum is divided into four pathways; Early Years / Key Stage One, pre-formal, semi-formal and formal and our class groups are devised according to age and how our pupils learn best.

Curriculum Pathway	EYFS / Key Stage One	Pre-Formal	Informal	Semi-Formal	Formal
Summary needs	All needs	Profound and multiple learning difficulties	Severe learning difficulties and/or Autism Spectrum Condition	Severe learning difficulties / Autism Spectrum Condition	Moderate learning difficulties / Autism Spectrum Condition
	Development 0 – 48 months. Additional physical, health, sensory sensitivities and emotional regulation needs.	Development 0 -18 months Additional physical and health needs. Complex sensory sensitivities and emotional regulation needs.	Development 18 months – 7 years Complex communication needs, significant difficulties with attention and focus. Emotional regulation difficulties.	Development 18 months – 7 years Additional sensory sensitivities and emotional regulation needs.	Working below age related expectations: National Curriculum Year 1 expectations and above.
					
Pedagogy	Process-based learning & Early knowledge and skills based learning	Process-based learning	Building relationships and early independence.	Early knowledge and skill based learning.	Knowledge and skill based learning.
Approach	Personalised Learning Goals (PLGs) Snapshot Assessment and Engagement Profiling Child Initiated Learning	Personalised Learning Goals (PLGs) Snapshot Assessment and Engagement Profiling Personalised Learning	Personalised Learning Goals (PLGs) Snapshot Assessment and Engagement Profiling	Personalised learning goals (PLGs) Knowledge and Skills Builders	Termly targets Knowledge and Skills Builders Working towards accreditation.
Integrated Learning	World experiences – International Days; STEM experiences; Music workshops; World of Work (including work experience); SMSC; Communication, Interaction and Problem Solving.				

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Areas of Learning	• Early Literacy, Communication and Language. • Reading • Early Maths and Cognition • Personal, Social and Emotional Development • Understanding the World • Physical Development • Expressive Arts and Design		• Communication and Interaction • Reading • Cognition and Learning • Social Emotional and Mental Health • Community Engagement • Personal and Intimate Care • Sensory and or Physical Therapies • Holistic and Therapeutic sessions	• Communication and Interaction • Reading • Cognition and Learning • Social Emotional and Mental Health • Community Engagement • Personal and Intimate Care • Sensory and or Physical Therapies • Holistic and Therapeutic sessions	• English (including Reading) and Communication • Maths and Cognition • PSHE • Relationships and Sex Education (RSE) • Humanities (Thematic approach that encompasses History, Geography and Religious Education). • STEM • Life Skills (inc. Cookery) • Outdoor Education • Physical Development • Creative Arts	• English (including Reading) • Mathematics • Multimedia • PSHE • Careers Education • Relationship and Sex Education (RSE) • Citizenship • Humanities (History, Geography and Religious Education). • Science • Physical Education **Key Stage 3:** • Outdoor Education • Creative Arts • Life skills (inc. Cookery) **Key Stage 4 (options model):** • Creative Option (Music, Art or Photography) • Life Skills Option (Outdoor Education, Cookery or Sport) • Humanities Option (Geography or History)

