



Labyrinth Education: Curriculum Policy

At Labyrinth Education, we offer a flexible and inclusive curriculum that responds to the individual needs of our learners. As a specialised SEND provision, we ensure that we consider all learners bespoke needs, backgrounds and aspirations. Adapting the delivery of our curriculum to support the learning needs of all our students. Our approach embeds Preparation for Adulthood (PFA) across all curriculum areas, ensuring that each young person is supported to develop key life skills for independence, employment, health, and community engagement. Our curriculum is shaped using the [RARPA framework](#) and is tailored to align with EHCP outcome targets for each learner.

Key stage progression

Labyrinth Education provides a bespoke curriculum for all learners to access an education that is relevant, personalised and as close to the national curriculum as suitable for them. Our Key stage 2 and 3 learners will access a curriculum that covers the following areas:

English

Mathematics

Science

Computing

Physical Education

History & Geography

In addition to the above subjects our Key stage 2 and 3 learners will access outdoor learning, working with animals, horticulture and community access events. Targets and progress measurement is recorded alongside the learners personal EHCP needs and targets, to ensure that each learner needs are being met and progress is recorded accurately.

Our Key stage 4 learners will have a personalised curriculum planned and developed in accordance with their personal targets and EHCP outcomes. Those learners who can, will access an accredited curriculum. Our target focus will always remain on the individual and what success looks like for them, increasing their levels of independence, communication, employability and community inclusion skills.

Core Curriculum Pathways

At Key Stage 4, RARPA guidance is used at the initial stage of assessment to support learners to access the appropriate pathway for them to fulfil their full potential. Learners can access more than one pathway if appropriate to their needs. Learners also access a reading curriculum that embeds the PHSE topics, with learning adapted to meet needs and focus on building a love of literature. All learners will access phonics programmes to further their individual reading and communication skills. The Core Curriculum Pathways are:

•**Community Inclusion:** for learners who struggle to access the community and need to build up their resilience, confidence and engagement with the community, whether this is small social groups, community buildings/areas or engaging with other people.

•**Health, Well-being and Independence:** for learners who struggle to look after themselves, require high levels of support and well-being focus lessons. These learners will engage in tasks that focus on supporting them to become more independent, resilient and have greater levels of hygiene and well-being.

•**Employability:** for learners who can work towards qualifications that enable them to work towards future employability opportunities. Work experience will also be a key focus of this pathway, with learners being able to access a variety of opportunities to support them with future plans and establish potential career pathways.

We deliver a broad range of subject areas designed to support holistic development:

Expressive Arts and Enterprise (Art, Music, Drama, Enterprise Projects)

Life and Well-being Skills (Personal Development, Relationships and Health Education, Emotional Literacy)

Functional Skills (Maths, English, ICT, Reading)

Catering (Food Preparation, Healthy Living, Hygiene and Safety, Science)

Animal and Horticulture (Animal Care, Gardening, Environmental Education, Science)

Preparation for Adulthood is woven throughout all learning experiences, with an emphasis on fostering independence, community inclusion, and work-related skills. In addition, social, moral, spiritual and cultural (SMSC) values are embedded throughout the curriculum to nurture well-rounded individuals with a strong sense of self and community. All curriculums are encouraged to cross and support learning. Taking a whole approach towards learner interests and motivation to achieve outcomes. For learners who can, accreditations will be accessed through individual curriculums for each learner to establish their own pathway towards success, including further education.

Assessment and Progress Monitoring

Labyrinth Education utilises a structured framework designed to effectively track progress in learners with autism. This system is fully aligned with each learner's **Education, Health and Care Plan (EHCP)** to define meaningful objectives and measure achievement across all curriculum areas.

We implement the **Labyrinth Assessment Framework (LAF)** to monitor individual progress. This framework breaks down each learner's EHCP outcomes into personalised learning targets that are integrated into subject-specific goals. Progress is measured through a tiered system:

- **Developing** – The learner is beginning to engage with and understand the target skill or concept.
- **Embedded** – The learner can apply the skill or knowledge in a consistent and supported way.
- **Secure** – The learner demonstrates independence and confidence in applying the skill or knowledge in various contexts.

