

School Curriculum Intent Statement

1. School Context and Learner Cohort

Educ8 Coventry & Warwickshire provides alternative education for learners in Years 9–11. Learners are primarily referred through Coventry's alternative provision arrangements, including Coventry CAP, Warwickshire CC and directly by schools across Coventry and Warwickshire. Learners may attend Educ8 as part of a personalised alternative provision package designed to meet needs that have not been fully met within a mainstream setting.

Our learners have a wide range of abilities, educational experiences and additional needs. Many have experienced disrupted education, periods of poor attendance, disengagement or difficulties within previous settings, which can result in gaps in knowledge, skills and confidence. Re-engagement with education is therefore central to our curriculum approach.

Approximately 25% of the current cohort are identified as having SEND and approximately 12.5% have an EHCP. Staff use EHCP information, support plans, referral information and communication with schools, parents/carers and relevant professionals to understand individual needs and ensure appropriate support and reasonable adjustments are in place.

The curriculum combines core academic learning with vocational and practical pathways. Small-group teaching, strong relationships, clear routines and personalised support enable learners to rebuild confidence and experience success.

Our curriculum is structured, accessible and ambitious, with a clear focus on enabling learners to achieve meaningful qualifications and develop the knowledge, skills, behaviours and confidence required for successful progression.

2. Curriculum Intent

Our curriculum is ambitious, inclusive and responsive to learners' individual starting points. It is designed to re-engage learners with education, address gaps in knowledge and skills, raise aspirations and prepare them for successful progression into further education, training, apprenticeships, employment and adult life.

Initial assessments through ForSkills help establish learners' starting points in English and mathematics and identify gaps requiring additional support. This information is considered alongside referral information, previous attainment, EHCPs and identified needs to ensure teaching provides appropriate challenge.

English and mathematics are prioritised through Functional Skills programmes from Entry Level through to Level 2, according to individual starting points. These essential skills are reinforced across the wider curriculum to support future study, employment and independence.

Vocational learning in Sport, eSports, Hair & Beauty, Health & Social Care and Applied Science provides meaningful opportunities to develop knowledge alongside practical, transferable and employability skills. Personal Development, PSHE, careers education and progression planning further support confidence, resilience, independence and informed decision-making.

Small-group teaching allows staff to provide personalised support and build strong relationships with learners who may previously have struggled to engage with education. The overall intent is that every learner makes meaningful progress, gains appropriate qualifications and leaves Educ8 better prepared for their next stage.

3. Curriculum Entitlement and Structure

The curriculum provides a broad and balanced programme tailored to learners' starting points, needs, interests and aspirations while maintaining high expectations and appropriate challenges.

Learners access English, mathematics, Applied Science, vocational learning, Personal Development, PSHE, careers education, physical activity and enrichment. Initial assessment through ForSkills, alongside referral and prior attainment information, informs the level of learning and support provided.

English and mathematics receive protected curriculum time, with learners working towards Functional Skills qualifications from Entry Level to Level 2 as appropriate.

Science is delivered through BTEC Applied Science, providing an accessible and purposeful route through which learners develop scientific knowledge, understanding and practical application.

Vocational pathways include Sport, eSports, Hair & Beauty and Health & Social Care. These subjects provide recognised accreditation while developing practical skills, communication, teamwork, problem-solving, independence and employability.

Personal Development incorporates PSHE, RSE, safeguarding, physical and mental wellbeing, online safety, careers, financial awareness, citizenship, British Values and preparation for adulthood.

Curriculum time is organised to provide structure and consistency while retaining sufficient flexibility to respond to individual needs. Academic, vocational, practical and personal development opportunities are balanced to provide learners with a meaningful curriculum entitlement and clear progression towards qualifications and future destinations.

4. Rationale for Qualifications and Pathways

Qualifications and pathways are selected to reflect learners' starting points, additional needs, interests, aspirations and likely progression routes while maintaining appropriate ambition.

Functional Skills English and mathematics from Entry Level to Level 2 provide recognised qualifications and accessible progression for learners who may not currently be following a GCSE pathway. Initial assessment and ongoing progress information ensure learners are entered at an appropriately challenging level.

BTEC programmes in Sport, eSports, Hair & Beauty, Health & Social Care and Applied Science provide structured vocational learning with recognised accreditation. These pathways combine knowledge with practical application and enable learners to develop skills relevant to further education, training, apprenticeships and employment.

The curriculum also reflects the specialist knowledge of staff and the facilities and resources available within the provision, including opportunities for practical Sport and Hair & Beauty learning.

Learner interests are considered when planning pathways because appropriate personalisation can be particularly important in successfully re-engaging learners with education. However, learner preference does not reduce curriculum ambition or entitlement. English, mathematics, Personal Development and wider preparation for adulthood remain central to the curriculum.

