

Curriculum Policy

Aurora Mansfield School

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<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of the policy

- Changed R.E.A.L Education to the new Aurora Mansfield School name
- Changed job titles to reflect the new Aurora Mansfield School Structure

1. Purpose

The curriculum encompasses all the planned opportunities that we as a school organise to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of activities that enrich the experiences of our children and young people. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, prepared for adulthood, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning. We aim to ensure that all young people can achieve their true potential and be the best version of themselves. This policy should be read in conjunction with our Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy, Reading and Maths Policy.

Aurora Mansfield provides a full-time supervised education for pupils of compulsory school age in accordance with Part 1 of The Education (Independent School Standards) Regulations 2014. Our curriculum is designed to be ambitious, broad, balanced and appropriately adapted to meet the needs of learners with SEND. It promotes high standards of achievement, supports learners' spiritual, moral, social and cultural development, prepares them for the opportunities, responsibilities and experiences of life in modern Britain, and equips them for successful futures in education, employment and independent living.

All learners receive a full-time supervised education appropriate to their age, aptitude, needs and Education, Health and Care Plan outcomes. Curriculum adaptations are made to enable access while maintaining ambition and high expectations

2. Values

Research informs us that learners are more able to engage with and retain new knowledge when they feel safe, supported and emotionally secure (Education Endowment Foundation, 2020). In line with the principles set out in the Ofsted Education Inspection Framework we recognise that strong personal development, inclusivity and positive relationships underpin successful learning. We therefore place a high priority on supporting learners' social and emotional development so that they are ready to access, enjoy and remember the knowledge and skills taught through our curriculum.

At Aurora Mansfield we aim to ensure that our curriculum is ambitious, engaging and meaningful for all learners. It is carefully sequenced and coherently planned so that knowledge and skills build over time, while still allowing for adaptation and personalisation to meet individual needs. Our learners benefit from high-quality educational experiences within a safe and inclusive environment. Each learner is valued as an individual, and we seek to nurture respectful, confident and resilient young people who are prepared for lifelong learning and the next stages of education, employment or training.

Our curriculum encourages learners to value themselves and others, appreciate different perspectives and understand the diversity of cultures within our school, local community and wider

society. It develops learners' personal, social, moral, cultural, academic and physical development whilst embedding Fundamental British Values through everyday learning experiences. Through collaboration, discussion and reflection, learners develop empathy, tolerance, mutual respect and a strong sense of belonging. The curriculum prepares learners for the opportunities, responsibilities and experiences of life in modern Britain and supports them to become active participants in their communities and wider society.

Our curriculum is built on the principles of CARE. Through these principles, we develop the knowledge, skills, confidence and independence that enable every learner to thrive now and in adulthood. Independence is the golden thread running throughout our curriculum. Through communication-centred, ambitious, responsive and experiential teaching, we progressively develop learners' confidence, self-advocacy and ability to succeed in adulthood.

C - Communication-Centred

We explicitly develop communication, language and self-advocacy through every curriculum area.

- Model and teach subject-specific vocabulary
- Provide meaningful opportunities for discussion and interaction
- Support learners to express views, needs and preferences
- Develop communication for learning, relationships and adulthood
- Promote learner voice and self-advocacy

A - Ambitious

We maintain high expectations and provide an ambitious curriculum for all learners.

- Believe every learner can achieve and make meaningful progress
- Provide access to rich subject knowledge and qualifications
- Prepare learners for positive destinations beyond school
- Challenge learners appropriately from their individual starting points
- Raise aspirations and broaden future possibilities

R - Responsive

We adapt curriculum delivery to meet individual needs without reducing ambition.

- Understand learners' strengths, barriers and aspirations
- Use assessment to inform teaching and curriculum adaptation
- Personalise learning whilst maintaining curriculum entitlement
- Remove barriers to engagement and success
- Provide the right support at the right time to promote independence

E - Experiential

We bring learning to life through practical, meaningful and real-world experiences.