These levels provide a clear pathway for learners to make tangible, measurable progress, and ensure that both academic and personal development are acknowledged and celebrated. Evidence of achievement is collected across all subject areas, with progress regularly reviewed to adapt learning plans in line with each learner's evolving needs. Progress is also measured through the learners levels of independence that they access their targets and achievements to succeed and prepare them for life beyond education in preparation for adulthood.

This approach enables Labyrinth Education to deliver a highly personalised, responsive, and purposeful curriculum, with Preparation for Adulthood (PFA), FBV and SMSC values embedded throughout every learner's journey.

Baselining Learner Skills

Each learner will be baselined across the core subjects to determine their level of skill across the core subjects, with focus on each of the skills required to be successful. Learners progress against the baseline assessments is measured in accordance with the learner's level of skill when performing a task, how independent the learner is when performing the skill and the difficulty of each skill performed. In addition, all learners will be provided with phonics intervention that will be adapted to meet their individual needs, levels and progress.

Learners will access a reading curriculum that is appropriate, ambitious and accessible for all learner needs. Phonic intervention, Speech and language therapy (including Makaton/communication device work) and individual interventions will be provided for all learners in order to break down and improve communication and reading skills as they progress throughout the school.

Additional Education Offers

Beyond the core curriculum, learners engage in a rich Enrichment Programme including activities such as swimming, horse riding, community projects, the Duke of Edinburgh Award, and the Woodlands Trust Award. All learners are given opportunities to explore their interests through meaningful enterprise and creative outlets, further reinforcing employability, independence, and personal well-being.

Labyrinth Education is committed to developing a nurturing, empowering environment where learners are supported to thrive both in education and life beyond. A growth in confidence, independence and self-awareness (including safety, online safety and self-regulation) is the purpose of our curriculum, ensuring that all learners have the best opportunity to succeed in life beyond education.

Roles and Responsibilities

The Headteacher, the SLT and the Governors will ensure that:

- All statutory elements of the curriculum 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.
- There is adequate time available throughout the day for teaching to take place effectively
- The effectiveness of the delivery of the curriculum and its impact on student outcomes will be monitored and tracked regularly with identified intervention opportunities highlighted and acted upon. This will include learning walks, work scrutiny, student voice activity, data analysis, whole school and departmental evaluation processes and improvement planning
- The assessment procedures comply with all statutory requirements, and students together with their parents/carers are provided with regular updates that clearly demonstrate the progress being made, as well as the steps needed to support further development.

The Board of Governors are involved in decision making processes that relate to the breadth and balance of the curriculum, ensuring that the curriculum is reviewed in line with the shifting societal change and developments.

Curriculum Leaders will ensure that:

- They adopt or construct a subject curriculum that is ambitious and designed to give all learners the knowledge, skills, opportunities and cultural capital they need to succeed in life outside of education
- The subject curriculum is coherently planned and sequenced so that students acquire the knowledge and skills for future learning and employment (where suitable)
- The subject area has ambitions for all learners with their curriculum adjusted to meet the needs of all learners
- Teachers have good knowledge of the subject(s) and courses that they teach
- Effective support for those teaching outside their main areas of expertise is provided
- Teachers present subject matter clearly, check learners' understanding, identify misconceptions accurately and provide clear, direct and appropriate feedback
- Teachers respond and adapt their teaching as necessary without unnecessarily elaborate or differentiated approaches
- Teaching is designed to help learners to remember in the long term the content they have been taught and transfer learned skills into real world contexts
- Teachers use assessment effectively and for the greatest impact on the learner's progress
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select clearly support the intent of the curriculum
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading
- Learners achieve well through an ambitious, personalised and bespoke curriculum
- Where relevant learner's gain qualifications that allow them to go on to their destinations that meet their interests, aspirations and the intention of their course of study.

The Board of Governors will ensure that:

- It is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- It considers the advice of the Headteacher and the SLT when approving this curriculum policy and when setting targets
- Progress towards annual targets are monitored, with individual learner targets set in accordance with their EHCPs.
- Parents/Carers receive timely reports on the progress of their child against clearly defined expectations, including weekly updates and termly reports.