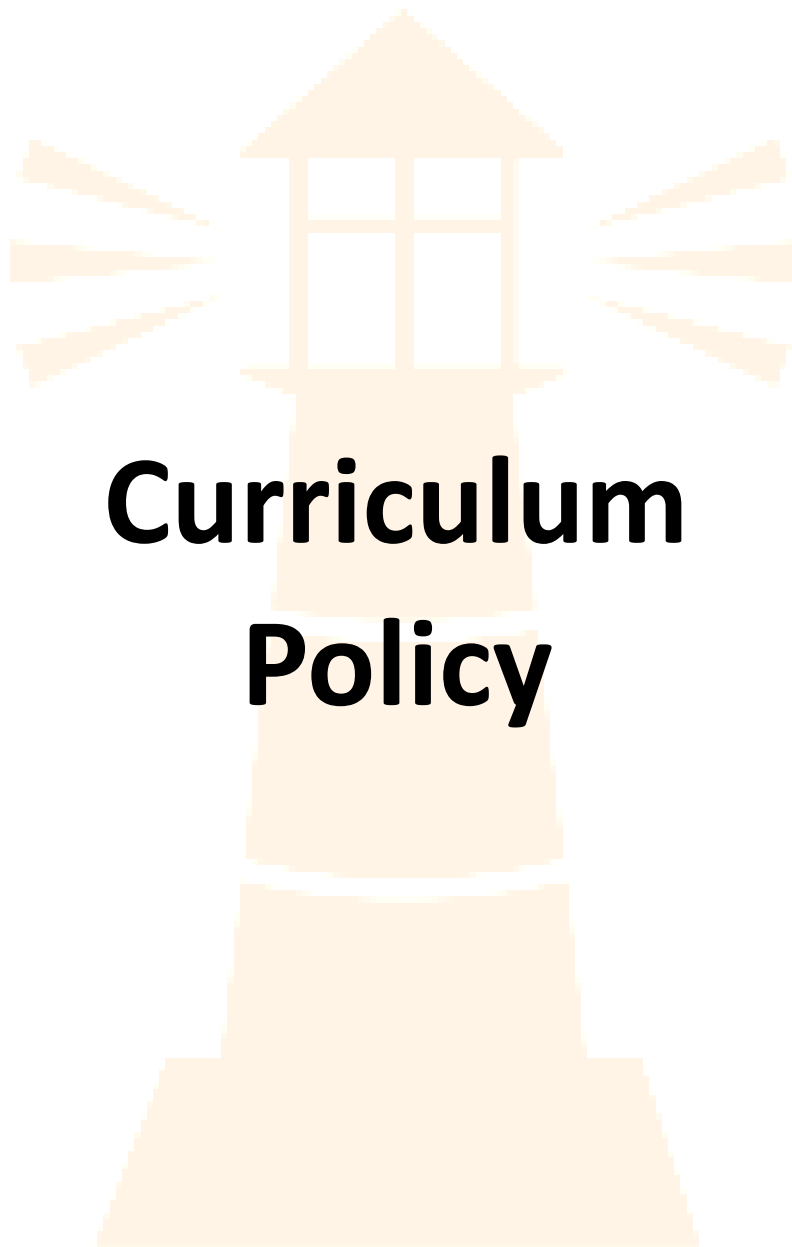




Policy:	Curriculum Policy
Version:	V 2.0
Approved by:	Debbie Dugdall
Date Reviewed:	March 2026
Next Review:	March 2027

Rationale

The purpose of the Breakthrough curriculum is to deliver meaningful, measurable outcomes for students, as identified in their EHCPs, alongside their personal interests and aspirations, while supporting preparation for adulthood.

We have high expectations for all students and work with them to achieve sustained progression into employment, further or higher education, increased independence, engagement and participation within their communities.

Our curriculum is designed as a specialist offer for students whose needs cannot be effectively met within mainstream provision. This includes the integration of therapeutic approaches, structured environments, and individualised support that enable students to access education, regulate, and make sustained progress. Our bespoke curriculum is designed to guide our students within individually identified pathways.

(See Appendix 1 PATH Plan; Appendix 2 Pathway Plan; Appendix 3 Transition Plan)

Our offer includes:

1. Core Pathway
2. Employment Pathway
3. Academic Studies Pathway

All three pathways embed a universal provision offer, including Preparation for Adulthood, therapeutic and trauma-informed approaches. Our curriculum is designed to provide holistic, individualised support in a timely and responsive manner, enabling students to access their studies, develop resilience, and build confidence through their strengths and interests.

