

Curriculum Policy

2026-2027



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School Vision

At Mortimer House School we seek to nurture, evolve and empower our pupils.

Nurturing is extremely important for our young people. We believe that our ethos of nurture is conducive to a learning environment. With this approach we enable the pupils to build on their confidence and self-esteem.

It is also important for our pupils to evolve and to become empowered, so that they can believe in themselves and aspire to become the very best that they can be.

All of our pupils will benefit from personalised learning which will enthuse them and enhance their school experience. This will enable them to achieve the necessary qualifications in order to open doors to future career paths and prepare them for life in modern Britain.

Purpose and Intent of the Curriculum

The purpose of the curriculum at Mortimer House School is rooted in the school's ethos of Equity, Holistic Progress and Opportunity. The curriculum is designed to ensure that all pupils, regardless of prior experiences or barriers to learning, are given fair access to education that meets their individual needs and supports both academic and personal development.

Many pupils arrive having not succeeded in mainstream or other SEN provisions and often with disrupted educational histories. As such, the curriculum prioritises re-engagement with learning, the development of emotional regulation and independence, and preparation for adulthood, further education, training or employment. The curriculum is intended to be ambitious, nurturing and responsive, ensuring pupils are equipped with the knowledge, skills and confidence required to progress.

What the Curriculum Offers

The curriculum provides a broad and balanced offer and enhanced with vocational and functional pathways. Core academic subjects, including English, Maths and Science, are delivered alongside Functional Skills, Open Awards qualifications and wider curriculum opportunities that support personal development, SMSC and preparation for adult life, as well as creative opportunity development.



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Learning is carefully sequenced and personalised, taking into account pupils' EHCPs, starting points, strengths and needs. Alongside academic learning, the curriculum places strong emphasis on emotional literacy, social development, regulation strategies and life skills, ensuring pupils make progress holistically rather than solely in academic outcomes.

The curriculum also offers flexibility, enabling pupils to access learning in different ways and at different paces, reducing barriers and supporting sustained engagement.

Pathways and subject offers have been reviewed and adjusted to ensure pupils are placed on courses that better match their readiness to learn, strengths and longer-term goals. These amendments have been made in response to cohort change and emerging needs, rather than as a reduction in ambition, and are intended to support improved engagement and regulation.

Implementation

The curriculum is delivered in small group sizes and one-to-one sessions, within a highly supportive, trauma-informed environment. Teaching takes place in a small, house-like provision, using an informal, tutoring-style approach that prioritises relationships, safety and trust.

Staff deliver learning flexibly, allowing pupils to develop independence where appropriate while providing close support when required. Teaching is adaptive and responsive, recognising that pupils may need frequent breaks, alternative approaches or individualised pacing to remain engaged.

This model is specifically designed for pupils with SEMH needs who have not thrived in mainstream or larger SEN settings. Specialist staff support pupils not only academically but also emotionally and socially, ensuring that learning is accessible, meaningful and sustainable.

At Mortimer House School, the curriculum is designed to respond to pupils' individual needs, drawing on a broad and balanced Curriculum and adapting it to be meaningful and accessible for all learners. The curriculum is flexible and personalised, with staff working closely with pupils to support learning and engagement. Where external providers are used, basic checks and ongoing communication help monitor attendance and participation.

Many pupils join the school with gaps in their prior learning and variable experiences of education. The curriculum aims to help pupils build confidence, develop skills, and make steady progress academically, socially, and emotionally.

Curriculum planning begins with an understanding of each pupil's background, starting points, and profile. Learning is adapted to support progress at different levels, considering pupils' cognitive understanding and developmental stage. Opportunities for personal development, including communication, teamwork, and executive functioning, are incorporated where possible.

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Pupils also benefit from a school-wide approach incorporating advice from educational psychology, occupational therapy (included in the school's offer) and from other professionals involved in a pupil's holistic care.

During the admission and initial assessment phase, the most suitable class placement is identified. Class groupings may be reviewed over time as pupils settle and their needs become clearer.

Pupil progress is monitored using a range of approaches, including:

- Transition timetables
- Statutory annual EHCP reviews
- Termly reports
- End-of-year reports
- Quality of education regular meetings
- Discussions at education and leadership team meetings
- Progression of learning and attitudes to school
- Consultation with pupils, parents/carers, and local authority representatives as appropriate
- Sleuth behaviour monitoring through and the use of the Behaviour and Self-Regulation Policy which is used to monitor both negative and positive behaviours, behaviour trends as well as safeguarding concerns including bullying.