- Create memorable learning opportunities
- Connect learning to authentic contexts and future aspirations
- Use enquiry, investigation and practical application
- Provide opportunities to learn beyond the classroom
- Help learners apply knowledge and skills in preparation for adulthood

The Impact of CARE

Through CARE, learners develop the knowledge, skills, qualifications, confidence and independence needed for successful and fulfilling adult lives.

2.1 Spiritual, Moral, Social, Cultural Development (SMSC)

The curriculum actively promotes the spiritual, moral, social and cultural development of all learners. Through curriculum subjects, enrichment opportunities, preparation for adulthood programmes, therapeutic support and wider experiences, learners develop an understanding of themselves, others and the world around them.

- **Spiritual** development is encouraged through reflection, curiosity, creativity and understanding different beliefs and perspectives.
- **Moral** development is promoted through opportunities to explore right and wrong, justice, responsibility and ethical decision-making.
- **Social** development is supported through collaboration, communication, teamwork and participation within school and the wider community.
- **Cultural** development is enhanced through the exploration of local, national and global cultures, diversity, heritage and contemporary society.
- **SMSC** is planned and embedded throughout the curriculum and contributes to learners becoming respectful, responsible and active citizens.

3. Intent

Aurora Mansfield is a research-based provider. Our intent is to provide a broad, balanced and inclusive curriculum that meets the diverse needs and starting points of our learners.

Our provision ensures that all learners have the opportunity to experience learning in line with the Independent School Standards. In accordance with Part 1, Paragraph 2 of The Education (Independent School Standards) Regulations 2014, all learners experience a curriculum which provides opportunities in the following areas:

- Linguistics – Reading and English
- Mathematics – Maths, Science and STEM.
- Physical – PE, Adventure and Outdoor Learning.
- Scientific – Biology, Chemistry, Physics, STEM and Land Based Studies
- Technological - Computing, IT, Digital Literacy, STEM and Mechanics
- Human and Social - Humanities, History, Geography, Business Studies, RE, PFA, Public Services, AIM Awards and Land Based Studies
- Aesthetic and Creative – Art, Textiles, Food Technology, STEM, Dance, Drama and Construction
- PSHE and Citizenship.

Reading is prioritised throughout the curriculum and is recognised as a gateway to learning, communication and independence. Learners are supported to develop fluency, comprehension, vocabulary and a love of reading through explicit teaching, structured intervention, reading across the curriculum and carefully matched texts. Reading development is closely monitored to ensure all learners make progress from their individual starting points

Fundamentally our curriculum is underpinned by clear progression and high expectations. Through initial assessment and ongoing review, we design bespoke learning pathways that enable every learner to make meaningful progress academically, socially and personally.

Many of our learners join us following disrupted educational experiences. Our curriculum therefore prioritises the development of positive, trusting relationships, re-engagement with learning and the identification of gaps in knowledge and skills. We maintain high aspirations for all learners, fostering

positive attitudes towards learning and supporting ambitious academic, social and vocational outcomes.

To ensure that learning is both accessible and progressive, our curriculum is structured around three flexible pathways. These are Re-Engagement, Developing and Formal. These pathways allow learners to move from more informal and bespoke provision, incorporating strengths and interests, towards an increasingly formal curriculum, reflecting their individual readiness to learn, starting point and trajectory.

Our curriculum also seeks to broaden learners' cultural capital, particularly for those who may have experienced social or economic disadvantage. Through planned enrichment and learning outside of the classroom, learners gain wider experiences, develop confidence in different settings and build the knowledge and skills needed to participate positively in society.

The design of our curriculum is underpinned by the Preparation for Adulthood Framework, ensuring that learners develop independence, resilience, skills and nationally recognised qualifications required for successful futures beyond Aurora Mansfield. Careers Education, Information, Advice and Guidance forms an integral part of our curriculum offer. Learners are supported to understand future pathways into further education, supported internships, apprenticeships, employment and independent living. Careers learning is embedded throughout the curriculum and linked closely to learners' strengths, interests and aspirations. The curriculum supports learners to make informed decisions about their next steps and future goals.

Curriculum leaders have produced detailed progression documents and sequences of learning that identify the substantive, disciplinary and procedural knowledge pupils are expected to acquire over time. These documents ensure curriculum coherence, progression and consistency across subjects and pathways.

