Curriculum, SMSC and Fundamental British Values Policy

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Contributors	Rob Arrowsmith		
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1. Supporting Documents

- PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022) and Accessibility Plan
- Behaviour Policy (EDU.POL.027) and Anti-Bullying Policy (EDU.POL.007)
- Safeguarding Policy (EDE.POL.002) and Online Safety Policy (EDU.POL.009)
- Alternative Provision Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Begdale House School, we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

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This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others all shape the same young person.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Begdale House School. It aims to:

- Set out the intent, content and delivery of our broad and balanced curriculum.
- Explain how we support pupils' spiritual, moral, social and cultural development across the school day.
- Show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them.
- Make clear how we meet the Independent School Standards on the curriculum and on the development of pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain.

4. Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tolerance here means tolerance of those with different faiths and beliefs, not a general idea of respect.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles.

Broad, balanced and ambitious. We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs.

Adapted, not reduced. We adapt content, pace and support so pupils can access learning, rather than removing learning from them.

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Relational and trauma informed. We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model.

Active promotion, not generalised values. We promote each fundamental British value by name, not a vague set of core values.

Evidenced through pupil work. We treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has landed.

Preparation for adulthood. Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At Begdale House School, we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

Curriculum content

We ensure structured and meaningful learning across the following domains: -

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, economic education, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum: -

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.

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- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the director of education/ regional director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- Delivers core knowledge and skills, with appropriate adaptation for pupils with SEND.
- Provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026.
- Promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values.
- Builds independence, life skills and cultural capital, with emotional wellbeing at the centre.
- Prepares pupils for further education, training, employment and adult life.

Curriculum Implementation

Our curriculum is delivered through: -

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.

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- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through: -

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with: -

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

Spiritual, moral, social and cultural development

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We do not rely on a general set of values. We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is

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taught, how it is promoted across school life, and what pupil work shows that pupils have understood it.

Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice. Tolerance here is specifically tolerance of those with different faiths and beliefs, not a general idea of respect.

At Begdale House School, we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we keep a triangulation pack that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

Evidence and triangulation

We keep a curriculum and SMSC evidence pack so we can show intent, implementation and impact at any time. This includes curriculum maps and schemes of work, the fundamental British values mapping, pupil work, pupil voice, assembly and enrichment records, and destinations data. Pupil work is our primary evidence, and pupil voice supports it.

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5.3 Recording, Monitoring and Reporting

Pupil progress and curriculum delivery are recorded on Arbor, alongside curriculum maps, schemes of work and the evidence pack. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the proprietor and governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

At Begdale House School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning, resources and teaching to remove barriers, and we monitor curriculum access and outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

6. Responsibilities

6.1 Pupils

Engage with their learning, contribute to discussion, and treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff

Plan and deliver ambitious, adapted lessons that meet pupils' needs and follow the agreed schemes of work model the fundamental British values and SMSC through everyday relationships and language record pupil progress and keep the evidence that shows what pupils have learned and understood.

6.3 Leadership and the curriculum and SMSC lead

Leadership at Begdale House School sets the curriculum vision, makes sure the timetable gives statutory coverage, and quality-assures teaching through learning walks, observations and work scrutiny. The curriculum and SMSC lead oversee curriculum planning, SMSC provision and the active promotion of fundamental British values and keeps the evidence pack current.

Leaders will review curriculum access, participation and outcomes for pupils in alternative provision on the same basis as pupils educated on-site.

6.4 Governance

The proprietor and governors at Begdale House School hold the school to account for the quality and impact of the curriculum and for compliance with the Independent School Standards. They monitor through reports, visits and scrutiny of evidence, and provide challenge and support.

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6.5 Parents and carers

Are kept informed about what their child is learning and are consulted where the standards require it, including on relationships and sex education, and support their child's learning, attendance and engagement with the wider life of the school.

6.6 Named leads

The named lead for the curriculum, SMSC and fundamental British values at Begdale House School is Ashley Keegan, Assistant Head Teacher.