Definition of needs

Pre-Formal	Informal	Semi-Formal	Formal
Profound and multiple learning difficulties	Severe learning difficulties and/or Autism Spectrum Condition	Severe learning difficulties / Autism Spectrum Condition	Moderate learning difficulties / Autism Spectrum Condition
• Pupils with profound and multiple learning difficulties (PMLD). • Pupils will mostly have complex multi-sensory differences / range of health needs that require multi professional services. • Will be working academically, consistently, and over time, (within P-scale range P1-P3, perhaps reaching some elements of P4), throughout their whole school careers to the age of 19. • Require a high level of adult support, both for their learning needs and for their personal care. • Likely to need sensory stimulation. • Pupils may need an extended amount of processing time for learning.	• Complex communication needs and differences • Significant difficulties with attention and focus • Complex sensory differences and sensory profiles • Emotional regulation difficulties – can express needs/wants/preferences through dysregulation. • At the early stages of attention and engagement and need support to access their immediate environment. • Personalised provision centred on what each child needs and their individual starting points. •	• Pupils with severe learning difficulties (SLD) and or Autism • Will be working academically, consistently, and over time, within the P scale range P4-P8, and in some areas to the early reaches of the national curriculum. • Have significant intellectual and cognitive differences and may also have difficulties in mobility and coordination. • May use objects of reference, sign, symbols and/or language to communicate, though all will to a greater or lesser degree have severe communication differences, which will affect both expressive and receptive communication skills. • Other difficulties will be experienced in understanding abstract concepts, maintaining concentration and attention, retrieving both short term and long-term memory, utilising sequential memory, exercising working memory, processing information, retrieving general knowledge, thinking, problem solving, and generalising previously learned skills.	• Pupils will develop their language skills but at a slower rate than those of a similar age. Pupils may also have a diagnosis of Autism. • Pupil's ability to understand and process receptive language is present but is developing at a slower rate. There is also a delay in their ability to put thoughts into words and sentences. • Organisation of information received is delayed and pupils may struggle with abstract concepts. • There is a delay in their use and understanding of facial expressions, body language, gesture, and intonation • Vocabulary and use of grammar is delayed • Pupils may have delayed development of co-operative skills with peers • Written communication shows delay in correct use of grammar, inconsistency with spelling and smaller vocabulary than that expected from children and young people of the same age. • Pupil may have difficulty with memory and underdeveloped organisational skills. The speed of processing information received is slower.

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Curriculum Pathway Intentions

	Pre-Formal	Informal	Semi-Formal	Formal
	Profound and multiple learning difficulties	Severe learning difficulties and/or Autism Spectrum Condition	Severe learning difficulties / Autism Spectrum Condition	Moderate learning difficulties / Autism Spectrum Condition
Communication and Interaction	• Develop communication intent. • Develop positive relationships. • Create communication and interaction partners. • Create opportunities for positive interactions. • Work with therapists and professionals to implement recommendations.	• Develop an effective, functional communication system • Interact appropriately with familiar and unfamiliar people • Develop interests and preferences that promote interaction • Develop social play, including imaginative and spontaneous play	• To have an effective and functional communication system. • To interact in socially acceptable ways with familiar and unfamiliar people. • To have interests and preferences that encourage social interaction. • Develop social elements of play, supporting imaginative and spontaneous playful behaviour.	• Develop confidence to communicate and interact within a diverse and multicultural society. • To interact in socially acceptable ways with familiar and unfamiliar people. • To develop interests that allows for social inclusion. • To develop formal and informal speaking and listening skills
Cognition and Learning	• Increase awareness of surroundings • Increase attention. • Development of the areas of engagement • Develop contingency awareness • Develop consistent responses	• Sustain attention and concentration • Retain and retrieve information for functional use • Understand cause and effect • Choose and apply logical thinking and problem-solving skills	• To have the ability to attend and concentrate. • To be able to retain and retrieve information for functional use. • Understand the impact of cause and effect. • To be able to choose and apply logical thought processes and problem solve.	• To become a confident reader • To be able to develop organisational skills. • To develop methods to retain and retrieve information. • To develop accreditation that supports access to further education
Social, Emotional and Mental Health	• Create social opportunities. • Foster and develop a sense of belonging and community. • Develop a sense of identity.	• Recognise own and others' emotions • Develop coping strategies for self-regulation • Develop socially accepted responses • Express self appropriately • Develop understanding, tolerance, and healthy relationships including consent	• To be able to recognise own and others' emotions. • Develop effective coping strategies for self-regulation. • Develop socially accepted responses to situations. • Develop appropriate self-expression. • Develop understanding and tolerance of others. • To have healthy relationships and understand consent.	• To be able to express emotions in a socially accepted way. • To utilise strategies for self-regulation. • To develop strategies to reduce anxiety and overcome change. • To be tolerant and respectful of others. • To have healthy relationships and understand consent.

