



Reynalds Cross Vision:

*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best they can be.*

14-19 Curriculum Policy

Date adopted:

February 2026

Next Review date:

February 2027



Contents

1. Curriculum aims
 2. Legislation and guidance
 3. Roles and responsibilities
 4. Organisation and planning
 5. Inclusion
 6. Monitoring arrangements
 7. Links with other policies
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1. Curriculum aims

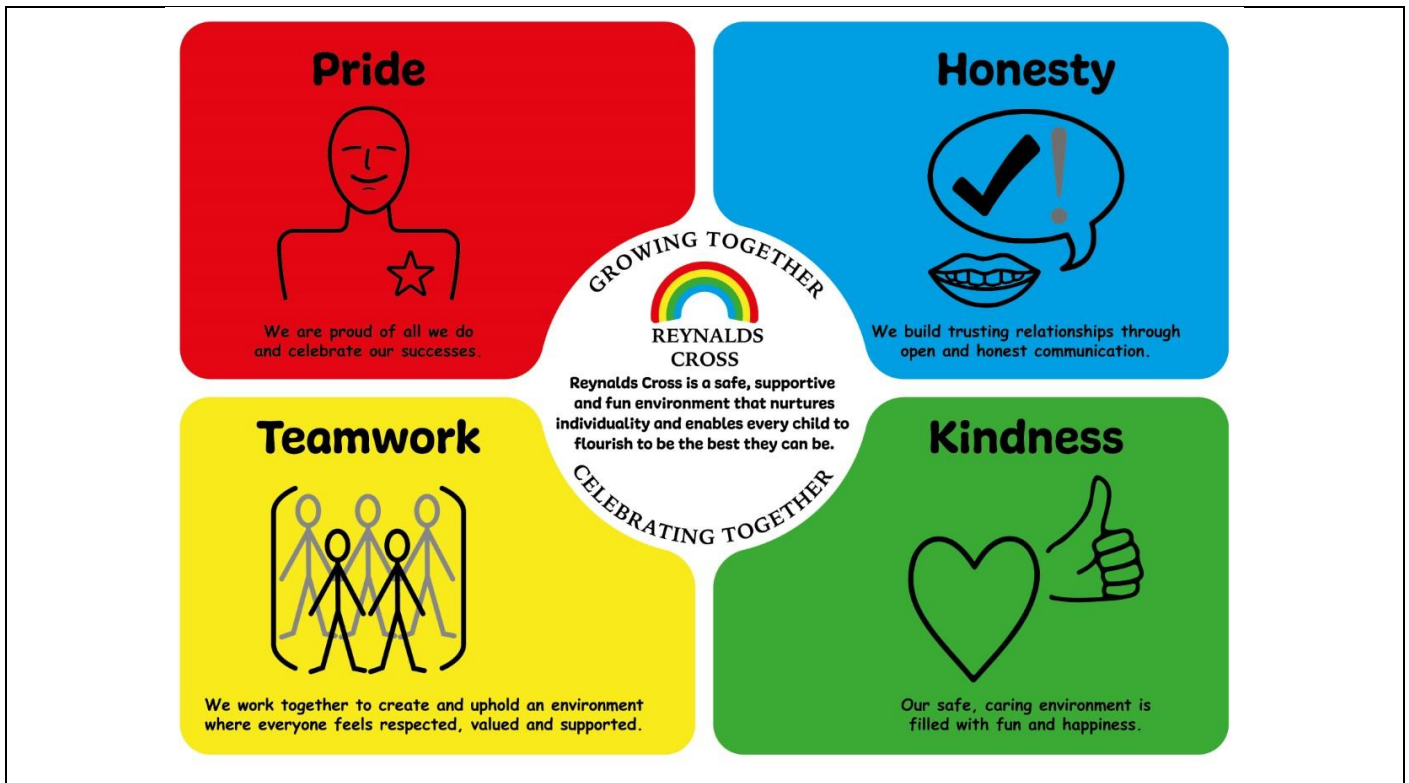
Our whole school curriculum intent aims are as follows:

- Learners are fully involved in the process of looking after themselves.
- Learners have high levels of wellbeing and happiness.
- Learners are able to communicate their wants and needs to others.
- Learners are able to be part of their communities.
- Learners are able to self-regulate and manage their emotions.
- Learners are prepared for the next stage in their lives and continue to be interested in learning new things.

In the 14-19 stage this is achieved by:

- Through being independent (when it is safe to do so) learners will work towards being fully involved in the process of looking after themselves.
- Through making positive lifestyle choices learners will work towards having high levels of wellbeing and happiness.
- Through communicating with a variety of other people for a range of different purposes (including through reading and writing) learners will work towards being able to communicate their wants and needs to others.
- Through involvement with the community (including travel training) learners will work towards being part of their community.
- Through understanding of own rights and responsibilities and knowledge of relevant strategies learners will work towards being able to self-regulate and manage their emotions.
- Through experiencing possible future destinations and achieving appropriate qualifications learners will work towards being prepared for the next stage in their lives and will continue to be interested in learning new things.