4 Implementation

At Key Stages Two & Three, our curriculum is structured around the core knowledge and key concepts within each subject area. This ensures that learners develop secure subject-specific understanding while maintaining the integrity and unique identity of each subject. Subject leaders identify the essential knowledge and concepts that learners need to acquire so that learning builds progressively over time and leads to strong personalised outcomes at Key Stage Four and Five that support positive destinations.

The Key Stage Two & Three curriculum is mapped across a four-year cycle, recognising that many learners join Aurora Mansfield at different points in their educational journey. This structure ensures that learners can enter the curriculum at any stage while still accessing coherent and meaningful learning.

Our approach is informed by the principles of a spiral curriculum, where key concepts and strands are revisited over time. This allows learners to encounter important ideas more than once, either in greater depth or from a different perspective. Through this design, learners can consolidate prior learning, strengthen understanding, make connections and apply what they have been taught across the curriculum.

To ensure that the curriculum is accessible to all learners we have structured our model using the terms 'Foundational' and 'Secondary'. This approach enables learners to access the same or similar curriculum and themes but at a level that is appropriate to their stage of development. Foundational

planning provides additional scaffolding and support, while secondary planning enables greater depth and complexity. Our Secondary Curriculum is designed to meet the expectations of the National Curriculum for Upper Key Stage Two and Key Stage Three. Whereas our Foundational Curriculum is built around expectations for Key Stage One and Lower Key Stage Two. This ensures that all learners can engage with meaningful subject content and apply their learning while progressing from their individual starting points towards accredited qualifications at Key Stage Four (see Appendix 2). Assessment is used carefully to identify the relevant curriculum for learners to access and this is regularly reviewed as part of our pupil progress processes. At Key Stages 4 and 5 learners work towards a minimum of 5 nationally recognised qualifications at an appropriate stage to their starting point. These include a range of GCSEs, Functional Skills, Entry Level Certificates, BTEC and Vocational Qualifications and qualifications that support progression in Personal Development such as AIM Awards.

Detailed sequences of learning are produced by our subject teams who are led by the relevant curriculum leader. These sequences of learning are informed by subject long term plans and progression documents which precisely map out the key knowledge (procedural, substantive and disciplinary) that is to be taught at each stage. All delivery staff are expected to adapt sequences of learning and resources to meet the individual needs of the group as set out within their Education Health and Care Plan (EHCP) and Pupil Profile. While subjects retain their distinct disciplinary knowledge, curriculum content is carefully connected through themes, significant people and places. These links help learners develop a broader understanding of the world and create purposeful opportunities to explore diversity and the protected characteristics outlined within the Equality Act 2010. Through carefully selected curriculum content, learners develop understanding, respect and appreciation for different individuals, communities and perspectives

For those students on Pathway 1 who may not yet be able to access either the Secondary or Foundational curriculum, a much more bespoke plan is created interweaving EHCP targets, preparation for adulthood outcomes, and working on the readiness to learn. This will include communication, literacy and numeracy skills, investigation and exploration, sensory regulation, engagement, and attention. The learning needs of this group are best met through an approach that places relationships at the heart of activities and focuses on social, moral, spiritual, and cultural experiences.

Assessment is used diagnostically, formatively and summatively to identify starting points, inform planning and monitor progress. Assessment information enables staff to identify barriers to learning, personalise support and ensure learners access an appropriately ambitious curriculum.

Progress is reviewed regularly through pupil progress meetings, curriculum reviews, teacher assessment, qualification outcomes and EHCP review processes. Assessment is used not simply to measure attainment but to improve learning and outcomes for all learners

5. Impact

The impact of our curriculum is observed in learners' academic progress, personal development, and readiness to learn alongside how prepared they are for life beyond Aurora Mansfield. We recognise that the acquisition of knowledge and skills is not always linear, and learners may progress at different rates, revisit prior learning, or consolidate understanding over time. By following bespoke pathways learners make progress from their individual starting points, consolidate key concepts through a spiral curriculum, and revisit learning to deepen understanding. Our learners develop confidence, independence, and the skills to engage positively with themselves, others, and the wider community, applying their knowledge and skills in relevant and meaningful contexts.

