



Taunton Deane
Partnership College

Safeguarding is everyone's responsibility

CURRICULUM POLICY

Policy Date	July 2025
Approved by & date	
Review Period	Annual
Review Date	July 2026

Contents

Introduction	2
Context	2
Vision and Values	3
Curriculum Intent	4
Implementation	4
Primary Curriculum	4
Secondary Curriculum	6
Impact	6
Term Plans	8
Curriculum content and support	9
External Agencies	10
Roles and Responsibilities	10

Introduction

The purpose of this policy is to provide information about the curriculum offer at Taunton Deane Partnership College (TDPC), to share with staff, management committee, professionals, families, and other interested stakeholders. The policy incorporates our philosophy, aims and values as well as describing the approach we adopt towards delivering our curriculum, the content and the adapted approaches required for teaching the students at TDPC. The TDPC curriculum policy also aims to describe the context behind the tailored approach to our curriculum and the reasons why such a bespoke approach is required.

At TDPC we offer a broad, balanced Social, Emotional and Mental Health (SEMH) curriculum which identifies and meets the needs of our complex students. The curriculum, alongside a variety of teaching approaches, provides consistency throughout the school, whilst recognising each individual's developmental and age-related aspects to learning.

The development of the curriculum at TDPC, whilst being led by the Senior Leadership Team, is the result of hard work, knowledge, skill and passion of all staff and the other professionals we work with. All teachers have a subject or curriculum area which they are responsible for and they in turn are supported by an excellent team of HLTAs and TA's (Higher Level Teaching Assistant) and support staff who have also contributed to the development of our curriculum offer.

Consistency is vital for our students who have experienced a challenging journey through education and therefore careful consideration is taken when making any changes to the curriculum. The policy document starts with describing the context, vision, values, and intent of our curriculum. The curriculum content is detailed on the website in the TDPC Curriculum.

Context

TDPC is a pupil referral unit for students from KS1 to KS4. We have

- Deane Discovery Centre (DDC) is our Primary Provision
 - Key Stage 1 and 2 pupils who have been permanently excluded
- The Holway Centre is our Secondary Provision
 - Key Stage 3 and 4 students who have been permanently excluded
 - Partnership work with local schools which may include some short-term places in our centres, group work and 1:1 sessions in schools, and other interventions such as Vocational groups and Outdoor education groups, with the aim of preventing permanent exclusion.
 - Students who through admissions are deemed hard to place or who may have moved into the area.
- Northfields Education Centre
 - 1:1 support for statutory medical students
 - 1:1/small group support
- Outreach and Virtual learning
 - Medical tuition students who are not able to attend a mainstream school

- Musgrove Park Hospital tuition

Students can access tuition whilst they are in hospital

Due to the complex nature of the students and changing cohort that attend TDPC, it is our responsibility to provide them with the most appropriate curriculum via a tailored SEMH approach, that encompasses learning; life skills; Personal, Social, Health and Citizenship Education, ensuring that students embrace our core values of Be Kind, be Safe, Be Respectful

Some students can remain on roll at TDPC for a key stage; our aim is to support our students onto their next stage of education, a return to school, college place or apprenticeship. For some of these students, TDPC is their sole registered education base, but many remain on roll with their mainstream school, and some may attend both settings.

Vision and Values

We believe that TDPC provides a safe, respectful, and supportive environment that supports individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all students through their education, providing an adapted curriculum to meet the needs of each student depending on their current needs.

At TDPC we work hard to enable all our young people to:

- Build their resilience and independence to enable them to access and be successful in transitions to next steps.
- Feel safe and secure so that they can attend, engage with and enjoy the curriculum, support and activities.
- Identify and fill any gaps in our young people's core knowledge and skills to enable them to make their next steps with confidence

All staff are primarily teachers of SEMH not just of subjects. Each student has a tutor identified who will monitor students learning plans and meet with parents to discuss progress. Students are encouraged to participate in their education review to ensure that their views are communicated; parents/carers are also integral to this process as well as other professionals involved who are part of the team supporting the student.