This provision is underpinned by a therapeutically informed approach that explicitly targets key areas of need. These include the development of executive functioning skills (such as planning, organisation, sequencing and task initiation), emotional regulation and self-management, communication and interaction, sensory processing, and sustained attention and engagement in learning.

Support may include:

- Speech, language and communication support
- Occupational therapy, where specified
- Counselling and mental health education
- A therapeutically informed curriculum, including activities such as music, arts, craft, sport and cooking, which are carefully structured to develop and generalise key skills in real-life, low-demand contexts
- Trips, visits and access to open spaces to support engagement, regulation and community participation
- Enrichment activities promoting cross-curricular learning and/or social interaction opportunities
- Comfort indicators to identify barriers to attendance and engagement

This integrated approach ensures that students are supported not only to access education, but to develop the underlying skills required for independence and successful preparation for adulthood.

We recognise that students may require targeted support to develop and sustain engagement and interaction. These areas are closely monitored and reviewed, as meaningful engagement is fundamental to successful learning and progress.

Our approach is relational, responsive, and rooted in a clear understanding of each student's needs. We support engagement and interaction through:

- Regular monitoring of attendance and patterns of engagement
- Proactive safe and well checks to identify and respond to emerging barriers
- The development of safe, consistent, and trusting relationships with staff
- Responsive and appropriate adjustments to timetables to support regulation and access
- Effective multi-agency working to ensure coordinated and holistic support

This approach ensures that barriers to engagement are identified early and addressed in a way that supports sustained participation and progress.

Preparation for Adulthood is a central component of our curriculum and underpins all pathways. Our aim is to support students to develop the highest possible level of independence in their daily lives, decision making, and community participation.

Provision is carefully structured to develop essential life skills, practical knowledge, and self-advocacy, enabling students to build confidence, resilience, and self-sufficiency over time. Learning is personalised and sequenced to ensure that skills are not only developed but applied meaningfully in real-life contexts.

Students are provided with opportunities to engage in:

- Personal, Social, Health and Economic Education (PSHE)
- Careers Education, Information, Advice and Guidance (CEIAG)
- Support with progression pathways, including further and higher education applications
- Independent living skills
- Access to social care and wider support services, where appropriate
- Meaningful engagement with local, regional and national communities

This integrated approach ensures that students are equipped with the knowledge, skills, and confidence required to make informed choices and transition successfully into adulthood.

Intent:

1. Core Pathway

Our Core Pathway is designed to provide a structured and supportive environment in which students develop emotional regulation, communication and interaction skills, alongside increasing independence and competence in daily living. The curriculum prioritises experiential and collaborative learning within predictable routines, enabling students to build confidence in expressing themselves, understanding others, and engaging meaningfully in a range of social and practical contexts. Through carefully sequenced, real-life learning opportunities, students develop self-awareness, resilience, and the ability to navigate everyday situations, while engaging in structured activities that promote sustained participation and progress. A personalised approach ensures that individual strengths and needs are recognised, with learning building progressively on prior knowledge and skills. This pathway leads to clearly defined outcomes, including improved independence, increased ability to engage with others and the environment, and readiness for next steps such as community participation, further education, or employment pathways.

2. Employment Pathway

Our Employment Pathway equips students with the skills, knowledge, and confidence they need to succeed in the workforce. This pathway focuses on practical job readiness, personal development, and workplace competencies, ensuring they are well-prepared to navigate a variety of career opportunities. Our goal is to offer focused, practical education that aligns with industry standards and workforce demands in fields of interest identified by the student, thereby enabling seamless transition from education environments into the workplace.

Through hands-on experiences, community partnerships, and individualised support, we aim to help each student develop the essential skills for employment, such as communication, teamwork, problem-solving, and professionalism. Our intention is to empower students to pursue meaningful careers that align with their strengths and aspirations, fostering self-reliance, economic independence, and a sense of purpose. The Employment Pathway is dedicated to building the foundation for each student's long-term success.

3. Academic Studies Pathway

The Academic Studies Pathway prepares students for successful transitions to college, university, apprenticeships and advanced academic pursuits. Students are supported to cultivate a strong foundation in critical thinking, research, and subject-specific knowledge, while fostering a love of learning, intellectual curiosity, and academic resilience.