The impact of the curriculum is also evident through learners' attendance, engagement, personal development, achievement of EHCP outcomes, qualification success, readiness for adulthood and successful progression into further education, training, employment and community participation.

Through ongoing assessment, adaptation, reflection and curriculum reviews we ensure that all learners achieve their potential, build resilience, and gain the skills and experiences needed for lifelong learning and future success.

5. Monitoring, Evaluation and Review

Curriculum effectiveness is monitored through a range of quality assurance activities including:

- lesson visits and learning walks;
- curriculum reviews;
- work scrutiny and evidence reviews;
- learner voice activities;
- parent and stakeholder feedback;
- attendance, behaviour and personal development information;
- assessment and progress data;
- qualification outcomes;
- EHCP outcomes and annual review information;
- destination data and preparation for adulthood outcomes.

Curriculum leaders and senior leaders regularly review the quality, breadth, balance and impact of the curriculum to ensure that it remains ambitious, relevant and compliant with the Independent School Standards.

The Headteacher, Deputy Headteacher and Curriculum Leaders are responsible for monitoring implementation and evaluating the effectiveness of the curriculum. Findings from monitoring activities inform school improvement planning, professional development and curriculum refinement.

Appendix 1 - Pathways

Pathway One - Re-Engagement

Profile of need - Learners on this pathway may/will:

- Have had negative experiences in school such as bullying, difficulties making friends or exclusions. They may have been out of education for a long time impacting on their readiness and motivation to learn.
- Present with low self esteem, low aspirations and be low in confidence.
- Currently be experiencing significant social, emotional, and mental health challenges which impact significantly on their readiness and ability to learn.
- Experience significant anxiety which may be generalised, impacting on daily life, or very specific, for example, social anxiety including anxiety about school. Learners will benefit from Learning Managers producing an anxiety curve.
- .Currently have complex medical needs, dietary requirements or sensory needs that staff will need to be aware of and take into account when planning a programme.
- May be “hard to reach” with complex or unmet SEND or Social and Emotional and Mental Health needs and as a result need to establish strong and trusting relationships with a small number of key staff in a 1:1 setting.
- May initially need their provision to be in or close to the home, where they feel comfortable.
- Needs a calm and person centred approach to help manage any anxieties.
- Find communication extremely challenging, particularly when anxious or stressed, so will need adults to work closely with the people that know how to support them best.
- Demonstrate patterns of risky behaviours, which staff will need to be aware of when planning any transitions.

Curriculum

Pathway 1 is intended to be a short term, highly tailored programme aimed at re-engaging learners in the process of learning after a period or periods out of education. An assessment profile may be completed detailing starting points, including relevant holistic baseline information where appropriate. It is recognised that learners may not be ready to access any formalised assessment at this stage and will therefore require a highly personalised approach, for example using games and other activities to assess what they know and can do and to develop trusting relationships with an adult. Learners will be provided with opportunities to engage with activities, in line with areas of interest and strengths.

A learner's programme, at pathway 1, will have a sharp focus on establishing relationships for learning, interpersonal skills and will be underpinned by the preparation for adulthood framework.

Learners will be provided with learning activities, designed by the staff who know them best, which aim to spark interest and curiosity linked to learning. Planned activities will also support the learner to work towards the outcomes as set out within their individual Education and

Health Care Plan and develop relevant knowledge and skills under the following headings: • Employment

- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Research has consistently shown that positive student engagement in learning is multidimensional. For example, interest in and enjoyment of education, positive relationships with teachers and peers, feelings of belonging to school, deep thinking, and investing effort into learning are all important dimensions of re-engagement.

Learners will be assessed against the progress that they make towards the following End of Key Stage Key Performance Indicators for a pathway 1 learner:

- Learners have an established venue / learning environment that is suitable for learning and where they feel safe.
- Learners have established relationships with at least one key adult.
- Learners are engaging well with one area of interest or strength.
- The learner is making progress with their Personal Development and Wellbeing and is tracked using the PDW tracker area.
- The learner is making progress towards their EHCP outcomes as evidenced on Evidence for Learning.
- Once most of these have been achieved this will indicate that a learner is ready to move onto pathway 2. With the right support some learners can progress straight from pathway 1 to pathway 3 or 4.
- Occasionally some learners may need to revert to a re-engagement curriculum because of personal circumstances, even if they have been with our school for a long time. This will provide support for the learner to regulate and re-establish a more secure pattern for learning.