7. Training Requirements

Curriculum, SMSC and fundamental British values are covered in staff induction at Begdale House School and refreshed at least annually. Subject and curriculum lead receive ongoing development so they remain expert in their areas and can support colleagues teaching outside their first specialism.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 2 on the quality of education provided through the curriculum, and Standard 5 on the spiritual, moral, social and cultural development of pupils.
- Independent School Standards: guidance for independent schools (DfE, April 2026), in particular paragraphs 1.6 to 1.7, 1.52 to 1.53 and 2.3 to 2.10, including paragraph 2.7 on actively promoting each fundamental British value.
- Promoting fundamental British values as part of SMSC in schools (DfE, 2014).
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025, statutory from 1 September 2026).
- Section 78 of the Education Act 2002, which requires a balanced and broadly based curriculum.
- The Equality Act 2010.
- The Children and Families Act 2014 and the SEND Code of Practice (2015).

The schools we work with sit across different inspectorates. This policy is grounded in the underlying standards, which are common across them. Where the inspecting body needs to be named, our school is inspected by Independent Schools Inspectorate (ISI).

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10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at Begdale House School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

At Begdale House School, the following local arrangements apply:

- Curriculum and SMSC lead: Ashley Keegan, Assistant Head Teacher.
- Curriculum map and pathways offered: Individualised approach to student's needs and academic levels, which includes a range of accreditation from entry level functional skills, GCSE and NCFE BETEC's.
- Fundamental British values mapping, showing where each of the four values is taught, how it is promoted, and the pupil work to evidence understanding:
- SMSC enrichment and community opportunities, including any local initiatives:
- Accreditation and qualification routes offered:

At Begdale House School, the curriculum is designed to provide a broad, balanced and engaging education that meets the individual needs of pupils with Social, Emotional and Mental Health (SEMH) needs and Education, Health and Care Plans (EHCPs). The curriculum aims to develop academic achievement, personal growth, independence, employability skills and positive destinations beyond school.

Learning pathways are personalised to ensure all pupils can access a suitable programme of study and achieve recognised qualifications that reflect their abilities, aspirations and future goals.

Key Stage 3 (Year 9)

Students follow a broad and balanced curriculum that builds upon the foundations established in Key Stage 2 in their previous setting.

Core Subjects

- English
- Mathematics
- Science
- History
- Art
- Computing and ICT
- PSHE
- Physical Education
- Careers Education
- Personal Development

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- Emotional literacy
- Social skills
- Wellbeing
- Relationships education
- Online safety
- Fundamental British Values

Key Stage 4 (Years 10-11)

Students access a personalised pathway based on their academic ability, interests, aspirations and EHCP outcomes.

Academic Pathway

GCSE Qualifications

- English Language
- Mathematics
- Biology
- History

Functional Skills Pathway

Functional Skills

- English Entry Level 1 to Level 2
- Mathematics Entry Level 1 to Level 2

This pathway supports students working below GCSE level whilst enabling progression into further education, training, apprenticeships and employment.

Vocational Pathway

Students can access vocational qualifications including:

NCFE Occupational Studies

- Level 1 Award
- Level 1 Certificate

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- Level 1 Diploma
- Level 2 Certificate
- Level 2 Diploma

NCFE Employability Skills

- Level 1 Award
- Level 1 Certificate
- Level 2 Award
- Level 2 Certificate

NCFE Essential Digital Skills

- Entry Level 3
- Level 1

These qualifications develop workplace skills, independence, communication, teamwork and career readiness.

Alternative Provision Pathway

Some students may attend an approved local Alternative Provision provider as part of a bespoke curriculum offer.

Qualifications Available

Construction

- Level 1 Award
- Level 1 Certificate
- Level 1 Diploma

Mechanics

- Level 1 Award
- Level 1 Certificate
- Level 1 Diploma

These programmes provide practical learning opportunities and industry-specific skills, supporting progression to apprenticeships, college courses and employment.