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Physical and Sensory	• Develop physical abilities. • Work with therapists and professionals to implement recommendations. • Create a sensory rich environment to engage pupils. • Increase tolerance and awareness of sensory abilities.	• Increase independence in life skills (toileting, personal care, healthy choices) • Develop likes and dislikes• Develop gross and fine motor skills • Improve core strength and balance • Use strategies to access sensory information • Increase tolerance to sensory difference	• Improved independence in life skills such as toileting, personal care, healthy choices. • Develop likes and dislikes. • Develop gross and fine motor skills • Have improved core strength and balance. • Effective strategies to receive and access sensory information. • Increased tolerance to sensory differences.	• Independence in life skills such as toileting, personal care, healthy choices. • Developed gross and fine motor skills. • Tolerance to sensory differences.

Curriculum Pathway Implementation

Pre-Formal	Informal	Semi-Formal	Formal
Pupils are exposed to a daily routine which builds in the necessary physical and sensory support systems throughout the day, including administration of medication, moving and handling, physio and SALT programs etc. Pupils will be provided with a learning environment and activities that motivate them to engage with their environment. Pupils have experiences that are built through termly themes which supports pupils to apply new knowledge in a range of situations, activities, and environments.	Pupils follow a predictable daily and weekly routine which supports regulation, anticipation and emotional security. Routines are personalised where required and embedded across the day, including transitions, personal care, snack and mealtimes, which are planned as learning opportunities. Pupils are provided with a carefully planned, low-arousal learning environment that is highly personalised and designed to promote engagement, communication and independence. The environment reflects pupils' sensory profiles, motivators and physical needs and is adapted as pupils develop.	There will be regular daily and weekly routines that pupils will be familiar with. Pupils will have a weekly timetable that ensures sufficient breadth within the curriculum with shorter chunks of focused learning as well as opportunities for pupils to develop their self-help and communication skills. Pupils will be taught primarily through group activities as well as targeted 1:1 work. Learning is sequenced in a way that allows for significant repetition to ensure that key knowledge has stuck. Subjects are taught through key themes each half term.	Tulip Reads English Mathematics Science Computing PSHE Relationship and Sex Education Career Education Art and Design Design Technology Food Technology Music Humanities Religious Education Physical Education Learning in the Natural Environment

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Curriculum Pathway Assessment Systems

Pre-Formal	Informal	Semi-Formal	Formal
Pupils have individual targets that build the pre requite knowledge needed to be able to access their curriculum including: • Exploration • Realisation • Anticipation • Persistence • Initiation • Communicating preferences Pupils are baselined using, where possible, video evidence and parent/previous setting baseline information. SeeSaw is used to capture and evidence progress against specific professional targets and educational targets. Progress conversations are carried out regularly to identify if pupils are on track and if they aren't then specific action plan is agreed with a review period.	Pupils have personalised targets which focus on developing the prerequisite skills required to be "ready to learn". Targets are drawn from EHCP outcomes, professional advice and sliding-scale developmental descriptors and focus on attention, engagement, communication, interaction, cognition, personal development and physical development. Baselines are informed by parent/carer views, previous placement information, professional reports and observation evidence (including video where appropriate). SeeSaw is used to capture and evidence progress against specific professional targets and educational targets. Progress conversations are carried out regularly to identify if pupils are on track and if they aren't then specific action plan is agreed with a review period.	Pupils will have initial baseline assessments on arrival and then targets will be set against the following categories: • School stages assessment supporting progress towards the national curriculum. • Aiming High and EHCP Targets. • Early English and Communication • Maths • Language • Personal and Social Development. • Emotional skills • Mental health • Staying safe • Life Skills • Fine motor skills • Gross Motor skills • Self-help skills	Pupils will have initial baseline assessments on arrival and then targets will be set against the following categories: • School stages assessment taken from the National curriculum. • Aiming High and EHCP targets • Personal and Social Development. • Emotional skills. • Mental Health • Life Skills. • Entry level qualification and accreditation • Level 1 and 2 qualification and accreditation

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Curriculum Pathway Impact Expectations

