

# **GLS** **ALTERNATIVE CURRICULUM POLICY**

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# **2025**

APPROVED BY:



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## INTRODUCTION

At GEMS Legacy School, we are committed to fostering an inclusive learning environment where every child is empowered to thrive. Recognizing the diverse abilities, strengths, and needs of our students, we proudly introduce our Alternative Curriculum Policy for Students of Determination (SOD). This policy reflects our dedication to providing tailored educational opportunities that address individual challenges while nurturing unique talents.

Rooted in empathy, innovation, and collaboration, our approach prioritizes personalized learning experiences. By integrating specialized teaching methods, adaptive resources, and holistic support systems, we aim to build a foundation for meaningful growth and success in both academic and personal development.

As partners in education, we strive to uphold our values of equity and respect while ensuring that SOD have access to the tools and guidance needed to realize their full potential. Together, we celebrate the importance of embracing diversity and creating pathways that inspire confidence and achievement.

## PURPOSE OF THE POLICY

The purpose of this policy is to provide an inclusive and equitable educational framework tailored to meet the diverse needs of SOD (Student of Determination) at GEMS Legacy School. By implementing a flexible, student-centered curriculum, the policy aims to:

- Ensure SOD have access to meaningful and individualized learning opportunities.
- Support the holistic development of each child, fostering their academic, social, emotional, and physical well-being.
- Equip students with the skills and confidence needed to lead independent, fulfilling lives within their communities.
- Promote collaboration among educators, families, and specialists to create a supportive and empowering learning environment.
- Uphold the school's commitment to inclusivity by celebrating the strengths and potential of every child, regardless of their challenges.

## AIMS

- To create an inclusive educational environment where SOD feel valued, respected, and supported.
- To enable SOD to reach their full potential through individualized and adaptive learning approaches.
- To foster confidence, independence, and self-advocacy in SOD, empowering them to overcome challenges and embrace their abilities.
- To nurture the social, emotional, academic, and functional skills development of SOD, ensuring they thrive both within and beyond the school setting.

## OBJECTIVES

**Individualized Learning Plans:** Develop and implement personalized learning plans that address the specific needs, strengths, and goals of each SOD, incorporating functional skills as a core component.

**Functional Skills Development:** Provide targeted support for essential functional skills, such as communication, numeracy, problem-solving, self-care, and social interaction, enabling students to navigate daily life with confidence.

**Access to Resources:** Provide specialized resources, tools, and technologies to facilitate effective learning and engagement for SOD.

**Tailored Engagement Model:** Adopt an engagement model that emphasizes active participation, interactive learning, and sensory activities to sustain student interest and promote meaningful progress.

**Continuous Progress Tracking:** Implement a robust system to monitor, document, and evaluate the ongoing progress of each SOD, ensuring that interventions and strategies are effectively tailored and adjusted as needed.

**Capacity Building:** Equip educators with the knowledge, skills, and strategies required to support SOD through ongoing professional development and training.

**Collaborative Approach:** Foster strong partnerships between teachers, parents, specialists, and the wider community to ensure a holistic support system for every child.

**Inclusive Practices:** Promote inclusive teaching and learning practices that encourage SOD to participate meaningfully in school life alongside their peers.

**Monitoring and Evaluation:** Regularly assess and refine the curriculum, functional skills programs, engagement strategies, and progress tracking systems to ensure they align with the evolving needs of SOD.

## REASONS

There are a variety of reasons why a student is referred to an alternative and or vocational provision. Some of these may be:

- A serious behavioral event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behavior that fails to meet our standards and has not improved with the supportive pastoral process.
- Students' needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not attend regularly and is at risk of leaving school with little or no qualifications. An alternative and or vocational provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student being placed on the SOD register.
- Students who have a diagnosed condition ( social, emotional mental health and physical, cognitive development delays ) may need to be supported to access a mainstream curriculum.
- Students who have greater spatial awareness and display distinct strengths and skill sets in practical/technical learning.
- Child performing below average.