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Student attendance, progress, behaviour, welfare and achievement are monitored regularly through collaboration between Begdale House School and the Alternative Provision provider.

Pathway 2: GCSE Route

For students working at or approaching age-related expectations.

Qualifications

- GCSE English Language
- GCSE Mathematics
- GCSE Sciences
- GCSE History

Progression

- Sixth Form
- Further Education College
- Apprenticeships

Pathway 3: Functional Skills and Vocational Route

For students requiring a blended academic and vocational curriculum.

Qualifications

- Functional Skills English
- Functional Skills Mathematics
- NCFE Occupational Studies
- NCFE Employability Skills
- Essential Digital Skills

Progression

- College courses
- Supported internships
- Apprenticeships
- Employment

Pathway 4: Alternative Provision Vocational Route

For students who benefit from a highly practical curriculum.

Qualifications

- Construction Qualifications
- NEST/Magpie Centre – Stable management
- Mechanics Qualifications
- Functional Skills English and Mathematics

Progression

- Vocational College Courses
- Apprenticeships
- Employment Opportunities

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Curriculum Rationale

Begdale House School's curriculum pathways ensure that every pupil has access to an ambitious, relevant and appropriately challenging curriculum. Through academic, vocational and personal development opportunities, pupils are supported to achieve positive outcomes, develop resilience and independence, and become successful members of their communities. The curriculum is underpinned by the school's commitment to meeting the needs of pupils with SEMH needs and preparing them effectively for adulthood and lifelong learning.

Fundamental British values mapping, showing where each of the four values is taught, how it is promoted, and the pupil work that evidence understanding: **Fundamental British Values Mapping**

Democracy

Where it is taught	How it is promoted	Evidence of pupil understanding
PSHE, Citizenship, Employability, Tutor Time, School Council	Students vote for School Council representatives, contribute to pupil voice surveys, participate in discussions about local and national democracy, and are encouraged to share opinions respectfully.	School Council minutes, pupil voice surveys, election ballots, student presentations, discussion records, and written reflections.
Careers Education	Students explore democratic processes within workplaces and communities.	Careers workbooks, employer visit feedback, and completed activities.
Whole School Activities	Students contribute to decisions regarding rewards, trips, and enrichment opportunities.	Meeting records, student feedback forms, photographs, and display boards.

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Rule of Law

Where it is taught	How it is promoted	Evidence of pupil understanding
PSHE, Citizenship, Behaviour Curriculum	Students learn about laws, consequences, rights, responsibilities, and the role of the police and justice system.	Completed worksheets, case study activities, behaviour reflection forms, and lesson observations.
School Behaviour Policy	Expectations, routines, rewards, and consequences are implemented consistently across the school.	Behaviour records, restorative practice records, pupil discussions, and reward certificates.
Safeguarding Curriculum	Students learn about online safety, consent, criminal exploitation, and personal responsibility.	Online safety work, quizzes, safeguarding lesson resources, and student feedback.

Individual Liberty

Where it is taught	How it is promoted	Evidence of pupil understanding
PSHE, Careers, Employability, Relationships Education	Students are encouraged to make informed choices regarding education, careers, health, and personal wellbeing.	Careers action plans, destination interviews, personal development portfolios, and completed activities.
EHCP Reviews and Target Setting	Students contribute to decisions about their learning, aspirations, and future pathways.	Annual review paperwork, pupil contributions, and target-setting records.
Enrichment and Extra-Curricular Activities	Students select activities and opportunities that reflect their interests and strengths.	Attendance records, certificates, photographs, and pupil evaluations.