Curriculum offer

Mortimer House offer a broad curriculum for young people who have additional learning needs, and have EHCPs which outline their SEMH needs as well as any other barriers to learning that they have. Our aim is to open doors for young people by setting them up to be able to go on to college or employment when they leave us. All of our young people have barriers to learning which mean that they need a Key Stage 3/4 curriculum delivered in an accessible way, that means their individual needs. This often means that they require the Key Stage 3 and 4 curriculum delivered over a longer period of time or the gaps they have in learning due to their needs means that before moving on to formal qualifications teachers need to plug gaps to enable them to have the same opportunities that other Key Stage 4 leavers might have. In our school, this translates to Key Stage 5 being an extension of Key Stage 4, outlined in the table below:

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Key Stage	Curriculum Offer	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical & Aesthetic	Creative
Key Stage 3	National Curriculum <i>English, Maths, Science, PSHE, RSHE, Humanities, RE</i>	x	x	x	x	x	x	x
	Open awards- Functional Skills <i>English, Maths, Science</i>	x	x	x		x		x
	Entry Level <i>History, Geography, maths, English</i>	x	x			x		
	BTEC <i>Sweet PSHE; Careers</i>	x	x			x		
	Wider Curriculum <i>Open Award Skills for further learning and employment- including art; language, maths, music, DT, Duke of Edinburgh, PE</i>	x	x	x	x	x	x	x
Key Stage 4	GCSE <i>English Language, Literature, Maths, Science, RE, History, Geography, Sociology</i>	x	x	x	x	x	x	x
	Open Awards- Functional Skills <i>English, Maths, Science</i>	x	x	x	x	x		x
	BTEC <i>Sweet PSHE; Careers, Health and social care, Home Cooking, ICT</i>	x	x	x	x	x	x	x
	Entry Level <i>History, Geography, Science, Maths and English</i>	x	x	x	x	x	x	x
	Wider Curriculum <i>PSHE, PE & Fitness, Duke of Edinburgh, Art</i>	x		x	x	x	x	x
Key Stage 5	GCSE <i>English Language, Literature, Maths, Science, RE, History, Geography, Sociology</i>	x	x	x	x	x	x	x
	Open Awards- Functional Skills <i>English, Maths, Science</i>	x	x	x	x	x	x	x
	BTEC <i>Sweet PSHE; Careers, Health and social care, Home Cooking, ICT, skills for further education and employment</i>	x	x	x	x	x	x	x
	Entry Level <i>History, Geography, Maths, English</i>	x	x	x	x	x	x	x
	Wider Curriculum <i>PSHE, PE & Fitness, Duke of Edinburgh, Art, make up artistry</i>	x		x	x	x	x	x

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Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every alternative National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will use pupils' ILPs and EHCPs to ensure the provision that is set out in section F of EHCPs is in place for the pupils.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad curriculum" which includes the required subjects, through:

- Termly Governance Quality Reports
- Termly Governance meetings and feedback
- SDP
- Schools Improvement Partner feedback
- School visits
- Pupil progress data
- Quality audits from local authorities.

Senior Leaders will monitor the way subjects are taught throughout the school by:

- Lesson visits, learning walks, quality audits, regular quality of education meetings, internal and external verification reports, stakeholder and pupil feedback.

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The Head Teacher also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full governing board.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Termly Governance Quality Reports
- Termly Governance meetings and feedback
- SDP
- Schools Improvement Partner feedback
- School visits
- Pupil progress data
- Quality audits from local authorities.

Senior Leaders will monitor the way subjects are taught throughout the school by:



Lesson visits, learning walks, quality audits, regular quality of education meetings, internal and external verification reports, stakeholder and pupil feedback.

The Head Teacher also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Headteacher and Lead Governors. At every review, the policy will be shared with the full governing board.

Malpractice and Appeals

If a suspected malpractice occurs, the Head Teacher must be informed, and the JCQ Awards centre Malpractice policy implemented (as reflected in our Curriculum Policy). Any suspected malpractice must be reported at the same time to the awarding body.

The Head Teacher will review the case with the teachers involved and speak to the School Governors to alert them of the situation.

If deemed necessary, a letter will be written to the pupil (parents/carers will be copied) outlining the concerns, including this policy, and the pupil will be invited to a meeting to be held with the

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School Governors and the teachers involved. During the meeting the pupil will be given the opportunity to present their case as well as listen to the concerns raised by the school. If the school is happy with the pupil's response then the procedure will complete.

If the school still has concerns as a result of the meeting with the pupil, then the school may decide to take one of the following decisions:

- a) Not submit the controlled assessment (s) to the examination board
- b) Submit the controlled assessment (s) to the examination board, but notify the board of suspected malpractice
- c) Or in cases where we have concerns about whether the work produced is the pupils own work, we may request for the pupil to re-do the controlled assessment (if permitted by the examination board).

Complaints/Appeals: If the pupil wishes to appeal any assessment decisions they can do so using Mortimer House School complaints procedure, which is available on the school's website (www.youngfoundations.com). Alternatively, for Appeals, please refer to Appeal Policy for the Awarding Body.

If a pupil's assessment paper is lost, this must be reported to the Head of School who will in return report it to the relevant awarding body/examination board.

The assessment marks must be submitted to the examination board by the appropriate date using the required awarding body method

Access arrangements apply to controlled assessments and needs to be prepared in advance in line with the Reasonable Adjustments and Special Considerations policy.

Candidates work must be securely stored until all results have been internally verified. They must be available at the request of the External Verifier/ examination body.

Re-sits of controlled assessment may be allowed in the next examination session in line with the awarding body policy.

After results are published, requests for re-moderation may be made.