



Curriculum Policy

May 2024

Document title		Curriculum Policy	
Author (name & role title)		Craig Drummond	
Version number		V3	
Review cycle		Biannually	
Date of review		May 2026	
Document history			
Version	Date	Author	Note of revisions
V1	June 2021	Harriet Agbenowu	New Document
V2	July 2023	Craig Drummond	Updated to Cavendish ownership
V3	May 2024	Craig Drummond	Updated with changes to curriculum

Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- Marsh Commercial (Insurance)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils, and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Contents

Section	Item	Page
1.	Introduction	4
2.	Aims	4
2.1	Implementation of our curriculum	6
3.	Legislation and guidance	6
4.	Organisational structure	9
5.	Roles and responsibilities	7
5.1	The Board of Governors	9
5.2	The Headteacher	10
5.3	Other Staff	10
5.4	Role of Students: Students will do their best to	11
5.5	Role of Parents and Guardians	11
6.	Inclusion	11
7.	Links with other policies	12

Appendices

	Appendix A: School Values	13
	Appendix B: Curriculum Overview	14

1. Introduction

Heathermount is an independent special school catering for children and young people (age 5 -18) with autism. The school is owned by Cavendish Education and works closely with several local authorities to provide specialised education. We are committed to realising our vision of 'building confidence and preparing students for life' beyond Heathermount, to enable them to take their next step into further education, training, or employment. We also aim to prepare our students to contribute to society and live effectively beyond the specialist support and understanding of Heathermount School.

The Curriculum Policy provides the framework for effective teaching and learning at our School. Our aims are influenced by the programmes of the National Curriculum along with our own individualised schemes of work. Heathermount School is committed to providing a holistic education that includes a bespoke core, support, extension and enrichment curriculum. This combination will challenge and engage learners, whilst offering continuity and progression. Heathermount School has adapted the National Curriculum to meet the needs of learners who have a diagnosis of Autism Spectrum Condition, with associated communication difficulties, both language & social difficulties and, in some cases, Specific Learning Difficulties (such as Dyslexia).

We place a high priority on Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) to maximise opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-opportunities for change and risk-taking achieve the best results for learners with Autism.

Learners are more likely to access education when teaching approaches allow for learner-led opportunities which support them to concentrate on real-life situations, rather than abstract concepts. We recognise that many of our learners have very specific difficulties, but we believe that compassion, tolerance and positive intervention effect change. The culture and ethos of our school is open and non-judgmental.

Whilst we are determined to offer a wide academic curriculum that enables learners to achieve to their potential, the school also places a high emphasis on curriculum enrichment and extension that supports learners' personal development- this begins from the moment they arrive at the school, when there is a strong focus on emotional regulation and behaviour support.

This policy is intended to sit alongside other school policies and be used to drive standards, attainment and provision for the students at Heathermount School. This policy forms an intrinsic part of continual curriculum improvement and development and is used in relation to school improvement planning.

All staff have a responsibility to uphold the policy and subject leaders have key responsibilities within this.

2. Aims

Our curriculum intends to provide an inclusive, child-centred, broad, and balanced education focused on developing the whole child. This holistic approach means deliberate provision of opportunities for meeting academic, non-academic, and their personalised autism-related needs (adhering to the school's READY approach).

Our school vision is, "Building confidence and preparing students for life". To support our vision, Heathermount school will:

- Provide a friendly, caring, and stimulating learning environment with high levels of challenge and support. We cater for the needs of individual learners, including the most able, and those who are experiencing difficulties due to their ASC diagnosis.
- Facilitate learner's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community.
- Provide high quality, inspirational and innovative teaching and learning.
- Provide our students with key integrated therapy approaches using high-quality resources
- Have high expectations of behaviour and are committed to preparing students to contribute positively and responsibly in society.
- Develop our students' mental health, emotional resilience, communication skills and social skills through our "READY" approach.
- We will create exciting, fun, and memorable experiences inside and outside the classroom, allowing our students to transfer knowledge and skills into the real world.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the educational process.
- Have positive relationships with families and the communities in which our pupils live, work and interact socially.
- Develop independence, employability and social skills needed to actively demonstrate British values in an ever-changing world.
- Promote greater understanding of autism both locally and further afield through our outreach and raising awareness programmes.
- Promote a positive attitude towards learning
- Treat all learners in a respectful and dignified manner

We aim that all students should:

- Be enthusiastic and eager to put their best into all activities.
- Be expected to behave in a considerate and acceptable way and learn to become responsible for their actions and the impact this may have on others.
- Know how to think and solve problems mathematically in a variety of situations using a range of concepts.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing.
- Care for and take pride in their school.
- Develop greater flexibility; solve problems in a variety of situations; and build skills to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information.
- Develop tolerance, respect and appreciation of the feelings, capabilities and differences of others.
- Develop tolerant attitudes to the cultural, lifestyle and religious beliefs of others.
- Capitalise on their verbal acuity, which often exceeds their ability to record work. We do this through consistent opportunities to verbally respond, discuss and articulate their views within lessons and throughout the school day. Speaking and listening is an emphasis during lessons, in particular the ability to listen to each other's views and respond appropriately.

- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms and acquire appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Be encouraged to learn within the context of local, national and global communities supporting charities and being aware of the needs and lifestyles of others.
- Develop self-awareness and social, life and independence skills.
- Become self-reflective.
- Through learning, identify future career opportunities.

2.1. Implementation of our curriculum

READY

Our curriculum focuses on making learning more accessible to students by meeting their autism specific needs first through a Total Communication Approach. This is done through our bespoke in-house READY approach (an autism specific approach) across the school.

READY is an acronym for Regulating Emotions and Sensory Needs, Environment, Autism: Mine and others, Developing Social Communication Skills and Your Successes and Independence.

This approach is based on the premise that these factors need to be addressed for an individual with autism to be ready to learn, be confident, understand themselves and their autism, develop social skills, and develop independence.

READY is a hierarchical autism specific approach. READY underpins the way in which staff work to support students to learn and make progress in all aspects of their development.

Organisation

The curriculum is planned to cover the breadth and depth of study appropriate to the learner's attainment levels. Across the school there are progressive schemes of work that build on learning each year and take account of SMSC themes. A graduated approach is used within each learning group and builds year on year throughout the school.

Planned opportunities and experiences provide opportunities to develop knowledge and skills that can then be applied in cross curricular subjects and external contexts. Flexible teaching styles and curriculum delivery are adopted to meet individuals' needs and determine curriculum planning so that every learner has equal access to it.

The school is currently organised into 2 phases; Primary and Secondary. In the Primary classes, learners are taught by one main class teacher. They may have subject specific teachers for Drama, Art, PE, Music, Forest School, ICT and Computing which also give them opportunities to move physically around the school to specialist teaching spaces and support the development of managing transitions and preparation for our KS3 provision.

In English and Maths, our Primary classes are streamed allowing us to meet the 'spiky profile' of our students in appropriate groupings.

In Secondary classes, learners follow a secondary model and may move between classrooms for different specialist lessons, or streamed core subjects. Classes are streamed academically for core subject learning from Year 10 and above, whilst other areas are taught in groups specific to chronological age. Learners within all phases have time at the beginning and end of each day to settle them into school, reflect on their learning, practice reading through guided reading sessions, celebrate their successes and resolve any difficulties that may have arisen during the day. These sessions are led by their Form Tutor/HLTA, who are responsible for their overall care and wellbeing and is the main link between home and school.

In KS4, students undertake options in four subjects on top of our core offer. The curriculum follows a range of courses which lead to a wide scope of qualifications to suit varying abilities from Functional Skills to GCSEs, BTEC, City & Guilds or NCFE courses.

Our curriculum also aims to provide students with a broad range of internal and external work experience opportunities.

Academic learning follows three pathways across the school i.e., Discover, Explore and Adventure. Our pathways allow for the right level of sequenced knowledge and skills to be taught, embedded, built on and consolidated through a spiral learning model.

Delivery

Subjects taught within each Key Stage vary according to need. The percentage of time allocated to each curriculum area is frequently reviewed in order to maintain balance and breadth, whilst meeting the highly individual needs of our learners and class groups, identified through the outcomes of their EHCP Annual Reviews, IEP (READY) targets, and other information from a range of professionals.

Each subject of the formal curriculum is supported by a scheme of work (long term and medium term planning) which details items such as key curriculum objectives, suggested learning sequences and SMSC/thematic links. It is recognised that the National Curriculum is only part of the curriculum required by children and young people with Autism.

Reading is a 'golden thread' at Heathermount and the school supports the acquisition of phonics skills from KS1 onwards with dedicated lessons at the start of each day. Reading time is built into tutor time throughout the week and our library is well resourced and used.

A strong commitment to the development of SMSC themes and British Values is in place across the school, to focus and concentrate on sharing and expanding our learner's knowledge, understand the experiences of others and try where possible to reflect the diverse nature of our school community. SMSC themes as well as British Values inform our assembly/collective reflection schedules across the school which also tie in with themed weeks, targeted to raise awareness of different diversity themes.