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Mutual Respect and Tolerance of Different Faiths and Beliefs

Where it is taught	How it is promoted	Evidence of pupil understanding
PSHE, RE Themes, Citizenship, Assemblies	Students explore diverse cultures, religions, beliefs, lifestyles, and protected characteristics.	Student workbooks, displays, presentations, and discussion records.
Equality and Diversity Curriculum	Promotion of inclusivity, anti-discrimination, and respect for differences.	Equality activities, anti-bullying work, pupil voice responses, and behaviour records.
Cultural Awareness Events	Celebration of awareness days, cultural events, and national campaigns.	Photographs, displays, completed projects, and enrichment records.
Daily School Life	Staff model respectful relationships and challenge discriminatory language or behaviour.	Behaviour logs, restorative conversations, and pupil feedback.

Examples of Pupil Work Evidencing Understanding

Students may demonstrate their understanding of Fundamental British Values through:

- PSHE workbooks and completed lesson activities.
- Careers and Employability portfolios.
- School Council minutes and election materials.
- Pupil voice surveys and questionnaires.
- Online safety and safeguarding activities.
- Equality, diversity, and anti-bullying projects.
- Assemblies and presentation work.
- Annual review contributions and personal targets.
- Displays, posters, artwork, and awareness campaigns.

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- Work produced during enrichment activities and educational visits.

Begdale House School Context

At Begdale House School, Fundamental British Values are not taught as a standalone subject but are embedded throughout the curriculum, personal development programme, careers education, assemblies, enrichment activities, and everyday school practice. Students are provided with regular opportunities to develop their understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance through both academic learning and real-life experiences. This approach supports the school's aim of preparing students to become responsible, respectful, and active members of modern British society

- SMSC enrichment and community opportunities, including any local initiatives:
  S**piritual, Moral, Social and Cultural (SMSC) Development**
  At Begdale House School, SMSC development is embedded throughout the curriculum, personal development programme, enrichment activities and wider school life. Opportunities are planned to promote pupils' personal growth, wellbeing, resilience and understanding of the world around them.
  Spiritual Development
  Pupils are encouraged to:
    - Reflect on their own beliefs, values and experiences.
    - Develop self-awareness and confidence.
    - Explore creativity through Art, English and enrichment activities.
    - Discuss and reflect on significant events, achievements and challenges.
    - Appreciate different faiths, cultures and viewpoints.
- **Evidence:**
    - Pupil reflections and discussions.
    - Artwork and creative projects.
    - PSHE and tutor activities.
    - Assemblies and themed events.
- **Moral Development**
  Pupils are supported to:
    - Understand right and wrong.
    - Recognise the consequences of their actions.
    - Develop empathy and compassion for others.
    - Participate in restorative approaches to conflict resolution.
    - Explore ethical issues through PSHE and current affairs.
- **Evidence:**
    - Behaviour and restorative records.
    - PSHE work.
    - Class discussions and debate activities.
    - Anti-bullying initiatives.

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- **Social Development**
  Pupils are encouraged to:
  - Develop positive relationships with peers and adults.
  - Work collaboratively and communicate effectively.
  - Contribute to school life and the wider community.
  - Build independence and employability skills.
  - Participate in pupil voice opportunities and School Council activities.
- **Evidence:**
  - School Council minutes.
  - Group projects.
  - Employability portfolios.
  - Careers and work-related learning activities.
- **Cultural Development**
  Pupils are supported to:
  - Appreciate Britain's diverse cultural heritage.
  - Learn about different cultures, faiths and traditions.
  - Celebrate national and international events.
  - Develop an understanding of equality, diversity and inclusion.
  - Respect differences and challenge discrimination.
- **Evidence:**
  - Cultural awareness displays.
  - Diversity and inclusion activities.
  - Assemblies and theme days.
  - Curriculum projects linked to different cultures and communities.

- **Enrichment Opportunities**
- Enrichment plays a significant role in supporting pupils' personal development, engagement and wellbeing.
- Opportunities include:
- **Educational Visits**
  - Museums and heritage sites.
  - Local attractions and places of interest.
  - College open days.
  - Careers fairs and employer visits.
  - Outdoor learning experiences.
- **Physical and Outdoor Activities**
  - Reward trips.
  - Sports activities.
  - Walking groups.
  - Team-building exercises.
  - Outdoor education experiences.
- **Creative Activities**
  - Art projects.
  - Music activities.
  - Enterprise challenges.