Pathway Two - Emerging Learner

Profile of need - Learners on this pathway may/will:

- Have developed trusting relationships with a small number of staff.
- Be more consistently accessing education, the outside world and have identified venues where they feel comfortable and safe.
- Be developing their resilience and ability to manage change, routines and expectations, but may still experience low self esteem, emotional dysregulation, lack of concentration and underdeveloped social skills.

- Experience some difficulty in acquiring basic literacy and numeracy skills, and in understanding concepts.
- Participate in some traditional work within an area of interest, but may not be ready to access more formal learning or a formal learning environment.
- Be able to revisit or work towards some learning objectives within an appropriate stage when delivered authentically in order to build confidence.
- Find interactions with peers challenging but tutors and learning managers should ensure that - wherever appropriate - learners have the opportunity to interact with peers in order to support the development of skills.
- Benefit academically and therapeutically from experiences outside of the classroom, to help them observe and interact with 'real life' contexts.
- Present with more risky behaviours than their peers, most likely due to anxiety. Any transitions will need to be carefully managed in order to keep everybody safe.
- Present as being on this pathway for a long time but with support they can make progress to other pathways.

Curriculum

The purpose of the curriculum on pathway 2 is to establish a more consistent pattern for learning by focusing on informal learning opportunities and those teachable moments which are often real life and practical in nature.

The pathway 2 curriculum develops initially from strengths and interests, in order to build confidence, and a continued trajectory towards strong engagement with learning.. Learners within this pathway will be mostly working towards identified and personalised objectives at an appropriate stage within core curriculum areas. Objectives will be linked to the individual EHCP and identified in consultation with Learning Managers. The identified objectives are authentically and within a relevant context by a skilled staff team.

Learners will have the opportunity to explore the wider curriculum areas through the provision of bespoke, purposeful and immersive activities which are designed to spark interest and promote further engagement.

It is acknowledged that whilst most learners are able to progress onto Pathway 3 and 4 there will be some learners who don't progress onto pathway 3 and 4 by the time they leave our school. Learners in Year 10 and above will work towards a set of intended learning outcomes, designed by experienced staff, who understand the profile of a typical pathway 2 learner at R.E.A.L. These outcomes are underpinned by the Preparation for Adulthood Framework, The Autism Education Trust Progression Framework and the SEND PSHE Planning Framework. The framework is designed to support skills for life including a focus on key areas such as online safety, communication, practical literacy, money management and drugs and alcohol.

How do we monitor progress?

Staff will provide evidence each session, linked to the progress learners make towards their learning intentions and their individual Progression Framework, on Evidence for Learning. Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 2 learner.

Once the Intended learning outcomes have been mostly achieved this will indicate that a

learner is ready to progress onto pathway 3 or the pathway 2 intended learning outcomes designed for learners at a higher key stage.

The learner's Personal Development and Wellbeing is prioritised and forms a key area of their curriculum and progress is being tracked.

Pathway Three - Developing Learner

Profile of need - Learners on this pathway will/may:

- Have undergone a period of assessment to establish whether they have a spiky profile, which means that they have strengths in some areas and developmental needs in others. This may be due to gaps in learning that have arisen due to periods out of education in previous settings or a specific cognition and learning need.
- Have undergone a period of assessment to establish whether they are working below the expected levels in all subjects due to associated global delay. For these learners, progression may not be traditional and it may take a longer time to learn new knowledge and skills.
- Have developed more trusting relationships with some adults who understand their needs and are getting ready to access a more formal curriculum in the areas that they enjoy and are of strength or interest. This is likely to be vocational for a number of these learners.
- Be developing their ability to recognise the importance of an education and will be identifying priorities for learning which will need to be nurtured by the staff.
- Require a different approach within the curriculum areas that they find most challenging and causes anxiety; this is often, but not always, literacy.
- May need staff to consider some “emerging learner” strategies, 1 to 1 or paired sessions, in the subjects learners find most challenging or cause them anxiety.
- In the most part be more able to access some paired work, small groups and vocational groups across the week.
- Need lots of cultural capital opportunities designed to support continued raising of aspirations.