The school provides a high staff:student ratio, to allow opportunities for some individual interventions, but principally small group activities. The ratio in Primary is 1:3, with a ratio of 1:4 in secondary.

Timetables ensure the breadth and balance of academic learning, whilst also integrating support, extension and enrichment opportunities. Timetables are regularly reviewed to ensure that all areas of learning are covered throughout the year and sufficient weighting and time is given to core learning and development of core skills. All learners have structured timetables presented in various formats appropriate to their needs. This enables them to identify what to expect during the day, and helps them to become independent learners.

Sensory breaks happen throughout the school day to enhance attention and concentration, and promote health and well-being. Some learners will also have their own individual sensory diets in place throughout the day, with guidance taken from our Multi-Disciplinary Team.

Transition times are an important part of our curriculum planning. We explicitly teach our learners how to manage these times and how to prepare for change, including planned and unplanned changes. This continues throughout the school, with the aim that as learners develop, they will implement independent strategies to manage change.

Enrichment

Our curriculum provides numerous curriculum-linked enrichment opportunities which brings learning to life, makes learning relevant and serve as opportunities for pupils to access activities and learn knowledge and skills that are not typically found in a more “traditional” school curriculum. These include the use of Project days, Trips and visits, the Forest School, Duke of Edinburgh, Hair & Beauty workshops and the Satro Mobile construction classroom to provide irresistible learning experiences for students. We also consider it as a responsibility to optimise learning opportunities throughout the school day; tutor time, lessons, lunch, leisure, clubs, and social times.

Key Components

Some key components of our curriculum are the education of students through Personal Social, Health and Emotional (PSHE) related education. Our students are also educated on safe relationships through our Relationships and Sex Education curriculum. Other vital components include:

- Values for life (through our school values)
- Mental Health and Wellbeing learning and skills through Zones of regulation
- An understanding and application of fundamental British Values
- Healthy Living and leisure

Keeping safe and Safeguarding are considered as the golden threads which weave through the curriculum.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which our school follows in providing a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related

expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Planning the curriculum

The 'Academic Learning' element of the curriculum is planned, delivered, and recorded around a cycle with termly focus which ensures breadth and depth of coverage for all students. The Curriculum is planned and taught differently within each learning pathway, and is appropriate to the learning needs of students. It is delivered through long, mid-term and short-term schemes of work.

- Curriculum Overview – This provides us with a big picture of curriculum delivery in different pathways from Early Years to Key stage 4. A copy of this can be found in Appendix B.
- Curriculum Map - The programmes of study provide a broad outline of what will be covered within each subject under each topic. They are differentiated across levels of ability within the range from EYFS to National Curriculum expectations, depending on the academic levels of the student population in any given academic year.
- Weekly Planning - Weekly plans are drawn up by individual teachers and show the focus for each daily lesson and detail the success criteria for students in each lesson in the form of objectives.

Planning and recording

Each teacher uses the detailed curriculum maps and weekly planning as their daily planning tool. Planning is recorded on Google Classroom. The progress that each student makes is then recorded against their objectives or 'I can' statements for each lesson. All activities within a school day are regarded as learning opportunities. This includes arrival and departure times, tutor time, sensory activity slots, break times, lunch times, play times, clubs and activities relating to leisure.

Assessment, Recording & Reporting

Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every learner's personalised programme. Such procedures include:

- Formative and summative assessments throughout topics with learners encouraged to evaluate their own progress.
- Ongoing evaluation of IEP (READY) targets.
- Assess, Plan, Do, Review (APDR) outcomes to assess individual needs, implement strategies and record progress.
- Regular data points during the year to evidence progress and to identify areas of development.
- The use of ongoing assessment monitoring tools to track student progress.
- A parents' evening held in the Autumn and Summer term.
- A data report shared in the Spring term.
- A full annual report on progress to parents at the end of the Summer term.
- EHCP aims and outcomes, which are reviewed and set at the Annual Review.

5. Roles and responsibility

5.1. The Board of Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover areas of learning and other statutory requirements
- Proper provision is made for pupils including vulnerable groups
- For secondary, all courses provided for students below the age of 18 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth, depth, and balance of the curriculum

5.2. Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Needs of students are met in a personalised way where appropriate
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The board of governors is fully informed about the decision-making processes that relate to the breadth and balance of the curriculum
- The board of governors is advised on whole-school targets in order to make informed decisions

5.3. Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Headteacher: The Deputy Head oversees the development, implementation and monitoring of the curriculum, and works with Assistant headteachers of Primary and Secondary to design and monitor the curriculum for the school.

