



Curriculum Policy

For: Children and young people with disabilities aged 0–25

Policy Number: CUR-POL-08 | **Policy Owner / Registered Manager:** Hala Okasheh

Approved by: Jay Al Karaki

Approval Date: 1 September 2026

Next Review: 1 September 2027

Applicable To: Alternative Provision, and Group Activities for children and young people (0-25) with disabilities.

Signed: H. Okasheh

Hala Okasheh
Registered Manager, Richmond House
Date: 01/09/2026

Jay Al Karaki
On behalf of the Senior Management Team
Date: 01/09/2026

1.0 Philosophy & Intent

1.1. Richmond House is committed to providing a high-quality, safe, inclusive, and person-centred curriculum for children and young people aged 0–25 with disabilities. The curriculum encompasses Alternative Provision and group activity programmes and is designed to promote learning, independence, wellbeing, social participation, and progression toward meaningful life outcomes. Our provision is underpinned by current statutory requirements, safeguarding obligations, and equality duties and is delivered in partnership with families, educational institutions, health professionals, and local authority stakeholders.

At Richmond House, our curriculum is the entirety of experiences through which our children and young people learn, develop, and prepare for life. It is not confined to academic subjects but encompasses personal development, life skills, access to sensory support, and community participation.

1.2. Our curriculum intent is to:

- **Empower** each individual to become as independent as possible.



- **Promote** spiritual, moral, social, cultural, mental, and physical development.
 - **Safeguard** and promote the welfare of all children and young people, as paramount.
 - **Fulfil** the outcomes specified in Education, Health and Care (EHC) Plans and prepare young people effectively for adulthood.
 - **Provide** a broad, balanced, relevant, and differentiated learning experience that is engaging and aspirational.
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2.0 Legal & Statutory Framework

This policy is underpinned by and complies with:

- **Children and Families Act 2014** (as amended)
- **Children's Wellbeing and Schools Act 2026** – received Royal Assent on 29 April 2026; places schools on a stronger statutory footing within multi-agency safeguarding arrangements, with education settings now formally recognised as 'relevant partners' in local safeguarding
- **SEND Code of Practice (0–25)** – currently being updated to reflect changes in the SEND system and findings of recent independent scrutiny
- **Equality Act 2010**
- **Keeping Children Safe in Education (KCSIE) 2026** – comes into force on 1 September 2026; sets out legal duties schools and colleges must comply with to safeguard and promote the welfare of children and young people. A full summary of the changes is available in Annex C. All staff must read **Part One in full**; the shorter version previously in Annex A has been withdrawn.
- **Working Together to Safeguard Children (2026)** – updated on 18 March 2026, replacing the 2023 version; introduces Family Help as a distinct system of support, bringing together Targeted Early Help and Section 17 (Child in Need) support into a single level of support with one plan
- **Prevent Duty Guidance (2015)**
- **Mental Capacity Act (2005)** (for relevant young people) – Liberty Protection Safeguards (LPS) Code of Practice consultation launched in 2026
- **Regulatory requirements applicable to Ofsted and/or CQC registration where relevant**



3.0 Curriculum Implementation Across Provisions

Our curriculum is implemented through three core pathways, tailored to the individual's needs and the service they access.

3.1. Alternative Provision Curriculum:

- **Core Offer:** A personalised learning programme based on EHCP outcomes, focusing on communication, cognition, numeracy, and literacy.
- **Vocational & Life Skills:** Practical skills development in areas such as cooking, budgeting, gardening, and digital literacy.
- **Community Participation:** Planned access to the local community to develop social skills and independence.

3.2. Short Breaks & Group Activities Curriculum:

- **Social & Communication Development:** Structured and unstructured opportunities to build friendships, turn-taking, and communication skills through group games and shared activities.
- **Life Skills:** Developing independence in self-care, meal preparation, and personal organisation within a homely or community setting.
- **Creative & Physical Development:** Access to arts, music, sport, and sensory activities to promote expression, physical health, and coordination.
- **Community Inclusion:** Supporting children and young people to access and enjoy community facilities safely, such as parks, libraries, and leisure centres.

4.0 Safeguarding & KCSIE 2026

4.1. The principles of Keeping Children Safe in Education (2026) are fully embedded within our curriculum. This includes:

- A culture of vigilance where all staff are trained to recognise signs of abuse, neglect, and exploitation (including county lines and radicalisation).
- Ensuring all teaching on relationships, online safety, and health equips children with the knowledge to recognise and report risks.
- Maintaining a safe, secure, and supportive environment, both physically and online.



- Robust recruitment and ongoing suitability checks in line with Safer Recruitment practices.

4.2. Key updates in KCSIE 2026 that inform our practice include:

- **Annex A withdrawn** – all staff must now read Part One in full
- **Regulations and safeguarding requirements on school premises**
- **Children requiring mental health support**
- **Young carers**
- **Children who are questioning their gender** – new provisions on gender-related premises requirements and supporting children questioning their gender identity
- **Safer recruitment and regulated activity** – all volunteers in regulated activity now need an enhanced DBS check with barred list check, regardless of supervision
- **Child-on-child abuse** – section renamed to include "harassment and violence"; now expressly refers to misogyny and misandry as safeguarding concerns
- **AI-generated deepfakes and nude imagery** – new requirements on this emerging safeguarding risk
- **Mobile-phone-free policies** – now with greater legal weight

4.3. Working Together to Safeguard Children 2026 reinforces the need to recognise that children may experience multiple or simultaneous harms, including harm outside the home such as exploitation. Our curriculum and safeguarding practices reflect this multi-faceted approach.