Curriculum

Learners will need more regular opportunities to work alongside their peers in order to practise the skills developed within pathway 2. Learners within this pathway will begin to follow the planned curriculum for their age or stage across an increasingly broad range of subject areas including vocational subjects. Vocational subjects may include music, land based studies, construction and mechanics.

Learners are able to access the planned curriculum through identified support and scaffolding. This may include opportunities for experiential and sensory based learning, strategies such as short time limited tasks, differentiated texts, writing frames and lots of opportunities to revisit earlier work and practise skills to ensure that learning becomes more secure.

Learners are provided with personalised support and interventions designed to support them to make progress with their personal development, wellbeing, cognition and learning. This may occasionally include some learners continuing to work towards the intended learning outcomes, as set out for a pathway 2 learner, in one subject area where they continue to need extra support.

At KS4 and 5 learners will be working towards qualifications and accreditation which recognise their achievements linked to personal development, the core curriculum and vocational subjects at Entry Level and Level 1.

In addition, for learners who require it, their curriculum will include skills for life; for example travel training, revisiting road safety and safety within the home as learners prepare for independence.

How do we monitor progress?

Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning.

More frequent informal assessments and the monitoring of small steps to inform planning will support pathway 3 learners to make good progress from their starting points.

Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 3 learner. When these are achieved this will indicate that a learner is ready to progress onto pathway 4.

Pathway Four - Formal Learning

Profile of need - Learners on this pathway may/will:

- Be likely to have acquired sufficient skills to process and memorise new information, as well as developed sufficient working memory to be able to make connections between learning.
- Be following a more traditional formal curriculum and working consistently on a school site and within curriculum groups although, less frequently, may need an alternative venue to maintain their curriculum.
- Be developing their ability to manage key transition points during the school day and wider life.
- Be developing their ability to apply what they are learning to new contexts and combining it with other information to develop problem solving skills.
- Be developing their willingness to try new things and will be developing an increased sense of self awareness and self advocacy.
- Be developing their understanding of how they learn best and will be developing increasingly higher aspirations for the future linked to learning and life.

- Be increasingly more able to work independently for periods of time and will begin to seek out and respond to feedback on the work that they produce.
- Be increasingly more able to engage in meaningful and purposeful communication.
- Continue to experience social and emotional challenges, but with support, they are working hard to manage these and reduce the impact on their engagement in education.

Curriculum

Learners on this pathway will follow the national curriculum in a broad range of subjects. Subjects studied will include - maths, English, science, PE and physical activities, ICT and computing, PSHE and the foundation subjects - humanities, the arts, design technology and STEAM. Learners will also have the option of studying vocational subjects aligned with their interests and aspirations for example business studies and creative digital.

At Key Stage 4 and 5 learners will work towards a range of qualifications at Level 1 and 2 as well as GCSEs.

In addition learners will work towards a set of learning intentions designed by experienced staff, who understand the needs of a typical pathway 4 learner, as they prepare for adulthood and to transition to life long learning and employment. Learning intentions will be set under the 4 preparation for adulthood headings:

- Employment
- Good Health
- Independent Living
- Friends, Relationships and Community

How do we monitor progress?

Staff will provide evidence, each session, linked to the progress learners make towards their individualised Progression Framework which can be found on Evidence for Learning. As well as ongoing formative assessment, learners will be regularly assessed using standardised and more formal summative assessments, end of topic tests, mock papers and using exam style questions. Learners will be assessed against the progress that they make towards a series of End of Key Stage Key Performance Indicators for a pathway 4 learner alongside a set of preparation for adulthood intended learning outcomes. Together these will indicate their readiness to transition to a more mainstream provision, training provider, college, apprenticeship or employment.

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Appendix 2 – Curriculum Journey



R.E.A.L Education Curriculum Journey

