

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.