Assistant Headteachers: Assistant headteachers train, coach, mentor and support class and subject teachers with curriculum mapping, subject development, planning and staff development in Teaching and Learning. They also have a responsibility to actively monitor the implementation and impact of the curriculum.

Class and Subject Teachers: Teachers have a responsibility for creating and using long term (Curriculum maps), medium and short-term plans using the school templates and systems. With regards to planning and delivery, teachers will ensure:

- Lessons are challenging and have pace, rigour, and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet students' individual needs.
- On-going assessment informs planning.
- Teachers build in retrieval practice to every taught lesson.

- Students' learning progresses smoothly through the school and prepares them for life beyond school.
- Tasks are differentiated, scaffolded and personalised to the needs of the children.

Teachers

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

HLTA's and Teaching Assistants: Our teaching assistants play a key role in helping students access the curriculum. Teaching assistants support the teacher by helping to physically set up the right learning environment, resourcing, provide interventions and behaviour support and ensure that students get the maximum benefit from the learning activities that the teacher plans and carries out for them. HLTAs also provide cover for lessons when needed.

Therapy Team: Our in-house therapy team works through an embedded therapy approach with education staff to achieve outcomes and for the holistic development of students.

5.4. Role of Students

Students will do their best to:

- Communicate concerns around learning and seek help from appropriate sources when needed
- make reasoned judgements and choices about their learning
- be on time and participate in sessions
- apply self-motivation, perseverance, and adaptability
- be enthusiastic and eager to put their best into all activities
- have a positive mindset when encountering setbacks or difficulties
- acquire and apply our school values: Responsibility, Independence, Courage, Respect, Positivity and Resilience; on which to base their own behaviour while appreciating these in others.
- behave in an acceptable way and learn to become responsible for their actions
- caring for and taking pride in their school
- enjoy learning in both structured and unstructured ways
- apply their tools from READY and Zones of Regulation for managing their mental and emotional health and wellbeing
- developing body awareness, agility, physical coordination, and confidence through movement
- develop a sense of themselves as part of a community within school and the wider community

5.5. Role of Parents and Guardians

Parents/Guardians can support students by working in partnership with school or independently extending teaching and learning outside the classroom. Parents and guardians can also make the most of opportunities during the waking day to help students apply, consolidate and generalise their learning at home and in the community. This creates a more positive experience for children and helps them perform better in school.

6. Inclusion

We recognise the needs of our students and the barriers to learning which might be presented by their autism and other comorbid conditions. Our learning environment and our curriculum is therefore designed to be inclusive in nature.

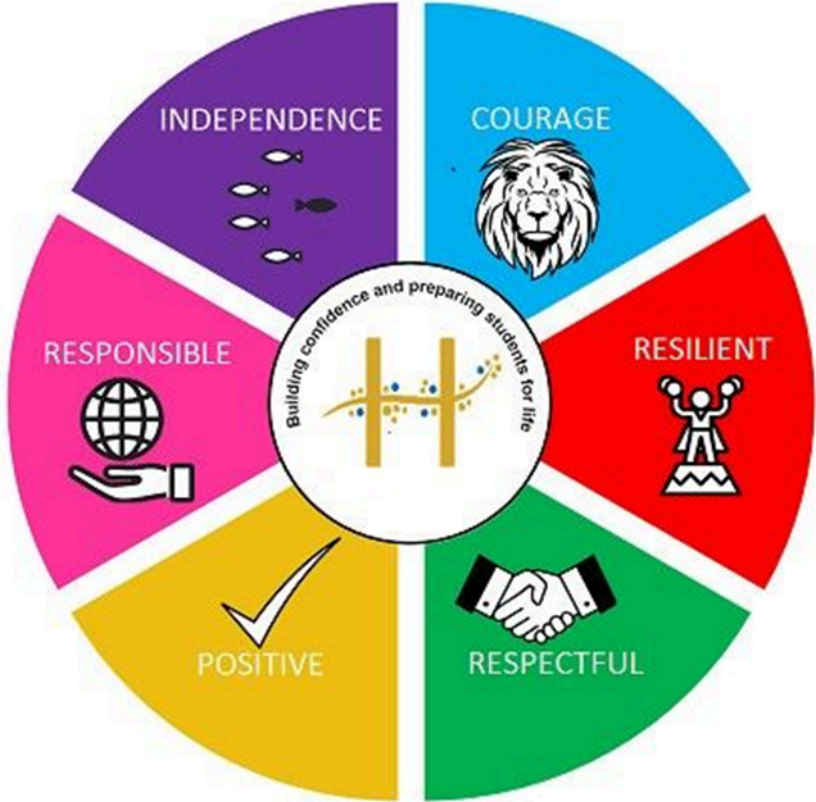
It is important that our learning spaces are designed in an 'autism-friendly' manner with minimal distractions and clearly identifiable areas.