All students and their parent/carers are encouraged to review their young person's progress termly with their teachers, which includes a focus on attainment, engagement, and attendance. Targets in these areas are discussed, reviewed and new ones set, alongside reviewing the curriculum offer. Student attendance is reviewed and where possible students are supported to access a full timetable.

Ofsted Report Feb 2025

Most pupils have either SEND or significant gaps in their learning. Many pupils have also struggled to meet the behaviour expectations in their previous schools. To address these needs, the school has developed a broad curriculum that combines academic study with opportunities to re-engage with school life.

Curriculum Intent

We believe that all of our young people have the capacity to succeed and achieve in the world. Our young people have arrived with us having experienced a variety of difficulties within their mainstream provision and our first goal is to build positive relationships and to identify and understand any unmet needs.

We believe that all students deserve to access a curriculum that is aspirational and engaging and meets the social emotional and mental health needs and academic needs for all our students. At the heart of this is personalised learning based on the interests and needs of each young person as an individual.

We aim to provide a safe and secure base where all are welcomed and supported to build their skills, resilience, and confidence so that they can reach their full potential.

We work collaboratively with all stakeholders to obtain the best outcomes for all our young people.

Young people will leave TDPC with a portfolio demonstrating what they have achieved during their time with us.

As with all our subjects at TDPC, we base our curriculum design around the following principles:

1. Feeling successful
2. Broadening horizons
3. Oracy opportunities
4. Applying core skills
5. Disciplinary thinking

At TDPC our focus is geared towards next steps, whilst acknowledging the starting points of our students on arrival; their gaps in learning, self-esteem and thoughts of themselves as learners. Our curriculum is designed to meet need on entry, settle and support them, challenge and empower them to move in readiness for their next steps.

We have 3 pathways at TDPC, Aspire, Re-Engage and Bespoke; students will follow one of these pathways, however, there are always opportunities for young people to move between pathways dependent upon their readiness to engage with learning.

Primary

At DDC, Re-engage students access continuous provision; a play-based curriculum. This is based on their developmental stage rather than their chronological age and encourages them to learn through play; through doing; through immersion. Students are able to delight in topics and projects with opportunities for literacy, phonics and numeracy interwoven.

When they are ready for formal learning - subject based, more rigorous assessment, opportunities for independence - students will access a primary classroom. At primary level, the delivery of curriculum is based around Literacy, Numeracy, RSHE (Relationships, Sex and Health Education) and project work. The curriculum consists of adapted National Curriculum subjects, along with some life skills and creative aspects. Student need is assessed, which includes academic as well as SEMH assessment, and one of 2 pathways is identified as the most appropriate provision, however, there are also more bespoke opportunities for more complex students. The class-based pathway is appropriate for learners who can access more formal learning with subject specific knowledge and skills.

Students access the range of topics and personalised formal curriculum opportunities as well as National Curriculum subjects for their Key Stage, modified in the light of their developmental level and EHCP requirements. Life skills and independence skills will also form a large part of the curriculum. There is generally a higher level of formal teaching/structure; teachers ensure that learning is linked to topics, practical activities and consolidated and applied in practical sessions.

The Play based curriculum pathway provides every child with the opportunity to experience learning in a meaningful and purposeful way. This is a sensory approach to learning which enables students to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The curriculum acknowledges what learners can do by supporting and developing their strengths and abilities and is taught using a thematic approach ([DDC Yearly Overview](#)). Learners will build on previous knowledge and make connections in their learning within a safe and stimulating environment. Giving each child a chance to explore and overcome barriers through play, this will help to develop confidence and a love of learning, whilst supporting their SEMH and SEND (Special Educational Needs and Disabilities) needs. It values the process as much as the achievement and it is flexible to be responsive to the needs of the individual learner. All students will be given maximum opportunities to achieve the highest level of independence possible. It gives teachers the opportunity to support student's strengths and fill their gaps, whilst using the best approach to their learning style. The curriculum topic content allows students to access a personalised curriculum, structured around their learning style.