Our curriculum aims are underpinned by our school values which are evident throughout the 14-19 curriculum.



2. Legislation and guidance

This policy reflects the requirements of the [KS4 National Curriculum programmes of study](#), which all maintained schools in England must teach.

Work in KS5 is aligned, and builds on, work completed in KS4 with a strong focus on preparing pupils for their next destinations. This is delivered through accredited programmes of study validated by recognised awarding bodies.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- All courses provided for pupils below the age of 19 that lead to qualifications are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Curriculum/Future Planning (Careers) Lead

The Curriculum Lead will work with the Headteacher to monitor provision is in place and ensure that:

- The curriculum is ambitious and designed to give all of the learners the knowledge they need to succeed.
- The Headteacher and Governing body are advised regarding the impact the curriculum has on the quality of education and improved outcomes for pupils
- Take responsibility for developing, running and reporting on the school's future planning (careers) programme.

3.4 14-19 Phase Lead and the 14-19 Subject Development Team (Part of leadership and Governance Group)

The 14-19 Phase Lead and the 14-19 Subject Development Team will work with the Senior Leadership Team to monitor provision taking responsibility for:

- Strategic direction for the department
- Leading the 14-19 curriculum
- Efficient and effective deployment of staff in the department
- Deployment of 14-19 resources
- Oversee classes at both sites.
- Ensuring links between staff and pupils in the 14-19 Stage across both sites are maintained and that pupils get equal opportunities to access appropriate resources.

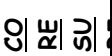
3.5 Other staff



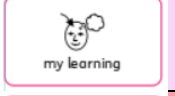





Other staff will ensure that the school curriculum is implemented in accordance with this policy. This includes our:

- Transition Family Support Worker who supports families and pupils with to the future planning guidance needs of all of our pupils
- Future Planning Assistant who is responsible for organising experiences, tasters, link visits, bus passes, 'my future' activity days etc.
- ASDAN Coordinator who is responsible for administrating our qualifications

4. Organisation and planning

The 14-19 Stage was created so students in Key Stages 4 and 5 have the opportunity to spend a full five years working on preparation for life after school and their next destinations. For continuity, the students study the same subjects as the rest of school. The table below shows the developmental areas of learning for KS4 and KS5. Further information about this can be found in the 'Curriculum Policy'.

| Reynolds Cross subjects | Developmental areas of learning for each subject | |
|---|--|-------------|
| | Key Stage 4 | Key Stage 5 |
|  | Early communication → Functional communication → Spoken language | |
| | Pre-reading → Functional reading → Reading | |

| | | | | |
|---|--|--|-----------------------------------|--|
| |  my communication | Pre-writing → Functional writing → Writing | | |
| |  myself and others | Rights and responsibilities | Entering adulthood | |
| |  my learning | Critical thinking | Becoming a lifelong learner | |
| |  my health | Healthy body, healthy mind | Making positive lifestyle choices | |
| EXPLORE SUBJECTS... ...allow pupils to explore the wider world |  my community | Community involvement | Community inclusion | |
| |  my world | Exploring processes | Making the most of leisure time | |
| |  my future | Exploring possible future destinations | Preparing for future destinations | |
| |  my special events | Daily group sessions (collective worship) | | |
| | | Weekly Religious Education themed phase assemblies | | |
| Weekly whole school assemblies linked to British Values and School Values | | | | |
| Termly topic days and other special events | | | | |

Although the curriculum has been written so it ‘flows’ through school, there are some differences in 14-19 that have been put in place to support preparation to next destinations. These are:

- Greater personalisation - each student follows their own accredited programme of study (including meeting the National Curriculum statutory requirements for pupils in Key Stage 4).
- Additional future planning (careers) opportunities – There is a comprehensive careers support for our 14-19 pupils. Please see the ‘Future Planning Policy’ for more details.
- Focused RSE work – to support with independence and relationships in adulthood. Please see the ‘RSE Policy’ for further information.
- Accreditation - Achievement in the 14-19 Stage is accredited through a range of Entry 1, 2 and 3 qualifications. The awarding body we use is ASDAN and we currently offer Personal Progress, Employability and Personal & Social Development. Work is undertaken in units and students leave with a range of awards, certificates and diplomas. The diagram below outlines the reasons we work on qualifications with our pupils.



Students in the 14-19 phase are based across two sites. Where appropriate, there are opportunities to visit both sites, to socially mix with their peers, work on shared topics and to use the facilities.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits and involvement in Curriculum Development Groups.

The 14-19 Curriculum Development Group Lead monitors the way the 14-19 curriculum is taught by learning walks, planning scrutinies etc. An annual data tracking report is also produced showing qualifications, retention data and destinations data.

The 14-19 Curriculum Development Group Lead also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- ASDAN policies
- SEN policy
- Equality information and objectives
- Future Planning Policy
- SRE Policy