Learning is also differentiated through the pathways and the recognition of specific needs of our vulnerable groups (underperforming, borderline, marginalised, pupil premium, LAC) as well as our gifted and talented students.

7. Links with other policies

- Teaching & Learning Policy
- Assessment Policy
- Marking Policy
- Inclusion Policy
- Monitoring and Evaluation Policy
- Subject Specific Policies

Appendix A
School Values



Appendix B: Curriculum Overview

Whole School Curriculum Overview 2023-2024			Compiled By	Craig Drummond	Reviewed By	SLT
			Latest Update	21st May 2024	Latest Review	21st May 2024
	Year Group	Key Stage	Discover (Life skills and ASDAN)	Explorer (Entry Level and Level 1)	Adventure (Level 2 and GCSE)	
PRIMARY	Year R	Foundation		EYFS curriculum Play Based learning Sensory ASDAN		
	Year 1	KS1	Adapted NC Literacy/RWI Adapted NC Numeracy Life Skills	Emerging NC Literacy /RWI Emerging NC Numeracy Forest school/Outdoor learning READY PE		NC Literacy/RWI NC Numeracy
	Year 2		ASDAN Short Courses		Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama) PSHE, RSE, READY Forest school Catering / Food Tasting PE	
	Year 3	KS2		Emerging NC Literacy /RWI Emerging NC Numeracy Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama) READY ASDAN Forest school/Outdoor learning PE		
	Year 4					
	Year 5					
Year 6						
SECONDARY	Year 7	KS3	City & Guilds Functional Skills Entry Level 1,2 & 3 ASDAN Short Courses ASDAN Towards Independence ASDAN Work Right ASDA Personal Progression ASDAN Key Steps ASDAN Certificate of Personal Effectiveness ASDAN Wider Key Skills PSHE, SRE, READY Forest school/Outdoor learning	NC English NC Maths NC Science Adapted NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Art, Drama) Music 1-1 Forest School/Horticulture Catering		NC English NC Maths NC Science NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Art, Drama) Music 1-1 Forest School / Horticulture Catering
	Year 8					
	Year 9					
	Year 10	KS4	City & Guilds Functional Skills Entry Level 1,2 & 3 and Levels 1 & 2 English 1 & 2 English ICT Functional Skills Level 1 & 2 ASDAN Key Steps ASDAN Employability Entry Level 2 to Level 2 ASDAN Personal Development Progress (Bronze, Silver and Gold) ASDAN Short Courses ASDAN Certificate of Personal Effectiveness ASDAN Award of Personal Effectiveness ASDAN Wider Key Skills ASDAN Extended Project Qualification PSHE, SRE, READY Forest school/Outdoor learning Horticulture Skills for Working Life Entry Level 3 Community Projects/Experiences	Functional Skills Entry Level 1,2 & 3 and Levels 1 & 2 English Functional Skills Entry Level 1,2 & 3 and Levels 1 & 2 Maths AQA Entry Level 3 Science Life Skills / Enterprise City & Guilds Employability Certificate PSHE PE Options: Introduction to Hospitality Entry Level 3, Level 1 (Diploma) Practical Horticulture Skills Level 1 Level 2 iMedia OCR Geography Entry Level Course OCR History Entry Level Course NVQ Business Admin Level 1 SATRO BTEC Level 1 in Construction Award NCFE Level 1 Certificate in Performance Skills Art Award Bronze NCFE Diploma in Sport Level 1		AQA GCSE English Language AQA GCSE Maths BTEC Firsts in Applied Science (Level 2) Life Skills / Enterprise City & Guilds Employability Certificate PSHE PE Options: Food Production and Cooking Level 2 (Diploma) Practical Horticulture Skills Level 2 Computer Science GCSE AQA GCSE Geography AQA GCSE History NVQ Business Admin Level 2 SATRO BTEC Level 1 in Construction Certificate NCFE Level 2 Certificate in Performance Skills Art Award Silver NCFE Diploma in Sport Level 2
Year 11						