Through carefully planned coursework, personalised guidance, and opportunities for advanced study, students are equipped with the skills and confidence needed to succeed. The Academic Studies Pathway supports each student's journey toward achieving their academic and career aspirations, empowering them to make meaningful contributions in their chosen fields and to society as lifelong learners. All studies and support is underpinned by our therapeutic approaches.

Implementation:

Breakthrough ensures high-quality curriculum delivery through robust quality assurance processes, resulting in provision that is individualised, responsive, and aligned to each student's EHCP outcomes. This provides a clear and accountable link between identified need, curriculum delivery, and measurable progress. Staff have expert knowledge and adapt teaching to meet individual needs, presenting information in clear, accessible ways. Teaching is relational and responsive, with staff regularly checking understanding and adjusting approaches in line with students' regulation, engagement, and readiness to learn.

Learning is carefully sequenced from each student's starting point, with appropriate scaffolding to support the development and application of key skills, including executive functioning, communication, and sustained engagement.

Assessment is ongoing and purposeful, informing planning and next steps. Progress is tracked against EHCP outcomes and evidenced through assessment and review processes.

Provision is adapted as required, including adjustments to pace, structure, and duration, to ensure sustained engagement and meaningful progress over time.

Impact:**1. Core Pathway**

Students possess the skills essential for successful adult lives, allowing them to confidently navigate personal, social, and professional environments. They have a good understanding of themselves and others. They can handle challenges constructively and make responsible, compassionate choices.

Students have developed strong communication skills and can express themselves clearly and listen actively, with an ability to collaborate and engage meaningfully with others. Students have a sense of independence, strategies for self-management, problem-solving, and decision-making. Students are well-prepared to contribute positively to society, build healthy relationships, and pursue fulfilling and meaningful roles within the community or access further education opportunities.

2. Employment Pathway

Students possess the critical skills, experiences, and confidence needed to thrive in the workforce. Through targeted training in job-specific skills, professional behaviour, and workplace dynamics, students are empowered to enter their identified fields with competence and self-assurance. Students are connected to hands-on experiences, internships, and community partnerships, giving them practical exposure to real world environments and expectations.

Students develop independence, resilience, adaptability, self-sufficiency and personal fulfilment. Students leave prepared not only to secure and retain jobs but also to pursue lifelong career growth, contributing positively to their communities and the economy.



3. Academic Studies Pathway

Students reach their full academic potential, paving the way for success in college, university, and beyond. They have developed critical thinking, analytical skills and a deeper understanding of complex subjects; and are prepared to excel in rigorous academic environments and to pursue their academic and professional aspirations with confidence.

Students have developed resilience, independence, and curiosity necessary for lifelong learning. They contribute thoughtfully to their fields of study, communities, and society, inspiring them to become leaders and innovators who drive positive change in an ever-evolving world.

Appendices

Appendix 1 – Pathway Plan

Appendix 2 – PATH Plan

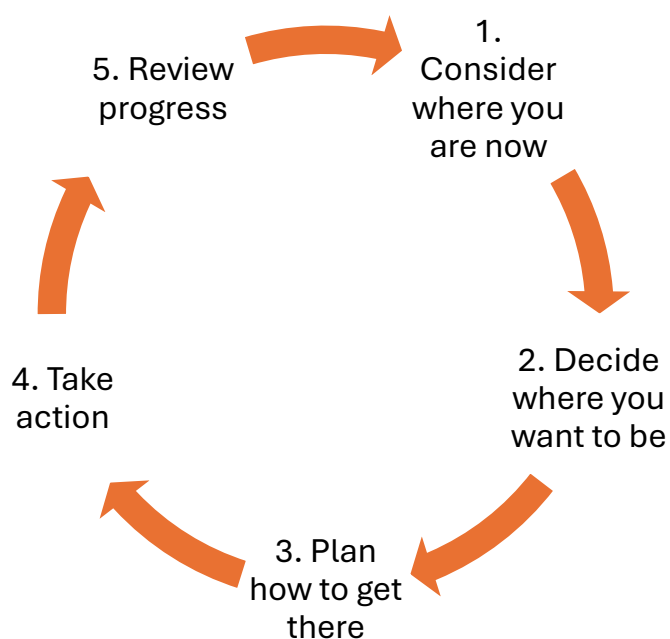
Appendix 3 – Transition Plan

Appendix 1

Pathway Plan

Name	
Date of birth/Year group	
Centre	
Expected leaving date	
Initial meeting date	
Next review	
Progress tracker shared	
Current pathway	