## HOW DO WE IDENTIFY STUDENTS

- Students display a lack of interest in curriculum provision.
- CAT4 score and internal assessment tools indicate a greater spatial awareness.
- Favored kinesthetic learning style.

## RESPONSIBILITIES

### Leadership Team - Inclusion/Curriculum

- Monitor and review the alternative provision regularly.

### Senior Leadership

- Responsibility for the implementation, monitoring and evaluation of the alternative provision.
- Report to stakeholders on the effectiveness of the provision.

## Alternative Leadership

- Where appropriate the Head of Inclusion will liaise with Heads of Department and the examinations and data team to ensure that students are getting access to an appropriate curriculum.
- Where appropriate, the Alternative curricula educator will liaise closely with the attendance and safeguarding teams, ensuring the safeguarding of each student daily.
- Undertake monitoring and quality assurance processes for all aspects of alternative provision, including the Internal and External verification processes.
- With grade supervisors, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With grade supervisors, to maintain accurate evaluations of students' progress in attendance, behavior, academic progress, and students' emotional well-being.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To devise Individual Education Plans (IEPs) for each student of determination.
- To accurately inform professionals where multiple agencies are involved with a student and their family.
- To plan, evaluate and quality assure provision.

## ASSESS PLAN DO REVIEW (APDR)

**Assess:** This should give a pen portrait of where the student is at, what difficulties they have and how this is presenting itself in school.

**Plan:** This is a broad overview of what we ultimately want to achieve.

**Do:** These are concise steps that will be taken to address the difficulties with the names of people who will be responsible for carrying out each step.

**Review:** Ideally, parents and students should be involved in the review with their views included. There should not be more than one review where a student and parent have not fed into it. The review should discuss the success of each step in the 'Do' sections and reflect on why they were/were not successful. It should then be decided if the target in the plan has been fully/partially/not met.

The next cycle, if needed, will consider the successes and failures of the previous cycle and can keep what is successful, extend the cycle keeping the same steps (with reasons why), or completely change all the interventions.

## ATTENDANCE AND SAFEGUARDING

Those students accessing an alternative provision shall be placed on the vulnerable student attendance list. This will ensure first-day absence calls are made and raise awareness of those students' absence.

Parental contact to enquire about unexplained absences, to confirm that the absent child is home when parents/carers or guardians are not responding to phone calls/text messages/emails.

**The Assessment of the Alternative Curriculum** will involve evaluating student progress and learning outcomes in programs tailored to meet diverse needs, often outside the standard national curriculum. This type of assessment will be, but is not limited to:

- **Individualized** - Based on personalized learning goals outlined in the student's Individual Education Plan (IEP) or personal learning profile.
- **Holistic** - Measuring not just academic skills, but also social, emotional, vocational, and life skills.

- **Ongoing and Formative** - Using observations, work samples, skill checklists, and portfolios to track progress over time.
- **Flexible and Adaptive** - Allowing students to demonstrate understanding in various formats (e.g., verbal, practical tasks, visual presentations).
- **Collaborative** - Incorporating input from teachers, support staff, therapists, and families to provide a 360-degree view of the learner's development.

**Example:** In a functional life skills program, assessment might involve tracking a student's ability to follow multi-step instructions in a cooking task or independently use public transport, documented through checklists and anecdotal records.

## MONITORING ACADEMIC PROGRESS AND BEHAVIOR

- The Alternative Curriculum Educator for Inclusion has a responsibility to report, on a termly basis, the progress of students accessing alternative provision.
- Behavior concerns will be communicated through the school system and followed up where appropriate.
- Students will undergo the full admissions process, completing all relevant admissions paperwork. Parents/carers and guardians must be in attendance in the admissions meeting.
- Administration staff, attendance, examinations, and data teams will all be informed of the starting date and status of the named student.
- The named student will be added to a relevant tutor group and added to the vulnerable student attendance register for those deemed appropriate.

