**Meadow Pathways Wellbeing and Education Cornwall (MPWEC)**



**Curriculum Policy  
Education other than at School (EOTAS)**

*Responsibility to update:* Zoe Waitz and Michelle Pascoe

*Applies to:* All staff, contractors, volunteers and visiting professionals working with children and young people (CYP) engaged in Meadow Pathways EOTAS packages (including tuition in homes, community venues and online).

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**Introduction**

To set out Meadow Pathways’ curriculum approach for Educated Other Than At School EOTAS provision that secures safe, inclusive, personalised learning which promotes wellbeing, re-engagement, accreditation, and measurable progress for learners with SEND and SEMH needs.

**Principles**

* **Learner Centred**: Curriculum planning starts with the learner’s strengths, needs, interests, and long-term aspirations.
* **Inclusive and Adaptive**: All learning is adapted to reduce barriers, using graduated approaches, scaffolded steps, and reasonable adjustments.
* **Holistic Development**: Balanced focus on cognition, communication, social-emotional skills, independence, and physical wellbeing.
* **Trauma Informed**: Practice recognises the impact of trauma and prioritises safety, relationship-building, predictability, and regulation strategies.
* **Evidence Based**: Interventions, schemes of learning and assessment use proven approaches and are regularly reviewed for impact.
* **Accreditation Focused**: Where appropriate, curriculum pathways include recognised qualifications or bespoke accreditation routes aligned to learner goals.
* **Partnership Working**: Families, placing authorities, therapists and multi-agency partners are involved in planning and review.
* **Preparation for Next Steps**: Curriculum supports transitions to mainstream, specialist settings, training, or employment through pathway planning and practical skills development.

**Curriculum Framework**

*Core Components*

* **Personalised Learning Plan PLP**
  + **Each learner has a PLP** showing baseline, SMART outcomes, therapeutic targets, curriculum pathway, assessment milestones, and review dates.
  + **PLP review frequency** is minimum every 6 weeks; formal termly reports for Local Authority and families.
* **Core Curriculum Areas**
  + **English and Communication**: Functional literacy, oracy, personalised reading and writing goals, alternative augmentative systems where required.
  + **Mathematics and Functional Numeracy**: Real-life numeracy skills, problem solving, budgeting, measurement and entry-level qualifications as appropriate.
  + **Personal Social Health and Economic Education PSHE**: Emotional regulation, relationships, health, RSHE, online safety, citizenship and rights.
  + **Vocational and Life Skills**: Practical work skills, horticulture, outdoor learning, enterprise projects, cooking, budgeting and travel training.
  + **Therapeutic interventions and Wellbeing Curriculum**: Emotional regulation, sensory needs, positive behaviour support, and therapeutic sessions integrated with learning.
  + **Creative and Physical Education**: Arts, music, bushcraft, outdoor education, PE and therapeutic movement to support engagement and wellbeing.
  + **Community and Enrichment**: Purposeful off-site visits, local partnerships, work experience, and family engagement activities.

**Pathways and Differentiation**

* **Re-engagement Pathway** for learners newly disengaged: short-term, high support, scaffolded curriculum with wellbeing and routine-building focus.
* **Accreditation Pathway** for learners working towards GCSE, Entry Level, Functional Skills, BTEC or bespoke awards: paced teaching with exam and practical preparation.
* **Transition Pathway** for learners preparing to move to other settings or post-16: work placements, life skills, supported internships and destination planning.
* **Therapeutic Intervention Pathway** for learners needing concentrated therapeutic input where curriculum time is blended with therapy to meet PLP outcomes.

**Teaching Approach and Environment**

* Small group, Two-to-one, one-to-one tuition matched to need.
* High adult to learner ratios where required.
* Multi-sensory, experiential learning with outdoor provision integral.
* Clear routines, visual schedules, personalised resources and predictable timetables.
* Active scaffolding with graduated independence and planned fading of support.