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- Seasonal events and celebrations.

- **Careers and Employability**
  - Employer encounters.
  - College transition visits.
  - Work-related learning opportunities.
  - Mock interviews.
  - Enterprise and fundraising projects.

- **Community Engagement Opportunities**
- Begdale House School actively encourages pupils to make a positive contribution to their local community and develop a sense of social responsibility.
- Examples include:
- **Local Community Visits**
  - Local parks and green spaces.
  - Local businesses.
  - Public services and organisations.
- **Charitable Initiatives**
  - Fundraising events.
  - Charity awareness activities.
  - Food bank collections.

- **Local Initiatives and Partnerships**
  Begdale House School works with a range of local organisations and providers to enhance learning and personal development opportunities. These partnerships include:
  - Local Alternative Provision providers offering Construction and Mechanics qualifications.
  - Further Education colleges supporting transition planning.
  - Norfolk-based careers and employment services.
  - Local employers and training providers.
  - Community safety and safeguarding partners.
  - Health and wellbeing services.
  - Police and emergency services engagement programmes.
- These partnerships help pupils develop employability skills, independence, confidence and an understanding of their role within the local community.

- **Impact**
- Through SMSC development, enrichment activities and community engagement opportunities, pupils develop:
  - Confidence and self-esteem.
  - Resilience and emotional literacy.
  - Respect for others and diversity.
  - Positive citizenship skills.
  - Independence and employability skills.

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- Knowledge of their local community and wider society.
- Preparation for adulthood and successful next steps in education, employment or training.
- This holistic approach supports Begdale House School's commitment to developing well-rounded, socially responsible and successful young people.

- Accreditation and qualification routes offered Begdale House School provides a range of accredited qualifications to meet the diverse needs, abilities, and aspirations of its students. Qualification pathways are carefully selected to ensure that all learners can achieve meaningful outcomes and progress to further education, training, or employment.
  Students have access to the following qualifications:
  GCSE Qualifications
  - Mathematics
  - English Language
  - Biology
  - History

  Functional Skills Qualifications
  Available from Entry Level 1 to Level 2 in:
  - Mathematics
  - English

  NCFE Qualifications
  - **Occupational Studies** (Level 1 or Level 2 Certificate or Diploma)
  - **Employability Skills** (Level 1 or Level 2 Award or Certificate)
  - **Essential Digital Skills** (Entry Level 3 or Level 1)
  - **NCFE Sport** (Level 1 or Level 2 Certificate or Diploma)

  Access Arrangements
  Begdale House School ensures that all students can access qualifications fairly and equitably. Access arrangements are identified through assessment and evidence of need and may include:
  - Extra time in examinations
  - Rest breaks
  - Use of a reader or reading software
  - Use of a scribe
  - Word processor access
  - Separate or smaller examination rooms
  - Modified papers where appropriate

  Access arrangements are implemented in accordance with Joint Council for Qualifications (JCQ) regulations and are designed to remove barriers to learning while maintaining the integrity of the assessment process. Students are supported to access the qualification pathway most appropriate to their individual needs, strengths, and future aspirations.
  In addition to the qualifications delivered at Begdale House School, students can attend a local Alternative Provision provider with whom the school works in

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partnership. Through this provision, students can access vocational qualifications in:

- **Construction**
- **Mechanics**
- **Nest/Magpie Centre - Stable management**

These qualifications are available at **Level 1 Award, Certificate, and Diploma** level, providing students with practical, industry-related learning opportunities that support progression into further education, apprenticeships, or employment.

The alternative provision enables students to engage in a more hands-on curriculum, develop vocational skills, and gain recognised qualifications while continuing to be supported by Begdale House School. Student attendance, progress, achievement, and welfare are closely monitored through regular communication and collaboration between the school and the provider.

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