Pathways are also informed by local college, training and apprenticeship opportunities, helping learners understand how their current qualifications and skills connect with realistic future destinations.

5. English, Mathematics and Science

English and mathematics are central to the curriculum. Learners undertake initial assessment through ForSkills to identify starting points and gaps in knowledge before working towards Functional Skills qualifications at an appropriate level from Entry Level through to Level 2.

Literacy and numeracy are reinforced across vocational and wider curriculum areas, allowing learners to apply essential skills within practical and meaningful contexts. Where assessment or classroom practice identifies gaps, teaching is adapted and additional support or intervention is provided.

Science is delivered through BTEC Applied Science. This provides learners with opportunities to develop scientific knowledge and understanding through an accessible vocational pathway, including practical and applied learning.

Together, the core curriculum develops skills learners require for everyday life, further education, employment and independence. The emphasis is not solely on qualification outcomes but on learners becoming increasingly confident and able to apply literacy, numeracy and scientific understanding in relevant contexts.

6. Reading, Literacy and Communication

Reading, literacy and communication are developed across the curriculum and are recognised as essential to learners' future education, employment and independence.

Learners' literacy starting points are identified through initial assessment, including ForSkills, alongside previous attainment information, referral information and staff observation. This enables staff to identify gaps and provide targeted support.

Reading, comprehension, vocabulary and communication are reinforced across English, vocational learning, PSHE and wider curriculum activities. Staff model appropriate communication and support learners to develop confidence in expressing themselves verbally and in writing.

Reading is promoted across curriculum areas through subject-specific texts and resources, alongside opportunities for wider reading and reading for pleasure.

Progress is monitored through ongoing assessment, learner work and staff review. Where learners demonstrate significant reading or literacy difficulties, appropriate intervention and additional support are considered in response to individual need.

7. Personal Development, PSHE and RSE

Personal Development is an integral part of the curriculum and is planned to reflect the age, developmental stage, experiences and identified needs of learners.

Provision includes Relationships and Sex Education, consent, boundaries, respectful relationships, healthy and unhealthy relationships, physical health, mental wellbeing, online relationships and safety, exploitation, grooming and other relevant safeguarding risks.

Learners develop their understanding of equality, diversity and protected characteristics alongside citizenship and British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance.

Careers education and preparation for adulthood are incorporated throughout the programme. Learners develop independence, resilience, communication, financial awareness, employability skills and the confidence required to make informed decisions about their futures.

Content is adapted where appropriate in response to emerging needs within the cohort or wider safeguarding themes while remaining age and developmentally appropriate. Statutory RSE arrangements are governed by the school's separate RSE Policy.

8. Safeguarding Through the Curriculum

Safeguarding is embedded throughout the curriculum and wider culture of Educ8 Coventry & Warwickshire.

PSHE and Personal Development provide structured opportunities for learners to understand risk, harmful behaviour, healthy and unhealthy relationships, consent, boundaries, exploitation, grooming, online safety and personal safety. Relevant themes are reinforced through induction, everyday interactions and wider curriculum opportunities.

Learners are taught how to recognise potentially unsafe situations, make safer choices and understand where and how to seek support. Staff work to create an environment in which learners feel confident speaking to a trusted adult and understand that concerns will be taken seriously.

Where curriculum content or discussion prompts a disclosure or safeguarding concern, staff follow Educ8 safeguarding procedures immediately. Concerns are recorded through the school's safeguarding recording arrangements and reported to the DSL or appropriate safeguarding lead. Staff listen appropriately, avoid investigating the disclosure themselves and prioritise the learner's immediate safety and wellbeing.

Safeguarding education is responsive to emerging risks and the needs of the cohort, helping learners develop the knowledge and confidence required to keep themselves and others safe.

9. SEND, Inclusion and Adaptive Teaching

The curriculum remains ambitious and accessible for learners with SEND and additional needs. Approximately 25% of the current cohort have identified SEND and approximately 12.5% have an EHCP.

EHCP outcomes, identified needs, referral information, support plans and learner strengths are considered when planning and delivering learning. Staff use adaptive teaching, reasonable adjustments, differentiated resources and personalised support to remove barriers while retaining appropriate challenge.

Small teaching groups enable staff to understand individual learners well and respond quickly where additional explanation, alternative approaches, additional processing time or increased adult support are required.

Targeted intervention and specialist input are used where appropriate, including collaboration with schools, parents/carers and external professionals.

Adaptations are intended to improve access to the curriculum rather than unnecessarily narrow entitlement. Learners with SEND continue to access ambitious academic, vocational and personal development opportunities appropriate to their starting points and future aspirations.