Pre-Formal	Informal	Semi-Formal	Formal
• Increased engagement and attention • Improved core strength • Improved fine and gross motor skills • Development of a functional communication system to express wants, needs, preferences and emotions. • Improved physical wellbeing • Improved emotional and mental wellbeing • Increased independence • Engage with sensory experiences • Improved self-care and personal care skills with full adult support, including tolerating routines such as feeding, toileting and personal hygiene. • Predict cause and effect situations	• Increased and sustained engagement and attention within structured routines. • Development of a functional communication system to express wants, needs, preferences and emotions. • Improved emotional regulation through the use of co-regulation and emerging self-regulation strategies. • Increased tolerance of adult-directed tasks and activities. • Improved fine and gross motor skills. • Improved physical wellbeing through access to sensory, therapeutic and movement-based provision. • Increased independence in personal care and self-help skills, with reduced adult support over time. • Development of play skills, including parallel play and early cooperative interactions. • Increased ability to follow predictable daily and weekly routines, reducing anxiety around change and transitions. • Increased confidence accessing different environments within school and the local community with support.	• Improved reading ability to access functional language • Effective problem-solving skills • Effective basic and more advanced self-help skills for life. • Improved confidence to interact with familiar and unfamiliar people in an appropriate manner. • Broader range of interests and preferences that encourage social interaction • Increased confidence in socially interacting in the community. • Increased confidence in making healthy relationships and understand consent. • Increased independence to access supported and independent living	• Increased confidence in unfamiliar situations • Increased independent skills that will support them in adulthood • Achieve accreditations that can support them in their next stages of education • Increased confidence in choosing healthy relationships with an understanding of different levels of intimacy. • Increased skill and knowledge in understanding of the world of work and accessing work experience. • Increased confidence in making safe choices, at home, in the community and online. • Improved healthy habits and effective self-help strategies. • Improved resilience and flexibility of thought. • Increase in solution focused thinking.

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Curriculum Pathway Bridging

There are instances, given a child's learning profile, where one pathway is not suitable to meet all educational needs. Acknowledging this individuals or groups of pupils will bridge between curriculum pathways allowing all of their educational needs to be effectively met.

Bespoke Individualised Offer

At times a pupil(s) may require a bespoke and individualised offer. This is in response to their emerging needs with the aspiration of engaging the pupil(s) fully in an appropriate curriculum pathway in the near future.

Reason for Bespoke Individualised Offer	Intent	Implementation	Impact
• Pupil may cognitively be in any of the three curriculum pathways but are unable to access the curriculum due to significant social, emotional, sensory, and/or mental health needs. • Inability to engage in a directed task due to fleeting attention, limited motivators, rigid and obsessive behaviours due to significant cognitive delay and/or significant rigidity of thought. • Potential exposure to current or historic trauma. • Challenges with attachment. • May exhibit emotional based school avoidance. • Daily high levels of emotional distress due to difficulty in self-regulating, leading to self-injury and extreme behaviours. • Hyper vigilance and heightened anxiety throughout the day. • Inability to transition from one activity to another (or another space). • Significant difficulties in tolerating the presence/proximity of others due to significant sensory sensitivities, requiring individual space to regulate. • High level of sensory seeking behaviours including spitting, smearing, climbing, stripping.	• Develop a positive response and increased attendance in classroom-based learning. • Develop confidence and trust in adults and children. • Develop positive social interactions between adults and peers. • Develop strategies for self-regulation that reduce anxiety and increase confidence. • Develop strategies for effective communication of emotions and needs. • Develop tolerances for new environments and experiences. • To increase the social, emotional, and mental health and wellbeing.	• Bespoke timetable that focuses on. Strengths Differences Profile of ability Special Interests Wellbeing • Enhanced access to necessary intervention e.g. Lego Therapy. • Adjustments to expectations and environment. • Access to short term multi professional teams e.g. CAMHs	• Reintegration back into classroom-based learning • A reduction in distressed and/or challenging behaviours. • A reduction in anxiety • A reduction in multi professional access. • Increased self esteem • Increased confidence • Improved emotional literacy • Improved engagement with adults and familiar peers • Improved concentration • Improved participation in less desirable requests • Improved play skills • Increased range of strategies for self-regulation. • Improved independent skills • Improved attendance

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Readiness for a Mainstream Curriculum Offer

At times the intervention and support provided by Tulip Academy Spalding will mean a pupil is working towards and/or in line with their age related expectations. In such instances the school will consider whether the pupil will benefit from accessing a mainstream curriculum offer, either in part or in full. Such decisions are made in collaboration with the pupil, their parents or carers and SEND Caseworker. Each case is individual with the opportunity to either access a mainstream setting for specific subject(s); be dual registered with an mainstream setting or transition fully to a mainstream setting. Each case is presented to the local authority and where required actioned through the *Transition from Special School to Mainstream* protocol.