**Assessment, Recording and Progress**

* **Baseline Assessment** on entry using standardised, functional and bespoke tools to identify need and starting points across cognition, communication, SEMH and physical needs.
* **Ongoing Formative Assessment** embedded in daily practice using evidence capture (work samples, observations, therapy notes, engagement metrics).
* **Summative Assessment and Accreditation** mapped to PLP outcomes and awarding body criteria; records maintained for commissioning authorities.
* **Progress Tracking** uses a combination of qualitative case narratives and quantitative scales aligned to PLP milestones; progress reported to family and placing authority termly.
* **Moderation and External Verification**: sample moderation across staff, external quality assurance for accredited routes and peer-review with partner providers.

**Inclusion, Safeguarding and Welfare**

* **Safeguarding** responsibilities follow statutory guidance and Meadow Pathways’ safeguarding policy; all staff are trained in safeguarding, PREVENT and some in safer recruitment.
* **Risk Assessment**: structured risk assessments for sites, off-site visits and individual learners inform curriculum delivery and staffing.
* **Health and Medical Needs**: Individual Healthcare Plans integrated with PLPs; staff trained to administer medicines and manage health emergencies safely.
* **Positive Behaviour Support**: consistent, trauma-informed behaviour frameworks prioritise de-escalation, restorative approaches and skill teaching; restrictive practices are last resort and recorded and reviewed.
* **Transport and Supervision**: safe travel arrangements and handover protocols for accompanied travel.
* **Confidentiality**: information sharing guided by lawful bases and best interest principles; families and professionals receive clear records of progress and plans.

**Roles and Responsibilities**

* **Founding Director**: *(Zoe Waitz)* strategic oversight of curriculum intent, funding alignment, statutory compliance and external relationships. **Curriculum**: design, coherence, staff development, quality assurance and curriculum impact measurement. **Admin and Operations**: Transport coordination, record-keeping and document control.
* **Founding Director:** *(Michelle Pascoe)* **Safeguarding Lead**: oversight of welfare, risk management and statutory reporting. **Therapists and Specialists**: assessment, program design and delivery of bespoke therapy interventions, contribution to PLP targets, quality assurance and reviews. **Admin and Operations**: Transport coordination, record-keeping, SCR and document control.
* **Class/Key Worker**: day-to-day PLP implementation, formative assessment, family liaison and progress records.
* **Multi-Agency Partners**: contribute specialist advice, placements, and transition pathways as agreed in planning meetings.

**Staff Training and Professional Development**

* Regular induction covering trauma-informed practice, SEND statutory responsibilities, behaviour support, safeguarding and emergency procedures.
* Ongoing CPD linked to PLP needs, therapeutic approaches (e.g., attachment, sensory integration), curriculum pedagogy and assessment.
* Scheduled team reflection, case supervision and access to specialist coaching for complex cases.

**Partnership with Families and Placing Authorities**

* Family involvement in initial assessment, PLP co-construction and regular reviews.
* Clear placement agreements detailing responsibilities, session patterns, funding arrangements and exit criteria.
* Transparent reporting including termly reports, attendance records, incident logs and outcomes evidence.
* Support for reintegration or transition planning including accompanied visits and joint planning with receiving providers.

**Quality Assurance Monitoring and Review**

* **Continuous Monitoring** through weekly PLP checks, fortnightly case reviews and termly attainment reviews.
* **Evaluation Measures** include PLP outcome achievement rates, re-engagement metrics, accredited achievement, destination tracking and family satisfaction surveys.
* **Governance Reporting**: termly reports summarise impact, risks and development priorities.
* **Policy Review**: this policy will be reviewed annually or sooner in response to statutory changes, inspection feedback, or emerging need.

**Implementation and Effective Date**

* All staff will receive this policy on issue and it becomes operational immediately. Compliance is monitored by the Curriculum Lead and reported to the Founding Director.