10. Equality, Diversity and Anti-Discriminatory Curriculum

The curriculum actively promotes equality, inclusion and respect for difference. Learners develop their understanding of protected characteristics, diversity, prejudice and discrimination through PSHE, Personal Development, induction, curriculum activities and wider discussion.

Age-appropriate learning addresses issues including racism, faith-targeted abuse, sexism, homophobia, transphobia and other forms of discriminatory behaviour. Learners are encouraged to consider different experiences and perspectives and understand the impact that discriminatory attitudes, language and behaviour can have on others.

Expectations regarding respectful language and behaviour are established from induction and reinforced consistently. Discriminatory language, prejudice and harmful attitudes are challenged promptly by staff and, where appropriate, used as opportunities for further education and reflection.

The curriculum aims to equip learners to recognise discrimination, challenge harmful attitudes appropriately and participate positively in a diverse modern Britain.

11. Online Safety and Emerging Technologies

Learners are taught about the safe, responsible and appropriate use of technology through PSHE, Personal Development, induction and relevant curriculum opportunities.

Content includes social media, online relationships and consent, cyberbullying, online harassment, privacy, personal information, digital footprints, image sharing, harmful or inappropriate content, grooming, exploitation and coercion.

Learners are also supported to develop critical awareness of misinformation, disinformation and online influence. Emerging technologies, including artificial intelligence, are discussed where relevant so learners understand both their potential uses and associated risks.

Safe and responsible technology use is reinforced through everyday school expectations. Learners are encouraged to consider the consequences of their online behaviour, protect personal information and recognise when online interactions or content may present a risk.

Learners are taught how to seek help, including speaking to a trusted member of staff or safeguarding lead and using appropriate reporting mechanisms and external support where required.

12. Careers and Preparation for Adulthood

Careers education and preparation for adulthood are embedded within the curriculum and are particularly important in ensuring learners understand the opportunities available beyond Educ8.

Learners receive careers education, information, advice and guidance through PSHE, OWLS careers provision, vocational learning and individual progression planning. Activities are linked to learners' strengths, interests, qualifications and aspirations.

Vocational pathways develop transferable employability skills including communication, teamwork, problem-solving, reliability, resilience, independence and professional behaviours.

Learners are provided with opportunities to encounter external organisations, colleges, training providers and employers where appropriate. Some learners also undertake work experience; where this occurs, placements are arranged and overseen by the learner's referring school, with Educ8 supporting the learner's wider preparation and progression as appropriate.

Individual progression planning helps learners identify realistic but ambitious next steps and understand the qualifications, behaviours and skills required to achieve them.

The intended outcome is successful transition into further education, training, apprenticeships, employment or another appropriate positive destination.

13. Enrichment, SMSC and Wider Experiences

Enrichment complements the taught curriculum and supports learners' spiritual, moral, social and cultural development, personal development and wider understanding of the world.

British Values are reinforced through curriculum activities and discussion, enabling learners to develop their understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Sport, recreation, reward activities, external visitors, careers experiences and other enrichment opportunities provide learners with experiences beyond formal classroom learning. These activities support confidence, teamwork, communication, resilience and positive relationships.

Learners also benefit from access to external organisations and careers-related experiences, helping broaden their understanding of education, employment and the wider community.

Learner voice contributes to the enrichment offer through mechanisms including "You Said, We Did", helping learners develop confidence in expressing views and understand how constructive participation can influence their school experience.

Enrichment is used purposefully to build cultural capital, raise aspirations and provide experiences that some learners may previously have had limited opportunity to access.

14. Sequencing, Progression and Addressing Gaps

Curriculum planning begins with an understanding of individual starting points. ForSkills initial assessments, previous attainment information, referral documentation, EHCP information where applicable and staff observations are used to identify strengths, gaps and barriers to learning.

Curriculum maps, schemes of work and long-term planning provide a clear sequence of knowledge and skills. Learning builds progressively towards Functional Skills and BTEC qualification requirements while also supporting learners' individual progression pathways.

Ongoing formative and summative assessment enables staff to establish what learners know, remember and can apply. Where gaps are identified, teaching can be revisited, adapted or supported through targeted intervention.

Small-group teaching enables staff to respond quickly to misconceptions and gaps resulting from previous educational disruption.

Curriculum areas are not viewed in isolation. Literacy, numeracy, communication, employability, safeguarding and Personal Development are reinforced across subjects, helping learners make connections between their learning and its application to qualifications, future destinations and adult life.

15. Attendance, Re-engagement and Personalised Pathways

Many learners referred to Educ8 have previously experienced disrupted education, poor attendance or difficulty engaging successfully within a mainstream environment. Curriculum design therefore plays an important role in rebuilding positive relationships with education.