SEMH interventions are tailored around individual children's specific needs, and students are encouraged to develop their emotional literacy through a variety of interventions including:

- Therapeutic play
- Lego therapy
- Cooking
- Bespoke Outdoor Education sessions
- ELSA interventions

If students are unable to access the school buildings safely, a bespoke package of support will be put in place which may consist of Alternative Provision (AP) and/or Outreach work with trusted adults.

Ofsted Report 2025

Primary pupils learn phonics and practise their reading, mathematics and writing every day. Regular sessions provide opportunities for pupils to practise building friendships and getting on with other people. The success of this approach can be seen in the improvements to pupils' work in books and the projects that they are able to complete together. As a result, primary pupils are becoming confident readers, writers and mathematicians.

Secondary

Students are allocated a tutor group and are supported by a teacher and an HLTA. Tutor time in the morning is where students are settled and supported to engage with their day. Part of the Tutor Programme includes modelling and teaching our values of Be Kind, Be Safe, and Be Respectful, as well as working on RSHE and social skills.

The Re-Engage programme at Holway is based upon our Primary model; students remain in their own room for the morning sessions and can access practical and work-based sessions where the core skills of literacy and numeracy are woven within, involving fewer transitions of space and staff enable our learners to consolidate trusting relationships with adults who help them break down their individual barriers to learning.

Students who are ready for the secondary classroom follow the Aspire pathway; they spend some of their day in practical and vocational sessions, with part of their day following core curriculum lessons, moving between teaching spaces and staff. The ability to successfully manage these transitions and settle to learning is a key skill in deciding which pathway students are allocated to although we recognise our students will still need support and encouragement as they develop these skills.

Secondary students requiring a bespoke offer are those who may need even smaller groups, or activities outside of the school building or fail to thrive when confined to working closely with others. This may include AP, online, or outreach sessions with trusted adults.

Readiness to move between the pathways is based on observation, Boxall and other learning assessments. This is always done in consultation with student, parent/carer and staff.

Our thematic approach to teaching and learning ([Holway Yearly Themes Overview](#)) ensures that all young people have the opportunity to develop their reading, writing and spoken communication skills, alongside developing their numeracy skills. Students are encouraged to explore the world around them and develop an understanding of other people's perspectives to their own.

Through collaborative planning, staff are aware of the range of disciplinary language that young people need to acquire and use these key terms appropriately in their own subject areas to help students see the links between different subjects and ensure that understanding is embedded.

Impact

Ofsted Report 2025

Most pupils are well-prepared for the next stage in their education. Pupils' personal

development places a strong emphasis on educating pupils about the immediate risks in their daily lives, giving them the knowledge they need to make informed decisions. Careers education and work-related learning help pupils to understand the requirements of the jobs and courses that they would like to pursue.

Young people will consistently be engaged with learning on a pathway that is best suited to their learning and SEMH needs. They will have formed positive relationships with adults and peers and have a clear idea of their next steps. Evidence of learning is contained within floor books for all subject areas as well as students own workbooks and images of completed work in art or vocational areas.

Young people will successfully transition from TDPC with a portfolio that demonstrates their achievements on an academic and practical level.

We will further evaluate the impact of our curriculum in the following ways:

Aim	Impact Measurement
Engage all students in learning through developing a curriculum that encompasses students' interests	<ul style="list-style-type: none"> • Weekly Attendance monitoring • Tutor time • Observations of learning • Education and learning plan reviews • Individual learning profile • Floor books or student workbooks • Engagement session/lesson attendance and engagement within the lesson • Student voice
Enable all students to make progress from their individual starting points, and to have successes in learning	<ul style="list-style-type: none"> • Base line assessments for all students and then termly updates on SIMS • Analysis of student progress data • Qualitative data on student progress e.g. book scrutiny
Support all students to lead healthy and safe lifestyles	<ul style="list-style-type: none"> • Observations of learning in RSHE lessons • Student voice • Keeping safe curriculum • Being kind to everyone • Being respectful • Physical literacy outcomes • Boxall data tracking • Individual behaviour plan analysis • ABCC
Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in a mainstream school, College or work	<ul style="list-style-type: none"> • Number of students successfully reintegrated to the next phase of their education. • Number of students who are not NEET
Develop skills to enable students to build resilience and confidence to make positive life choices	<ul style="list-style-type: none"> • Students able to engage in planning for their future

Accreditation

Accreditation is sought wherever possible through:

- AQA Unit Awards, which are used across the school (including Key Stage 2),
- ASDAN in Key Stages 3 and 4 to reflect the development of skills, knowledge and understanding in a variety of subject areas where students have a particularly strong interest

- At KS4 students are entered, where appropriate, for GCSE exams alongside opportunities for Entry level in core subjects. Students also have the opportunity to access a range of further BTECs in practical subjects such as Cooking

Curriculum Content and Support

Term Plans

Staff plan in three week blocks according to the theme of that term. All planning is readily available for staff to access and accompanied by supporting resources. Planning takes into account the different starting points for our young people and focuses on them building solid foundations for their learning.

Secondary Options used to build and support personalised programmes

- English opportunities for Entry Level Award and GCSE
- Maths opportunities for entry level Award and GCSE
- Science opportunities for entry level Award and GCSE
- Art/Photography opportunities for AQA awards and GCSE
- Citizenship opportunities for AQA awards and GCSE
- Home Cooking Skills opportunities for AQA awards and BTEC accreditation
- ASDAN short courses

Enrichment opportunities

- Music
- Design and technology
- Workshop
- Beauty
- Health and Social Care
- Enterprise
- Learning outside of the classroom LOTC
- Sport

Developing Resilience, Self Esteem and Confidence

- RSHE using the Jigsaw programme and following Statutory guidance
- Lifeskills
- ELSA support Emotional literacy
- Trauma informed approaches
- Play therapy
- Theraplay

External Agencies Supporting TDPC

- Sasp
- Reach
- AEC - Alternative Education
- SDAS - Somerset Drugs and Alcohol Service
- Escapelines
- CAMHS Child and Adolescent Mental Health Service
- VRU - Violence Reduction Unit

- CSC Children's Social Care
- FIS Family Intervention Service
- YOT Youth Offending Team
- Youth Justice Team
- Stand Against Violence

Roles and Responsibilities

The management committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The management committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, Maths, Science, and enough teaching time is provided
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- 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 students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some students 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 management committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The management committee is advised on whole-school targets to make informed decisions

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Deputy headteacher has responsibility for the implementation of the curriculum

across the school and alongside members of SLT will monitor the impact of the curriculum across TDPC.

Teachers will take on a subject co-ordinator role. This may be because they have particular expertise in this area or a special interest. Teachers and HLTAs are responsible for:

- Termly planning using the term themes
- Differentiation to meet individual needs of students
- Using a range of teaching and learning strategies, techniques and resources
- Attending training as appropriate
- Assessment for learning

The Curriculum will be monitored by: The Headteacher, Deputy Headteacher's and SENDCo through:

- Meetings Core Subject leads; Foundation subjects; SEN; and Primary leads
- Auditing of curriculum planning
- Learning walks focused on subject implementation
- Auditing school resources
- Reviewing assessment data and accreditation
- Observing lessons with specific focus
- Work sampling and moderating
- Talking to students

Resources will be allocated to curriculum areas in line with the priorities indicated in the School Improvement Plan. The school supports the rights of all students and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all students is highly valued. All students have an entitlement of access to the National Curriculum.

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Performance Management, Staff Interviews and the School Development Plan.