Inclusive Curriculum

Tulip Academy Spalding is committed to offering an inclusive curriculum. Everything the school does is considered part of the curriculum offer. All pupils have equal access to the curriculum with suitable adaptation, personalisation and differentiation where necessary. No pupil is excluded from any school activity because of financial constraints, special educational or physical needs. Teachers meet the individual needs of their class through a clear plan, do review model. To do this, teacher require access to a range of documents to be able to understand the pupils needs and consistently communicate and respond to progress.

- Pupil profiles
- Communication Passports
- Professional Plans
- Medium Term Planning
- Long Term Planning
- Progress Trackers
- Pupil Risk Assessments
- Behaviour Support Plans
- Safe Care Plans
- Sensory Profile
- Intimate Care Plan
- Moving and Handling Plan
- Health Care Plan
- Personal Emergency Evacuation Plan

Teaching British Values

The DfE have recently reinforced the need to "create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Tulip Academy Spalding these values are reinforced regularly throughout the curriculum delivery. Pupils learn about:

- Democracy

- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Spiritual, Moral, Social and Culture Development

At Tulip Academy Spalding we recognise that the spiritual, moral, social and culture development of pupils plays an important part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Wider Curriculum Opportunities and Educational Visits

A wide range of wider curriculum opportunities and educational visits are planned and used to enhance the curriculum experience. This includes: visiting speakers, visiting professionals, workshops, experience days, visits to museums, exhibitions and galleries and visits to purposeful locations linked to curriculum intentions.

Overarching Impact

The curriculum offer at the Tulip Academy Spalding challenges, engages and motivates learners and their personal success are not only demonstrated through pupil achievement and outcomes but through the social and emotional milestones achieved. The curriculum, as outlined above, ensures all pupils:

- Access, enjoy and engage with a broad, balanced and relevant range of activities designed to develop both skills, understanding and competencies.
- Successfully move on to a range of post 16/19 education and adult social care providers.
- Where appropriate, achieve accreditation and/or qualifications that enables them to continue their learning journeys into adult life.
- Leave with maximised communication, confidence, self-help and independent life and living skills required for adulthood.
- Develop knowledge of and build links within the local community thus developing knowledge of, and ability to access, local services.
- Prepares pupils to take their place in a modern and culturally diverse society where British Values are underpinned.

Roles and Responsibilities

The Head teacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- Where appropriate, the individual needs of some students are met by disapplication from the national curriculum.
- The local school board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The local school board is advised on strategic targets in order to make informed decisions.
- Develop a timetable that allows the delivery of the curriculum.
- Regularly review the curriculum in line with national and local developments.

The local school board will ensure that:

- It considers the advice of the head teacher when approving this curriculum policy and when setting strategic targets.
- Progress towards annual targets is monitored.
- It contributes to decision making about the curriculum.

Senior leaders will ensure that:

- They have an oversight of curriculum structure and delivery.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with the leadership team on a regular basis and that action is taken where necessary to improve these.

Subject and Pathway leaders will ensure that:

- Long and medium term planning is in place for their subject. Such schemes of learning will contain curriculum detail on: context, expectations, key knowledge and skills, learning objectives, success criteria, learning activities, differentiation and resources.
- Schemes of learning have clear progression maps.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- All relevant information/data is shared with the admin team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.

- Keep up to date with curriculum knowledge, skills and pedagogy.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive quality information, advice and guidance that supports decisions about their next steps.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives. Confidence will be assured through regular communication including parent surveys and pupil voice.
- Be informed about the curriculum on offer and understand the rationale behind it.