Personalised pathways combine core academic learning with vocational and practical subjects that reflect learners' needs, interests and aspirations. Sport, eSports, Hair & Beauty, Health & Social Care and Applied Science provide purposeful contexts in which learners can experience achievement while developing wider knowledge and skills.

Small teaching groups and increased adult support enable staff to establish positive relationships, understand barriers to engagement and provide consistency and clear routines.

Attendance is monitored closely and concerns are communicated with referring schools and, where appropriate, parents/carers and other professionals. The provision works collaboratively with these partners to understand barriers and support improved engagement.

Learner voice, parent/carer feedback, attendance information, behaviour information and progress data are considered when reviewing provision. Where curriculum organisation or delivery may be creating an unnecessary barrier, reasonable adaptations are considered while maintaining appropriate ambition and expectations.

16. Learner Voice and Aspirations

Learner voice is an important part of curriculum review and school development.

Learners have opportunities to express their views through form time, PSHE, careers activities, questionnaires, informal discussion and "You Said, We Did". This allows staff to understand learners' experiences, interests, aspirations and perceived barriers to learning.

Learner voice helps inform enrichment, Personal Development, careers provision and aspects of curriculum delivery. It also provides learners with an opportunity to experience participation and understand that their views can contribute constructively to school improvement.

Careers and progression discussions ensure aspirations are considered when developing individual pathways and preparing learners for their next stage.

Learner preference does not determine curriculum entitlement in isolation. Staff balance learners' interests and lived experiences with assessment information, qualification requirements and future progression needs, ensuring provision remains appropriately ambitious, broad and purposeful.

17. Intended Impact and Learner Outcomes

The intended impact of the curriculum is that learners make meaningful academic, vocational, personal and social progress from their individual starting points.

Learners are expected to achieve appropriate Functional Skills and BTEC qualifications while developing improved literacy, numeracy, communication and practical skills.

For learners who have previously experienced educational disruption, successful re-engagement is an important measure of impact. The curriculum aims to contribute to improved attendance, engagement, behaviour, confidence and attitudes towards education.

Learners should become increasingly resilient and independent and develop the personal, social and employability skills required for adulthood.

Personal Development and careers education should enable learners to understand their strengths, make informed decisions and develop realistic but ambitious aspirations for their futures.

Ultimately, the curriculum is intended to enable learners to transition successfully into further education, training, apprenticeships, employment or another appropriate positive destination, equipped with both recognised qualifications and the wider skills needed to sustain that progression.

18. Implementation and Quality Assurance

Leaders assure themselves that curriculum intent is being implemented effectively through a planned programme of monitoring, assessment and quality assurance.

Curriculum maps, schemes of work and long-term planning establish intended curriculum content and sequencing. Timetables provide clarity around curriculum entitlement and ensure appropriate time is allocated across academic, vocational and Personal Development areas.

Learner work, assessment information and progress towards qualifications are reviewed alongside learning walks, lesson observations and other quality assurance activity. This enables leaders to evaluate the quality of teaching, curriculum implementation and learners' progress from their starting points.

Attendance, behaviour, safeguarding information, learner progress and destination information provide further evidence of curriculum impact and help identify emerging barriers or areas requiring intervention.

Learner and staff voice contribute to curriculum evaluation, while feedback from parents/carers, referring schools and external partners is considered where relevant.

Quality assurance findings inform actions and areas for development, which are followed up by leaders. Staff undertake relevant CPD to maintain subject knowledge, safeguarding awareness, teaching practice and understanding of learner needs.

The curriculum is reviewed in response to changes in the cohort, qualification offer, learner outcomes, statutory expectations and the local context, ensuring it remains ambitious, relevant and appropriate for Educ8 Coventry & Warwickshire learners.

19. Supporting School-Level Documents

Implementation of this Curriculum Intent and Rationale is supported and evidenced through the school's wider documentation and quality assurance records, including:

- Curriculum maps and long-term plans
- School timetable
- Schemes of work and subject sequencing documentation
- Functional Skills and BTEC qualification information
- ForSkills initial assessment and learner progress information
- Reading and literacy support/intervention records
- Personal Development, PSHE and RSE curriculum documentation
- Careers programme, OWLS activities and progression records
- Enrichment records
- SEND, EHCP and individual support documentation where applicable
- Attendance and behaviour information
- Learner and parent/carer voice
- Learning walks and lesson observation records
- Curriculum quality assurance and review records
- Staff CPD records
- Learner destination and transition information

Together, these documents provide evidence that the school's stated curriculum intent is translated into effective implementation and measurable impact for learners.

20. Review and Sign-Off

Completed by	Anthony Allen, Head of School
Reviewed by	Shaun Whittingham
Date completed	23/09/2026
Next review	August 2027
Version	2