5.0 Assessment & Recording

5.1. **Individual Pathway Plans (IPPs):** Each child/young person will have an IPP (see template below) which sets out personalised, measurable, and achievable targets based on their EHCP and aspirations.

5.2. **Formative Assessment:** Staff use ongoing observation and interaction to assess understanding and skill development, adjusting support in the moment.

5.3. **Summative Assessment:** Progress towards IPP targets and EHCP outcomes is formally reviewed and recorded termly. This information is shared with parents/carers and local authorities as part of the Annual Review process.



6.0 Staffing & Quality Assurance

6.1. The Registered Manager and Senior Team will monitor the quality of education through:

- Regular learning walks and observations of practice.
 - Scrutiny of IPPs and progress records.
 - Analysis of feedback from children, young people, parents, and commissioners.
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7.0 Review

This policy will be reviewed annually by the Registered Manager and Senior Management Team.

Next Review: 1 September 2027 or sooner if statutory guidance changes.



Appendix A:

Individual Pathway Plan (IPP) Template

Confidential

Child/Young Person's Name: _____

Date of Birth: _____

IPP Start Date: _____

Review Date: _____

Key Worker: _____

Section 1: Aspirations & Views

- My views on what is important to me (What I like, what I'm good at, what I find difficult):
- My hopes and dreams for the future (What I want to be able to do):
- Views from my parents/carers:

Section 2: Priority Outcomes (Linked to EHCP where applicable)

Priority Area	Long-Term Goal (e.g., EHCP Outcome)	Short-Term Target (SMART: Specific, Measurable, Achievable, Relevant, Time-bound)	Strategies & Support Required	Who is Responsible?	Progress & Evidence (To be completed at review)
Communication & Interaction	e.g., To express my wants and needs effectively.	e.g., By [Date], I will use my Images book to make a choice between two items during snack time, with verbal prompting, on 4 out of 5 opportunities.	Use consistent verbal modelling, wait time.	Key Worker, All Staff	
Cognition & Learning	e.g., To develop functional numeracy skills for daily life.	e.g., Over the next term, I will identify and use £1 and £2 coins to pay for a small item in the cafe during 3 community visits.	Use real coins in role-play, visual supports, and community-based practice.	Lead Tutor	
Social, Emotional &	e.g., To manage my anxiety in new	e.g., When a schedule change occurs, I will use	Now/Next board, 5-point scale, sensory	All Staff	



Mental Health	situations.	my "5-point scale" and choose a calming strategy from my choice board, with adult support, without physical escalation.	calm box.		
Sensory & Physical	e.g., To improve my fine motor skills for independence.	e.g., Over 6 weeks, I will use a tripod grip to fasten 3 buttons on my coat independently.	Hand-strengthening activities, button board, and graded support.	Support Worker	
Preparation for Adulthood (From Y9)	e.g., To develop skills for independent living.	e.g., By the end of the term, I will follow a visual recipe to prepare a simple snack safely, using the kettle and toaster with supervision.	Visual recipe, task analysis, and direct supervision.	Key Worker	

Section 3: Review

Review Meeting Date: _____ Attendees: _____

Summary of Progress:

Agreed Changes to Targets/Support:

Signatures:

Young Person (where possible): _____

Parent/Carer: _____

Key Worker: _____

Registered Manager/Lead: _____

Signatures

Registered Manager: Hala Okasheh

Signature: _____

Date: 01/09/2026



Approved by: Jay Al Karaki

Signature: _____

Date: 01/09/2026

Document Version: Vr 08

Review Period: 2026 – 2027

Summary of Key Legislative and Guidance Updates

(Effective from 1 September 2026)

Guidance / Legislation	Key Changes
Keeping Children Safe in Education (KCSIE) 2026	Comes into force 1 September 2026; Annex A withdrawn – all staff must read Part One in full; new guidance on child-on-child abuse (renamed to include "harassment and violence"); misogyny and misandry recognised as safeguarding concerns; AI-generated deepfakes and nude imagery addressed; mobile-phone-free policies; all volunteers in regulated activity require enhanced DBS with barred list check
Working Together to Safeguard Children 2026	Updated 18 March 2026; Family Help reforms; multi-agency accountability; harm outside the home; anti-racist and anti-discriminatory practice
Children's Wellbeing and Schools Act 2026	Royal Assent 29 April 2026; education settings become safeguarding 'relevant partners' within local multi-agency safeguarding arrangements
Data Protection Act 2018 / UK GDPR	Children merit specific protection regarding personal data; age of digital consent under UK GDPR Article 8

This Curriculum Policy should be read in conjunction with Richmond House's Safeguarding Policy, Child Protection Policy, and other relevant policies.