Subject/s	Qualification and predicted grade, if applicable	Expected completion date	Date of completion



The skills and qualities I have are:

Where I would like to be at the end of the year:

Where I would like to be in three years' time:

The careers or pathways I would like to explore are:

What qualifications do I need to progress:

What skills do I need to access my chosen pathway:

What help do I need & who can I ask:

1. Core Pathway / 2. Employment Pathway / 3. Academic Studies Pathway

	Autumn update My Goals & Next Steps	Spring update My Goals & Next Steps	Summer update My Goals & Next Steps
Courses: <i>(Levels, Exam Boards, intended end dates)</i>			
Preparation for Adulthood: <i>(Driving theory, Travel training, Engagement with groups & clubs, Government Gateway - benefits, PIP etc.)</i>			
Work Experience/Careers: <i>(Volunteering, Internal and/or External WEX, CEIAG – Careers education, information, advice & guidance)</i>			
PSHE: <i>Checklist updates complete</i>			

Appendix 2

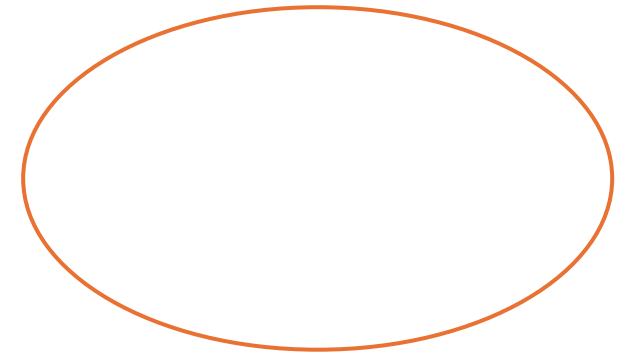
This is.....PATH Plan.

Here you can identify a future aspiration, which will be supported by a yearly goal and the steps needed to take towards it. These steps should be easily measured and tracked so you can see your progress. You can change your goal during the year if you need to, just let someone in your team know.

If you would prefer **not** to lead on your PATH Plan, please sign below.

.....

Future Aspirations



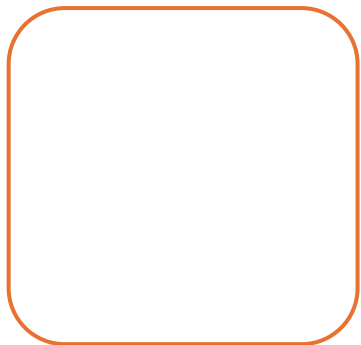
Now

First Step

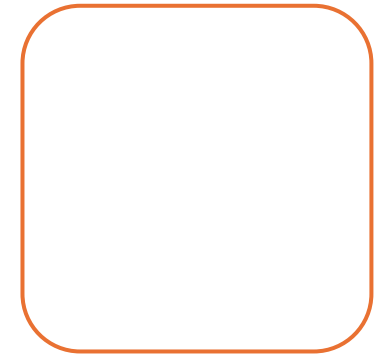
Next Step

Final Step

Goal







Appendix 3

Transition Plan

Student Name	
DOB	
Document Start Date	
Date Last Reviewed	
Previous Agreed Actions	

	Options	Actions	Person Responsible
FE/HE Education	☐ Yes ☐ No		
Apprenticeships	☐ Yes ☐ No		
Employment	☐ Paid work ☐ External WEX/Voluntary work ☐ Internal WEX		
Independent Living	☐ No ☐ Yes – Private ☐ Accommodation ☐ Yes - Supported Living ☐ Yes - Student Accommodation		
Signposting	☐ Yes ☐ No		
External Referrals	☐ PFA ☐ Adult ASD/ADHD ☐ Adult Mental Health ☐ Other		
Career Education, Information, Advice & Guidance (CEIAG)	☐ Yes ☐ No		
Reintegration into another setting	☐ Yes ☐ No		

Policy history

Policy Version and Date	Summary of Change	Amended by	Implementation Date
Version 1.0	New policy		
Version 2.0			March 2026