

# Beacon Alternative School CIC (and Alternative Provision)

## Curriculum Policy



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**Written by:** O'Connell/Field

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**Note:** Beacon Alternative Provision operates under Beacon Alternative School CIC, which is not currently a registered school but is working toward future registration. This policy applies to all staff working with young people across all Beacon settings.

### 1. Introduction

Beacon Alternative School CIC provides a bespoke, flexible curriculum for young people who are unable to access, or have struggled within, mainstream education. Many of the young people attending Beacon have experienced disrupted education, anxiety, trauma, unmet special educational needs, or exclusion.

Beacon does not follow the National Curriculum in full; however, it **uses the National Curriculum as a reference framework** to support progression, continuity, and preparation for statutory qualifications such as GCSEs where appropriate. Our curriculum is designed to meet each young person where they are and to support both **academic achievement** and **preparation for life beyond school age**.

### 2. Curriculum Aims and Principles

Beacon's curriculum aims to:

- Support young people to achieve their **best possible outcomes**, academically and personally
- Rebuild confidence, engagement, and a positive relationship with learning
- Prepare young people for **qualifications, training, employment, or further education** where appropriate
- Develop essential **life skills**, emotional literacy, and independence
- Be flexible, responsive, and individualised

The curriculum is underpinned by the following principles:

- **Individual need over uniform coverage**
- **Progress over pace**
- **Wellbeing as foundational to learning**
- **Preparation for adulthood as well as exams**

### 3. Scope of the Curriculum

The Beacon curriculum may include:

- Core academic subjects (including English and Maths)
- Wider curriculum areas aligned to National Curriculum subjects where appropriate
- Vocational, creative, and practical learning
- Personal, social, health, and life-skills education
- Preparation for examinations, accreditation, or alternative pathways

Provision may be delivered through:

- One-to-one sessions
- Small group learning
- Project-based or thematic learning
- On-site, off-site, or community-based activities

### 4. Relationship to the National Curriculum and Qualifications

While Beacon is not required to deliver the National Curriculum, it uses it to:

- Inform curriculum planning and progression
- Support reintegration into mainstream education where appropriate

- Prepare young people for **GCSEs or other recognised qualifications**, where they are able and it is in their best interests

Decisions around exam entry and qualification pathways are made on an **individual basis**, in consultation with the young person, parents/carers, schools, and relevant professionals.

## 5. Teaching and Learning Approach

Teaching and learning at Beacon are:

- **Personalised** – based on assessment, interests, and needs
- **Flexible** – adapted in response to engagement, emotional state, and progress
- **Trauma-informed and neuro-affirming**
- **Practical and meaningful**, linking learning to real life

Approaches may include:

- Direct instruction and skills teaching
- Experiential and project-based learning
- Discussion, reflection, and problem-solving
- Use of creative, practical, and real-world contexts

## 6. Academic Learning

Academic learning focuses on:

- Building core skills in literacy and numeracy
- Closing gaps caused by disrupted education
- Developing study skills and learning confidence
- Preparing for qualifications where appropriate

Progress is measured from individual starting points and supported through targeted intervention and feedback.

## 7. Personal Development and Life Skills

Beacon recognises that academic learning alone is not sufficient for many young people. The curriculum therefore places strong emphasis on:

- Emotional regulation and self-awareness
- Communication and relationships
- Managing conflict and making positive choices
- Independence, resilience, and self-advocacy
- Preparation for adulthood, employment, or further training

These areas are embedded across curriculum delivery rather than taught in isolation.

## 8. Assessment and Progression

Assessment at Beacon is used to support learning and inform planning, not to label or rank young people.

Assessment includes:

- Baseline assessment on entry
- Ongoing formative assessment
- Review of engagement, confidence, and skills development

Progress is reviewed regularly and shared appropriately with young people, parents/carers, schools, and commissioning bodies.

(See Assessment and Feedback Policy.)

## 9. Inclusion and Accessibility

Beacon's curriculum is inclusive and accessible to all learners.

- Reasonable adjustments are made to ensure that learning is:
- Accessible to neurodivergent learners
- Sensitive to sensory, emotional, and cognitive needs
- Low-pressure while maintaining high aspirations

Alternative ways of demonstrating learning and progress are actively encouraged.

## **10. Monitoring and Review**

The curriculum is reviewed regularly to ensure it:

- Meets the needs of current learners
- Reflects statutory guidance and best practice
- Supports positive outcomes

This policy is reviewed annually, or sooner if required by changes in legislation or guidance.

## **11. Related Policies**

- Assessment and Feedback Policy
- Behaviour Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy