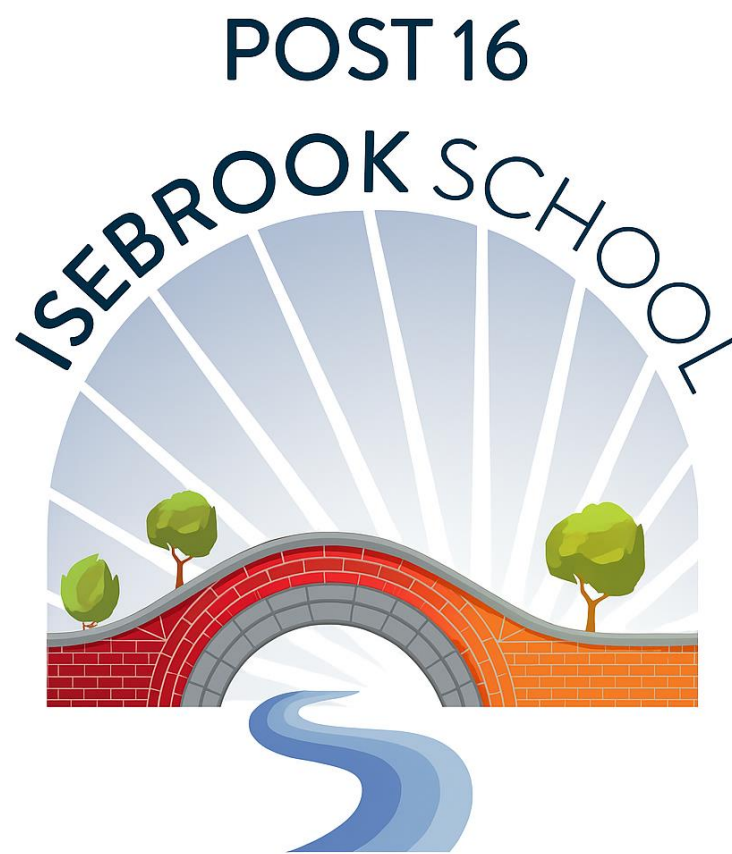




Foundations for the Future Curriculum Statement

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Curriculum Vision & Intent

The Foundations for the Future Curriculum at Isebrook School is designed to equip every student with the knowledge, skills, and confidence they need to live purposeful, fulfilling, and independent lives. Our vision is for all students to leave us better prepared for adulthood, with a clear pathway into their next stage of education, employment, or community participation.

Our curriculum reflects the School's ethos of **inclusion, aspiration, and empowerment**. We believe that every student, regardless of need or starting point, has the right to access a curriculum that is ambitious, personalised, and meaningful. The curriculum is not simply a programme of study, but a carefully structured pathway that supports students to achieve their **Education, Health and Care Plan (EHCP) outcomes**, while also broadening their horizons and building lifelong skills, supporting the transition into adulthood.

The intent of our curriculum is threefold:

- **To provide structure and focus** by organising learning through clear strands and pillars that reflect the four Preparing for Adulthood outcomes: Employment, Independent Living, Friend Relationships & Community, and Health.
- **To empower students through personalisation**, ensuring that their aspirations, interests, and needs shape their learning journey, with outcomes co-produced alongside families and professionals.
- **To build long-term independence and resilience**, enabling students to transfer knowledge from the classroom into real-world contexts, developing skills to support transition successfully into adult life.

At the heart of the curriculum is a belief that education should unlock opportunities and reduce barriers. By combining functional learning with vocational and community based experiences, our curriculum ensures that students develop not only academic and practical skills but also the confidence, wellbeing, and cultural capital they need to thrive as adults.

Curriculum Principles

The Foundations for the Future Curriculum is underpinned by a set of guiding principles that shape how learning is designed, delivered, and experienced. These principles ensure that the curriculum is consistently meaningful, ambitious, and responsive to the diverse needs of our students.

Inclusive

Our curriculum is accessible to all students, regardless of ability or need. It is designed to remove barriers to learning through adaptive teaching, therapeutic support, and personalised planning. Inclusion means ensuring every student has the opportunity to succeed, participate fully, and feel valued as part of the School community.

Personalised

Each student's curriculum journey is shaped by their individual starting points, EHCP outcomes, aspirations, and interests. Planning is co-produced with students, families, and professionals to ensure that teaching is relevant, motivating, and responsive. Personalisation ensures that every student works towards meaningful goals that prepare them for their chosen adult life.

Aspirational

We believe in setting high expectations and challenging students to achieve their full potential. Ambition is not defined by academic outcomes alone, but by the broader skills and independence that enable students to thrive. Aspirational teaching encourages students to take risks, overcome challenges, and celebrate progress at every stage.

Functional

Learning is rooted in real life contexts to ensure that skills are practical, transferable, and purposeful. Whether through numeracy embedded in shopping tasks, literacy developed in workplace settings, or social communication rehearsed in community environments, functional learning ensures that education has direct impact on daily life.

Holistic

The curriculum addresses the whole student. This includes academic and vocational development alongside personal, social, emotional, and health outcomes. By nurturing the whole person, we prepare students not just for qualifications, but for lifelong wellbeing, resilience, and fulfilment.

Coherent & Balanced

While personalised to individual needs, the curriculum is also carefully structured to provide breadth across the four Preparing for Adulthood outcomes. The strands and pillars are interconnected, ensuring that skills are reinforced across different contexts, and balanced to meet both individual and statutory priorities.

Preparing for Adulthood

Preparing for Adulthood (PfA) is the foundation of the Foundations for the Future Curriculum. It provides the organising framework for our curriculum strands and underpins every aspect of teaching, learning, and assessment. By aligning our provision to the four PfA outcomes set out in the SEND Code of Practice, we ensure that learning is purposeful, future focused, and centred on equipping students for meaningful adult lives.

Employment

The Employment strand of the *Foundations for the Future* curriculum is designed to prepare students for the world of work by developing the knowledge, skills, and behaviours required to access, sustain, and thrive in meaningful employment. This strand provides opportunities for students to experience real workplace environments, build employability skills, and explore pathways that align with their aspirations. By embedding learning in practical and authentic contexts, we aim to empower students to recognise their strengths, understand the diversity of employment opportunities, and take confident steps towards their chosen futures.

Through this strand, we aim to:

- Provide opportunities for **work-related learning in real settings**, enabling students to apply their skills in authentic environments
- Develop core **employability skills** such as communication, teamwork, problem-solving, reliability, and resilience.
- Build students' confidence and awareness through **employer encounters**, showcasing the diverse range of sectors and job roles available.
- Encourage creativity, initiative, and responsibility through **enterprise projects** and **workplace tasters**.
- Support students in exploring employment pathways that are **aspirational yet realistic**, reflecting their interests, skills, and long-term goals.
- Foster independence and self-advocacy by equipping students to understand their workplace rights, responsibilities, and the adjustments that may support them.
- Create meaningful preparation for supported, voluntary, or paid employment, ensuring every student has a pathway towards contributing productively to their community.

Independent Living

The Independent Living strand of the *Foundations for the Future* curriculum is designed to equip students with the knowledge, skills, and confidence to live as independently as possible. This strand supports students in developing practical life skills while fostering self-advocacy, problem-solving, and resilience. By embedding learning within real-world contexts, we aim to empower students to take control of their daily lives, make informed decisions, and contribute meaningfully to their communities.

Through this strand, we aim to:

- Equip students with the practical skills needed to manage everyday tasks in the home and community with confidence.
- Foster independence by developing routines, organisational strategies, and problem-solving abilities.
- Promote self-advocacy and informed decision-making around housing, health, and financial matters.
- Build confidence in navigating transport systems and accessing community resources safely.
- Support students to make responsible choices when shopping, budgeting, and managing personal finances.
- Encourage responsibility, resilience, and a proactive approach to maintaining a safe and healthy lifestyle.

Friends, Relationships & Community

Our Friends, Relationships & Community strand is designed to empower students with the knowledge, skills, and confidence to build meaningful relationships, engage actively in their communities, and navigate social interactions safely and responsibly. We recognise that our students have diverse needs, and our curriculum is structured to meet them at their developmental stage, fostering independence and inclusion in the wider world.

Through this strand, we aim to:

- Develop social confidence and communication skills that enable students to build and maintain friendships.
- Promote inclusivity, diversity, and cultural awareness to help students understand and appreciate different communities.
- Encourage active community participation and contribution through volunteering and teamwork.
- Teach students to use digital spaces safely and responsibly, ensuring they can engage in online communities while protecting their well-being.
- Support lifelong leisure and hobbies, helping students discover interests that enhance their quality of life and social connections.
- Foster independence in using community facilities, equipping students with the skills to navigate the world around them with confidence.

Health

Our Health strand is designed to equip students with the knowledge, skills, and confidence to take ownership of their physical, emotional, and mental wellbeing. We recognise that our students have unique needs, and this curriculum is structured to meet them at their individual stage of development, fostering independence, resilience, and informed decision-making.

Through this strand, we aim to:

- Promote healthy routines and personal care practices that support dignity, confidence, and self-esteem.
- Build understanding of physical and mental health, empowering students to access support and make informed choices.
- Encourage safe, respectful, and inclusive attitudes toward relationships, identity, and sexuality.
- Support students to use health-related technology and online platforms safely and effectively.
- Raise awareness of lifestyle choices and their long-term impact on wellbeing, including diet, exercise, and substance use.
- Increase confidence in navigating health and social care systems independently.
- Develop emotional regulation and resilience to support positive mental health and social wellbeing.

Curriculum Organisation

The Foundations for the Future Curriculum is structured around the four Preparing for Adulthood (PfA) outcomes: **Employment, Independent Living, Friends, Relationships & Community, and Health**. Each outcome is broken down into **pillars**, which provide the detailed building blocks of knowledge and skills within that strand.

This structure ensures that learning is:

- **Coherent** – broad outcomes are made tangible through clearly defined pillars.
- **Balanced** – all students engage with each PfA strand, with weightings adjusted to their needs and pathways.
- **Progressive** – pillars allow for skills to be revisited and deepened over time.
- **Personalised** – students' individual goals and EHCP outcomes are mapped to specific pillars, ensuring relevance.

Employment Strand

Pillars:

- **Pre-Employment** – exploring career options, understanding the labour market, developing employability skills such as teamwork, communication, and resilience, and gaining experience through volunteering or work tasters.
- **Gaining Employment** – preparing CVs, completing applications, developing interview skills, and using vocational profiling to identify suitable roles.
- **Workplace Core Competencies** – building problem-solving, time management, teamwork, communication, self-awareness, resilience, and leadership skills to succeed in a work environment.
- **Essential Workplace Knowledge** – understanding rights and responsibilities, workplace health and safety, professional conduct, customer service, working patterns, contracts, and continuous professional development.
- **Essential Digital Skills** (*Stage 2 & 3 only*) – using digital tools for workplace tasks, online communication, data entry, and safe digital practice in employment contexts.

Why organised this way?

These pillars reflect the journey from **preparing for work** through to **succeeding and sustaining employment**. They balance personal readiness, practical knowledge, and digital competence, ensuring students are equipped with the confidence, skills, and understanding to access meaningful employment opportunities.

Independent Living Strand

Pillars:

- **Household Management** – cooking, cleaning, laundry, food safety, hygiene, budgeting, and responsibility for maintaining a safe environment.
- **Travel** – navigating transport, planning journeys, road safety, and strategies for independent travel.
- **Rights & Benefits** – personal rights, financial entitlements, advocacy, and informed decision-making about housing, employment, and healthcare.
- **Time Management** – scheduling, routines, organisation, and strategies for problem-solving when things change.
- **Shopping** – planning purchases, managing budgets, shopping independently in person and online, and using safe payment methods.

Why organised this way?

These pillars combine the essential aspects of independent living, balancing **practical life skills** with the **knowledge and decision-making skills** students need to navigate adulthood. They progress from everyday household routines to managing rights, benefits, and informed personal choices.

Friends, Relationships & Community Strand

Pillars:

- **Leisure & Hobbies** – developing interests for enjoyment, wellbeing, and social engagement.
- **Using Community Facilities** – confidence in navigating public spaces and services.

- **Understanding & Engaging with Different Communities** – cultural awareness, diversity, and respectful participation.
- **Friends & Social Skills** – forming and maintaining positive relationships, boundaries, and conflict resolution.
- **Community Contribution & Volunteering** – active participation, teamwork, and leadership in community roles.
- **Digital & Online Safety** – safe, responsible digital engagement, protecting privacy, and understanding the impact of online behaviour.

Why organised this way?

These pillars recognise that meaningful adult life involves not only participation in community spaces but also the development of **social and relational skills**. They combine traditional community access with the realities of the modern digital world, ensuring students are safe, connected, and confident contributors to society.

Health Strand

Pillars:

- **Personal Care & Caring for Others** – hygiene, grooming, body changes, body image, medication routines, boundaries, first aid, and awareness of caring responsibilities.
- **Technology for Health** – safe use of technology for organisation, safety, assistive support, and online protection.
- **Sexual Relationships** – consent, respect, identity, contraception, healthy relationships, and safeguarding against exploitation.
- **Healthy Lifestyle** – nutrition, exercise, substance use awareness, peer influence, and positive choices.
- **Lifestyle Choices** – decision-making in relationships, parenting, risky behaviours, gambling, radicalisation, and legal rights.
- **Access to Health & Social Care** – understanding diagnoses, accessing healthcare and social care services, and using digital tools to manage appointments.
- **Social & Emotional Wellbeing** – self-awareness, emotional regulation, communication, resilience, therapeutic strategies, and positive mental health.

Why organised this way?

These pillars provide a comprehensive approach to health, combining **personal wellbeing, safety, and resilience** with **knowledge of services and rights**. By covering physical, mental, and emotional health alongside safe relationships and technology, the structure reflects the broad range of skills students need to maintain independence and wellbeing in adult life.

Meeting Diverse Needs Through Developmental Stages

Students at Isebrook School present with a broad range of special educational needs, including differences in cognition and learning, communication and interaction, and physical disabilities. As a result, aspirations for adulthood vary widely, and the pathway to independence is highly individual. To ensure that learning is meaningful, relevant, and accessible for all, the *Foundations for the Future* curriculum is organised across four developmental stages. These stages apply consistently across every strand of the curriculum, providing a structured but flexible framework that enables personalised planning while ensuring progression towards aspirational yet realistic outcomes.

Stage 1

Stage 1 is designed for students with the most complex needs, often working at developmental levels up to age 3. Students at this stage may require continuous support and face significant barriers to communication, cognition, and independence.

Focus: Establishing engagement, security, and foundational skills through sensory and early interaction experiences.

Stage 2

Stage 2 is designed for students who require significant support in daily life. At this stage, highly structured routines and frequent guidance underpin the development of early life skills and confidence.

Focus: Building consistency, developing emerging independence, and promoting meaningful participation in everyday life and community experiences.

Stage 3

Stage 3 supports students who are able to develop greater independence with structured support. Here, the emphasis is on problem-solving, decision-making, and self-advocacy, supported through real-world contexts.

Focus: Extending independence and resilience by embedding skills into authentic settings and encouraging students to make informed choices.

Stage 4

Stage 4 is for students preparing to transition into adulthood with minimal support. The emphasis is on advanced skills, long-term planning, and preparing for independence in work, community, and personal life.

Focus: Enabling self-directed learning, independence, and active participation in society, supported by clear goal-setting and future planning.

Identifying Outcomes

A key principle of the Foundations for the Future Curriculum is that all learning is outcome-led. Outcomes are identified prior to a student's entry onto the programme to ensure a personalised approach that is both aspirational and achievable.

Outcome Identification Process

Before starting the programme, the School holds a **Person-Centred Planning (PCP) meeting** with the student, their family, and relevant professionals. This collaborative process:

- Establishes the student's **aspirations, strengths, and areas for development**.
- Identifies realistic yet ambitious outcomes across all areas of adulthood.
- Supports the **grouping of students** for curriculum delivery, ensuring content is meaningful and appropriate.
- Informs personalised planning, teaching strategies, and assessment approaches.

Framework for Outcomes in Adulthood

To support this process, the School has designed a **framework for outcomes**, which guides curriculum planning and progression (**appendix a**)

Using Outcomes to Inform the Curriculum

Outcomes are mapped directly to the curriculum strands and pillars to ensure each student's programme is meaningful and personalised. They provide aspirational targets while remaining realistic and achievable based on the student's starting point and support needs.

Outcomes guide grouping of students, supporting collaborative learning, social engagement, and differentiated curriculum delivery.

Progress against these outcomes is monitored and reviewed regularly to ensure students continue to move towards greater independence, participation, and employability.

Personalised Approach

The Foundations for the Future Curriculum is designed to be **flexible and responsive**, ensuring that every student's programme is tailored to their individual needs, aspirations, and outcomes. Personalisation occurs at multiple levels, from initial grouping through to bespoke learning experiences within the curriculum.

Grouping to Provide Meaningful Content

Once outcomes have been identified through the Person-Centred Planning (PCP) process, students are grouped to provide curriculum content that is meaningful and relevant. Grouping enables:

- Targeted teaching strategies appropriate to students' needs and abilities.
- Shared learning experiences where students can collaborate and develop social and functional skills.
- Efficient deployment of staff and resources to provide optimal support for engagement and progress.

Curriculum Ethos and Delivery

While groups form the foundation for structured learning, the curriculum ethos and delivery approach ensure that personalisation continues at an individual level. Staff plan and deliver lessons that:

- Respond to student interests and aspirations, including exploring particular areas of employment, hobbies, or skills.
- Adapt content, pace, and level of support to match individual learning styles and needs.
- Incorporate functional and real-world experiences, enabling students to apply knowledge and skills in authentic contexts.
- Provide opportunities for students to take ownership of their learning, make choices, and develop independence.

Tailoring to Individual Aspiration - for example, if a student has identified a **specific area of employment** they wish to explore, the curriculum will:

- Provide **opportunities to develop relevant knowledge and skills**, including work based experiences or vocational learning.
- Link learning to **PfA strands and curriculum pillars**, ensuring progression in employability, independence, and wellbeing.
- Offer **mentoring, coaching, and exposure to role models** or industry contacts to support career exploration and goal setting.

Continuous Personalisation

Personalisation is ongoing. Students' interests, abilities, and aspirations are regularly reviewed, with curriculum plans adjusted to ensure learning remains relevant, motivating, and ambitious. This approach ensures that every student progresses towards their identified outcomes while having opportunities to explore and extend their potential in areas of personal interest.

Strand Weightings

The **Foundations for the Future Curriculum** allocates time across the four Preparing for Adulthood (PfA) strands according to the **level of input required to support students' outcomes**. Strand weightings provide guidance for timetabling while maintaining the **personalised ethos** central to the curriculum.

Purpose of Strand Weightings

- Ensure students engage sufficiently with each strand to achieve their aspirational yet realistic outcomes.
- Reflect the input required to develop knowledge, skills, and independence across the curriculum pillars.
- Support flexible delivery, allowing staff to adjust allocations based on individual student needs, interests, and emerging aspirations.

Allocation Guidance

Weightings are expressed as percentages of a traditional timetable of 25 sessions per week (5 lessons per day over 5 days). These percentages indicate the relative emphasis of each strand:

Sessions per week	% of timetable	Allocation band
2	8%	Low
3	12%	Low
4	16%	Medium
5	20%	Medium
6	24%	High
7	28%	High

This guidance helps staff balance delivery across strands while ensuring sufficient time for progression in each area.

Personalised Student Input

Planned personalised student input is built into the timetable each term. Staff draw this time from the allocations of existing strands, using professional judgment to:

- Identify content that students already understand.
- Deliver certain elements in shorter, focused sessions without compromising progress.
- Create capacity for additional personalised activities, such as:
 1. Independent study and tailored learning programmes
 2. Vocational experiences and work placements
 3. Targeted academic or skills development workshops
 4. Life skills sessions and social/emotional development activities
 5. Career guidance and transition planning
 6. Project-based learning, creative or practical skill development
 7. Physical activity, wellbeing programmes, mentoring, or coaching
 8. Community participation, volunteering, and reflection/self-assessment

These activities are planned **to meet individual student needs** while ensuring the overall strand outcomes remain on track.

Two Year Delivery Model

The strand weighting framework is designed to be delivered over two academic years, structured in two progressive cycles. This ensures:

- Coherent sequencing and coverage of curriculum content across strands and pillars.
- Progressive development of skills, knowledge, and independence.
- Opportunities for students to achieve meaningful outcomes aligned with their identified aspirations for adulthood.
- Strand weightings therefore provide a flexible, structured, and evidence-based framework for planning and delivering the curriculum while retaining capacity for personalisation and student choice.

Cyclical Approach (2 Year Programme)

The Foundations for the Future Curriculum has been designed to cover an extensive range of content across the four Preparing for Adulthood (PfA) strands. The breadth of learning is such that it cannot be effectively delivered within a single year. To ensure students access all curriculum pillars meaningfully, content is structured across a two-year cycle.

Benefits of a Cyclical Curriculum

The two-year cycle supports a range of educational and operational benefits:

- **Comprehensive Coverage** – The broad content across Employment, Independent Living, Friends, Relationships & Community, and Health strands is delivered in depth without overloading students.
- **Progression and Reinforcement** – Skills and knowledge are introduced, practiced, and consolidated over time, allowing students to deepen understanding and apply learning in real-life contexts.
- **Vertical Grouping of Students** – Cohorts are staggered across the cycle and grouped vertically within strands or activities:

1. **Cohort A** joins and receives **Cycle 1** content in Year 1.
2. In Year 2, **Cohort A** progresses to **Cycle 2** while **Cohort B** joins the programme and receives **Cycle 1**.
3. When **Cohort A** exits, **Cohort B** moves to **Cycle 2**, and **Cohort C** begins **Cycle 1**, and so on.

Vertical grouping allows students from different cohorts to **interact, collaborate, and learn from one another**, enhancing social development and peer learning opportunities.

- **Flexibility for Personalisation** – The cycle enables targeted adaptations for individual students' interests and aspirations, allowing staff to embed personalised experiences within a structured framework.
- **Preparation for Adulthood** – Spreading content across two years ensures students develop foundational skills first, before progressing to more complex, applied, or independent learning in later stages.
- **Scalability Across Authorities** – While designed for a two-year model in Northamptonshire, the curriculum is adaptable to three-year study programmes in other local authorities, allowing extended exploration without compromising coherence or progression.

By implementing a **cyclical delivery model with vertical grouping**, the School ensures students access a **broad, meaningful, and progressive curriculum** while maximising opportunities for **peer learning, collaboration, and personalised pathways to adulthood**.

Planning for Learning

At Isebrook School, planning for learning is guided by the principle that teachers know their students best. Leaders recognise that teachers are closest to their students' strengths, needs, and aspirations, and are therefore best placed to make the professional judgements about what each student already knows and what they need to know in order to progress towards a happy, successful adulthood.

This ethos deliberately moves away from prescriptive curriculum delivery, which can limit personalisation and fail to support meaningful outcomes. Instead, the School's approach empowers teachers to shape the learning journey within a framework that ensures consistency, clarity, and high expectations.

To support this, the *Foundations for the Future* curriculum provides teachers with significantly detailed curriculum content across all strands. Each area of content is clearly structured to include:

- **Content Focus** – identifying the specific theme or area of learning.
- **Learning Intentions** – defining what students should be working towards in their developmental stage.
- **Success Criteria** – articulated in the form: *"By the end of the intended learning students will know..."*

This ensures that teachers have absolute clarity on the knowledge, skills, and behaviours students need to acquire, while retaining the autonomy to decide *how* best to deliver this in ways that are responsive, creative, and tailored to their students' needs.

Another supporting construct of this ethos is that long-term planning operates at the level of **headline elements** within strands. The Long-Term Plan (**appendix b**) indicates which elements should be addressed during each term to ensure breadth and coherence, but it does not prescribe exact delivery sequences. Teachers are therefore free to select the content most relevant to their students, using professional judgement to adapt, differentiate, and prioritise.

This balance between clarity of intended outcomes and flexibility of delivery ensures that learning remains both structured and personalised. It allows teachers to focus on what matters most, enabling students to make meaningful progress towards their aspirational outcomes for adulthood.

Scheme of Learning/Lesson Planning

Scheme of learning/lesson planning at Isebrook School is rooted in the same ethos of professional autonomy and personalisation. Teachers are trusted to design lessons that meet their students' developmental stages, respond to their current knowledge, and build towards the clearly defined curriculum outcomes.

Rather than following rigid templates or prescribed delivery models, teachers are encouraged to plan lessons that:

- **Respond to students' starting points** – adapting pace, content, and delivery methods according to what students already know and can do.
- **Embed real-life relevance** – ensuring that learning is meaningful, contextualised, and linked to the Preparing for Adulthood outcomes.
- **Promote engagement and enjoyment** – using varied approaches, including experiential learning, enterprise projects, work-related encounters, and community-based experiences.
- **Foster independence and resilience** – providing opportunities for students to practice problem solving, decision-making, and self advocacy.
- **Support incremental progress** – breaking down long term outcomes into manageable steps that are achievable and motivating.

While lesson planning remains flexible, the focus is always anchored to the *Success Criteria* within the curriculum: “*By the end of the intended learning, students will know...*”. This ensures that teaching is purposeful, coherent, and consistently directed towards the knowledge and skills students need for adulthood.

Teachers are supported to reflect regularly on the impact of their lesson planning through both formative assessment and professional discussion with peers and leaders. This reflective practice ensures that planning remains dynamic, responsive, and continually focused on achieving the best possible outcomes for each student.

Assessment

Assessment within the *Foundations for the Future* curriculum is a continual process that runs throughout the programme. The School recognises that students’ knowledge, skills, and aspirations evolve over time, and assessment must therefore be dynamic, responsive, and embedded into daily practice rather than confined to fixed points in the year.

Continual assessment allows teachers to:

- Monitor students’ progress against curriculum content, ensuring that knowledge and skills are being acquired and applied in meaningful ways.
- Identify gaps in learning or barriers to progress early, allowing for timely intervention and support.
- Adapt teaching approaches to reflect students’ changing strengths, needs, and aspirations.
- Celebrate achievements, both big and small, reinforcing confidence and motivation.

Assessment applies across all areas of the programme, including:

- **Core subjects** – English and maths, with progress tracked in ways that are functional, relevant, and linked to adulthood outcomes.
- **EHCP outcomes** – ensuring statechery requirements are met and that provision remains aligned with students’ identified needs.
- **Individual outcomes for adulthood** – identified during the pre-entry Person-Centred Planning (PCP) meeting, and continually reviewed to ensure students are working towards realistic yet aspirational goals.

A distinctive feature of assessment at Isebrook School is the emphasis on tracking progress towards **personalised adulthood outcomes**. These outcomes form the foundation of each student’s programme and are reviewed regularly to reflect changes in knowledge, skills, and circumstances. For example, if a student’s aspirations for employment shift during their programme, the curriculum is adapted to provide opportunities and experiences that better align with their evolving goals.

By embedding assessment as an ongoing process, the School ensures that learning remains purposeful, personalised, and responsive, enabling each student to make meaningful progress towards a happy, successful adulthood.

Transition Out Planning

Post-16 education represents a pivotal stage in a young person’s journey, acting as the bridge between compulsory schooling and the diverse opportunities available in adulthood.

For students at Isebrook School, this phase is not only about developing skills for independence, employment, health, and community life, but also about preparing for what comes next - whether that is further education, training, supported employment, or independent adult life.

To ensure this transition is successful, staff at the School play a proactive role in continually updating their knowledge of the options available beyond post 16. This includes:

- Understanding the breadth of provision offered by post-18/19 providers, such as further education Schools, training organisations, supported internships, and day services.
- Developing awareness of the success rates and outcomes of these providers, enabling staff to support students and families in making informed choices about future pathways.
- Maintaining strong relationships with local authorities, employers, and community partners to ensure students have access to a wide and appropriate range of opportunities.

This approach is underpinned by the principle that the School has a duty not only to prepare students for adulthood but also to ensure that they transition into **quality destinations** that will sustain their long-term success and wellbeing. By embedding transition planning throughout the student journey, rather than leaving it as an endpoint, staff can adapt programmes, experiences, and aspirations as students grow and change.

Transition out planning is therefore an ongoing, dynamic process, woven into the whole curriculum. It ensures that students leave Isebrook School with the confidence, skills, and clarity needed to take their next step, supported by pathways that are aspirational, realistic, and of high quality.

Cultural Capital & Enrichment

At Isebrook School, we recognise that education is not solely about the acquisition of knowledge and skills, but also about broadening horizons and providing students with experiences that enrich their understanding of the world.

Many of our students face barriers that can limit their access to wider cultural and social opportunities. The School therefore places a strong emphasis on developing cultural capital, ensuring that every student has access to meaningful experiences that build confidence, aspiration, and connection to their community.

Cultural capital is developed through carefully planned enrichment opportunities that extend beyond the classroom. These experiences enable students to:

- Explore a wide range of cultural, creative, and sporting activities that foster curiosity and enjoyment.
- Engage in experiences that may not otherwise be accessible to them, such as visits to theatres, museums, galleries, sporting events, and places of natural or historic interest.
- Participate in projects and events that celebrate diversity, promote inclusion, and build pride in individual and collective identity.
- Develop social and communication skills in new and varied contexts, building resilience and adaptability.
- Gain an appreciation of the wider world of work, culture, and society, enhancing their preparation for adulthood.

Enrichment is woven into the fabric of the curriculum rather than being treated as an optional extra. Opportunities are aligned to students' interests and aspirations, while also ensuring exposure to new and challenging experiences that broaden their outlook. This balance of familiar and unfamiliar contexts supports students to step beyond their comfort zones, discover new talents, and build the confidence to participate fully in community life.

By embedding cultural capital and enrichment within the curriculum, Isebrook School ensures that students not only acquire the skills they need for adulthood but also develop the awareness, confidence, and cultural understanding that empower them to thrive as active citizens.

Quality Assurance

At Isebrook School, quality assurance is central to ensuring that every student receives an education that is ambitious, personalised, and focused on preparing them for their next steps.

Leaders hold a key responsibility in monitoring and evaluating the quality of curriculum delivery, ensuring that students are progressing towards their outcomes while experiencing a curriculum that is broad, balanced, and reflective of their aspirations.

The School's ethos gives teachers professional ownership of the curriculum, recognising that they are best placed to determine what students need to know and when. This approach enables true personalisation but also places an important responsibility on leaders to assure the quality, breadth, and balance of provision. Leaders ensure that while delivery may differ across groups and individuals, the curriculum as a whole remains aligned to the Preparing for Adulthood strands and supports progression towards happy, successful adulthoods.

Quality assurance activity includes:

- **Curriculum Coverage Monitoring** – reviewing long-term and medium term planning to ensure all strands are addressed across the two year cycle.
- **Lesson Visits and Learning Walks** – focusing on the lived experience of students, the clarity of learning intentions, and how teachers adapt delivery to meet need.
- **Work and Evidence Reviews** – sampling student work and progress evidence to evaluate consistency, quality, and impact.
- **Progress Tracking and Outcomes Review** – ensuring continual assessment is used effectively to identify next steps and adapt learning where necessary.
- **Student Voice and Family Feedback** – gathering perspectives to understand how well the curriculum supports aspirations and prepares students for adulthood.
- **Staff Development and Support** – providing ongoing training, coaching, and opportunities for reflective practice to maintain high standards of delivery.

Through these processes, leaders ensure that the School's ethos, trusting teachers to adapt curriculum content to the needs of their students, is fully realised without compromising on ambition, equity, or rigour. Quality assurance is therefore both supportive and developmental, creating a culture where staff are empowered to innovate while remaining accountable for delivering a curriculum that is rich, purposeful, and outcome focused.

Foundations for the Future: Our Commitment

The *Foundations for the Future* curriculum has been carefully designed to provide every student with a meaningful, ambitious, and personalised education that equips them with the skills, knowledge, and confidence to take their next steps into adulthood. Rooted in the Preparing for Adulthood strands, it balances structure with flexibility, ensuring teachers have the autonomy to tailor learning to the aspirations, strengths, and needs of each student.

Our approach reflects a deep belief that preparing young people for adulthood is not simply about academic achievement, but about supporting them to live happy, fulfilling, and purposeful lives. By embedding breadth of curriculum content, cultural capital, enrichment opportunities, and continual reflection on outcomes, we ensure that learning is both relevant and transformative.

The curriculum will continue to evolve in response to the changing needs of students, the opportunities within our local communities, and the broader landscape of education, training, and employment. Leaders, teachers, and partners all share a collective responsibility to ensure quality, equity, and ambition are at the heart of everything we do.

In this way, the *Foundations for the Future* curriculum does more than prepare students for the next stage - it empowers them to shape their futures with confidence, resilience, and hope.

Appendix a – Student Outcome Descriptors

	Outcome 1 High Support & Complex Needs	Outcome 2 Supported Living with Monitored Independence	Outcome 3 Supported Employment & Enriched Living	Outcome 4 Independent Adulthood
Employment	Experiences meaningful activities through sensory stimulation, music therapy, or community interaction. May access structured day programs focused on engagement, wellbeing, and social inclusion.	Will not engage in paid employment but may take part in structured day activities. Could participate in highly supported, therapeutic, or voluntary activities for enrichment. Engagement is about experience and routine rather than work-based progression.	Participates in supported volunteering or holds a part-time job with structured support. Works in an inclusive environment with reasonable adjustments and job coaching. Employment may be flexible, allowing for a balance between work and personal interests.	Works in paid employment without ongoing job coaching support. Manages responsibilities independently, with workplace adjustments as needed. Has clear career progression goals and may seek further opportunities for advancement.
Education & Training	Engages in highly personalised, sensory-based learning experiences. Learning focuses on interaction, stimulation, and responses rather than traditional academic progress. Uses assistive technology, sensory play, and therapeutic interventions to support engagement.	Engages in structured, life-skills-based learning tailored to their abilities and needs. May participate in vocational or leisure-based courses in a highly supported environment. Learning focuses on communication, independence skills, and engagement with the community.	Engages in structured learning, such as life skills courses or short vocational programs. Learning often focuses on maintaining skills for independence or community life.	Engages in vocational training or professional qualifications related to career aspirations. Participates in workplace learning, apprenticeships, or industry-specific certifications. May pursue part-time or further education alongside employment for career progression.

Living & Independence	Requires 24/7 care, living in a fully supported home or with family caregivers. Daily living activities (feeding, mobility, personal care) are fully assisted by trained staff or family. Uses specialist equipment, such as hoists, wheelchairs, or communication aids, to support mobility and interaction.	Lives in a supported living environment or with family, requiring ongoing assistance. Can engage in some monitored independence, such as making simple choices or participating in household tasks. Requires daily support with personal care, budgeting, and mobility but may contribute to routines in small ways.	May live with family, in supported accommodation, or in an assisted living arrangement. Manages aspects of daily living with support, such as budgeting, cooking, and travel training. Uses a personal budget to access tailored support for independence and lifestyle choices.	Lives independently in their own home or with a partner. Manages daily living tasks, finances, and responsibilities with confidence. Accesses support services as needed but does not rely on them for daily functioning.
Health & Wellbeing	May have significant and complex health needs requiring medical intervention and continuous care. May have limited mobility and require physiotherapy, hydrotherapy, or medical therapies. Communication is primarily through sensory responses, facial expressions, or assistive technology.	May have moderate to significant health needs requiring ongoing support. Can participate in structured wellbeing activities, such as physiotherapy, hydrotherapy, or adapted fitness programs. May communicate through assistive technology, signs, or supported verbal communication.	Maintains a routine with support, including healthcare appointments and self-care. Engages in physical and wellbeing activities suited to personal interests and abilities. May require support for mental health, social communication, or emotional wellbeing.	Independently manages personal healthcare, appointments, and lifestyle choices. Engages in physical activity, nutrition, and wellbeing routines to maintain a healthy lifestyle. Has access to healthcare professionals and support networks but advocates for their own needs.
Community & Social Life	Participates in community life through sensory experiences and specialist support.	Actively engages in social and leisure activities with structured support.	Actively participates in creative and leisure activities, such as art, drama, or sports.	Actively participates in social activities, hobbies, and community groups.

	Engages in adapted social activities such as sensory rooms, music sessions, or hydrotherapy. Requires one-to-one or two-to-one support for all interactions, with carers facilitating experiences.	May use personal budgets for creative therapies, drama, or day centre programs. Experiences community life in a controlled way, with support for travel and social interactions.	Uses personal budgets to access enrichment opportunities and social programs. Builds friendships and social networks with support, attending community events and groups.	Develops and maintains friendships and relationships, including potentially starting a family. Uses public transport and services confidently, accessing the community without support.
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Appendix b – Long Term Plan Example

Outcome 2 Cycle A	Weighting %	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	8	Subject LTP					
English	8	Subject LTP					
Independent Living	20	Household Management	Shopping	Household Management	Rights & Benefits	Time Management	Time Management
						Travel	Travel
Health	20	Personal Care & Caring for Others	Technology for Health	Healthy Lifestyle	Social & Emotional Wellbeing	Travel	Access to Health & Social Care
Friends, Relationships & Community	20	Friends & Social Skills	Using Community Facilities	Understanding & Engaging with Different Communities	Digital & Online safety	Community Contribution & Volunteering	Friends & Social Skills
		Leisure & Hobbies	Leisure & Hobbies	Leisure & Hobbies	Leisure & Hobbies	Leisure & Hobbies	Leisure & Hobbies
Employment	16	Pre-Employment	Workplace Core Competencies	Essential Workplace Knowledge	Workplace Core Competencies	Gaining Employment	Essential Workplace Knowledge
Personalised Student Input	2 days	Independent study, tailored learning programmes, vocational experiences, targeted academic interventions, skills development workshops, life skills sessions, social and emotional development activities, career guidance, project-based learning, physical activity and wellbeing programmes, mentoring or coaching, community or volunteer projects, creative or practical skill development, reflection and self-assessment.					